

**STATE BOARD OF EDUCATION
FLORIDA DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION**

PARRISH CHARTER ACADEMY, INC.

Applicant/Appellant,

v.

CASE NO.: _____

SCHOOL BOARD OF MANATEE COUNTY,
FLORIDA,

School Board/Appellee.

_____ /

**NOTICE OF APPEAL OF DENIAL OF CHARTER SCHOOL APPLICATION
FOR PARRISH CHARTER ACADEMY, INC.**

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Names and Addresses of Parties and Date of Denial and Denial Notice

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Date of School Board's Decision: March 14, 2017

Date of Denial Notice (received March 27, 2017): March 27, 2017—Attached as **EXHIBIT 1**.

Preliminary Statement

Applicant/Appellant, Parrish Charter Academy, Inc., will be referred to herein as “Applicant” or “PCA.” School Board/Appellee, the School Board of Manatee County, Florida, will be referred to herein as “School Board” or “School District.” All exhibits will be cited by exhibit number and page, where applicable. For example, page 4 of Exhibit 2 will be cited as “Exh. 2:004.”

Statement of Facts and Procedural Background

PCA's Charter Application proposes a K-8th Grade charter school with a focus on experiential learning. Exhs. 2:004, 006; 5:12-13. While PCA is not aware of any public schools in Florida which are fully implementing experiential learning as an educational delivery model, the approach of “learning by doing” is not new to our State. Exh. 2:013, 028, 5:5, 13. PCA has put together a team of experienced education professionals on both its board and as professional consultants. Exh. 2:073, 486-493. This includes a board member (Deborrah Metheny) who formerly served in public schools and school district administration for over 25 years, ending her career as a Charter Liaison for the Sarasota School District. Exhs. 2:073; 5:11-12. Another member of the team who would support PCA's principal has her doctorate in curriculum and instruction and 36 years of experience in education as well as experience opening new schools and adapting curriculum. Exhs. 2:085-086; 5:7, 12. The PCA team has also selected a

management company with demonstrated success in operating charter schools and which will provide financial support for the school to cover start-up and unanticipated costs. Exhs. 2:004-005, 065, 069, 071, 080-081, 612, 616-622; 5:7, 9-10; 6:1.

This Charter Application was seventh application in four application cycles which the PCA team submitted to the District. Exh. 5:4. It also submitted draft applications for a fee in two prior application cycles. Exh. 5:4-5. Each time its application was recommended for denial, it chose to withdraw the applications in an effort to work with District Staff. Exh. 5:5-6; 7:1-4. However, some concerns cited by District Staff in past Evaluation Instruments were unclear to the PCA team or did not appear to have a statutory basis, so Ms. Metheny sought a meeting to discuss these questions with District Staff. Exh. 7:1-4. Ms. Metheny seemed in the best position among the PCA team to be able to understand the District's comments given her background as a former Charter Liaison. Exh. 5:10-11. District Staff refused to meet with her and have said that they will not meet with applicants to discuss specific questions regarding a past application because they believe it could give the "appearance of impropriety" or constitute drafting applications for applicants. Exhs. 5:11-12; 7:1-4. This position is not a best practice and is particularly problematic to PCA given the page limitations now imposed on charter applicants which requires them to make decisions on which sections of the application require additional detail over others. If the District refuses to meet with the applicant, the applicant must guess where to include additional detail to meet the District's expectations. Not meeting with applicants also means that applicants may not understand comments provided by District staff, making it difficult to address them and leading to unnecessary appeals. Without any possibility of a continued dialogue with District Staff, and after four cycles of denial recommendations from District Staff, the PCA team felt it had no choice but to file the Instant Appeal.

This latest version of the Charter Application was submitted on February 1, 2017. A Capacity Interview was conducted on February 17, 2017. Exh. 4:1-2. At the Capacity Interview, School District Staff asked prepared questions of the PCA team. Exh. 4:2-3. The PCA team was instructed to have one person answer each question in order to save time and was cut off from elaborating on some answers during the interview. Exh. 4:2-3, 23, 26, 53. In most instances, out of necessity due to the time limitations, the PCA team did not answer with as much detail as was contained in the Charter Application or just referred to the Charter Application. Exh. 5:12.

On March 3, 2017, the Superintendent issued her recommendation of denial of the Charter Application. An Evaluation Instrument was finalized that same date. Exh. 3. The Evaluation Instrument contains a number of questions and requests for clarification that were not asked in the Capacity Interview and were not provided to PCA during the review process. It also contains reasons for denial based on alleged incomplete answers given in the Capacity Interview, even where no follow-up question was asked by District Staff or the Charter Application provided the expected detail. The Evaluation Instrument also includes questions that were not asked during the Capacity Interview.

On March 14, 2017, the Charter Application was considered at a meeting of the School Board. The PCA team and its supporters made public comment and submitted letters to the Board to outline its past efforts to address District Staff concerns, the need for a charter school in the Parrish community, and the capacity of the PCA team to open a quality charter school. Exh. 5:2-14. The School Board denied the Charter Application. Exh. 5:21; Exh. 6.

The Denial Notice was received by PCA via e-mail on March 27, 2017, so the Instant Appeal is timely filed. Exh.1. The Denial Notice states that two sections of the Charter Application “did not meet” the standard and seven sections of the Charter Application “partially

met” the standard. Exh. 1:1. However, Denial Notice only cited six of the seven “partially met” sections as a basis for denial. Exh. 1:2-9. Therefore, the seventh section that District Staff identified as “partially met,” cannot be used a basis for denial and cannot be argued in the Instant Appeal. Fla. Stat. s. 1002.33(6)(b)3. (2017); F.A.C. Ch. 6A-6.0781(1)(c) (2017). The Denial Notice also cites specific points out of the Evaluation Instrument as the basis for denial, so the School Board cannot cite to any other allegations from the Evaluation Instrument or otherwise in the Instant Appeal as a defense for its Denial without violating PCA’s due process rights. Id.

Statement of Law

The Florida Legislature has set forth standards for charter applications and review by sponsors, which have been codified in Section 1002.33, Florida Statutes (2017) (referred to herein as the “Charter Statute”). “If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the charter application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education.” Fla. Stat. s. 1002.33(6)(b)3.a. (2015). The issues at the hearing are limited to those identified in the denial notice. Fla. Stat. s. 1002.33(6)(b)3. (2017); F.A.C. Ch. 6A-6.0781(1)(c) (2017).

Standard of Review by State Board of Education

The State Board of Education must grant a charter applicant’s appeal if it determines that there was no competent and substantial evidence in the record before the school board to support the school board’s basis for denial in the denial notice, based upon statutory good cause. Fla. Stat. s. 1002.33(2)(a) & (b) (2015); Imhotep-Nguzo Saba Charter School v. Department of Education, 947 So. 2d 1279, 1284-85 (Fla. 4th DCA 2007); School Board of Osceola County v. UCP of Central Florida, 905 So. 2d 909, 914-16 (Fla. 5th DCA), rev. den., 914 So. 2d 954 (Fla.

2005). The record for the appeal consists of “transcripts of all meetings before the district school board in which the decision was considered, and all documents considered by the district school board in making its decision.” F.A.C. Ch. 6A-6.0781(1)(c) (2017).

A “good cause” basis for denial of a charter application by a school board is one that is legally sufficient and based on empirical evidence, and not one that is based on unsupported assumptions or conjecture. UCP, 905 So. 2d at 914-16. A school district’s basis for denial does not constitute good cause if such denial was not based on a standard set forth in the Charter Statute or charter application form. School Bd. of Volusia County v. Academies of Excellence, Inc., 974 So. 2d 1186, 1190-91 (Fla. 5th DCA 2008).

“Competent and substantial evidence” is such evidence that is sufficiently relevant and material to the ultimate determination that reasonable minds would rely on it to support the conclusion reached. Duval Util. Co. v. Florida Public Service Comm’n, 380 So. 2d 1028, 1031 (Fla. 1980); De Groot v. Sheffield, 95 So. 2d 912, 916 (Fla. 1957). Conclusory or generalized statements with no fact-based chain of reasoning, even when given by experts, cannot be relied upon as competent and substantial evidence. Duval Util., 380 So. 2d at 1031; City of Hialeah Gardens v. Miami-Dade Charter Foundation, Inc., 857 So. 2d 202, 204 (Fla. 3d DCA 2003). Conjecture or speculation is also not competent substantial evidence. FL Rate Conf. v. FL R.R. & Pub. Utilities Comm’n, 108 So. 2d 601, 607 (Fla. 1959). Mere opinion testimony by school board staff, without supporting evidence, is not competent substantial evidence. Academies, 974 So. 2d at 1191.

Even where an application is statutorily deficient, and the applicant recognizes the problem and is willing to correct it, Florida courts have found that such a deficiency was not good cause to deny an application. Academies at 1191. The Charter Statute was amended after

Academies to specifically allow for charter applicants to make technical or non-substantive corrections of errors if such errors are identified by the school board as a cause to deny the charter application. Fla. Stat. s. 1002.33(6)(b) (2017). However, this amendment did not abrogate the precedent in Academies, which was based on the public policy that applications should not be denied if the applicant recognizes a problem with an application and is willing and able to correct it.

Argument and Identification of School Board's Errors

A. EDUCATIONAL PLAN

The School Board incorrectly found that the Educational Program Design and Curriculum Plan Sections of the Education Plan of Charter Application “did not meet” the requirements for approval. Exh. 1:5. The School Board erroneously concluded that the Target Population and Student Body; Student Performance, Assessment and Evaluation; English Language Learners and School Culture and Discipline Sections of the Charter Application “partially met” the requirements for approval. Exh. 1:6-8.

The Evaluation Criteria in the Model Florida Charter School Application provides the following standards for the educational program design in this Section:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school’s mission and responds to the needs of the school’s target population; and
 - Is likely to lead to improved student performance for the school’s target population.

Chapter 6A-6.0786(1), F.A.C. (Form IEPC-M1)

The School Board did not apply the correct standard for this Section as outlined above, and therefore, its denial must be overturned. The Denial Notice states for this Section that PCA

did not answer a question in the Capacity Interview as to how the Experiential Learning model develops the academic capacity of students to demonstrate mastery of Florida Standards. Exh. 1:2. Given that the Charter Application covers this issue in detail, the PCA team answered this question generally as to how Experiential Learning helps improve critical thinking and other skills that are foundation of the Florida Standards. Exh. 4:12-13. From the Denial Notice, it is clear that School District Staff were looking for a more specific answer that related to the specific elements of the Florida Standards, but they did not ask any follow-up questions that would have let PCA know this was the type of answer District Staff were seeking. Exh. 4:13. Likewise, School District Staff criticized another answer to a question in the Capacity Interview regarding the use of the experiential learning model to “support remediation.” Exhs. 1:2;4:14. Again, the response is criticized in the Denial Notice for failing to provide a “clear and coherent vision” as to “how teachers will align the experiential learning model of instruction to support remediation.” Exh. 1:2. However, this was not the question asked. Exhs. 1:2; 4:14. Dr. Sarria answered the question actually asked by describing the ways in which the experiential learning models serves as a valuable approach for students needing remediation. Exh. 4:14-15.

The Denial Notice contains two questions asking for explanation that were not asked in the Capacity Interview (“Please explain the above quote in relation to teaching reading in primary grades, intermediate grades, and middle school grades. . . Please explain the ‘scope and sequence of FS aligned to Materials.’”) Exh. 1:2. It is unclear why these two questions were included in the Denial Notice and cannot serve as competent and substantial evidence or serve as a good cause basis for denial.

The Denial Notice also makes a number of allegations that PCA’s plans for development of curriculum maps, assessments, and alignment of one of its programs with Florida Standards

are unrealistic. Exh. 1:2. Specifically, School District Staff allege, without any specific basis, that PCA staff will not have sufficient time or skills to get these tasks accomplished. Exh. 1:2-3. However, such general conclusions, without any fact-based chain of reasoning and logic, cannot constitute competent and substantial evidence to support a charter application denial. In addition, the reviewers cannot use this as a basis of evaluation in this part of the Application. Exh. 3:4. The Charter Application is replete with information on how the Experiential Learning Program will be implemented at PCA. This was also discussed in the Capacity Interview. Professional development over the summer and throughout the school year is described. Exh. 2:013-014, 016, 019, 028, 033, 035, 056, 065, 084, 088-094. There is also a discussion of the creation of Professional Learning Community curriculum teams (“PLC’s”) among PCA staff that will meet over the summer and during common planning throughout the school year to collaborate in preparing teaching units and daily lessons and address academic issues. Exh. 2:013-015; 019-020, 025, 033, 035, 038, 041-042, 048, 050, 053, 057, 063. As with many schools, common planning time is used for developing thematic units and writing lesson plans as well as phone calls and parent conferences. For example, teachers can write their lesson plans on Thursdays and Fridays as a grade level and/or department and then they can use the other days for the other responsibilities. Finally, the Charter Application outlines the extensive research supporting Experiential Learning, and in particular its success with the anticipated population of students at PCA. Exh. 2:010-011, 021-024, 091.

In short, District Staff provided no competent or substantial evidence or good cause statutory basis to support the School Board’s denial based on Educational Program Design. It is clear that the Charter Application met the standard for this Section.

The School Board also determined that the Charter Application “did not meet” the standard as to the Curriculum Plan Section. Exh. 1:3. The Evaluation Criteria in the Model Florida Charter School Application for this Section provides the following:

Reviewers will look for a curriculum and instructional program design, whether fully developed or not, that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Chapter 6A-6.0786(1), F.A.C. (Form IEPC-M1)

The reasons for denial set forth in the Denial Notice are not consistent with the standards for this Section as set forth above. The Denial Notice states that the Charter Application cannot meet the standard because it proposes to use the Expeditionary Learning curriculum (also known as EL Education) for grades K-8 English Language Arts, and the K-2 portion of the curriculum will not be available until later in 2017. Exhs. 1:5; 2:029. However, the standard for this Section specifically contemplates charter applications that propose curriculum that is not complete as of the date of application. EL Education has already released the Grades 3-8 curriculum, so it is reasonable to conclude the K-2 curriculum will follow. This Charter Application is for a school opening August 2018, which will allow for enough time for the curriculum to be published.

The Denial Notice also implies that PCA proposes not to incorporate reading as a means to learning for students until they are ready to enter 9th Grade. Exh. 1:5. However, District Staff have clearly misinterpreted the Charter Application, which specifically discusses the use of reading for learning and an emphasis on reading. Exh. 2:030-031, 034, 040-042.

The Denial Notice alleges there will not be sufficient time to adapt the ELA program (EL Education) from the Common Core Standards to the Florida Standards and for creation of

curriculum maps and lesson plans for use at PCA. Exh. 1. There is no competent and substantial evidence in the record to support these allegations. The Charter Application clearly explains how these tasks will be accomplished through creation of the PLC's as part of pre-planning and then during the school year, and this was discussed further at the Capacity Interview. Exh. 2:014, 020, 025, 030, 033, 038-039. 4:17-18, 46-54. In addition, this work will not have to encompass all subject areas because many of the materials come with these resources. 4:49. Similarly, the Denial Notice states that "there is not a clear vision for how the Experiential learning model will ensure appropriate presentation of the instructional shifts brought on by the Florida Standards. Exh. 1:4. However, this is specifically addressed in the Charter Application. Exh. 2:022, 030-031, 040. The Denial Notice also states "there is not a clear and coherent framework for use of Foundations," but the Charter Application clearly discusses the use of Foundations as a supplement to the EL Education curriculum. Exhs. 1:4; 2:030-032, 036, 040-042.

While the Denial Notice contains many comments as to the Curriculum Plan, these comments are not aligned with the evaluation standard for this Section. Such comments are not support by fact, are simply bald allegations and do not constitute competent and substantial evidence or a good cause statutory basis for denial of the Charter Application.

As to the Targeted Population and Student Body Section, the District found that it "partially met" the standard because it alleged that PCA did not provide examples of differentiated instruction for the targeted population and that only one member of its team knew anything about experiential learning. Exh. 1:6. However, this section of the Application Form does not seek information on differentiated instruction, so there is no good cause to find it is only "partially met" on this basis. Nevertheless, the Charter Application contains numerous examples

of the types of differentiated instruction that may be used at PCA. Exh. 2:014, 033-036, 039, 041-042, 047-050, 060. Therefore, there was no competent and substantial evidence or good cause statutory basis to deny the Charter Application for failure to meet the standard in this Section.

School District Staff also mistakenly determined that the Student Performance and Evaluation Section “partially met” the standard, questioning PCA’s ability to implement its assessment plan because it relied on the Florida Interim Assessment Test Bank which will not be available after June 2017, and as to the ability to develop assessments Exhs. 1:6; 3:12. When the Charter Application was submitted, PCA was not aware that the Test Bank would not be available after June 2017. As with any unexpected events, PCA would seek out alternative resources. The Test Bank was not the only tool referenced in the Charter Application for developing assessments. Exh. 2:049-054, 419-420. If there is a fee associated with such resources that would not be sustainable in PCA’s budget, PCA has access to funding through its ESP, FORZA, to cover unexpected expenditures. Exh. 2:071.

School District Staff also pointed to responses in the Capacity Interview, and concluded that such responses evidenced a lack of understanding of the District’s Student Progression Plan and the grades requiring mandatory retention. Exh. 1:6-7. PCA disagrees that its responses were inconsistent with the District’s Student Progression Plan or that they demonstrate a lack of knowledge of the District SPP that would constitute a good cause statutory basis for denial of the Charter Application. PCA has committed to implementing the District’s SPP. If there is a misunderstanding as to a provision in the District’s SPP, these issues could be addressed as part of the Charter Contract or in training that the District allows charter schools to attend.

District Staff raised a question regarding whether PCA was proposing Tier 3 interventions be provided after school and alleged inconsistency with the District's SPP. Exh. 1:7. The Charter Application provides for Tier 3 interventions during the school day during the time a student would ordinarily have an elective, but students would be given the option for these interventions to take place after school in order to avoid giving up an elective. Exh. 2-24. PCA disagrees that its Charter Application is inconsistent with the District's SPP. However, given that it is specifically adopting the District's SPP, any inconsistencies would constitute clerical errors that PCA should be permitted to correct. Fla. Stat. s. 1002.33(6)(b) (2017); Academies at 1191. Moreover, it should be noted that issues such as perceived inconsistencies could easily be addressed during a meeting with an individual applicant prior to application submittal, during charter contract negotiations or as part of training that the District allows charter schools to attend.

Finally, District Staff alleged the Charter Application contained no discussion of the baseline data that would be used for students coming from outside Manatee County, but this was addressed in the Charter Application. Exh. 2:48-49. If students enter PCA from outside the State of Florida, or without data from State Assessments, PCA would gather baseline data on such students through its administration of assessments as shown in Attachment F to the Charter Application. Exh. 2:419-420. For all the foregoing reasons, the School Board failed to show competent and substantial evidence or a good cause statutory basis for denial.

The School Board determined that the English Language Learners Section of the Charter Application "partially met" the standard. Exh. 1:7. School District Staff alleged that PCA would have only one ESOL teacher per grade level and raised concerns over the amount of ESOL support for mainstreaming ELL students and serving greater numbers of ELL students. Exh. 1:7.

School District Staff characterization of PCA's ELL Staffing Plan is incorrect and does not support a conclusion that the plan is noncompliant with legal requirements. The Staffing Plan calls for recruiting teachers with ESOL endorsements and encouraging those without the endorsement to attain it within one year following hiring. Exh. 2:064. The minimum standard in the Staffing Plan is at least one teacher per grade level with an ESOL endorsement, but it provides a strategy for hiring more teachers with an ESOL endorsement. Exh. 2:064-065. Moreover, the Charter Applicant specifically states that, if there are not enough ESOL students to create a single class within a specific grade, ELL students will be placed with an ESOL-endorsed teacher in their grade. Exh. 2:061. PCA would follow the District-adopted sheltered instruction models outlined in the District's ELL Plan. 2:062. PCA did not include staffing for the sheltered models in its staffing plan or budget because the staffing plan and budget are not based on an assumption that there will be a full class of ELL students at any grade level. However, PCA did demonstrate its knowledge of the other two models in the event the population was different than anticipated. Exh. 2:062. This far exceeds the standard for charter applicants, and the District's denial based on this Section should be overturned.

During the Capacity Interview, School District Staff also sought examples of ways teachers could make content comprehensible to ELL students. Exh. 1:8. District Staff allege that PCA did not respond specifically enough and did not reference English Language Development standards, and conclude that this demonstrated a lack of knowledge. However, this conclusion is mere conjecture as there was no follow-up question in the interview seeking this information, and the Interview was limited in time and scope. 4:38. This is just another example of the District refusing to consider areas that were specifically discussed in the Charter Application. Exh. 2:062-063.

Finally, School District Staff alleged that the exit requirements and tools to measure English language proficiency listed in the Charter Application are inconsistent with the District's ELL Plan. Exh. 1:8; 2:061-062, 063-064 PCA respectfully disagrees. Moreover, the Charter Application specifically incorporates the District's ELL Plan by reference. Any inconsistency between the Charter Application and the ELL Plan constitutes a clerical error that PCA is allowed to correct. Fla. Stat. s. 1002.33(6)(b) (2017); Academies at 1191; Exh. 2:061. These issues could easily be addressed during a meeting with an individual applicant prior to application submittal, during charter contract negotiations, or as part of training that the District allows charter schools to attend. As with the other Sections, there is no competent and substantial evidence or good cause statutory basis to support the School Board's denial of the Charter Application based on English Language Learners.

As to School Culture and Discipline, the only basis School District cited for support that the Charter Application "partially meets" this section is a statement by PCA's attorney during the Capacity Interview. Exh. 1:8. In response to a general question regarding rights of students with disabilities regarding Code of Conduct violations, PCA's attorney discussed the need to discipline based on the IEP, manifestation determinations and discipline of students who are in the process of being identified as potentially needing services. School District staff asked no follow-up questions. The Denial Notice states that the PCA attorney did not mention 504 students, Functional Behavior Assessments, Behavioral Improvement Plans or modifying the IEP's. Given the Capacity Interview guidelines in which the PCA team had been told to keep answers brief, and there was no follow-up question or any indication that District Staff wanted additional information, it was not competent and substantial evidence to conclude that this Applicant lacked knowledge of 504 Plans, FBA's or BIP's merely because these topics were not

mentioned in response to a general question regarding a complex topic such as ESE student discipline. Exh. 4:43. Moreover, the Charter Application specifically states that PCA will adopt the District's SP&P and School District Student Conduct Code and specifically references the rights of students with disabilities in the disciplinary context. Exh. 2:51, 61. PCA's Student Handbook also specifically references students with disabilities under Section 504 and states "PCA will follow the Manatee County Public Schools Code of Student Conduct as it relates to the rights of students with disabilities in disciplinary actions and proceedings." Exh. 2:431. Accordingly, there was no competent and substantial evidence or good cause statutory basis for denial of the Application due to this Section of the Application.

B. BUSINESS PLAN

As to the Business Plan, the School Board determined that the Facilities and Budget Sections "partially met" the criteria for approval. Exh. 1:9. Specifically, as to the Facilities Section, District Staff stated that there was "no site commitment," "site is on a very busy highway," unsafe walking conditions, and that the timeframe for opening in August 2018 would be unrealistic. Exh. 1:9. The Charter Evaluation Instrument does not require charter applicants to have a site commitment at the time of charter application submittal. Rule 6A-6.0786(2), F.A.C. (2017). While PCA has not secured a specific site, it did identify two specific sites in the Parrish community in the Charter Application and outlined a two-phase development plan for a school facility and included a commitment from a developer. Exh. 2:010, 099-100, 568-569. It also referenced alternative facilities that would be used in the event there are permitting or construction delays at the permanent site. Exh. 2:101-102. District Staff did not cite any basis for the statements that the sites identified by PCA are unsafe or unrealistic to develop. Even if there are delays, PCA has identified a back-up plan, and would also have a statutory entitlement

to take up to two planning years. Fla. Stat. s. 1002.33(6)(b)5.; Exh. 2:101-102. Accordingly, there is no competent and substantial evidence or good cause statutory basis to deny the Charter Application based on the reasons cited by the School Board for the Facilities Section.

As to the Budget Section, the only issues raised by District Staff were that there were insufficient funds budgeted for student software and that “further explanation is needed” regarding PCA’s proposal for addressing the Nurse, Media Specialist and Guidance Counselor positions. Exh. 1:9. District Staff cited no support for the conclusion that the budget for software being inadequate other than the cost per child of iReady would take up a large portion of the budget. Exh. 1:9. However, PCA did not propose to use iReady for every child, so it would not use as much of its budget for iReady as the District implies. Exh. 2:062. To estimate the budget needs for software, PCA used references from other start-up charter schools for instructional, assessment and remediation software, information from the Florida Charter Support Unit and actual costs. Exh. 4:55. Where actual costs were unavailable, it included a conservative (high) estimate. Exh. 4:55. The Charter Application’s budget appropriately reflects thoughtful planning for software needs in an amount that is commensurate with other start-up charter schools. However, in the event that PCA needs additional resources, there is evidence in the record that PCA’s ESP will supply additional financial resources to meet the needs of the school. Exh. 2:071, 612.

As to the District’s need for additional explanation as to certain positions such as a Nurse, Media Specialist and Guidance Counselor, there was no question on this topic asked at the Capacity Interview, and the District did not allow for any pre-application meeting or request for additional information that could have addressed these questions. Exhs. 4, 7. These positions are not contained in PCA’s proposed budget because they are not required by law. However, if it

was determined that these positions were needed, the PCA Board would adjust its budget at that time to accommodate these positions. Exh. 2:124. Accordingly, there was no statutory good cause basis or competent substantial evidence to support denial of the Charter Application for the reasons cited by the School Board as to the Budget Section.

Conclusion

PCA presented a thoughtful and thorough Charter Application that meets the statutory requirements. Its team is made up of individuals with the experience and knowledge to implement the Charter Application and open a successful charter school. It has made good faith efforts over the past four application cycles and seven applications to address any concerns raised by District Staff as to past applications. To the extent there was ambiguity or lack of statutory basis in past comments by District Staff, PCA was denied an opportunity to clarify those issues or address them ahead of time in a pre-application meeting.

While the School District held a Capacity Interview in which it could have asked questions to clarify the intent in the Charter Application, it failed to ask a number of questions and then used those outstanding questions as a basis for denial. The District based a great number of its findings on what it characterized as incomplete or non-answers during the Capacity Interview. However, the details and back-up for the answers were in the Charter Application, and there was no indication in the Capacity Interview that the District would not consider the Charter Application in evaluating responses given in the Capacity Interview.

Many of the issues outlined in the Denial Notice are inconsistent with the evaluation standard. In addition, they reflect a level of detail that far exceeds statutory requirements for a charter applicant. Nevertheless, PCA could have devoted more explanation in the areas of most priority to District Staff if a pre-application meeting to discuss those priorities had been allowed.

Based on the foregoing arguments and the authorities cited herein, there was no competent and substantial evidence in the record or good cause statutory basis to support the School Board's denial of the Charter Application. The Applicant respectfully requests that the Charter School Appeal Commission recommend issuance of an order by the State Board of Education: (1) finding that there is no competent and substantial evidence or statutory good cause to support the Denial Notice; (2) granting the Applicant's appeal and (3) requiring that the Charter Application be approved.

Respectfully submitted this 26th day of April, 2017.



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Attorney for Applicant/Appellant

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true and correct copy of the foregoing has been furnished this 26th day of April, 2017, by overnight delivery to:

Mitchell Teitelbaum, General Counsel
Manatee County School District
215 Manatee Ave. W.
Bradenton, FL 34205

Manatee County School Board
c/o Dr. Diana Greene, Superintendent
215 Manatee Ave. W.
Bradenton, FL 34205


Attorney for the Applicant/Appellant

**STATE BOARD OF EDUCATION
FLORIDA DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION**

PARRISH CHARTER ACADEMY, INC.

Applicant/Appellant,

v.

CASE NO.: _____

SCHOOL BOARD OF MANATEE COUNTY,
FLORIDA,

School Board/Appellee.

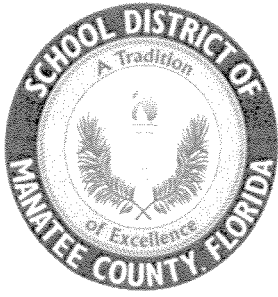
_____/

TABLE OF EXHIBITS

1. Denial Notice, dated 3/27/17
2. Charter Application, submitted 2/1/17
3. Evaluation Instrument, dated 3/3/17 and signed by Frank Pistella
4. Transcript of Capacity Interview held 2/17/17 with School District of Manatee County Staff
5. Transcript of School Board Meeting held 3/14/17
6. Letter to School Board from Collier School Board Member Kelly Lichter, e-mailed 3/13/17 and hand delivered at 3/14/17 School Board meeting
7. Correspondence with School District Staff seeking meeting to explain comments on past Applications

Exhibit 1

Denial Notice, dated
March 27, 2017



SCHOOL DISTRICT OF MANATEE COUNTY

March 27, 2017

Dave Sellars, Board President
3711 Rhine Street
Sarasota, Florida 34234

SCHOOL BOARD

Charlie Kennedy
Chair

John A. Colon
Vice Chair

Gina Messenger

Dave "Watchdog" Miner

Karen Carpenter

SUPERINTENDENT

Diana Greene, Ph.D.

Dear Mr. Sellars,

Thank you for submitting your final application for the 2017-2018 application cycle to open Parrish Charter Academy in Manatee County. The district makes every effort to ensure that the application process for a new charter school is fair and equitable. Careful consideration was given to your application. Our process for reviewing and developing a recommendation for the School Board included the following:

- A review team composed of a diverse group of district educators, and administrators with expertise in a variety of areas related to the effective operations of schools, reviewed your application using the Florida Charter School Evaluation Instrument.
- The reviewers presented their findings to the Charter Review Panel consisting of senior leadership staff and representatives from all areas of the Instructional and Operations Divisions.
- A capacity interview was conducted and is an integral part of the application review process. A capacity interview is designed to determine if the plan is sound, sufficiently comprehensive and cohesive, as well as determining if the applicant is likely to implement the proposed program successfully. Responses to the interview questions are shared with the superintendent and the District School Board.
- The recommendation from the Charter Review Panel was provided to the Superintendent and her staff.
- The Superintendent's recommendation based on the evaluation of your application and capacity interview was presented to the School Board on March 14, 2017, at the School Board Meeting.

This process resulted in the Superintendent's recommendation to deny your application to open a charter school in Manatee County for the 2018-2019 school year. Using the Florida Charter School Evaluation Instrument, the District Charter Review Panel determined that of the 26 categories required in Florida Statute, the Parrish Charter Academy Application combined with the capacity interview met the criteria in twelve areas, partially met in seven areas, did not meet the in two areas, three areas do not receive a rating, and two areas are not applicable. The evaluation instrument provides you with a comprehensive summary review of the application and the capacity interview.

The School Board voted to deny your final application for the 2017-2018 application cycle on Tuesday, March 14, 2017.

P. O. Box 9069
Bradenton, Florida
34206-9069
215 Manatee Ave. W.
Bradenton, FL
34205
PH. (941) 708-8770
FAX. (941) 708-8686

*The applicant did not meet statutory requirements of the **Educational Program Design** section for the following reasons:*

CAPACITY INTERVIEW

“The **mission** of Parrish Charter Academy (PCA) is to provide academic excellence for all students through experience and self-discovery in order to develop motivated, independently thinking individuals who demonstrate exemplary character, social confidence and service to the community. Moreover, PCA embraces the **vision** of being a school community that actively cultivates innovation and integrity in a challenging and engaging learning environment that ensures academic and social-emotional success.” (p.1)

QUESTION:

In light of the mission to provide academic excellence, and the focus on reading, how will the emphasis on experience and self-discovery work to develop the academic capacity of students to prepare for the Florida Standards Assessments?

CONCERNS:

Response articulated ways to teach with the whole child in mind, but did not answer the question as to how the experiences would develop academic capacity to demonstrate mastery of the Florida Standards. This may work to increase background knowledge and recall, how this would help students master Florida Standards was not discussed. The applicant did not answer the question.

QUESTION:

How does the experiential model support remediation?

CONCERNS:

A clear and coherent vision was not provided to demonstrate how teachers will align the Experiential Learning model of instruction to support remediation.

A clear and coherent plan was not provided for the following:

- the plan for determining which students will require remediation in all core subjects
- what research-based intervention tools will be used
- how teachers will be trained on the use of these tools
- which progress monitoring tool will in turn be used to collect data

APPLICATION

Concern of scope and sequence development via PLCs in lieu of staff having window of time before school and skills to complete task (developing curriculum maps, assessments and alignment of EL and problem-based learning) P.15

“Experiential Learning was chosen as the foundation of the educational program due to its ideal instructional approach for this population.” (p. 8)

Please explain the above quote in relation to teaching reading in primary grades, intermediate grades, and middle school grades.

On page 8 of the application, the list of PD to promote student learning includes the following: “Scope and Sequence of FS aligned to Materials (as explained in Section 4”

Please explain the “scope and sequence of FS aligned to Materials.”

The application states that FORZA will provide the curriculum development and support (p.74, 82). The application states teachers will be responsible to align the curriculum (p. 9, 10, 14). The application states, “The curriculum is well aligned with the LAFS and the core program Experiential Learning.” (p. 23) “The PLC curriculum teams identified by the principal will create a scope and sequence of community-based topics and activities and identify resources for each course described above.” (p.41)

Please clarify the above statements that appear contradictory. Who is responsible for aligning the Curriculum to FS? Who is responsible for curriculum development? Who aligns the curriculum? To what is the curriculum aligned?

Teachers are to utilize common planning for PLCs for curriculum alignment, mapping:

“The teams will use the planning weeks before the school opens to create curriculum maps with a scope and sequence for each core subject that is aligned with the FS, Experiential Learning, and the curricular choices described below. The team will also meet during the first weeks of school to complete and revise the maps.” (p.9)

“Grade level PLCs, made up of teachers from different disciplines that teach the same grade level, will meet before school begins in August and either daily, weekly or bimonthly, depending on need, to collaborate in preparing units and daily lessons.” (p.10)

Concern exists that teachers will not have time to do other necessary things related to teaching (i.e. prepare materials, meet with parents, make phone calls, etc.)

On page 16, it states “Similar to Manatee’s MTSS team approach, the schools PLC collaborative problem solving teams will meet to monitor, intervene and support struggling students in need of remediation.”

Concern regarding how problem-solving teams accomplish the above goal along with the many other initiatives that are slated to take place during the same window of time.

“Finally, a variety of assessments will be developed for the lesson and units.” (p.10)

There is no evidence of training for teachers in developing assessments.

“As students work to solve the question or problem, they assess themselves and their peers based on a rubric established by the teacher that outlines the expectations and criteria for the final product.” (p. 11)

Where in the application is Professional Development for teachers to be trained and students to be trained to assess themselves? When will teachers be trained in developing self-assessment rubrics?

“Students at PCA will be a participant in Experiential Learning across all content areas, thus making learning an experience based on interdisciplinary units aligned to the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS).” (p.15) Concern exists over how student participation in Experiential Learning (EL) across content areas makes the learning experience interdisciplinary, and aligned to FS. Please explain.

The applicant did not meet statutory requirements of the Curriculum Plan section for the following reasons:

CAPACITY INTERVIEW

QUESTION:

On page 23, a year’s worth of instruction is based on four modules. On page 24, it lists the components that come with the EL Education ELA curricula including maps and lesson plans. How do these resources work with what teachers are creating?

CONCERNS:

The response did not meet the rigor of the evaluation rubric as evidenced by:

- There is not a clear and coherent vision for how teachers will align and adapt the purchased Curriculum resources (Foundations, Expeditionary Learning, etc.) with the Florida Standards across a school year in such a way that there is assurance of meeting the necessary rigor of the Florida standards.
- There is a lack of information provided regarding the necessary facilitation of merging the mentioned resources as well as enough time allotted for the teachers who are doing the merging to learn the details of all resources in order to create a curriculum map that satisfies the needs of the target population as well as the state mandated standards.
- The response did not place emphasis reading instruction, rather on creating an “experience” that is engaging.

QUESTION:

In the application (Attachment D) it states, "Foundations can serve as a prevention program to prevent reading and spelling failure. It is integral in the multi-tiered system of support framework." What is your plan for a Tier 2 instructional tool for K-2?

CONCERNS:

- There is not a clear and coherent framework for the use of Foundations.
- In the application Foundations is explained as a tool to "prevent reading and spelling failure" as an integral part of the "multi-tiered system of support framework"; however in the capacity interview it was described as both a Tier 2 and a Tier 1 tool that would "probably be used along with Wordly Wise" for reading instruction at the primary grades.
- Foundations is not an appropriate holistic tool for ELA instruction for grade K-2 due to its focus on only the Reading Foundations standards, but currently is the only curriculum that is ready and available for use for these grade levels.

QUESTION:

Regarding the quote: "Experiential Learning: The primary instructional strategy and basis for all other instructional practices within the curriculum will be Experiential Learning, the premise of which is that students construct knowledge through the transformation of experience as described in detail in Section 3. Students build understanding by participating in a concrete experience or exploration followed by a reflection of their observations. After the discovery process, students then build a deeper understanding by forming concepts, and finally, they apply their knowledge in new situations thereby making connections (Kolb, 1984)." (p. 27)

How does this translate into what students need to know and be able to do on the Florida Standards Assessments?

CONCERNS:

- There is not a clear vision for how the Experiential learning model will ensure appropriate presentation of the instructional shifts brought on by the Florida Standards.
- Although it was mentioned that teachers would be "backwards planning" regarding pulling apart resources and creating a "focus calendar" of skills, there is no mention of professional development for teachers to unpack the actual standards in order to drive instruction that will prepare students for the state mandated assessments.
- The current modules that exist as part of the Expeditionary Learning curriculum lack performance task materials that mirror the Florida Standards Assessment which will serve as a disservice to students as they prepare to show mastery of the standards.
- The applicant mentioned flexibility of moving students from one classroom to another if the learning was not occurring; however, this is contradictory to the previously mentioned professional learning for teachers regarding differentiation strategies for meeting the needs of all students.
- The response included the following quotes:
"Teachers are special and can pull something from nothing" "Unpack the Florida Standards backwards"
"Application of knowledge – they (students) can teach it to somebody else in their classroom."
It is a "disservice when we teach to the test."
- The applicant did not offer any concrete examples as to how experiences in learning would align with what students need to know and be able to do on the Florida Standards Assessments.
- This does not provide a clear and coherent framework for teaching and learning.
- The applicant's response does not provide evidence that will enable students to attain Florida Standards and receive a year's worth of learning for each year enrolled; nor was the response appropriate for students below, at, and above grade level.
- Capacity interview response did not provide evidence that the experiential learning framework will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled.
- There is no evidence of the Expeditionary Learning Modules being used to successfully meet the rigor of the Florida Standards.
- The Curriculum Plan must provide "an emphasis of reading." EL Education does not have instructional materials for K-2 at this time. The application does not provide a curricular plan with a back-up choice of materials in the event that the K-2 materials are not completed in time for the school's opening.

QUESTION:

Please explain the vision of combining the Experiential Learning design and Expeditionary Learning modules?

CONCERNS:

- In the capacity interview the response to this question began with, “It took us a while to understand...”
- There is not a clear and coherent framework in place for helping build the capacity of the teachers to fully understand the Experiential Learning model first in isolation and then in conjunction with the adopted curricula (for all subjects). This is so that they are both confident and effective in creating curriculum maps and pacing guides for a scope and sequence plan and in implementing the teachers’ next steps necessary for appropriate delivery of the material.
- Another concern is the fact that the Expeditionary Learning curriculum is Common Core aligned to meet the rigor of the standards across a year of instruction; however PCA teachers will be making decisions about which modules they will be using based on the themes determined to meet the needs of the Experiential learning framework.
- The possibility of this alignment resulting in gaps of learning related to the standards that are taught in the modules that are not chosen presents a likely issue, which would require teachers to write their own modules.

APPLICATION

There is no provision in the application to address imperatives from the Florida Model Application (as the curriculum the applicant has chosen is not ready for K-2 grade).

- o *If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.*
- o *Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school’s reading curriculum as Attachment D.*

“The curriculum aims to have all students start grade 9 ready to use reading as a means to learn and graduate from high school, and to be college and career-ready.” (p.22, 23)

Students need to read to learn as early as elementary school, using content-based text. Concern exists over the rationale for waiting until grade 9 to be ready to use reading as a means to learn.

For K-8 Curricular Choices for Science: (p. 31)

8th Biology 1	Pearson/Prentice Hall Miller & Levine Biology	Research-based and engaging tool to put new ways of thinking about science into the hands of students.
---------------	---	--

Please explain your choice of Biology for grade 8 science. This is not aligned to the Manatee County Student Progression Plan.

Concern exists over how the Master Schedule for Middle School will be developed to allow for 16 Visual and Performing Arts electives for the projected 176 middle school students at PCA. (p.40)

Concern over no measures in place for at risk students who need Credit Recovery for courses taught in grades 6-8. (p.41)

Concern exists over how sample schedule (p.19-20) aligns with the time allotments for your K-5 ELA Curriculum in Attachment D.

*The applicant only partially met statutory requirements of the **Target Population and Student Body** section for the following reasons:*

CAPACITY INTERVIEW

QUESTION:

Since charter schools serve students with varying needs and abilities, what are your plans to differentiate instruction among the targeted population? (p.11, 34, 35)

CONCERNS:

Response included discussion about 152 Experiential Learning schools in the US, and reference to page numbers that discuss Differentiated Instruction in application. However, how Differentiated Instruction would work, what it looks like in a classroom was not discussed. Small groups were mentioned, but this does not necessarily constitute Differentiated Instruction. Education Consultant responded that she has visited one Experiential Learning school in Idaho, but no other person represented in the interview has seen Experiential Learning curriculum in action. The applicant did not respond with specific examples of differentiated instruction for their targeted population; thus, alignment of the targeted student body with the overall mission of the school was not evident.

*The applicant only partially met statutory requirements of the **Student Performance, Assessment, and Evaluation** section for the following reasons:*

CAPACITY INTERVIEW

QUESTION:

What is your plan for the use of the Florida Interim Assessment Item Bank? Please provide clarity regarding implementation.

CONCERNS:

PCA plans to use the Florida Interim Assessment Item Bank (IBTP) for their baseline and mid-year assessments. However, the IBTP will no longer be available as of June 2017. Therefore, PCA does not have a viable assessment plan that is sufficient to determine whether students are making adequate progress.

Additional Concerns:

- It was stated that administrators would build assessments for grade levels taking state assessments in the spring.
- Future use of these items must be housed in a purchased testing platform. However, there is no plan to purchase a testing platform referred to in the application, and the applicant did not mention one.
- The Item Bank Test Platform is not only inadequate for all content area testing/benchmarks, etc. and will be extinct prior to any potential opening of school for this application cycle.
- Question items aligned for state assessed courses are limited.
- Elaboration and use of the resources were not provided. PCA will be limited in its ability to execute Appendix F for their baseline and mid-term assessments.
- There was no evidence that the person(s) would to develop tests that are aligned and appropriate to the curriculum being taught.
- No evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program was evident in applicant response.

QUESTION:

Please explain the promotion criteria of Parrish Charter Academy, and how it will be communicated to students and parents?

CONCERNS:

The applicant did not explain the promotion criteria of PCA and did not articulate any understanding of the grade levels that require retention.

- There is no clear explanation to support third grade students that do not meet the state expectation for promotion or Good Cause to fourth grade.
- Credit recovery for students in middle school was not addressed.

APPLICATION

Are you using I-Ready assessments? (p.57)

The term Credit Recovery was mentioned but without any specificity as to how it will be implemented. (p.47)

The application states “students will receive intense, individualized instruction through intervention after school tutoring.” (p.44) but also states that Tier 3 interventions will take place during the school day, outside of core subjects, and that a pool of intervention teachers will be widened if the need arises. Concern exists over inconsistencies and incongruences regarding Tier 3 interventions.

Page 46 indicates that promotion in middle grades will be determined by the number of years in middle school. Later the application states that “if a student does not meet criteria for promotion to 9th grade, intensive remediation will be provided in the next grade level the following year.” This does not follow Manatee County Student Progression.

The application refers to FCAT 2.0 Science on pages 43, 44, and 48. However, Florida Department of Education no longer administers this assessment.

The application does not provide specifics regarding baseline data that will be utilized for students entering PCA from schools outside of Manatee County.

Attachment F lists US History administration in September and January. This is a high school level course.

The applicant only partially met statutory requirements of the English Language Learners section for the following reasons:

CAPACITY INTERVIEW

QUESTION:

What is the threshold for hiring an ELL teacher if the population is 14% ELL?

CONCERNS:

- Concern over the plan to mainstream students and have only 1 ESOL endorsed teacher per grade level.
- Concern also exists over lack of concrete plan to offer a sheltered class. This does not follow the district ELL plan, which PCA indicated they will follow.

QUESTION:

How do you plan to SIOP train teachers?

Follow up Question:

SIOP is mentioned several times, but is not reflected in the budget. Please explain.

CONCERNS:

- It was evident from the response to the above question that the SIOP model has been confused with a sheltered instruction classroom.
- The SIOP model as mentioned/identified in the Manatee County ELL plan is an 18 hour training with follow up components. The training plan typically involves training, coaching, modeling, and lesson study. None of this was addressed in response to the question.
- Mentioned that FORZA will pay for unforeseen costs- the initial SIOP training can cost approximately \$15,000.00 not counting books or follow-up. None of this was budgeted.

- Answer given did not show any knowledge of SIOP model training. Answer did not support the research that was included in the application.

QUESTION:

What, specifically, will teachers be expected to do to make content comprehensible for their ELLs?

CONCERNS

- Response did not identify any specific strategies that a teacher would use to make content comprehensible.
- The applicant referred to a Marzano list, and said teachers, “Will be well-versed.” Again, with no specifics mentioned, the lack thereof demonstrated no real knowledge of what kinds of strategies teachers would use to make content comprehensible. The applicant did not answer the question.
- No mention of English Language Development standards, which demonstrates a lack of understanding of the Manatee County ELL plan.

QUESTION:

On page 57, there are several tools listed to measure English Language proficiency. Please explain how these measures will provide this information. (also attachment F)

CONCERNS:

- English language proficiency is not measured by assessments listed on page 57.
- This was misquoted from Manatee County School District ELL plan

APPLICATION

Exit Criteria is incorrect on page 56.

SIOP training? Who will conduct the training? Not in the budget for training or materials. (p.56)

Concerns about assessments listed for English Language proficiency. (p.57)

The rationale behind the decision to have only one teacher at each grade level to hold ESOL endorsement is of concern. (p.58)

With a projected ESOL population of 14% ESOL students, concern exists over how the model you have chosen (ESOL staff member is contracted to do paperwork and duties via stipend) for compliance with ESOL paperwork, meetings, and testing will work. (p. 58)

*The applicant only partially met statutory requirements of the **School Culture and Discipline** section for the following reasons:*

CAPACITY INTERVIEW

QUESTION:

What are the rights of students with disabilities regarding Code of Conduct violations?

CONCERNS:

There is not a clear and coherent plan on the rights of students with disabilities regarding Code of Conduct violations. The attorney did not mention 10-day OSS. The attorney did not mention 504 (only ESE). There was no mention of FBA/BIP and no mention of revisiting IEP to address behavior issues.

APPLICATION

Please explain when and how the content of *The Leader in Me* will be delivered in the school's curriculum. (p.59)

*The applicant only partially met statutory requirements of the **Facilities** section for the following reasons:*

APPLICATION

No site commitment and stated site is on a very busy highway. Construction would be new as there is currently no building on site.

No site that the students would be able to walk to safely; the crossing is unsafe.

Timeline for completion is unrealistic as permits and site plans are not complete.

*The applicant only partially met statutory requirements of the **Budget** section for the following reasons:*

CAPACITY INTERVIEW

QUESTION:

Please explain how the amount budgeted reflects a realistic assessment of projected software/subscription based program needs to cover not only the cost of the programs, but also the professional development needed to implement them?

CONCERNS:

PCA has budgeted 50.00 per student for software. There were no costs provided, either actual or estimated, to show how the \$50.00 per child was reached. From district use, we can see that iReady alone is approximately \$30.00 per child. The respondents did not accurately answer the question, nor provide evidence for the \$50.00 per child. This amount is too low for the software listed in the application.

APPLICATION

- Several essential positions (Nurse and Media) are not included in the 5-year budget plan.
- The Guidance Counselor is not budgeted until year 4 of the 5-year plan and is only .50 at that point.
- Further explanation is needed explaining the intent or purpose for omitting these positions from this budget plan. Although on page 119 it states, "The budget will be revised and adjusted accordingly throughout the start-up process to accommodate the actual enrollment and to determine actual staffing needs," it would be most beneficial to budget for these essential positions and explanation is needed as to why they are not included.
- Additional information is needed to determine if program needs discussed in Section 4 of the Parrish Charter Academy application are satisfactory by showing a listing of the programs to determine if budget is adequate to cover not only the cost of the programs, but also the professional development needed to implement them. Additionally, a list of the software/subscriptions information needs to be provided for determining adequate budget is planned.

If you desire to appeal the District's decision, Florida Statute 1002.33 states, "An applicant may appeal any denial ... to the State Board of Education no later than 30 calendar days after receipt of the sponsor's decision ... and shall notify the sponsor of its appeal."

Please contact me if you have any questions.

Sincerely,



Dr. Frank Pistella
Director of District Support
pistellaf@manateeschools.net

So Approved



Charlie Kennedy
Board Chair
School Board of Manatee County Florida

cc: Dr. Diana Greene, Superintendent
Cynthia Saunders, Deputy Superintendent for Instructional Services
Ron Ciranna, Deputy Superintendent for Operations
Adam Emerson, Charter School Director, Florida Department of Education

Exhibit 2

Charter Application,
Submitted February 1, 2017

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Parrish Charter Academy, Inc.

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Parrish Charter Academy, Inc.

If a non-profit organization, has it been incorporated with Florida's Secretary of State? ___In Process___

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: David Sellars
TITLE/RELATIONSHIP TO NON-PROFIT: President of Board
MAILING ADDRESS: 3711 Rhine St., Sarasota, FL 34234
PRIMARY TELEPHONE: (941) 961-8001 **ALTERNATE TELEPHONE:** _____
E-MAIL ADDRESS: tnflman5@comcast.net

Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
David Sellars	Teacher, Manatee School of the Arts	Board President
Deborrah Metheny-Hayes	Retired District Administrator	Board Vice President
Lane Pigsley	Bank Manager, TD Bank	Board Secretary
Frank Gaudens	Business Owner, Ad-dynamics	Board Member
Chuck Malatesta	CEO, FORZA Education	ESP
Pepar Anspaugh	COO, FORZA Education	ESP
Aline Sarria	Innovative Education Solutions	Education Consultant

Projected Date of School Opening (Month/Year): ___August 2018___

Do any of the following describe your organization, or the school proposed in this application?

___ Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

___ Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

___ Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

___ Will be a charter school in a development pursuant to section 1002.33(10) (e)7., F.S.

X Will contract or partner with an Education Service Provider (ESP). (*See definition of an ESP in the Addendum, which applicant must complete if using an ESP.*) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.

Name of ESP: FORZA Education Management

___ Seeks approval to replicate an existing school model. (*See definition of a replication in the Addendum, which applicant must complete if replicating a school model.*)

___ Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S. (*Applicant must complete Addendum A1.*)

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the

upcoming school year other than the one presented here? ____Yes ____X__No If yes, complete the table below (add lines as necessary).

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? ____Yes ____X__No If yes, complete the table below (add lines as necessary).

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? ____X__Yes ____No If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

__David Sellars_____
Printed Name

Date

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Executive Summary

Parrish Charter Academy, Grades Kindergarten – 8

The Governing Board Members of Parrish Charter Academy (PCA) respectfully submit this charter application for a proposed charter school serving students entering Kindergarten through the eighth grade. Said charter school would be located in the Parrish area of Manatee County. The rationale for choosing this area was due to a few overcrowded elementary and middle public schools as well as several underperforming or high needs schools that are within a ten-mile proximity to the target location. In addition, based on the demographic review there is a 55% minority ratio, including a large Hispanic population thus providing a diverse population for the school. As shown by the grades issued to the schools in the area, we believe that many of the students will be performing at or below grade-level which we feel is a strong characteristic for a school with the educational program we have selected.

The research-based educational program PCA has chosen caters to a diverse population of students by helping all levels of students achieve appropriately. The school will use the method of Experiential Learning as the foundation for the educational program. Experiential Learning focuses on the learning process for the individual which can occur through many types of “experiences” such as; observations, interactions, examinations, discoveries and experiments. Students within each level (low, medium, high) will be pushed and supported to take risks in a non-invasive learning environment so that these experiences will contribute to building confidence, a motivation to learn, coupled with student mastery of subject area content and the corresponding Florida Standards.

Parrish Charter Academy’s school culture will be based on authentic, rigorous, student-driven learning via data driven instruction. The goal is for students to explore problems by putting themselves in the roles of historians, activists, scientists, mathematicians, and other real-world roles to develop creative and actionable solutions. Community engagement will include theme-based guest speakers, field trips, demonstrations as well as service-learning opportunities that promote leadership skills. In addition, all subject areas will integrate problem solving and critical thinking skills rather than rote memorization thereby encouraging life-long learners that will be college and career ready.

The **mission** of Parrish Charter Academy (PCA) is to provide academic excellence for all students through experience and self-discovery in order to develop motivated, independently thinking individuals who demonstrate exemplary character, social confidence and service to the community. PCA embraces the **vision** of being a school community that actively cultivates innovation and integrity in a challenging and engaging learning environment that ensures academic and social-emotional success.

The PCA Board of Directors assures the Sponsor that it is committed to high ethical standards, absolute stewardship of the public’s trust and funding along with a positive relationship with the School Board of Manatee County Schools. The applicant team, coupled with the support and expertise of FORZA Education Management has the capacity to successfully open and operate a high-quality school as already achieved with Gulf Coast Charter Academy South (GCCAS), a K – 8 charter school in Naples, Florida with a student population that exceeds 700 children. FORZA has

guided GCCAS in its opening and operation since 2013. FORZA is a full-service education management organization that provides schools an all-inclusive collection of management services that enhances each school's optimum level of success. Under the guidance and support of FORZA, GCCAS met all statutory requirements for the recent renewal of its charter.

GCCAS participated in the state's accountability system and is effectively meeting student performance objectives, moreover, received school recognition for significantly improved student performance. GCCAS operates with exceptional standards of fiscal management, has met or exceeded all Federal and State obligations and is functioning and performing in a manner that meritoriously meets the needs of public school parents and students that reside in Collier County.

GCCAS/FORZA has extensively invested in its physical facility providing technology rich classrooms, coupled with dynamic resources for teachers. Through collaboration, teachers create assignments and provide instruction that incorporates critical thinking strategies in many real-world perspectives thus targeting the needs of students through differentiating instruction. The result after year two, GCCAS students outperformed their counterparts in neighboring schools, creating a demand for GCCAS that is evidenced by the fact that enrollment has doubled and parent satisfaction is high. FORZA's guidance assisted GCCAS in creating and maintaining a culture and climate that supports and addresses the needs of all students including those from diverse backgrounds along with effectively serving students with exceptionalities. Moreover, GCCAS follows and effectively carries out all legal mandates related to serving ELL and ESE students. GCCAS' audit found an effective management system with strong internal controls to meet its financial obligations complying with all financial reporting requirements, and maintain appropriate storage of financial records. GCCAS is governed by a Board that exercises oversight and takes accountability for all financial operations of the school, moreover, retains appropriate insurance coverage and provides public transparency regarding the school's financial health. Historically, two of the most paramount causes of an early charter school's demise is the lack of financial resources and/or poor management. Establishing a stable financial foundation for some schools means sacrificing student needs, however, GCCAS, has chosen to "live" its mission by focusing resources into every classroom to assist the faculty in providing project-based meaningful learning experiences leading students to the mastery of the Florida Standards. Furthermore, GCCAS constructed two playgrounds providing equipment for psychomotor development and inculcating a conscious desire for a healthy lifestyle. Moreover, under FORZA's leadership, GCCAS offers an exceptional compensation/benefits package to its employees including: full medical and dental coverage, short and long term disability protection, and a 401K Retirement Plan with the employee paying a very small percentage of the premium. GCCAS focuses its financial resources in securing effective teachers and support staff that augment student achievement and significant learning gains. GCCAS via its budget provides a 37.5% excess of revenue over expenditures and thereby exceeds the School District's minimum fund balance requirements. This excess can be used for emergencies, planning for new programs and services as well as accommodating growth. FORZA has applied these successful principles of operation, funding support, and sustaining procedures to its newly acquired Oak Creek Charter School of Bonita Springs with a student population of over 400 and growing. Finally, the Community Partners that assisted FORZA in achieving its mission and goals in the past, i.e., The National Educators Association, Florida Consortium, Charter School Alliance, JD Allen & Associates, Ad Dynamics, Barzana & Associates, Classroom Outfitters, TD Bank, Sottile & Co., HUB Inter. FL., Trend Pool Services, and Laser Connection will continue their support of FORZA and PCA, in concert with new partners acquired in the Parrish area, such as: The PARRISH PLAYWORKS THEATRE, Parrish Professionals and the Parrish Civic Association.

Section 1: Mission, Guiding Principles and Purpose

A. Mission Statement

The **mission** of Parrish Charter Academy (PCA) is to provide academic excellence for all students through experience and self-discovery in order to develop motivated, independently thinking individuals who demonstrate exemplary character, social confidence and service to the community. Moreover, PCA embraces the **vision** of being a school community that actively cultivates innovation and integrity in a challenging and engaging learning environment that ensures academic and social-emotional success.

PCA will use the process of Experiential Learning as the foundation for the educational program. Experiential Learning focuses on the learning process for the individual which can occur through many types of “experiences” such as; observations, interactions, examinations, discoveries and experiments. In this way the student makes findings first hand instead of hearing or reading about others’ experiences. This process or theory is called “experiential” due to its intellectual origins which are taken from the experiential work of Lewin, Piaget, Dewey, Freire and James.

Currently, the Experiential Learning Process can best be described through David Kolb’s Experiential Learning Model (ELM) as described in Figure 1 below (Kolb, 1984).

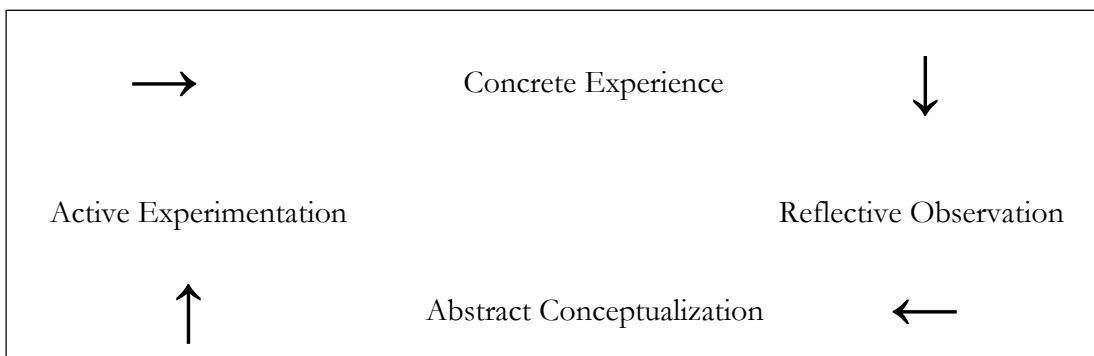


Figure 1: Experiential Learning Model (ELM)

If we use the example of a child learning how to throw a ball, in the “concrete experience” stage, the student physically experiencing the ball in the “here-and-now”. This experience forms a basis for “reflective observation” and the student has the opportunity to consider what is working or not, and how to improve the throw “abstract conceptualization”. Every new attempt to throw will create a cyclical pattern of “active experimentation.” Kolb’s cycle of experiential learning is still being used as a framework for teaching and learning resulting in students increasing their capacity to use analytic and critical thinking skills in order to gain a better understanding of new knowledge and retain this information for longer periods of time. Experiential Learning provides a holistic model of the learning process and is consistent in what we know about how we naturally learn, grow, and develop.

Building on the Experiential Learning foundation, PCA will use the literacy component of Expeditionary Learning (EL) Education. This component offers a seamless curricular integration that supports the Experiential Learning philosophy by allowing teachers and school leaders the

capacity to ignite student motivation and persistence so that they become active contributors to their own learning. The literacy component or ELA involves three dimensions; mastery of academic skills and content, high-quality work and character. PCA believes Experiential Learning will provide a strong foundation for the school to achieve its mission and vision and will be described in detail in section three of the application.

B. Guiding Principles

In accordance with the law, charter schools shall be guided by the following principles:

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. **PAGE(S) 3 and 38**
2. Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. **PAGE(S) 2, 28, 34, 37 and 40**
3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gained at least a year's worth of learning from every year spent in the charter school. **PAGE(S) 49-52**

C. Purpose

In accordance with the law, charter schools shall be guided by the following purposes:

- Improve student learning and academic achievement. **PAGE(S) 7-12**
- Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. **PAGE(S) 31-32**
- Encourage the use of innovative learning methods. **PAGE(S) 7-12**
- Require the measurement of learning outcomes. **PAGE(S) 36-37, 40-41**

D. N/A

Section 2: Target Population and Student Body

A. Describe the anticipated population to be served and how that aligns with the school's mission.

Parrish Charter Academy (PCA)'s mission is to provide academic excellence for all students through experience and self-discovery in order to develop motivated, independently/critically thinking individuals who demonstrate exemplary character, social confidence and service to the community. As such, the school will be open to all students living in Manatee County and will enroll a diverse cohort of students.

We reviewed the anticipated population the school will serve by analyzing data from schools in a ten-mile proximity using 2016 data from Charter School Services Corp: Information Services. Table 1 identifies the schools:

School	FRL Rate	Minority Rate	Enroll.	2015 Grade	2014 Grade	2013 Grade	2012 Grade	Charter?
<i>1.Thompson Elementary</i>	88%	79%	855	F				No
<i>2.Ruskin Elementary</i>	94%	80%	864	F	C	D	D	No
<i>3.Rcma Wimauma Academy (EI)</i>	95%	100%	228	C	A	D	C	Yes
<i>4.Manatee Elementary</i>	100%	96%	521	D	D	F	D	No
<i>5.Palm View Elementary</i>	100%	77%	354	F	D	F	D	No
<i>6.Palmetto Elementary</i>	100%	80%	693	F	C	D	C	No
<i>7.Lincoln Middle</i>	100%	79%	537	D	C	F	D	No
<i>8.James Tillman Elementary Magnet</i>	100%	94%	568	F	C	C	B	No
<i>9.Blackburn Elementary</i>	100%	73%	449	D	F	D	C	No
<i>10.Frances Wakeland Elementary</i>	59%	67%	534	B	D	C	B	No
<i>11.*Imagine Charter School North (EI)</i>	60%	40%	562	B	D	I	C	Yes
<i>12.Just for Girls Academy (EI)</i>	100%	82%	112	F	F			Yes
13.RCMA Leadership Academy Middle	100%	100%	66	C	A	C		Yes
14.William H. Bashaw Elementary	73%	56%	570	C	C	C	B	No
15.Louise R. Johnson Middle	68%	68%	492	B	A	B	C	No
16.Gene Witt Elementary	30%	21%	721	A	A	A	A	No
17.Carlos E. Haile Middle	35%	34%	1,078	A	A	A	A	No
18.Freedom Elementary	51%	45%	791	B	A	B	A	No
19.*Virgil Mills Elementary	49%	35%	1,183	A	B	A	A	No
20.*Annie Lucy Williams EI	38%	27%	913	A	A	B	A	No
21.B.D. Gullett Elementary	36%	33%	784	A	A	B	A	No
22.*Buffalo Creek Middle	60%	47%	1,033	C	B	I	A	No

Table 1: Schools in 10-Mile Proximity

* Schools within a five-mile radius

Italicized schools are high needs

As depicted by the italicized names in the chart above, eleven out of seventeen elementary schools and one out of five middle schools are currently considered high need schools or schools that have received a D or F in the last four years. The total student population within the ten-mile radius is approximately 24,523 students with 8,388 students enrolled in high need schools and 16,135 students enrolled in other schools; thus accounting for 34% of the students enrolled in high need schools.

After further investigation, within a five-mile radius, we found only four public schools surrounding the immediate area. One is a high need school and the other three are overcrowded as identified by the asterisk next to the school name. This further supports the need for more schools with high achievement options for the community.

	Total Area
White	10,763 (44%)
African American	3,483 (14%)
Hispanic/Latino	9,135 (37%)
Asian	255 (1%)
Native Hawaiian/Pacific Islander	0 (0%)
American Indian / Alaska Native	0 (0%)
Multiracial	618 (3%)
Male	12,286 (50%)
Female	11,968 (49%)
Free/Reduced Lunch	15,864 (65%)
ESOL Students	2,464 (14%)

In order to better understand the potential demographics of the student body from this area, we also looked at the compilation of the demographic data from these schools as seen in Table 2.

Based on the data review, a valid prediction can be asserted of the type of students who will be enrolling at PCA. With a 55% minority ratio, there is a large percentage of racial

Table 2: Demographics of Schools-10 Mile Proximity

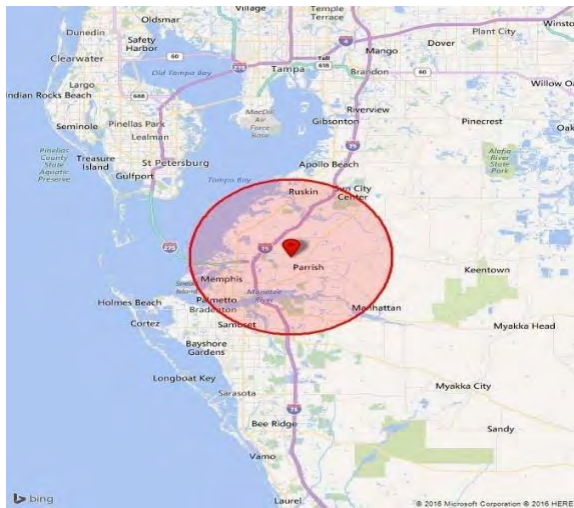
diversity in the area including a Hispanic population with approximately 14% of the students in the area qualifying for ESOL, therefore we also realize this will be an integral component of our program. Moreover, it is likely that well over half of our students will qualify for the free and reduced lunch program.

Finally, as evidenced by the grades issued to the schools in the area (Table 1), it can be predicted that many of the students will be performing at or below grade-level which PCA's educational program can effectively serve. The school's educational program is based on the theme of Experiential Learning, a holistic model for teaching and learning. Experiential Learning involves students in hands-on, collaborative and reflective learning thus having the capacity to reach students at any level, i.e. low, medium, or high. The program's challenging, yet supportive approach, enables students to push themselves in a non-invasive learning environment that promotes risk-taking to increase achievement and confidence. Research suggests that students achieve more on difficult tasks if they are involved in authentic, active learning, therefore, experiential learning will differentiate instruction to better serve this diverse population of students.

It is essential to note that PCA's policies help ensure that no discrimination will exist in the selection of students, moreover, all students in Manatee County will be eligible to apply. If there is a high demand for the Experiential Learning educational program, the school will implement a random selection or lottery system to further safeguard that students will be given an equal opportunity to enroll. The school will also provide enrollment preference as allowed by Florida Statute (Section 1002.33(10) (d) & (e).

B. Geographic Area

The PCA Board of Directors and FORZA Education Management discovered several desired



locations that are suitable relating to size and layout of space for a K – 8 charter school facility. Two appropriate sites are located at: 5605 Red Rooster Road and 12275 North US Highway 301 in Parrish, Florida. When the PCA Application is approved, The PCA Board of Directors and FORZA Education Management, working in concert with Developer Alliance Companies, will determine which site is most suitable and then purchase said property in order to construct a 25,000 SF school facility, phase one, that will house PCA for years one and two. Subsequently, if the enrollment stays consistent with a sustained waiting list, the second phase of PCA will be constructed by adding another

25,000 SF to enlarge the school facility.

Figure 2: Target Area

C. Enrollment Projections

It is the intention of PCA to begin operating with approximately 296 students in kindergarten through grade 4 and by year five to an enrollment of approximately 640 students in kindergarten through grade 8. PCA stakeholders will endeavor to maintain the student population coupled with a small attrition rate. By investing long term in the PCA students, an optimum level of success will be achieved concurrently with being recognized as an effective school choice option. Table 3 below explains this process and PCA's anticipated enrollment at each grade level for the first five years. PCA complies with the constitutional class-size statute (Section: 1003.03, F.S.) relating to maximum class size and is calculated via school average by grade group. Moreover, annual capacities will be made by the PCA governing board.

	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	4 sections 72 students	4 sections 72 students	4 sections 72 students	4 sections 72 students	4 sections 72 students
1	4 sections 72 students	4 sections 72 students	4 sections 72 students	4 sections 72 students	4 sections 72 students
2	4 sections 72 students	4 sections 72 students	4 sections 72 students	4 sections 72 students	4 sections 72 students
3	2 sections 36 students	4 sections 72 students	4 sections 72 students	4 sections 72 students	4 sections 72 students
4	2 sections 44 students	2 sections 44 students	4 sections 88 students	4 sections 88 students	4 sections 88 students
5		2 sections 44 students	2 sections 44 students	4 sections 88 students	4 sections 88 students
6			2 sections 44 students	2 sections 44 students	4 sections 88 students
7				2 sections 44 students	2 sections 44 students

8					2 sections 44 students
Total Possible Enrollment	16 sections 296 students	20 sections 376 students	24 sections 464 students	28 sections 552 students	32 sections 640 students*

Table 3: Anticipated Enrollment

Note: *640 students does not indicate student capacity for PCA. It only indicates the projected enrollment for Year 5.

D. How projections were developed

In accordance with the guiding principle found in the Florida Statute section 1002.33 (2)(c), an analysis was conducted of the school, real estate and census data within Manatee County to endeavor to find an appropriate target location. The goal was to locate inhabited areas that were densely populated enough to support an additional elementary and middle (K-8) school, coupled with said area occupied by a diverse student population, and one with enough real estate that could accommodate a 50,000 SF school facility. Other traditional and charter schools were reviewed in an effort to find an area that would be mutually beneficial as depicted in A above. Based on these criteria, we identified the Parrish area. In addition to the surrounding school data, the 2010 US census data was assessed to encompass an area within a ten-mile radius to ensure that the data being reported by the State, from the schools, was reflective of the community-at-large. Below is a summary of the key factors from the 2010 Census that were investigated.

Population Demographics

Race	Population
White	113,501 (77%)
Hispanics	28,942 (20%)
Black/ African American	16,096 (11%)
American Indian/Alaska Native	470 (0%)
Asian	2,060 (1%)
Native Hawaiian/Other Pacific Islander	101 (0%)
Other Race	11,612 (8%)
Multi- Racial	2,669 (2%)

Table 4: Demographics in 10-Mile Proximity

Age	Number
Under 5	9,248
5-9 years	9,087
10-14 years	9,221

Table 5: Population Under 14

Table 5 displays approximately 27,000 children from 0-14 years of age in the area and currently 13,900 students are enrolled in the schools listed in Figure 2. If the “under age five” student population of 9,248 and the 13,900 students already in school (Table 1) is subtracted from the 27,000 children in the area, we are left with approximately 4,000 students that are of school age needing a high quality public education. These parents of the 4,000 students had selected either a private or home school option for their children. Moreover, as depicted this past February in two local newspapers, the district needs to build a relief school for the overcrowded Virgil Mills Elementary. This lends support to our rationale for providing parents from overcrowded Mills Elementary which is also a lower performing school, another option for their children. In addition, the school’s innovative approach to education will assist and encourage students who may be underperforming in other settings in becoming more successful.

Another population variable that had to be included in the analysis was the fact that a few new developments of approximately 600 new homes and families in each had to be considered realizing that a charter school in that area would assist in mitigating the overcrowding issue. Moreover, said

charter school option would permit less busing of students by the Manatee School District, and ameliorate issues surrounding the constriction of another traditional school thereby mitigating the impact of this additional population. PCA's research-based educational program will assist student achievement via meaningful learning gains at all levels which is explained in greater detail later in this application.

Section 3: Educational Program Design

A. Describe the proposed charter school's educational program.

The core of the educational program at Parrish Charter Academy (PCA) will focus on Experiential Learning. The premise behind Experiential Learning is the implementation of a holistic model for teaching and learning which emphasizes the experience, or the vehicle for understanding new concepts. According to Rogers (1969), Experiential Learning encompasses:

- personal involvement, self-initiated learning
- evaluation by student
- extensive, long-term effects on student

Experiential Learning consists of a holistic approach based on the idea of “learning by doing.” One of the key elements of Experiential Learning is the student, and that learning takes place as a result of being personally involved in this pedagogical approach. Therefore, Experiential Learning engages the teachers with the student in direct experiences and focused reflection to help increase mastery of new knowledge.

Experiential Learning was chosen as the foundation of the educational program due to its ideal instructional approach for this population. As described in Section 2, PCA’s potential demographics include students who are at or below grade-level, on free and reduced lunch, 14% ESOL and when equated to Manatee School District, 15% ESE. Experiential education is an instructional approach which combines active learning with concrete experiences, abstract concepts, and reflection in an effort to engage all learning styles and student populations.

Before PCA opens its doors to students, the faculty and staff will participate in an array of Professional Development (PD) opportunities to ensure a complete understanding of all precepts and best practices of Experiential Learning as well as reviewing other educational topics. These PD opportunities will be offered three days during the month of July, four days before school opens for students in August and throughout the school year through Professional Learning Communities.

PD will promote significant student learning gains and student mastery of the Florida Standards (FS) at each grade level and will include but not limited to the following:

1. Experiential Learning
2. Expeditionary Learning (EL) for English Language Arts (ELA)
3. Authentic Learning and Differentiating Instruction (ideal for this population)
4. Project-Based Learning Techniques
5. Overview of all selected materials; Core Textbooks and Multi-Tiered System of Support (MTSS) Tier 2 and 3 materials
6. Scope and Sequence of FS aligned to Materials (as explained in Section 4)
7. How to Implement Professional Learning Communities (PLC’s) (as explained in Section 4)
8. Covey’s *The Leader in Me*-Staff component and the basis for PCA’s theme to promote successful school discipline (As explained in Section 8)
9. Sean Covey’s *The Seven Habits of Happy Kids*-Student component of the same as explained in number seven above. This book and its theme will be introduced

and reinforced in K-2 grade during Culture and Character class.

All PD will have components built in to address the target population of PCA students including low, medium and high performing students, Gifted, ESE, and ELL students. The Experiential theme has specifically been chosen to service this population as its “learning by doing” approach has been found to impact student achievement for low performing students, and the ESE and ELL population. The Professional Development Plan is explained in detail in Section 4 and will be administered by trained facilitators.

As described in detail later in this section, all subjects will have Experiential Learning as their underlying theme therefore each unit, lesson and activity will be introduced through an “experience.” This will help in “building background knowledge” and making abstract concepts relevant and meaningful which is a powerful strategy for this population who may not have opportunities for a variety of experiences to build background knowledge. Learning tasks will require the active participation of the student in hands-on opportunities that assist in connecting content to the student’s life.

As soon as the principal has hired the key personnel and they have participated in the PD, he/she will create Professional Learning Community (PLC) curriculum teams to review what has been slated for the PCA curriculum, comprised of all core subjects and Specials in every grade level. The PLC curriculum teams may include, but are not limited to the assistant principal, grade level and department heads, and classroom teachers. The teams will use the planning weeks before the school opens to create curriculum maps with a scope and sequence for each core subject that is aligned with the FS, Experiential Learning, and the curricular choices described below. The team will also meet during the first weeks of school to complete and revise the maps. When fully developed, all of the curriculum’s thematic units will center around building knowledge from reflecting on experiences and will implement all effective instructional strategies described in Section 4 of this application.

Based on the elements of Experiential Learning, students at PCA will experience adventure, risk-taking, failure, and other experiences that will contribute in building confidence, instilling a motivation to learn, and achieving mastery of content and the corresponding FS. Students within each level (low, medium, high) will be pushed as well as supported in taking risks in a non-invasive learning environment that fosters risk-taking to increase achievement and student self-efficacy. In addition, PCA will promote meaningful and active learning by inviting students to apply their skills to solve real-world issues and make positive changes within their communities. A key component of Experiential Learning is for students to view learning as relevant so that they are motivated to understand and apply concepts. Moreover, the Association for Experiential Education (2011, para 4), notes the following principles related to this educational pedagogy:

- Experiential Learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis
- Experiences are structured to require the student to take initiative, make decisions and be accountable for results
- Throughout the Experiential Learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning

- Students are engaged intellectually, emotionally, socially, and/or physically. This involvement produces a perception that the learning task is authentic
- The results of the learning are personal and form the basis for future experience and learning
- Relationships are developed and nurtured: student to self, student to others and student to the world at large
- The teacher and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted
- Opportunities are nurtured for students and teachers to explore and examine their own values
- The teacher's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, insuring physical and emotional safety, and facilitating the learning process
- The teacher recognizes and encourages spontaneous opportunities for learning
- Teachers strive to be aware of their biases, judgments and pre-conceptions, and how these influence the student
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes

Through the integration of Experiential Learning, everyday learning at PCA will be active (nontraditional) and open. Experiential learning can be viewed as a key aligning factor for the FS. Below is an example of how PCA will incorporate the FS through Experiential Learning.

1. Grade level PLCs, made up of teachers from different disciplines that teach the same grade level, will meet before school begins in August and either daily, weekly or bimonthly, depending on need, to collaborate in preparing units and daily lessons.
2. Using the scope and sequence, teachers will discuss the following; "what do they want students to learn (outcomes), how the students will learn (learning activities), and how the students' learning will be measured (assessments).
3. Once this is determined, the unit or lesson will be embellished by integrating interesting, open-ended "Driving Questions" that align to FL Standards (outcomes) in order to promote authentic, rigorous, student-driven learning. These questions will be the common emphasis for the unit or theme.
4. Then, students will take on real-world roles as described below to solve problems as they engage in a variety of learning activities such as; project-based learning (PBL), direct instruction, small group work or other strategies listed in section 4 of the application. As described, these strategies will meet the needs of students performing at or below grade level and used for remediation and for the Gifted, ESE and ELL populations.
5. Finally, a variety of assessments will be developed for the lesson and units. These assessments will be explained in more detail in Section 5.

As described in the research section of the application, Experiential Learning provides, more time and attention to the skills espoused by the Florida Standards (FS) increasing the students' likelihood to understand the underlying concepts and acquire key skills that enable them to demonstrate their competency. The goal is for students to explore problems by putting themselves in the roles of historians, activists, scientists, mathematicians, and other real-world roles to develop creative, actionable solutions. In addition, all subject areas will integrate problem solving and critical thinking rather than rote memorization. Through Experiential Learning situations at PCA, students will collaborate and learn from one another in a more semi-structured approach. Instruction will be

designed to engage students in direct experiences which are tied to real world problems and situations in which the teacher will serve as facilitator.

The following components will be present in all PBL activities to ensure that learning is an active, ongoing process:

- **Addresses real-life issues:** PBL activities will connect to real-life scenarios or topics relevant to the student. Teachers will develop projects that connect learning objectives to real-world instances so that, students can be more engaged and motivated as they approach and solve tasks that they can relate to.
- **Focuses on problem-solving skills:** Students will be presented with a question or problem and will be asked to incorporate actions in order to analyze, synthesize, comprehend, and evaluate. In addition, students will exercise skills such as collaboration, leadership, and problem-solving.
- **Has the teacher serving as facilitator:** Rather than communicate learning procedures and assign traditional activities, the teacher guides students to develop their own questions and research strategies to facilitate learning. This approach will be reviewed with faculty via Professional Development, **“Before School Opens.”**
- **Allows students self-assess progress:** As students work to solve the question or problem, they assess themselves and their peers based on a rubric established by the teacher that outlines the expectations and criteria for the final product. As a result, students are active.

Furthermore, in alignment with Experiential Learning, PCA will treat learning as a shared, multidimensional, public process. By way of formal presentations, exhibits, critiques, focus groups, and data collection/analysis, all parties involved in the teaching and learning process will work towards a shared vision of the process and goals related to academic achievement. All content classes will include some sort of public audience or communication component, which requires students to reflect on their learning experiences by way of telling, writing, listening, or using some other method of literacy such as digital or information literacy. Finally, PCA will infuse Experiential Learning because it will depict learning as a collaborative process more focused on the process of learning than the learning content. Students will have opportunities to collaborate with peers, teachers, families, and community members to master content knowledge and quality behavior. In short, students will experience and explore by doing, sharing and reflecting observations, processing and analyzing upon the experience, generalizing with real-world examples, and using what they learned by applying it in a similar or different situation, in order to feel a sense of ownership for that which was learned. Instructional practices at PCA will be immersed in Florida Standards (FS) for English Language Arts (ELA) and Mathematics and Next Generation Sunshine State Standards (NGSSS) for Science and Social Studies. Below is a description of the educational program for each subject:

ELA- K-8 students will engage in an academic program that will prepare them for high school and meet all graduation requirements in the state of Florida. Reading will be the cornerstone of the school as illustrated through the all literacy classes (i.e. Reading, Language Arts, and Transformational Literacy) and will follow Expeditionary Learning (EL) curriculum which aligns well with Experiential Learning. Based on the principles of Experiential Learning, EL Education is the igniting of curiosity by establishing learning opportunities that offer students something

significant to think about, time to experiment, and time to make sense of what is observed throughout the process. EL Education emphasizes on a constructivist approach to teaching and learning. Therefore, PCA will concentrate on transforming teaching and learning in all subject areas into an ongoing process that is active, meaningful, shared, and collaborative which will not only support the average student but will also be conducive for remediation and the Gifted learner.

Students will be exposed to books in order to get hooked and become experts on compelling topics and texts. The learning path will begin with building background, followed by extended reading and research, and extended writing. Course standards that will be addressed in Literacy through EL includes fluency, reading comprehension, response to literature, writing strategies, writing form and purpose, writing fluency, listening and viewing strategies and comprehension, speaking fluency, speaking strategies and purpose, and technology and information in literacy.

Mathematics - Experiential Learning approach will transform the class into a workshop in which Mathematicians (students) are presented a complex problem and encouraged to formulate solutions through independent and/or group work. Teachers will create lessons/units based on the FS and use the variety of instructional strategies described in Section 4 to ensure all student learning styles are met. As explained, the lesson may be a teacher-directed lesson, working in pairs or collaborative groups. A class may culminate with students sharing and comparing problem solving strategies or synthesizing mathematics concepts learned. The teacher may identify the need for remediation mini-lessons to be presented on areas in which students are struggling with or to present new discoveries students made. In summation, to ensure that students are doing the thinking, mathematics teachers will utilize strategies to entice students to become flexible problem-solvers, articulate reasoning, and become metacognitive about the strategies they are applying.

Science and Social Studies/Social Sciences - Teachers will create inquiry-based environments where students conduct themselves as teams of scientists and historians working on projects that are real-world based, interactive, and rigorous to focus on big ideas of compelling topics. Science and social studies projects will require students to think, write, and research like social scientists or scientists, and to use the tools of inquiry specific to the disciplines studied. The in-depth inquiries of science and social studies projects will emphasize issues that stimulate inquiry.

In addition to the core classes described above, PCA will continue to incorporate the interdisciplinary theme of Experiential Learning through several school-specific classes as follows:

K – 2 Culture and Character - This class will facilitate students in becoming good citizens of PCA as well as in their home and community. In this class, teachers will introduce Sean Covey's *The Seven Habits of Happy Kids* which articulate a set of character traits and behaviors which are emphasized throughout the school. This will support reinforcing the expectations and common language the instructional staff will acquire in Covey's *The Leader in Me* (explained in detail in Section 8). The school's mission appropriately aligns with the purpose of this class, which is to prepare students to gain social confidence and academic attainment by developing emotionally as well as intellectually. Through role-playing and scenario-based activities, character traits will be reinforced within classrooms, throughout the school's common areas, and communicated to be supported in the home and community. Students who qualify for Spanish-S (Spanish Speakers) will have the option of taking Spanish three times a week during this class time starting in year two.

3-5 Transformational Literacy and Creative Studies - Transformational Literacy will incorporate all components of the reading process (comprehension, fluency, phonemic awareness, phonics, and vocabulary) and writing to create a culture of literacy across the disciplines. Students will acquire knowledge in writing for various purposes and across all areas of the curriculum. Moreover, said class will function as an opportunity for remediation and/or enrichment of reading skills by ability grouping.

Creative Studies is an innovative Art, Music and Performance class PCA has chosen in lieu of the traditional class for these grade levels. The class will introduce students to the visual and performing arts through creating displays, performances and plays, poetry, paintings, and the like. This will accord many occasions to work with our Partner, the PARRISH PLAYWORKS THEATRE. Furthermore, Creative Studies will be an interdisciplinary class that will prepare students for learning through student-centered experiences rather than teacher-centered experiences. By engaging and creating visual and performing arts pieces, students will strengthen their decision making skills and respond to real-world problems and processes as well to developing an understanding of working with Community Partners. This class will be an alternative to the traditional art and music class and students who qualify for Spanish-S will have the option of taking Spanish three times a week during this class time starting in year two.

6-8 Rising Leaders Through Learning Excursions is a semester long course that will fall under Florida's Course Code-M/J Engaged Citizenship through Service Learning 1, 2 and 3. The premise of this innovative course is to prepare students for leadership within PCA, as well as, within their community through Service-Learning concurrently reinforcing Covey's common leadership language. Teachers will present case studies and hands-on activities that will help instill leadership skills and other best practices. Significant dimensions in this course include the purpose of leadership studies, the definition of leadership, factors that influence leadership, leadership styles, skills necessary for effective leadership, and the way leaders influence others.

The Learning Excursions component will expand on the leadership skills by incorporating the creation of projects for real-life public audiences such as community stakeholders and community professionals. Students will be participating in fieldwork via Service-Learning activities which will promote student curiosity and background knowledge. Moreover, students will become investigators and will learn from experts in the field as well as utilize their natural environment of their communities for research, fieldwork and service thereby fostering a connection with academics. Field trips to local sites such as manatee tours, coastal cleanup projects, and aquifer experiences are a few real-world examples. This hands-on experiences will benefit students who are not exposed to concrete examples of real-world problems in their home life thus reinforcing skills and assisting with mastery.

6-8 Career Exploration is also a semester long course that will fall under Florida Course Code-M/J Career Research and Decision Making 1, 2 and 3 as well as fulfill the career planning requirement, as stated in Florida Statute 1003.4156. The purpose of this course is to enable students to develop basic knowledge and skill in the research process as they are exposed to a multitude of careers as well as strategies for communication, workplace etiquette, time management, and other career related topics. During lessons, students will engage in critical thinking as they delve into such topics

as workplace communication, job searches, and professional behavior analysis. The teacher will invite guest speakers from professions they are currently studying and take students into the field to observe experts and expand student attitudes and interests about different career options.

K-8 Adventure and Fitness through Experiential Learning will concentrate on authentic learning processes and reviewed via Professional Development, resulting in PCA including an innovative twist on the typical course of physical education. The purpose of Adventure and Fitness is to promote physical and mental fitness coupled with nutrition awareness with an emphasis on character development. The role of the teacher is to facilitate the student in formulating connections between physical and academic challenges. Adventure and Fitness will integrate (a) adventures by way of physical and intellectual ventures and challenges such as ropes courses and physical activities for team building, (b) physical education and fitness including sports, fitness challenges, and projects, and (c) safety protocols to ensure the physical and emotional well-being of the students. The curriculum will be aligned to the FS in Physical Education.

In order to ensure the most cohesive education program possible for PCA students, as mentioned earlier, PLCs will be established for the purpose of instilling professional collegiality and connections. Professional Development regarding PLC's will take place as stated earlier, and efforts will be made to schedule staff so that a core group of teachers work with the same cohort of students (similar to the middle school "team" concept). In addition, the schedule in section 3D depicts an opportunity for the intermediate grades to departmentalize thus permitting instructional staffing to be based on teacher strengths and expertise. Having teachers in PLCs, who all work with the same cohort of students will allow for teachers to discuss student progress, examine student work, and develop cohesive projects that cross interdisciplinary lines and can be worked on in multiple classes. PLCs will meet during common planning time to discuss and align projects to standards with appropriate learning outcomes. Additionally, other topics to be discussed at PLCs include strategies to promote active learning and infusing the community in the learning process, character building, and increasing collaboration. Also, similar to Manatee's MTSS team approach, the school's PLC collaborative problem solving teams will meet to monitor, intervene and support struggling students in need of remediation as will be described further in Section 4.

A variety of instructional structures and strategies will be employed by the teachers at PCA. Teachers will utilize whole class, small group, and individual structures focusing on differentiated instruction which is ideal for students working at or below grade-level, in need of remediation or to enhance Gifted instruction. Based on Experiential Learning, instructional structures and learning strategies will be divided into four categories: collaborative and cooperative, paired learning, teacher directed, and small group instruction. A sample is listed in Table 6 below.

Collaborative/Cooperative	Paired Learning	Teacher directed	Small Group Instruction
Book clubs	Buddy Reading	Lecture	Literature Circles
Readers' theater	Double-entry notebook	Read Aloud	Word Study
Editing Groups	Write-the-room	Modeled Writing	Fish Bowl

Table 6: Instructional Structures

B. Describe the learning environment and rationale for class size

The PCA mission is intended to spark motivation and independent thinking among students. In an effort to cultivate confident and academically prepared students, PCA will develop a learning environment that is active, challenging, public, and collaborative. Everyday millions of students in the United States are mandated to attend school. The school represents a place whose sole purpose should be to instill creativity and ignite interest, however, is usually represented by a traditional, inauthentic system composed of paper and pencil, and a teacher who uses the same pedagogies and requires students to take notes and memorize. The learning environment at PCA will inspire students to think critically, take active roles both in the classroom and in the community, embrace the joys of learning, endeavor to perform high in all areas, and appreciate a special emphasis on Reading. The school will accomplish this by implementing Experiential Learning theme and the thoughtfully developed classes described in Section 3A. above.

Students at PCA will be a participant in Experiential Learning across all content areas, thus making learning an experience based on interdisciplinary units aligned to the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS). Experiential Learning integrates Experiential and Project-Based Learning, which will drive students to take charge of their own learning by solving real-world problems. The PLC will ensure that the Experiential Learning and PBL is presented via comprehensive units that are aligned to and incorporate the FS. The frame work will be developed during the before school training, and specificity added throughout the school year by the PLC's during common planning time to guarantee that adequate time is spent on each discipline, moreover, that all pertinent FS for each discipline are incorporated and covered in depth via meaningful learning experiences.

To best support this student driven model, small class sizes are most appropriate since teachers serve as a facilitator coupled with small group instruction. PCA complies with the constitutional class-size statute (Section: 1003.03, F.S.) relating to maximum class size and is calculated via school average by grade group. Moreover, annual capacities will be made by the PCA governing board. Having smaller class sizes allows teachers to differentiate instruction more effectively as well as observe, prompt, scaffold, analyze daily progress, monitor and diagnose learning on a daily basis; all key features of Experiential Learning.

A typical class session will include the teacher initializing learning by presenting a dynamic springboard or "hook" activity by way of showing an interesting video, model, or bringing in a guest speaker. The teacher will present students with a real-world and open-ended driving question, which will serve as a roadmap for that class period and longer if needed. Students will assume authentic roles and utilize various methods for gathering information and learning new concepts. Throughout this process students may collaborate with peers or other community members, use technology, and engage in the research process. Since learning is considered a shared, all-inclusive practice in Experiential Learning schools, students may present their findings to professionals within the community or receive feedback from them. Culminating activities may include focus groups, discussions, peer critiques, and other forms of constructive feedback. This type of learning environment will support small group remediation as well as enrichment for the Gifted population.

Specific steps set forth by Experiential Learning will be integrated into everyday teaching and learning so that students experience, engage, and self-reflect. The learning environment will focus on experiencing and exploring, therefore, students will engage in performing hands-on and minds-

on experiences. Some examples may include creating a product, role-playing, creating a new game, engaging in research, etc. Another significant component of Experiential Learning that will be present in the PCA classroom is sharing and reflecting. Students will share what they learned with peers, observe, and discuss new discoveries. As part of Experiential Learning, analyzing and generalizing are crucial features of the learning process. As a result, students will analyze and reflect upon their experiences and how they addressed specific problems. In addition, students will connect the experiences they engaged in with real-world examples in order to formulate concrete connections. Finally, students will apply what they learned and discuss how their learning can be useful in other situations.

Teaching and learning will occur through PBL, teacher-led instruction, small group instruction, and paired learning (as explained in section 3A). Teachers collect formative data through observations and other informal assessments and make necessary instructional changes if needed. The learning environment will entail inviting guest speakers such as environmentalists, park rangers, local scientists and historians in order to connect content with the real-world as well as participating in field trips to local sites. Again, this will provide the ideal learning environment for all learners; those needing additional support and those needing enrichment.

C. Describe the research base used to design the educational program.

Experiential Learning is guided by the principles of John Dewey (1938), which assert that there is a direct connection among the process of actual experience and learning itself. The groundwork of Experiential Learning can be found in the theories of John Dewey, Carl Rogers, and David Kolb (1984). Dewey promoted the concept of experiential learning by linking it to problem solving and critical thinking instead of the traditional rote memorization. Rogers deemed Experiential Learning as significant and long-lasting in comparison to meaningless cognitive learning. Lastly, Kolb implied that concrete learning experiences are central to meaningful learning. Although the research listed in this section may seem dated, experiential learning is still being used successfully in schools all over the country by taking students back to a “hands on” approach to learning and some more current research is cited that supports its success.

Experiential Learning involves a number of steps that offer students a hands-on, collaborative and reflective learning experience which facilitates them in “fully learning new skills and knowledge” (Haynes, 2007). More specifically, Experiential Learning is a form of Project-Based Learning (PBL) design that entails adventure and the integration of a public audience. Research supports that mastery and retention increases when students are engaged in activities that require them to actively inquire, discuss alternatives, conduct research, analyze findings, connect with the community and communicate effectively orally or in written form to an audience (Newmann, 1996).

The idea behind Experiential Learning is that all human functions are significant in the learning process. This includes thinking, feeling, acting, and reflecting (Trinh & Kolb, 2012). Foundational research on Experiential Learning leads to the assumption that theories associated with the principles of Yijing. The table below delineates six major traditions of Experiential Learning and its connection to Yijing’s ideologies. Lifelong learning is the acquisition of all three principles as illustrated in Table 7.

Assumptions of Experiential Learning	Principles of Yijing
--------------------------------------	----------------------

Learning is best conceived as a process, not in terms of outcomes.	Principle of Change
All learning is re-learning.	
Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world.	
Learning results from synergetic transactions between the person and the environment. Personal and social knowledge, constructionism vs. constructivism.	Principle of Contradiction
Learning is the process of creating knowledge.	
Learning is a holistic process of adaptation.	Principle of Holism

Table 7. Assumptions of Experiential Learning

By engaging in Experiential Learning, students better understand not only the learning process, but how to engage in reflective monitoring to conceptualize how their unique learning styles fit in with their experiences and thus, they develop a learning identity. Centered among the theories of Dewey (1910), Kolb's Cycle of Experiential Learning cycle (Figure 3), describes the progression of how experiences yield learning.

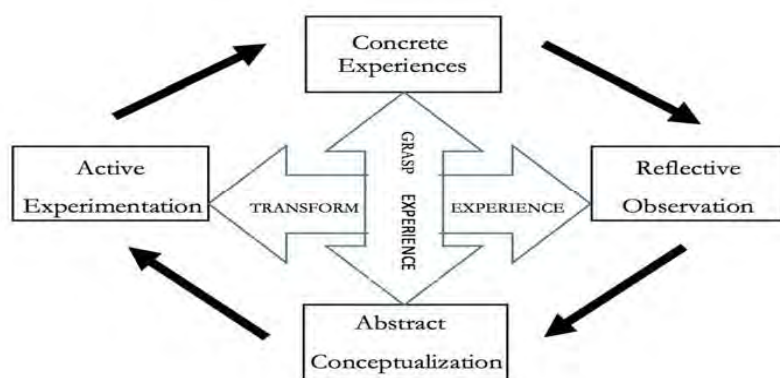


Figure 3. Kolb's Cycle of Experiential Learning (1984)

Additionally, Experiential Learning integrates Service-Learning by way of engaging in real-world, relevant PBL learned within their community. Research asserts that Experiential Learning yields the development of positive attitudes, community involvement, and comprehension of real-world concepts (Eyler & Giles, 1999; Turner, 2002). In a study conducted by Caulfield and Woods (2013), findings demonstrated that Experiential Learning led to socially responsible behavior among students, which resulted in deeper learning. Another study which explored the effects of Experiential Learning on the achievement, found that students were more engaged and performed higher academically than their counterparts (Scales, Blyth, Berkas, & Kielsmeier, 2000). Likewise, Experiential Learning can serve as “an ideal vehicle for schools and districts to encourage the shifts in educational practice that are required to meet these new, more rigorous demands. Opportunities for experiential tasks should be available to both teachers and students in order to enrich curricular plans and provide support for the implementation of Common Core Standards and the more rigorous testing that accompany it” (Kelly, 2013).

To bridge the Experiential Learning and literacy experiences, an Expeditionary Learning (EL Education) English Language Arts (ELA) curriculum has been selected. EL Education is a comprehensive school reform based on practices that include learning expeditions and active pedagogy and promote student achievement through active learning. EL represents a framework for engaged teaching and learning. It transcends the traditional paper and pencil classroom in which the students are the customary students and the teacher is the source of instilling knowledge. In his visit to an EL Education school in Washington D.C., President Barrack Obama announced, "This kind of innovative school is an example of how all our schools should be." The following are major characteristics of schools implementing EL within their curriculum:

- Active instructional practices that build academic skills and student motivation
- Rigorous projects that meet state standards and are connected to real-world needs
- School cultures of kindness, respect, and responsibility for learning
- Shared leadership for school improvement
- School-wide commitment to improved teaching and leadership practice

A longitudinal study conducted by Mathematic Policy Research entitled "Impacts of Five Expeditionary Learning (EL) Middle Schools and Academic Achievement," found that students in these schools improved in mathematics and reading after a three-year period (Nichols-Barrer & Haimson, 2013). EL focuses on deeper learning and not just the mastery of developmental skills. By way of rigorous, real-world projects, students are pushed past their limits, which contributes to better learning in the long-run. Other research has demonstrated that Hispanics and other minority learners and English Language Students (ELLs) benefit tremendously by being enrolled in EL during their middle school years. EL launched in 1993 and is now present at over 160 schools nationwide. Due to the fact that this educational program focuses on professional development, instructional strategies that include active learning and critical thinking, and offers a multidisciplinary, long-term exploration of topics, this model has positive effects on student achievement (Nichols-Barrer & Haimson, 2013).

The projected population of Parrish Charter, in parallel with the demographics of the surrounding vicinity is about 37% Hispanic. Much research supports the claim that EL educational models are best for Hispanic students yielding the most gains in the areas of Reading/Language Arts. According to research, schools with an adopted EL model retain students in seventh grade at lower rates than traditional schools. Additionally, reading and math test cores over a three-year middle school period yield higher scores for students exposed to an EL educational model (& Haimson, 2013). This is because the curriculum is transformed into an active and problem-Nichols-Barrer based adventure including case studies, projects, fieldwork, community involvement, and service learning. Commencing in the middle school years, adolescents struggle with remaining motivated academically and being involved in their studies. Incorporating EL into the ELA curriculum invites students to engage in active learning tasks and shifts the focus of teaching and learning from a systematic process to an open-ended, interdisciplinary approach that focuses on the student and on topics that are rigorous and relevant. What's more, attendance patterns had higher rates at schools with EL models. A report by the University of Colorado found that Expeditionary Learning in Colorado schools "consistently promoted structural changes such as block scheduling, increased partnership with the community, authentic assessment, teaming of teachers, and interdisciplinary project-based curriculum" (ELOB, 1999). A study conducted by the Academy for Educational Development (AED) demonstrated through classroom observation, teacher interviews,

and other reports that EL schools have positive effects on student motivation and the overall school climate. In regards to teaching, EL “increased participating teachers' beliefs in their ability to teach students of different ability levels, conduct assessments, and use parents and outside experts in the classroom, as well as their confidence in themselves as teachers and students” (Thomas, 2000).

EL has proven to be effective in a variety of schools, including rural, urban, and suburban schools. The research that exists on student outcomes serves as evidence to assert that this model motivates students as well as increases their abilities in Reading and Literacy. In the 2009-2010 school year, students attending EL schools outperformed their counterparts by 3.6 percentage points in reading. Even minority students such as Hispanics and Blacks and Exceptional Educational Students (ESE) made substantial gains (Expeditionary Learning, 2010). Thus, EL will be utilized in the ELA areas at PCA in order to increase student engagement, amplify student authentic experiences, and raise academic performance.

D. School calendar and sample schedule

Parrish Charter Academy will follow the Manatee Public Schools' calendar except for possible adjustments regarding half-days and professional days with students attending school for a minimum of 180 days. The academic school day for all students in grades K-8 will begin at 8:00 AM and end at 3:30 PM giving seven hours (excluding the daily 30-minute lunch period) of daily instruction. The school will provide a before and after school care program.

Students that meet the Tier 3 on baseline assessment will be required to forgo either their special area classes (music and art) or their elective class. They may also attend a voluntary after-school tutoring for intervention. The school leadership will identify qualified teachers for Tier 3 intervention and teachers can assist on a rotation basis and/or outside tutors will be hired. An intervention plan and schedule with specific content and materials will be created to best meet the needs of students in Tier 3. The Tier 3 materials are listed in section 4b.

The **generic schedule** for before and after school care, tutoring, breakfast and dismissal is:

7:00am – 7:30am	7:30am – 7:50am	7:50am- 8:00am	3:30pm– 3:45pm	3:45pm – 4:45pm	3:30pm – 6:00pm
Before Care	Breakfast	Homeroom	Dismissal	Tutoring	After Care

Following the Manatee Pupil Progression Plan, all students will receive the allocated instructional time in all subjects as follows:

Kindergarten

8:00am – 10:15am	10:20am – 11:20am	11:25am- 11:55am	12:00pm– 1:00pm	1:05pm- 2:55pm	3:00pm – 3:30pm	3:35 pm – 4:30pm
Reading & ELA	*Social Studies, Art & Music Appreciation	Lunch	Adventure & Fitness	Mathematics & Science	Culture & Character	Common Planning

First Grade

8:00am – 10:15am	10:20am – 11:20am	11:25am- 11:55am	12:00pm– 1:00pm	1:05pm- 2:55pm	3:00pm – 3:30pm	3:35 pm – 4:30pm
Reading & ELA	Culture & Character	Lunch	*Social Studies, Art & Music Appreciation	Mathematics & Science	Adventure & Fitness	Common Planning

*SS-3Xs/week; Art/Music Appreciation-1X/week

Second Grade

8:00am – 10:15am	10:20am – 11:20am	11:25am- 11:55am	12:00pm– 1:00pm	1:05pm- 1:35pm	1:40pm – 3:30pm	3:35 pm – 4:30pm
Reading & ELA	Culture & Character	Lunch	*Social Studies, Art & Music Appreciation	Adventure & Fitness	Mathematics & Science	Common Planning

Table 8. Kindergarten through Second Grade Daily Schedule *SS-3Xs/week; Art/Music Appreciation-1X/week

Schedule Grades 3-5

Block	Time	Reading ELA	Math and Science	Social Studies Transformational Literacy	Creative Studies/Adventure & Fitness 45 minutes each
One	8:00-9:40	3A, 4A, 5A	3B, 4B, 5B	3C, 4C, 5C	3D, 4D, 5D
Two	9:45-11:25	3B, 4B, 5B	3A, 4A, 5A	3D, 4D, 5D	3C, 4C, 5C
Three	11:30-12:00 12:40-1:45	3C, 4C, 5C	3D, 4D, 5D	3A, 4A, 5A	3B, 4B, 5B
Lunch	12:05-12:35	Grades 3-5			
Four	1:50-3:30	3D, 4D, 5D	3C, 4C, 5C	3B, 4B, 5B	3A, 4A, 5A
Common Planning	3:35-4:30	Common Planning/PLC Meetings			

*5-minute transition time between blocks

PCA will design grade levels as a cohort model. To the extent possible, every year, students in each grade level will be enrolled in all the same classes. Departmentalizing the intermediate grades allows for the natural pairing of certain subjects such as Math/Science and Social Studies/Transformational Literacy (writing across the curriculum) so that teachers can plan interdisciplinary units that permit the full Experiential Learning experience. Comprehensive units aligned to the standards will be developed during the before school training, PLC's and common planning time to ensure adequate time is spent on each discipline and all standards are covered in depth. The 3rd-5th grade Creative Studies (3d Art and Music) and Adventure and Fitness will be divided into two 50-minute classes.

Students in Grades 6-8 will follow a Schedule A and Schedule B, which will alternate on a daily basis. By the end of two weeks, each student will attend each class an equal number of times. Table 9 illustrates the 4X4, A/B schedule.

Week	Schedule				
One	A	B	A	B	A
Two	B	A	B	A	B

Schedule A for Grades 6-8

Block	Time	English	Social Science	Adventure & Fitness	Rising Leaders Learning Excursions/Career Exploration
One	8:00-9:40	6A, 7A, 8A	6D, 7D, 8D	6C, 7C, 8C	6B, 7B, 8B
Two	9:44-11:24	6B, 7B, 8B	6A, 7A, 8A	6D, 7D, 8D	6C, 7C, 8C

Three (split lunch)	11:28-12:36 1:14-1:46	6C, 7C, 8C	6B, 7B, 8B	6A, 7A, 8A	6D, 7D, 8D
Lunch	12:40-1:10	Grades 6 – 8			
Four	1:50-3:30	6D, 7D, 8D	6C, 7C, 8C	6B, 7B, 8B	6A, 7A, 8A
Common Planning	3:35-4:30	Common Planning/PLC Meetings			

Schedule B for Grades 6-8

Block	Time	Mathematics	Science	Elective	Elective
One	8:00-9:40	6A, 7A, 8A	6D, 7D, 8D	6C, 7C, 8C	6B, 7B, 8B
Two	9:44-11:24	6B, 7B, 8B	6A, 7A, 8A	6D, 7D, 8D	6C, 7C, 8C
Three (split lunch)	11:28-12:36 1:14-1:46	6C, 7C, 8C	6B, 7B, 8B	6A, 7A, 8A	6D, 7D, 8D
Lunch	12:40-1:10	Grades 6 – 8			
Four	1:50-3:30	6D, 7D, 8D	6C, 7C, 8C	6B, 7B, 8B	6A, 7A, 8A
Common Planning	3:35-4:30	Common Planning/PLC Meetings			

Table 9. Sixth through Eighth Grade Daily Schedule *4-minute transition time

PCA will provide one lunch period for students in Kindergarten through Grade 2 from 11:25am-11:55 am, second lunch period for students in grades 3 through 5 from 12:05pm-12:35pm, and a third lunch period for students in Grades 6 through 8 from 12:40pm-1:10pm.

On Schedule A day, every sixth through eighth grade student will attend English, Social Science, Adventure & Fitness, and Rising Leaders Through Learning Excursions (1st semester) and Career Exploration (2nd semester). On Schedule B day, every sixth through eighth grade student will attend Mathematics, Science, and two electives (art, music or Foreign Language).

The Multi-Tiered System of Support (MTSS) will be the remediation model. Tier 3 interventions will be either during music or art special area classes for 2nd- 5th grades, Transformational Literacy class for 3rd-5th grades or during an elective course 6th-8th grade students. There will also be a voluntary after school tutoring available for those students who would like to take advantage of this opportunity.

E. Services for target population supports state-adopted standards

PCA will work towards aiding students to attain the standards set forth by the FS and the Next Generation Sunshine Standards. The curriculum of Parrish Charter is intended to meet all educational standards set forth by the Florida Department of Education. In order to meet the educational needs of all students, PCA teachers and administrators will focus on differentiating instruction by way of integrating Experiential Learning teaching and learning methodologies and Expeditionary Learning (EL) components of service, fieldwork, problem-solving and active learning within Literacy courses. As explained in 3A and 3C, the both Experiential Learning and the EL educational model will serve as the foundation for instilling innovation, a passion for learning, and the mastery of critical thinking among all students. By way of Experiential Learning and EL in the

areas of Literacy, students will be provided all required curricular material through an innovative and hands-on approach.

Section 4: Curriculum and Instructional Design

A. Parrish Charter Academy Curriculum and Core Academic Areas:

The **mission** of Parrish Charter Academy (PCA) is to provide academic excellence for all students through experience and self-discovery in order to develop motivated, independently thinking individuals who demonstrate exemplary character, social confidence and service to the community. PCA embraces the ideal of being a school community that actively cultivates innovation and integrity in a challenging and engaging learning environment that ensures academic and social emotional success. To that end, PCA will implement an Experiential Learning curriculum that is aligned with the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Next Generation Sunshine State Standards (NGSSS) for Social Studies and Science.

The Experiential Learning theme is based on the philosophy that optimal student learning occurs through the reflection of real life experiences that connect to abstract concepts. Therefore, authentic learning experiences, which will be reviewed via PD to faculty and staff, will provide the backdrop to the enriching curriculum. With student achievement as demonstrated in the FS Assessment (FSA) being the highest academic goal, the curriculum will meet the high expectations of the standards as well as challenge and motivate students to think critically, problem solve, and apply effective communication skills. The curriculum will allow students to develop college and career-ready skills as well as the global skills necessary to compete in the 21st century. Research references can be found on pgs. 122-123.

The instructional design of the curriculum will be interdisciplinary in nature with a primary focus on literacy. Every level of study will be rich with hands-on opportunities, project-based learning, inquiry, critical thinking, discovery, problem solving, collaboration, and reflection that engages students with all learning styles. High standards will be set for both teaching and learning. Teachers will be empowered through continuous professional development of best practices so they can make effective data-driven decisions, differentiate instruction, and deliver explicit teaching. Students in turn will take ownership of their learning in a school environment that is engaging and where high achievement is the standard for all.

The PCA K-5 curriculum will prepare students to achieve FS as specified in Florida Statute 1003.41. The logical and sequential curricular content will incrementally increase the students' core content knowledge and skills from year to year and integrate essential skills for success including critical thinking, problem solving, workforce-literacy, communication, reading and writing, mathematics, collaboration, contextual and applied learning, technology literacy, information and media literacy, and civic engagement. Elementary Grades K-5 will meet requirements and expectations in the following core subject areas:

English Language Arts	Reading, Writing, Speaking and Listening, and Language
Science	Nature of Science, Earth and Space Science, Physical Science, and Life Science
Mathematics	Algebra, Geometry, Statistics and Probability, Number and Quantity, Functions, and Modeling
Social Studies	Geography, United States and World History, Government, Civics, Humanities, Economics, and Financial Literacy

Table 10: Florida Grades K-5 Core Subject Requirements and Expectations

The middle school curriculum will prepare students in Grades 6-8 to achieve FS as specified in Florida Statute 1003.456. All courses will highlight the components of an Experiential Learning education with curriculums that are centered in “learning by doing.” Students will participate in experiences, hands-on activities, expeditions, project-based learning, critical thinking, and high standards instruction, fortified with technology that will develop the college and career-ready skills necessary to succeed in the 21st century. Throughout the curriculum, students will partake in Service Learning and broaden their global perspective by connecting their academics to real-world issues. All middle school students will meet the following requirements in order to be promoted to high school:

English Language Arts	Three middle grades or higher courses
Mathematics	Three middle grades or higher courses. At least one high school mathematics course will be offered for which students may earn high school credit. (Specific EOC requirements apply.)
Social Studies	Three middle grades or higher courses. At least one semester of these courses must include civics education. (Specific EOC requirements apply.)
Science	Three middle grades or higher courses. (Specific EOC requirements apply to high school level Biology I).
Career and Education Planning	One course in 6 th , 7 th , or 8 th grade. Must result in a completed and personalized academic and career plan for the student.

Table 11: Florida Grades 6-8 Core Subject Requirements and Expectations

Grades K-2 will work to build important foundational skills in all core subject areas by the same classroom teacher with the consistency primary students require. In Grades 3-5, core subjects will build on teacher expertise and interdisciplinary instruction. Grades 6-8 core subjects will be taught via a block schedule allowing for more time to conduct projects, labs, and performances as needed by teachers certified in their respective fields.

English Language Arts (ELA):

To bridge the Experiential Learning and literacy experiences, an Expeditionary Learning (EL Education) English Language Arts (ELA) curriculum has been selected for Grades 3-8. EL Education is a comprehensive school reform based on practices that include learning expeditions and active pedagogy and promote student achievement through active learning. The curriculum is challenging and meaningful and helps students connect learning to real-world issues. A year’s worth of instruction is based on four modules consisting of three units each. The modules are sequential and include Building Background Knowledge, Extending Reading and Research, and Extending Writing. The curriculum is well aligned with the LAFS and the core program Experiential Learning. EL Education is in the process of developing an ELA curriculum for Grades K-2 which will be available by the spring of 2017 and implemented in schools during the 2017-2018 school year. Part of attachment D is the K-5 ELA Curriculum Guidance Document which gives an overview to the K-2 Literacy Labs. PCA intends to fully implement this curriculum as well for grades K-2. The curriculum will be based on the same successful academic standards as the one for Grades 3-8, with a specific focus on early childhood literacy.

EL Education was selected as the principal ELA curriculum for two reasons. First, it is consistent with the school’s theme of Experiential Learning as it offers students an approach of learning by doing. Secondly, it is well aligned with the LAFS and the opportunity to teach literacy through both literary and informational texts. The curriculum aims to have all students start grade 9 ready to use

reading as a means to learn and graduate from high school, and to be college and career-ready. It was developed based on research that ties content knowledge, vocabulary growth, and reading proficiency, and it includes a selection of books and a list of recommended supporting texts, including articles and primary source documents offering exposure to varying levels of complexity.

The EL Education ELA curriculum includes:

- Curriculum plan with standards-aligned curriculum maps and lesson plans
- Formative and summative assessments and end-of-unit performance task
- Teacher-facing materials and student consumables
- List of central texts from various publishers and recommendations for optional texts
- Embedded, authentic informational texts
- Online supports for instruction and student work for literacy across the disciplines

One of the guiding principles used in selecting the ELA curriculums for PCA was that it met the following ELA instructional shifts as described by the FLDOE.

1. *Balance of Literary and Informational Text*: The LAFS place an emphasis on building knowledge through rich informational text. PCA teachers will utilize explicit teaching strategies in reading comprehension and conduct text-based discussion.
2. *Building Knowledge in the Disciplines*: PCA ELA teachers will work with other core subject teachers to develop strategies that will help students build comprehension of texts across the disciplines.
3. *Staircase of Complexity*: PCA teachers will facilitate the students in developing the ability to read and comprehend complex text by exposing them to text that is in the appropriate level of complexity.
4. *Text-Based Answers*: PCA teachers will engage students in close reading so they are able to return to the text to develop text-dependent answers to evidence-based questions.
5. *Writing from Sources*: Students will be taught to write using textual evidence from multiple sources of information in order to increase students' knowledge base. PCA teachers will model and integrate reading and writing instruction.
6. *Academic Vocabulary*: PCA students will be exposed to vocabulary development that incrementally increases their word base within three tiers of words from Tier 1 (Basic Words) to Tier 2 (General Academic Words) to Tier 3 (Domain Specific Words).

For Grades K-2, the school will **supplement** the EL Education curriculum with Wilson Language Foundations. This multi-sensory language program, based on the Wilson Reading System, offers research-based materials and explicit instruction in reading, spelling, and handwriting. It also works as a prevention program and will help to ensure literacy success in the years that follow. PCA will adopt Wilson's recommendation and combine Foundations with the K-2 EL/ELA program to ensure a more comprehensive ELA experience. Both curriculums are aligned with the LAFS and Experiential Learning and will meet all requirements for the four strands of ELA according to the LAFS as illustrated below:

Reading:

EL Education is designed to put students on a pathway to "read to learn" by grade 9, and therefore be college and career-ready by the time they graduate from high school. This is directly aligned with the school's mission and with the FS. The new LAFS require students to read more complex texts in order to build content knowledge, literacy skills, and academic and domain-specific vocabulary.

Students need to read for different purposes and tackle all types of text, both through guided reading and independently. EL Education offers a multitude of opportunities to read for learning and for pleasure. It also provides opportunities for students to participate in “expeditions” that enhance the reading program and falls under the same umbrella of the Experiential Learning theme of the school. Foundations focuses on foundational skills that fall under the six components of early literacy development: oral language, phonological awareness, phonemic awareness, fluency, vocabulary, and comprehension. The primary focus of the program is phonemic awareness, letter recognition, phonics, and decoding. Additionally, the multi-sensory approach will provide the flexibility for the integration of project-based learning in keeping with the Experiential Learning curriculum theme. In addition, Foundations can serve as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-Tiered System of Supports (MTSS) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties. To support the implementation of the MTSS framework, progress monitoring is built into Foundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

Writing:

EL Education ELA’s curriculum provides opportunities to write from a variety of sources in a variety of modes. The FLDOE shifts explain that students need to develop the ability to analyze and cite text evidence from multiple sources in order to support their ideas in writing and speaking, and ultimately develop sound decision-making skills to function in the 21st century. EL Education builds on this belief. In the modules, students write from sources, answer compelling questions with evidence from text, and write in multiple modes. Foundations contributes to the Writing strand, particularly for students at or below grade-level in the early years. The program focuses on handwriting, spelling, writing conventions, grammar, and punctuation, all essential foundational skills students need in order to become good writers.

Speaking and Listening:

The nature of the EL Education ELA curriculum supports the development of speaking and listening. As students advance to the intermediate elementary and middle school years, their speaking and listening skills become even more embedded in the development of all other ELA skills. They must be exposed to opportunities for collaboration and presentation where they can learn from each other. As mentioned earlier, Foundations is a multisensory language program, therefore, it is perfectly suited to develop the critical speaking and listening skills necessary for the further development of reading and oral language skills.

Language:

As students continue to refine their language skills in the intermediate elementary and middle school years, a continued focus on vocabulary and the development of conventions of Standard English becomes a vital component of an effective ELA program. The EL Education ELA curriculum addresses and supports this component of a comprehensive ELA program. Research indicates reading proficiency is unlikely without the development of a rich vocabulary. It also indicates students from less affluent families enter school with less vocabulary and word awareness. This creates a vicious cycle that widens the achievement gap throughout the elementary school years. One of the major skills areas that Foundations addresses is vocabulary development through the introduction of new words, word-learning strategies, and academic vocabulary.

Mathematics:

The Mathematics curriculum at PCA will be designed to meet the MAFS through an Experiential Learning process. Teachers will teach the standards using the curricular choices explained in Section B, and enhancing the learning process through the instructional strategies of the program. Through inquiry, hands-on activities, collaboration, reasoning, metacognition, and reflection, students will continually connect abstract concepts to real-life applications as they continually revisit concepts and build knowledge. Through this process, teachers will be able to easily integrate mathematics with science, technology, and engineering.

Science:

The Science curriculum of PCA will be aligned with the Florida Science NGSSS, and thus will include all four science bodies of knowledge in Grades K-8: Earth and Space Science, Life Science, Nature of Science, and Physical Science. The curriculum will also be modeled after the Experiential Learning program of the school, which lends itself perfectly for the scientific process. Students will continually participate in the process of abstract conceptualization, active experimentation, concrete experiences, and reflective observation. The curriculum will be deep-rooted in inquiry, exploration, discovery, project-based learning, and real-world connections, while touching on the areas of environmental stewardship, engineering, and technology.

Social Studies:

The Social Studies curriculum at PCA will be aligned with the Florida Social Studies NGSSS and will reflect the school's Experiential Learning program. Teachers will develop units and lessons that engage students in thinking, reading, researching, and writing about big ideas and current issues during their common planning time. The PCA Social Studies curriculum will follow the guidelines of the NCSS College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. One of the purposes of the guide is to support curriculum writers in strengthening the social studies program by increasing the rigor of the program, building critical thinking, problem solving, and active citizenship, and aligning the social studies program to ELA and literacy standards. The EL Education ELA curriculum is designed to use writing across the disciplines so ELA and Social Studies teachers will work together to integrate the disciplines and select historical fiction literature that is aligned with Florida, American and World Histories accordingly. In Grades 3-5 this will be further facilitated by departmentalization. The Social Studies curriculum at PCA will accomplish the following goals that are aligned with the themes of the National Council for the Social Studies (NCSS):

NCSS Themes:	PCA Social Studies Goals:
Culture	Promote an appreciation of diversity.
Time, Continuity, and Change	Develop an ability to learn from the past to impact the future.
People, Places, and Environments	Develop an understanding of environment and society.
Individual Development and Identity	Enhance communication and collaboration skills.
Individuals, Groups, and Institutions	Connect to real-world experiences.
Power, Authority, and Governance	Foster an understanding of current events.
Production, Distribution, & Consumption	Promote fiscal responsibility.
Science, Technology, and Society	Advance college and career ready skills.

Global Connections	Broaden a global perspective.
Civic Ideals and Practices	Produce informed, responsible citizens.

Table 12: NCSS Themes and PCA Social Studies Goals

Instructional Strategies

Research indicates the most important factor in student achievement is the effectiveness of the teacher. Therefore, empowering all teachers with the most effective teaching strategies will be a priority at PCA. Using the early September data from the diagnostic and baseline assessments, the PLC's will meet to review the curriculum maps and scope and sequences in order to make any necessary adjustments and identify areas of academic need. This followed by frequent professional development and a school culture of teacher collaboration and planning will equip teachers with research-based, effective instructional strategies that will maximize teaching and learning and assist them in honing in on addressing the identified areas a key component to continuous improvement.

The following primary instructional strategies have been specifically selected with the anticipated student population of PCA in mind. The demographics of other schools in the area reveal an approximate 55% minority ratio and at least 50% of the student population on Free or Reduced Lunch (FRL). It is expected many students will be at or below grade-level. The strategies are designed to help students build background knowledge through the real life experiences and reflection process of Experiential Learning and Project-Based Learning. The strategies implemented through direct and small group instruction are currently the most effective instructional strategies for differentiation of instruction and explicit teaching. Reading and Writing across the Curriculum is the most definitive way to ensure student success in literacy. Lastly, differentiating instruction addresses students' individual needs, ensuring a path to mastery for all.

Experiential Learning is the overall theme of the school. Teachers will use a combination of PBL, Direct Instruction, and Small Group Instruction at different times and for different purposes as they deem necessary for effective instruction. Differentiated instruction is used daily in order to meet the needs of all learner in a class and Reading and Writing Across the Curriculum will be primarily instructed during the ELA class but reinforced when appropriate in the content classes.

Experiential Learning: The primary instructional strategy and basis for all other instructional practices within the curriculum will be Experiential Learning, the premise of which is that students construct knowledge through the transformation of experience as described in detail in Section 3. Students build understanding by participating in a concrete experience or exploration followed by a reflection of their observations. After the discovery process, students then build a deeper understanding by forming concepts, and finally, they apply their knowledge in new situations thereby making connections (Kolb, 1984).

Project-Based Learning (PBL): Closely tied to Experiential Learning, students will have opportunities to explore real-world problems resulting in deeper learning through PBL. PBL has been proven to increase retention of information and improve attitudes toward learning. Both problem-based and project-based learning experiences will be built into thematic units, and through inquiry, reflection, problem solving, and collaboration, students will work to solve real-world problems and participate in complex tasks to create final products.

Direct Instruction: This effective form of instruction using explicit teaching strategies will also be an integral part of the instructional process. These include:

- Accessing and building on prior knowledge
- Delivering and connecting standards-based instruction
- Introducing material in small increments and scaffolding
- Teacher Modeling and Gradual Release of Responsibility
- Building vocabulary, Close Reading and High Order Questioning
- Modifying techniques and differentiating instruction to suit varying learning styles and checking for understanding.

Small Group Instruction: Used in classrooms with flexible grouping, small group instruction entails the teacher working closely with a small group of students on specific learning objectives. This grouping model reduces the student-teacher ratio, allowing teachers to more effectively target problem areas, reinforce skills, check for understanding, and provide struggling readers with additional support. Small group instruction is essential for the purposes of differentiating instruction and support of ESE and ELL students as well as remediation. Further, it is beneficial in narrowing the achievement gap, and is therefore commonly used for Multi-Tiered System **(Tier 1 and 2)** of Supports. Small group instruction will be an integral component of all core subject instruction at PCA.

Reading and Writing across the Curriculum: In the Experiential Learning process, students will use reading and writing to enhance reflection and the forming of abstract concepts. Based on strong research, the EL Education ELA curriculum also emphasizes the use of reading and writing across the disciplines to enhance literacy. When students have the opportunity to develop strategies while reading a variety of text in different subjects and have the opportunity to write for different purposes, learning is enhanced and student achievement is strengthened. Students at PCA will engage in reading literature and informational text and writing to respond to genre-specific text, a critical piece of the FS.

Differentiated Instruction: This method of designing and delivering instruction so as to meet the individual needs of each student is the key to student achievement. It entails adapting content and tailoring it according to individual readiness and needs as well as individual learning styles. Driven by formative assessments and student data, differentiated instruction will be implemented through all other primary instructional strategies so as to maximize student growth and ensure individual success of the standards. This way, high expectations can remain the norm for all.

Progress monitoring determines the effectiveness of instruction and interventions and assists in determining if students are progressing sufficiently to meet year-end goals. Specifically, the needs of the ELL students will be determined by language proficiency exam (RWI) and the data from the test will be used to differentiate the instruction for the students. When the students are receiving language instruction, it will be based on their developmental language ability. Additionally, the content area teachers who teach these students will be trained in best practices to meet the needs of English language learners. Teachers will have access to leveled text in all subject areas.

Methods and Systems for Differentiated Instruction:

Differentiating Instruction is fundamental to the success of any curriculum, and will therefore be an essential component of the instructional program at PCA. All curricular choices described in Section B have been made with differentiated instruction potential in mind. Methods of differentiated

instruction will be a priority in the professional development plan of the school. Teachers will meet the varied needs of all students through a combination of the following practices that will be built into the curriculum and daily lesson planning:

- Acknowledging diverse needs by flexible heterogeneous grouping
- Collaborative problem-solving team recommendations based on data-driven instruction
- Applying different approaches to the same goal
- Supplemental services such as intervention and tutoring
- Inclusion model for ESE and ELL students
- Leveled texts provided to support developing readers
- Providing opportunities to develop background knowledge for all students
- Progress monitoring determines the effectiveness of instruction and interventions and assists in determining if students are progressing sufficiently to meet year-end goals.
- The needs of the ELL students will be determined by language proficiency exams and the data from the test will be used to differentiate the instruction for the students.

Support for Below Grade Level Students and Multi-Tiered System of Supports:

The program that will be implemented at PCA will be especially beneficial for students who are performing below grade level, ESE and ELL students as it will allow them opportunities to build background knowledge, develop vocabulary, and make connections which will help to even out the playing field and close the achievement gap. Students entering the school below grade level will be identified through a system of ongoing assessment and monitoring, student data, and Professional Learning Community (PLC) collaborative problem-solving team meetings. This team, consisting of an administrator, ESE teacher, ELL teacher (as needed) and general education teachers, will meet to discuss the best instructional strategies for students identified as being below grade level. Identified students will be placed in a multi-tiered level support system according to their individual needs for remediation

PCA's model will follow Florida's Multi-Tiered System of Support (MTSS) in order for all students to meet grade level expectations. The three-tiered system of instruction is as follows:

Tier 1: Core instruction will be provided to all students by the classroom teacher. All students in the school, regardless of their individual needs, will be exposed to the same interdisciplinary curriculum and will be held to the same high standards and goals.

Tier 2: Classroom intervention will be provided to students in need of supplemental instruction. Students will be identified through data-driven formative and summative assessments. The classroom teacher will provide small group instruction using differentiated instructional strategies, web-based programs, and instructional materials specifically designed for students working below grade level and in need of remediation.

Tier 3: Intervention will be provided to students in need of more intense instruction. Students not meeting grade level expectations on the FSA for 3rd grade and beyond will be identified and administered additional diagnostic assessments found in the supplemental curricular choices, to determine the nature of the student's deficit, the academic area, and strategies for appropriate instruction and intervention. Moreover, ongoing monitoring will be conducted throughout the school year. Tier 3 individualized instruction will be conducted either through special area classes (2nd- 5th grade) or an elective class (6th- 8th grades). In addition, a voluntary after-school tutoring

program will be available to all students in Tier 3. The materials used for Tier 3 Intervention will be research-based programs as indicated in the curricular choices in Section B.

B. Parrish Charter Academy Curricular Choices

Many important curricular decisions have already been made for PCA. As explained in Section A, Experiential Learning will be the instructional focus of the curriculum and it will guide all curricular choices, instructional strategies, and the development of the full curriculum. Additionally, the EL Education ELA curriculum for Grades 3-8, which is aligned with the LAFS and the Experiential Learning focus, is fully developed and ready to be implemented. The same curriculum for Grades K-2 will be fully developed by early 2017 and ready to implement for the 2017-2018 school year alongside the Wilson Language Foundations. Please see Attachment D for the new EL K-5 ELA Curriculum Guidance Document.

All curricular choices made to date and proposed curricular choices have been made with the holistic model in mind that students learn best by doing. Students in Grades K-8 will be immersed in Experiential Learning and will have access to a wide array of resources that offer opportunities for project-based learning. The programs and resources have been carefully reviewed and selected to address students' needs based on the anticipated population of the school and offer students the best systems for differentiated instruction as well as the MTSS materials so that all students may attain the same FS. Most curricular choices come with supplemental materials that can be used for both intervention and enrichment purposes.

K-8 Curricular Choices for ELA:

Grade Levels	Program	Rationale
K-2	El Education ELA Curriculum	When fully developed the curriculum will offer a curriculum similar to the existing Grade 3-8 curriculum, aligned with the LAFS and focused on the development of early literacy skills. (Attachment D)
K-2	Wilson Language System Foundations	Carefully structured reading and spelling curriculum using multisensory techniques. It offers four levels of instruction in critical foundational skills and the six components of early literacy development. (Attachment D)
K-2	EPS Literacy and Intervention Wordly Wise 3000 Books K-2	Students' oral vocabulary is expanded through carefully sequenced activities. Prepares students for content-area reading. Book 2 incorporates multiple meanings, context clues, word study, reading comprehension, and writing.
3-8	EL Education ELA Curriculum	Modules are designed to address outcomes that are consistent with the LAFS and have an overarching focus of building students' literacy skills as they develop knowledge of the world around them; offers full year of instruction. Includes central, optional, and informational texts. (Attachment D)
3-5	EPS Literacy and Intervention Wordly Wise 3000 Books 3-5	Builds vocabulary while strengthening reading, vocabulary, and critical thinking skills. All passages have been assigned measures from The Lexile Framework of Reading.
K-8	Renaissance Learning STAR Reading & Accelerated Reader 360 (AR)	Cloud-based software, associated with higher levels of growth across all grade levels and populations, including struggling readers, ELL students, and students on FRL. Promotes independent reading and assesses reading comprehension.
K-8	Curriculum Associates Ready Florida	Uses a gradual-release model that ensures students get the modeled and guided instruction they need to master the LAFS.

3-8	Reading Plus	Web-based program that assesses and personalizes reading instruction by using silent reading to take students from “learning to read” to “reading to learn”.
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Table 13: PCA K-8 ELA Curricular Choices

K-8 Curricular Choices for Mathematics:

Grade Levels	Program	Rationale
K-5	McGraw-Hill Everyday Mathematics	Research-grounded and field tested program offers a spiral curriculum based on the theory that students master key math concepts by revisiting the content in a variety of contexts and connecting abstract concepts to real-world situations; aligned with the MAFS. (Attachment C)
6-8	College Board Springboard	Developed by the College Board, this is an engaging and rigorous, student-centered print and online program. It is vertically aligned from Gr. 6 on and offers a balance of investigative, guided, and teacher-directed activities, embedded assessments, and lessons that focus on problem solving, critical thinking, and reasoning.
3-8	Explore Learning Gizmos	Aligned with the MAFS, Gizmos are interactive math and science simulations that are inquiry-based and build conceptual understanding.

Table 14: PCA K-8 Mathematics Curricular Choices

K-8 Curricular Choices for Science:

Grade Levels	Program	Rationale
K-5	Delta Education Full Option Science System (FOSS) Next Generation	The FOSS elementary program was developed based on the philosophy that “students learn science best by doing science.” The comprehensive program is based on research-based strategies that provide engaging experiences, active investigation, recording in science notebooks, reading, and assessments; aligned with the Science NGSSS.
6-8	Delta Education Full Option Science System (FOSS) Middle School	The FOSS middle school program continues with the practice of engaging students in exploring core ideas, science and technology, authentic investigating, analysis, and reflection while integrating reading and literacy strategies.
K-8	Houghton Mifflin Harcourt Sinecures Student Handbooks	Multipurpose resource that supports science kit programs while extending vocabulary and literacy. They cover all essential science concepts.
3-8	Explore Learning Gizmos	Aligned with the NGSS, Gizmos are interactive math and science simulations that are inquiry-based and build conceptual understanding.
8th Biology 1	Pearson/Prentice Hall Miller & Levine Biology	Research-based and engaging tool to put new ways of thinking about science into the hands of students.

Table 15: PCA K-8 Science Curricular Choices

K-8 Curricular Choices for Social Studies:

Grade Levels	Program	Rationale
K-5	Pearson my World Social Studies	Comprehensive program that provides innovative and engaging print, digital, and active materials. It connects content and literacy instruction as students experience content, discuss big questions, write, and participate in authentic activities. Aligned with the Social Studies NGSSS. (Attachment C)
K-2	Sean Covey’s The Seven Habits of Happy Kids	This book takes students on a journey of learning important life lessons about basic principles using the 7 habits and through a cast of characters. This will be used specifically for the Culture and Character class described below in Section 8.

6th	Pearson my World History	Unique program offers a virtual exploration around the world and through time. Students make personal connections through innovative online resources, print, and PBL activities.
7th	Houghton Mifflin Harcourt Civics in Practice	Program fosters student civic responsibility through a balanced course.
7th	Houghton Mifflin Harcourt World Geography	Addresses the essential elements and themes of world geography through an engaging and instructional program that is accentuated by an art program.
8th	Pearson my World American History	The blended print and digital program reveals the nation's history with engaging stories, activities and opportunities to make connections. The research-tested program follows a model where students connect, investigate, synthesize, and demonstrate.
8th	My Career Shines Middle School Students	Online planning tool helps students assess their interests and abilities, learn about careers, and plan for high school. Will be used also with Career Exploration course described below in Section E.
8th	Career Cruising	Helps students build a plan that connects school work to real life. Will be used also with Career Exploration course described below in Section E.
K-8	Nystrom Education Strata Logica	Web-based program, powered by Cesium and Bing, actively engages students in the study of geography. Provides maps, globes, atlases, and charts and can be used with computers, projectors, and interactive whiteboards.

Table 16: PCA K-8 Social Studies Curricular Choices

Plan for the Completion of the Curriculum:

During the pre-opening planning time and after the principal has hired the key personnel, the principal will create a PLC curriculum team to review what has been slated for the PCA curriculum of all core subjects and Specials in every grade level. The PLC curriculum team may include, but is not limited to the assistant principal, grade level and department heads, and classroom teachers. The team will create curriculum maps with a scope and sequence for each core subject that is aligned with the FS, Experiential Learning, and the curricular choices described below. When fully developed, all of the curriculum's thematic units will center around building knowledge from reflecting on experiences and will implement all effective instructional strategies described in Section A. Grade level chairs and department heads will be the first line of responsibility for the completion of the scope and sequence, followed by the assistant principal. The principal will review and approve the final curriculum for each core subject. As described above, a system for continuous improvement will be developed and put in place in order to review the curriculum after initial diagnostic assessments and then again at the end of the year, in order to evaluate the effectiveness of the resources and instructional program, and make improvements as necessary.

Focus and Implementation of Curriculum:

As mentioned before, the focus of the curriculum plan for the school is Experiential Learning. Through this approach, students will be continuously engaged in the cycle of connecting experiences with abstract concepts through observation, reflection, and testing in new situations. The focus of the ELA curriculum will be EL Education which ties perfectly with Experiential Learning. In EL Education, students will also engage in experiences and project-based learning that connect specifically with all essential components of a literacy program. The curriculum will be implemented through a well-thought out system of processes that will ensure the effective execution of the instructional program at the school.

The principal will review the professional development (PD) plan and schedule as presented in Section 3, in order to identify, secure and schedule PD Facilitators, Online Training Modules and Workshops that best fit the different professional development areas.

Once grade level and department teams are formed and trained, they will meet to review the curriculum maps, curricular choices, and all other resources and materials to develop lesson plans with specific performance-based objectives that are aligned with the FS and the instructional program of the school. Upon the opening of the school, teachers will establish the baseline assessment information, implement the instructional program and curriculums, and deliver lessons using the instructional strategies and practices for progress monitoring and differentiated instruction detailed previously.

Core Subjects Offered:

In addition to the K-5 core subjects listed in Section A, the courses listed below will be offered at the middle school level. All curricular choices described above meet the requirements for these courses and are aligned with the FS.

Grades 6-8 ELA Courses:

Grade Level	Title of Course	Course Code	Length
6 th	Language Arts 1	1001010	Year
6 th	Language Arts 1 Advanced	1001020	Year
6 th	Language Arts 1 through ESOL	1002000	Year
6 th	Intensive Reading	100001006	Year
7 th	Language Arts 2	1001040	Year
7 th	Language Arts 2 Advanced	1001050	Year
7 th	Language Arts 2 through ESOL	1002010	Year
7 th	Intensive Reading	100001007	Year
8 th	Language Arts 3	1001070	Year
8 th	Language Arts 3 Advanced	1001080	Year
8 th	Language Arts 3 through ESOL	1002020	Year
8 th	Intensive Reading	100001008	Year

Table 17: PCA Middle School ELA Courses

Grades 6-8 Mathematics Courses:

Grade Level	Title of Course	Course Code	Length
6 th	Mathematics 1	1205010	Year
6 th	Mathematics 1 Advanced	1205020	Year
7 th	Mathematics 2	1205040	Year
7 th	Mathematics 2 Advanced	1205050	Year
7 th /8 th	Pre-Algebra	1205070	Year
7 th /8 th	*Algebra1-A (Honors)	1200370	Year
8 th	*Geometry	1206310	Year
6 th /7 th /8 th	Intensive Mathematics	1204000	Year

Table 18: PCA Middle School Mathematics Courses *Eligible for high school credit

Grades 6-8 Science Courses:

Grade Level	Title of Course	Course Code	Length
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6 th	Comprehensive Science 1	2002040	Year
6 th	Comprehensive Science 1 Advanced	2002050	Year
6 th	Comprehensive Science 1 Accelerated Honors	2002055	Year
7 th	Comprehensive Science 2	2002070	Year
7 th	Comprehensive Science 2 Advanced	2002080	Year
7 th	Comprehensive Science 2 Accelerated Honors	2002085	Year
8 th	Comprehensive Science 3	2002100	Year
8 th	Comprehensive 3 Advanced	2002110	Year
8 th	*Biology 1	2000310	Year

Table 19: PCA Middle School Science Courses

*Eligible for high school credit

Grades 6-8 Social Studies Courses:

Grade Level	Title of Course	Course Code	Length
6 th	World History	2109010	Year
6 th	World History Advanced	2109020	Year
7 th	Civics	2106015	Semester
7 th	Civics Advanced	2106025	Semester
7 th	World Geography	2103015	Semester
7 th	World Geography Advanced	2103025	Semester
8 th	U.S. History & Career Planning	2100015	Year
8 th	U.S. History & Career Planning Advanced	2100025	Year

Table 20: PCA Middle School Social Studies Courses

Reading as Primary Focus of the School:

Reading will be a primary focus of PCA, and it will be demonstrated by creating a culture of reading in the school as follows:

- PCA will incorporate a Transformational Literacy class for Grades 3-5 based on Experiential Learning and EL Education. The class will reinforce all components of the reading process, and it will help to further differentiate instruction for those students requiring remediation or enrichment based on their levels of reading proficiency.
- The reading program at PCA will encompass all components of reading, specifically the development of early literacy and reading comprehension skills, deep reading of literary and informational text, and extracting evidence for text. All reading instruction will meet the instructional shifts of the new LAFS, and it will cover all ELA strands.
- Reading at PCA will be delivered across all disciplines. Students will tackle reading in all forms and in all content areas, including math word problems, science articles, historical fiction, poetry, digital, and everything in between.
- The literacy program at the school will be an integral part of the Experiential Learning process and in all project-based learning activities.
- Reading is an essential component of the research-based EL Education ELA curriculum that will be implemented in Grades K-8.
- To ensure reading proficiency from early on, students in Grades K-2 will also receive supplemental early literacy instruction in the fundamentals of reading through Wilson Language Foundations.

- Reading will be a process that is modeled, taught, and practiced throughout the school day in various forms, including teacher read-alouds, close reading, teacher-directed, guided, and small group instruction, independent reading, literature circles, and reader's theatre.
- A variety of tools will be used to document reading, including graphic organizers, interactive reading notebooks, and reading response journals.
- A culture of reading will be created at the school with print-rich classrooms, abundant classroom libraries, book clubs, and school-wide literacy activities.

Research-based Curriculum and Strategies for Students Reading Below, At or Above Grade Level:

The school will implement an ongoing system of formal screening and progress monitoring assessments which together with classroom teacher observations and formative assessments will serve to help guide instruction and address students' individual needs. Parallel to Manatee's MTSS team approach, the school's PLC collaborative problem solving teams will meet to make data-driven decisions for instruction to include monitoring, intervention and support of struggling students in need of remediation. Many of the curricular choices described above include systems for progress monitoring that will facilitate this process. PLC teams will collaborate to include progress monitoring and consider the student data it reveals in the scope and sequence of the curriculums. Additionally, teachers will track student performance through reports generated by the programs and student data charts in order to make data-driven decisions about student grouping and instruction. Instruction will be differentiated accordingly to meet the needs of students at or below grade level and above grade level such that all students may achieve the same high expectations. Tier 1 and 2 of the MTSS occur during instructional time as well as Transformational Literacy. Furthermore, once identified, struggling students will be required to attend intervention during special area or an elective from September until a week before the FSA.

The following chart indicates the curriculum and strategies that will be implemented for varying reading proficiency levels:

Reading Proficiency Levels	Curriculum	Strategies
Below, At, and Above Grade Level	<ul style="list-style-type: none"> • EL Education ELA Curriculum for K-8, includes wide selection literary and informational texts. As mentioned above EL Education follows the Experiential Learning theme. • Wilson Language Foundations, K-2, Tier 1 program • EPS Literacy & Intervention Wordly Wise 3000, Books K-5 • Renaissance Learning STAR and AR, K-8 Curriculum & Associates Ready Florida, K8 • Reading Plus, 3-8 	<ul style="list-style-type: none"> • Core, interdisciplinary instruction • Transformational Literacy class • Develop vocabulary through word study • Daily teacher read-aloud • Teacher-directed, guided, and small group instruction • Differentiated Instruction • Close reading with explicit teaching strategies • Daily opportunities of writing to respond to reading • Interactive reading and writing notebooks • Standards-based instruction • Performance-based assessment

		<ul style="list-style-type: none"> • Independent reading
Below Grade Level	<ul style="list-style-type: none"> • Experiential Learning includes built-in differentiated instruction strategies for K-8. As mentioned above EL Education follows the Experiential Learning theme. • Wilson Language Foundations, K-2, Tier 2 and Tier 3 program 	<ul style="list-style-type: none"> • Transformational Literacy class • Reading Intervention, K-5 • Intensive Reading, 6-8 • Individualized instruction • Web-based silent reading program • After school tutoring
Above Grade Level	<ul style="list-style-type: none"> • EL Education Built-in differentiated instruction strategies for K-8. • PCA EL specific classes 	<ul style="list-style-type: none"> • Transformational Literacy class • Literature circles • Writing clubs • Book clubs • Enrichment activities • Opportunities for Advanced and Honors classes in Grades 6-8

Table 24: Curriculum and Strategies for Varying Reading Proficiency Levels

See Attachment D for Reading Curriculum

C. PCA will not adopt any additional academic standards other than those mandated by the state.

D. Describe the research base and foundation materials that were used or will be used to develop the curriculum.

PCA will be offering an innovative and engaging academic program of the highest quality. In order to ensure such a program is successful at every level, a great deal of research was reviewed in order to make informed decisions about the program and the curricular choices the school will offer. The following are just some of the results of the research.

Experiential Learning: The holistic model for learning is originally based on Dewey's writings about the benefits of experiential education (Dewey, 1938). He maintained that there is a relationship between the process of experience and education and that students must connect content to experiences in order to learn. Later David A. Kolb focused on the theory of experiential learning suggesting students construct knowledge by transforming experience (Kolb, 1984).

EL Education: The school will implement the EL Education ELA curriculum which is a result of a collaboration between Outward Bound, USA and the Harvard Graduate School of Education. Independent research conducted by Mathematica Policy Research indicates a 10-point difference in the average percent of students who were proficient on state Reading and Language Arts tests and their counterparts in the same district. Research also indicates middle school students had seven more months of learning growth in reading after three years in an EL school as compared to other middle school students in the same district.

Just Read Florida Initiative: This Florida initiative is a means to prioritize reading in Florida public schools. Based on the most recent reading research, it aims to empower teachers with the best information and training available, develop family literacy, and involve the community in this goal. It provides a wide array of resources and materials necessary to implement a comprehensive research-based reading program that addresses all the components of early literacy.

Florida Center for Reading Research (FCRR): The FCRR is a multidisciplinary research center housed at Florida State University. It avails educators and researchers with information on best practices related to literacy development.

Wilson Language System Foundations: Published in 2002, this reading program stems from the same research that supports the Wilson Reading System, first published in 1988. An independent review by the FCRR found it to be “highly systematic” and no weaknesses were found. The Foundations Overview and Studies of Program Effectiveness reveals that K-1 students who were taught using Foundations made greater gains in literacy skills as a result.

Curriculum Associates Ready Florida: The Educational Research Institute of America studied more than 1.1 million students in schools that used Ready and found they had a 19-point difference over the average percent of proficient readers.

Renaissance Learning STAR and AR 360: The research-base includes over 400 studies and has met the highest standards by the National Center on Intensive Intervention, National Center on Response to Intervention, National Center on Student Progress Monitoring, National Dropout Prevention Center, Promising Practices Network and What Works Clearinghouse.

Reading Plus: Among other findings, Pearson’s Group Reading Assessment Diagnostic Evaluation found Reading Plus usage was associated with “highly significant increases in reading proficiency scores”. The research indicates Reading Plus significantly and positively impacts reading proficiency in ELL and FRL students, as well as students with disabilities.

McGraw Hill Everyday Mathematics: Research findings of this program, developed and tested by the University of Chicago School Mathematics Project, consistently point to the program’s success in helping students achieve more. The Northwestern Longitudinal Study, Tri-State Achievement Study, and the What Works Clearinghouse Improvement Index all indicate the program is the most effective elementary school math program available, and students using the program consistently outperform their counterparts.

E. Proposed Curriculum Areas Outside of Core Academic Areas

In addition to the core academic areas and specials (art, music, P.E. and Spanish), school-specific classes and courses rooted in the philosophy of Experiential Education will be offered in each grade level at PCA. Third through fifth grade students who qualify for Spanish will attend Spanish class during Creative Studies time starting in year two. Tier 3 students will attend intervention during special area classes or an elective class.

As listed and described in section 3D, specials will be offered as follows:

Grade	Subject	Quantity
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K-2	Art and Music Spanish Physical Education	Each 1X/week 3X's/week (During Culture & Character) Daily (Adventure and Fitness)
3-5	Art and Music Spanish Physical Education	Each 1X/Week-Creative Studies (Tier 3 Intervention) 3X's/week (In lieu of Creative Studies) Daily (Adventure and Fitness)
6-8	Options (see below) Physical Education	Two Electives a year (Tier 3 Intervention) Every year

K-5 Curricular Choices for World Languages (Spanish), Art, Music:

Grade Levels	Program	Course Description and Course Code
K-5	Spanish: <u>Sonrisas</u>	Course Code: 5007020 Sonrisas Level I is an elementary Spanish curriculum for students who are at a beginner level grades K-5. Spanish-Elementary introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.
K	Art	Course Number: 5001010 - Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.
1	Art	Course Number: 5001020 - Grade one art includes experimenting with a variety of concepts and ideas in art and digital media and processes while using materials correctly and safely to convey personal interests. Students use accurate art vocabulary, terms, and procedures during the creative process to describe and talk about their work.
2	Art	Course Number: 5001030 - Grade two art includes experimenting with a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process. Attributes of artworks from individuals, cultures, and time are identified, described, and discussed.
3	Art	Course Number: 5001040 - Grade three art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process.
4	Art	Course Number: 5001050 - Grade four art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.
5	Art	Course Number: 5001060 - Grade five and six art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.
K	Music	Course Number: 5013060 - Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one's self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.

1	Music	Course Number: 5013070 - Students with little or no small vocal or instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
2	Music	Course Number: 5013080 - Students with previous vocal or instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
3	Music	Course Number: 5013090 - Third-grade students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21st century.
4	Music	Course Number: 5013100 - Fourth-grade students in music class explore artistic intent by investigating the inventive development of ideas, applying musicianship skills and techniques while engaging in the creation and interpretation of the arts. They analyze the characteristics of musical structures from simple to complex to build understanding and respect for the creative process. As they examine the significant cultural contributions in the arts throughout history, particularly in Florida, they become increasingly able to identify the connections among music and other fields of study. Music students also develop knowledge of careers in, and related to, the arts as they explore the impact of music on the local and global economies of the 21st century and strengthen personal skills for success throughout school and beyond.
5	Music	Course Number: 5013110 – Fifth grade students in music class develop and analyze the skills necessary for the critical assessment of artistic works and creative works in other contexts. They demonstrate the proficiency of comprehensive musicianship and interpretive skills in the arts, which allows them to explore manipulation of musical structures to represent a personal and creative form of artistic communication. As students become more musically sophisticated, they establish and document reciprocal relationships among music and other disciplines of study. They learn to transfer their music knowledge and innovative skills as a means of discovering the significant contributions of music and the arts, in general, to positive social development and global economic success in the 21st Century.
K-5	P.E.	<p>Course Numbers: 5015020, 5015030, 5015040, 501550, 501560,501570</p> <p>Grade Level Requirements: Elementary: Section 1003.455, F.S., requires 150 minutes of physical education each week for students in grades K-5. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided.</p> <p>National Standards (Course Descriptions at State Level were not available)</p> <p>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>

Grades 6-8 Physical Education Electives:

Grade Level	Title of Course	Course Code	Length
6th	Fitness Grade 6	1508000	Semester
6th	Health 4	0800030	Semester
7th	Team Sports	1508200	Semester
7th	Health 5	0800040	Semester
8th	Individual/Dual Sports	1508500	Semester
8th	Health 6	0800050	Semester

Table 21: PCA Middle School Physical Education Courses

Grades 6-8 World Languages Electives:

Grade Level	Title of Course	Course Code	Length
6 th /7 th	Spanish - Beginning	0708000	Year
7 th /8 th	Spanish - Intermediate	0708010	Year
8 th	Spanish - Advanced	0708020	Year

Table 22: PCA Middle School World Language Courses

Physical Education classes will be doubled up in year one allowing one PE teacher to accommodate these classes.

Grades 6-8 Visual and Performing Arts Electives:

Grade Level	Title of Course	Course Code	Length
6 th /7 th	Introduction to Art History	0100060	Semester
6 th /7 th	Art in World Cultures	0100070	Semester
6 th /7 th /8 th	Exploring 2d Art	0101005	Semester
6 th /7 th /8 th	Exploring 3d Art	0101035	Semester
6 th /7 th	Band 1	1302000	Year
7 th /8 th	Band 2	1302010	Year
6 th /7 th	Orchestra 1	1302040	Year
6 th /8 th	Orchestra 2	1302050	Year
6 th /7 th	Chorus 1	1303000	Year
7 th /8 th	Chorus 2	1303010	Year
6 th /7 th	Dance 1	0300000	Year
7 th /8 th	Dance 2	0300010	Year
6 th /7 th	Theater 1	0400000	Year
7 th /8 th	Theater 2	0400010	Year
6 th /7 th /8 th	Rising Leaders through Learning Excursions (Florida M/J Engaged Citizenship through Service Learning 1) *Required	2104010	Year
6 th /7 th /8 th	Career Exploration (Florida M/J Career Research and Decision Making) *Required	1700060	Year

Table 23: PCA Middle School Visual and Performing Arts Electives

K-2 Culture and Character: This class will promote good citizenship through character building, role playing, and scenario-based activities in line with the school's mission of preparing students to gain social confidence and exemplary character. The backdrop of the class will be Sean Covey's *The Seven Habits of Happy Kids* which will reinforce desired character traits and behaviors consistent with

the culture of the school. As explained in section 3, students will have the option of taking Spanish-S three times a week during this time starting in year two.

3-5 Transformational Literacy and Creative Studies: This class will incorporate all components of a strong reading program (comprehension, fluency, phonemic awareness, phonics, and vocabulary, and oral language) to ensure literacy is at the heart of the educational program at PCA. Writing will also be an important element of this class as students learn to write for different purposes. Students will cross group for this class, and instruction will be targeted and differentiated for the specific reading proficiency level. Intervention and enrichment will be implemented during Transformational Literacy. Creative Studies will be an interdisciplinary class that will introduce students to the visual and performing arts. Students will participate in various stages of creating plays, poetry, artwork displays, and musical performances again offering a creative alternative to art and music. Through student-centered experiences, students will partake in decision making and respond to real-world processes. Students will have the option of taking Spanish-S twice a week during this time starting in year two. Tier 3 intervention will be provided for qualifying students in lieu of Art & Music or Spanish-S.

6-8 Rising Leaders through Learning Excursions: This course, which will fall under Florida's M/J Engaged Citizenship through Service Learning 1 will prepare students for leadership roles within PCA and in the community through case studies, fieldwork, service learning, and hands-on activities. The course will reinforce Covey's common leadership language and explore leadership roles, leadership styles, leadership skills, and factors that influence leadership. Expanding on the study of leadership, students will participate in learning excursions that will lead to the creation of projects for real-life audiences such as community stakeholders and professionals. A typical learning excursion might entail going on manatee tour field trip, doing research, connecting it to academics, developing a plan to protect the manatees, and presenting it to members of the community.

6-8 Career Exploration: This course will fall under the Florida M/J Career Research and Decision Making course. It will expose students to career options, communication strategies, workplace etiquette, time management, and other career related topics through role-playing, small group discussions, scenario analysis, guest speakers, observation of professionals, and field studies. The *My Career Shines* and *Career Cruising* curricular choices described above will be used for this course. As per Florida statute 1003.4156, this course must result in the student completing a personalized academic and career plan. This requirement will be fulfilled in this course.

K-8 Adventure and Fitness: This innovative course will be a twist on the traditional physical education classes. It will promote physical and mental fitness and nutrition with an emphasis on character development. Students will be able to make physical and academic connections as they participate in team building activities and fitness challenges such as rope courses, sports, and safety protocols. This course will fulfill the physical education requirements for both elementary school and middle school. In Grades 6-8 it will be aligned with a Florida physical education course.

The PLC curriculum teams identified by the principal will create a scope and sequence of community-based topics and activities and identify resources for each course described above.

F. Systems and Structures for At-Risk Students

The demographics of PCA, with a significant percentage of students in the FRL, Minority, and ESE subgroups, it will be essential for the school to have a system in place that addresses the needs of

students at risk of not meeting academic requirements. The mission of the school indicates that it will “provide academic excellence for all students”. The staff of PCA will work to ensure every student is successful and leaves the 8th grade ready for a successful high school career.

Students come with varying levels of development, interests, and learning styles. It is the responsibility of their teachers to address these needs. Students at risk, will benefit from the high standards, exceptional instructional strategies, differentiated instruction, quality resources, and research-based curricular choices and programs that will be in place at the school. This kind of instruction will fall under Tier 1 of the Multi-Tiered System of Support (MTSS) model that is detailed in Section A. The purpose of the multi-tiered system is to assist all students in meeting grade level expectations. Teachers will continually add relevant data to their student data charts to make data-driven decisions. Identified students will be targeted through Tier 2 which includes small group, differentiated, and web-based instruction.

As part of the support system of the school, the PLC collaborative problem solving team will meet biweekly to analyze the data and make data-driven decisions that will support the students. Students identified as not meeting grade level expectations, as per diagnostic data and standardized test results, will receive intervention outside of the core subject blocks through Tier 3 instruction. In Grades 3-5, intervention will also take place during the Transformational Literacy class. The materials identified for Tier 3 instruction are research-based and detailed in section 4.

Progress monitoring will be an integral part of intervention and will be used to modify instruction accordingly. Parents will be notified, and parent conferences will be held to discuss student progress.

Section 5: Student Performance

A. Performance Goals

A review of the surrounding schools for the anticipated area of Parrish Charter Academy (PCA) reveals the expected population of the school to have about a 55% minority ratio. A large percentage of that will be Hispanic, and about 14% will potentially qualify for ESOL instruction. Further, over 50% of the population is expected to be on Free or Reduced Lunch (FRL). Finally, based on the description of the population in the target area provided in section 2, students are expected to be performing at or below grade-level.

Once enrolled in the school, each student's student achievement data will be added to a school-wide data base. The data will include results from the Florida Statewide Assessment Program (FSAP), including FS Assessment (FSA) for English Language Arts (ELA), FSA for Mathematics, Next Generation Sunshine State Standards (NGSSS) Assessments for Science (FCAT 2.0), and End of Course (EOC) assessments if applicable. These will serve as the first source of baseline data.

Further, the school will administer baseline assessments in all core subjects and for all grade levels as part of the interim assessment schedule (Attachment F). The Florida Kindergarten Readiness Screener (FLKRS) will also be administered to gather information about the overall development of students and their readiness for kindergarten, and screening for all English Language Learners (ELL) will also be administered. Additionally, many of the curricular choices specified in Section 4 and detailed below include baseline assessment measures for core subject areas. All of the aforementioned data will impact initial academic placement, the Multi-Tiered System of Support (MTSS), instructional strategies, including differentiated instruction, and the tracking of students' academic performance. The PLC collaborative team will identify students that need additional support and share the reports and analysis with teachers

The mission of PCA is to provide academic excellence for all students through experience and self-discovery in order to develop motivated, independently thinking individuals who demonstrate exemplary character, social confidence and service to the community. With academic excellence as demonstrated through the mastery of the FS and student achievement on all FSAP assessments being the highest academic goal, students will receive instruction in the FS such that they are able to achieve the school's goals for student academic growth and improvement. The following are the school's academic student achievement goals:

Baseline:	Student Achievement Goal:	Measures:	Rationale:
Students' scores from the previous year's FSA ELA and beginning of the year diagnostic and baseline assessments.	The percentage of Grades 3-8 students who achieve at or above grade level in ELA will exceed the district's average by at least 5%.	FSA ELA	Achievement of this goal would ascertain student progress toward the mastery of the LAFS.
Students' scores from the previous year's FSA Mathematics and beginning of the year diagnostic and baseline assessments	The percentage of Grades 3-8 students who achieve at or above grade level in Mathematics will exceed the district's average by at least 5%.	FSA Math	Achievement of this goal would ascertain student progress toward the mastery of the MAFS.

The students' scores from the previous year's FSA ELA, starting in Grade 3, will serve as baseline data.	The percentage of students in Grades 4-8 who demonstrate learning gains in ELA will exceed the district's average by at least 5%.	FSA ELA	Achievement of this goal would ascertain student progress toward
			a year's worth of learning in ELA.
The students' scores from the previous year's FSA Mathematics, starting in Grade 3, will serve as baseline data.	The percentage of students in Grades 4-8 who demonstrate learning gains in Mathematics will exceed the district's average at least 5%.	FSA Math	Achievement of this goal would ascertain student progress toward a year's worth of learning in Math.
Baseline data will be based on the FOSS program baseline assessment.	The percentage of Grade 5 and 8 students who achieve at or above grade level in Science will exceed the district's average by at least 5%.	FCAT 2.0 (Science NGSSS)	Achievement of this goal would ascertain student progress toward the NGSSS in Science.
The students' scores from the previous year's FSA ELA and FSA Mathematics will serve as baseline data.	The percentage of students who demonstrate learning gains will exceed the district's average by at least 5%.	FSA ELA FSA Math	Achievement of this goal would ascertain school progress toward closing the achievement gap.

Table 25: PCA Student Academic and Growth Goals

If the school's actual incoming baseline information is substantially different than expected, the PLC will analyze the data and make changes to the goals accordingly and promptly. Students' individual needs will be identified early on and monitored closely such that instructional strategies and the pathway to success may be modified so that every student has the opportunity to achieve the same high standards.

PCA's intervention program will follow Florida's Multi-Tiered System of Supports (MTSS). Teachers will be trained in data-driven and differentiated instruction in order to meet the needs of all students so they may meet grade level expectations. If more students than anticipated qualify for Tier 3 intervention, the pool of intervention teachers will be widened. The MTSS model at PCA will work as follows:

- Tier 1: Core instruction through the enriching, inquiry-based and interdisciplinary curriculum using explicit teaching strategies will be provided to all students by the classroom teacher.
- Tier 2: The teacher will provide small group instruction using differentiated instructional strategies to students who demonstrate non-mastery as identified through baseline data, progress monitoring, and formative assessments.
- Tier 3: Students identified as not meeting grade level expectations will receive intense, individualized instruction through intervention after school tutoring. Tier 3 instruction will take place during the school day, outside of the core subjects. After school tutoring will be offered over and beyond the intervention that takes place during the school day.

Success of student progress toward the FS and attainment of the academic goals of the school will be determined by student achievement in all assessments that fall under the FSAP and evidence of mastery of the standards through progress monitoring, interim assessments, and formative and summative assessments. Please see Attachment F for a complete calendar of assessments, including

state assessments. All instruction will be delivered with that objective in mind. Most of the curricular choices detailed in Section 4 include built-in assessment measures that will help determine if the desired overall results of mastering the FS are being achieved. Teachers will use these assessments as part of the progress monitoring needed to change an instructional strategy or to move students that have mastered a targeted skill. All curricular choices are aligned to the FS and/or college and career ready standards. Measures for student progress will be determined by criteria set by curricular choices.

Grade Levels	Curricular Choices	Built-in Assessments
Grades K2	Wilson Language Foundations	Progress monitoring and formative assessments are built in to the program.
Grades K8	EL ELA Curriculum	Student-engaged assessment system includes learning targets, checking for understanding, critiquing, and descriptive feedback.
Grades K-5	EPS Literacy and Intervention Worldly Wise 3000	Teacher Resource Books include informal and formal assessments.
Grades K8	Renaissance Learning Star Reading & Accelerated Reader 360	Computer program is based on assessments of reading levels and independent reading comprehension.
Grades K8	Curriculum Associates Ready Florida	Program includes assessment component for each skill.
Grades 38	Reading Plus	Web-based program continually assesses silent reading.
Grades K5	McGraw-Hill Everyday Mathematics	Assessment tools include authentic, progress checks, open-ended response, and interim.
Grades 68	College-Board Spring-Board	Instruction is built upon embedded assessments.
Grades 38	Explore Learning Gizmos	Assesses student thinking and understanding beyond multiple choice questions.
Grades K8	Delta Education Full Option Science System (FOSS)	Program includes formative and summative assessments.
Grade 8	Pearson/Prentice Hall Miller & Levin Biology	Online curriculum supports include assessment tools.
Grades K6 & 8	Pearson my World Social Studies, World History, & American History	Includes informal and formal assessment tools.
Grade 7	Houghton Mifflin Harcourt Civics in Practice and World Geography	Includes document-based instruction and chapter tests.

Table 26: Curricular Choices and Built-in Assessments

PLC data, curriculum, and problem solving teams will meet periodically and evaluate the success of the instructional program based on student assessment data and make changes accordingly.

B. Mission Specific Educational Goals

An important component of the mission of PCA is to provide students with academic excellence through experience and self-discovery. Hence, the school will include the following courses rooted in the holistic philosophy of Experiential Learning in its curriculum. Goals and targets for these courses will be measured through authentic assessments with rubrics as the primary evaluation tool.

Culture and Character (Grades K-2): The goal of this class is to promote good citizenship, social confidence, and academic attainment through character building. The learning targets will be assessed through scenario-based activities using rubrics.

Transformational Literacy (Grades 3-5): The goal of this class is to develop strong readers and writers so that literacy transfers to all other disciplines. The class will also be used as a means to deliver intervention and enrichment. The learning targets will be assessed through progress monitoring and other formative and summative assessments.

Creative Studies (Grades 3-5): The goal of this class is to expose students to the visual and performing arts through student-centered activities. The learning targets will be assessed through displays and performances using rubrics.

Rising Leaders through Learning Excursions (Grades 6-8): The goal of this course is to develop leadership skills among the students. It is aligned with Florida's M/J Engaged Citizenship through Service Learning and the FS. The learning targets will be assessed through participation and challenge-based learning projects using rubrics.

Career Exploration (Grades 6-8): The goal of this course is to expand student interests and attitudes toward career options and develop career-ready skills. It is aligned with Florida's M/J Career Research and Decision Making course and the FS. The learning targets will be assessed through scenario analyses using rubrics and completion of the career plan.

Adventure and Fitness (Grades K-8): The goal of this course is to promote physical and mental well-being. It is aligned with physical education courses. The learning targets will be assessed through physical and intellectual challenges using rubrics.

C. Placement and Progression

Grade level placement for students applying from other Florida public schools, out of state schools, private schools, home education programs, or out of the country schools will be determined by the sending school based on individual student records and in accordance with the Manatee County Public School Pupil Progression Plan. If no records are available, the student's age will be used to determine the grade level for enrollment.

Course placement for K-5 as well as 6-8 will be based on student incoming baseline data as described in Section A and beginning of year baseline assessments. In K-5, this data will help determine placement in intervention or enrichment. Course placement for middle school advanced, honors, or high school level courses will be determined by criteria outlined in the MCPS SPP.

Promotion to 9th grade will be determined based on the number of years in the middle school grades. As per the MCPS SPP, if a student does not meet criteria for promotion to 9th grade, intensive remediation will be provided in the next grade level the following year.

D. Pupil Progression Plan

PCA fully intends to use Manatee County Public School's Pupil Progression Plan which has been developed based on the Florida statutes. The Pupil Progression Plan will be accessible via a link on PCA's website and the weekly electronic newsletter. A hard copy will be provided upon request.

E. N/A (Pertinent to high school students only) F. Promotion Communication with Parents

Promotion criteria will be communicated to students and parents at the beginning of each school year through the Parent/Student Handbook or at the time of enrollment for any student entering after the start of the school year. Said information presented in the Handbook will be based on excerpts taken from the Manatee County Public School's Pupil Progression Plan. The Handbook will include the middle school requirements for promotion to 9th grade for students in Grades 6-8 including course credit recovery. Testing requirements and a testing calendar will be included in the Parent and Student Handbook. Specific requirements for middle school courses will be communicated through the course syllabus. Parents will also be notified in writing and asked to a conference at the school if a student is identified as at risk, performing below grade level, or placed in Tier 3 intervention. Other forms of communication to parents regarding student progress will include annual reports of state assessments, quarterly report cards, and progress reports.

G-L Assessment and Evaluation

G. The primary interim assessments for PCA will be developed based on the Florida Interim Assessment Item Bank and Test Platform. This tool provides the best source of test items that are aligned with the FS. The administrative team will import the bank to develop the assessments. The assessments will be aligned with the FS, and therefore will be aligned with the school's curriculum as well. The interim assessment schedule will include diagnostic assessments, baseline assessments, and quarterly assessments in core subjects including reading, writing, mathematics, science, and social studies. Accommodations for ELL students and students with disabilities will apply. Results of the interim assessments will be used to assess student progress toward the performance goals and identify students' instructional needs. These data reports will be shared with teachers in the process explained in H below and stored in their data binders.

Interim assessments will be one of several progress monitoring sources of student data. In addition to the interim assessment schedule, student progress will be monitored through diagnostic testing, ELL progress monitoring, and the embedded assessments of the curricular choices. Diagnostic testing is offered by many of the curricular choices, such as Wilson Language, Renaissance Learning STAR, and Reading Plus. Please see Attachment F for a proposed assessment schedule.

H. As part of the continuous improvement model, the principal of PCA will designate and lead a PLC collaborative problem solving team composed of an administrator and expert teachers from varying grade levels and departments to evaluate diagnostic, baseline, and interim assessment data reports. The data will be shared with teachers immediately and filtered to make determinations regarding the effectiveness of instruction. Data team meetings will be held with individual grade levels and departments to interpret the data and make adjustments to instruction as necessary. Individual classroom teachers will be responsible for adding the information to their class data binders so that they can make data-driven decisions within the classroom. Teachers will maintain student assessment/performance data for their students in data binders.

The principal will maintain standardized and interim assessment data for all students. A PLC professional development (PD) team will assist the principal in coordinating PDs that will specifically target areas that will impact student achievement.

I. The PLC PD and PLC collaborative problem solving teams will collaborate in planning PDs that will train teachers in analyzing, interpreting, and using data to improve student achievement. The

PDs will include training in data-driven instruction, reading and interpreting progress monitoring reports, data-driven instruction, and best practice for impacting student achievement. The school will bring in trainers from the programs that will be used at the school to facilitate the training. Many of the curricular choices/programs the school will utilize offer training; these would be over and beyond the PD's the school will be offering. The principal will be responsible for identifying experts in the field to train the teachers in data driven and differentiated instruction. As the instructional leader of the school, the principal will also be responsible for setting the standard for the analyzing of data for instructional purposes and communicating it to the teachers.

J. If the school should fall short of student academic achievement expectations at any level, the principal will be responsible for taking corrective actions. The school will have in place a system for continuous improvement to assess and act on any shortfalls. Any outcomes short of the performance goals the school will establish, as described in Section A, will call for adjustments. Corrective actions may include changes in resources, curriculum, teacher placement, school-wide strategies, and staff.

K. All parents and students will receive the following forms of communication regarding student assessment and performance information:

- Annual reports of the student's results on state assessments (FSA ELA and Math, FCAT 2.0 Science, EOC exams)
- Quarterly Report Cards indicating academic grades and progress toward attainment of standards, including promotion status on the last report card of the school year
- Progress Reports midway through each quarter indicating student progress
- Data chats with students and parents to review student progress and assessment data
- Parent conferences to discuss lack of progress and intervention strategies
- School exhibitions displaying project-based learning products, displays, and performances
- Sharing of student portfolios with students and parents Student portfolios include student work, authentic assessments, and products. Teachers will be responsible for student portfolios that will be shared with parents during parent/teacher conferences and with students during data chats and student/teacher conferences.
- Debriefing and providing feedback to students on progress, assignments, and assessments
- Calendar of testing dates
- Informational parent workshops on all state assessments

L. The school will follow the guidelines set by the Family Educational Rights and Privacy Act (FERPA). Protecting the privacy of individual student academic performance data and other student-related information will be a priority at PCA. The school will offer privacy protection for the students' academic records. Faculty and staff will be well briefed on this matter at the opening of school meeting and through the Faculty Handbook of the school. Individual student performance will never be discussed with other parents or students, student information will not be released to anyone other than the parent, nor will student performance information be displayed in the classrooms. Student performance data will be kept private and used exclusively to make informed decisions for instructional purposes, student achievement, and overall school improvement.

Section 6: Exceptional Students

A. Projected population of students with disabilities

Parrish Charter Academy's population of students with disabilities will be representative of the local school district. In order to determine the projected population of students with disabilities at PCA, data was pulled from the Florida Department of Education/Bureau of Exceptional Education and Student Services Local Education Agency (LEA) Profile for Manatee County School District. According to the 2015 LEA profile, 15% of the students enrolled in Manatee public schools are students with disabilities. Additionally, 2015 Manatee County School District Exceptional Student Education Enrollment data was reviewed, which provided information about specific disability categories.

Table 27 displays ESE prevalence in Manatee County School District for 2015:

Exceptionality	Percent	Exceptionality	Percent
ASD	1.2%	LI	3.1%
DD	0.6%	OI	0.2%
DHH	0.1%	OHI	1.5%
DSI	0%	SI	2.9%
EBD	0.4%	SLD	4.8%
HH	0.1%	TBI	0.03%
IND	0.5%	VI	0.1%

Table 27: Manatee County School District ESE Prevalence

Year	Students	Students with Disabilities
Year One K-4	296	41
Year Two K-5	376	52
Year Three K-6	464	65
Year Four K-7	552	78
Year Five K-8	640	91

Table 28: Parrish Charter Academy ESE Projections

B. Ensure students w/ disabilities have equal opportunity of being selected

In accordance with Florida Statute 1002.33(10), all students residing within Manatee County School District will be eligible to attend PCA. PCA will comply with all federal and state antidiscrimination laws, including Title XI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Florida Educational Equity Act, Individuals with Disabilities Education Act (IDEA) and its regulations at 34 CFR §300; Section 504 of the Rehabilitation Act of 1974; Florida statutes and State Board of Education rules regarding students with disabilities and gifted students; the school district's Exceptional Student Education Policies and Procedures (SP&P); and the contract executed between the district and the school. Incoming students with an Individual Education Plan (IEP) and a 504 accommodation plan will have equal access to attending PCA and the school will follow IEP and 504 plan as explained later in this section.

PCA will not discriminate on the basis of race, color, national origin, sex, marital status, or disability in the school admission process. The school's application process and timeline are described in Section 13 Student Recruitment and Enrollment of this application. The process

will be conducted in such a way as to ensure that no possibility of discrimination of students who may have disabilities can occur, nor can the discrimination of any other protected class.

C. Work w/sponsor and IEP process to ensure students receive FAPE in LRE

Parrish Charter Academy will maintain compliance with the Individuals with Disabilities Education Act and will provide students with disabilities a Free Appropriate Public Education in the Least Restrictive Environment. PCA will follow all federal special education laws, Florida State Statutes, and the Florida Department of Education-approved Manatee County School District Exceptional Student Education Policies and Procedures Manual. PCA will work closely with the assigned Manatee County School District's Exceptional Student Education staff on compliance-related issues PCA will ensure that staff understand the obligations of Federal and State Law regarding students with disabilities by providing an overview as well as appropriate instructional strategies during the before school PD sessions.

Students with disabilities will be educated with their non-disabled peers to the greatest extent possible. All special education and related services will be determined by each student's Individual Education Plan and will be provided at no cost to the parent. It is understood that an IEP is a binding legal document. However, the content of the IEP can be challenged through due process procedures. Students transferring to the school with an IEP or 504 plan (in consultation with the parents) will be provided FAPE and LRE, which includes services comparable to those described in their IEP or 504 plan until either the existing IEP and 504 plan are adopted or an IEP or 504 plan is developed that meets the applicable requirements. Transfer students from another state will follow the district's SP&P.

Students who have not been identified as students with disabilities, but are in need of additional support, will be serviced through the school's MTSS model as explained in section D below. Upon receipt of consent for an initial individual evaluation, students shall be afforded the same rights and protection under the law as a student with a disability.

Parrish Charter Academy will offer a variety of educational, extracurricular, and cultural-building activities to all students, including students with disabilities. All students will have an opportunity to participate in all activities and will be encouraged to do so. Instructional staff will be well versed in student accommodations if applicable during their professional development or consulting with the ESE staff. A detailed description of PCA's Experiential Learning educational program is provided in Section 3 of this application. In an effort to be as consistent as possible with the practices of Manatee County Public schools, PCA will utilize timelines, forms, processes and team composition recommendations that are presented in district plans.

D. Method to identify students w/disabilities that have not yet been identified

In compliance with Florida State Statute 6A-6.033, PCA will utilize a response to intervention model by following Florida's Multi-Tiered System of Supports' (MTSS) instructional and behavioral intervention approach to identify students who are in need of special education and related services. This Intervention framework will align with Manatee County School District's approved ESE Policies and Procedures (SP&P), Part I Section G, and will identify students who are not meeting grade level academic standards and behavioral norms and will provide evidence-based interventions. PCA's intervention program consists of the following components:

- High quality research-based instruction in the general education setting
- Ongoing Progress Monitoring

- Universal Screening
- Tiered Intervention (3 Tiers)

Through the MTSS process, students who are at-risk of not meeting learning and/or behavioral outcomes will be identified and referred to PCA's PLC collaborative problem solving team. For this purpose, the PLC collaborative problem solving team will consist of various school personnel, including but not limited to the Administrator, ESE Teacher and General Education Teacher. The PLC collaborative problem solving team will convene a meeting with the student's parent/guardian to review the student's academic and/or behavioral progress and make recommendations regarding the tiered interventions. The intensity and frequency of the interventions will be adjusted based on the student's responsiveness:

- Tier 1 – High quality research-based instruction for all students
- Tier 2 – Targeted small-group intervention
- Tier 3 – Intensive individualized intervention

Tier 3 accommodations and materials are listed in Sections 3, 4 and 5. Students who continue to not make progress at the Tier 3 intervention level will be referred for a full psycho-educational evaluation. Once the testing is complete, an IEP meeting will be held to determine special education eligibility. A detailed description of PCA's intervention model is provided in Sections 3 and 4 of this application.

E. Programs, strategies, and supports in regular classroom w/ at least 80% of instruction occurring in a class with non-disabled peers.

Parrish Charter Academy will provide exceptional student education services to students whose Individual Education Plans can be implemented in an inclusive regular classroom environment with at least 80% of instruction occurring with non-disabled peers. PCA will employ state certified Exceptional Student Education (ESE) teachers who will provide consultative, collaborative, and/or specialized academic services to students with disabilities, as determined by the Individual Education Plan (IEP), in the general education and special education environment. Students whose IEPs indicate a placement in a special education environment for up to 20% of the day will be serviced by an ESE provider in an appropriate special education setting. The instructional special education environment will be an ESE Resource Room, where students will receive specialized instruction, based on the services and placement in the IEP. The ESE teacher will regularly collaborate with the general education teachers to ensure that all students with disabilities are receiving the support, accommodations, and/or modifications outlined in their IEPs. Instructional strategies from the IEP that the ESE teacher has reviewed with the general education teacher, will be documented in the teachers' lesson plans. As required by federal law, general education teachers will be active members of the IEP team and will receive a copy of the student's IEP. As required by Florida State Statute 1012.585, general education teachers will be required to earn one college credit or the equivalent of in-service points in area of instruction of teaching students with disabilities when renewing their teaching certificate.

If a student with a disability receives a related service, as indicated on his/her IEP, the related service provider will also work collaboratively with the general education and ESE teachers. Related services will be provided in the general education classroom and/or on the general education setting in order to promote generalization of skills and support Least Restrictive Environment mandates.

F. Work w/sponsor and IEP process to ensure students receive FAPE in LRE for students' needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers).

Parrish Charter Academy will also provide exceptional student education services to students whose IEPs require both a general education and special education setting (40-80% of the time). Through an ESE Resource Room "pull out" model, a state-certified ESE teacher will provide direct, specialized instruction to students with disabilities separate from the regular classroom. The frequency and duration of services will be determined by each student's IEP. The instruction may be supplemental or remedial in nature. The ESE teacher will continuously collaborate with general education teachers to ensure that students serviced through this model are also receiving the accommodations and supports outlined in their IEPs in the general education setting. All general education teachers will receive a copy of the student's IEP.

G. Work with the sponsor and through the IEP process to ensure students' needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE

Parrish Charter Academy will continuously assess the needs of its students and the availability of services at the school. In the event that a student's Individual Education Plan indicates a special education setting that is not available at Parrish Charter Academy, the ESE Specialist will collaborate with Manatee County School District to provide the student with a Free Appropriate Public Education in the Least Restrictive Environment. A representative from Manatee County School District will be invited to participate in the IEP process. It is the goal of PCA to work collaboratively with the Local Education Agency (LEA) so that all students have access to the entire continuum of services.

H. Monitoring and evaluating progress and success of students w/disabilities to ensure IEP goal attainment

Annual meetings will be scheduled to review each student's IEP or 504 Plan. The participants in the meetings will be based on federal requirements, but will include at a minimum the General Education Teacher, ESE Teacher, Local Education Agency Representative, an Evaluation Specialist, and Parent/Guardian. These meetings will be comprehensive and will include an evaluation of the student's goals, objectives, supplemental aids, services, and placement. Present levels of performance will be updated and documented using a variety of assessment data, including but not limited to district and state assessments, diagnostic assessments, formal evaluations, observations, and review of records. IEP or 504 Plan goals will be documented as mastered, revised, or created based on this information. If a student is in need of any additional services, supports, or accommodations, these will be added to either the IEP or 504 Plan. In addition to annual meetings, quarterly progress reports will be sent home to parents of students with disabilities who have an IEP. These progress reports will provide detailed information about the student's progress on each of his/her IEP goals. At any time during the school year, if a student is not making acceptable academic and/or behavioral progress, an Interim IEP or 504 Plan meeting will be held with all required team

members. Goals will be revised, as needed, and additional supports and services may be put into place.

Prior to any formal meeting, the student's parent/guardian will receive a copy of the Florida Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities. This will ensure that the parent/guardian is informed of his/her rights as a partner in the educational process under the Individuals with Disabilities Education Act.

I. Staffing plan for special education program

Parrish Charter Academy will comply with all Federal and State guidelines pertaining to teacher certification, highly qualifications, and class size. As the student population increases, the principal will work with the ESE teacher to determine the ESE staffing needs of the school be it inclusion or pull out resource room. Based on initial ESE projections, the following ESE staffing projections are made:

Year	SWD	ESE Teacher	Weekly Outsourced Hours
Year One	41	1.4	4
Year Two	52	1.8	6
Year Three	65	2.2	7
Year Four	78	2.6	8
Year Five	91	3.1	10

Table 29: Parrish Charter Academy ESE Staffing Projections

In the event that an IEP team determines that a student requires special education or related services that are not available at PCA, such as Speech/Language Therapy, Counseling, Occupational/Physical Therapy, and Psychological Testing, the school will contract outside providers for the services.

J. Evaluation of overall effectiveness in serving exceptional education students

Parrish Charter Academy believes that parents are partners in the educational process. Therefore, in order to evaluate the overall effectiveness of Exceptional Student Education Services at PCA, the school will utilize the Florida Department of Education's ESE Annual Parent Survey (<http://www.esesurvey.com/LoginPlink.php>). This confidential, electronic survey allows parents/guardians to evaluate the effectiveness of the ESE services received at PCA. The results of this survey will be used to make improvements to the ESE program at PCA. Information obtained from the survey will be published on the Florida Department of Education website.

All students, including those with disabilities, will participate in standardized testing, unless an IEP Committee has determined that a student meets exemption criteria. The evaluation of the school's overall effectiveness in serving students with disabilities will also include analyzing data from standardized test scores. Detailed information about Parrish Charter Academy's Performance Goals, Assessment, and Evaluation are outlined in Section 5 of this application, including corrective actions.

K. Gifted and talented students.

According to the Florida Department of Education's 2015 Manatee County School District Enrollment Data, 5.6% of the students in Manatee County were students identified as Gifted and Talented. Based on this information, Parrish Charter Academy projects the following:

Year		Gifted Students	Gifted Staff
Year One	K-4	16	0.4
Year Two	K-5	20	0.5
Year Three	K-6	24	0.6
Year Four	K-7	28	0.7
Year Five	K-8	32	0.8

Table 30: PCA Gifted Projections

PCA's Experiential Learning curriculum will promote authentic, rigorous, student-driven learning for all students. Students identified as Gifted and Talented will receive additional enhanced educational opportunities provided throughout the regular school day through. A state-certified Gifted Endorsed Teacher will provide direct instruction, enrichment, and/or consultative services, as determined by each student's Education Plan (EP). The following Experiential Learning differentiated instructional strategies and activities will be used with Gifted and Talented students:

1. Learning Centers – Students will work through a rotational system of self-selected or assigned tasks to extend core content to new areas of interest.
2. Research and Independent Study – Students will connect interests and readiness to decision-making, investigation, problem solving, inquiry, and reflection.
3. Open-Ended Tasks – Students will use their own learning style to construct understanding and will have control over the learning process.
4. Project-Based Learning – Students will explore real-world problems and complex tasks resulting in deeper learning.

Each student's EP will be revised and updated at least every three years with a team of professionals to include the General Education Teacher, Gifted Education Teacher, Local Education Agency Representative, Evaluation Specialist, and Parent. Parents/guardians will receive a copy of the Florida Department of Education's Procedural Safeguards for Exceptional Students who are Gifted in order to ensure their meaningful participation in the educational process.

Parrish Charter Academy will actively seek to identify students who may be eligible for Gifted and Talented services. PCA will follow Manatee County School District's process for identifying students who are Gifted and Talented. PCA also will seek to identify students from underrepresented groups for gifted programming, in accordance with Florida State Statute 6A6.03019.

Section 7: English Language Learners

A. School procedures to identify students, access to and communication with their families

The mission of PCA for English language learners (ELL) program is to provide academic excellence for all students through experience and self-discovery in order to develop motivated, independently thinking individuals who demonstrate exemplary character, social confidence and service to the community. In order to promote literacy and proficiency, the ELL program is not only tailored to each student's English proficiency level, but it also complies with state and federal requirements by providing English language learners with English language development instruction that is both age and grade appropriate. ELL students will be in a climate that promotes listening, speaking, reading, and writing skills. Students in the program will receive comprehensible instruction from appropriately certified/endorsed instructional staff, in accordance with the policies and procedures of the State of Florida and the district's ELL Plan.

PCA will adhere to all applicable provisions of Federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. In accordance with the district's School Board policy regarding charter schools, PCA agrees that ELLs will be served by ESOL certified personnel who will follow the District ELL Plan as amended from time to time, and which meets the requirements of the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree.

If the number of ELL students per grade level require a full-time teacher, one will be hired. If the number of students per grade level is less than one class, than students will be placed with an ESOL endorsed teacher. All students will be placed into an ELL support plan that best matches their academic needs.

In order to accomplish this, we will agree to adopt and implement the state-approved District ELL Plan for Manatee County Public Schools.

(https://drive.google.com/file/d/0B-BvCzFkeW_PWlpWVnI4dTNUdms/view?usp=sharing)

In an effort to be as consistent as possible with the practices of Manatee County Public schools, PCA will utilize timelines, forms, processes and team composition recommendations that are presented in district plans.

When a student is accepted to attend PCA, the school will follow the required process as follows:

- Parents will complete the Home Language Survey.
- If the family answers yes to any of these questions, the student will be assessed within 20 days using the IPT Oral Test to assess listening and speaking proficiency to determine if the student qualifies for English for Speakers of Other Languages (ESOL) services.
- Students who are in third grade or above and who do not qualify for ESOL services based on the oral language assessment, will be administered the IPT reading and writing test within 20 school days after their oral language assessment. (If a student does not qualify and there is still a concern, the school staff, or student's parent can refer the student to an ELL committee which can make the final recommendation.)
- Once a student is determined to be an ELL student, the school will convene an ELL Committee meeting to establish the student's ELL plan. PCA will send home written notification (in the

parent's native language) to attend the meeting. The committee will include the core and special area teachers, the ESOL coordinator and the parents.

- The committee will review the progress monitoring and assessment data to determine the student's most effective and appropriate placement.
- The ELL plan will address the instructional method to be utilized by the school in addressing the needs of the student and may include one or more of the models implemented in the district's plan (Section 7b).
- Students will be monitored according the District plan. Progress monitoring tools such as Student Portfolios, District benchmark assessments and IReady assessments will be used.
- Students will participate in the FSA reading assessment at the end of the year as well as the ACCESS for ELLs 2.0 assessment. If students are proficient in either test, they may be exited from the program.
- The ELL Committee shall review the student's academic record holistically as well as consider the assessment results to determine whether the student is English Language Proficient.

B. Instructional programs, practices and strategies to access the programs for all levels

As described in section 7d, PCA expects to have about 3 ELL students per class. If this is the case, the school will use two of the four FDOE' models adopted by the district; Mainstream-Inclusion English Language Arts and Mainstream-Inclusion Core/Basic Subject Areas. However, if the students who enroll at the school require more intensive services, or if enough students enroll who enable it to be economically feasible, the school will also offer the other two models; Sheltered English Language Arts and Sheltered Core/Basic Subject Areas.

- Mainstream/Basic ESOL will be offered in the mainstream classroom with an ESOL certified teacher. All teachers will have a copy of the student's ELL Plan which include specific strategies and accommodations.
- Sheltered Instruction serves students who either speak the same language or different languages in the same grade level. Students will be grouped together in each grade and the grade level curriculum will be instructed in English only at the students' level of second language acquisition. Sheltered Instruction ensures that grade level content area material is made comprehensible to students acquiring a second language. It provides for the simultaneous development of content area skills and English Language Proficiency. ELL students will receive the support provided through Sheltered Instruction in all of the core content area classes in which they participate. Please see this link for the Sheltered Instruction Observation Protocol (SIOP):

[http://ngl.cengage.com/assets/downloads/ave_pro0000000320/am_short_siop_model_ells .pdf](http://ngl.cengage.com/assets/downloads/ave_pro0000000320/am_short_siop_model_ells.pdf)

ELL students will receive instruction that is comprehensible, equal, and comparable in amount, scope, sequence, and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate FS and the NGSSS, benchmarks, and course descriptions. Instructional materials used with ELL students will be the same as those used with non-ELL students in the same grade. This will be documented in the lesson plans for all teachers who are teaching ELL students, and need to specifically identify the ELL strategies that are being used. Some of the ELL Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies, and as follows:

- Identifying Similarities and Differences - mind mapping, Venn diagrams, T Charts, cause and-effect organizers, word sorts
- Cooperative Learning - group projects, language experience approach, shared reading and writing, book pass, dramatizations
- Nonlinguistic Representations - pictures, manipulatives, concept maps, student drawings, mnemonic clues, visualization, five-senses organizer
- Questions / Cues / Advanced Organizers - activate background knowledge, frontload key vocabulary, predicting, inference, concluding, reciprocal teaching and modeling, think-aloud and guided questions, KWL
- Home Learning and Practice - lesson opening with review and preview, metacognition of strengths and weaknesses, reflective journals, sharing goals and objectives with parents, praise efforts to use English, hold high expectations, honor individual learning styles, use authentic assessment
- Resources - word-to-word dictionaries in the students' heritage language/English language will be available in the ESOL and content-specific classrooms throughout the year, as well as for all district and state assessments

The school will ensure that all ELLs participate in the Florida Statewide Assessment Program and provided with the appropriate testing accommodations if necessary. The PLC collaborative team will disaggregate assessment data of ELLs such as benchmark assessments, exams, FSA and EOCs to determine if the instructional models are appropriate and effective just as is done with non-ELL students. Academic performance will be monitored and evaluated against grade level standards. Teachers will monitor and document accommodations, instructional strategies and assessment at the student's language proficiency level in the student's plan and record.

The curriculum that is outlined within this application and any instructional materials that we would consider adopting as a school will always have numerous support components for ELL students. The materials will provide teachers support for students who are acquiring English as well as assist with students who may be struggling to understand concepts and/or be below grade level. These in-classroom support materials, along with the problem-solving analysis used as part of the multi-tiered system of supports described in section 4, provide numerous opportunities for support and assistance to students who may be struggling. In addition, after-school tutoring and online intervention tools will help students who need beyond what can be offered during the school day.

C. Provide plans for monitoring and evaluation the progress and success of ELL students including exiting students from services.

ELL students will be monitored and evaluation against grade level standards as described in detail in the previous section. Progress monitoring will include Student Portfolios, benchmark assessments and IReady assessments. These assessments will be used as a tool to measure English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically. These assessments will be administered by an ESOL endorsed educator each year according to the state's timeline/testing window as seen in Attachment F.

The school will use the district's ELL guidelines for exiting the ESOL program. In order to exit the ESOL program, K-2nd grade students must be score a proficiency level of 4.0 in listening and

speaking domains of the Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0) while 3rd-8th grade students must score a proficiency level of 5.0 composite score or greater and at least 4.0 in all domains of the same assessment as well as satisfactory on the grade level FSA in Reading. Once a student qualifies to exit the program, the ELL Committee shall meet to discuss the individual student and decide if it is appropriate to exit the student from the program based on the relevant assessment and performance data available for the student. Once again, as always, the parent will be invited to the ELL Committee meeting, and be part of the decision making process. The student's parents will be provided copies of the forms either in person or through the mail, in the parent's native language of the decisions of the ELL Committee.

After a student is exited from the program, the student will be closely monitored by the classroom teachers and ESOL coordinator by reviewing the student's academic and assessment data periodically to ensure the student is not falling behind the progress being made by his or her peers. This monitoring will be documented in the student's ESOL Program Records Folder. These reviews will take place semiannually and at the end of the second year after exiting. If the student is making satisfactory gains, at the end of the second year, the student will no longer need to be monitored for ESOL services. If, however, a student is not making adequate progress during this monitoring, the student shall be referred to the ELL Committee who shall discuss the student's performance and determine whether or not to reclassify a student as ELL and restart ESOL services, in which case a new ELL plan will be developed. Parents will be notified of each meeting and of the committee's decisions.

D. Describe the staffing plan

It is the school's intention to give priority to teaching applications who hold Florida ESOL endorsement. It is our understanding that most recent college graduates have had the required ESOL courses and already have this endorsement. This will not, however, be a requirement for being hired at the school. If a teacher is hired who does not have the ESOL endorsement, they will be strongly encouraged to seek such endorsement within their first year of employment. If the teacher has a student on his or her caseload who is ELL, this will be a requirement for their continued employment. The principal will work with the teacher to seek out and find appropriate opportunities to obtain this endorsement to their certificate. At least one teacher at each grade level will be required to hold the endorsement, so that services of the ELL plan can be accomplished by that teacher. The principal will assign an existing staff person the additional responsibility of ESOL Coordinator who will be given a stipend as referenced in the budget. They will be responsible for ensuring compliance with regulations, handling meetings, monitoring student progress, documentation and parent communication.

Based on initial ELL projections, the following staffing projections are made:

	Year 1	Year 2	Year 3	Year 4	Year 5
ELL Students	41	52	64	76	88

Since approximately 14% of the student population may be ELL which equates to about 9 students per grade level or 3 per class, the inclusion model may be the best model to service these students. However, should the ESOL population at the school be high enough that it becomes necessary to

hire an additional person, the Board will rearrange the budget to hire an additional person to the extent that is necessary.

Section 8: School Culture and Discipline

A. Describe the culture as it promotes a positive academic environment

Parrish Charter Academy (PCA)'s mission is to provide academic excellence for all students through experience and self-discovery in order to develop motivated, independently thinking individuals who demonstrate exemplary character, social confidence and service to the community. A positive culture and healthy climate is essential in helping students achieve not only academic excellence but also for the social confidence and character they must demonstrate as they work with the community.

In order to effectively succeed at our mission, our staff will need to adapt a common language and set of expectations in regard to student behaviors and attitudes. The school will apply for and adopt the use of Stephen R. Covey's book *The Leader in Me*, which will support this common language by introducing a framework of character and leadership development into the curriculum. Covey's *The Leader in Me*-Staff component and the basis for PCA's theme to promote successful school discipline is included in Professional Development. Therefore, said program will be paid by designated funds for PD. If funding is insufficient in covering the full expense of this program, then FORZA as demonstrated in Attachment Y will provide those funds or will apply for available grants offered by the program.

Before the school opens, the school staff will conduct a book study to learn how to implement this successful process which includes the following components:

- Take responsibility
- Resolve conflicts
- Build effective interpersonal relationships
- Communicate effectively with others
- Create a guiding vision for educational, professional, and personal success

In addition, this language will be reinforced by introducing the student body to Sean Covey's *The 7 Habits of Happy Kids*. This kid-friendly book introduces students to the seven habits through entertaining stories accompanied by discussion points and next steps.

Habit	Description
1-Be Proactive-You're in Charge	I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.
2-Begin with the End in Mind-Have a Plan	I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.
3-Put First Things First-Work First, Then Play	I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

4-Think Win-Win-Everyone Can Win	I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.
5-Seek First to Understand, then to be Understood Listen Before You Talk	I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.
6-Synergize-Together is Better	I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.
7-Sharpen the Saw-Balance Feels Best	I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others

Table 31: The Seven Habits of Happy Kids

Teachers can emphasize the Leader in Me process by discussing the characters and lessons learned in the children's book. Having this common language among staff and students will help us to ensure that everyone will understand what is meant when a good behavior is being reinforced or when students are being disciplined. This consistency will create a positive collaborative climate that will help instill success.

B. Code of Conduct

PCA will adopt Manatee County's Code of Conduct will be provided to parents via a link on the web page and a link on the weekly newsletter. A hardcopy will be provided upon request. The school's policies and procedures will be available in a Parent/Student Handbook. Families will be expected to sign an acknowledgement that they have received and accept the details outlined in the handbook within the first week of the student attending classes (Attachment G).

Systems of rewards and consequences will be implemented by classroom teachers and followed according to the code of conduct adopted by the school. Discipline measures will be fair and consistent, utilizing best practice techniques that promote student ownership of behavior. Students will be encouraged to take responsibility for their actions so that they may learn from them. PCA will commit to rewarding the efforts of its students, including positive reinforcement for students demonstrating exemplary behavior and conduct.

In alignment with best practices and the District's Code of Student Conduct, the least extreme measure appropriate will be taken when handling disciplinary action with students. Teachers will strive to use informal classroom management techniques that are proactive and diffuse issues before they escalate. Teachers will guide students toward responding appropriately to difficult situations through the use of a common language adopted throughout the school based on *The Leader in Me* process.

The school will utilize the corrective strategies appropriate to the level of misconduct as outlined in the Code of Student Conduct as follows:

- Practices that promote discipline including penalties and incentives for positive behavior
- Definitions of offenses and recommendations
- Roles of administrators, teachers, staff and governing board
- Rights of students with disabilities
- Due Process

Our paramount responsibility is to provide safe, healthy, nurturing, and responsible settings for our students. We are committed to support the child's development, respect individual differences, and

help them to learn to live and work cooperatively, and promote health, self-awareness, competency, self-worth, and resiliency.

Section 9: Supplemental Programming

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

The Board of Parrish Charter Academy (PCA) fervently believes that student learning extends well beyond the school walls and the school day, purporting that Experiential Learning is even more powerful when students have the ability to practice what they learn in various settings and learning situations. The Board of PCA is committed to offering many opportunities for students to explore new educational horizons via extra-curricular activities and meaningful learning experiences. With those options, students can both integrate and apply concepts from their curriculum in fun, realistic, and purposeful ways. In addition, student participation in those offerings promotes character development, social and physical growth that rallies the school to live its mission every day. The Board vigorously believes that these opportunities must be available to all students regardless of special circumstances or socio-economic level and will ensure that the offerings are available to all students.

Initially, programs after school will be geared to the younger student in grades K-4 and then advance with age-appropriate offerings as the grade levels expand in the school. Parrish Charter Academy affirms the positive place that sports can have in a student's life and will open interscholastic and intramural sports programs as the grade levels extend into the middle school level. However, in the first several years, the afterschool options will be provided to specifically enhance the learning experiences of the younger students. Examples of offerings are: Spanish language, dance, music, STEM, LEGO club, Environmental Club, leadership, Odyssey of the Mind, Drama Club, and others that are aimed at developing the whole child. The Board and school administration will seek input from students and parents on types of offerings that would be most helpful and appreciated. That input will be solicited directly from parents via the school website, email blasts and surveys at parent organization meetings. Moreover, PCA teachers will share their unique skills and passions with students in afterschool clubs and activities throughout the school year. Transportation will be offered to those students that would not otherwise be able to participate in the after school program or can attend after school care. Moreover, during the regular school day, all students will receive experiential instruction coupled with meaning learning activities. No additional or new concepts will be introduced during the after school programs, co-curricular activities or experiential learning opportunities. If a student is unable to attend one or all of the co-curricular activities or experiential opportunities, they will be permitted to view a video of any activity at home or during any portion of the non-instructional school day.

All Parrish Charter Academy classes and clubs will be free to all students. Offerings that are scheduled and presented by outside vendors, such as those offered in STEM or LEGO clubs will be available to all students with scholarships available for those who need them. Since transportation issues are often the most significant barrier to student participation in extra-curricular activities, the school will provide additional transportation services for students enabling them to participate.

The following Co-curricular activities and experiential opportunities are independent of core instruction and are not required, implied, or otherwise. Significant learning activities enhancing the mastery of the Florida Standards are incorporated into and conducted during the school's daily program of studies of the regular school day. The tri-county area of: Manatee, Hillsborough, and Sarasota Counties provides a wealth of community assets that will be used to bring the PCA experiential curriculum to life. Fieldtrips to places such as the South Florida Museum, Planetarium, Bishop Planetarium, Dakin Dairy Farm, South Florida Museum of Science & Exploration, Big Cat Habitat, Museum of History, Sarasota Opera, Mote Marine Laboratories, Florida Railroad Museum, Marie Selby Botanical Gardens, Ringling Museum, Gamble Plantation, Crowley Museum and Nature Center, Mixon Fruit Farms, Historic Spanish Point, coupled with manatee tours, coastal cleanup projects, animal shelters, assisted living facilities, and aquifer experiences are real-world examples and will be incorporated into the curriculum in areas of science, mathematics, social studies, language arts and physical education for students of all ages. These experiences will afford students the opportunity to apply their learning in "real world" environments. Furthermore, field trips to local sites brings classroom instruction to life via Experiential Learning activities and fosters a knowledge base for Service-Learning projects. PCA will also use the talents of volunteer parents to bring career, avocations and special skills into the classrooms and clubs. PCA strongly encourages parent involvement. Many parents find that offering their "real life" talents is a rewarding and positive way in which to donate to the school. As stated in other parts of this application, all volunteers will be appropriately screened with back ground checks, including fingerprinting, to assure safety of students and compliance with state regulations.

Teachers are compensated via stipends to lead after school activities, clubs and team sports. Said remuneration can range from \$500 - \$1,500 contingent upon the number of days the activity or club meets during the week. These stipends for teachers are included in the operating budget of the school. Funding the after school student co-curricular activities or experiential opportunities, supplies and increased utility costs, is typically accomplished through fundraising, PTO donations, as well as school operational funds. In the event that said funds are not available from these funding sources, said stipends and after school educational opportunities will be paid by FORZA Education Management without expectations of reimbursement from the school.

II. ORGANIZATIONAL PLAN

Section 10: Governance

A. School's legal status.

Parrish Charter Academy (PCA) will operate as a public not-for-profit charter school and act as a private employer. The School has filed for incorporation status with the State of Florida pursuant to Florida Charter School Statutes 228.056 (7) moreover, will file for Section 501© (3) status as a non-profit organization under the Internal Revenue Code.

B. Documents

The following documents are included with this application:

Articles of Incorporation (Attachment H)

Governing Board Bylaws (Attachment J)

Governing Board Code of Ethics and Conflict of Interest Policy (Attachment K)

C. Describe the governance structure, primary roles, powers and duties of the Governing Board, any committee structures and how the Board will interact with the head of school and advisory boards.

The responsibilities and obligations of PCA's Governing Board are established in statute and the Board of Directors will explicitly follow and abide by said laws. The obligations are not repeated here since they are statutory. The Board is the ultimate policy-making body of the organization with the responsibility of operational oversight of PCA including, but not limited to, academic direction, curriculum, coupled with organization and budgetary functions. The Board is responsible for all fiduciary, legal and regulatory compliance issues related to the school and will both hire and evaluate the Principal. Critical to the Board's evaluation of the Principal will be his/her effectiveness in the implementation of state standards of student performance, the supervision of audits and business practices, and the management of the environment of the school. The Board operates under bylaws that are attached to this application and will form committees of the Board as needed to resolve issues or initiate policy to be approved by the entire Board. The Board will hold the Principal and any contracted services, to performance measures that are established and reviewed annually. These measures will be inclusive of both academic and organizational components. Policies established by the Board will provide the framework in which the school administration and contracted bodies are able to accept delegated authority.

In addition to the legislated mandates, the Board will fulfill the following roles:

Safeguard the organization's mission and competitive advantage. On an annual basis, Board members will assess the organization's mission, strategic plan and annual goals as well as the external environment to assure that the school is fulfilling its charter and meeting the needs of the community. The Board will annually establish goals that include improvement in student achievement, monetary sufficiency and organizational effectiveness. To be achievable, those goals need to be specific and directed and be set only after a thorough review of the school's data. The Board will focus all goals on achieving the school mission and will be part of the school's strategic plan. The Board will provide the district with its inaugural goals prior to the opening of the school and will update the district annually as to the achievement of said goals.

The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with Start-up costs incurred prior to receiving operational funding from the sponsor. In the event that the Start-up grant is not awarded, FORZA Education Management will assist the school by disbursing funds for all Start-up costs, thereby, relieving the school from incurring any indebtedness during the first year of operation. In addition, FORZA can also secure a Line of Credit through TD Bank, in the amount of \$150,000 if needed for any unanticipated events. The school would not be responsible for recompensing the funds dispersed or funding provided by the Line of Credit secured by FORZA Education Management. FORZA has already applied this supportive and sustaining procedure to Gulf Coast Charter School South, in Naples and the newly acquired Oak Creek Charter School of Bonita Springs. Finally, if a significant unanticipated event were to occur that deterred facility acquisition, PCA would then enact Florida Statute 1002.33, F.S., Charter schools, that: allows an approved charter applicant to defer the opening of the school for up to two years to provide adequate facility planning. The school must provide written notice of such intent to the sponsor and parents at least 30 calendar days before the first day of school.

Ensure strategic and effective resource allocation. As fiduciary agents of the organization, Board members will review and approve the annual budget and funding plans, moreover, will hold the Principal accountable for its effective and efficient management.

Hire, support and assess the performance of the Principal and any contracted services. The Board will ensure that the school has an exceptional educational leader and provide him/her with the necessary training, support and encouragement to fulfill the charter. In addition, the Board will annually assess the performance of any contracted entities, such as professionals providing specific ESE services such as OT, PT and Speech Therapy, providers of school bus maintenance, FORZA, the contracted Educational Service Provider, and companies maintaining the grounds and equipment to validate that they are fulfilling functions for the school to guarantee that they are appropriately meeting and exceeding the goals set forth in their contracts.

Serve as ambassadors for the organization. As the organization's primary link to the community, the public and the media, the Board members are expected to individually and collectively garner support from the community through their passionate commitment to and articulation of the organization's mission.

Set policies and procedures. As the governing body, the Board will establish policies and organizational procedures to support the school's mission and advance effective performance throughout the school.

Monitor and ensure legal and regulatory compliance. The Board will review all organizational policies and practices to ensure compliance with charter school laws concurrently with all state regulations. Regular, open meetings will provide transparency on the part of the Board as it completes its duties.

Assess its own performance. The Board will evaluate its own performance on an annual basis by establishing goals and assessment criteria and determining the degree to which the organization is fulfilling its mission.

In accordance with effective governance, the Board will delegate the day-to-day operation of the school to the administration (Principal) and selected contracted bodies so that the role of the Board in policy-setting remains clear and separate from the administrative roles of the organization. Advisory committees that are formed within the school, such as parent organizations, will report to the Principal since their function will be related to daily operations. However, the Board may seek input from those groups as the Board formulates policy and evaluates the functioning of the organization.

D. State the frequency of Board meetings and describe how the Board will comply with open meetings and records laws.

The Governing Board will always meet statutory requirements related to open meetings and records laws by publicly noticing and holding meetings that encourage public discourse.

During the first year of operation, and longer if needed, the Board will hold monthly open meetings. These meetings will be held at the school so that they are accessible to the general public served by the school. The Board bylaws indicate that "other than Special Meetings, all meetings of the Board of Directors shall be publicized two-weeks in advance and open to the public." The Board is committed to using the following protocol to make sure that it is in compliance with statutory requirements. PCA will post notices of all meetings on the school website concurrently will be prominently displayed in the common areas of the school. The Board recognizes its responsibility to encourage public input into the school's operation and will allow for public input at every meeting. The agenda for each Board meeting will be posted in advance of the meeting and minutes of each meeting will be published on the website. If there is a request by anyone for hard copies of these public records, the request will be handled by the office staff at the school. The documents will be provided in a timely manner and at minimal cost.

After first year of operation, the Board will determine if monthly or semi-monthly meetings are required to effectively and efficiently conduct its business and provide essential and responsible oversight functions of PCA. The primary objective of the Board in scheduling meetings is to ensure the successful functioning of the school. On an annual basis, the Board will publish its meeting schedule for the year so that interested parties will know far in advance of each anticipated date. The meetings will then be publicly noticed as mentioned previously to afford the opportunity for the public to attend, moreover, a time will be designated at each meeting for public input.

The bylaws of the Board (Section 4.5) provides for the scheduling of special meetings as needed. There is detailed explanation in the bylaws pertaining to the manner in which those meetings are conducted and the way they are to be noticed. The records of the meetings are kept in a manner consistent with the records of regular Board sessions.

All official records of the governing Board will be kept in perpetuity and be available for public inspection. In addition, the School will keep a record of any public records requests so that the Board can evaluate its capacity to keep the public informed of its actions.

E. Describe the current and desired size and composition of the Governing Board. Identify key skills and areas of expertise, etc. that are and will be represented on the Board.

According to the bylaws, the Governing Board will consist of no less than three and no more than five members of lawful age to hold public office. The goal of the organization is to have Board member representation in all areas of oversight that the Board legally must address. For example, the Board is responsible, by law, for fiduciary oversight of the school. Therefore, a person with broad knowledge of financial practices and procedures is a critical component of the Board. Likewise, individuals with knowledge of education practice and organization can provide valuable insight in the role of academic and curricular oversight. The Parrish Charter Academy (PCA) Board is currently comprised of four very experienced and knowledgeable persons.

David Sellars the Board President, has been a highly successful and recognized Math teacher by the State of Florida. He has 35 years of successful teaching experience and has taught in both the traditional and charter school systems. His students are celebrated for scoring extremely high on the State's assessments year after year. In fact, last year, his efforts as a teacher culminated in him earning the status of being among the top 5% of math teachers in the State of Florida.

Lane' Pigsley is the Vice – President of the Board and Manager of the TD Bank in Apollo Beach, Florida. She has over twenty years of experience and a successful history in the financial banking industry and has been with TD Bank for nine years. She will provide expertise in financial practices, funding, and capital projects.

Frank Gaudens is the Secretary of the Board and is a role-model for successful business practices and will assist the school in developing policies and procedures that will ensure the growth of the school.

Deborrah Metheny- Hays is an experienced, successful senior executive with strengths in organizational effectiveness, writing, personnel development, and creative resource management and problem-solving. She has significant expertise in the Field of Nursing and in Public School Education and Administration in both traditional and charter schools. From 2006 – 2011, she served as the Supervisor of Choice and Charter Schools for the School Board of Sarasota County, Florida. She will effectively contribute to all arenas of PCA, especially in the field of school operations.

These board members have significant experience and a passion for volunteerism and community development.

F. Describe the selection of Board members, term limits and selection of officers.

The Board bylaws clearly specify the selection, removal procedures and term limits of the Board members. In brief, Board members would be selected by the existing Board at its annual meeting. The nominees for Board positions would be candidates that add specific value to the organization as it fulfills its mission. Nominations can be made by any Board member. Board members may hold their positions from the time of their election until they resign or are removed from office by a majority vote of the directors. Since the contribution of each Board member is critical to the success of the school, the directors are held to a policy of meeting attendance that allows them to be removed from office after missing three consecutive meetings. Each member is expected to add their specific area of expertise regarding their oversight role of the Board.

G. Explain how the structure and composition will ensure that the school will be an academic, operational and financial success.

As previously described, individual Board members will be selected according to their expertise and experience to add value to the entire organization. The existing Board members have comprehensive qualifications that provide both depth and breadth to their oversight roles. Additional Board members will be sought to supplement the existing base and will be selected as the unique needs of the school become evident. The Board has also identified performance expectations for all members. Each member is to:

- Govern by helping to fulfill the Board's collective responsibilities, detailed in the Board's job description and expectations.
- Represent him/herself as an individual and not represent the Board as a whole: individual members have no vested powers.
- Be an advocate for the organization's vision and mission along with being a champion in building the diverse constituencies necessary to support the successful launch and sustainability of the school.
- Serve as a liaison to the organization with the public, interpreting the organization's vision to the community and informing the organization of the needs of the community.
- Lend credibility to the organization with professionalism, integrity and enthusiasm.
- Satisfy all legal requirements for the organization.
- Consult by lending specific expertise for the benefit of the organization.
- Capitalize on personal networks to secure financial and other resources to support the school.
- Attend regular Board meetings and participate in a meaningful and productive manner by coming to meetings prepared and by focusing on strategic and critical questions and issues.
- Be accessible for personal contact between Board meetings and for serving on committees as needed.
- Assist as needed to complete tasks.
- Collaborate with fellow Board members to fulfill all obligations and ensure that diverse perspectives are heard and incorporated into the governance structure.

Focus on creating group rather than individual success; support Board decisions; and participate critically in the appraisal of the Board's performance.

- Disclose to the Board any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.

As each Board member provides unique expertise and a commitment to the entire organization, the mission of the school will be achieved and the school will evidence academic, operational and financial success. The Board's plan for meeting its obligations is detailed through explanations in this application and consists of personnel hiring, organizational plan, policies and procedures and goal setting and monitoring.

H. Board information

Name	Current or Prospective Member?	Role on Board	Submission Requirements
David Sellars	Current	President	X Information Sheet X Resume X Statement of Assurance
Lane Pigsley	Current	Vice-President	X Information Sheet X Resume
Frank Gaudens	Current	Secretary	X Information Sheet X Resume
Deborrah Metheny-Hays	Current	Member-at-Large	X Information Sheet X Resume

The Board Member Information Sheet, Resume and Statement of Assurance for each director is attached as Attachment L.

I. Board member recruitment and professional development.

As stated previously, Board members will be recruited to join the existing members to add value to the organization and be committed to fulfilling the expectations of their roles. Prospective members need a commitment to the mission of the school and to the success of all students. Individuals who have the ability to evaluate the administrative performance of the Principal and contracted organizations and who fully understand the role of steward of public funds will be sought to fill vacancies on the Board. All new Board members will undergo mandated background checks including fingerprinting through the School Board of Manatee County. If Manatee County School Board is not interested in providing assistance with mandatory Level II screening of board members, and/or staff of PCA, the school will use the services of a vendor such as Live Scan or other provider to ensure compliance with screening regulations. In an effort to assist new Board members in transitioning into their roles on the public board, each member will be provided training in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training will be provided by the Florida Consortium of Public Charter Schools or other approved providers as required by Section 1002.33 Florida Statutes. New Board members will receive a thorough orientation to the specific organization PCA by existing members which will focus on the Articles of Incorporation, Bylaws, charter school law, Manatee County School's charter policies and any contracts or Agreements held by the Board.

Ongoing professional development of the Board will be pursued through activities presented by the Florida Department of Education, Manatee County Public Schools if offered, The Florida Consortium of Public Charter Schools and the annual Florida Charter School Conference. Annual professional development in areas of human resource management (hiring, evaluating, policies and procedures, taxes and benefits) will also be provided to the Board. In addition, the Board will be surveyed annually for professional development needs and a plan for addressing those needs will be generated. The Board will be vigilant in following proposed legislation impacting charter schools and will maintain appropriate policies to meet statutory requirements.

J. Describe the Board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps the Board will take to avoid actual conflicts and mitigate perceived conflicts.

As a non-profit, tax-exempt organization authorized to operate charter schools, the operations of PCA can also be viewed as a public trust, which is accountable to the public. Consequently, a fiduciary duty exists between the Governing Board, officers, management employees and the public, which carries with it a duty of loyalty and fidelity. The PCA Board must be cognizant and fully aware of the need for strict compliance with conflict of interest policies. As stated previously, new Board members will learn before their election of the need to not only be aware of potential conflicts but to note when a conflict may even potentially exist. That concept is part of the Board training that new directors receive, as well as, the orientation to the PCA Board. Board members will be reminded annually that no board member will be appointed to the Board if that individual has an existing conflict of interest, such as relationship to the Educational Service provider or other obvious conflict which could jeopardize the objectivity of the board in conducting business, moreover, will be reminded of the nature of conflicts of interests and from where conflicts of interests may arise:

- Owning stock or holding debt or other proprietary interests in any third party dealing with the corporation.
- Holding office, serving on the Board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Governing Board.
- Receiving remuneration for services with respect to individual transactions involving the corporation.
- Using the corporation's time, personnel, equipment, supplies or good will for other than activities, programs and purposes which have been approved by the Governing Board.
- Receiving personal gifts or loans from dealing or competing third parties.

The Board has a Code of Ethics and Conflict of Interest policy (See Attachment K). Any Board member with a conflict or potential conflict in any area will make that known to the Board Chair before an action is taken. The Board Chair will alert the Board of the conflict and will exclude the director from discussion or voting on the proposed action. The Board will secure a statement from

each Board member certifying that there is no relationship, controlling interest or association with other members of the Board, administrators and/or offices of the School.

The Conflict of Interest Policy is only one example of how the Board will maintain the highest standards of ethical behavior for themselves, employees and also students. The actions of all are expected to be non-discriminatory, inclusive, respectful, honest and transparent. The Board will be mindful of sensitive information and those situations in which they may have information that needs to be kept confidential to protect employee or student rights.

At this time, there are no known conflicts of interest among the Board members. As items are brought before the Board, the Chair will ask for any conflicts of interest before action is taken on agenda items. In addition, the Board members will be asked to be vigilant in bringing both real and perceived conflicts to the attention of the full Board to avoid any hint of impropriety.

K. Describe any school advisory bodies or councils, including their roles and responsibilities, and the reporting structure relative to the Board and leadership.

Parrish Charter Academy's mission cannot be fully realized without integrating parents and others in the school community into the organization. One of the first tasks the Principal will be assigned by the Board is to establish a Parent Organization with committed members to assist with the launching of the school. The roles of the Parent Organization will be established to directly assist the administrators of the school in maintaining awareness of developing concerns in the school, fostering parent involvement in the student learning process, providing special skills through volunteerism at the school and offering supplemental funding for school projects. The Governing Board will be kept informed of the Parent Organization's goals and activities through the Principal. The Board will appoint an individual from the school staff to facilitate parental involvement, provide access to information, assist parents with questions and concerns, and resolve disputes. The Board will serve as the School Advisory Council (SAC) for Parrish Charter Academy, as is customary in many charter schools. Below is the link to the most recent guidance document regarding the SAC (updated 7/1/2016) from the FDOE Bureau of School Improvement.

<https://www.floridacims.org/downloads?category=sac>. It confirms that charter schools are exempt from the requirement to have a SAC. Therefore, if the charter school had a SIP (most charter schools do this now), the Governing Board, as the decision-making body for the charter school, would approve the SIP.

L. Explain the process that the school will follow should a parent or student have an objection to a Governing Board policy or decision, administrative procedure, or practice at the school.

The Board of PCA is committed to maintaining transparency and openness with its community in order to minimize conflicts and disputes. The Board will actively communicate policies and practices of the school to parents even before their students enroll. If new policies and practices are needed, the Board will solicit input from as many stakeholders as possible before making a recommendation. Public comment will be welcomed at Board meetings. As changes occur, those changes will be communicated to parents/students through the website, emails, letters or verbal announcements so that most individuals can be made aware of not only the change, but the rationale for the action. However, the Board recognizes that even with advanced notification and input some

conflict with policy or decision is to be expected. Parents and students who have a general concern with a policy or Board decision should make that concern known to the Principal. If the Principal is able to address the concern, the Board would simply need to be notified of the concern and resolution. If the concern is not able to be resolved by the Principal, the parent/student would be advised to address the concern at a regularly scheduled public meeting of the Governing Board. The Board will then determine if the policy or decision demands further action. At times, if the Board is made aware of unforeseen consequences of a policy, the policy can be minimally altered to address the concern. The process for resolving a general concern will be published in parent informational materials and on the website.

If a parent/student has a more specific concern related to an action or disagreement, a formal grievance policy has been established with defined guidelines and timeframes. That process is clearly described in the Parent/Student Handbook. The grievance policy could be invoked if a parent feels that an action of the staff has violated the student's rights. The stages of the process most generally would terminate at the school administrative level. However, the Governing Board would be included in the process if the dispute could not be ameliorated in a satisfactory manner. The grievant would take the unresolved issue to the public Board with a final decision made by the Board. In all cases, the Board would be mindful of any repetitive disputes or concerns and determine the root cause of such concerns.

As mentioned previously, the Board will appoint a staff member to assist with facilitating parental involvement in the school. That individual will also be very helpful in resolving conflicts and disputes before they rise to the level of a grievance. That individual will also be of support to parents that are finding conflict with policies or practices in the school and will be instrumental in alerting the Principal and Board to issues that are consistently problematic or in need of review.

Section 11: Management and Staffing

A. Organizational Charts

Organizational charts for Parrish Charter Academy for the requested years are found in Attachment M. The attached organizational charts in Attachment M clearly and appropriately delineate lines of authority and reporting. The management structure described in subsequent paragraphs reflect the roles within the organization and the manner in which all aspects of the Parrish Charter Academy will work together to realize the mission, goals and objectives of the school

B. Discuss the process and timeline for recruiting, selecting and hiring the school leader. Describe the criteria for selection and the position's qualifications (Attachment O). What qualities must the leader have for the school to be successful?

The Principal of Parrish Charter Academy will be recruited during the year preceding the inaugural opening of the school. The goal of the organization is to have the Principal in place no less than six months prior to school opening. The Governing Board will request the assistance of a management organization to advertise and screen initial candidates. A position description inclusive of educational qualifications for the Principal is included as Attachment O. The screening process will include validating all of the candidate's credentials and work history. The Board will collectively interview the candidates that are deemed to be the best fit for PCA. Of particular importance to the Board is that the candidate has an excellent background in leadership and facilitation. In order for the Principal to be successful at PCA, he/she must have the ability to work collaboratively with the Board and build a strong team to lead the school to high levels of performance. Since the role of a charter school principal differs somewhat from that of principals in traditional public schools, the Board would prefer a candidate with some experience in the charter school world. PCA's educational design necessitates a leader with strong creativity and ability to mentor instructional staff in less traditional teaching strategies concurrently creating a positive working environment that fosters esprit de corps in attaining and maintaining the school's mission. While the candidate may not have personal experience with Experiential Learning, he/she must have the willingness to delve deep into the constructs of the model and synthesize the research base with practical applications. The Principal must have comfort and experience in both elementary and middle school arenas. A charter school principal must have excellent organizational, business and financial sense as part of his/her role is to be the CEO of a moderate-sized business. The mission of PCA demands that the Principal have a commitment to the development of character, social confidence and community service as well as academic excellence in all students. That commitment must be demonstrated

through the development of a school environment that has many avenues for individual student advancement both in and outside of the classroom. In addition, the school leader must have a passion for working with parents and students in creating a learning environment that is safe, encouraging and inclusive. The Board also expects that the Principal will be a key member of the community served by the school so that the mission of the school is realized every day with links and experiences to the larger world.

C. Describe the management structure of the school Attach job descriptions for administrative and leadership positions (Attachment P)

The Board has determined that contracting with an Educational Service Provider (ESP), FORZA Education Management LLC, a full-service education management organization to manage the operational aspects of the school, will facilitate the school in operating at an optimum level. This will allow the Principal and any other administrative staff to devote a larger percentage of their time on leading the educational process, evaluating systems and student outcomes and moving the organization toward always higher levels of performance. The selection of a management company was made by the Board using a comparative process of several ESPs and the Board determined that the best “fit” was between PCA and FORZA Education Management. That process is described more fully in the Addendum B of this application. The Board will hire and evaluate the Principal of the school. The Principal will be assisted in the recruitment of personnel by FORZA Education Management. The Principal will then be responsible for hiring, mentoring and evaluating all staff of the school.

The management structure for the school is fairly traditional in nature. The Board anticipates that the Principal will be assisted in leadership duties by Lead Teachers, a counselor, and any individual that the Principal feels is valuable to the team. This application contains a job description for an Executive Director but that position has not been budgeted in the first five years of the school’s operation. If added to the organizational structure in subsequent years, it will be budgeted and the position will be used to assist in efforts of evaluation, long-range planning and organizational development. Moreover, it would complement and supplement the duties of the Principal but not replace said position.

As the school adds grade levels and numbers of students, an Assistant Principal will be employed along with other faculty and staff as needed in varying educational and school arenas. Moreover, the Parent Organization will be an ancillary contributor to PCA via open communication, fundraising and support through volunteer services. It is important to reiterate that all volunteers will be appropriately screened with back ground checks, including fingerprinting, to assure safety of students and compliance with state regulations.

FORZA will support the school leadership in a number of ways by providing a full range of services including expertise in the areas of budget and finance, human resources, academic support, and an education delivery system enhancing student learning gains, including curriculum development and support, professional development, student assessment and monitoring, effective and dynamic teaching methods, effective classroom management

techniques, compliance reporting, building acquisition, start-up assistance, communications and marketing, managing the physical facility, food service, transportation, technology, risk management and provide other specific support as requested by the Board of Directors. FORZA's support is presented in the Management Agreement. FORZA will operate with performance measures that will be evaluated by the Board each year using input from the school leadership. As FORZA works with the school in areas of professional development, concurrently, with their other responsibilities, duties, and activities, the management company will take direction from the Board. The Educational delivery system has been previously described in this application. However, FORZA will work with the school leadership and the Board to acquire all of the resources needed to enable the school to implement the educational delivery system with fidelity. For example, that may mean acquiring professional development sources, curricular and assessment resources, or providing equipment and supplies to allow teachers to deliver instruction that promotes achievement of the goals of the school. A specific line item exists in the budget for staff development and demonstrates the responsibilities of FORZA in meeting the needs of the school.

D. Provide a staffing plan for each year of the charter term. Provide the job description and qualifications for the school's teachers. (Attachment Q)

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal	1	1	1	1	1
Assistant Principal		0.5	1	1	1
Teacher Classroom	16	20	22	24	24
Art Teacher	0.5	0.6	0.7	0.7	0.7
Music Teacher	0.5	0.6	0.7	0.7	0.7
PE Teacher	.7	1.6	1.8	2	2
Language Teacher		0.4	0.4	0.4	0.4
FT M/S Teacher			2.3	4.6	9.2
ESE/ELL Teachers	1.4	1.8	2.2	2.6	3.1
Gifted Teacher	0.4	0.5	0.6	0.7	0.8
Counselor				0.5	1
Office Assistant	1	1	1	1	1
Receptionist		0.5	1	1	1
Admin. Assistant / Data Management	1	1	1	1	1
Custodian/Maintenance	1	1	1.5	2	2
Food Service support	1	2	2	2	3
Bus Driver	2	3	3	4	4
TOTAL EMPLOYEES	26.5	35.5	42.2	49.2	55.9

E. Explain the school's plan for recruitment, selection and development of a highly qualified and appropriately certified instructional staff, aligned with legal requirements and the school design.

The Principal will be assisted in the recruitment of personnel by FORZA Education Management. The school will actively recruit staff that is committed to a rigorous educational process inclusive of performance measures and personal accountability. Teachers with a background in Experiential Education would be solicited specifically to align with the PCA's educational program design. Teacher applicants that are unfamiliar with the design would be recruited if they evidenced a

background and passion for involving students in multiple ways in the learning process and had eagerness to become involved in the design. The school would seek both experienced and new teachers to add a diversity of thought and input into the learning environment. Teacher applicants would need to meet all credentialing requirements including certifications and endorsements needed for their positions. Teacher applicants who have no experience with charter schools will be given a brief introduction to charter school concepts during the application and interview times so that they have a better understanding of the environment of PCA. The Principal, will recruit new employees using Teachers-Teachers.com, careerbuilder.com, the school website, local recruitment fairs and newspaper advertisements. As new recruitment resources become available, those will also be used to attract new staff. FORZA will be asked to provide initial screening and determine eligibility of a candidate for employment. The Principal will use a formal process of staff selection to assist with building a committed, diverse and engaging team. The Principal may involve other staff in a team interview approach so that the applicant is assessed from a variety of perspectives and, again, the school builds diversity within the staff as well as the student body. At least three references will be solicited for each applicant to assist the school in determining the appropriateness of the placement of the staff.

The Principal will work collaboratively with the school district Human Resources department to ensure that applicants meet certification, licensing and background screening requirements. If all of the assurances are affirmed, the Principal may offer a contract to a contracted employee such as a teacher or an employment offer to a non-contracted employee. The offers specify salary, benefits, and job duties. All hiring will be approved by the Governing Board.

Section 12: Human Resources and Employment

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's plan for the use of employment contracts.

Parrish Charter Academy will be a private at-will employer. The school will use contracts for all administrative and instructional staff. Support staff will be hired using employment offers. Both documents will include content in job duties, salary and benefits as well as expectations for maintenance of appropriate credentialing. The value in employment contracts is the ability to clearly and succinctly define the expectations from the school for the staff member. Likewise, the staff member can determine before entering into an employment arrangement whether or not the terms of the contract are in alignment with their own personal goals and objectives. This can lead to a more transparent relationship for both parties and the contract will lend stability to the staffing environment of the organization.

The school will be non-discriminatory in all of its recruitment, hiring and employment practices. PCA will strive to employ a diverse, inclusive staff that will provide a model workplace for students to emulate and serve as an experiential learning environment.

B. Provide the performance evaluation plan consistent with s.1012.34, F.S. for administrators, and instructional personnel.

The Principal will be evaluated by the Governing Board following the requirements of the Student Success Act s.1012.34, F.S. Moreover, the Principal and all of the school's educators will be held to the standards of the *Florida Code of Ethics for Educators*. The Board currently intends to use materials suggested by the Florida Consortium of Charter Schools to assist with the evaluation of the Principal coupled with: supplemental interviews, general and budget goal accomplishment, and climate surveys. Selected evaluative tools are designed to be collaborative in nature, guide improvement and maintain high performance standards.

Administrative performance will be measured in terms of meeting or exceeding competencies in the areas of: improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus.

The Board and Principal will jointly set expectations and goals and the evaluative process will determine the extent to which progress is made toward their attainment. The Principal will participate in self-evaluation and the Board will independently evaluate the educational leader. Student performance data will be incorporated as a large component of the evaluative process. The product of both the self and Board evaluation will comprise the annual assessment of the Principal.

The results of the evaluation will serve as the basis for expectation and goal setting for the subsequent year. The Board and Principal will work collaboratively toward continuous improvement of the entire organization.

Instructional staff will be evaluated by the Principal using the evaluation model of Charlotte Danielson. All evaluative materials and processes have been developed and tested in other schools and are consistent with the requirements of the Student Success Act. All teachers will be evaluated according to the following domains: Planning and Preparation, Creating an Environment for Student Learning, Teaching for Student learning and Teacher Professionalism. Teachers new to Parrish Charter Academy will have at least two formal observations by the Principal near the beginning and end of the academic year. The observations will be the length of one lesson and will focus on the following: teacher as a facilitator, student engagement, higher order questioning, experiential learning, real world focus and problem solving, student critical thinking skills, differentiated instruction, collaborative student work groups, technology integration, teacher movement, student talk, use of manipulatives, and “hands-on” materials. Pre and Post conferences between the teacher and Principal will allow for discussion of the lesson and feedback. Another informal observation of fifteen minutes will occur mid-academic year. As the teachers return for subsequent years, the informal observations may be eliminated. The Principal will annually review the instructional evaluation process with staff early in the year so that teachers are adequately prepared. The Principal will conduct non-evaluative classroom walk-throughs and informal evaluations of staff throughout the year. Feedback to the teacher provides focused attention on any needs for improvement or professional development.

Evaluations of instructional staff will include student data and that data will comprise 33% of the “score” received by a teacher. Sixty-seven percent 67% of a teacher’s “score” will be based upon observations and other evaluative measures. Commencing with the 2016-17 academic year, instructional personnel pay increases will be linked to the teacher evaluation.

Parrish Charter Academy firmly believes that the evaluative processes that are employed by the school are to guide improvement and are not punitive in nature. Coaching in areas of weakness or new expectations will be provided by the Principal and experienced peer teachers. Professional development offerings will be afforded to staff as needed to improve performance and, ultimately, student gains.

C. Provide an outline of the compensation structure, including salary ranges, benefits, incentives and rewards. Discuss retention of staff.

Florida Statute 1012.22 requires that public schools develop a performance salary schedule each year. The Board of PCA is aware of the requirements and the specific details of adjustments. The Board has not adopted a salary schedule as yet but is committed to offering all new teachers a salary that is very competitive with those slated by the school district. The schedule that will be adopted

will be based upon current structures within the school district at the time the school opens. The salary ranges will not be as great as the school district's due to the relative difference in age of the organizations. However, PCA is committed to offering salary increases that fulfill the statutory guidelines and recognize personal contributions toward improving performance of the organization. Parrish Charter Academy full time employees will be awarded the following benefits: health, vision, dental, life and disability insurances. The school will pay at least half of the employee's health insurance and additional family coverage can be purchased by the employee. In addition, ten-month employees will be entitled to 7 (seven) sick/personal days and twelve-month employees will be awarded 10 (ten) sick/personal days. Full time employees will be paid the same holidays paid by the school district based upon the employee calendar.

Retention of well-performing staff is a priority for the school. The Board recognizes the importance of retention for many reasons. The cost of hiring, orienting and positioning a staff person is significant. Effective hiring allows for those costs to be spread over many years. If a staff member leaves prematurely for any reason, the organization must incur duplicate costs for replacement. Secondly, the continuity of staff brings a certain stability to the school so that a culture and esprit de corps can be established. That culture takes several years to create and is altered every time there is staff change. Additionally, the happiness and sense of well-being of the staff can have a dramatic impact on the success of the school. Staff who feel valued and affirmed are more likely to share that sense with students and other constituents of the school environment. Those individuals are motivated beyond salary by intrinsic feelings of success and fulfillment.

The Board and administration, therefore, are committed to working on various ways to make the learning/work environment one of mutual respect and affirmation. Staff recognition will be part of the general culture of the school and based upon significant values that further the mission of PCA. Providing staff with the tools they need to perform their duties is a motivational and affirming act that is often overlooked in staff satisfaction and retention. The Board and administration are committed to ensuring that staff have the appropriate tools and resources to feel proud of their accomplishments and eager to remain in their positive work world.

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

As stated previously, all school personnel will be required to undergo mandatory criminal background checks. It is anticipated that the school will pay Manatee County Public Schools to conduct these assessments and will work with the district to ensure that all potential employees have appropriate clearance to be hired according to Florida laws. In the event that the school district prefers not to conduct these assessments, a third party vendor will be secured. Reference checking of all new employees will also add a layer of security to the hiring process. In addition, the school will work with the district in determining that the certifications and other credentials required by a position are held appropriately by the person being hired. It is the intent of PCA to put sufficient effort into the hiring process that staff will be successful from their initial employment and students will benefit immediately.

PCA will not discriminate based upon actual or perceived disability, gender, nationality, race, ethnicity, religion or sexual orientation in the hiring of its employees. Standard processes will be

used to evaluate applications, secure references, review credentials and interview applicants. The school will utilize FORZA to recruit applicants and do some screening before selected applicants are invited to interview. If needed, the Principal will receive training related to interview techniques and appropriate hiring procedures. The Principal may elect to use a committee format in some interviews for very significant or critical positions. It is the goal of the school to have diversity within its workforce to mirror and affirm the diversity within the student/parent population.

All faculty and staff members of the organization should possess the personal characteristics, knowledge base and belief in the educational program design and curriculum described in this application. It is anticipated that employees will be willing to work as part of a team and encourage parent involvement. Employees are expected to observe high standards of job performance and professional conduct in any position into which they are placed. When performance or conduct does not meet the standards set by PCA, the employee will be given a reasonable opportunity to correct the deficiencies. If they are not corrected, or if the deficiencies are significant enough to represent a safety factor for the school, the employee will be terminated. Although the organization will not hesitate to terminate an employee who does not meet performance or conduct standards after assistance and remediation, it is certainly not a preferred practice. Likewise, if the employee does not feel he/she is able to consistently meet the standards of performance or conduct, the employee may voluntarily leave the organization. In any separation, whether voluntary or involuntary, the school will conduct a debriefing session to determine if hiring, orientation or monitoring practices need adjustment to avoid disruptions to the workforce in the future.

The school is committed to outlining expectations early in the employment relationship. Even during the interview process, potential new employees will be provided an overview of the qualities and commitments anticipated of staff at the school. During initial orientation of new hires, employees will be thoroughly apprised of the organization's policies and procedures. Some of the topics discussed in the initial orientation include harassment, discrimination, workplace violence, safety, organization ethics and conduct, and customer focus. Each employee will be asked to accept, in writing, their responsibility to adhere to the policies. Those affirmations will be monitored throughout the employment tenure.

E. Discuss the personnel policies (Attachment R).

Personnel policies are placed in Attachment R. These policies have been tested and modified in another charter school. The Board believes that frequent review of its policies to determine their effectiveness, relevance and compliance with statutory language is a Board responsibility. The Board, through the school administration, will seek input from staff on a regular basis. In addition, the Board will remain vigilant to new legislation and human resource management literature so that policies will reflect trends that need to be evaluated for inclusion at the school. In addition, the Board is committed to comparing compensation packages for staff on an annual basis to ensure competitiveness of the school in its hiring practices.

F. Explain how the Governing Board and school leadership would handle unsatisfactory leadership, teacher or staff performance, as well as leadership or teacher turnover.

The Board and Principal will anticipate some change of staff in the first years of the school's operation since the educational program design, curriculum and culture may provide challenges to

some staff. While the school will work diligently to prevent a significant turnover using methods previously described, it is not unusual in new charter schools to have some change in staffing in the first few years.

The Board will deal with unsatisfactory leadership as challenges become apparent. The Board will actively evaluate the Principal from the first days of employment. As stated previously, the Board believes that if appropriate measures are put into place in the hiring process, there is less likelihood of inadequate performance in the persons hired. However, if the Principal fails to meet the clearly-defined expectations of the Board, the Board will implement a remediation plan with definite performance measures and timelines for seeking improvement. The Board can provide staff development for the Principal if the areas of deficiency are due to lack of knowledge or experience. The Board may provide an external mentor to support the leader toward improvement. The Board will set realistic but aggressive timelines to the remediation process. If the efforts toward remediation are not successful, the Board will replace the leader. Fortunately, the Board will have the resources of the management company to assist in a temporary Principal placement until a new leader can be recruited and hired. The search for a new leader would commence even before the Principal was relieved of duties if evidence of improvement was not indicative of remediation of the leadership shortfalls.

A similar process would be used by the Principal to assist teachers and other staff to meet their performance standards. Coaching, mentoring, staff development and monitoring would be put into place for any staff member encountering difficulty. Again, goals and timelines for improvement would be aggressive and would be closely monitored by the Principal to ensure remediation. If the performance standards were met, the staff member would be supported and monitored for continued improvement. If performance improvement is not evidenced in the staff member, the Principal would replace the staff member. The Board would take formal action on the recommendation. The Board would be vigilant in assessing the reasons for terminations if it appears as though the numbers are beyond reasonable expectations. That would give the Board data from which to analyze employment practices and placements. A thorough analysis of the data may provide the school with an opportunity to improve its practices in hiring procedures, orienting the faculty member, assisting, monitoring and resolution.

With anticipation of some turnover of staff for various reasons, the school will request that FORZA maintain an active roster of potential candidates to fill vacancies. Some staff turnover is expected in the natural business of organizations. Illness, family issues, relocations and other normal personal life changes can result in turnover for the school. As the school recognizes those eventualities, back-up systems will be put into place to allow the school to continue functioning until positions are filled. The school will maintain a cadre of substitute teachers to be called upon in the event of an unanticipated vacancy. A substitute pool for other critical positions would also be maintained by the management company. In addition, the school could maintain functional integrity of some of the internal processes through staff leasing opportunities. FORZA will maintain an active contract for staff leasing for exactly that purpose. The school will be expanding every year for the first five years and by maintaining applicant files and keeping staff leasing options open, the school should be in a good position to accommodate unexpected vacancies and be prepared for growth.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including:

1. Person or position responsible for overseeing professional development

After input and collaboration with all stakeholders including FORZA, the Governing Board will set the general direction for the professional development focus and priorities for the year. The rationale for the Governing Board setting the general direction of professional development is based on the fact that they are ultimately responsible for overseeing the mission, vision, curriculum, values, success of the school and its educational program. The Governing Board develops the appropriate policies to ensure that the fundamentals and rudiments for a successful charter school are maintained. Moreover, the Governing Board contracted with a professional education management organization, FORZA, to provide all necessary management and professional expertise to support and assist the school in achieving its mission, vision and goals. FORZA assists in developing, planning, and marketing the School, as well as finance, human resources, curricula and school operations. FORZA is responsible for developing and implementing the ongoing operational procedures in accordance with the mission, vision, and values outlined and approved by the Board. As per the Management Agreement Page 1.B:

SCHOOL and MANAGER desire to create an enduring educational partnership, Whereby, SCHOOL and MANAGER will work together to develop an environment of educational excellence and innovation at SCHOOL, based upon MANAGER's ability, and capacity to implement and manage a comprehensive educational program, and school design.

FORZA will facilitate actualizing the priorities and the Principal will be directly responsible for planning and implementing appropriate learning opportunities for all faculty and staff coupled with analyzing student data, along with conducting "Data Chat" meetings with teams every other week to facilitate the students in mastering the Florida Standards.

The spotlight of all professional development will be to promote significant student learning gains and mastery of the Florida Standards. Since the school will be using the educational design of Experiential Learning (EL), early professional development will center on the tenets and precepts of EL concurrently with effective implementation strategies and teaching methods of that model. Therefore, before PCA opens its doors to students, the faculty and staff will participate in the **"Before School Opens,"** professional development opportunities and activities to ensure that each teacher has a complete understanding of all precepts and best practices of Experiential Learning as well as reviewing other pertinent educational topics. Concepts and practice in areas of curriculum

mapping, pacing guides, and assessment which are part of the district Student Progression Plan and other topics that will integrate the Educational program design into the operations of Manatee County Schools will be stressed. A portion of these professional development opportunities will be conducted during the months of June and July with the balance occurring during teacher work week August 4, August 7- 9, 2018, before school opens for students on August 10, 2018. To reiterate, professional development is dedicated to promoting significant student learning gains and student mastery of the Florida Standards at each grade level. PCA administrators will also receive professional development opportunities by attending the Florida and National Charter School Conferences. In addition, PCA administrators will participate in other Charter Conferences that are dedicated to the professional development, support and or best practices of charter school administrators. Finally, PCA administrators will participate in professional development as presented by the Florida Department of Education and Manatee County School District.

PCA administrators and teachers can secure support from:

Charter Support Unit (CSU) Curtis Fuller, (727) 286-3185, (727) 474-1153,
cfuller@charterschoolcorp.org; Project website: www.flcsu.org

This partnership was established by the FLDOE in 2012 to support charter schools (primarily) during their first five years of operation. Free on-site or remote consultations are available (as well as a support hotline) for any questions or concerns regarding charter school administration, policies, finances, governance or curriculum. School reviews or document reviews are also available, and several webinars are offered on a variety of charter school issues.

CPALMS CHARTER; Florida State University Schools, Tallahassee, FL

Michelle Kendrick, (850) 245-3811, mkendrick@fsu.edu; Project website: www.cpalmscharter.org

A 2014 awardee of the Online Learning Community (OLC) Grant, the Florida State University, Learning Systems Institute CPALMS Charter project (Collaborate, Plan, Align, Motivate, Share) has created a free online community with resources specifically for charter school teachers and leaders.

Project DELTA (Disseminating Effective Leadership and Training Approaches)

Through Project DELTA, participants focus on transitioning to the new Florida Standards for Mathematical Practices and the Next Generation Science Standards (NGSS), integrating literacy standards and incorporating technology as a tool for learning. At the same time, administrators and teacher leaders learn about professional development organizational plans that support the transition to the new standards in effective ways. Project DELTA trainings are available for free for Florida K-5 charter schools and at regional trainings. Open classroom visits are available at Sigsbee Charter School in Key West, Florida.

Active Literacy BLUEPRINT Project South McKeel Academy, Lakeland, FL

Kim Benson, (863) 510-0044 ext. 224, BLUEPRINT@mckeelschools.com;

Project website: www.mckeelschools.com/BUEPRINT

Elementary teachers and leaders will receive new tools for their school from the free Active Literacy BLUEPRINT workshops. Through interactive sessions, teachers from across Florida are invited to learn how to create Active Literacy classrooms while integrating curriculum, critical thinking and technology. Participating schools receive *The Comprehensive Toolkit* and school leaders receive the supplementary staff development guide in addition to online resources and more. Visit the webpage for upcoming dates and to register.

The **“Before School Opens”** Professional Development Topics to be included but are not limited to the following:

1. Overview of Experiential Learning, 2. Authentic Learning Overview, 3. Project-Based Learning Techniques, 4. Effective Teaching Methods when utilizing Experiential Learning, 5. Teacher as a Facilitator and Effective Classroom Management Techniques in the Experiential Learning Classroom 6. Incorporating Real-World Issues into dynamic Lesson Plans coupled with exciting Springboards along with critical thinking, problem solving, student collaboration, teacher probing questions, along with involving members of the community and Community Partners i.e., Parrish Professionals, The Parrish Civic Association and the PARRISH PLAYWORKS THEATRE, 7. Service-Learning and Community Partners, 8. Monitoring Tools and Data Driven Curriculum, 9. Interdisciplinary Themes, 10. Professional Learning Communities (PLC’s) 11. Sean Covey’s *The Seven Habits of Happy Kids* 12. Educating parents about the Experiential Learning Classroom.

The Principal will be responsible for ensuring that staff receives appropriate resources and professional development giving them the tools needed to be effective in disseminating the curriculum. That will be the case for all personnel but the instructional personnel will be the focus of much of the professional development effort. The principal in concert with FORZA, will design an annual plan for professional development that will involve many options and opportunities for faculty and staff.

FORZA will be tasked with providing the resources for meeting the needs of the professional development plan and teachers, subsequent to the professional development in June and July, will be informed of all of the opportunities for additional professional development early in the year so that they will be able to plan their professional lives accordingly. Teachers seeking additional certifications or endorsements will be assisted in those efforts through one-on-one counseling using resources of the school district as well as FORZA.

The Management Agreement stipulates the following:

- 2.3 Professional Development-Coordination with entities with which MANAGER *contracts on behalf of SCHOOL* for the Charter School for the provision of technology and professional development services for the Charter School, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.
41. Training - MANAGER will provide or arrange for training (i) in the instructional *methods and curriculum, which comprise the Educational Program*, and (ii) with regard to support technology to the teachers and other instructional personnel on a regular and continuous basis, as stated in the Charter School Contract and consistent with MANAGER's past practices. Non- instructional personnel will receive such training as MANAGER determines to be reasonable and necessary under the circumstances. SCHOOL shall be responsible for paying any training costs for instructional and non-instructional personnel.

Therefore, it is clear that FORZA Education Management contracts on behalf of the school to provide or arrange for Professional Development and training of instructional methods, and

curriculum as they directly relate to the educational design of Experiential Learning. Moreover, experts in the field, such as Aline Sarria PHD, along with her colleagues, coupled with on-line courses from a variety of Universities will be contracted and secured by FORZA to provide professional development on the tenets and precepts of EL. Teachers will be presented effective implementation strategies and teaching methods of that model including alignment of the Experiential Learning curriculum to student mastery of the Florida Standards. Finally, an additional online learning opportunity that teachers at PCA will be encouraged to use is the Experiential Learning modules at UCDavis.com. That university has conducted research in the area of EL and has provided simple, direct instruction for teachers implementing the model. Additional resources, including examples of activities for students, are found in multiple websites and teachers will be directed to those sites for needed information.

As the school grows, the Principal will be aided in the oversight of professional development efforts by the Assistant Principal, counseling personnel, and a curriculum/reading specialist. The program of learning will be directed by the analysis of data gathered via monitoring students throughout the year, thereby, realizing deficiencies and strengths in conjunction with the results of the teacher surveys identifying areas where support and additional professional development is essential.

2. Discuss core competencies of professional development and how these will support effective implementation of the educational program. Describe how the effectiveness of professional development will be evaluated.

The core competencies of professional development will be in concert with the purposes described in Florida Statue 1012.98 and include increasing student achievement, enhancing classroom instructional strategies that promote rigor and relevance in the curriculum, and prepare students for continuing education and the workforce. Parrish Charter Academy has selected an educational program design of Experiential Learning as the model to be used to deliver a high-quality, rigorous and relevant curriculum. Therefore, professional development efforts will be concentrated in specific areas of instruction related to that design while being inclusive of other parameters as well. The school will use the Florida Educator Accomplished Practices (FEAPS)/Florida Statute 1012.98 (4)(b)3 as the core of all its professional development efforts. According to that legislation, all instructional personnel should master competencies in the following areas:

- Assessment
- Integrated Technology
- Continuous Improvement
- Research- Communication
- Teacher roles
- Classroom Management
- Parental Involvement
- based instructional strategies
- Diversity
- Learning Environments
- Subject content knowledge
- Ethics

- Critical Thinking
- Human Development and Learning
- School Safety

In order for teachers to be effective in eliciting the highest levels of performance in students, they must be competent in all of the referenced areas. Individual staff members will excel in some areas and have challenges in others. The school will use an analysis of the collective competencies of the staff to help guide general professional development offerings and target other resources to individuals experiencing difficulties in specific areas.

Teacher competency in the areas mentioned above have been positively correlated with advancing student performance. Student achievement data will be used to partially determine the effectiveness of professional development efforts. That data will also be used as part of the instructional evaluation system to determine the effectiveness of individual teachers.

Ongoing professional development will continue to focus on the same topics, however, returning teachers can be used to mentor new staff. In addition to all of the technical areas cited above, instruction for staff in the details of Florida's Code of Ethics for Educators will always be a standard part of the professional development curriculum.

Professional development will also include credentialing goals. The school must ensure that all teaching staff have appropriate licensure, i.e. certifications and endorsements for their areas of responsibility. The Principal will frequently review the credentials of the staff and develop measures to increase the capacity of the staff with additional offerings. These efforts would be aimed at expanding the ability to work with at-risk students, engage in specific strategies for students with special needs, the gifted, ELL students and deliver subject content in relevant ways.

While the school will focus extensively on the professional development of the instructional staff, PCA also recognizes that non-instructional staff at the school contribute significantly to student achievement in very relevant ways. The professional development of that staff is also critical to the success of the school. The Principal will work with FORZA to provide appropriate professional development offerings to the entire staff. Topics such as school safety, child development, diversity, customer service and effective communication and listening skills are a few examples of offerings that have positive impact on the entire learning environment. Likewise, non-instructional staff often have licensing or certification requirements, expanding needs for technology use and other area-specific requirements that necessitate planning for educational offerings. PCA is committed to maintaining competency of all of its employees in order to provide a total environment that supports excellence in students.

3. Describe any professional development that will take place prior to the school opening

Prior to the first year of school operation, PCA will have an in depth orientation and a significant amount of time dedicated to professional development. The orientation component will be used to familiarize all staff with the mission, vision and focus of the school. The spotlight of all professional development will be to improve significant student learning gains and mastery of the Florida Standards via the Experiential Learning Model. Prior to school opening, early professional development will center on the tenets and precepts of Experiential Learning concurrently with

effective implementation strategies and teaching methods of that model. Therefore, before PCA opens its doors to students, the faculty and staff will participate in the **“Before School Opens,”** orientation and professional development opportunities and activities to ensure that each teacher has a complete understanding of all precepts and best practices of Experiential Learning as well as reviewing other pertinent educational topics. These professional development opportunities will be offered during three days during the months of June and July, with the balance occurring during teacher work week August 4, August 7- 9, 2018, before school opens for students on August 10, 2018. To reiterate, the orientation and professional development is dedicated to promoting significant student learning gains and student mastery of the Florida Standards at each grade level. School climate and culture will also be discussed as well as safety, customer service, performance standards and other general topics. Instructional staff will be immersed in concepts and practices of Experiential Learning (EL) and the school’s reading plan. The offerings related to those important areas will be demonstration-based to allow the teachers to be able to transfer learnings more readily. Experts in the area of EL will be used as the primary faculty for delivering the instruction. Since the school building is new, the Principal will be aware of the need for teachers to ready their classrooms for student arrival and will structure professional development in such a way that instruction is delivered efficiently and teachers can implement some of the new concepts as they establish their environments. Each subsequent year, the time preceding the opening of school, professional

Prior to the opening of school also, time will be spent specifically examining the data related to incoming students. It is acknowledged that the more information staff has concerning the collective and individual learning needs of their students, the more effective they can be in differentiating instruction and addressing the overall learning environment. While not all information will be available to them until students actually arrive, that which is known will be extremely helpful in setting up student schedules, lesson plans and individual learning strategies. ESE and ELL staff will be key to this staff development and will continue to work with classroom teachers throughout the year.

Staff development prior to school opening will also allow for PCA to establish its culture of parental involvement. Teachers and others will be offered strategies to involve parents and to assist those parents to be effective contributors to their student’s learning. The school will use a model of the Florida Department of Education’s “Parent Checklist” to direct parents to strategies that will support the educational process and to resources to assist with varying student issues. Since that is a new tool, before the opening of the school, teachers will become acquainted with its content and have the opportunity to determine how best to include that in their work and articulation with their parents.

4. Describe the expected number of days or hours for professional development throughout the school year and describe how this will be accommodated through schedules and common planning/collaboration.

Professional Development will take place in June and July prior to the opening of school, along with the week before school opening, moreover, professional days and after school hours will also be used for professional development. In addition, the school is scheduling all staff teams with common planning time to allow for collaborative learning, data analysis, problem-solving, and creative project development. Each team may select an area of learning focus during the year and

request resources to allow them to develop skills in a particular area. Professional development will be made available for all staff through online resources such as the Edviate Learning System. This online resource is available at all hours and days so that individual teachers may take advantage of the full range of offerings at their convenience or when a particular need arises. Topics range from curriculum and instruction to teacher effectiveness.

All teachers at PCA will be required to develop an individual professional development plan and implementation of the plan may take a variety of forms. Coursework at universities, colleges or school districts may be part of their plan and would take place at times and locations of their choosing. During the evaluation of teachers, the Principal will note when professional development would assist the teacher or group of teachers and provide the or direct them to the right resources. That targeted offering may occur at school or at times beyond the school days.

As the school matures, summer retreats may be offered for staff. Those retreats will specifically target needs of the teachers' evaluation of their needs and analysis of student performance data. The funds for such activities would be sought from grant sources. As stated previously, professional development for the Principal will be broad and inclusive of management, financial and organizational content as well as educational constructs. He/she will be responsible for working with the Governing Board to arrange for time to immerse in professional growth.

Section 14: Student Recruitment and Enrollment

A. Describe the student recruitment plan including targeted populations and those that might not have easy access to information on available educational options.

Parrish Charter Academy intends to build a diverse student body. The recruitment efforts of the school are primarily focused on the diverse populations of the Parrish community, although, all students in Manatee County are eligible to apply. In addition to announcements on the school website inviting applications, FORZA and the school will actively send out information about PCA to Houses of Worship, community groups, daycare centers and other centers in the area in which parents who might not access websites would gather, coupled with canvassing door to door homes and businesses. Staff, parents, volunteers and even Board members will be involved in disseminating information about the school. While PCA would not be able to ensure that parents of all at-risk students would receive information about the school, providing multiple sources of information in community sites would guarantee the largest exposure. The school will seek to be involved in the school district's choice programs and use the various means of involvement to inform parents of the new school option. PCA will provide information to parents in the most spoken languages of the community. For example, the school is aware that the immediate geographic locus surrounding the area targeted for building has many Spanish speaking parents. Informational material will certainly be provided in Spanish in that area.

Informational meetings and Open Houses will be planned throughout the community and be held in the evenings and on weekends in addition to daytime sessions to serve the needs of working parents.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves in accordance with section 1002.33(7)(a)8., F.S.

Parrish Charter Academy will be non-discriminatory in all of its enrollment processes. Everything in its application, informational materials or practices will solicit enrollment from any student who is interested. Since the school will be soliciting students from a wide geographic area and employing non-discriminatory practices, it is assumed that the school will enroll a population that is characteristic and representative of the racial/ethnic balance of the community. The school will be very attentive to the demographics of its population and if it finds in the first year of operation that student enrollment does not adequately reflect the balance of the community, it will address marketing efforts and broaden them even more to include more sites for dissemination of information. The school is very committed to having a diverse and inclusive student body. PCA is committed to serving the community as a whole.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of enrollment timeline, preferences for enrollment and lottery process. Attach and enrollment application (Attachment S).

Since the choice options for parents in the geographic area of the school are somewhat limited, the school anticipates that there may be more applications for some grade levels than the school's capacity can accommodate. Therefore, the school will be very transparent in its lottery process. The school anticipates opening an application window on August 1 prior to the next school year and will close on December 1, unless there are projected vacancies remaining in the school which at that

time the Governing Board would approve an extension of the application window. If the number of applications received exceeds the openings in a given grade level, applications will be enrolled through a random selection process based upon Florida Statute 1002.33, subsection (10), article (b) and (d) as noted:

Governing charter school enrollment policies; the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.

(d) A charter school may give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.

If a lottery is held, the date of the lottery will be published on the school website as well as distributed in mailings to parent applicants. Using a vetted computerized process (one such option is Random.com) students will be selected in a way that does not involve human intervention other than manually logging students (or student number) into the system. The lottery will be conducted for each grade level that is over subscribed. A waiting list of students will be established according to the randomized listing.

Section 15: Parent and Community Involvement

A. Explain the general plan to engage parents in the life of the school as well as plans for regular communication with parents about school matters.

The school will use many techniques to build parent and community active engagement with its programs and students. A school employee will have the specific responsibility to facilitate communication with parents and other groups to ensure seamless information flow among the Governing Board, the administration and parents. A Parent Teacher Organization will be formed in order to assist the school in program and service operations. Some of the extracurricular activities of the school will be made possible by partnering with the PTO and other community organizations, such as: Parrish Professionals, The Parrish Civic Association and the PARRISH PLAYWORKS THEATRE, and through Service-Learning projects and Community Partners.

The school will have a robust website coupled with email blasts that will be a constant source of information for parents and community members. On the website, PCA will post information about how individual parents can become involved in school activities as well as how parents can fulfill critical roles in their student's learning. Recognizing also that some parents may not be fully computer savvy, information will also be distributed in hard copy in student backpacks and on message boards inside and outside of the school. PCA will be very specific about opportunities that exist to enhance the school environment and how to assist in providing a school culture of high expectations and mutual respect. The educational focus and model of the school, Experiential Learning, will be a source of constant opportunity for parental involvement as parents may share career information, teach an enrichment class or provide workplace tours that enhance classroom lessons.

Parents are strongly encouraged to volunteer. Moreover, it is critical that PCA gives parents an opportunity for input and a voice. This is accomplished via an annual Parent Survey, membership in the PTO coupled with fulfilling the requirement of maintaining a Parent Liaison that attends the Governing Board Meetings. This parental involvement keeps the Principal and Governing Board aware of needs, concerns and suggestions arising from parents and community organizations. Parental commitment is an excellent way to involve parents in the culture of the school and assists in supporting the school's mission. The school's Parent/Student Handbook, website, email blasts, newsletters and conference communications will be constantly available to keep parents advised of new opportunities to serve.

As stated in Section 10, the Governing Board will serve as the School Advisory Council (SAC) for Parrish Charter Academy, as is legal and customary in many charter schools. Since the Board may or may not contain parents from the school's student body, the Board is committed to encouraging parental involvement in ways described above.

Finally, the school will provide referrals to Adult Education for parents in need of literacy or language services. The school will provide referrals to Adult Education for parents in need of literacy or language services. In addition, the school will provide recommendations to parents with

family needs including housing, food, employment or other basic requirements. The school recognizes that it cannot be successful if students lack basic security resources at home.

Discuss any established community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations including the nature purpose and scope of services that will be included.

PCA has a wealth of community resources to draw on to support the mission of the school. Since the school educational program design is one of Experiential Learning, nearly every community organization from museums to parks, to beaches and workplaces have a place in the support of the school and its students. The school has already received invitations to participate in arts programs in the community and both the governing Board and principal will actively pursue other avenues of involvement.

Both community non-profit organizations and political sectors in Manatee County have affirmed the value in student experience in “real world” opportunities. Employers have committed through organizations such as the Chamber of Commerce and Economic Development Boards, Parrish Professionals, The Parrish Civic Association and the PARRISH PLAYWORKS THEATRE, in concert with other Community Partners, to be available for student activities, instruction and tours. The school’s commitment to involving students in those environments as part of their natural curriculum ensures an ongoing and substantive relationship with those entities.

Manatee County also affords the school extensive opportunities to partner with organizations committed to the arts, sports, leisure and health. The school will actively solicit ongoing relationships with those community agencies as integral pieces of the educational program.

B. Provide, as Attachment T, any evidence of demand for the school or support from intended community partners.

Evidence of community support for the school is found in Attachment T.

III. BUSINESS PLAN

Section 16: Facilities

Negotiations are now in process for the PCA Site

A. Explain the school's facility needs, including desired location, size and layout of space.

The PCA Board of Directors and FORZA Education Management discovered several desired locations that are suitable relating to size and layout of space for a K – 8 charter school facility. Two suitable sites are located at: 5605 Red Rooster Road and 12275 North US Highway 301 in Parrish, Florida. When the PCA Application is approved, The PCA Board of Directors and FORZA Education Management, working in concert with Developer Alliance Companies, will determine which site is most suitable and then purchase said property in order to construct a 25,000 SF school facility, phase one, that will house PCA for years one and two. Subsequently, if the enrollment stays consistent with a sustained waiting list, the second phase of PCA will be constructed by adding another 25,000 SF to enlarge the school facility. However, we will be prudent in our deliberations before we commence the second phase.

By year five, Parrish Charter Academy anticipates serving 640 students in grades K-8 in a 50,000 square feet of indoor space and sufficient outdoor space to accommodate physical education, outdoor assemblies and experiential activities which are part of the curriculum. PCA is aware that effective development of the entire site is essential to the success of the school. The grounds must be safe and orderly for the transportation system of buses and parent drivers to efficiently drop off and pick up students and plan for efficiency and safety as it constructs traffic routes. Those traffic plans must also accommodate student walkers that are separated from major vehicular routes. The school will work collaboratively with City planners to make the entire area safe and effective as it finalizes construction plans. Likewise, PCA will be a good environmental steward and include appropriate accommodation for wetlands, landscaping and perimeter fencing. The school is committed to construction that is not only effective but also aesthetically pleasing to the community. The mission of the school has a strong community focus and that focus will be displayed in the design of the facility as it provides a welcoming appearance while maintaining a subtle ambiance of security.

The school is aware that a facility itself can have a significant positive impact on student achievement if it has abundant natural lighting and sound control. Those two resources will be considered of prime importance in the design of the school. Moreover, PCA will be mindful that allowing students to have an appropriate amount of personal space in both classrooms and hallways provides for a calmer and a more learning-focused environment. The security of the school is also a significant factor in the school's design. The school will provide for a central point of ingress and will have security check-in for visitors at that site. For emergencies, the school will have multiple sources of egress and the ability to lock down the facility in a rapid manner should such measures be necessary. The facility will accommodate movable features that will be needed in an experiential

learning environment. Students and teachers will need access to furniture and equipment that can be easily transformed into areas of group projects and learning centers.

B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (Attachment U.)

Parrish Charter Academy will be working with Developer Alliance Companies in acquiring the land and constructing a building for the school. The site identified for PCA is located in central Parrish and is within several high growth residential areas. The property is currently zoned commercial but is eligible for school designation by Special Permit. The school understands that this designation can be made administratively but the school will allow for sufficient time to work the process through any necessary County and City structures if the need arises. In addition, if it is found that other regulatory agencies need to be involved in moving the project forward, the school will allow time to work through any issues that may arise. For example, if the Florida Department of Transportation or Southwest Florida Water Management District have regulations that need to be addressed in parcel of land, time must be allotted for meeting those regulations. FORZA and Developer Alliance Companies will collaboratively work to secure the zoning exception over the next several months. At some point in the zoning process, determinations will be made about traffic impacts, curb cuts for transportation, and any minor easements that need to be accommodated with surrounding properties.

The cost of the parcel ranges between 1.2 -1.5 million, the cost of Phase 1 is 3.1 million, and site work has been determined to be between \$50,000 and \$75,000 by our Realtor and Developer, moreover, construction costs range from \$110.00 to \$125.00 per square foot.

All of the design and construction of the facility will be compliant with appropriate building codes, health mandates, safety regulations and high standards of educational practice. PCA will construct a facility that allows the school to not only meet Florida's Class size regulations but allows for flexibility in meeting the needs for smaller size classrooms for individual and small group instruction. The school will maintain core classrooms occupancies of no more than 18 students in grades K-2 and no more than 22 students in grades 4-8.

C. Explain the strategy and schedule that will be employed to secure an adequate facility.

The PCA Board of Directors and FORZA Education Management with assistance from Alliance Companies are in the process of acquiring a facility that has access to public transportation, recreational facilities and is in the targeted community area where the demographics match our mission. The facility will include instructional classrooms, restrooms, conference room, reception area, space for a cafeteria, parking, playground, administrative offices, computer labs and flexible spaces to be used for school-wide events, faculty training, parent meetings, etc.

The PCA' Governing Board expects that it will enter into a triple-net, long-term lease for the facility. The PCA Board has obtained confirmation that the budgeted amounts comport with the current forecast of building costs and lease conditions. Lease payments will commence upon possession of

the facility by the School. The lease amount will be determined by a per student enrollment fee. This will protect the school if the school should not meet projected enrollment goals.

The estimates regarding the lease rate are derived from actual historical data from other comparable charter school facilities and the Applicant from experienced charter school facilities developers. These estimates, are updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs.

The School agrees to use facilities which comply with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located.

FORZA and the Governing Board have identified several back-up facilities. If any unanticipated events were to occur, such as zoning or construction delays, PCA would then enact Florida Statute 1002.33, F.S., Charter schools, that: allows an approved charter applicant to defer the opening of the school for up to two years to provide adequate facility planning.

Sample Schedule

January 2017 - present	Locating alternative facilities (back up)
July 2017	Architectural design completed
On or before August 2017	Place the property under contract
On or before August 2017	Submission for review and approval of the conceptual site and building plans. Permitting to follow.
As soon as the application is approved	Construction to begin
July 2018	Certification of Occupancy obtained. Submission of Certificate of Occupancy to the Manatee County School Board.
August 2018	School opens

Sample Facility Acquisition Plan and Site Checklist:

Identify Site or Property	Yes	No	NA	Date
Realtor in place				
Initial Walkthrough/ Facility is conducive of a good learning environment				

Facility meets needs to accommodate students and grow to full capacity				
Ground Inspection: Security/Fencing, Parking, Drainage, Safety				
Inspections: Local Fire/Sprinklers, Alarms, Environmental, Health, Traffic				
Inspections: Air condition, Roof, Termite, Pest, Lighting, Energy Audit				
Municipal/County: Zoning, Facility up to code, Permits, Special assessments				
Others: Prepare lease, Apply for CO, Flood Certificate, Title Insurance, etc.				

D. Describe the back-up facilities plan.

Parrish Charter Academy anticipates having its facility and grounds fully functional on opening day of the school. It will devise a thorough, aggressive timeline from acquisition to planning to construction. However, it is also realistic to establish a back-up plan for serving students in the event that unforeseen circumstances delay the opening of the facility on the first day of school.

Since charter school law allows for charter schools to be housed in churches, community buildings and other “non-school” facilities, FORZA has located several back-up facilities in which to locate until the building is completed. Since that lease is not currently in place, the school can only state that they will be aggressive in seeking such a facility and locking in a commitment to use the facility on a short term basis in the event that the school itself is not ready. If extraneous variables were to occur that prevented the school from opening, PCA would then enact Florida Statute 1002.33, F.S., Charter schools, that: allows an approved charter applicant to defer the opening of the school for up to two years to provide adequate facility planning. If leasing space in another facility were to occur, the school would maintain all legal responsibilities for ensuring health, safety, class size and good educational practice in that venue. PCA would work in collaboration with the school district to maintain communication of any facility changes and would be sure that parents and the community were involved in all aspects of the moves. The school would also involve the school district and parents when it came time to move into the permanent facility. It is critical that any moves not disrupt the instructional process. However, if this were the case and the enrollment dropped, PCA would adjust its budget and expenditures accordingly. Moreover, PCA would make sure to make any facility moves during times least disruptive to students. That may be at a break time, end of a grading period or other time which can be accommodated with as little impact to students and teachers as possible.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school.

Parrish Charter Academy is committed to ensuring that transportation needs are not a barrier for students to attend the school. As such, the school will provide transportation through its own bus service and arrange for students outside of a walking area to be picked up at targeted locations throughout the county. The school will follow all Florida Statutes related to the safe transportation of students and will ensure that transportation is not a barrier for student enrollment as already conducted at Gulf Coast Charter Academy South. However, if the school was unable to secure buses for its own fleet, then the school would contract with an organization such as, A & S Transportation which is the service used at Oak Creek Charter School of Bonita Springs.

Initially, the school will endeavor to purchase school buses on its own, based on enrollment of those needing transportation to and from school. All purchased vehicles will meet Federal Vehicle Safety Standards and the Florida School Board specifications as stated in F.S. 1006.25 and the Florida Administrative Code. Buses will be subject to inspection every 30 days of operation by a Florida Department of Education certified inspector. PCA will contract with a vendor to provide those ongoing inspections and routine maintenance or repair. However, if A & S is contracted, said company would be responsible for the monthly inspections and driver training.

PCA will provide bus drivers that meet required minimal standards. Drivers must:

- Have five years of licensed driving experience
- Hold a valid commercial driver's license (Class A or B) with a passenger and school bus endorsement
- Successfully complete forty hours of pre-service training
- Submit to background investigations, and
- Maintain a clean and safe driving record

The school will contract with the school district if permitted, to conduct all background investigations and will hire only drivers that meet Florida's educational employee hiring standards. Initial and ongoing training of bus drivers will be provided through contracting with the school district, if permitted, to ensure that all professional development is in concert with appropriate Department of Education and Department of Transportation guidelines. Records of all training will be maintained by the school.

The school will provide transportation safe riding instruction to all students. In addition, time emergency evacuation drills for all transported students will be conducted and the school will maintain records of all of the drills and trainings. Student safety is the utmost important factor in the transportation process and drivers and others involved will be vigilant to insist upon appropriate behavior on buses, at bus stops and on arrival at school. Parents and students will be made aware of transportation rules and etiquette through the Parent/Student Handbook and other printed materials as well as on the school website. The school will provide supervision of students in the

bus loading areas of the school at all times when students are present. The facility design will incorporate separate areas for bus, car and walking student arrivals and departures from school.

The transportation services provided by the school will be in concert with any meal service offered by PCA prior to the start of the day so that all students may take advantage of breakfast service if they desire. Students on the bus will be adequately supervised and never left alone. Emergency protocols will be developed for use in the event of traffic accidents or delayed arrivals/departures of buses.

Staff appointed to positions serving the transportation needs of students will be managed and evaluated by the school Principal. The school recognizes the transportation program and staff as critical components to the success of students. The bus driver is the first person encountered by a student in the morning and it is essential that the initial exposure to the school day be positive and encouraging. The staff will receive training on the supportive aspects of their roles as well as the technical components. All transportation staff will be viewed as part of the educational team. Any student that attends after school tutoring may enroll in the After School Care or transportation will be provided by the school.

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the NSLP. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

Parrish Charter Academy is committed to providing an excellent food service program for the students by participating in the National School Lunch Program and providing an organized meal service that meets all local health, state and federal regulations. Obviously the program will be maintained onsite in an area that is clean, healthy and inviting so that students may experience mealtimes as extensions of their learning environments

The school plans to extend a competitive Request for Proposal (RFP) from qualified food service vendors to provide the actual meals to the school. The governing board will use a formal process to review the responses to the RFP that includes, but is not limited to the following:

- Public announcement of the RFP issuance to vendors in Manatee and surrounding counties.
- Pre-bid meeting with potential bidders to clarify the needs of the school
- Reception of bids until a specifically designated time and date.
- Governing Board witnessed review of the proposals using a standard evaluation tool for each of the proposals.
- Selection of the vendor by the Board will be based upon their ability to deliver the program as specified including reasonable costs, its experience working in school environments and the demonstration of ensuring safety in all aspects of food preparation and effectively interacting with students.
- Award of a contract to the successful bidder.
- Response to any challenge of the decision.
- Maintenance of all records related to the bid process.

If requested by the school district, the school will involve district personnel in the RFP process to ensure adequate transparency and equality in the system used to award a contract.

The school will apply to participate in the National School Lunch and School Breakfast Programs. During the time that the application is under review, the school will operate using a partnership with another charter school in the area. The agreement of that school to work with PCA has already been established. The school will offer nutritious meals in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. All meals will be distributed to students using a point of sale accountability system.

The responsibilities of the school in meeting standards of the National School Lunch and Breakfast programs will be carried out under the supervision of the Principal and/or Assistant Principal, working with staff hired by the school as well as any vendors. The school will:

- Provide meals at free or reduced prices to eligible students (based upon federal family income standards).

- Provide a lunchroom that meets state nutritional and sanitation standards.
- Have two satisfactory health inspections conducted on a yearly basis by the State Department, as required to maintain a Permit for food Service.
- Relate directly with the Department of Agriculture and consumer Services (DACs) for information and requirements of sponsorship of the National School Lunch Program.
- Process all necessary applications and reports.
- Adhere to program operation and record keeping requirements.
- Maintain and correctly use the Child Nutrition Program system.

The staff providing food services within the school will be considered vital team members in the educational program for students. The school recognizes that students who are hungry cannot learn and a nutritious meal can make the difference in student achievement on any given day. Moreover, the environment of a lunch room can be either stressful and tense or relaxing and encouraging. PCA will establish policies and train staff to maintain the lunchroom setting an extension of the learning environment for students. The school intends to offer early morning meals as well as lunch and will carefully monitor students who appear not to have adequate nutritional resources at home. A weekend program to supply food to needy students for the time when they are not in school will be established if the school sees a significant need.

Parrish Charter Academy will implement a confidential procedure for processing Free and Reduced Lunch Applications. The school will disseminate applications to all students upon enrollment in the school. The school will use eligibility guidelines published by Food and Nutrition Service of the USDA in the Federal Register and enter determinations into the required database. The parents of eligible students will be notified in a manner which maintains confidentiality and is respectful of the esteem of the family. Students will receive meals based upon their eligibility with no differentiation from other students. The school will submit claims for reimbursement within 30 days of the following month for each approved month of the school year.

PCA will maintain data on all aspects of the Food Services Program in the school in order to constantly improve the service. Feedback from parents, students, food service workers and teachers will be solicited frequently in order to ensure that all of the requirements are being met and that students are being served in a manner that adds value to their learning experience.

The school will work with FORZA to consistently evaluate the service provided by any vendor awarded a contract to supply meals and support. The contract will be reviewed at least annually for continuation into the next academic year.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility and property.

Parrish Charter Academy considers the safety and security of all students, staff and its facilities as its most significant responsibility. The governing Board and school administration will be focused on those factors in the design of the physical plant. Moreover, PCA is dedicated to hiring staff that are alert and vigilant, implementing secure systems and processes, providing effective training regarding safety practices with ongoing monitoring coupled with an after-action review of problems that fosters appropriate and creative solutions. PCA will maintain safety and effective security procedures thereby providing structures and systems that can handle any natural or man-made disaster. The school has budgeted for training in safety and security as part of the professional development appropriation and has created multiple budgetary sources for safety equipment and supplies. Those budgetary sources are found in cost code areas of “professional development”, “operation of plant” and others that may be area specific. If the cost exceeds the budgeted amount, FORZA will absorb said costs.

Emergency preparedness involves four main components. Initially, adopt mitigating and preventative measures to reduce the likelihood of a safety/security incident or the impact of an incident. Secondly, preparedness efforts are put into place to be able to effectively deal with a security threat should it occur. Third, response efforts are those processes and actions that are designed to manage an emergency or security threat in an effective, efficient manner in order to minimize impact on individuals or systems. Finally, recovery efforts are put into place to allow the school to return to normal as quickly and as safely as possible after an emergency or security event.

The school will follow the system of emergency preparedness in all of its operation. Mitigation of threats will occur in facility construction, systems of internal control, effective hiring, observation for hazards and other efforts that reduce the likelihood of an emergency occurrence. The school facilities will be constructed using building structures that both withstand threats of natural disasters and unwanted human intrusions into the school. The perimeter of the property will be separated from community hazards through appropriate fencing, paving and traffic control. In order to control individuals coming into the school, the facility will be constructed with one main entrance. The entrance will allow for screening of visitors to ensure that all are safe individuals and have a legitimate reason for being in the building. The school will use a technology system that checks the identity of visitors and prints badges for visitors denoting adequate screening. Vendors of the school will be required to comply with the State’s Jessica Lunsford Act and be responsible for providing records of appropriate fingerprinting and background checks of its employees coming onsite. Multiple secure exit options will be designed so that students and staff will have safe egress from the school if the need for evacuation occurs.

As stated previously, Parrish Charter Academy will adopt the Student Code of Conduct of Manatee County Schools. That code is designed to promote safety and security for students, staff, visitors and property. The school will also publish a Student/Parent Handbook that takes measures from the Code of Conduct and other considerations to identify specific behaviors and expectations unique to the PCA setting such as designated parking areas, procedures for dropping off or picking up students, volunteer opportunities, and other items supportive of the PCA safety culture.

The school will put into place systems of security regarding student and financial records, healthcare, maintenance, transportation, and food service that minimize risks of injury or harm to students, staff and facilities. These procedures and processes will be evaluated at least annually for effectiveness and any needs identified for upgrading.

The school will use the components of preparedness to ensure that students, staff and visitors are able to prevent an emergency or incident if possible and demonstrate an appropriate response to an event. A system of universal codes will be put into place that specify actions needed in emergencies for evacuations and lockdowns of the school. All staff and students will be trained in the procedures and allowed practice through drills. The school will expedite these drills seriously and will document all trainings and practices. First aid kits will be strategically placed in all areas permitted throughout the school. A health room will be equipped with supplies for injury or illness and staffed with trained personnel to handle minor occurrences and dispense medications as requested by parents and authorized by a physician.

PCA will focus on an operative response to actual or perceived threats by having equipment and supplies ready for use during an incident. An effective response will require training and practice on the part of staff and other members of the team impacted by an event. The school will implement a chain of command that is clear and well defined and will be called into action when an emergency or event requires a response. Known as an incident command system, applicable procedures will be used to coordinate responses among the school, emergency responders, and others in the community. This system will work to ensure optimal safety of everyone involved.

Finally, the school will plan for an effective and efficient return to normal after an event. The recovery phase of the management system will involve alternative learning sites if part of the school is not able to be used, repairs initiated to damaged systems, reintegration of students into new ways of functioning and other activities that will get the school “up and running” after a disruption. Most recovery activities will be handled without disturbing the educational process if the school has adequately provided by successful planning.

Parrish Charter Academy will work in concert with the Manatee School District staff and community emergency responders to ensure a comprehensive and understandable disaster plan. Communication with the district, as well as with parents, is critical during all phases of safety and security planning and execution. Parents will be instructed in their roles prior to, during and after any incident. Their cooperation and assistance is more appropriately ensured if they have been informed of the school’s needs and they feel confident in the school’s approaches to safety and security of their children. The school will place instructions for parents in school handbooks and will cover basic information related to safety/security in parent meetings and through website messages. The school will establish mechanisms to communicate with parents in mass if needed during times of crisis.

When the school encounters a crisis or needs to implement its emergency procedures, the Principal will provide an after-action review of the event and critique how the plan worked and determine any needed improvements. The Principal will keep the governing Board apprised of any significant safety/security event and any changes resulting from after-action reviews. The school will appoint a safety/security team each year to assist the Principal in managing the plan for that academic year.

Section 20: Budget

A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

(See Attachment X and W)

B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

(See Attachment Y: Start-up Budget)

The startup budget was generated from the Charter Support Unit Budget Template. The expenses are comprised primarily of the following items:

- Hiring the Principal at the end of January/Early February – The salary is the initial salary of \$65,000 for five months along with associated employer costs
- Hiring the administrative assistant/registrar for about 320 hours
- Purchasing a data system and student management system. (\$17,500)
- Board/Legal fees to assist with any start up needs (\$3,500)
- Marketing costs to promote the new school (\$12,500)
- Professional Development to prepare the administration and early staff members on the experiential learning program (\$10,000)
- Office equipment for employees (\$3,400)

The costs will be covered by a grant from FORZA Education Management for \$90,000. FORZA has committed to covering startup costs, even if they rise above the initial \$90,000 identified.

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.

(See Attachment Z)

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

The PCA projected budget was developed using the Charter Support Unit Budget Template along with available data from a variety of existing charter schools with similar growth patterns including information from Gulf Coast Charter Academy South. The projected budget is based on PCA'S projected enrollment which may vary from now until the school opens in August. The budget will be revised and adjusted accordingly throughout the start-up process to accommodate the actual enrollment and to determine actual staffing needs. The Board is committed to ensuring the budget matches the operating needs of the school.

Revenue Assumptions

Below is a table of our estimated revenue sources followed by a description of the assumptions we used to develop these revenue estimates.

\$4,154.05	\$4,174.82	\$4,195.70	\$4,216.68	\$4,237.76
0.9984	0.9984	0.9984	0.9984	0.9984
\$3,005.36	\$2,984.68	\$2,853.86	\$2,767.36	\$2,707.96
\$1,355,489	\$1,730,571	\$2,118,212	\$2,509,687	\$2,905,023
\$42,189	\$54,048	\$68,790	\$83,532	\$98,274
\$721,508	\$907,355	\$1,083,994	\$1,261,968	\$1,441,965
\$2,119,186	\$2,691,974	\$3,270,996	\$3,855,187	\$4,445,262
\$7,159	\$7,160	\$7,050	\$6,984	\$6,946

(Note, the average per student appears to be going down, this is the result of the increased middle school grade population later in the school's contract. Students in grades 4-8 have a lower cost factor than K-3 students, who are the majority of students in the early years).

The revenue reflected in years one through five of the budget are based entirely on the revenue generated from state funding. While it is believed that the school will be able to obtain numerous grants and donations to support the innovative program being offered, none of these funds are included in the operating budget. The operating budget also does not reflect any additional federal funding, such as Title 1 of IDEA funds. The revenue estimator used inside of the budget template is based on the 2016-17 FEFP Second Calculation revenue estimator, and is projected out over five years with a one-half of one percent increase in FEFP starting in year 2.

Expense Assumption

Most of the expenses in our budget are based on the number of enrolled students. Therefore, while it is assumed that the enrollment projections are reasonable, if fluctuations are experienced, the budget can be adjusted accordingly to match actual enrollment.

The most significant portion of our budget is devoted to salaries, benefits and expenses related to staff. The school is dedicated to having the highest quality staff possible, and is anticipating an average teacher salary of \$39,000 for the first year of operations. This is in addition to the \$350 per month per employee for insurance benefits plus an additional one percent for retirement benefits.

The budget also includes additional funds for employer related costs such as FICA, unemployment, and worker's compensation.

The staffing assumptions made to complete this budget were as follows.

\$65,000	1	1	1	1	1
\$50,000		0.5	1	1	1
\$39,000	16	20	22	24	24
\$39,000			2.3	4.6	9.2
\$39,000	1.7	3.2	3.6	3.8	3.8
\$39,000	1.4	1.8	2.2	2.6	3.1
\$39,000	0.4	0.5	0.6	0.7	0.8
\$42,000				0.5	1
\$33,280	1	1	1	1	1
\$24,960	1	1	1	1	1
\$14,400		0.5	1	1	1
\$26,000	1	1	1.5	2	2
\$20/Hr.	2	3	3	4	4
\$12.50/Hr.	1	1	1	1	1
\$9.50/Hr.		1	1	1	2
	26.5	35.5	42.2	49.2	55.9
<hr/>					
	\$978,765	\$1,282,365	\$1,542,169	\$1,797,664	\$2,035,183
	\$106,978	\$138,732	\$169,580	\$196,846	\$223,218
	\$95,961	\$125,912	\$150,953	\$176,021	\$199,176
	\$1,181,705	\$1,547,010	\$1,862,702	\$2,170,532	\$2,457,576

While we will include the entire budget template assumptions as Attachment _ to this application, the following narrative provides a description of the most significant budget items included in the budget. To provide these descriptions we have selected all budget line items which are over \$5,000 for the first year of operation and provided details into how they were calculated (excluding salary items which are highlighted above).

5100-510 (Supplies) - \$13,965 – The school has set aside \$40 per student for academic supplies in addition to setting aside revenue and direct expenses for Teacher Lead Funds (estimated at \$125 per full time teacher).

5100-520 (Textbooks) - \$68,160 – The budget includes \$210 per student for textbooks, plus an additional \$60 per students for subscriptions (in other line items). In addition, we've set aside

an additional \$6,000 for supplemental programs that may be needed to meet the needs of our students that the textbook series adopted do not cover.

- 5100-641 (Furniture, Fixtures-Capitalized) - \$10,868** – The budget anticipates spending approximately \$2,600 per classroom for furniture needs. These funds have been financed through a leasing formula over five years.
- 5100-644 (Computer Hardware (Non Capitalized)) - \$43,950** – The school anticipates maintaining a student-to-computer ratio of 1 computer for every three students. Computers such as Chromebooks will be purchased to maximize cost efficiency. In addition, \$1,200 per classroom has been set aside for classroom technology to aide instruction.
- 5200-310 (Professional and Technical Services) - \$9,360** – To meet the needs of exceptional students, the budget anticipates hiring outside experts to meet the needs of students such as speech and language, occupational therapy, etc. The budget anticipates four hours per week at \$65 per hour.
- 6300-360 (Software Rentals) - \$14,800** – The budget anticipates spending \$50 per student for online subscription services to support the curriculum in the academic program.
- 6400-310 (Professional and Technical Services) - \$11,000** – The budget anticipates spending \$10,000 during the planning year on professional development plus an additional \$15,000 during the first year (increasing by 1 percent each year). \$11,000 of these funds are for professional services, the remaining is split between supplies, substitute and travel expenses.
- 7100/7900-320 (Insurance and Bond Premiums) - \$22,464** – The budget sets aside over \$22k for insurance needs to meet the insurance requirements in the charter contract. The amount was calculated at \$20 per student for liability and professional insurance policies plus an additional \$0.80 per square foot of facility space for property insurance.
- 7200-730 (Dues and Fees) - \$89,493** – The budget includes the five percent district fee on the first 250 students to oversee the school.
- 7300-310 (Professional and Technical Services) - \$247,301** – This number represents a \$3 per student general professional services amount for services which may be necessary in addition to the 12 percent management fee for the management company. The contract with the management company will include the management company covering the cost of professional development, so \$15,000 has been reduced from this expense to offset the PD costs listed above.
- 7300-360 (Rentals) - \$5,920** – The budget sets aside \$20 per student for office equipment leases, such as copy machines and printers.
- 7300-390 (Other Purchased Services) - \$7,960** – The budget sets aside \$10 per student for non-professional services the school may need to engage. In addition, \$5,000 has been set aside for additional promotional costs to recruit students for the following year.
- 7300-510 (Supplies) - \$5,920** – Administrative supplies have been calculated at \$20 per student.
- 7300-641 (Furniture, Fixtures-Capitalized) - \$5,000** – The school has set aside \$5,000 to cover office furniture costs (administrative desks, lobby, etc.).
- 7500-310 (Professional and Technical Services) - \$7,500** – The budget anticipated \$7,500 to cover the costs of the required annual audit.
- 7600 (Food Services) - \$86,225** – As described in section 18, the school anticipates providing lunch service for students. The costs have been calculated using the CSU budget template assuming lunches will cost \$2.75 per lunch, and including NSLP reimbursements. Overall excluding the cost of lunchroom furniture and staffing, the lunch program would break even.

\$40,608	\$51,408	\$63,504	\$75,600	\$87,696
\$18,648	\$23,688	\$29,232	\$34,776	\$40,320
\$13,201	\$19,393	\$19,680	\$19,972	\$26,669
\$66,024	\$83,664	\$103,320	\$122,976	\$142,632
\$7,000	\$5,000	\$6,000	\$6,000	\$6,000
\$59,256	\$75,096	\$92,736	\$110,376	\$128,016
\$86,225	\$108,057	\$129,000	\$148,948	\$175,301

7800 (Transportation) - \$51,082 – As described in section 17, the school anticipates providing transportation to students who live within two to ten miles of the school. The transportation costs were calculated as follows:

118	150	186	221	256
2	3	3	4	4
\$32,800	\$49,928	\$50,667	\$68,556	\$69,572
\$9,283	\$13,924	\$13,924	\$18,566	\$18,566
\$9,000	\$13,590	\$13,682	\$18,367	\$18,495
\$46,846	\$59,848	\$74,582	\$89,060	\$103,680
\$51,082	\$77,442	\$78,273	\$105,489	\$106,632

7900-350 (Repairs and Maintenance) - \$5,000 – The budget sets aside a flat \$5,00 for repairs and maintenance to the building.

7900-360 (Rentals) - \$199,800 – As described in section 16 of this application, the school anticipates working with a builder familiar with the needs of charter schools and that the price of the facilities lease will be based on a per-student fee.

296	376	464	552	640
20,680	20,680	35,200	35,200	35,200
\$675	\$775	\$850	\$1,000	\$1,000
\$199,800	\$291,400	\$394,400	\$552,000	\$640,000

7900-390 (Other Purchased Services) - \$12,300 – The facilities related purchased services were estimated using \$300 per classroom for outside services (such as fire alarm, pest control, etc.),

plus \$5,000 per year for HVAC maintenance or service contract, plus an additional \$2,500 per year for annual facilities inspections.

7900-430 (Electricity) - \$23,782 – Electricity was calculated at a rate of \$1.15 per square foot of used space (As described in the chart above).

7900-510 (Facilities Supplies) - \$7,400 – Supplies for maintaining the facility were estimated at \$25 per student.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

The budget and spending priorities are developed to ensure the maximum amount of funding is allocated for items related to the best instruction and academic program for our students. Expenditures will be prioritized to develop and maintain a highly qualified staff and to provide a safe and appropriate learning environment.

The PCA Board of Directors will approve the annual budget before the school year begins and will continue to review, monitor, and revise the budget, throughout the school year, as needed. The FORZA Education Management Accounting Department will send financial statements to the board members to review and approve on a monthly basis. In accordance with the Law, PCA will have an annual independent audit that the Board will review and submit to the Manatee County School District.

Our strategy for addressing revenue shortfalls due to lower than expected enrollment will consist of revising our budget which will reflect actual enrollment as soon as we determine said enrollment numbers. Budget adjustments and staff reductions may be needed if there is a shortfall with enrollment in order to balance the budget. Staff reductions are always a last resort for any school and should only occur after every option has been considered. Charter schools have the freedom and flexibility to transfer funds from one-line item to another in order to balance the budget to cover a shortfall in another line item. FORZA Education Management will also assist PCA financially if there is a shortfall due to lower than expected enrollment by reducing the management fee or offering the school a loan.

PCA's spending priorities are focused on providing the best educational environment for all students. Expenditures are directed first and foremost to ensure a safe learning environment and to provide a highly qualified teaching staff and administrative team.

In order to demonstrate that the school is viable at lower than expected enrollment, the school created a budget at 75-percent of enrollment as well as 50-percent of enrollment. Summaries of these budgets are included as attachments X1 and X2 to this application. To complete these budgets, the CSU Budget Template was used to reduce enrollment, and thus automatically changing many of the budget calculations. In addition, the following changes were necessary, and are the types of decisions the PCA Board will make when faced with the necessity of making budget adjustments:

75 Percent Budget Changes	50 Percent Budget Changes
Classroom Teachers reduced to match the enrollment CSU Budget template calculations based on enrollment updated Administrative Assistant position reduced to half time Receptionist position eliminated until year 3 Remove retirement contributions Reduce benefits contribution to \$300 per month Remove stipends for clubs Remove stipend for curriculum director Reduce tutoring stipends to 75% Reduce management fee to 11% Supplemental Academic Purchases cut in half Reduce year 1 bussing to 1 bus, the other years proportionally to students Reduce reserve fund to 1.5% for year one only	All changes described in the 75 percent budget changes, plus: Receptionist position eliminated Assistant Principal position postponed until year five Reduce benefits contribution to \$275 per month. Across the board 3 percent salary reduction Reduce tutoring stipends to 50% Negotiate a 5% reduction in lease costs Reduce management fees to 9% Reduce professional development to 50% Reduce bussing proportionally to students Reduce lunch room FF&E by half Reduce curriculum software subscription assumption by half Reduce computer-to-student ratio to 1:4 Only outfit half of the classrooms with interactive technology Reduce reserve eliminated during year one and reduced to 1% during year 2

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

If the revenue projections are not being met, the PCA Board and FORZA will amend the budget reducing the costs of certain line items. This may include reducing staff based on lower than expected enrollment projections. FORZA will reduce the management fees or offer a loan to the school depending on the specific shortfall. The lease may also be reduced by the owner of the building if the projected enrollment is lower than expected. The lease will be based on the number of students enrolled in the school.

G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

(See start-up budget attachment Y)

The funds for the start-up for Parrish Charter Academy South, will be provided by FORZA Education Management. This is another reason the PCA Board of Director's chose FORZA as their ESP. Other management organizations loan the school start-up funds which can negatively impact the schools budget during the first few years of operation.

Section 21: Financial Management and Oversight

- A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The governing Board of Parrish Charter Academy has the ultimate responsibility to ensure that all of the school financial resources are managed efficiently and properly. The Board will be contracting with FORZA education management to assist with all financial aspects of the organization, however, the Board will make all strategic decisions regarding school finances and control practices. The governing Board will select a Treasurer to be the point of contact between FORZA and the Board.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The administration of the school, the Principal and leadership team, will collaborate with FORZA in preparing a school site budget which will include anticipated revenues and expenditures based upon actual student enrollment. The Board will review the financial activity in relation to the established budget at its monthly meetings and make revisions as needed in a timely manner in order to effectively manage financial resources.

The Principal, with direction from FORZA, will manage the day to day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. FORZA Education Management and the Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

A strong system of internal controls will be put into place by the governing Board and will be reviewed frequently to determine the efficacy of the processes. The Board will request a review of the internal controls by an independent auditor on an annual basis. The Board will employ practices that provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition and that financial transactions are executed in accordance with the school's policies. Controls are established in concert with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts,
- Expenditures, accounts payable, and cash disbursements,
- Budgeting and financial reporting,
- Risk management,
- School inventory and capital assets,
- Student records, and
- Employment records.

FORZA's accounting department will also be responsible for bookkeeping, bank reconciliation, and payroll. Detailed financial statements will be prepared on a monthly basis for analysis by the Governing Board. Policies and reporting procedures established by the District and State will be followed.

Parrish Charter Academy will maintain FDIC insured bank accounts and any cash receipts will have multiple sources of checks and balances. The school will submit invoices for products and services to the accounting department of FORZA where processes of check cutting, bank reconciliations, and wire transfers will be made on behalf of the school.

Appropriate segregation of duties will prevent mismanagement of funds. The Principal will be required to submit signed approvals for all check requests. Each invoice item will be linked to line items in the approved annual budget before a check is created.

Some of the internal control procedures to be implemented for monies handled at the school include but may not be limited to the following:

- Purchases from internal/general funds must be authorized in writing by the Principal.
- School approved pre-numbered forms will be used as the means of recording cash received and serve as the basis for entries into accounting records. The Office Staff will review and confirm deposits and sign a deposit slip before presenting them to the Principal for review.
- Deposits will be made by the Principal or Office Staff within two days of receipt. Any funds at the school will be secured in a safe until the time of deposit.
- Approved, pre-numbered checks will be used as a means for disbursing school funds and will be the basis of the accounting entries. Petty cash disbursements will have separate procedures.
- Purchase orders or invoices will be sent to the FORZA accounting department with any check requests.
- The FORZA accounting department will determine that the invoice has been approved by the Principal and is in accord with the annual budget.
- Internal/general funds will be accounted for in the same fiscal year basis as all other school funds.
- Expenditures will never exceed resources.
- The governing Board will be kept aware of accounts payable.
- Bank statements will be reconciled as soon as received by an individual who does not receipt or disburse funds. The FORZA accounting department will assume responsibility for that function and will send copies of the reconciliation to the Principal and governing Board Treasurer.
- Monthly financial reports will be made in approved written form to provide the school administration with data from which to make timely decisions related to finances.
- Monthly reports will be provided to the School Board of Manatee County and the governing Board.

In addition to the general processes described above, specific procedures will be enforced to strengthen the security and integrity of the financial systems within the school. For example, the school will have only one checking account and that account clearly identifies the school on all checks and deposit slips. All monies received by the school will be deposited intact into the one account and all disbursements will be made using checks drawn on the account. Two check signers will be on file and could include the Governing Board Chairperson or Treasurer, the Principal, moreover, the PCA Board can authorize and add a signer from FORZA which would undergird the checks and balances system, thereby, safeguarding against mismanagement of funds. Checks must be signed by two persons. Under no circumstances are pre-signed checks allowed. All checks, receipt forms and tickets will be pre-numbered and perpetual inventories of each will be maintained. Inventories will show the beginning and ending numbers of all documents acquired and issued. Any pre-numbered documents will be accompanied by a certified statement of the numbers received. Petty cash will be limited to \$500, secured in a safe and under the direct supervision of the Principal. Expenditures from petty cash will be accompanied by invoices and receipts for the products.

Procurement policies will evidence the school's commitment to fairness and openness in expending public dollars. Any items/services over \$5,000 in value will require at least three bids. The governing board has the authority to reject any or all bids if bid specifications are not met. In accepting bids, the governing board will accept the lowest and best bid in accordance with legal and ethical standards of procurement using public funds.

Parrish Charter Academy will maintain electronic and hard copy sources of all financial policies and procedures. Any staff member dealing with any part of the financial systems will be thoroughly oriented to the policies and procedures and held accountable for the strict adherence to established controls. All financial data will be maintained on a secured system and network and accessible only to authorized individuals. Data will be adequately backed up on a daily basis and physical records will be housed in secure environments. All financial records will be maintained in perpetuity and will be made available to the School Board of Manatee County upon request.

In order to fulfill its statutory responsibility for financial reporting, PCA will use the standard state codification of accounts as identified in the most recent publication of the "Financial and Program Cost Accounting and Reporting for Florida Schools", commonly known as the "Red Book". The school will also be mindful of any applicable Technical Assistance notices that reference financial reporting in the state. If federal dollars are received directly, the school will follow all mandates and systems for reporting the use of those funds. If, at any time, the school elects to follow generally accepted accounting standards for non-profit organizations which is allowable by Florida Statute, the school will notify the school district in advance and would be committed to reformatting any data into "Red Book" format for annual audits.

B.Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The governing board of the school will review and evaluate financial data from prepared reports at each of their meetings. The data will be published in advance of the meeting so that it is available to the public as well as the Board and will contain at least the following reports:

- Statement of revenues, expenditures and changes in fund balance by object,

- Schedule of receivables and payables,
- Bank statement with check register,
- Cash on hand reconciliation worksheet,
- Capitalized Fixed asset report, and
- Balance sheet as certified by FORZA's accountant.

These reports are in concert with those submitted to the school district on a monthly basis. The governing Board will review any deviations in revenues and expenditures to those that were budgeted. The Board will respond to deviations through significant deliberation and budget amendments in order to maintain the educational process and financial integrity of the organization. The Board will use the monthly review of financial data to prepare the subsequent year's budget. During the review, the Board will closely monitor student enrollment data and examine trends in that data to anticipate changes to the next year's budgeting process. The Board will hold all of those involved with the financial operations of the school to high standards and will specify annual financial goals. At each meeting of the Board, a review of the progress toward the goals will be presented by FORZA and the Board Treasurer with significant input from the school Principal.

At least annually, the Board will request a review of the financial internal processes and controls by an external auditor. The Board will take recommendations from the review to strengthen policies and procedures in order to fulfill its responsibility in effectively managing public funds. One of the Board members will be selected as Treasurer and assist the chairman by serving as the liaison with FORZA on financial matters.

While the school does not anticipate any financial difficulty, it is prepared to submit a statutorily required financial recovery plan if a situation exists to mandate it. The governing Board would work collaboratively with the School Board of Manatee County to rapidly and completely eliminate any concerns about the financial health of the school.

C. Discuss the school's plans and procedures for conducting an annual audit of the financial operations of the school.

Parrish Charter Academy will offer a Request for Proposal to area independent auditors to provide a comprehensive audit of the school's finances on an annual basis. The auditing firm selected would have no relationship or function with the school's accounting practices. The firm selected will be familiar with the use of public funds in a non-profit environment so that both the governing Board and the school district could have confidence in the results of the audit. The procurement of auditing services will be in concert with a competitive, fair and equitable process used in other public organizations.

As stated previously, the governing Board will also request an annual review of the internal processes and controls of the organization. The results of that review will be considered by the Board and recommendations in process alterations will be given to FORZA.

Professional development will be provided for any governing Board member that needs assistance in fully comprehending and using the results of the annual audit. Said provision will be scheduled the first year of the Board's function and repeated if any new members come on the Board. The

content covered in said professional development will cover information regarding audits, fund balances, accountability, record maintenance and general systems of financial control.

Complete audits of the school's finances will be conducted each year and submitted to the school district and the state Department of Education according to the timelines designated by those bodies. Any deficiencies discovered in the audits will be addressed by the governing board immediately upon receipt of the audit. The governing board will keep the School Board of Manatee County apprised of any findings and remediation of deficiencies on a regular and timely basis. At this time the school recognizes that within 90 days of the end of the fiscal year, the results of the audit will be delivered to the school district and any responses to the audit as well as the management letter of the audit are to be delivered to the school district by September 30.

D. Describe the method by which accounting records will be maintained.

Accounting records of PCA will be maintained in perpetuity in the accounting system used by the school. All accounting will be maintained using the financial reporting codification of accounts of the Financial and Program Cost Accounting and Reporting for Florida Schools. Reports will be subject to any directives issued by either the school district or the State of Florida. Financial records, including personnel files, will be maintained according to the timelines identified in law and the school will back up all data to prevent loss of information due to natural or other disasters.

The school will inventory and register any and all tangible property purchased with public funds and implement a fixed asset management system to keep the inventory up to date. In addition to the aforementioned, will tag all tangible property at or above \$1,000.00. The school will work collaboratively with the school district to inventory and register property in a like manner as the district. The inventory will be reviewed regularly by the governing Board and will be used to develop timelines for replacement, upgrades and deletions. All equipment, furnishings and materials purchased with public funds will be deleted in a legal and coordinated manner with district supervision.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including plans for public adoption of the budget and public dissemination of the annual audit and financial report.

The governing Board of Parrish Charter Academy will present, explain and adopt an annual budget at a regularly scheduled and noticed public meeting. All of the materials related to the budget proposal will be available to the public at least 7 days before a vote is taken by the Board. The Board will invite public comment and will encourage parents, employees and interested community members to become very knowledgeable in financial matters of the school. Not only is it good public policy to maintain this transparency but it also encourages involvement by stakeholders in meeting financial goals and objectives. Any discussion of the budget will be summarized in the meeting minutes and those minutes will be distributed on the school website as well as through hard copies in the school office. The School Board of Manatee County will be consistently updated on the financial conditions at the school through receipt of the materials prior to PCA board meetings and minutes recording actions related to the budget, amendments and goals. Likewise, the school district will receive monthly financial reports from the school so that any issues or concerns can be addressed proactively.

Public disclosure of the annual audit and financial reports of the school will be made in similar ways. Documents will be available on the website with the posting of the agenda and be available in hard copy in the school office. Since materials are available at least one week prior to any action taken on stated items, the public will have adequate time to review the information before discussion and action ensue. Likewise, if any findings or recommendations require action by the Board, the public will have an opportunity to learn about those actions prior to a formal vote by the Board.

PCA believes that it is very important that stakeholders, including parents, staff and community members understand financial conditions of the school as they relate to the adopted budget. The interrelationships of student enrollment and achievement, parent satisfaction, staff commitment and organizational financial health cannot be overstated. Each component provides strength and challenge to the school. Parrish Charter Academy's philosophy of financial management includes attention and commitment to all relationships within the organization to ensure a sustainable financial future.

F. Describe any key back-office services to be outsourced. Include the costs of such service and the criteria for selecting such services.

The governing Board of the school, through a process of comparative review of servicers, has selected FORZA education management to provide management services for the school. Included in those services are the following:

- Personnel management,
- Facility Operation and Maintenance,
- Technology and Professional Development,
- Business Administration,
- Transportation and Food Service,
- Public Relations,
- Budgeting, Budgeting process, Financial and other reporting, and
- Maintenance of financial and student records.

A full description of the services provided to the school by FORZA are found in the FORZA Education Management, L.L.C. Management Agreement. The Board made the decision to use a management organization to provide these services for several reasons. The functions are critical to the successful operation of the school and need to be carried out efficiently and effectively even prior to the opening of school. FORZA is experienced and respected in its ability to provide the service with little or no ramp up since the required systems and processes are already in place. If the school administration were to provide all of the services the cost in salaries, benefits, training, oversight, evaluation and building systems would be significant. In addition, the management of these functions would take immense amounts of time from the Principal. In traditional public school settings, these functions are centralized and managed from the district office. Parrish Charter Academy determined that it was best practice in this situation to organize those functions under the

auspices of an experienced management company and allow the school administration to devote more time to the educational process and student needs. The Principal will be intimately involved in the functions assigned to FORZA but will act in an adjunct role as not be burdened down by day-to-day responsibilities. The governing Board will evaluate the services provided by FORZA each year. The costs of the services described above are included in the total management fee paid by the school to FORZA.

G. Describe how the school will store financial records.

Since much of the financial data relates directly to student records, the storage of both student and financial data records will be handled with extreme care and diligence. All records will be stored and protected in secure fireproof/waterproof cabinets, vaults or rooms fitted with noncombustible materials. Although the records will be arranged for accessibility, they will be available only to select individuals and the use will be monitored through logs and other means. Records stored electronically will be secured and accessible only to authorized users with appropriate passwords and firewall filter clearances. The school will safeguard the confidentiality of student records using a series of permissions granted by the Principal and will enable access to only those records related to students directly served by a person or team.

All financial records including payroll, accounts receivable and payable, and multiple fund sources will be maintained at the school site and at FORZA offices. Digital backup systems will be installed in the computers housing the records to ensure that no data is lost during system failures. The ultimate responsibility for maintaining financial records will be assigned to FORZA's accounting department. That department will be tasked with maintaining data integrity whenever accounts are accessed either for day to day operation or in the events of audits and other reviews.

The custodian of student records of the school will be responsible for ensuring confidentiality of those records and establishing procedures for the handling and managing of those records. The Principal will identify the staff that has access to each of the student records, establish a log for record sign-out and create systems to ensure fidelity.

H. Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance, and directors' and officers' liability coverage.

PCA will maintain appropriate Commercial General Liability Insurance, Automobile Liability Insurance, Workers' Compensation Insurance and Professional Liability Insurance. The school will maintain evidence of current insurance coverage and present such evidence to the school district on a regular basis or when requested.

Limitations on policies will be in concert with state statutes and the School Board of Manatee County. PCA, to the extent immunity is waived, agrees to indemnify, defend with competent counsel selected by the school and hold the School Board of Manatee County, its members, officers, employees and agents harmless from attorney's fees, arising out of, or connected with or resulting from:

- Negligence, intentional wrongful acts, misconduct or culpability
- The school's material breach of contract or violation of law
- Any failure by the school to pay its employees, contractors or other legally indebtedness
- Failure of the school's officers, directors, or employees to comply with any law
- Professional errors of omission, or claims of errors
- Any and all liability, including financial responsibility for payments
- Personal injury, property damage or civil rights violations

All insurance coverages will be specified in the school's charter with the school district.

As of this time, Parrish Charter Academy is prepared to provide the following levels of coverage:

Fidelity bonds: \$1million for each person performing the duties of chief administrative officer, chief executive officer, chief operating officer, chief financial officer, president, principal or director and \$1 million for each member of the school's governing board and each person employed by the school or its governing body with the authority to make purchases or contract for services in excess of \$6,000.

Comprehensive General Liability, bodily Injury, Property Damage and Personal Injury: Minimum of \$1 million per occurrence/\$2 million annual aggregate (except with respect to coverage for property damage liability coverage shall apply on a first dollar basis without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of \$5,000 per occurrence. It will also include coverage for corporal punishment although, it will not be intentionally administered.

Automobile Liability Insurance: Minimum of \$1 million per occurrence and if subject to an annual aggregate, \$1 million annual aggregate. Occurrence/Claims: The insurance will be subject to a maximum deductible not exceeding \$10,000 per claim.

Employees Liability Insurance: \$1 million per disease, accident, and employee.

Employees Dishonesty/Crime Insurance for all Governing Board members and employees: including Faithful Performance coverage for the school's administrators, Principal, and governing board members with an insurance carrier authorized to do business in the State of Florida and will be in the amount of no less than \$1 million per occurrence/claim. In lieu of this coverage, the school may provide Fidelity Bond coverage in the same amount.

School leader's Errors and Omissions Insurance: Minimum of \$1 million per claim/annual aggregate/maximum deductible of \$25,000 per claim.

Buildings and Contents: Fire, Property and Casualty—Building and Equipment—The school will obtain and maintain appropriate levels of insurance to cover the values of its buildings and contents. The amount of coverage will be determined as the building construction is ongoing and equipment is being purchased.

Worker's Compensation/Employer's Liability: The insurance will cover the school (and its subcontractors, to the extent they are not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Worker's Compensation Policy. In addition, coverage will be secured, as needed, for the Federal Employer's Liability Act and any other applicable state or federal laws. The minimum amount of coverage for meeting those requirements under Part Two of the Standard Workers' compensation Policy (inclusive of any amounts provided by any umbrella or excess policy) will be \$1 million per occurrence and 2 million annual aggregate.

Section 22: Start-Up Plan

- A. **Present a projected timetable for the school's start-up, including but not limited to the following key activities:**
- i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
 - ii. Identifying and securing facility
 - iii. Recruiting and hiring staff (leaders, teachers, and other staff)
 - iv. Staff training
 - v. Finalizing curriculum and other instructional materials
 - vi. Governing board training
 - vii. Policy adoption by Board (if necessary)
 - viii. Recruiting students
 - ix. Enrollment lottery, if necessary
 - x. Establishing financial procedures
 - xi. Securing contracted services
 - xii. Fundraising, if applicable
 - xiii. Finalizing transportation and food service plans
 - xiv. Procuring furniture, fixtures and equipment
 - xv. Procuring instructional materials

The Start-up Plan is included in Section 22 coupled with a projected timetable for the school's start-up. In addition, a revised Start-up budget is presented (See Attachment Y).

The information provided in Section 22 and Attachment Y, provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events. The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with Start-up costs incurred prior to receiving operational funding from the sponsor. In the event that the Start-up grant is not awarded, FORZA Education Management will assist the school by disbursing funds for all Start-up costs, (See Attachment Y), thereby, relieving the school from incurring any indebtedness during the first year of operation. In addition, FORZA can also secure a Line of Credit through TD Bank, in the amount of \$150,000 if needed for any unanticipated events. The school would not be responsible for recompensing the funds dispersed or funding provided by the Line of Credit secured by FORZA Education Management. FORZA has already applied this supportive and sustaining procedure to Gulf Coast Charter School South, in Naples and the newly acquired Oak Creek Charter School of Bonita Springs. Finally, if a significant unanticipated event were to occur that deterred facility acquisition, PCA would then enact Florida Statute 1002.33, F.S., Charter schools, that: allows an approved charter applicant to defer the opening of the school for up to two years to provide adequate facility planning. The school must provide written notice of such intent to the sponsor and parents at least 30 calendar days before the first day of school.

Note: The instructional materials will be ordered in the Spring, however, payments will not commence until July when the school receives operational funding.

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

Review possible locations for a facility	2016 - ongoing
Advertise and Interview Administration Candidates	February, 2017 - ongoing
Apply for Certificate of Incorporation	April 1, 2017
Submit Final Charter Application	January, 2017
Apply for Section 501 (c)(3) Status	Spring, 2017
Facility Acquisition (Identify and Secure Facility)	Spring, 2017 or earlier
Website Development	Spring, 2017
Contract Development/Negotiations	Spring, 2017
Governing Board Training	Fall, 2017
Recommendation of Principal to the Board	Winter, 2017 - 2018
Food Service Vendor Bids	January – March, 2018
Development of Board Policies including Customary and Financial Procedures to be Adopted	January – March, 2018
Development of Handbooks, Emergency Plans and Schedule	March – June, 2018
Develop School Calendar	January, 2018
Employee Recruitment (leaders, teachers, and other staff)	January – June, 2018
Marketing, Student Recruitment and Enrollment	January – August, 2018
Enrollment lottery (if necessary)	January – August, 2018
Develop Projected Budget	January, 2018
Parent/Student Open Houses	March – July, 2018
Securing Contracted Services	April, 2018
Finalizing Transportation and Food Service Plans	April – May, 2018
Procuring Furniture, Technology and Textbooks/Instructional Materials	April – June, 2018

Finalizing Curriculum and other instructional materials	April 2018 – ongoing
Finalize Adoption of Board Policies and Financial Procedures	May - June, 2018
Employee Orientation, Training and Professional Development	June – August, 2018
Finalize Projected Budget and submit accurate enrollment	May – June, 2018
Assist Parents create the PTO	June – August, 2018
Inspections and Permits completed	July, 2018
Certificate of Occupancy submitted	July, 2018
Meet the Teacher Nights	August, 2018
Teacher Pre-Planning and Professional Development	August, 2018
Grand Opening	August, 2018

Charter School Readiness Checklist:

- School year calendar developed
- Charter School Contract Agreement must be on file in a secure cabinet
- Students enrolled through District's System are shown at the Charter School
- Secure (fire & water proof) location for student cumulative files
- Proof of ownership or signed lease for facility
- Certificate of Occupancy
- Fire and Health Inspection Complete
- Environmental Testing Complete; test for asbestos, radon, lead, etc.
- ADA Inspection Complete
- Safety Inspection Complete
- Final Site Plan with Acreage and Floor Plan
- Proof of Insurance
- Teaching certificates or qualifications are on file for all instructional personnel verifying certification and/or qualifications
- Proof of fingerprinting for all school personnel and board members
- Posted Compliance with Ch. 119 Fla. Stat. relating to Public records & Section 289.111 Fl. Stat., relating to public meetings
- Governing Board training verification
- Bus Transportation finalized
- Food Service Agreement/Contract
- Updated budget for the opening year
- Application for 501 C3 status has been processed
- Application for Sales Tax Exemption has been processed
- Application for Employer Identification Number been processed

- Employee benefits are clearly defined and payroll calendar developed
- Policies have been developed with regard to approval of expenditures
- An evacuation plan, in case of emergency, is in place
- Emergency phone numbers on file for all students and charter school staff
- Registration information is available for all students
- Copy of Management Agreement

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Chart of Attachments

- A. Evidence of teacher and parental support for conversion: Not Applicable
- B. Sample daily school schedule and annual school calendar
- C. Sample curriculum scope and sequence
- D. Reading curriculum
- E. Pupil Progression plan, if applicable
- F. Assessment Schedule
- G. Proposed discipline policy or student code of conduct, if applicable.
- H. Articles of incorporation
- I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
- J. Governing board by-laws
- K. Governing board code of ethics and conflict of interest policy
- L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances signed by the President of the PCA Board
- M. Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term
- N. Job description for the school leader and, if this person is already identified, his or her resume
- O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
- P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
- Q. Job description(s) and qualification requirements for the school's teachers
- R. Personnel policies, if developed
- S. Student enrollment application
- T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
- U. Evidence of facility funding sources, if applicable
- V. Draft rental agreement or lease for facility, if applicable
- W. Florida Charter School Revenue Estimating Worksheet
- X. Proposed Operating Budget
- Y. Proposed Startup Budget
- Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Addendum (as applicable)

- AA. Commissioner's letter(s) of verification of high-performing status
- BB. ESP's organization chart
- CC. ESP's organization chart after any anticipated growth
- DD. Applicant history worksheet (*Form IEPC-M1A*, found at: <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>)
- EE. Draft contract between school and ESP
- FF. Applicant may attach up to an additional ten pages of supplemental material

IV. Attachment Templates

Statement of Assurances (See Attachment L.)

Board Member Information Form (See Attachment L.)

Addendum

Addendum A: Replications

N/A

Addendum A1: High-Performing Replications

N/A

Addendum B: Education Services Providers

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

The PCA Board of Directors are community volunteers with experience and backgrounds in Education, Banking and Business. The application process, facility acquisition, opening and operating a new charter school are all very arduous undertakings, especially for community volunteers who already have successful full time careers. The PCA Board of Directors have a strong desire to open a new charter school in the Parrish community and have decided to contract with experts in the Educational Field with a proven track record of accomplishment to assist and support in every aspect of this process to ensure success.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

The PCA Board of Directors selected FORZA Education Management as their Educational Service Provider because of their successful opening and operation of Gulf Coast Charter Academy South, in Naples, Florida. FORZA is a smaller management company with a more amical and personable approach which was one of many reasons the Board was attracted to this company. In addition, they chose FORZA due to the extensive services this ESP provides coupled with the overall

affordability of those services. The PCA Board has monitored FORZA's progress in successfully opening and operating Gulf Coast Charter Academy South since 2013 and has witnessed first-hand, the successful opening and operation of GCCAS. Moreover, they have been attentive in witnessing FORZA's continued growth and success each successive year in every area due to the services that are provided. In addition, FORZA assists schools with start-up expenditures by disbursing funds for all start-up costs, thereby, relieving the school from any loans or indebtedness during the first year of operation. On the contrary, this Board has also witnessed other Management Companies' presentations that offer loans to the school for said start-up expenses. The Board is satisfied with the management services FORZA provides and the fee related to those amenities. The PCA Board firmly believes that FORZA will be a valuable asset and will successfully assist with the opening and effective operation of PCA. The PCA Board considered several other management companies, such as Charter School USA, Imagine and S.T.E.P Education, however, the essential services provided and fees associated with those services were not comparable to what FORZA could offer which will result in what is in the best interest of PCA and its students.

FORZA provides a level of comprehensive and effective management services that affords the school leadership team, faculty, and staff the opportunity to focus on educational goals, effective instructional leadership, and the art of teaching. This team approach is enhanced even more by the ability to exercise site-based management and decision-making which fosters effective and strategic planning involving key stakeholders of PCA.

Additional information can be found at www.forzaedu.com

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

The PCA Board of Director's has been very thorough in their due-diligence. The Board had several conference calls with the Gulf Coast Charter Academy South's Board of Directors. In addition, the PCA Board traveled to Naples to meet with the GCCAS Board to discuss FORZA's services, the delivery of services and the fee's associated with said services. The PCA Board was also invited to tour the building that was retrofitted for the school, interview faculty, staff and review GCCA's parent surveys and FORZA's Board evaluations. The PCA Board is pleased with all of the information they secured during their due-diligence process.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

The PCA Board has been following FORZA's successful opening and managing of Gulf Coast Charter Academy South since 2013. As stated, the PCA Board met with the GCCAS Board frequently during this process to review and discuss the services FORZA provides and the quality and delivery of those services. The PCA Board is pleased with FORZA's strategic plan to employ additional personnel as they continue to open additional schools. The Board firmly believes that FORZA can successfully carry out the functions necessary to operate high quality charter schools. This is evident by the financial and academic success of Gulf Coast Charter Academy South. The Manatee charter school review committee and School Board Members of the Manatee County School District are invited to Gulf Coast Charter Academy South at their convenience, to tour the

building and meet with faculty and staff to view first-hand the quality learning environment that was created by FORZA. Recently, FORZA was approached by another larger management company to assume the management services for one of their schools because of the success of Gulf Coast Charter Academy South. FORZA remains in the due diligence period for this project but this speaks volumes regarding who FORZA is, what they do and what they have accomplished in such a short period of time.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

FORZA is made up of a professional team that provides services and solutions for every aspect of charter school establishment and operation. FORZA ensures that the school's Governing Board has complete autonomy and control over its school coupled with input regarding their academic program, staffing needs and curriculum, furthermore, is dedicated to maintaining the cultural integrity of each school's community. FORZA embraces the premise that all stakeholders are part of the decision making process where trust and respect are an integral part of the relationship.

FORZA provides to its schools an all-inclusive collection of management services focusing on a holistic educational approach in order to enhance each school's optimum level of success. The motto of FORZA Education Management which is also its rationale for opening additional schools is "Giving Parents a Choice and Children a Chance." FORZA firmly believes that all parents should have a choice in their child's education and that all children can learn and be successful when taught by a highly qualified caring staff within a quality learning environment.

The FORZA leadership team is sensitive to the educational needs of children and puts those needs first when making organizational decisions. FORZA is aware that a business must be financially secure; however, instead of following a rigid business design, it supports the faculty/staff of a school, with its primary mission being the welfare of the students. Enhancing the educational experience and process is the driving force behind organizational decisions. FORZA operates with the bottom line of — whatever is in the best interest of the children, faculty and staff as well as the families that are served. FORZA has plans to open two additional Child Development Centers and assume the management of another K – 8 charter school in Bonita Springs in the next 1 - 2 years. FORZA does not have any other plans to open any other schools at this time.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

Chuck S. Malatesta and Pepar R. Anspaugh have been coworkers in the field of Charter Education for many years. They have united their efforts in forming FORZA Education Management, LLC. This company has created and embraced an eclectic and new management style that believes: "Parents should have a choice and students should have a chance." Between the two cofounders, they have over 20 years' experience in Charter Education. Their joint efforts have

culminated in the successful operation of three charter schools in two distinct counties. Moreover, Mr. Malatesta and Mr. Anspaugh have assisted, supported, or created additional schools in Broward, Dade, Collier, Flagler, Lee, and Duval Counties. In the fall, 2013, Gulf Coast Charter Academy South, a K-8 Charter, opened in Naples with FORZA as its Education Management Company.

Charles (Chuck) Malatesta, FORZA's co-founder and CEO, is a lifelong educator who has worked to improve education throughout his entire career at every level of education as a Teacher, Coach, Dean of Students, (AP) University professor and Administrator, Principal, Regional Vice President of company operations, and opened several charter schools in the State respectively. He also has experience in Private/Parochial, traditional public, and charter school settings.

Mr. Malatesta's passion for education commenced when he was a high school student at the Salesianum School in Wilmington, Delaware. He distinguished himself as a scholar athlete. It was at Salesianum, that Mr. Malatesta began to exercise his abilities as a leader. He was elected captain of the swimming team, which he led to a third State Championship in four years, as an All-State swimmer. After graduation, Mr. Malatesta pursued his education at Florida Atlantic University, where he was awarded a swimming scholarship and majored in history education. He later transferred to the University of Delaware where he earned his Bachelor of Science in Health and Exercise Science. Subsequently, he began teaching and coaching at the Charter School of Wilmington where he was recognized as State and National Coach of the Year in 2000. His love of education propelled him further ahead as he earned a Master's Degree from Wilmington University in Educational Leadership/Administration in 2003. Mr. Malatesta served as Dean of Students at Bishop Verot High School, and a University administrator in the College of Education at Florida Gulf Coast University and St. Petersburg College. He has been the Principal of two charter schools and assisted in the application process for an approved charter high school. Mr. Malatesta was a Regional Vice President for a large management company and was responsible for establishing and enhancing relationships with school district personnel, reviewing areas of need for potential new charter schools, building acquisitions, overseeing all schools in the region, including each school's academic performance and financials. He brings value added and experiences to FORZA LLC, and firmly believes that, "All Children Can Learn," and be successful when taught by a highly qualified caring staff within a quality learning environment.

Pepa R. Anspaugh, FORZA's other co-founder, and COO has over 30 years' experience in educational administration and has been recognized worldwide for his educational accomplishments. Because of his heritage, he is also known in many circles as the "Dream Catcher." Mr. Anspaugh earned his BA in Sociology/Psychology from the University of Miami, his BS in Secondary Social Studies Education from Florida International University, a MS in Educational Leadership, and finished all his Doctoral coursework in Educational Leadership, completed his Residency requirement, and Dissertation from the University of Florida. After teaching for three years, at the age of 24, he secured his first position as Principal in Miami, Florida. During the subsequent decades, Mr. Anspaugh was Principal/Headmaster in both the public and private school settings. During these two decades, he realized that his approach to educating children was unique and significantly effective, and dedicated himself to educational reform. He embraced the initiative, that "All Children Can Learn," irrespective of race, color, national origin, sex, religion, age, disability, gender, sexual orientation, or predisposing genetic characteristics, learning style, cognitive aptitude, exceptionalities, or other environmental influences such as socio economic status. In addition to being a Principal, Mr. Anspaugh was also a Professor of Psychology, Education, and Social Science for the State College of Florida and the University of

South Florida. His work with these institutions provided the backdrop for creating an Educational Philosophy entitled, “The Holistic Approach to the Total Child.” Via this philosophy, he established high-level educational opportunities and meaningful learning experiences to assist each child in reaching their optimum level of development in the cognitive, affective, and psychomotor domains.

Mr. Anspaugh has been employed in educational administration, encompassing Private/Parochial, Traditional Public, and Charter Public Schools for over thirty years. His first exposure to Charter Schools commenced when he was asked to review sections of a charter application that eventually became Sarasota School of Arts and Sciences, opening its doors in 1997. At the end of the first year of operation, all faculty and staff were replaced. Over the next three years there were 4 different Executive Directors and by the middle of the fourth year, the school, regrettably, had been notified by the District Superintendent, that its doors were going to be closed by the School District. Fortunately, that did not transpire. Mr. Anspaugh had just been hired at the time of this disastrous notification, however, under his leadership the school made a dramatic turnaround! This charter school reached premier status and ranks 7th in the State of Florida. Mr. Anspaugh was credited with being directly responsible for this momentous transformation. After his tenure at Sarasota School of Arts & Sciences, Mr. Anspaugh became the owner and operator of “Anspaugh & Associates LLC,” and preferred Consultant for the Florida Consortium of Charter Schools. Mr. Anspaugh has been honored for his work in education on five occasions, with an invitation that is extended to only a few educators in the U.S. each year, to attend and participate in the Oxford Round Table. The Oxford Round Table is a nonprofit educational organization chartered in England and Wales as a forum for discourse concerning matters of public importance. Each Round Table session engages a small interdisciplinary group of scholars to examine the various aspects of a given topic.

In addition, FORZA employs a site-based Educational Director at each of its campuses. FORZA’s strategic plan includes employing a Regional Vice President, Curriculum, ESE and Grant Specialists, and other support staff to assist and support each of its schools in meeting and exceeding their goals and expectations. FORZA is a new type of Education Management Company that has removed the authoritarian and cold autocratic leadership style and replaced it with a warm, democratic, and more personable and collaborative approach. Additional information regarding FORZA’s organizational chart and future organizational chart can be found in attachments BB. and CC.

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

The organizational capacity to open and operate high quality charter schools in Florida is evident by the successful opening and operation of Gulf Coast Charter Academy South. Additional information regarding the growth plan for FORZA can be found above in the ESP sections B, D along with the ESP organization chart for anticipated growth which can be found in attachment CC, as requested. As FORZA continues to grow and open more schools, additional positions mentioned in attachment CC will be added to assist and support all of its schools. FORZA has opened and operated a very successful Child Development Center in Naples/VPK for children ages

two, three and four years old and also has plans to replicate this Child Development Center approach in Parrish and Bonita Springs. This will be a tremendous asset to the communities and a great feeder program for the charter schools.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.

(See attachment DD.)

C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

FORZA Education Management, engaged via an ESP contract with Gulf Coast Charter Academy South, has proven to be effective and successful in its management of said school. Gulf Coast Charter Academy South has a 70% Free and Reduced population with 10% being Exceptional Student Education students and 10% being English Language Learners. The school recently earned a B School Grade on the new state assessment which did not calculate learning gains. FORZA's strong marketing strategies doubled GCCAS' enrollment from year 1 to year 2. In addition, during the first two operational years, the state assessment changed and learning gains were not calculated. In spite of these and other extraneous variables, FORZA has created an educational program that has promoted significant student learning gains and mastery of the Florida Standards. GCCAS with the target population percentages cited above, earned a School Grade of a B on the state assessment concurrently has a strong positive fund balance of 22% in only two and half operational years.

D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

N/A

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The relationship between PCA and FORZA is based on the terms of the Management Agreement, and the terms of any other agreements between the parties. Further, each party is acting as an independent contractor and not as business partners, joint venture, agent or employee of the other. Each party will be solely responsible for its own actions and those of its agents, employees and subcontractors, and neither party will be liable for any debts or expenses incurred by the other or the other's employees, agents and subcontractors.

No Related Parties or Common Control. FORZA will not have any role or relationship with the School that, in effect, substantially limits PCA's ability to exercise its rights, including termination rights, under the Management Agreement. PCA and FORZA will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Code, or related persons, as defined in Section 144(a)(3) of the 1986 Code.

The Governing Board termination information can be found in the Management Agreement under the termination section.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated¹ with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The school will not have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by the ESP.

C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

FORZA will partner with the PCA board to assist in determining staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under the Management Agreement, all within the financial constraints of the school Budget approved by the Board.

PCA and FORZA acknowledge and agree that the accountability of FORZA to PCA is an essential foundation of the agreement between PCA and FORZA. In addition, the responsibility of the administrator of PCA is critical to the success of PCA. The PCA Board and FORZA will work together to select and supervise the Principal and hold the Principal accountable for the success of PCA. The employment contract with the Principal, and the duties and compensation of the School Leader shall be determined by the PCA Board and FORZA. The Principal and FORZA, in turn, will have similar authority to select and hold accountable the teachers at PCA.

FORZA and the Principal will work together to select the teachers and support staff for employment. FORZA and the Principal will determine the number and assignments of such teachers. Teachers may work at PCA on a full or part time basis. Each teacher assigned to PCA will be highly qualified in his or her grade levels and subject areas, hold a valid teaching certificate issued by the Florida Department of Education under the Code, to the extent required under the Code and other applicable laws and regulations.

The PCA Board will receive monthly or bi-monthly reports from the Principal and FORZA regarding the operation and management of the school. In addition, the PCA Board will complete an annual evaluation on the ESP with input from the Principal.

D. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP: N/A

- Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
- Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.
- Describe how such agreements will be repaid. Repayments should be reflected in the budget.

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

Setting Performance Goals
Selecting Curriculum
Selecting Professional Development programs
Data Management & Selecting Interim Assessments
Determining Promotion Criteria
Setting a School Culture
Student Recruitment
School Staff Recruitment & Hiring
Providing Human Resources (HR) services (payroll, benefits, etc.)
Fundraising
Managing Community Relations
Selecting and Providing Information Technology
Managing Facilities
Procuring Vendors
Other Operational and Administrative Services, if Applicable

The ESP main roles and responsibilities include but are not limited to:

- Feasibility studies
- Assistance with charter application
- Facility acquisition
- Compliance reporting

- Accountability
- Financial services
- Assist with fundraising
- Grants
- Marketing and enrollment
- Public relations
- Human resources
- Technology
- Curriculum planning and implementation
- Strategic planning and implementation
- Employee staff development and evaluations

The description of the services FORZA provides can be found in the Management Agreement under services. In addition, the ESP's roles and responsibilities related to financial management of the charter can also be found in the Management Agreement under financial management.

Additional information regarding a description of FORZA's services can also be found on the FORZA web page. www.forzaedu.com

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The PCA Board will evaluate the ESP annually and prior to the renewal of a contract between the governing board and ESP. The instrument will evaluate the ESP's performance and a determination by the board on whether the ESP has met the performance criteria established by the board. The information will be presented in a notice meeting and the parents of every student shall have access to a copy of the evaluation. The school-wide achievement results that the ESP is responsible for will be determined by the school's success on the State Assessment and the academic goals achieved as presented in the school improvement plan. The Board will also review the annual results of the parent surveys which will evaluate the school and management of the school.

The procedures for board intervention if the ESP's performance is deemed unsatisfactory can be found in the Management Agreement under termination.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP. (Management agreement)

The payment schedule and early termination information is located in the Management Agreement.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on

financial performance, and on what schedule? How will the school governing board provide financial oversight?

Basic corporate law would not allow the management company or principal to spend anything that was not already in the budget approved by the Board. The budget would be amended as needed, if expenditures exceeded budget line items. FORZA is required to give a summary report at each board meeting, monthly or bi-monthly, which will include the school's financial performance. In addition, the accountant, will provide a copy of the school's monthly financials to be included in the Financial Condition Report.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

(Management agreement)

The term of the Management Agreement, conditions and procedures for renewal and termination of the contract can be found in the Management Agreement under TERMS.

The indemnification information can be found in the Management Agreement under indemnification.

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

See Attachment EE

Attachment A

N/A

Attachment B

Schedule

Parrish Charter Academy will follow the Manatee Public Schools' calendar except for possible adjustments regarding half-days and professional days with students attending school for a minimum of 180 days. The academic school day for all students in grades K-8 will begin at 8:00 AM and end at 3:30 PM giving seven hours (excluding the daily 30-minute lunch period) of daily instruction. The school will provide a before and after school care program.

Students that meet the Tier 3 on baseline assessment will be required to forgo either their special area classes (music and art) or their elective class. They may also attend a voluntary after-school tutoring for intervention. The school leadership will identify qualified teachers for Tier 3 intervention and teachers can assist on a rotation basis and/or outside tutors will be hired. An intervention plan and schedule with specific content and materials will be created to best meet the needs of students in Tier 3. The Tier 3 materials are listed in section 4b.

The **generic schedule** for before and after school care, tutoring, breakfast and dismissal is:

7:00am – 7:30am	7:30am – 7:50am	7:50am – 8:00am	3:30pm – 3:45pm	3:45pm – 4:45pm	3:30pm – 6:00pm
Before Care	Breakfast	Homeroom	Dismissal	Tutoring	After Care

Following the Manatee Pupil Progression Plan, all students will receive the allocated instructional time in all subjects as follows:

Kindergarten

8:00am – 10:15am	10:20am – 11:20am	11:25am – 11:55am	12:00pm – 1:00pm	1:05pm – 2:55pm	3:00pm – 3:30pm	3:35 pm – 4:30pm
Reading & Language Arts	*Social Studies, Art and Music Appreciation	Lunch	Adventure and Fitness	Mathematics & Science	Culture and Character	Common Planning

First Grade

8:00am – 10:15am	10:20am – 11:20am	11:25am – 11:55am	12:00pm – 1:00pm	1:05pm – 2:55pm	3:00pm – 3:30pm	3:35 pm – 4:30pm
Reading & Language Arts	Culture and Character	Lunch	*Social Studies, Art and Music Appreciation	Mathematics & Science	Adventure and Fitness	Common Planning

*SS-3Xs/week; Art/Music Appreciation-1X/week

Second Grade

8:00am – 10:15am	10:20am – 11:20am	11:25am – 11:55am	12:00pm – 1:00pm	1:05pm – 1:35pm	1:40pm – 3:30pm	3:35 pm – 4:30pm
Reading & Language Arts	Culture and Character	Lunch	*Social Studies, Art and Music Appreciation	Adventure and Fitness	Mathematics & Science	Common Planning

Table 8. Kindergarten through Second Grade Daily Schedule

*SS-3Xs/week; Art/Music Appreciation-1X/week

Schedule Grades 3-5

Block	Time	Reading Language Arts	Math and Science	Social Studies Transformational Literacy	Creative Studies/Adventure and Fitness 45 minutes each
One	8:00-9:40	3A, 4A, 5A	3B, 4B, 5B	3C, 4C, 5C	3D, 4D, 5D
Two	9:45-11:25	3B, 4B, 5B	3A, 4A, 5A	3D, 4D, 5D	3C, 4C, 5C
Three	11:30-12:00 12:40-1:45	3C, 4C, 5C	3D, 4D, 5D	3A, 4A, 5A	3B, 4B, 5B
Lunch	12:05-12:35	Grades 3-5			
Four	1:50-3:30	3D, 4D, 5D	3C, 4C, 5C	3B, 4B, 5B	3A, 4A, 5A
Common Planning	3:35-4:30	Common Planning/PLC Meetings			

*5-minute transition time between blocks

PCA will design grade levels as a cohort model. To the extent possible, every year, students in each grade level will be enrolled in all the same classes. Departmentalizing the intermediate grades allows for the natural pairing of certain subjects such as Math/Science and Social Studies/Transformational Literacy (writing across the curriculum) so that teachers can plan interdisciplinary units that permit the full Experiential Learning experience. Comprehensive units aligned to the standards will be developed during the before school training, PLC's and common planning time to ensure adequate time is spent on each discipline and all standards are covered in depth. The 3rd-5th grade Creative Studies (3d Art and Music) and Adventure and Fitness will be divided into two 50-minute classes.

Students in Grades 6-8 will follow a Schedule A and Schedule B, which will alternate on a daily basis. By the end of two weeks, each student will attend each class an equal number of times. Table 9 illustrates the 4X4, A/B schedule.

Week	Schedule				
One	A	B	A	B	A
Two	B	A	B	A	B

Schedule A for Grades 6-8

Block	Time	English	Social Science	Adventure & Fitness	Rising Leaders Learning Excursions/Career Exploration
One	8:00-9:40	6A, 7A, 8A	6D, 7D, 8D	6C, 7C, 8C	6B, 7B, 8B
Two	9:44-11:24	6B, 7B, 8B	6A, 7A, 8A	6D, 7D, 8D	6C, 7C, 8C
Three (split lunch)	11:28-12:36 1:14-1:46	6C, 7C, 8C	6B, 7B, 8B	6A, 7A, 8A	6D, 7D, 8D
Lunch	12:40-1:10	Grades 6 – 8			
Four	1:50-3:30	6D, 7D, 8D	6C, 7C, 8C	6B, 7B, 8B	6A, 7A, 8A
Common Planning	3:35-4:30	Common Planning/PLC Meetings			

Schedule B for Grades 6-8

Block	Time	Mathematics	Science	Elective	Elective
One	8:00-9:40	6A, 7A, 8A	6D, 7D, 8D	6C, 7C, 8C	6B, 7B, 8B
Two	9:44-11:24	6B, 7B, 8B	6A, 7A, 8A	6D, 7D, 8D	6C, 7C, 8C
Three (split lunch)	11:28-12:36 1:14-1:46	6C, 7C, 8C	6B, 7B, 8B	6A, 7A, 8A	6D, 7D, 8D
Lunch	12:40-1:10	Grades 6 – 8			
Four	1:50-3:30	6D, 7D, 8D	6C, 7C, 8C	6B, 7B, 8B	6A, 7A, 8A
Common Planning	3:35-4:30	Common Planning/PLC Meetings			

Table 9. Sixth through Eighth Grade Daily Schedule *4-minute transition time

PCA will provide one lunch period for students in Kindergarten through Grade 2 from 11:25am-11:55 am, second lunch period for students in grades 3 through 5 from 12:05pm-12:35pm, and a third lunch period for students in Grades 6 through 8 from 12:40pm-1:10pm.

On Schedule A day, every sixth through eighth grade student will attend English, Social Science, Adventure & Fitness, and Rising Leaders Through Learning Excursions (1st semester) and Career Exploration (2nd semester). On Schedule B day, every sixth through eighth grade student will attend Mathematics, Science, and two electives (art, music or Foreign Language).

The Multi-Tiered System of Support (MTSS) will be the remediation model. Tier 3 interventions will be either during music or art special area classes for 2nd- 5th grades, Transformational Literacy class for 3rd- 5th grades or during an elective course 6th-8th grade students. There will also be a voluntary after school tutoring available for those students who would like to take advantage of this opportunity.

Attachment C

Curriculum Scope and Sequence

PCA will implement an Experiential Learning curriculum that is aligned with the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Next Generation Sunshine State Standards (NGSSS) for Social Studies and Science.

PCA's Experiential Learning curriculum will promote authentic, rigorous, student-driven learning for all students. Students identified as Gifted and Talented will receive additional enhanced educational opportunities provided throughout the regular school day through. A state-certified Gifted Endorsed Teacher will provide direct instruction, enrichment, and/or consultative services, as determined by each student's Education Plan (EP). The following Experiential Learning differentiated instructional strategies and activities will be used with Gifted and Talented students:

1. Learning Centers – Students will work through a rotational system of self-selected or assigned tasks to extend core content to new areas of interest.
2. Research and Independent Study – Students will connect interests and readiness to decision-making, investigation, problem solving, inquiry, and reflection.
3. Open-Ended Tasks – Students will use their own learning style to construct understanding and will have control over the learning process.
4. Project-Based Learning – Students will explore real-world problems and complex tasks resulting in deeper learning.

EL Education was selected as the principal ELA curriculum for two reasons. First, it is consistent with the school's theme of Experiential Learning as it offers students an approach of learning by doing. Secondly, it is well aligned with the LAFS and the opportunity to teach literacy through both literary and informational texts. The curriculum aims to have all students start grade 9 ready to use reading as a means to learn and graduate from high school, and to be college and career-ready. It was developed based on research that ties content knowledge, vocabulary growth, and reading proficiency, and it includes a selection of books and a list of recommended supporting texts, including articles and primary source documents offering exposure to varying levels of complexity.

The EL Education ELA curriculum includes:

- Curriculum plan with standards-aligned curriculum maps and lesson plans
- Formative and summative assessments and end-of-unit performance task
- Teacher-facing materials and student consumables
- List of central texts from various publishers and recommendations for optional texts
- Embedded, authentic informational texts
- Online supports for instruction and student work for literacy across the disciplines

One of the guiding principles used in selecting the ELA curriculums for PCA was that it met the following ELA instructional shifts as described by the FLDOE.

1. *Balance of Literary and Informational Text:* The LAFS place an emphasis on building knowledge through rich informational text. PCA teachers will utilize explicit teaching strategies in reading comprehension and conduct text-based discussion.
2. *Building Knowledge in the Disciplines:* PCA ELA teachers will work with other core subject teachers to develop strategies that will help students build comprehension of texts across the disciplines.

3. *Staircase of Complexity*: PCA teachers will facilitate the students in developing the ability to read and comprehend complex text by exposing them to text that is in the appropriate level of complexity.

4. *Text-Based Answers*: PCA teachers will engage students in close reading so they are able to return to the text to develop text-dependent answers to evidence-based questions.

5. *Writing from Sources*: Students will be taught to write using textual evidence from multiple sources of information in order to increase students' knowledge base. PCA teachers will model and integrate reading and writing instruction.

6. *Academic Vocabulary*: PCA students will be exposed to vocabulary development that incrementally increases their word base within three tiers of words from Tier 1 (Basic Words) to Tier 2 (General Academic Words) to Tier 3 (Domain Specific Words).

The PCA K-5 curriculum will prepare students to achieve Florida standards as specified in Florida Statute 1003.41. The logical and sequential curricular content will incrementally increase the students' core content knowledge and skills from year to year and integrate essential skills for success including critical thinking, problem solving, workforce-literacy, communication, reading and writing, mathematics, collaboration, contextual and applied learning, technology literacy, information and media literacy, and civic engagement. Elementary Grades K-5 will meet requirements and expectations in the following core subject areas:

English Language Arts	Reading, Writing, Speaking and Listening, and Language
Science	Nature of Science, Earth and Space Science, Physical Science, and Life Science
Mathematics	Algebra, Geometry, Statistics and Probability, Number and Quantity, Functions, and Modeling
Social Studies	Geography, United States and World History, Government, Civics, Humanities, Economics, and Financial Literacy

Table 10: Florida Grades K-5 Core Subject Requirements and Expectations

The middle school curriculum will prepare students in Grades 6-8 to achieve Florida Standards as specified in Florida Statute 1003.456. All courses will highlight the components of an Experiential Learning education with curriculums that are centered in "learning by doing." Students will participate in experiences, hands-on activities, expeditions, project-based learning, critical thinking, and high standards instruction, fortified with technology that will develop the college and career-ready skills necessary to succeed in the 21st century. Throughout the curriculum, students will partake in Service-Learning and broaden their global perspective by connecting their academics to real-world issues. All middle school students will meet the following requirements in order to be promoted to high school:

English Language Arts	Three middle grades or higher courses
Mathematics	Three middle grades or higher courses. At least one high school mathematics course will be offered for which students may earn high school credit. (Specific EOC requirements apply.)
Social Studies	Three middle grades or higher courses. At least one semester of these courses must include civics education. (Specific EOC requirements apply.)
Science	Three middle grades or higher courses. (Specific EOC requirements apply to high school level Biology I).
Career and Education Planning	One course in 6 th , 7 th , or 8 th grade. Must result in a completed and personalized academic and career plan for the student.

Table 11: Florida Grades 6-8 Core Subject Requirements and Expectations

EL Education is in the process of developing an ELA curriculum for Grades K-2 which will be available by the summer of 2016. PCA intends to fully implement this curriculum as well. The curriculum will be based on the same successful academic standards as the one for Grades 3-8, with a specific focus on early childhood literacy.

Grades K-2 will work to build important foundational skills in all core subject areas by the same classroom teacher with the consistency primary students require. In Grades 3-5, core subjects will build on teacher expertise and interdisciplinary instruction. Grades 6-8 core subjects will be taught via a block schedule allowing for more time to conduct projects, labs, and performances as needed by teachers certified in their respective fields.

K-8 Curricular Choices for ELA:

Grade Levels	Program	Rationale
K-2	EL Education ELA Curriculum	When fully developed the curriculum will offer a curriculum similar to the existing Grade 3-8 curriculum, aligned with the LAFS and focused on the development of early literacy skills.
K-2	Wilson Language System Foundations	Carefully structured reading and spelling curriculum using multisensory techniques. It offers four levels of instruction in critical foundational skills and the six components of early literacy development.
K-2	EPS Literacy and Intervention Wordly Wise 3000 Books K-2	Students' oral vocabulary is expanded through carefully sequenced activities. Prepares students for content-area reading. Book 2 incorporates multiple meanings, context clues, word study, reading comprehension, and writing.
3-8	EL Education ELA Curriculum	Modules are designed to address outcomes that are consistent with the LAFS and have an overarching focus of building students' literacy skills as they develop knowledge of the world around them; offers full year of instruction. Includes central, optional, and informational texts.
3-5	EPS Literacy and Intervention Wordly Wise 3000 Books 3-5	Builds vocabulary while strengthening reading, vocabulary, and critical thinking skills. All passages have been assigned measures from The Lexile Framework of Reading.
K-8	Renaissance Learning STAR Reading & Accelerated Reader 360 (AR)	Cloud-based software, associated with higher levels of growth across all grade levels and populations, including struggling readers, ELL students, and students on FRL. Promotes independent reading and assesses reading comprehension.
K-8	Curriculum Associates Ready Florida	Uses a gradual-release model that ensures students get the modeled and guided instruction they need to master the LAFS.
3-8	Reading Plus	Web-based program that assesses and personalizes reading instruction by using silent reading to take students from "learning to read" to "reading to learn".

Table 13: PCA K-8 ELA Curricular Choices

Reading and Writing across the Curriculum: In the Experiential Learning process, students will use reading and writing to enhance reflection and the forming of abstract concepts. Based on strong research, the EL Education ELA curriculum also emphasizes the use of reading and writing across the disciplines to enhance literacy. When students have the opportunity to develop strategies while reading a variety of text in different subjects and have the opportunity to write for different purposes, learning is enhanced and student achievement is strengthened. Students at PCA will engage in reading literature and informational text and writing to respond to genre-specific text, a critical piece of the Florida Standards.

Mathematics:

The Mathematics curriculum at PCA will be designed to meet the MAFS through an Experiential Learning process. Teachers will teach the standards using the curricular choices explained in Section B, and enhancing the learning process through the instructional strategies of the program. Through inquiry, hands-on activities, collaboration, reasoning, metacognition, and reflection, students will continually connect abstract concepts to real-life applications as they continually revisit concepts and build knowledge. Through this process, teachers will be able to easily integrate mathematics with science, technology, and engineering.

K-8 Curricular Choices for Mathematics:

Grade Levels	Program	Rationale
K-5	McGraw-Hill Everyday Mathematics	Research-grounded and field tested program offers a spiral curriculum based on the theory that students master key math concepts by revisiting the content in a variety of contexts and connecting abstract concepts to real-world situations; aligned with the MAFS.
6-8	CollegeBoard Springboard	Developed by the CollegeBoard, this is an engaging and rigorous, student-centered print and online program. It is vertically aligned from Gr. 6 on and offers a balance of investigative, guided, and teacher-directed activities, embedded assessments, and lessons that focus on problem solving, critical thinking, and reasoning.
3-8	ExploreLearning Gizmos	Aligned with the MAFS, Gizmos are interactive math and science simulations that are inquiry-based and build conceptual understanding.

Table 14: PCA K-8 Mathematics Curricular Choices

Science:

The Science curriculum of PCA will be aligned with the Florida Science NGSSS, and thus will include all four science bodies of knowledge in Grades K-8: Earth and Space Science, Life Science, Nature of Science, and Physical Science. The curriculum will also be modeled after the Experiential Learning program of the school, which lends itself perfectly for the scientific process. Students will continually participate in the process of abstract conceptualization, active experimentation, concrete experiences, and reflective observation. The curriculum will be deep-rooted in inquiry, exploration, discovery, project-based learning, and real-world connections, while touching on the areas of environmental stewardship, engineering, and technology.

K-8 Curricular Choices for Science:

Grade Levels	Program	Rationale
K-5	Delta Education Full Option Science System (FOSS) Next Generation	The FOSS elementary program was developed based on the philosophy that “students learn science best by doing science.” The comprehensive program is based on research-based strategies that provide engaging experiences, active investigation, recording in science notebooks, reading, and assessments; aligned with the Science NGSSS.
6-8	Delta Education	The FOSS middle school program continues with the practice of engaging students in exploring core ideas, science and technology, authentic

	Full Option Science System (FOSS) Middle School	investigating, analysis, and reflection while integrating reading and literacy strategies.
K-8	Houghton Mifflin Harcourt ScienceSaurus Student Handbooks	Multipurpose resource that supports science kit programs while extending vocabulary and literacy. They cover all essential science concepts.
3-8	ExploreLearning Gizmos	Aligned with the NGSS, Gizmos are interactive math and science simulations that are inquiry-based and build conceptual understanding.
8th (Biology 1)	Pearson/Prentice Hall Miller & Levine Biology	Research-based and engaging tool to put new ways of thinking about science into the hands of students.

Table 15: PCA K-8 Science Curricular Choices

Social Studies:

The Social Studies curriculum at PCA will be aligned with the Florida Social Studies NGSSS and will reflect the school's Experiential Learning program. Teachers will develop units and lessons that engage students in thinking, reading, researching, and writing about big ideas and current issues. The PCA Social Studies curriculum will follow the guidelines of the NCSS College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. One of the purposes of the guide is to support curriculum writers in strengthening the social studies program by increasing the rigor of the program, building critical thinking, problem solving, and active citizenship, and aligning the social studies program to ELA and literacy standards. The EL Education ELA curriculum is designed to use writing across the disciplines so ELA and Social Studies teachers will work together to integrate the disciplines and select historical fiction literature that is aligned with Florida, American and World Histories accordingly. In Grades 3-5 this will be further facilitated by departmentalization. The Social Studies curriculum at PCA will accomplish the following goals that are aligned with the themes of the National Council for the Social Studies (NCSS):

K-8 Curricular Choices for Social Studies:

Grade Levels	Program	Rationale
K-5	Pearson myWorld Social Studies	Comprehensive program that provides innovative and engaging print, digital, and active materials. It connects content and literacy instruction as students experience content, discuss big questions, write, and participate in authentic activities. Aligned with the Social Studies NGSSS.
K-2	Sean Covey's The Seven Habits of Happy Kids	This book takes students on a journey of learning important life lessons about basic principles using the 7 habits and through a cast of characters. This will be used specifically for the Culture and Character class described below in Section E.
6th	Pearson myWorld History	Unique program offers a virtual exploration around the world and through time. Students make personal connections through innovative online resources, print, and PBL activities.
7th	Houghton Mifflin Harcourt Civics in Practice	Program fosters student civic responsibility through a balanced course.
7th	Houghton Mifflin Harcourt World Geography	Addresses the essential elements and themes of world geography through an engaging and instructional program that is accentuated by an art program.
8th	Pearson myWorld American History	The blended print and digital program reveals the nation's history with engaging stories, activities and opportunities to make connections. The research-tested program follows a model where students connect, investigate, synthesize, and demonstrate.

8th	My Career Shines Middle School Students	Online planning tool helps students assess their interests and abilities, learn about careers, and plan for high school. Will be used also with Career Exploration course described below in Section E.
8th	Career Cruising	Helps students build a plan that connects school work to real life. Will be used also with Career Exploration course described below in Section E.
K-8	Nystrom Education StrataLogica	Web-based program, powered by Cesium and Bing, actively engages students in the study of geography. Provides maps, globes, atlases, and charts and can be used with computers, projectors, and interactive whiteboards.

Table 16: PCA K-8 Social Studies Curricular Choices

Plan for the Completion of the Curriculum:

As soon as the principal has hired the key personnel, he/she will create PLC curriculum teams to review what has been slated for the PCA curriculum of all core subjects and Specials in every grade level. The PLC curriculum teams may include, but are not limited to the assistant principal, lead teacher, grade level and department heads, classroom teachers, and an educational consultant. The teams will create curriculum maps with a scope and sequence for each core subject that is aligned with the Florida standards, Experiential Learning, and the curricular choices described below. When fully developed, all of the curriculum's thematic units will center around building knowledge from reflecting on experiences and will implement all effective instructional strategies described in Section A. Grade level chairs and department heads will be the first line of responsibility for the completion of the scope and sequence, followed by the assistant principal/lead teacher. The principal will review and approve the final curriculum for each core subject. A system for continuous improvement will be developed and put in place in order to review the curriculum yearly, evaluate the effectiveness of the resources and instructional program, and make improvements as necessary.

Focus and Implementation of Curriculum:

As mentioned before, the focus of the curriculum plan for the school is Experiential Learning. Through this approach, students will be continuously engaged in the cycle of connecting experiences with abstract concepts through observation, reflection, and testing in new situations. The focus of the ELA curriculum will be EL Education which ties perfectly with Experiential Learning. In EL Education, students will also engage in experiences and project-based learning that connect specifically with all essential components of a literacy program. The curriculum will be implemented through a well-thought out system of processes that will ensure the effective execution of the instructional program at the school.

The principal will review the professional development (PD) plan as presented on pages 9 and 10 to train the faculty in the key components of the instructional program which will commence in the summer and during the Teacher Work Week before students arrive. The PD plan as previously presented will include workshops that will be essential for the opening of the school along with workshops that will be delivered throughout the school year. As grade level and department teams are formed, they will meet to review the curriculum maps, curricular choices, and all other resources and materials to develop lesson plans with specific performance-based objectives that are aligned with the Florida standards and the instructional program of the school. Upon the opening of the school, teachers will establish the baseline assessment information, implement the instructional program and curriculums, and deliver lessons using the instructional strategies and practices for progress monitoring and differentiated instruction detailed previously.

Core Subjects Offered:

In addition to the K-5 core subjects listed in Section A, the courses listed below will be offered at the middle school level. All curricular choices described above meet the requirements for these courses and are aligned with the Florida standards.

Grades 6-8 ELA Courses:

Grade Level	Title of Course	Course Code	Length
6 th	Language Arts 1	1001010	Year
6 th	Language Arts 1 Advanced	1001020	Year
6 th	Language Arts 1 through ESOL	1002000	Year
6 th	Intensive Reading	100001006	Year
7 th	Language Arts 2	1001040	Year
7 th	Language Arts 2 Advanced	1001050	Year
7 th	Language Arts 2 through ESOL	1002010	Year
7 th	Intensive Reading	100001007	Year
8 th	Language Arts 3	1001070	Year
8 th	Language Arts 3 Advanced	1001080	Year
8 th	Language Arts 3 through ESOL	1002020	Year
8 th	Intensive Reading	100001008	Year

Table 17: PCA Middle School ELA Courses

Grades 6-8 Mathematics Courses:

Grade Level	Title of Course	Course Code	Length
6 th	Mathematics 1	1205010	Year
6 th	Mathematics 1 Advanced	1205020	Year
7 th	Mathematics 2	1205040	Year
7 th	Mathematics 2 Advanced	1205050	Year
7 th /8 th	Pre-Algebra	1205070	Year
7 th /8 th	*Algebra 1-A (Honors)	1200370	Year
8 th	*Geometry	1206310	Year
6 th /7 th /8 th	Intensive Mathematics	1204000	Year

Table 18: PCA Middle School Mathematics Courses *Eligible for high school credit

Grades 6-8 Science Courses:

Grade Level	Title of Course	Course Code	Length
6 th	Comprehensive Science 1	2002040	Year
6 th	Comprehensive Science 1 Advanced	2002050	Year
6 th	Comprehensive Science 1 Accelerated Honors	2002055	Year
7 th	Comprehensive Science 2	2002070	Year
7 th	Comprehensive Science 2 Advanced	2002080	Year
7 th	Comprehensive Science 2 Accelerated Honors	2002085	Year
8 th	Comprehensive Science 3	2002100	Year
8 th	Comprehensive 3 Advanced	2002110	Year
8 th	*Biology 1	2000310	Year

Table 19: PCA Middle School Science Courses *Eligible for high school credit

Grades 6-8 Social Studies Courses:

Grade Level	Title of Course	Course Code	Length
6 th	World History	2109010	Year
6 th	World History Advanced	2109020	Year
7 th	Civics	2106015	Semester
7 th	Civics Advanced	2106025	Semester
7 th	World Geography	2103015	Semester
7 th	World Geography Advanced	2103025	Semester
8 th	U.S. History & Career Planning	2100015	Year

8 th	U.S. History & Career Planning Advanced	2100025	Year
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Table 20: PCA Middle School Social Studies Courses

Proposed Curriculum Areas Outside of Core Academic Areas

In addition to the core academic areas and specials (art, music, P.E. and Spanish), school-specific classes and courses rooted in the philosophy of Experiential Education will be offered in each grade level at PCA. As listed and described in section 3D, specials will be offered as follows:

Grade	Subject	Quantity
K-2	Art and Music Spanish Physical Education	Each 1X/week 3X's/week (Culture & Character) Daily (Adventure and Fitness)
3-5	Art and Music Spanish Physical Education	Each 1X/week 3X's/week (Creative Studies) Daily (Adventure and Fitness)
6-8	Options (see below) Physical Education	Two Electives a year Every year

Grades 6-8 Physical Education Electives:

Grade Level	Title of Course	Course Code	Length
6 th	Fitness Grade 6	1508000	Semester
6 th	Health 4	0800030	Semester
7 th	Team Sports	1508200	Semester
7 th	Health 5	0800040	Semester
8 th	Individual/Dual Sports	1508500	Semester
8 th	Health 6	0800050	Semester

Table 21: PCA Middle School Physical Education Courses

Grades 6-8 World Languages Electives:

Grade Level	Title of Course	Course Code	Length
6 th /7 th	Spanish - Beginning	0708000	Year
7 th /8 th	Spanish - Intermediate	0708010	Year
8 th	Spanish - Advanced	0708020	Year

Table 22: PCA Middle School World Language Courses

Grades 6-8 Visual and Performing Arts Electives:

Grade Level	Title of Course	Course Code	Length
6 th /7 th	Introduction to Art History	0100060	Semester
6 th /7 th	Art in World Cultures	0100070	Semester
6 th /7 th /8 th	Exploring 2d Art	0101005	Semester
6 th /7 th /8 th	Exploring 3d Art	0101035	Semester
6 th /7 th	Band 1	1302000	Year
7 th /8 th	Band 2	1302010	Year
6 th /7 th	Orchestra 1	1302040	Year
6 th /8 th	Orchestra 2	1302050	Year
6 th /7 th	Chorus 1	1303000	Year
7 th /8 th	Chorus 2	1303010	Year
6 th /7 th	Dance 1	0300000	Year
7 th /8 th	Dance 2	0300010	Year

6 th /7 th	Theater 1	0400000	Year
7 th /8 th	Theater 2	0400010	Year
6 th /7 th /8 th	Rising Leaders through Learning Excursions (Florida M/J Engaged Citizenship through Service-Learning 1) *Required	2104010	Year
6 th /7 th /8 th	Career Exploration (Florida M/J Career Research and Decision Making) *Required	1700060	Year

Table 23: PCA Middle School Visual and Performing Arts Electives

K-2 Culture and Character: This class will promote good citizenship through character building, role playing, and scenario-based activities in line with the school's mission of preparing students to gain social confidence and exemplary character. The backdrop of the class will be Sean Covey's *The Seven Habits of Happy Kids* which will reinforce desired character traits and behaviors consistent with the culture of the school. As explained in section 3, students will have the option of taking Spanish-S three times a week during this time.

3-5 Transformational Literacy and Creative Studies: This class will incorporate all components of a strong reading program (comprehension, fluency, phonemic awareness, phonics, and vocabulary, and oral language) to ensure literacy is at the heart of the educational program at PCA. Writing will also be an important element of this class as students learn to write for different purposes. Students will cross group for this class, and instruction will be targeted and differentiated for the specific reading proficiency level. Intervention and enrichment will be implemented during Transformational Literacy. Creative Studies will be an interdisciplinary class that will introduce students to the visual and performing arts. Students will participate in various stages of creating plays, poetry, artwork displays, and musical performances again offering a creative alternative to art and music. Through student-centered experiences, students will partake in decision making and respond to real-world processes. Students will have the option of taking Spanish-S twice a week during this time.

6-8 Rising Leaders through Learning Excursions: This course, which will fall under Florida's M/J Engaged Citizenship through Service-Learning 1 will prepare students for leadership roles within PCA and in the community through case studies, fieldwork, Service-Learning, and hands-on activities. The course will reinforce Covey's common leadership language and explore leadership roles, leadership styles, leadership skills, and factors that influence leadership. Expanding on the study of leadership, students will participate in learning excursions that will lead to the creation of projects for real-life audiences such as community stakeholders and professionals. A typical learning excursion might entail going on manatee tour field trip, doing research, connecting it to academics, developing a plan to protect the manatees, and presenting it to members of the community.

6-8 Career Exploration: This course will fall under the Florida M/J Career Research and Decision Making course. It will expose students to career options, communication strategies, workplace etiquette, time management, and other career related topics through role-playing, small group discussions, scenario analysis, guest speakers, observation of professionals, and field studies. The *My Career Shines* and *Career Cruising* curricular choices described above will be used for this course. As per Florida statute 1003.4156, this course must result in the student completing a personalized academic and career plan. This requirement will be fulfilled in this course.

K-8 Adventure and Fitness: This innovative course will be a twist on the traditional physical education classes. It will promote physical and mental fitness and nutrition with an emphasis on character development. Students will be able to make physical and academic connections as they participate in team building activities and fitness challenges such as rope courses, sports, and safety

protocols. This course will fulfill the physical education requirements for both elementary school and middle school. In Grades 6-8 it will be aligned with a Florida physical education course.

The PLC curriculum teams identified by the principal will create a scope and sequence of community-based topics and activities and identify resources for each course described above.

Systems and Structures for At-Risk Students

The demographics of PCA, with a significant percentage of students in the FRL, Minority, and ESE subgroups, it will be essential for the school to have a system in place that addresses the needs of students at risk of not meeting academic requirements. The mission of the school indicates that it will “provide academic excellence for all students”. The staff of PCA will work to ensure every student is successful and leaves the 8th grade ready for a successful high school career.

Students come with varying levels of development, interests, and learning styles. It is the responsibility of their teachers to address these needs. Students at risk, will benefit from the high standards, exceptional instructional strategies, differentiated instruction, quality resources, and research-based curricular choices and programs that will be in place at the school. This kind of instruction will fall under Tier 1 of the Multi-Tiered System of Support (MTSS) model that is detailed in Section A. The purpose of the multi-tiered system is to assist all students in meeting grade level expectations. Teachers will continually add relevant data to their student data charts to make data-driven decisions. Identified students will be targeted through Tier 2 which includes small group, differentiated, and web-based instruction.

As part of the support system of the school, the PLC collaborative problem solving team will meet biweekly to analyze the data and make data-driven decisions that will support the students. Students identified as not meeting grade level expectations, as per diagnostic data and standardized test results, will receive intervention outside of the core subject blocks through Tier 3 instruction. In Grades 3-5, intervention will take place during the Transformational Literacy class. The materials identified for Tier 3 instruction are research-based and detailed in Section B. Progress monitoring will be an integral part of intervention and will be used to modify instruction accordingly. Parents will be notified, and parent conferences will be held to discuss student progress. Finally, once identified, struggling students will be required to participate in after-school tutoring from September until a week before the FSA.

Attachment D Reading Curriculum

Reading as Primary Focus of the School:

Reading will be a primary focus of PCA, and it will be demonstrated by creating a culture of reading in the school as follows:

- PCA will incorporate a Transformational Literacy class for Grades 3-5 based on EL Education and Experiential Learning. The class will reinforce all components of the reading process, and it will help to further differentiate instruction for those students requiring remediation or enrichment based on their levels of reading proficiency.
- The reading program at PCA will encompass all components of reading, specifically the development of early literacy and reading comprehension skills, deep reading of literary and informational text, and extracting evidence for text. All reading instruction will meet the instructional shifts of the new LAFS, and it will cover all ELA strands.
- Reading at PCA will be delivered across all disciplines. Students will tackle reading in all forms and in all content areas, including math word problems, science articles, historical fiction, poetry, digital, and everything in between.
- The literacy program at the school will be an integral part of the Experiential Learning process and in all project-based learning activities.
- Reading is an essential component of the research-based EL Education ELA curriculum that will be implemented in Grades K-8.
- To ensure reading proficiency from early on, students in Grades K-2 will receive early literacy instruction in the fundamentals of reading through Wilson Language Foundations.
- Reading will be a process that is modeled, taught, and practiced throughout the school day in various forms, including teacher read-alouds, close reading, teacher-directed, guided, and small group instruction, independent reading, literature circles, and reader's theatre.
- A variety of tools will be used to document reading, including graphic organizers, interactive reading notebooks, and reading response journals.
- A culture of reading will be created at the school with print-rich classrooms, abundant classroom libraries, book clubs, and school-wide literacy activities.

Reading:

EL Education is designed to put students on a pathway to “read to learn” by grade 9, and therefore be college and career-ready by the time they graduate from high school. This is directly aligned with the school’s mission and with the Florida Standards. The new LAFS require students to read more complex texts in order to build content knowledge, literacy skills, and academic and domain-specific vocabulary. Students need to read for different purposes and tackle all types of text, both through guided reading and independently. EL Education offers a multitude of opportunities to read for learning and for pleasure. It also provides opportunities for students to participate in “expeditions” that enhance the reading program and falls under the same umbrella of the Experiential Learning theme of the school. Foundations focuses on foundational skills that fall under the six components of early literacy development: oral language, phonological awareness, phonemic awareness, fluency, vocabulary, and comprehension. The primary focus of the program is phonemic awareness, letter recognition, phonics, and decoding. Additionally, the multi-sensory approach will provide the flexibility for the integration of project-based learning in keeping with the Experiential Learning curriculum theme. In addition, Foundations can serve as a **prevention program** to help reduce reading and spelling failure. It is integral to a **Multi-Tiered System of Supports (MTSS)** framework, providing research-based instruction in **Tier 1** as well as **early intervention (Tier 2)** for

students at risk for reading difficulties. To support the implementation of the MTSS framework, progress monitoring is built into Foundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

Research-based Curriculum and Strategies for Students Reading Below, At or Above Grade Level:

The school will implement an ongoing system of formal screening and progress monitoring assessments which together with classroom teacher observations and formative assessments will serve to help guide instruction and address students' individual needs. Many of the curricular choices described above include systems for progress monitoring that will facilitate this process. PLC teams will collaborate to include progress monitoring and consider the student data it reveals in the scope and sequence of the curriculums. Additionally, teachers will track student performance through reports generated by the programs and student data charts in order to make data-driven decisions about student grouping and instruction. Instruction will be differentiated accordingly to meet the needs of students at or below grade level and above grade level such that all students may achieve the same high expectations. Furthermore, once identified, struggling students will be required to participate in after-school tutoring from September until a week before the FSA.

The following chart indicates the curriculum and strategies that will be implemented for varying reading proficiency levels:

Reading Proficiency Levels	Curriculum	Strategies
Below, At, and Above Grade Level	<ul style="list-style-type: none"> • EL Education ELA Curriculum for K-8, includes wide selection literary and informational texts • Wilson Language Foundations, K-2, Tier 1 program • EPS Literacy & Intervention Wordly Wise 3000, Books K-5 • Renaissance Learning STAR and AR, K-8 • Curriculum & Associates Ready Florida, K-8 • Reading Plus, 3-8 	<ul style="list-style-type: none"> • Core, interdisciplinary instruction • Transformational Literacy class • Develop vocabulary through word study • Daily teacher read-alouds • Teacher-directed, guided, and small group instruction • Differentiated Instruction • Close reading with explicit teaching strategies • Daily opportunities of writing to respond to reading • Interactive reading and writing notebooks • Standards-based instruction • Performance-based assessment • Independent reading
Below Grade Level	<ul style="list-style-type: none"> • EL Education Built-in differentiated instruction strategies, K-8 • Wilson Language Foundations, K-2, Tier 2 and Tier 3 program 	<ul style="list-style-type: none"> • Transformational Literacy class • Reading Intervention, K-5 • Intensive Reading, 6-8 • Individualized instruction • Web-based silent reading program • After school tutoring

Above Grade Level		<ul style="list-style-type: none"> • Transformational Literacy class • Literature circles • Writing clubs • Book clubs • Enrichment activities • Opportunities for Advanced and Honors classes in Grades 6-8
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Table 24: Curriculum and Strategies for Varying Reading Proficiency Levels

For Grades K-2, the school will supplement the EL Education curriculum with Wilson Language Foundations. This multi-sensory language program, based on the Wilson Reading System, offers research-based materials and explicit instruction in reading, spelling, and handwriting. It also works as a prevention program and will help to ensure literacy success in the years that follow. PCA will adopt Wilson's recommendation and combine Foundations with a core/literature-based language arts program to ensure a more comprehensive ELA experience. Both curriculums are aligned with the LAFS and Experiential Learning and will meet all requirements for the four strands of ELA according to the LAFS as illustrated below:

Attachment D – a
K – 5 EL-ELA Curriculum Guidance Document

EL Education's K–5 ELA Curriculum

Welcome to EL Education's new K–5 ELA curriculum. This document is designed to give you key information about how the curriculum is designed and built, and the principles that underlie it. It will give you a good understanding of what makes this curriculum unique and valuable.

Meet the students

It is 10:15 a.m. on Wednesday, and first-graders Kristina, Elvin, and Omar are hard at work building together. Over the past few weeks in their module lessons, they have spent time every day immersed in *The Most Magnificent Thing*, a rich and complex text about a girl who creates a scooter, which their teacher Ms. Sanchez reads aloud. Now, later in the morning during Literacy Labs, Ms. Sanchez helps them learn about tools, and the students work and talk together about how to use various tools and materials to try out designs.

More than a month into this module, Kristina, Elvin, and Omar are collaborating on a “magnificent thing” for their classroom—a lovely box, decorated with their original design, that will hold colored pencils for the class to use. Once the box is complete, each of them will write a paragraph, explaining how they built the magnificent thing and how to use it—and now that they are comfortable with the letters and sounds of written language, and can encode them, the first-graders are ready for this final supported task.

Down the hall, fourth-graders Nathan, Sergei, and Alma are working just as hard. Over many weeks, their teacher Ms. Henderson has immersed her students in a study of animal defenses and what it takes for animals to survive and thrive. She has helped her students successfully read complex texts about the topic. During her second hour of literacy instruction, the Additional Language and Literacy block, she also has ensured that students read a lot on their own about animal defenses, and she has made sure her students received much-needed explicit skills instruction and practice.

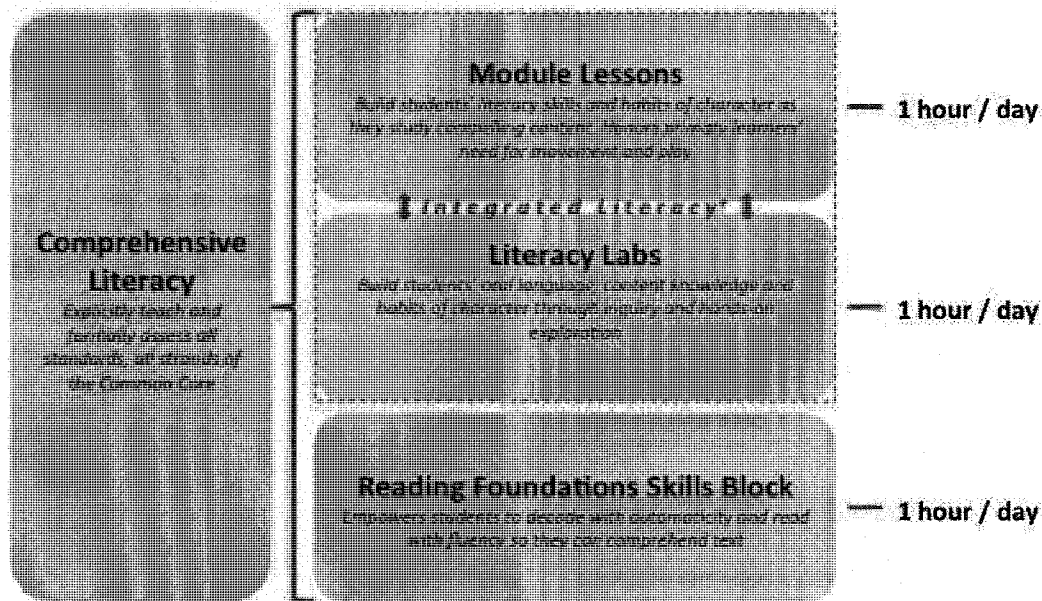
Ms. Henderson has facilitated intense conversations among her fourth-graders about what might happen to specific animals without their defenses. Dividing the students into small, heterogeneous groups, Ms. Henderson facilitated as her fourth-graders researched three specific animals. Then she gave them specific instruction on narrative writing. Now Nathan, Sergei, and Alma are about to craft choose-your-own-adventure stories about how armadillos use natural defenses to survive and thrive. And during science time, they are digging in to explore the internal and external structures of plants and animals, and how their function.

Kristina, Elvin, and Omar; Nathan, Sergei, and Alma; and all their elementary classmates have been beneficiaries of EL Education's K–5 ELA curriculum. Their engagement, perseverance, and mastery are a snapshot of the realized goals for all children that underlie this comprehensive literacy curriculum.

How is the curriculum structured?

The K–2 curriculum is three hours per day.

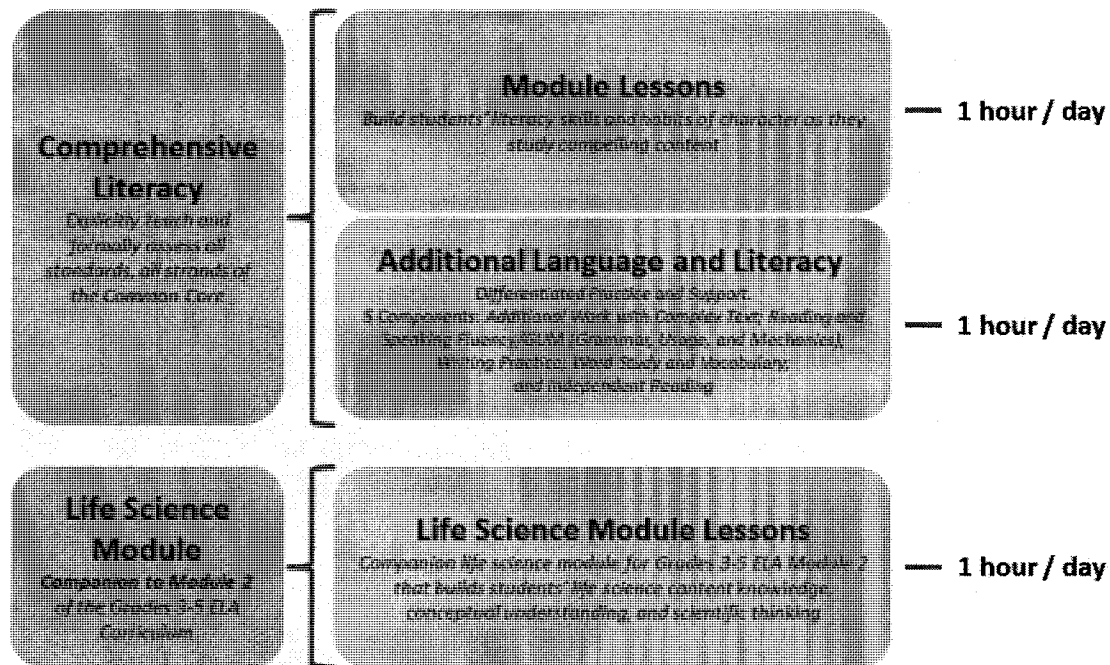
EL Education’s K-2 Comprehensive Literacy: Structure



* Integrated Literacy block: Integrate literacy with science and social studies through an in-depth study of an engaging topic.

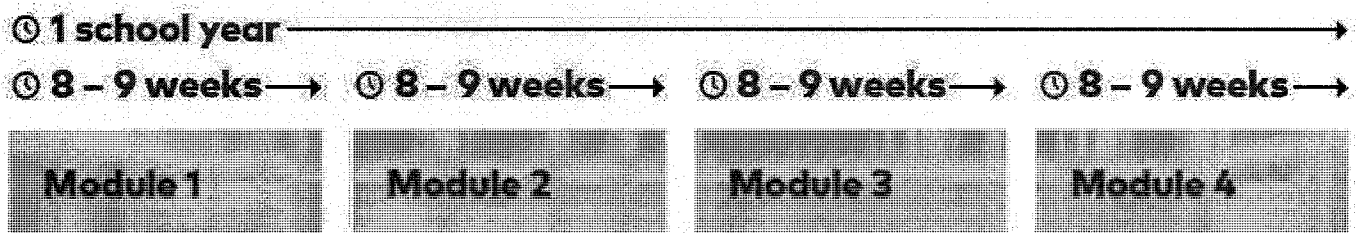
The Grades 3–5 curriculum is two hours per day, with a companion Life Science Module.

EL Education’s Grades 3-5 Comprehensive Literacy: Structure



At the heart of the K–5 ELA curriculum are the hour-long module lessons. Each grade level includes four modules, which span a full school year.

EL Education’s K-5 ELA Curriculum: A Year-long View



The four modules fully teach and assess the literacy standards as students build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

Working hand-in-glove with the module lessons, EL Education’s curriculum provides another daily hour-long block to ensure all students get the support they need.

- In K–2, this second hour is called the Literacy Labs.
- In Grades 3–5, the second hour is called Additional Language and Literacy block, or ALL block.

Finally, in each grade band, the curriculum includes a third hour of instruction.

- In K–2, this third hour is the critical Reading Foundations Skills block, designed to ensure all students learn to crack the alphabetic code.
- In Grades 3–5, this third hour is the optional Life Science Module, aligned to the NGSS. This is a companion resource to be used either as a stand-alone or alongside ELA Module 2.

Each component of the curriculum is described in detail later in this document.

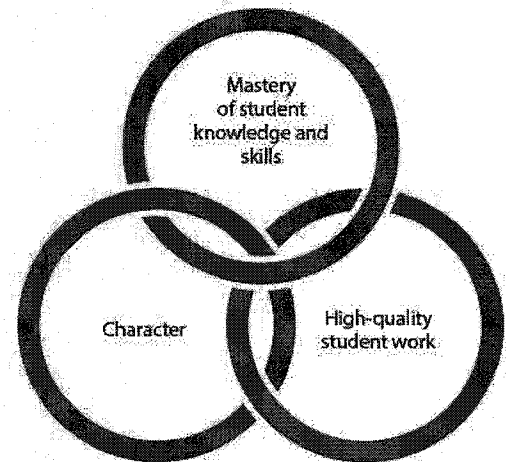
What principles underlie the K–5 ELA curriculum?

Equity matters

EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them the real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation on which the entire curriculum rests.

From this foundation of equity comes what EL Education calls the Dimensions of Student Achievement.

- **Mastery of knowledge and skills.** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.
- **Character.** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work.** Students create complex work, demonstrate craftsmanship, and create authentic work.



These three dimensions are the aspirational outcomes for the entire K–5 ELA curriculum. Achievement is more than mastery of knowledge and skills, or students’ scores on a test. Habits of character and high-quality work are also taught and prized.

Substantive content matters

Research shows that the deeper the *content knowledge* a student has, the more she is able to understand what she reads, and the more she is able to speak and write clearly about that content. In fact, remarkably, research shows that she is even more able to successfully read about and understand *new content*.

EL Education’s K–5 ELA curriculum has been created with substantive content understanding—science, social studies, or literature—at its heart. Students acquire a deepening understanding of that content and they simultaneously acquire *all the key literacy standards of reading, writing, speaking and listening*, which have been carefully embedded within the content.

Curriculum is a system

In the K–5 ELA curriculum, the sequences of skills in the lessons have been carefully designed so that they work together to help students learn. As a whole, the curriculum is a system that *benefits students while also providing support to teachers that helps them grow as professionals.*

Backward design means planning with the end in mind and assessing all along the way

The guiding principle of backward design is straightforward. Designers must consider three questions:

- “At the end of a sequence of instruction, what will students know and be able to do?”
- “What will proficiency look and sound like?”
- “How will we know when students *are* proficient?”

An essential aspect of backward planning is assessment. In the module lessons, assessments have been built in to reflect the key literacy learning that students have been acquiring in the lessons. In the K–2 Skills block, formative assessments happen weekly, so that teachers can group students for precise skill instruction.

In both module lessons and the Skills block, daily lessons suggest specific “ongoing assessment.” And although the K–2 Literacy Labs and 3–5 ALL support blocks do not include formal assessments (these happen only in the module lessons), they do provide rich opportunities for observing student work and data collection.

All of the assessments give teachers valuable information *to use*, both in working with the lessons and in grouping and emphasis for the support block.

Students excel in diverse and inclusive settings

EL Education’s K–5 ELA curriculum recognizes that students learn from one another—and learn to respect one another—when they learn together in the same classroom. At the same time, students sometimes have needs that require various types of differentiation. The curriculum provides supports and resources for differentiation where needed, within the module lessons, the support blocks (K–2 Literacy Labs, 3–5 ALL block), and the critical K–2 Skills block.

Teachers are able to provide for students with disabilities as well as students who may need academic extensions. And to engage all students, module lessons heavily emphasize differentiation; tools and scaffolding that support all learners; and flexibility in the ways information is presented, the ways students respond, and in the ways students are engaged (based on Universal Design for Learning).

English language learners and language minority students need their assets honored and their needs supported

ELLs and language minority students bring a wealth of diverse experience and wisdom to the classroom. In EL Education’s curriculum, these language learners are presumed to be fully participating members of a diverse and heterogeneous classroom structure. At the same time, the curriculum honors the fact that language learners need targeted instruction within each lesson and additional supports if they are to be successful.

Specific scaffolds have been integrated into each module lesson so that the classroom teacher can provide myriad supports for these students, particularly for those classified as long-term ELLs. These resources take a variety of forms. Two specific areas of emphasis are the “Language Dive,” (conversations that teach students to unpack the structure and meaning of complex sentences) and “Conversation Cues” (see below).

Protocols and Conversation Cues promote student thinking, collaboration, and respect

Collaborative conversation—frequent, focused, exploratory—is a key tool for deep learning. Protocols are clear, simple procedures that help make collaborative conversation rich and purposeful to students. Through collaborative conversation, students deepen their learning and come to appreciate the value of one another as individuals with diverse perspectives. Conversation Cues (questions that teachers can ask, such as “Can you say more about that?” or “Can you figure out why?”) encourage productive and equitable conversation. These simple talk moves help students extend their thinking.¹

Students own their learning

From the earliest grades, students using EL Education’s curriculum learn to see themselves as active learners with agency in their own education. With teachers’ guidance, they articulate specific learning targets (“I can ...”) for every lesson. They learn to set goals; assess their own learning; and use feedback from peers, themselves, and their teachers to make progress.

Families and guardians are partners

EL Education’s curriculum welcomes students’ families and guardians as partners in education. Students learn best when families have the opportunity to be part of the educational journey. The curriculum includes sample letters teachers can send home, to describe what students will learn during a given module, how guardians can support that learning and, for grades 3-5, specific homework assignments. Students are encouraged to share what they are learning with their family, and sometimes interview family members about their expertise and experiences.

Curriculum as powerful professional development

This curriculum is designed to help teachers build on their existing expertise and continue to improve their ability to make strong instructional decisions during planning and while teaching. Teachers are provided rich resources and opportunities to make sound and specific instructional decisions based on the needs of their students.

How does EL Education’s curriculum address Common Core State Standards for literacy?

EL Education’s curriculum was created to teach the Common Core literacy standards with a fully content-integrated approach, recognizing as well that the content students acquire is itself a steppingstone to full literacy. Emphasis within the new standards includes:

¹ Conversation Cues are adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications).

Reading

Aspect of reading	In EL Education's curriculum
Text complexity	Frequent use of grade-appropriate complex text at all grade levels for all students; scaffolds so that all students are successful; Language Dives for all students (and even more frequently for ELLs)
Vocabulary	Intentional vocabulary building from content-based text; attention to figuring out words from context, decoding
Close reading	Teacher-led close reading of content-based texts; carefully developed text-dependent questions; multiple reads for deepening comprehension
Volume of reading	Daily accountable independent reading at individual students' level; reading to deepen, expand content knowledge and vocabulary
Research	Accountable independent reading; gathering evidence for knowledge building before writing
Fluency	Multiple reads of complex text; research reading; volume of reading; reading decodable texts in Skills block (K–2)
Foundational Skills (K–2)	A dedicated hour per day to explicitly teach the letter-sound patterns of the English language

Writing

Aspect of writing	In EL Education's curriculum
Writing reflects content understanding	All writing supports content knowledge: both explores specific content knowledge and synthesizes knowledge of the topic
Specific instruction in aspects of writing	Writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing in each module
Writing fluency, ease with writing	Frequent short writes as well as developed pieces
Oral processing of ideas before writing	Frequent opportunities for students to “orally rehearse” ideas and thinking before writing, including structured conversations, language dives
Writing process (plan, draft, confer, revise, edit)	Instruction and scaffolding in each aspect of writing process

Language Standards

Aspect of language	In EL Education's curriculum
Standard grammar and usage	Short and fully developed writing; work in K–2 module lessons (including morning messages) and in 3–5 ALL block; Language Dives; embedded grammar and usage instruction within performance task
Standard writing conventions, including spelling	Short and fully developed writing; work in K–2 Skills block and 3–5 ALL block; K–2 morning message in module lessons; Language Dives
Academic and domain-specific vocabulary	Multiple reads of complex text; short and fully developed writing; Language Dives

Speaking and Listening Standards

Aspect of speaking and listening	In EL Education's curriculum
Participation in discussion, building on others' ideas	Collaborative protocols; small group discussion; Socratic seminars
Presentation of ideas in a style appropriate to audience	Presentation of students' work, both formally and informally, to an audience of their peers

The K–2 Comprehensive Literacy Curriculum

John Dewey, education icon, famously said, “Education is not preparation for life; education is life itself.”

EL Education’s curriculum for primary learners reflects that truth. Young children live in a world of activity, exploration, creation, singing, talk, and play. These ways of living—with the encouragement of loving and supportive adults—give young learners both meaning and joy.

As they are living joyfully (Dewey’s “life itself”), they are also working. “Productive struggle” for a primary-age child can involve the persistence it requires to get a block tower just right, or to repeat the lines to a song accurately and to clap in just the right spot, or to decode words with a new spelling pattern.

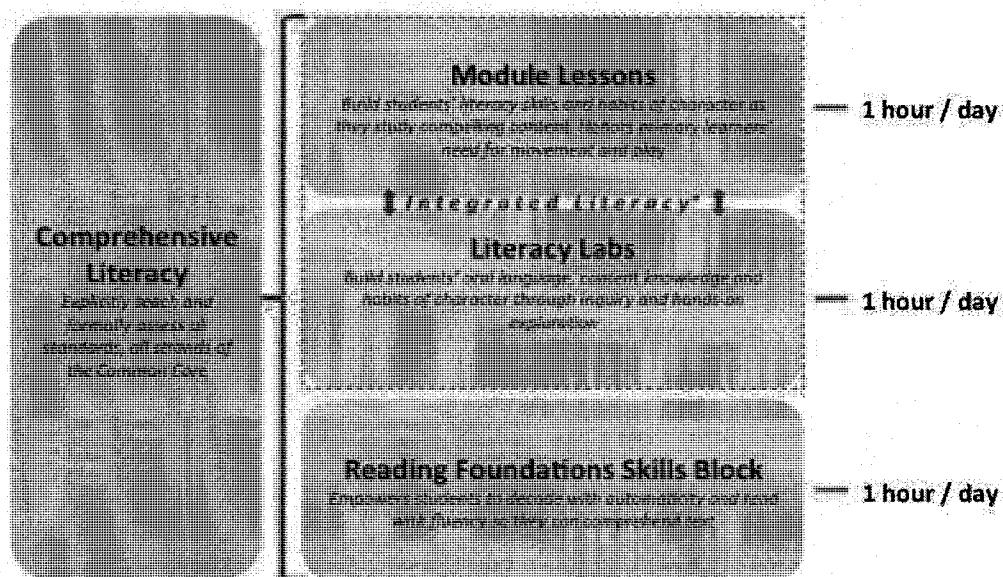
As they work, they are learning. As they move, sing, explore new ideas, make stuff, talk endlessly about what they are doing, and repeat songs and poems over and over again, primary children are learning. EL Education has built a rich and academically challenging curriculum with these needs of the primary learner at its core.

The new K–2 curriculum comprises three hours of rich literacy instruction per day:

- Two hours of “integrated” literacy: hour-long module lessons and another hour of Literacy Labs
- A third hour addressing the foundational reading standards: the Reading Foundations Skills block

Taken as a whole, this intensive (and joyful) literacy curriculum is designed to ensure that all children have a genuine opportunity to grow and succeed.

EL Education’s K-2 Comprehensive Literacy: Structure



* Integrated Literacy block: Integrate literacy with science and social studies through an in-depth study of an engaging topic.

K-2 Integrated Literacy Block: Module Lessons and Literacy Labs

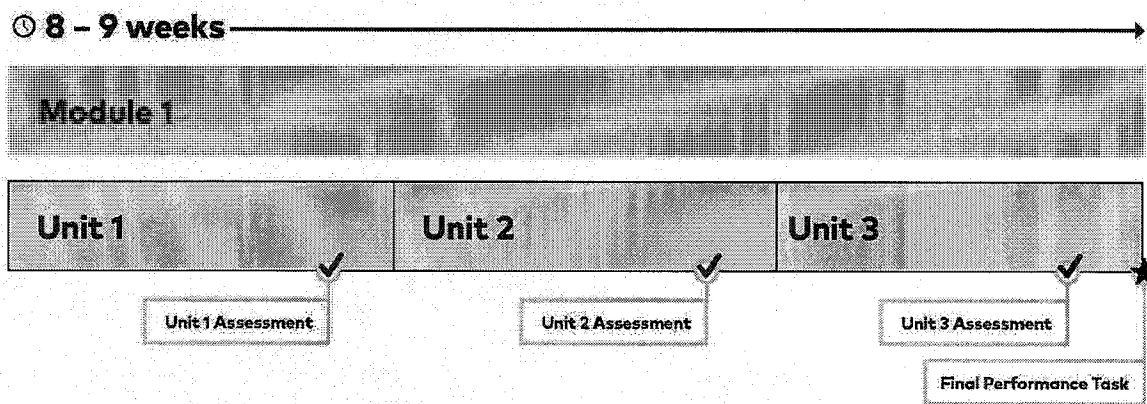
The module lessons

Across K-5, students experience four modules per year. In K-2 specifically, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place. (For more, see the separate document “Fostering Character in a Collaborative Classroom”).

The structure and story of the module

Each module has a consistent structure of three units, each of which has one assessment.

EL Education’s K-2 ELA: Module Lessons including Assessment Structure



Unit 3 of each module culminates with a performance task. This is where Kristina, Elvin, and Omar have created their “magnificent thing” and are writing about it, bringing together what they know about tools, collaboration, and perseverance (and magnificent things!).

What students learn in Units 1 and 2 helps them prepare for this performance task. (This is the principle of “backward design” in action.)

In **Unit 1**, students read, sing, discuss, dramatize, draw, and write to acquire strong content knowledge, as well as the literacy skills that they need to do so. Ms. Sanchez’s first-graders read informational text learn about lots of tools and the jobs each tool does. They learn how to ask and answer questions about the many texts they work with. They learn to collaborate and converse with one another, capturing their thinking in pictures and words.

Several weeks later, in **Unit 2**, they begin work with “close reading” of a complex text, *The Most Magnificent Thing*. In primary grades, this close reading happens through hearing the text read aloud. Ms. Sanchez uses a close read-aloud guide to conduct a series of sessions that invite students to analyze and discuss this rich literary text. Students become deeply familiar with what a “magnificent thing” might be and what sorts of habits of character (such as perseverance) the girl in the story needed to make such a thing. Few first-grade students can read the text independently, yet they all come to know it deeply, and to internalize its language and syntax and meaning—reading comprehension at its best. During this unit, students also do a series of design challenges that give them hands-on experience with collaborative problem solving.

As the lessons in each unit progress, Ms. Sanchez regularly checks in on her students’ progress. Each unit has a standards-based assessment built in. Here, students read, write, or speak with increasing independence about the texts they have been working with. These assessments help Ms. Sanchez in two ways: They allow her to have a clear sense of what her students can do and cannot yet do, and they give her valuable information about how best to use the time in the Literacy Labs block for her students’ benefit.

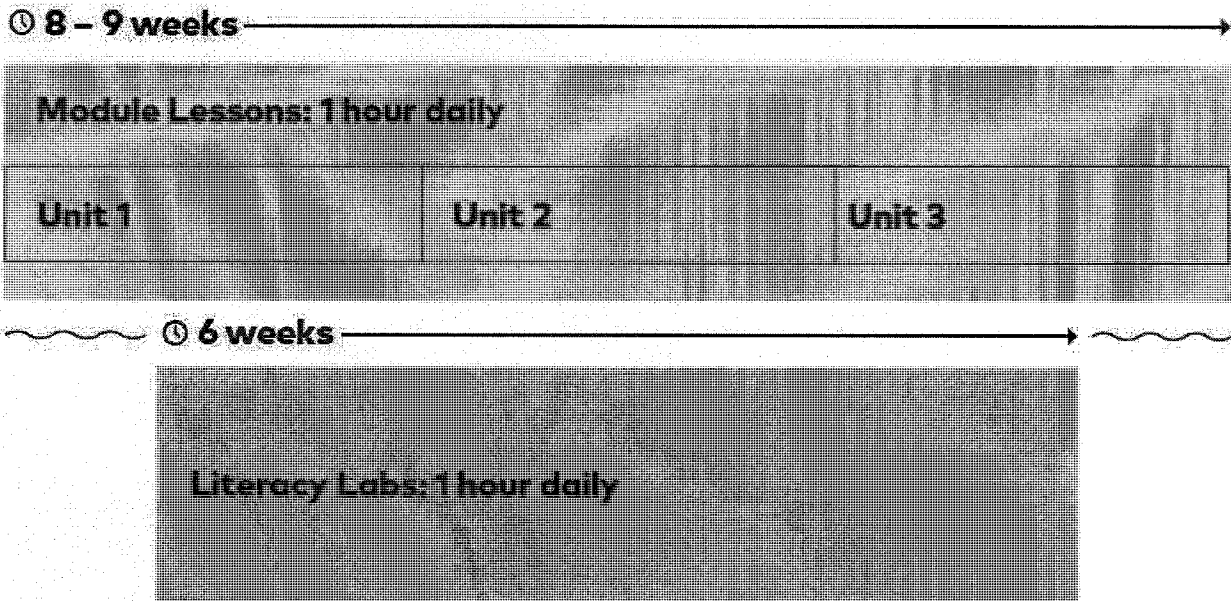
Every day during the module lessons, K–2 students share songs and poems. These serve many functions: They are joyful for students, give students cues about transitions from activity to activity, help build a positive classroom community, build fluency, and give students a deep schema for rhythm and syntax.

This unfolding of the three units means that by **Unit 3**, when the performance task is introduced, Kristina, Elvin, Omar, and their classmates are fully equipped to create their “magnificent things” and to synthesize their understanding of what they accomplished through supported, standards-based writing.

The Literacy Labs

Literacy Labs are an important feature of EL Education’s curriculum for K–2. Labs support and extend student learning. They are designed to help teachers make sure that *all* their students get the time to play and explore, become immersed in oral language and content knowledge, and practice skills and habits of character that they need—both to live joyfully and to be fully successful and proficient.

Literacy Labs are one hour long and support module lessons. The two hours of instruction are complementary, working hand-in-glove to accelerate the achievement of all students.

K-2 Integrated Literacy: Module Lessons and Literacy Labs (2 hours daily)


There are five Literacy Labs, each of which unfold across a module.²

Literacy Lab	Description
Explore	<i>Students build background knowledge and immerse themselves in a hands-on exploration of the content they are studying in the module.</i>
Engineer	<i>Students represent their learning and/or attempt to solve a design dilemma by building various types of models related to the content of the module.</i>
Create	<i>Students use a variety of media; they artistically expand and represent their content learning through visual arts.</i>
Imagine	<i>Students use their imagination to engage in play through role-playing and make-believe. Students take on, interpret, and become immersed in the content they are studying as they play and perform.</i>
Research	<i>Students read a variety of texts on the module topic more independently to build content knowledge and write to build fluency and stamina.</i>

In each module, teachers guide their students through four of these five labs. Across each module, teachers gradually increase students' independence within each lab.

² For each module, labs begin in week 2 and end a week early. This supports pacing. At the start of a module, teachers have more time to launch the module lessons and new routines, and to gather lab materials; at the end, teachers have more time to help students create a high-quality performance task.

Teachers use checklists to formatively assess student progress within the labs. Because the development of strong oral language is so important, teachers listen particularly for students' use of language and collaborative conversation as they explore, create, solve problems, and play. They note which aspects of the work individual students may need more time with.

Key features of the K–2 module lessons and Literacy Labs

- ***Emphasis on habits of character.*** Habits of character are one of the three Dimensions of Student Achievement. Collaboration, perseverance, having a growth mindset, and being able to set goals and then reflect on them all are key aspects of strong social-emotional learning. They are critical to student success, in school and in life.
- ***Emphasis on oral language development.*** Interactive, conversational immersion in oral language in the early years is critically important for children's literacy development. Module lessons help students master the speaking and listening standards. Primary students build important oral language (vocabulary and syntax) and listening habits that *will be key to their development of literacy*.
- ***Daily work with rich, complex text.*** The module lessons are built around read-alouds of complex text. In addition, each lab begins with an intentionally chosen "story time:" a read-aloud chosen for its relationship to the content or character focus of the labs, so students are consistently immersed in rich, meaningful, content-connected language. This frequent work with rich text broadens content knowledge and develops students' schema for how text is built.
- ***Daily student goal-setting and reflection.*** Module lessons include learning targets, which are student-friendly "I can" statements that help students know where they are headed with their learning. Teachers help students check back in with their progress during lessons. Similarly, at the start of each lab, students set personal goals. At the end of the lab, they have time to reflect on their learning. As they reflect, students are developing their executive functioning skills—their ability to think about what they are doing, name it, and begin to make more intentional decisions.
- ***Culminating performance task.*** Unit 3 of the module lessons culminates with a student performance task. Students get support to synthesize and transfer their knowledge and understanding from the unit, in terms of both content and literacy, in an authentic and often collaborative task. This is always scaffolded with models, drafts, critique, and revision to lead to high-quality work.
- ***Assessment.*** Both summative and formative assessments are integral. In each module, three summative assessments are built in (one per unit). Formative assessment happens frequently, as teachers observe, use checklists, and give feedback to students in module lessons and Literacy Labs.

K–2 Reading Foundations Skills Block

EL Education’s K–2 curriculum is comprehensive. The module lessons and their supportive Literacy Labs immerse primary students for a full two hours per day. They complement each other to give students strong, active literacy instruction. And the Reading Foundations Skills block gives primary students another hour per day of essential literacy instruction to help them crack the alphabetic code.

We know that in order to become fully literate, all children must acquire internalized, automatic knowledge of the building blocks of spoken and written language—letter names, sounds, and formation; the ability to break words apart and blend them back together; common spelling patterns; and decoding of words.

In addition, students must develop *automaticity* around reading. They need to internalize predictably patterned words in context (so that the words become sight words) and smoothly and accurately read basic sentence patterns—and, increasingly, texts.

The skills described in the two paragraphs above are the central purpose of the Reading Foundations Skills block. It is not designed primarily for reading comprehension—that is the job of the module lessons and labs. However, *fluency and automaticity are in fact directly related to reading comprehension*. Young students (such as the first-graders Kristina, Elvin, and Omar) who have to spend time and energy figuring out many words in a text do not have the “mental bandwidth” left to pay attention to the text’s meaning. Because the purpose of reading, after all, is comprehension, the Skills block is designed to give students the building blocks of written language, and to help them develop fluency and automaticity in reading.

The structure of the Skills block

The Skills block is organized by cycles, most of which include five lessons. Each day:

- Students spend 15–20 minutes in a “whole group” work session.
- Students spend 40–45 minutes in differentiated small groups, based on their strengths and needs.

During small group time in the weekly cycle, students have regular opportunities to work with the teacher. When they are not working with the teacher, they work independently in various ways, including accountable independent reading.

These small groups are key to how the Skills block works. They allow the teacher to tailor instruction, precisely, to the specific needs of each beginning reader, so that those students are able to progress as smoothly as possible.

Students develop foundational skills in “phases” of reading and spelling development and word acquisition. EL Education’s curriculum is designed to help teachers identify what phase each student is in and then to give students specific instruction in mastering each phase. (This framework is based on the work of Dr. Linnea Ehri, an educational psychologist who has researched how learners crack the alphabetic code.)

Phases of Reading and Spelling Development

Pre-Alphabetic (Pre-A)	Partial-Alphabetic (PA)	Full Alphabetic (FA)	Consolidated Alphabetic (CA)
Able to identify very few if any letters	Able to identify many upper and lower case letters	Able to identify all upper and lower case letters and sounds	Able to identify all upper and lower case letters and sounds
Not yet able to identify letter sounds	Able to identify some letter sounds	Able to blend and segment sounds in a word	Large bank of sight words, including multisyllabic words; learns words more quickly
Able to identify some environmental print	Limited phonemic awareness	A growing number of sight words committed to memory (mostly shorter words)	Able to use context to confirm reading of a word in a text
If spelling attempts are made, may include a random string of letters or shapes	Limited decoding ability	Growing ability to decode words and non-words	Proficient memory for correct spelling; able to draw from alphabetic principles to spell new words
	Predicts unknown words by identifying beginning sound	Able to use context to confirm reading of a word in a text	
	Able to produce some invented spelling; weak memory for correct spelling	Growing memory for correct spelling; some invented spelling	

Key features of the K–2 Reading Foundations Skills block

- ***Focus on spelling.*** Decoding and encoding go hand-in-hand, each skill strengthening the other. The ability to write the letters that represent sounds in words helps the writer commit the pronunciation of the word to memory.
- ***Honoring characteristics of primary learners.*** Primary students learn through play and predictable routines. The Skills block promotes a joyful, active learning environment by incorporating music, movement, stories, and use of multiple modalities.
- ***Additional time and support for students who need it, including targeted re-teaching.*** We know that all students do not learn at the same rate, and that some students need more time, repetition, and direct instruction than others. The differentiated small group instruction allows teachers to spend more time and provide more support to students who need it. Suggested re-teaching activities and guidance for differentiated small groups and planning are provided in each lesson.

Note: To implement the K–2 skills, any given individual teacher at a particular grade will have access to *all three years* of curriculum. This will enable effective differentiation (e.g., a first-grade teacher can reach “back” to kindergarten lessons to support struggling readers, or reach “up” to second-grade lessons to challenge students in the consolidated alphabetic phase).

- **Variety of student-friendly texts.** In addition to the content-related texts used in the labs and module lessons, the Skills block includes engaging Decodable Student Readers. To set purpose for the Decodable Student Reader, the teacher reads aloud an “Engagement” text, a complex text with an interesting story that is mirrored in the decodable text.
- **Assessment.** Both summative and formative assessments are integral. The curriculum includes *benchmark assessments* (fall, winter, spring).³ This gives the teacher a good sense of where her students are in terms of the alphabetic phases, described above. And *cycle assessments* serve as efficient dipsticks at the end of each week. These give the teacher more specific information to help her decide how to group students for specific small group instruction during the next cycle. There are also daily ongoing *snapshot* assessments.

³ If teachers prefer to use existing screening or diagnostic assessments in lieu of the three benchmark assessments, that is possible, as long as they are aligned with the appropriate standards.

Grades 3–5 Comprehensive Literacy Curriculum

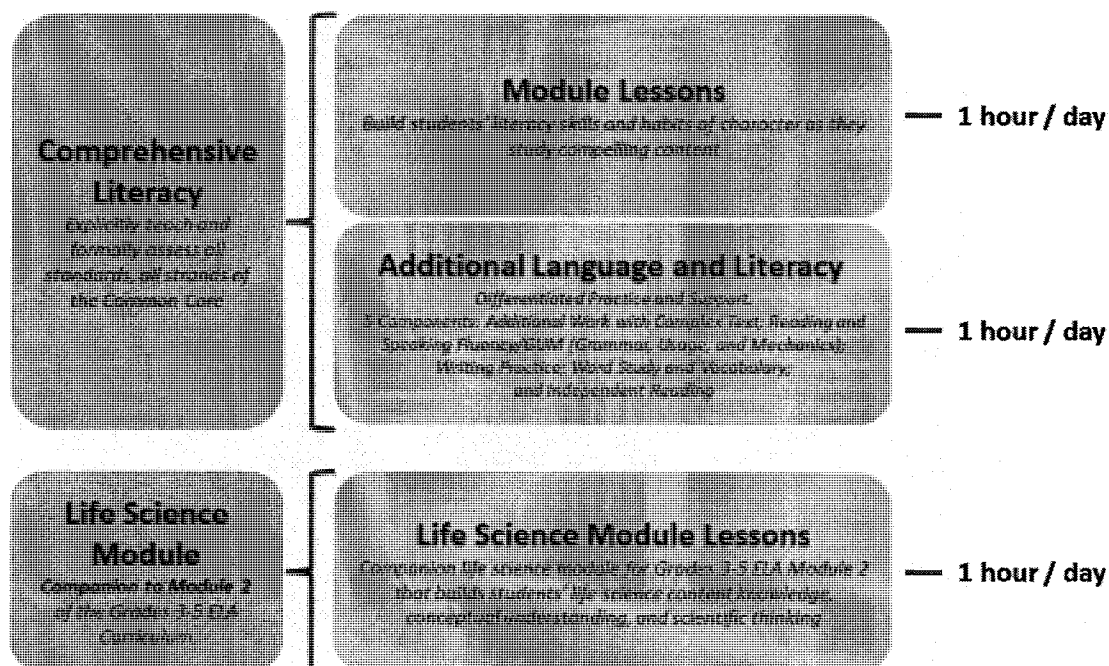
EL Education’s curriculum for Grades 3–5 honors students’ growing capacity to read complex text, write at length and with depth, and explore pressing issues in the world around them.

The Grades 3–5 curriculum comprises two hours of instruction per day:

- One hour of module lessons
- One hour of the supporting Additional Language and Literacy (ALL) block

There is also an optional companion Life Science Module.

EL Education’s Grades 3-5 Comprehensive Literacy: Structure



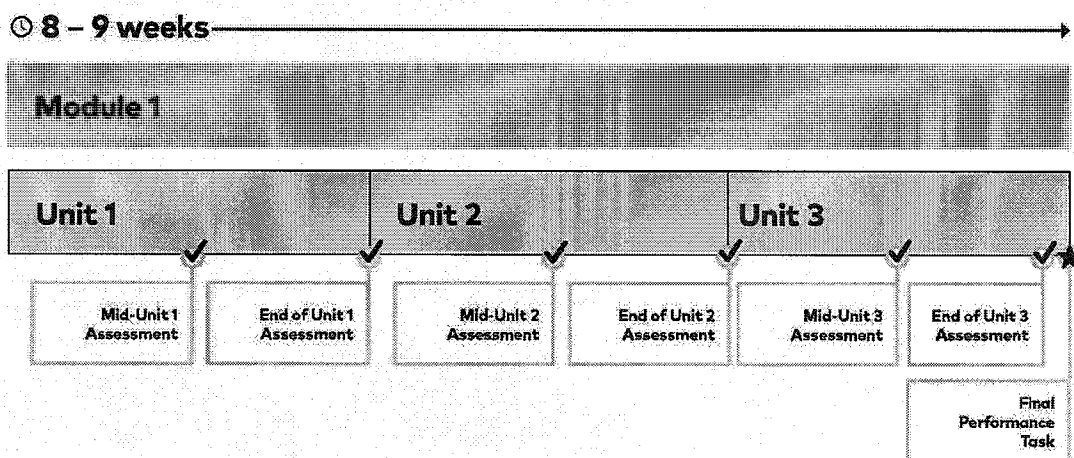
The module lessons

In many ways, EL Education’s Grades 3–5 curriculum is similar to the K–2 curriculum. The modules are fully integrated and use rich, authentic text throughout. Divided into three units each, the modules are designed to build important content knowledge and understanding, *as they fully and intentionally teach and assess the literacy standards at each grade level.*

The structure and story of the module

As in K–2, each module has a consistent structure of three units, with two assessments per unit.

EL Education’s Grades 3-5 ELA: Module Lessons including Assessment Structure



Unit 3 includes the performance task, an extended, supported writing task or presentation where students need to successfully bring together what they know about this topic. This is where Nathan, Sergei, and Alma are writing choose-your-own adventure narratives, bringing together what they know about the armadillo and what defenses it has to help it survive (and what they know about writing).

If this is what students need to be prepared to do in **Unit 3** of the module, what they learn in Units 1 and 2 must help them get there. (As in K–2, this is the principle of “backward design” in action.)

In **Unit 1**, students read, discuss, dramatize, draw, and write so that they acquire strong and specific content and background knowledge, as well as the literacy skills that they need to do so. Ms. Henderson’s fourth-graders learn what “natural defenses” are, they learn what predators do, and they learn about the many kinds of defenses that animals have depending on their habitat. In the process, the students learn to read closely, reread carefully for meaning, gather evidence, and develop a paragraph.

In **Unit 2**, they take this basic understanding to a deeper level. They do more research and discuss with one another what defenses specific animals might have. With close support, they respond to a prompting question to write a full multi-paragraph essay about animal defenses.

Throughout, for homework, students are reading independently at their own level. They are using research texts to gather deeper and deeper knowledge about how animals use natural defenses to survive and thrive.

As the lessons in each unit progress, Ms. Henderson has the opportunity to carefully check in on her students' progress. Each unit has two built-in two assessments: a mid-unit assessment (usually reading) and an end of unit assessment (usually writing). These help the teacher in two ways: They allow her to have a clear sense of what her students can and cannot yet do, and they give her valuable information about how best to use the time in the ALL block for her students' benefit.

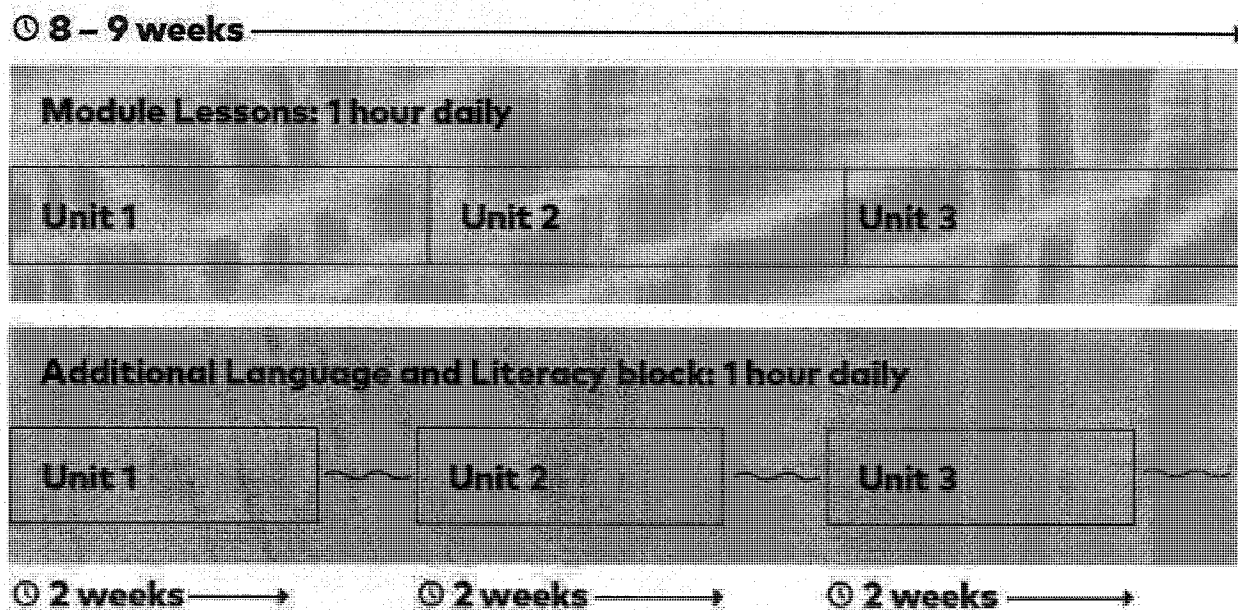
This structure and sequence mean that, by **Unit 3**, Eric and Sonya and their classmates are fully equipped to write their choose-your-own adventures about how the armadillo uses its defenses to survive.

The Additional Language and Literacy block

The ALL block is one hour long and supports the module lessons. The two hours of instruction are complementary, working together to accelerate the achievement of all students.

The ALL block has three units, parallel to the three units of the module.⁴

3-5 Comprehensive Literacy: Modules Lessons and Additional Language and Literacy Block (2 hours daily)



⁴ Although a module is eight weeks, there are only six weeks of ALL block lessons. Each ALL block unit is a two-week rotation. This supports flexible pacing: Based on the needs of their specific students, teachers can extend or add ALL block lessons.

The ALL block is one hour long and supports the module lessons. It has five components. Each component is built into the module lessons in various ways, and then is reinforced and practiced in the ALL block. Over the course of two weeks, students work with all five components.

Component	Description
Independent Reading	Students read content-related texts at a variety of levels (independent for student); have free choice reading
Additional Work with Complex Text	Students deepen comprehension of content and texts from lessons
Reading and Speaking Fluency/GUM	Students practice oral reading, speaking with expression; grammar, usage, and mechanics
Writing Practice	Students practice writing fluency; engage in quick-writes; get additional practice with specific skills
Word Study and Vocabulary	Students practice specific word structural analysis; work with vocabulary from module content

Each day in the ALL block, students rotate through three components:

- Accountable independent reading
- Independent activity (in heterogeneous groups, with a task card to guide their work)
- Teacher-guided activity (in homogeneous groups, including a separate strand for English language learners).

The activities are differentiated based on student need.

Key features of the Grades 3–5 module lessons and ALL block:

- **Regular close reading of complex texts.** Students in Grades 3–5 consistently and successfully read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex text.
- **Writing for understanding.** As students write to show understanding of particular content, they both synthesize that content and acquire transferable skills and approaches to new writing situations, becoming more independent writers.
- **Habits of character.** Habits of character are one of the Dimensions of Student Achievement. Collaboration, perseverance, having a growth mindset, and being able to set goals and then reflect on them are all key aspects of strong social-emotional development. They are critical to student success, in school and in life. To help students become independent learners, the 3–5 curriculum continues to build in frequent opportunities for students to collaborate and to reflect on their learning.

- ***Robust instruction for English language learners.*** Throughout the module lessons and the ALL block, ELLs are provided with specific and differentiated instruction and support. In the module lessons, ELLs are usually part of the overall heterogeneous grouping in the class. In the ALL block, there is a strategic mix of heterogeneous grouping as well as ELL-only grouping to meet specific needs.
- ***Building of knowledge and literacy skills through a volume of reading.*** Students have many opportunities to read a lot on the module topic. This results in stronger vocabulary, stronger content knowledge, and greater ability to write in depth about content.
- ***Daily student goal-setting and reflection.*** Module lessons and the ALL block include learning targets, which are student-friendly “I can” statements that help students know where they are headed with their learning. Teachers help students check back in with their progress during lessons.
- ***Sufficient practice of skills for students to demonstrate mastery.*** In both the module lessons and the ALL block, all students receive consistent, specific, and differentiated skills practice, in both reading and writing.
- ***Culminating performance task.*** Unit 3 of each module culminates with a student performance task. Students get support in synthesizing and transferring their knowledge and understanding from the unit, in terms of both content and literacy, in an authentic and often collaborative task. This is always scaffolded with models, drafts, critique, and revision to lead to high-quality work.
- ***Assessment.*** Both summative and formative assessments are integral. In each module, six summative assessments are built in (two per unit). Formative assessment happens frequently as teachers observe, collect homework, use checklists, and give feedback to students in module lessons and the ALL block.

The Grades 3–5 Curriculum: Life Science Modules

EL Education’s grades 3–5 curriculum includes one Life Science Module per grade level. Although the science module can stand alone, each one connects with and complements Module 2 of the grade-level literacy modules. These include:

Grade	Life Science Module
3	Diverse life cycles and inheritance of traits in aquatic plants and animals. It extends learning about frogs from the ELA module.
4	Ecosystems and specialized structures and their functions in terrestrial plants and animals. It is a companion to animal defenses in the ELA module.
5	The cycle of energy and matter in a healthy forest ecosystem. This extends learning about rainforests from the ELA module.

Science is about asking questions, observing carefully, investigating, reflecting, and then drawing conclusions based on evidence. The EL Life Science Modules for Grades 3–5 are designed to provide teachers and students with an inquiry-based approach to rigorous and authentic science instruction.

Each Life Science Module is designed to last eight weeks, with about three hours of science instruction per week. Each addresses and assesses at least one Next Generation Science Standard, explicitly teaches several others, and incorporates the unique features of the NGSS principles of science instruction.

The Life Science Modules have been designed for the elementary school generalist, like Ms. Henderson. Each module gives the regular classroom teacher the plans, the background content, and the resources she needs to provide strong, rigorous, literacy-integrated science instruction into the curriculum. For the classroom teacher, the goal of EL Education’s science curriculum is the recognition that science can be fun—both to learn and to teach!

The structure and story of a science module

Like the literacy modules in the EL curriculum, each of the Life Science Modules has been “backward designed” from the performance task and the summative assessment. In Ms. Henderson’s fourth-grade class, Nathan, Sergei, and Alma will be designing a fictional animal and creating an explanatory model to show how the animal’s structures work together to help the animal survive in a specific ecosystem. Finally, they will each write a paragraph to argue that the animal they designed can survive well in a given habitat.

What will the instruction include, so that these fourth-graders have a genuine opportunity to be both engaged and successful?

- **Anchoring phenomenon.** Each module begins with an “anchoring phenomenon.” This is an event set up by the teacher that raises an “I wonder” question for students. It is an “anchor” in the sense that its questions drive the rest of the module for the students.
- **Building background knowledge.** Students learn about structures in animals and plants, and how they function to allow the organism to survive. They build/draw explanatory models and carry out original investigations (engineering practices). They explore the connections among the structural elements that allow the organism to survive (cross-cutting concepts). They work successfully with complex texts in teacher-led close reading and with other texts as they build knowledge—and then speak and write about that understanding in clear, focused paragraphs (all important literacy standards).
- **Performance task.** In the final week, students put their deep knowledge and understanding of structures and their role in the survival of plants and animals to work as they design an animal whose structures help it to survive in a given habitat (which itself has key structures that allow it to flourish).

Three-Dimensional Science Instruction

The Next Generation Science Standards reflect a significant shift from earlier science instruction. Each of the NGSS standards is described in terms of a *performance expectation*: What should a student know and be able to do with that particular science concept at the end of instruction? In addition to naming a specific performance expectation, each science standard is described in terms of three dimensions. These are:

Science and Engineering Practices	Disciplinary Core Ideas	Cross-Cutting Concepts
Students ask questions and define problems related to the topic. They make explanatory models and revise them as they learn more. They set up investigations, gather evidence, and make thoughtful claims supported by reasoning, both orally and in writing.	This is the actual content and information that students are learning about a topic. In these EL science modules, the content is some aspect of life science, depending on the grade. This knowledge functions as the anchor of the module.	Students learn that there are ways of thinking and underlying “big ideas” that are not specific to a topic (or even to science!) that extend across and through many topics. This includes ideas like “systems,” patterns, and cause-effect relationships. They are the “glue” that holds ideas together.

Key features of the Life Science Modules

- ***Science notebooks.*** From the beginning of the module, each student keeps an interactive science notebook and uses it every day. Modeled after the way “real scientists” use notebooks, these are set up for students to include both a prompting question for the particular lesson sequence and space for students to think and work.
- ***Scientists Meetings.*** Scientists Meetings occur at least once a week. They give students the opportunity to translate their thinking into language that can be shared with others and revisited over time. Talking about ideas allows students to reconsider and revise their developing ideas as they listen to classmates.
- ***Flexible time for lessons.*** Unlike the literacy blocks, which are one hour long, the time allotted for each lesson sequence of a Life Science Modules is flexible. Teachers are encouraged to plan science instruction on a weekly, not daily, basis, and adjust times for investigations as needed.
- ***Self-coaching prompts for teachers.*** Many elementary generalists may lack confidence with teaching science. Every lesson includes questions for teachers to consider in order to help guide student inquiry, reflect on what students know and need, and anticipate classroom management.
- ***CCSS Literacy Standards.*** The literacy standards that are so central to the literacy modules are central to the science modules as well. Students engage in close reading of complex texts, and acquire and use key academic and domain vocabulary. They discuss and process their understanding in frequent guided conversation in Scientists Meetings, and they write arguments and scientific explanations supported by accurate, reasoned evidence.

Additional Documents to Orient to the K–5 ELA Curriculum

This page shows other guidance documents that are crucial to have the big picture year-long context when beginning to implement EL Education’s K–5 curriculum.

General Resources	
K–2 Curriculum Plan and 3–5 Curriculum Plan	High-level overviews of the recommended sequencing and pacing of topics, writing texts, and required texts for each grade. Signal key aspects of vertical alignment (K–2 and 3–5). Show the four modules per year for each grade level.
Grade Level Curriculum Maps	The single-best source to understand the year’s work for each grade level: a detailed view of the scope and sequence of the modules showing module titles, topics, targets, and standards explicitly taught and formally assessed in each module.
K–5 Required Trade Book Procurement List	Lists all trade books that districts must purchase to implement the modules. For each text, specifies the number of copies needed (e.g., one per classroom, six per classroom, or one per student).
K–5 Recommended Texts and Other Resources	Lists trade books, websites, and videos on the module topics for students to read independently in order to build content knowledge. Includes texts at a range of reading levels so teachers can differentiate.
K–2 Literacy Labs Supplemental Materials Procurement List	Lists the physical materials needed to implement K–2 Literacy Labs and 3–5 Life Science Modules. Note that schools may already have many of these materials (e.g., cardboard, paints).
Life Science Supplemental Materials Procurement List	Lists the physical materials needed to implement the Grades 3–5 Life Science Modules. Note that schools may already have many of these materials (e.g., eye-droppers).
Fostering Character in a Collaborative Classroom	Describes what EL Education means by “habits of character” (e.g., perseverance, collaboration) and how the curriculum promotes social-emotional learning. Includes specific suggestions for setting up the classroom environment, structures, and culture that will help this curriculum succeed, including how teachers can lay the foundation in the first few weeks of school, before starting Module 1.
Appendix: Protocols and Resources	A compendium of protocols (structured conversations) used in the module lessons, as well as writing rubrics (opinion, informative, narrative), speaking and listening checklists, and an explanation of conversation cues. Serves as a critical ongoing reference document alongside the K–5 module lessons.

General Resources (continued)	
Sample Schedules	Shows various options for scheduling the time for comprehensive literacy: three hours per day (K–2) and two hours per day (3–5). Each sample schedule states advantages and considerations.
Supporting English Language Learners (To come, fall 2016)	Includes information about how EL Education’s curriculum addresses the cultural and linguistic needs of ELLs, including considerations for students at various levels of English proficiency.
Implementing Literacy Labs	A simple description of the purpose and structure of the K–2 Literacy Labs. Describes the five labs and explains how labs unfold across a module. Answers frequently asked questions.
Videos: Protocols with Primary Learners	A suite of four short videos, each of which shows a class using a specific protocol (simple routine). These protocols actively engage all learners. They are used throughout the K–2 module lessons to help students listen to and speak about the module content. The videos demonstrate that even very young learners can succeed with protocols when given enough scaffolding and practice. (See Appendix for written versions of the protocols.)
Why a Structured Phonics Program Is Effective, by David Liben	A clear and thorough explanation of the research behind a structured phonics approach to reading instruction, how this approach works, and why it is effective.
Reading Foundations Grade Level Scope and Sequences	The single-best source to understand the year’s work for each grade level of the K–2 Skills block: a detailed view of the scope and sequence of the modules showing standards, substandards, and supporting learning targets explicitly taught and formally assessed in each module.
Implementing the Reading Foundations Skills block	A simple description of the purpose and structure of the K-2 Skills Block. Describes the structure of the modules, cycles, as well as what happens during whole group instruction and differentiated small group instruction. Provides introductory information about benchmark assessments, how to group students for differentiated small group instruction, and how to use independent student rotation activities. Refers readers to additional detailed documents found in the K-2 Skills Resource Manual.
K–2 Reading Foundations Skills Resource Manual	A suite of teacher resources critical for implementing the K-2 Skills block, including: <ul style="list-style-type: none"> • Guidance documents • Benchmark Assessments (and administration and scoring guidance) • Activity Bank • K-2 Skills Word List

General Resources (continued)	
Videos: Reading Foundations Instructional Practices	A suite of six short videos, each showing a teacher using a specific instructional practice (e.g., chaining) that forms the backbone of the “cycles” of lessons in the Grade 1 Skills block. The videos illustrate design features of the entire K–2 Skills curriculum (e.g., the relationship between spelling and reading).
Implementing the Additional Language and Literacy block	A simple description of the purpose and structure of the Grades 3–5 ALL block. Describes the five components and the two-week cycle. Describes rotations, how to group students, and the strand for English language learners. Answers frequently asked questions.
Life Science Grade Level Module Overviews	Because there is just one Life Science Module per grade level (eight weeks of instruction), no yearlong guidance documents exist. Each grade-level module overview includes background information to help general education teachers build their own background knowledge about the science content (before using the module with students).

Attachment D – b
3-5 EL-ELA Curriculum Grades 3 - 8

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: Feb 2016)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
3	1	<i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i>	Margriet Ruurs	Teacher copy only	978-1-590780930	1590780930	
3	1	<i>Rain School</i>	James Rumford	One per student	978-0547243078	0547243073	
3	1	<i>The Librarian of Basra</i>	Jeanette Winter	One per student	978-0152054458	0152054456	
3	1	<i>Thank You, Mr. Falker</i>	Patricia Polacco	Teacher copy only	978-0399237324	0399237321	
3	1	<i>The Incredible Book Eating Boy</i>	Oliver Jeffers	Teacher copy only	978-0399247491	0399247491	
3	1	<i>The Boy Who Loved Words</i>	Roni Schotter	Teacher copy only	978-0375836015	0375836012	
3	1	<i>Waiting for the Biblioburro</i>	Monica Brown	Teacher copy only	978-1582463537	1582463530	
3	1	<i>Nareen's Secret School</i>	Jeanette Winter	One per student	978-1416994374	1416994378	
3	1	<i>That Book Woman</i>	Heather Henson	Teacher copy only	978-1416908128	1416908129	
3	2A	<i>Poison Dart Frogs Up Close</i>	Carmen Bredeson	One per student	978-1598454208	159845420X	
3	2A	<i>Deadly Poison Dart Frogs</i>	Lincoln James	One per student	978-1433957444	1433957442	
3	2A	<i>Everything You Need to Know about Frogs and Other Slippy Creatures</i>	DK Publishing	One per student	978-0756682323	0756682320	
3	2A	<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard, illustrated by Kristin Kest	One per student	978-1607270690	1607270692	Available only from American Reading Company (ARC). Call 1-866-810-2665 or visit http://www.americanreading.com/expeditionary-learning/
3	3A	<i>Classic Starts: Peter Pan</i>	J. M. Barrie, adapted by Tania Zamorski	One per student	978-1402754210	1402754213	
3	4	<i>One Walk, The Story of Water on Earth</i>	Rochelle Strauss	One per student	978-1553379546	1553379543	
3	2B	<i>Magic Tree House #37: Dragon of the Red Dawn</i>	Mary Pope Osborne	One per student	978-0375837289	0375837280	
3	2B	<i>Magic Tree House #33: Carnival at Candlelight</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830341	0375830340	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #34: Season of the Sandstorms</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830327	0375830324	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #45: A Crazy Day with Cobras</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375867958	0375867953	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Exploring Countries: Japan</i>	Colleen Sexton	One per student	978-1600146749	1600146740	
3	2B	<i>Exploring Countries: Italy</i>	Walter Simmons	Enough texts for 1/3 of the class	978-1600146732	1600146732	Books for Research (Students use one book from the list to conduct research.)
3	2B	<i>Exploring Countries: India</i>	Jim Bartell	Enough texts for 1/3 of the class	978-1600145551	1600145558	Books for Research (Students use one book from the list to conduct research.)

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GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
3	2B	<i>Exploring Countries: Iraq</i>	Lisa Owings	Enough texts for 1/3 of the class	978-1600145926	1600145922	Books for Research (Students use one book from the list to conduct research.)
3	3B	<i>Lon Po Po</i>	Ed Young	One per student	978-0698113824		
3	3B	<i>Aesop's Fables</i>	Jerry Pinkney	One per student	978-1587170003	1587170000	
3	3B	<i>Fare to Face with Wolves</i>	Jim and Judy Brandenburg	One per student	978-1426306983	1426306989	
4	1A*	<i>The Iroquois: The Six Nations Confederacy</i>	Mary Englar	One per student	978-0736848176	736848177	
4	1A*	<i>Eagle Song</i>	Joseph Bruchac	One per student (optional)	978-0141301693	141301694	Optional
4	1A*	<i>The Keeping Quilt</i>	Patricia Polacco	Teacher copy only	978-0153052125	153052120	
4	1B	<i>A River of Wonders: The Story of William Carlos Williams</i>	Jen Bryant	Teacher copy only	978-0802853028		
4	1B	<i>Love That Dog</i>	Sharon Creech	One per student	978-0064409599	006029289X	
4	2A	<i>The Sloop on Clothes, Homes, and Daily Life in Colonial America</i>	Elizabeth Raum	One per student	978-1429672139	1429672137	
4	2A	<i>If You Lived in Colonial Times</i>	Ann McGovern, illustrated by June Orani	One per student	978-0590451604	059045160X	
4	3A	<i>Simple Machines: Forces in Action (Do It Yourself)</i>	Buffy Silverman	One per student	978-1432923174	143292317X	
4	3A	<i>Take a Quick Bow!</i>	Pamela Marx	Teacher copy only	978-1596470835	1596470836	
4	4	<i>The Hope Chest</i>	Karen Schwabach	One per student	978-0375840968	0375840966	
4	2B	<i>Animal Behavior: Animal Defenses</i>	Christina Wilsdon	One per student	978-1604130898	160413089X	
4	2B	<i>Venom</i>	Marilyn Singer	Teacher copy only	978-1581960433	1581960433	
4	2B	<i>Can You Survive in the Wilderness? An Interactive Survival Adventure</i>	Matt Doeden	Teacher copy only	978-1429679961	1429679964	
4	3B	<i>Divided Loyalties: The Barton Family during the American Revolution</i>	Gare Thompson and Barbara Kiwak	One per student	978-0792258674	0792258673	
5	1	<i>Esperanza Rising</i>	Pam Munoz Ryan	One per student	978-0439120425	043912042X	
5	2A	<i>Rainforest Research Journal</i>	Paul Mason	Teacher copy only	978-0778799245	0778799247	
5	2A	<i>The Most Beautiful Roof in the World</i>	Kathryn Laszky	One per student	978-0152008970	0152008977	
5	3A	<i>Promises To Keep: How Jackie Robinson Changed America</i>	Sharon Robinson	One per student	978-0439678759	0439678757	
5	4**	<i>Eight Days: A Story of Haiti</i>	Edwidge Danticat	One per student	978-0545278492	054527849X	
5	2B	<i>Investigating the Scientific Method with Max Axiom, Super Scientist</i>	Donald B. Lemke	One per student	978-1429617604	1429617608	
5	2B	<i>The Boy Who Invented T₁: The Story of Philo Farnsworth</i>	Kathleen Krull	One per student	978-0375845611	0375845615	

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

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GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
5	3B	<i>The Inuit Thought of It: Amazing Arctic Innovations (We Thought of It)</i>	Aloorook Ipellie and David MacDonald	One per student	978-1554510870	1554510872	
6	1	<i>The Lightning Thief</i>	Rick Riordan	One per student	978-0786838653	0786838655	Be sure you are ordering the novel and not the graphic novel.
6	1	<i>D'Aulaires Book of Greek Myths</i>	Ingrid and Edgar Parin D'Aulaire	Teacher copy only	978-0440406945	0440406943	See Note regarding ISBNs at the end of this document.
6	2A	<i>Bud, Not Buddy</i>	Christopher Paul Curtis	One per student	978-0440413288	043940200X	See Note regarding ISBNs at the end of this document.
6	3A	<i>Dragonwings</i>	Laurence Yep	One per student	978-0064400855	0064400859	
6	4	<i>Frightful's Mountain</i>	Jean Craighead George	One per student	978-0141312354	0141312351	
6	2B	<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schlitz	One per student	978-0763643324	0763643327	Be sure to order the 2008 edition, which is slightly larger in color, and has useful sidebars alongside the monologues.
6	2B	<i>Blue Lizard: Concrete Poems</i>	John Grandits	Five texts per teacher (used by	978-0618851324	0618851321	
6	2B	<i>Technically, It's Not My Fault: Concrete Poems</i>	John Grandits	Five texts per teacher (used by small groups)	978-0618503612	0618503617	
6	3B	<i>World Without Fish</i>	Mark Kurlansky	One per student	978-0761156079	0761156070	
6	3B	<i>Finch</i>	Carl Hiaasen	One per student	978-0375861253	0375861254	
7	1	<i>A Long Walk to Water</i>	Linda Sue Park	One per student	978-0547577319	0547577311	
7	2A	<i>Lyddie</i>	Katharine Patterson	One per student	978-0140349818	0140349812	See Note regarding ISBNs at the end of this document.
7	3	<i>Narrative of the Life of Frederick Douglass</i>	Frederick Douglass	No purchase required			All excerpts that students read are provided in the lessons themselves.
7	3	<i>The People Could Fly: The Picture Book</i>	Virginia Hamilton	Teacher copy only	978-0375824050	0375824057	This book is recommended. Schools may seek this widely available book through a school or public library. As an additional alternative, suggested free resources are named in the lessons in which this book is used.
7	3	<i>Frederick Douglass: The Last Day of Slavery</i>	William Miller	Teacher copy only	978-1880000427	1880000423	This children's book is integral to several lessons in this module, and is widely available in public and school libraries. Alternate lessons are available at commoncoresuccess.elschools.org .
7	3	<i>Turning the Page: Frederick Douglass Learns to Read</i>	Amanda Hamilton Roos, illustrated by Michael Adams	Enough texts for 1/3 of the class (recommended, not required)	978-1614066835	1614066833	
7	4A	No texts required for purchase					
7	4B	<i>The Big Thirst: The Secret Life and Turbulent Future of Water</i>	Charles Fishman	One per student	978-1439102084	1439102082	

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: Feb 2016)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
7	2B	<i>Pygmalion</i>	George Bernard Shaw	One per student	978-1580493994	1580493998	
7	2B	<i>Nadia's Hands</i>	Karen English, illustrated by Jonathan Weiner	Teacher copy only	978-1590787847	1590787846	See Note regarding ISBNs at the end of this document.
8	1	<i>Inside Out & Back Again</i>	Thanhha Lai	One per student	978-0061962790	0061962791	
8	2A	<i>To Kill a Mockingbird (50th Anniversary Edition)</i>	Harper Lee	One per student	978-0446310789	0446310786	The ISBNs shown here now reference the 50th anniversary edition, widely available. (The version of this novel that EL referenced for the original module lessons is no longer in print.) For a repagination chart, go to commoncoresuccess.elschools.org/curriculum/ela/grade-8
8	2A	<i>To Kill a Mockingbird (film)</i>	Directed by Robert Mulligan (1962)				This resource is widely available through various channels including libraries, retail outlets, Netflix, etc.
8	3A	<i>Unbroken: A World War II Story of Survival, Resilience and Redemption</i>	Laura Hillenbrand	One per student	978-081297492	81297492	Updated 2/1/2016 to reflect the new paperback edition. Please see our website for details on changes to page references in the module, which was written based on the hardcover edition: http://commoncoresuccess.education.org/ . Although there is also a young reader's edition of <i>Unbroken</i> , we do not recommend using it, since module lessons were written based on the original version of the text.
8	4	<i>The Counting House: The Secret Behind What You Eat, Young Readers Edition</i>	Michael Pollan	One per student	978-1101993835	1101993839	Updated 2/1/2016 to reflect the new paperback edition following changes made by the publisher. Please see our website for details on changes to page references in the module: http://commoncoresuccess.education.org/ .
8	2B	<i>A Midsummer Night's Dream</i>	William Shakespeare (Folger Shakespeare Library)	One per student	978-0743477543	0743477545	See Note regarding ISBNs at the end of this document.
8	2B	<i>Teaching Romeo & Juliet, Macbeth and Midsummer Night: Shakespeare Set Free</i>	Peggy O'Brien	Teacher copy only	978-0743288507	0743288505	
8	3B	<i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>	Carlotta Walls LaNier and Lisa Frazier Page	One per student	978-0345511010	0345511018	See Note regarding ISBNs at the end of this document.
8	3B	<i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>	Shelley Tougas	One per student	978-0756545123	0756545129	

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: Feb 2016)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
8	3B	<i>Ripples of Hope: Great American Civil Rights Speeches</i>	Josh Gottheimer	Teacher copy only (recommended, not required)	978-0465027538		This anthology includes a Martin Luther King speech used in Unit 2: "Address to the First Montgomery Improvement Association Mass Meeting" ("Montgomery Bus Boycott Speech").

NOTE: The ISBN-13 listed here is the one referenced in the curriculum. **HOWEVER**, multiple editions of this book are in print, all of which have different ISBNs but contain the same content. Replace with caution since text-dependent questions in module lessons reference a specific version. Another edition of the book may be substituted, as long as it is not an alternate version (e.g., a Young Reader's version, a graphic version, etc). Although pagination may be different, chapter references continue to be relevant across editions and should provide sufficient anchoring to identify relevant sections of the text.

* 4MLA has been revised by NYSED and was posted in summer 2014. *The Iroquois: The Six Nation Confederacy* is still used as a central text. *Eagle Song* is no longer be a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. *The Keeping Quilt* has been added as a read-aloud in Unit 3.

** Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Unit 2 of 5M4 has been revised. *Eight Days: A Story of Haiti* remains. The new unit does not require any new text purchases.

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3	1	<i>Thank You, Mr. Falkner</i>	Patricia Polacco	Teacher copy only	978-0399237324	0399237321	
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3	1	<i>The Boy Who Loved Words</i>	Roni Schotter	Teacher copy only	978-0375836015	0375836012	
3	1	<i>Waiting for the Biblioburro</i>	Monica Brown	Teacher copy only	978-1582463537	1582463530	
3	1	<i>Nasreen's Secret School</i>	Jeanette Winter	One per student	978-1416994374	1416994378	
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3	2A	<i>Poison Dart Frogs Up Close</i>	Carmen Bredeson	One per student	978-1598454208	159845420X	
3	2A	<i>Deadly Poison Dart Frogs</i>	Lincoln James	One per student	978-1433957444	1433957442	
3	2A	<i>Everything You Need to Know about Frogs and Other Slippy Creatures</i>	DK Publishing	One per student	978-0756682323	0756682320	
3	2A	<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard, illustrated by Kristin Kest	One per student	978-1607270690	1607270692	Available only from American Reading Company (ARC). Call 1-866-810-2665 or visit http://www.americanreading.com/expeditionary-learning/
3	3A	<i>Classic Starts: Peter Pan</i>	J. M. Barrie, adapted by Tania Zamorski	One per student	978-1402754210	1402754213	
3	4	<i>One Well: The Story of Water on Earth</i>	Rochelle Strauss	One per student	978-1553379546	1553379543	
3	2B	<i>Magic Tree House #37: Dragon of the Red Dawn</i>	Mary Pope Osborne	One per student	978-0375837289	0375837280	
3	2B	<i>Magic Tree House #33: Carnival at Candlelight</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830341	0375830340	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #34: Season of the Sandstorms</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830327	0375830324	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #45: A Crazy Day with Cobras</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375867958	0375867953	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Exploring Countries: Japan</i>	Colleen Sexton	One per student	978-1600146749	1600146740	
3	2B	<i>Exploring Countries: Italy</i>	Walter Simmons	Enough texts for 1/3 of the class	978-1600146732	1600146732	Books for Research (Students use one book from the list to conduct research.)
3	2B	<i>Exploring Countries: India</i>	Jim Bartell	Enough texts for 1/3 of the class	978-1600145551	1600145558	Books for Research (Students use one book from the list to conduct research.)

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: May 2015)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
3	2B	<i>Exploring Countries: Iraq</i>	Lisa Owings	Enough texts for 1/3 of the class	978-1600145926	1600145922	Books for Research (Students use one book from the list to conduct research.)
3	3B	<i>Lon Po Po</i>	Ed Young	One per student	978-0698113824		
3	3B	<i>Aesop's Fables</i>	Jerry Pinkney	One per student	978-1587170003	1587170000	
3	3B	<i>Fare to Face with Wolves</i>	Jim and Judy Brandenburg	One per student	978-1426306983	1426306989	
4	1A*	<i>The Iroquois: The Six Nations Confederacy</i>	Mary Englar	One per student	978-0736848176	7368481777	
4	1A*	<i>Eagle Song</i>	Joseph Bruchac	One per student (optional)	978-0141301693	141301694	Optional
4	1A*	<i>The Keeping Quilt</i>	Patricia Polacco	Teacher copy only	978-0153052125	153052120	
4	1B	<i>A Rider of Words: The Story of William Carlos Williams</i>	Jen Bryant	Teacher copy only	978-0802853028		
4	1B	<i>Love That Dog</i>	Sharon Creech	One per student	978-0064409599	006029289X	
4	2A	<i>The Scamp on Clothes, Homes, and Daily Life in Colonial America</i>	Elizabeth Raum	One per student	978-1429672139	1429672137	
4	2A	<i>If You Lived in Colonial Times</i>	Ann McGovern, illustrated by June Otani	One per student	978-0590451604	059045160X	
4	3A	<i>Simple Machines: Forces in Action (Do It Yourself)</i>	Buffy Silverman	One per student	978-1432923174	143292317X	
4	3A	<i>Take a Quick Bowl</i>	Pamela Marx	Teacher copy only	978-1596470835	1596470836	
4	4	<i>The Hope Chest</i>	Karen Schwabach	One per student	978-0375840968	0375840966	
4	2B	<i>Animal Behavior: Animal Defenses</i>	Christina Wilsdon	One per student	978-1604130898	160413089X	
4	2B	<i>Venom</i>	Marilyn Singer	Teacher copy only	978-1581960433	1581960433	
4	2B	<i>Can You Survive in the Wilderness? An Interactive Survival Adventure</i>	Matt Doeden	Teacher copy only	978-1429679961	1429679964	
4	3B	<i>Divided Loyalties: The Barton Family during</i>	Gare Thompson and Barbara	One per student	978-0792258674	0792258673	
5	1	<i>Esperanza Rising</i>	Pam Munoz Ryan	One per student	978-0439120425	043912042X	
5	2A	<i>Rainforest Research Journal</i>	Paul Mason	Teacher copy only	978-0778799245	0778799247	
5	2A	<i>The Most Beautiful Roof in the World</i>	Kathryn Laskey	One per student	978-0152008970	0152008977	
5	3A	<i>Promises To Keep: How Jackie Robinson Changed America</i>	Sharon Robinson	One per student	978-0439678759	0439678757	
5	4**	<i>Eight Days: A Story of Haiti</i>	Edwidge Danticat	One per student	978-0545278492	054527849X	
5	2B	<i>Investigating the Scientific Method with Max Axson, Super Scientist</i>	Donald B. Lemke	One per student	978-1429617604	1429617608	
5	2B	<i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>	Kathleen Krull	One per student	978-0375845611	0375845615	

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GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
5	3B	<i>The Inuit I Thought of It: Amazing Arctic Innovations (We Thought of It)</i>	Alootook Ipellie and David MacDonald	One per student	978-1554510870	1554510872	
6	1	<i>The Lightning Thief</i>	Rick Riordan	One per student	978-0786838653	0786838655	Be sure you are ordering the novel and not the graphic novel.
6	1	<i>D'Aulaires Book of Greek Myths</i>	Ingrid and Edgar Patin D'Aulaire	Teacher copy only	978-0440406945	0440406943	See Note regarding ISBNs at the end of this document.
6	2A	<i>Bad, Not Buddy</i>	Christopher Paul Curtis	One per student	978-0440413288	043940200X	See Note regarding ISBNs at the end of this document.
6	3A	<i>Dragonings</i>	Laurence Yep	One per student	978-0064400855	0064400859	
6	4	<i>Frightful's Mountain</i>	Jean Craighead George	One per student	978-0141312354	0141312351	
6	2B	<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schlitz	One per student	978-0763643324	0763643327	Be sure to order the 2008 edition, which is slightly larger in color, and has useful sidebars alongside the monologues.
6	2B	<i>Blue I Spit: Concrete Poems</i>	John Grandits	Five texts per teacher (used)	978-0618851324	0618851321	
6	2B	<i>Technically, It's Not My Fault: Concrete Poems</i>	John Grandits	Five texts per teacher (used by small groups)	978-0618503612	0618503617	
6	3B	<i>World Without Fish</i>	Mark Kurlansky	One per student	978-0761156079	0761156070	
6	3B	<i>Fishb</i>	Carl Hassen	One per student	978-0375861253	0375861254	
7	1	<i>A Long Walk to Water</i>	Linda Sue Park	One per student	978-0547577319	0547577311	
7	2A	<i>Lyddie</i>	Katherine Patterson	One per student	978-0140349818	0140349812	See Note regarding ISBNs at the end of this document.
7	3	<i>Narrative of the Life of Frederick Douglass</i>	Frederick Douglass	No purchase required			All excerpts that students read are provided in the lessons themselves.
7	3	<i>The People Could Fly: The Picture Book</i>	Virginia Hamilton	Teacher copy only	978-0375824050	0375824057	This book is recommended. Schools may seek this widely available book through a school or public library. As an additional alternative, suggested free resources are named in the lessons in which this book is used.
7	3	<i>Frederick Douglass: The Last Day of Slavery</i>	William Miller	Teacher copy only	978-1880000427	1880000423	This children's book is integral to several lessons in this module, and is widely available in public and school libraries. Alternate lessons are available at commoncoresuccess.elschools.org .
7	3	<i>Turning the Page: Frederick Douglass Learns to Read</i>	Amanda Hamilton Roos, illustrated by Michael Adams	Enough texts for 1/3 of the class (recommended, not required)	978-1614066835	1614066833	
7	4A	No texts required for purchase					
7	4B	<i>The Big Thirst: The Secret Life and Turbulent Future of Water</i>	Charles Fishman	One per student	978-1439102084	1439102082	

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Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
7	2B	<i>Pygmalion</i>	George Bernard Shaw	One per student	978-1-580493994	1580493998	
7	2B	<i>Nadia's Hands</i>	Karen English, illustrated by Jonathan Weiner	Teacher copy only	978-1-590787847	1590787846	See Note regarding ISBNs at the end of this document.
8	1	<i>Inside Out & Back Again</i>	Thanhha Lai	One per student	978-0061962790	0061962791	
8	2A	<i>To Kill a Mockingbird</i> (50th Anniversary Edition)	Harper Lee	One per student	978-0446310789	0446310786	The ISBNs shown here now reference the 50th anniversary edition, widely available. (The version of this novel that FL referenced for the original module lessons is no longer in print.) For a repagination chart, go to commoncoresuccess.elshools.org/curriculum/ela/grade8
8	2A	<i>To Kill a Mockingbird</i> (film)	Directed by Robert Mulligan (1962)				This resource is widely available through various channels including libraries, retail outlets, Netflix, etc.
8	3A	<i>Unbroken: A World War II Story of Survival, Resilience and Redemption</i>	Laura Hillenbrand	One per student	978-1-400064168	1400064163	Although there is now a young reader's edition of <i>Unbroken</i> , we do not recommend using it, since module lessons were written based on the original version of the text.
8	4	<i>The Omnivore's Dilemma: The Secrets Behind What You Eat, Young Readers Edition</i>	Michael Pollan	One per student	978-0803735002	0803735006	
8	2B	<i>A Midsummer Night's Dream</i>	William Shakespeare (Folger Shakespeare Library)	One per student	978-0743477543	0743477545	See Note regarding ISBNs at the end of this document.
8	2B	<i>Teaching Romeo & Juliet, Macbeth and Midsummer Night: Shakespeare Set Free</i>	Peggy O'Brien	Teacher copy only	978-0743288507	0743288505	
8	3B	<i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>	Carlotta Walls LaNier and Lisa Frazier Page	One per student	978-0345111010	0345111018	See Note regarding ISBNs at the end of this document.
8	3B	<i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>	Shelley Tougas	One per student	978-0756545123	0756545129	
8	3B	<i>Ripples of Hope: Great American Civil Rights Speeches</i>	Josh Gottheimer	Teacher copy only (recommended, not required)	978-0465027538		This anthology includes a Martin Luther King speech used in Unit 2: "Address to the First Montgomery Improvement Association Mass Meeting" ("Montgomery Bus Boycott Speech").

NOTE: The ISBN-13 listed here is the one referenced in the curriculum. HOWEVER, multiple editions of this book are in print, all of which have different ISBNs but contain the same content. Replace with caution, since text-dependent questions in module lessons reference a specific version. Another edition of the book may be substituted, as long as it is not an alternate version (e.g., a Young Reader's version, a graphic version, etc.). Although pagination may be different, chapter references continue to be relevant across editions and should provide sufficient anchoring to identify relevant sections of the text.

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: May 2015)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
* 4M1A has been revised by NYSED and was posted in summer 2014. <i>The Iroquois: The Six Nation Confederacy</i> is still used as a central text. <i>Eagle Song</i> is no longer be a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. <i>The Keeping Quilt</i> has been added as a read-aloud in Unit 3.							
** Based on field feedback, the novel <i>Dark Water Rising</i> has been removed from 5M4. Unit 2 of 5M4 has been revised. <i>Eight Days: A Story of Haiti</i> remains. The new unit does not require any new text purchases.							

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GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
3	1	<i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i>	Margriet Ruurs	Teacher copy only	978-1590780930	1590780930	
3	1	<i>Rain School</i>	James Rumford	One per student	978-0547243078	0547243073	
3	1	<i>The Librarian of Bassa</i>	Jeanette Winter	One per student	978-0152054458	0152054456	
3	1	<i>Thank You, Mr. Falker</i>	Patricia Polacco	Teacher copy only	978-0399237324	0399237321	
3	1	<i>The Incredible Book Eating Boy</i>	Oliver Jeffers	Teacher copy only	978-0399247491	0399247491	
3	1	<i>The Boy Who Loved Words</i>	Roni Schotter	Teacher copy only	978-0375836015	0375836012	
3	1	<i>Waiting for the Biblioburro</i>	Monica Brown	Teacher copy only	978-1582463537	1582463530	
3	1	<i>Nearness's Secret School</i>	Jeanette Winter	One per student	978-1416994374	1416994378	
3	1	<i>That Book Woman</i>	Heather Henson	Teacher copy only	978-1416908128	1416908129	
3	2A	<i>Poison Dart Frogs Up Close</i>	Carmen Bredeson	One per student	978-1598454208	159845420X	
3	2A	<i>Deadly Poison Dart Frogs</i>	Lincoln James	One per student	978-1433957444	1433957442	
3	2A	<i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>	DK Publishing	One per student	978-0756682323	0756682320	
3	2A	<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard, illustrated by Kristin Kest	One per student	978-1607270690	1607270692	Available only from American Reading Company (ARC). Call 1-866-810-2665 or visit http://www.americanreading.com/expeditionary-learning/
3	3A	<i>Classic Starts: Peter Pan</i>	J. M. Barrie, adapted by Tania Zamorski	One per student	978-1402754210	1402754213	
3	4	<i>One Well: The Story of Water on Earth</i>	Rochelle Strauss	One per student	978-1553379546	1553379543	
3	2B	<i>Magic Tree House #37: Dragon of the Red Dawn</i>	Mary Pope Osborne	One per student	978-0375837289	0375837280	
3	2B	<i>Magic Tree House #33: Carnival at Candlelight</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830341	0375830340	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #34: Season of the Sandstorms</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830327	0375830324	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #45: A Crazy Day with Cobra</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375867958	0375867953	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Exploring Countries: Japan</i>	Colleen Sexton	One per student	978-1600146749	1600146740	
3	2B	<i>Exploring Countries: Italy</i>	Walter Simmons	Enough texts for 1/3 of the class	978-1600146732	1600146732	Books for Research (Students use one book from the list to conduct research.)
3	2B	<i>Exploring Countries: India</i>	Jim Barrell	Enough texts for 1/3 of the class	978-1600145551	1600145558	Books for Research (Students use one book from the list to conduct research.)

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3	3B	<i>Lon Po Po</i>	Ed Young	One per student	978-0698113824		
3	3B	<i>Aesop's Fables</i>	Jerry Pinkney	One per student	978-1587170003	1587170000	
3	3B	<i>Face to Face with Wolves</i>	Jim and Judy Brandenburg	One per student	978-1426306983	1426306989	
4	1A*	<i>The Iroquois: The Six Nations Confederacy</i>	Mary Englar	One per student	978-0736848176	736848177	
4	1A*	<i>Eagle Song</i>	Joseph Bruchac	One per student (optional)	978-0141301693	141301694	Optional
4	1A*	<i>The Keeping Quilt</i>	Patricia Polacco	Teacher copy only	978-0153052125	153052120	
4	1B	<i>A River of Words: The Story of William Carlos Williams</i>	Jen Bryant	Teacher copy only	978-0802853028		
4	1B	<i>Love That Dog</i>	Sharon Creech	One per student	978-0064409599	006029289X	
4	2A	<i>The Scorp on Clothes, Homes, and Daily Life in Colonial America</i>	Elizabeth Raum	One per student	978-1429672139	1429672137	
4	2A	<i>If You Lived in Colonial Times</i>	Ann McGovern, illustrated by June Orani	One per student	978-0590451604	059045160X	
4	3A	<i>Simple Machines: Forces in Action (Do It Yourself)</i>	Buffy Silverman	One per student	978-14332923174	143292317X	
4	3A	<i>Take a Quick Bowl!</i>	Pamela Marx	Teacher copy only	978-1596470835	1596470836	
4	4	<i>The Hope Chest</i>	Karen Schwabach	One per student	978-0375840968	0375840966	
4	2B	<i>Animal Behavior: Animal Defense</i>	Christina Wilsdon	One per student	978-1604130898	160413089X	
4	2B	<i>Venom</i>	Marilyn Singer	Teacher copy only	978-1581960433	1581960433	
4	2B	<i>Can You Survive in the Wilderness? An Interactive Survival Adventure</i>	Matt Doeden	Teacher copy only	978-1429679961	1429679964	
4	3B	<i>Divided Loyalties: The Burton Family during</i>	Gare Thompson and Barbara	One per student	978-0792258674	0792258673	
5	1	<i>Esperanza Rising</i>	Pam Munoz Ryan	One per student	978-0439120425	043912042X	
5	2A	<i>Rainforest Research Journal</i>	Paul Mason	Teacher copy only	978-0778799245	0778799247	
5	2A	<i>The Most Beautiful Roof in the World</i>	Kathryn Laskey	One per student	978-0152008970	0152008977	
5	3A	<i>Promises To Keep: How Jackie Robinson Changed America</i>	Sharon Robinson	One per student	978-0439678759	0439678757	
5	4**	<i>Eight Days: A Story of Haiti</i>	Edwidge Danticat	One per student	978-0545278492	054527849X	
5	2B	<i>Investigating the Scientific Method with Alex Axiom, Super Scientist</i>	Donald B. Lemke	One per student	978-1429617604	1429617608	
5	2B	<i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>	Kathleen Krull	One per student	978-0375845611	0375845615	

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6	1	<i>The Lightning Thief</i>	Rick Riordan	One per student	978-0786838653	0786838655	Be sure you are ordering the novel and not the graphic novel.
6	1	<i>D'Aulaires Book of Greek Myths</i>	Ingri and Edgar Patin D'Aulaire	Teacher copy only	978-0440406945	0440406943	See Note regarding ISBNs at the end of this document.
6	2A	<i>Bud, Not Buddy</i>	Christopher Paul Curtis	One per student	978-0440413288	043940200X	See Note regarding ISBNs at the end of this document.
6	3A	<i>Dragonnings</i>	Laurence Yep	One per student	978-0064400855	0064400859	
6	4	<i>Frightful's Mountain</i>	Jean Craighead George	One per student	978-0141312354	0141312351	
6	2B	<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schlitz	One per student	978-0763643324	0763643327	Be sure to order the 2008 edition, which is slightly larger in color, and has useful sidebars alongside the monologues.
6	2B	<i>Blue Lizard: Concrete Poems</i>	John Grandits	Five texts per teacher (used)	978-0618851324	0618851321	
6	2B	<i>Technically, It's Not My Fault: Concrete Poems</i>	John Grandits	Five texts per teacher (used by small groups)	978-0618503612	0618503617	
6	3B	<i>World Without Fish</i>	Mark Kurlansky	One per student	978-0761156079	0761156070	
6	3B	<i>Flush</i>	Carl Hiasen	One per student	978-0375861253	0375861254	
7	1	<i>A Long Walk to Water</i>	Linda Sue Park	One per student	978-0547577319	0547577311	
7	2A	<i>Lyddie</i>	Katherine Patterson	One per student	978-0140349818	0140349812	See Note regarding ISBNs at the end of this document.
7	3	<i>Narrative of the Life of Frederick Douglass</i>	Frederick Douglass	No purchase required			All excerpts that students read are provided in the lessons themselves.
7	3	<i>The People Could Fly: The Picture Book</i>	Virginia Hamilton	Teacher copy only	978-0375824050	0375824057	This book is recommended. Schools may seek this widely available book through a school or public library. As an additional alternative, suggested free resources are named in the lessons in which this book is used.
7	3	<i>Frederick Douglass: The Last Day of Slavery</i>	William Miller	Teacher copy only	978-1880000427	1880000423	This children's book is integral to several lessons in this module, and is widely available in public and school libraries. Alternate lessons are available at commoncoresuccess.elschools.org .
7	3	<i>Turning the Page: Frederick Douglass Learns to Read</i>	Amanda Hamilton Roos, illustrated by Michael Adams	Enough texts for 1/3 of the class (recommended, not required)	978-1614066835	1614066833	
7	4A	No texts required for purchase					
7	4B	<i>The Big Thirst: The Secret Life and Turbulent Future of Water</i>	Charles Fishman	One per student	978-1439102084	1439102082	

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7	2B	<i>Pagination</i>	George Bernard Shaw	One per student	978-1580493994	1580493998	
7	2B	<i>Nadia's Hands</i>	Karen English, illustrated by Jonathan Weiner	Teacher copy only	978-1590787847	1590787846	See Note regarding ISBNs at the end of this document.
8	1	<i>Inside Out & Back Again</i>	Thanhha Lai	One per student	978-0061962790	0061962791	
8	2A	<i>To Kill a Mockingbird</i> (50th Anniversary Edition)	Harper Lee	One per student	978-0446310789	0446310786	The ISBNs shown here now reference the 50th anniversary edition, widely available. (The version of this novel that ELJ referenced for the original module lessons is no longer in print.) For a repagination chart, go to commoncoresuccess.elsehools.org/curriculum/ela/grades8
8	2A	<i>To Kill a Mockingbird</i> (film)	Directed by Robert Mulligan (1962)				This resource is widely available through various channels including libraries, retail outlets, Netflix, etc.
8	3A	<i>Unbroken: A World War II Story of Survival, Resilience and Redemption</i>	Laura Hillenbrand	One per student	978-1400064168	1400064163	Although there is now a young reader's edition of <i>Unbroken</i> , we do not recommend using it, since module lessons were written based on the original version of the text.
8	4	<i>The Omnivore's Dilemma: The Secrets Behind What You Eat, Young Readers Edition</i>	Michael Pollan	One per student	978-0803735002	0803735006	
8	2B	<i>A Midsummer Night's Dream</i>	William Shakespeare (Folger Shakespeare Library)	One per student	978-0743477543	0743477545	See Note regarding ISBNs at the end of this document.
8	2B	<i>Teaching Romeo & Juliet, Macbeth and Midsummer Night: Shakespeare Set Free</i>	Peggy O'Brien	Teacher copy only	978-0743288507	0743288505	
8	3B	<i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>	Carlotta Walls LaNier and Lisa Frazier Page	One per student	978-0345511010	0345511018	See Note regarding ISBNs at the end of this document.
8	3B	<i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>	Shelley Tongas	One per student	978-0756545123	0756545129	
8	3B	<i>Ripples of Hope: Great American Civil Rights Speeches</i>	Josh Gottheimer	Teacher copy only (recommended, not required)	978-0465027538		This anthology includes a Martin Luther King speech used in Unit 2: "Address to the First Montgomery Improvement Association Mass Meeting" ("Montgomery Bus Boycott Speech").

NOTE: The ISBN-13 listed here is the one referenced in the curriculum. HOWEVER, multiple editions of this book are in print, all of which have different ISBNs but contain the same content. Replace with caution, since text-dependent questions in module lessons reference a specific version. Another edition of the book may be substituted, as long as it is not an alternate version (e.g., a Young Reader's version, a graphic version, etc.). Although pagination may be different, chapter references continue to be relevant across editions and should provide sufficient anchoring to identify relevant sections of the text.

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

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GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
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* 4M1A has been revised by NYSED and was posted in summer 2014. *The Inequities: The Six Nation Confederacy* is still used as a central text. *Eagle Song* is no longer be a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. *The Keeping Quilt* has been added as a read-aloud in Unit 3.

** Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Unit 2 of 5M4 has been revised. *Eight Days: A Story of Haiti* remains. The new unit does not require any new text purchases.

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3	1	<i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i>	Margriet Ruurs	Teacher copy only	978-1590780930	1590780930	
3	1	<i>Rain School</i>	James Runford	One per student	978-0547243078	0547243073	
3	1	<i>The Librarian of Basra</i>	Jeanette Winter	One per student	978-0152054458	0152054456	
3	1	<i>Thank You, Mr. Falkner</i>	Patricia Polacco	Teacher copy only	978-0399237324	0399237321	
3	1	<i>The Incredible Book Eating Boy</i>	Oliver Jeffers	Teacher copy only	978-0399247491	0399247491	
3	1	<i>The Boy Who Loved Words</i>	Roni Schotter	Teacher copy only	978-0375836015	0375836012	
3	1	<i>Waiting for the Biblioburro</i>	Monica Brown	Teacher copy only	978-1582463537	1582463530	
3	1	<i>Nasreen's Secret School</i>	Jeanette Winter	One per student	978-1416994374	1416994378	
3	1	<i>That Book Woman</i>	Heather Henson	Teacher copy only	978-1416908128	1416908129	
3	2A	<i>Poison Dart Frogs Up Close</i>	Carmen Bredeson	One per student	978-1598454208	159845420X	
3	2A	<i>Deadly Poison Dart Frogs</i>	Lincoln James	One per student	978-1433957444	1433957442	
3	2A	<i>Everything You Need to Know about Frogs and Other Slippy Creatures</i>	DK Publishing	One per student	978-0756682323	0756682320	
3	2A	<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard, illustrated by Kristin Kest	One per student	978-1607270690	1607270692	Available only from American Reading Company (ARC). Call 1-866-810-2665 or visit http://www.americanreading.com/expeditionary-learning/
3	3A	<i>Classic Starts: Peter Pan</i>	J. M. Barrie, adapted by Tania Zamorski	One per student	978-1402754210	1402754213	
3	4	<i>One Well: The Story of Water on Earth</i>	Rochelle Strauss	One per student	978-1553379546	1553379543	
3	2B	<i>Magic Tree House #37: Dragon of the Red Dawn</i>	Mary Pope Osborne	One per student	978-0375837289	0375837280	
3	2B	<i>Magic Tree House #33: Carnival at Candlelight</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830341	0375830340	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #34: Season of the Sandstorms</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830327	0375830324	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #45: A Crazy Day with Cobras</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375867958	0375867953	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Exploring Countries: Japan</i>	Colleen Saxon	One per student	978-1600146749	1600146740	
3	2B	<i>Exploring Countries: Italy</i>	Walter Simmons	Enough texts for 1/3 of the class	978-1600146732	1600146732	Books for Research (Students use one book from the list to conduct research.)
3	2B	<i>Exploring Countries: India</i>	Jim Bartell	Enough texts for 1/3 of the class	978-1600145551	1600145558	Books for Research (Students use one book from the list to conduct research.)

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GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
3	2B	<i>Exploring Countries: Iraq</i>	Lisa Owings	Enough texts for 1/3 of the class	978-1600145926	1600145922	Books for Research (Students use one book from the list to conduct research.)
3	3B	<i>Lon Po Po</i>	Ed Young	One per student	978-0698113824		
3	3B	<i>Aesop's Fables</i>	Jerry Pinkney	One per student	978-1587170003	1587170000	
3	3B	<i>Fare to Fare with Wilber</i>	Jim and Judy Brandenburg	One per student	978-1426306983	1426306989	
4	1A*	<i>The Iroquois: The Six Nations Confederacy</i>	Mary Englar	One per student	978-0736848176	736848177	
4	1A*	<i>Eagle Song</i>	Joseph Bruchac	One per student (optional)	978-0141301693	141301694	Optional
4	1A*	<i>The Keeping Quilt</i>	Patricia Polacco	Teacher copy only	978-0133052125	133052120	
4	1B	<i>A River of Words: The Story of William Carlos Williams</i>	Jen Bryant	Teacher copy only	978-0802853028		
4	1B	<i>Love That Dog</i>	Sharon Creech	One per student	978-0064409599	006029289X	
4	2A	<i>The Scorp on Clothes, Homes, and Daily Life in Colonial America</i>	Elizabeth Raum	One per student	978-1429672139	1429672137	
4	2A	<i>If You Lived in Colonial Times</i>	Ann McGovern, illustrated by June Orani	One per student	978-0590451604	059045160X	
4	3A	<i>Simple Machines: Forces in Action (Do It Yourself)</i>	Buffy Silverman	One per student	978-1432923174	143292317X	
4	3A	<i>Take a Quick Bowl</i>	Pamela Marx	Teacher copy only	978-1596470835	1596470836	
4	4	<i>The Hope Chest</i>	Karen Schwabach	One per student	978-0375840968	0375840966	
4	2B	<i>Animal Behavior: Animal Defenses</i>	Christina Wilsdon	One per student	978-1604130898	160413089X	
4	2B	<i>Venom</i>	Marilyn Singer	Teacher copy only	978-1581960433	1581960433	
4	2B	<i>Can You Survive in the Wilderness? An Interactive Survival Adventure</i>	Mart Doeden	Teacher copy only	978-1429679961	1429679964	
4	3B	<i>Divided Loyalties: The Barton Family during</i>	Gare Thompson and Barbara	One per student	978-0792258674	0792258673	
5	1	<i>Esperanza Rising</i>	Pam Munoz Ryan	One per student	978-0439120425	043912042X	
5	2A	<i>Rainforest Research Journal</i>	Paul Mason	Teacher copy only	978-0778799245	0778799247	
5	2A	<i>The Most Beautiful Roof in the World</i>	Kathryn Laskey	One per student	978-0152008970	0152008977	
5	3A	<i>Promises To Keep: How Jackie Robinson Changed America</i>	Sharon Robinson	One per student	978-0439678759	0439678757	
5	4**	<i>Eight Days: A Story of Haiti</i>	Edwidge Danicart	One per student	978-0545278492	054527849X	
5	2B	<i>Investigating the Scientific Method with Max Axion, Super Scientist</i>	Donald B. Lemke	One per student	978-1429617604	1429617608	
5	2B	<i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>	Kathleen Krull	One per student	978-0375845611	0375845615	

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GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
5	3B	<i>The Inuit Thought of It: Amazing Arctic Innovations (We Thought of It)</i>	Alootook Ipellie and David MacDonald	One per student	978-1554510870	1554510872	
6	1	<i>The Lightning Thief</i>	Rick Riordan	One per student	978-0786838653	0786838655	Be sure you are ordering the novel and not the graphic novel.
6	1	<i>D'Aulaire's Book of Greek Myths</i>	Ingri and Edgar Parin D'Aulaire	Teacher copy only	978-0440406945	0440406943	See Note regarding ISBNs at the end of this document.
6	2A	<i>Bad, Not Buddy</i>	Christopher Paul Curtis	One per student	978-0440413288	043940200X	See Note regarding ISBNs at the end of this document.
6	3A	<i>Dragonnings</i>	Laurence Yep	One per student	978-0064400855	0064400859	
6	4	<i>Frightful's Mountain</i>	Jean Craighead George	One per student	978-0141312354	0141312351	
6	2B	<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schlitz	One per student	978-0763643324	0763643327	Be sure to order the 2008 edition, which is slightly larger in color, and has useful sidebars alongside the monologues.
6	2B	<i>Blue Lightsticks: Concrete Poems</i>	John Grandits	Five texts per teacher (used)	978-0618851324	0618851321	
6	2B	<i>Technically, It's Not My Fault: Concrete Poems</i>	John Grandits	Five texts per teacher (used by small groups)	978-0618503612	0618503617	
6	3B	<i>World Without Fish</i>	Mark Kurlansky	One per student	978-0761156079	0761156070	
6	3B	<i>Flash</i>	Carl Hiasen	One per student	978-0375861253	0375861254	
7	1	<i>A Long Walk to Water</i>	Linda Sue Park	One per student	978-0547577319	0547577311	
7	2A	<i>Lyddie</i>	Katherine Patterson	One per student	978-0140349818	0140349812	See Note regarding ISBNs at the end of this document.
7	3	<i>Narrative of the Life of Frederick Douglass</i>	Frederick Douglass	No purchase required			All excerpts that students read are provided in the lessons themselves.
7	3	<i>The People Could Fly: The Picture Book</i>	Virginia Hamilton	Teacher copy only	978-0375824050	0375824057	This book is recommended. Schools may seek this widely available book through a school or public library. As an additional alternative, suggested free resources are named in the lessons in which this book is used.
7	3	<i>Frederick Douglass: The Last Day of Slavery</i>	William Miller	Teacher copy only	978-1880000427	1880000423	This children's book is integral to several lessons in this module, and is widely available in public and school libraries. Alternate lessons are available at commoncoresuccess.elschools.org .
7	3	<i>Turning the Page: Frederick Douglass Learns to Read</i>	Amanda Hamilton Roos, illustrated by Michael Adams	Enough texts for 1/3 of the class (recommended, not required)	978-1614066835	1614066833	
7	4A	No texts required for purchase					
7	4B	<i>The Big Thirst: The Secret Life and Turbulent Future of Water</i>	Charles Fishman	One per student	978-1439102084	1439102082	

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GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
7	2B	<i>Pygmalion</i>	George Bernard Shaw	One per student	978-1580493994	1580493998	
7	2B	<i>Nadia's Hands</i>	Karen English, illustrated by Jonathan Weiner	Teacher copy only	978-1590787847	1590787846	See Note regarding ISBNs at the end of this document.
8	1	<i>Inside Out & Back Again</i>	Thanhha Lai	One per student	978-0061962790	0061962791	
8	2A	<i>To Kill a Mockingbird</i> (50th Anniversary Edition)	Harper Lee	One per student	978-0446310789	0446310786	The ISBNs shown here now reference the 50th anniversary edition, widely available. (The version of this novel that FL referenced for the original module lessons is no longer in print.) For a repagination chart, go to commoncoresuccess.elsehools.org/curriculum/ela/grades8
8	2A	<i>To Kill a Mockingbird</i> (film)	Directed by Robert Mulligan (1962)				This resource is widely available through various channels including libraries, retail outlets, Netflix, etc.
8	3A	<i>Unbroken: A World War II Story of Survival, Resilience and Redemption</i>	Laura Hillenbrand	One per student	978-1400064168	1400064163	Although there is now a young reader's edition of <i>Unbroken</i> , we do not recommend using it, since module lessons were written based on the original version of the text.
8	4	<i>The Omnivore's Dilemma: The Secrets Behind What You Eat, Young Readers Edition</i>	Michael Pollan	One per student	978-0803735002	0803735006	
8	2B	<i>A Midsummer Night's Dream</i>	William Shakespeare (Folger Shakespeare Library)	One per student	978-0743477543	0743477545	See Note regarding ISBNs at the end of this document.
8	2B	<i>Teaching Romeo & Juliet, Macbeth and Midsummer Night: Shakespeare Set Free</i>	Peggy O'Brien	Teacher copy only	978-0743288507	0743288505	
8	3B	<i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>	Carlotta Walls LaNier and Lisa Frazier Page	One per student	978-0345511010	0345511018	See Note regarding ISBNs at the end of this document.
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8	3B	<i>Ripples of Hope: Great American Civil Rights Speeches</i>	Josh Gottheimer	Teacher copy only (recommended, not required)	978-0465027538		This anthology includes a Martin Luther King speech used in Unit 2, "Address to the First Montgomery Improvement Association Mass Meeting" ("Montgomery Bus Boycott Speech").

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* 4M1A has been revised by NYSED and was posted in summer 2014. *The Ironhorse: The Six Nation Confederacy* is still used as a central text. *Eagle Song* is no longer be a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. *The Keeping Quilt* has been added as a read-aloud in Unit 3.

** Based on field feedback, the novel *Dark Winter Rising* has been removed from 5M4. Unit 2 of 5M4 has been revised. *Eight Days: A Story of Haiti* remains. The new unit does not require any new text purchases.

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3	1	<i>Thank You, Mr. Falkner</i>	Patricia Polacco	Teacher copy only	978-0399237324	0399237321	
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3	1	<i>The Boy Who Loved Words</i>	Roni Schotter	Teacher copy only	978-0375836015	0375836012	
3	1	<i>Waiting for the Biblioburro</i>	Monica Brown	Teacher copy only	978-1582463537	1582463530	
3	1	<i>Nasreen's Secret School</i>	Jeanette Winter	One per student	978-1416994374	1416994378	
3	1	<i>That Book Woman</i>	Heather Hanson	Teacher copy only	978-1416908128	1416908129	
3	2A	<i>Poison Dart Frogs Up Close</i>	Carmen Bredeson	One per student	978-1598454208	159845420X	
3	2A	<i>Deadly Poison Dart Frogs</i>	Lincoln James	One per student	978-1433957444	1433957442	
3	2A	<i>Everything You Need to Know about Frogs and Other Slippy Creatures</i>	DK Publishing	One per student	978-0756682323	0756682320	
3	2A	<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard, illustrated by Kristin Kest	One per student	978-1607270690	1607270692	Available only from American Reading Company (ARC). Call 1-866-810-2665 or visit http://www.americanreading.com/expeditionary-learning/
3	3A	<i>Classic Starts: Peter Pan</i>	J. M. Barrie, adapted by Tania Zamorski	One per student	978-1402754210	1402754213	
3	4	<i>One Well: The Story of Water on Earth</i>	Rochelle Strauss	One per student	978-1553379546	1553379543	
3	2B	<i>Magic Tree House #37: Dragon of the Red Dawn</i>	Mary Pope Osborne	One per student	978-0375837289	0375837280	
3	2B	<i>Magic Tree House #33: Carnival at Candlelight</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830341	0375830340	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #34: Season of the Sandstorms</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830327	0375830324	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #45: A Crazy Day with Cobras</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375867958	0375867953	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Exploring Countries: Japan</i>	Colleen Sexton	One per student	978-1600146749	1600146740	
3	2B	<i>Exploring Countries: Italy</i>	Walter Simmons	Enough texts for 1/3 of the class	978-1600146732	1600146732	Books for Research (Students use one book from the list to conduct research.)
3	2B	<i>Exploring Countries: India</i>	Jim Bartell	Enough texts for 1/3 of the class	978-1600145551	1600145558	Books for Research (Students use one book from the list to conduct research.)

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3	2B	<i>Exploring Countries: Iraq</i>	Lisa Owings	Enough texts for 1/3 of the class	978-1-60014-592-6	1600145922	Books for Research (Students use one book from the list to conduct research.)
3	3B	<i>Lon Po Po</i>	Ed Young	One per student	978-0-69811382-4		
3	3B	<i>Aesop's Fables</i>	Jerry Pinkney	One per student	978-1-58717-000-3	1587170000	
3	3B	<i>Face to Face with Wolves</i>	Jim and Judy Brandenburg	One per student	978-1-4263-0698-3	1426306989	
4	1A*	<i>The Inquisitor: The Six Nations Confederacy</i>	Mary Englar	One per student	978-0-7368-4817-6	736848177	
4	1A*	<i>Eagle Song</i>	Joseph Bruchac	One per student (optional)	978-0-1413-0169-3	141301694	Optional
4	1A*	<i>The Keeping Quilt</i>	Patricia Polacco	Teacher copy only	978-0-15305-212-5	153052120	
4	1B	<i>A River of Words: The Story of William Carlos Williams</i>	Jen Bryant	Teacher copy only	978-0-80285-302-8		
4	1B	<i>Love That Dog</i>	Sharon Creech	One per student	978-0-0644-0959-9	006029289X	
4	2A	<i>The Scorp on Clothes, Homes, and Daily Life in Colonial America</i>	Elizabeth Raum	One per student	978-1-4296-7213-9	1429672137	
4	2A	<i>If You Lived in Colonial Times</i>	Ann McGovern, illustrated by June Orani	One per student	978-0-5904-5160-4	059045160X	
4	3A	<i>Simple Machines: Forces in Action (Do It Yourself)</i>	Buffy Silverman	One per student	978-1-4329-2317-4	143292317X	
4	3A	<i>Take a Quick Bowl</i>	Pamela Marx	Teacher copy only	978-1-5964-7083-5	1596470836	
4	4	<i>The Hope Chest</i>	Karen Schwabach	One per student	978-0-3758-4096-8	0375840966	
4	2B	<i>Animal Behavior: Animal Defenses</i>	Christina Wilsdon	One per student	978-1-6041-3089-8	160413089X	
4	2B	<i>Venom</i>	Marilyn Singer	Teacher copy only	978-1-5819-6043-3	1581960433	
4	2B	<i>Can You Survive in the Wilderness? An Interactive Survival Adventure</i>	Matt Doeden	Teacher copy only	978-1-4296-7996-1	1429679964	
4	3B	<i>Divided Loyalties: The Barton Family during</i>	Gare Thompson and Barbara	One per student	978-0-7922-5867-4	0792258673	
5	1	<i>Esperanza Rising</i>	Pam Munoz Ryan	One per student	978-0-4391-2042-5	043912042X	
5	2A	<i>Rainforest Research Journal</i>	Paul Mason	Teacher copy only	978-0-7787-9924-5	0778799247	
5	2A	<i>The Most Beautiful Roof in the World</i>	Kathryn Laskey	One per student	978-0-1520-0897-0	0152008977	
5	3A	<i>Promises To Keep: How Jackie Robinson Changed America</i>	Sharon Robinson	One per student	978-0-4396-7875-9	0439678757	
5	4**	<i>Eight Days: A Story of Haiti</i>	Edwidge Danticat	One per student	978-0-5452-7849-2	054527849X	
5	2B	<i>Investigating the Scientific Method with Max Axiom, Super Scientist</i>	Donald B. Lemke	One per student	978-1-4296-1760-4	1429617608	
5	2B	<i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>	Kathleen Krull	One per student	978-0-3758-4561-1	0375845615	

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: May 2015)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
5	3B	<i>The Inuit Thought of It: Amazing Arctic Innovations (We Thought of It)</i>	Abocrook Iprelie and David MacDonald	One per student	978-1554510870	1554510872	
6	1	<i>The Lightning Thief</i>	Rick Riordan	One per student	978-0786838653	0786838655	Be sure you are ordering the novel and not the graphic novel.
6	1	<i>D'Aulaires Book of Greek Myths</i>	Ingri and Edgar Parin D'Aulaire	Teacher copy only	978-0440406945	0440406943	See Note regarding ISBNs at the end of this document.
6	2A	<i>Bad, Not Buddy</i>	Christopher Paul Curtis	One per student	978-0440413288	043940200X	See Note regarding ISBNs at the end of this document.
6	3A	<i>Dragonnings</i>	Laurence Yep	One per student	978-0064400855	0064400859	
6	4	<i>Frightful's Mountain</i>	Jean Craighead George	One per student	978-0141312354	0141312351	
6	2B	<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schiltz	One per student	978-0763643324	0763643327	Be sure to order the 2008 edition, which is slightly larger in color, and has useful sidebars alongside the monologues.
6	2B	<i>Blue Lipsick: Concrete Poems</i>	John Grandits	Five texts per teacher (used)	978-0618851324	0618851321	
6	2B	<i>Technically, It's Not My Fault: Concrete Poems</i>	John Grandits	Five texts per teacher (used by small groups)	978-0618503612	0618503617	
6	3B	<i>World Willow Fish</i>	Mark Kurlansky	One per student	978-0761156079	0761156070	
6	3B	<i>Flash</i>	Carl Hassen	One per student	978-0375861253	0375861254	
7	1	<i>A Long Walk to Water</i>	Linda Sue Park	One per student	978-0547577319	0547577311	
7	2A	<i>Lyddie</i>	Katharine Patterson	One per student	978-0140349818	0140349812	See Note regarding ISBNs at the end of this document.
7	3	<i>Narrative of the Life of Frederick Douglass</i>	Frederick Douglass	No purchase required			All excerpts that students read are provided in the lessons themselves.
7	3	<i>The People Could Fly: The Picture Book</i>	Virginia Hamilton	Teacher copy only	978-0375824050	0375824057	This book is recommended. Schools may seek this widely available book through a school or public library. As an additional alternative, suggested free resources are named in the lessons in which this book is used.
7	3	<i>Frederick Douglass: The Last Day of Slavery</i>	William Miller	Teacher copy only	978-1880000427	1880000423	This children's book is integral to several lessons in this module, and is widely available in public and school libraries. Alternate lessons are available at commoncoresuccess.elsschools.org .
7	3	<i>Turning the Page: Frederick Douglass Learns to Read</i>	Amanda Hamilton Roos, illustrated by Michael Adams	Enough texts for 1/3 of the class (recommended, not required)	978-1614066835	1614066833	
7	4A	No texts required for purchase					
7	4B	<i>The Big Thirst: The Secret Life and Turbulent Future of Water</i>	Charles Fishman	One per student	978-1439102084	1439102082	

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7	2B	<i>Peytonian</i>	George Bernard Shaw	One per student	978-1580493994	1580493998	
7	2B	<i>Nadia's Hands</i>	Karen English, illustrated by Jonathan Weiner	Teacher copy only	978-1590787847	1590787846	See Note regarding ISBNs at the end of this document.
8	1	<i>Inside Out & Back Again</i>	Thanhha Lai	One per student	978-0061962790	0061962791	
8	2A	<i>To Kill a Mockingbird</i> (50th Anniversary Edition)	Harper Lee	One per student	978-0446310789	0446310786	The ISBNs shown here now reference the 50th anniversary edition, widely available. (The version of this novel that EL referenced for the original module lessons is no longer in print.) For a repagination chart, go to commoncoresuccess.elshools.org/curriculum/elh/grade8
8	2A	<i>To Kill a Mockingbird</i> (film)	Directed by Robert Mulligan (1962)				This resource is widely available through various channels including libraries, retail outlets, Netflix, etc.
8	3A	<i>Unbroken: A World War II Story of Survival, Resilience and Redemption</i>	Laura Hillenbrand	One per student	978-1400064168	1400064163	Although there is now a young reader's edition of <i>Unbroken</i> , we do not recommend using it, since module lessons were written based on the original version of the text.
8	4	<i>The Omnivore's Dilemma: The Secrets Behind What You Eat, Young Readers Edition</i>	Michael Pollan	One per student	978-0803735002	0803735006	
8	2B	<i>A Midsummer Night's Dream</i>	William Shakespeare (Folger Shakespeare Library)	One per student	978-0743477543	0743477545	See Note regarding ISBNs at the end of this document.
8	2B	<i>Teaching Romeo & Juliet, Macbeth and Midsummer Night: Shakespeare Set Free</i>	Peggy O'Brien	Teacher copy only	978-0743288507	0743288505	
8	3B	<i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>	Carlotta Walls LaNier and Lisa Frazier Page	One per student	978-0345511010	0345511018	See Note regarding ISBNs at the end of this document.
8	3B	<i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>	Shelley Tougas	One per student	978-0756545123	0756545129	
8	3B	<i>Ripples of Hope: Great American Civil Rights Speeches</i>	Josh Gottheimer	Teacher copy only (recommended, not required)	978-0465027538		This anthology includes a Martin Luther King speech used in Unit 2: "Address to the First Montgomery Improvement Association Mass Meeting" ("Montgomery Bus Boycott Speech").

NOTE: The ISBN-13 listed here is the one referenced in the curriculum. HOWEVER, multiple editions of this book are in print, all of which have different ISBNs but contain the same content. Replace with caution, since text-dependent questions in module lessons reference a specific version. Another edition of the book may be substituted, as long as it is not an alternate version (e.g., a Young Reader's version, a graphic version, etc.). Although pagination may be different, chapter references continue to be relevant across editions and should provide sufficient anchoring to identify relevant sections of the text.

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* 4M1A has been revised by NYSED and was posted in summer 2014. <i>The Inquisitor: The Six Nation Confederacy</i> is still used as a central text. <i>Eagle Song</i> is no longer be a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. <i>The Keeping Quilt</i> has been added as a read-aloud in Unit 3.							

** Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Unit 2 of 5M4 has been revised. *Eight Days: A Story of Haiti* remains. The new unit does not require any new text purchases.

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3	1	<i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i>	Margriet Ruurs	Teacher copy only	978-1590780930	1590780930	
3	1	<i>Rain School</i>	James Rumford	One per student	978-0547243078	0547243073	
3	1	<i>The Librarian of Basra</i>	Jeanette Winter	One per student	978-0152054458	0152054456	
3	1	<i>Thank You, Mr. Falker</i>	Patricia Polacco	Teacher copy only	978-0399237324	0399237321	
3	1	<i>The Incredibly Book Eating Boy</i>	Oliver Jeffers	Teacher copy only	978-0399247491	0399247491	
3	1	<i>The Boy Who Loved Words</i>	Roni Schotter	Teacher copy only	978-0375836015	0375836012	
3	1	<i>Waiting for the Biblioburro</i>	Monica Brown	Teacher copy only	978-1582463537	1582463530	
3	1	<i>Nasreen's Secret School</i>	Jeanette Winter	One per student	978-1416994374	1416994378	
3	1	<i>That Book Woman</i>	Hearther Henson	Teacher copy only	978-1416908128	1416908129	
3	2A	<i>Poison Dart Frogs Up Close</i>	Carmen Bredeson	One per student	978-1598454208	159845420X	
3	2A	<i>Deadly Poison Dart Frogs</i>	Lincoln James	One per student	978-1433957444	1433957442	
3	2A	<i>Everything You Need to Know about Frogs and Other Slippy Creatures</i>	DK Publishing	One per student	978-0756682323	0756682320	
3	2A	<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard, illustrated by Kristin Kest	One per student	978-1607270690	1607270692	Available only from American Reading Company (ARC). Call 1-866-810-2665 or visit http://www.americanreading.com/expeditionary-learning/
3	3A	<i>Classic Starts: Peter Pan</i>	J. M. Barrie, adapted by Tania Zamorski	One per student	978-1402754210	1402754213	
3	4	<i>One Well: The Story of Water on Earth</i>	Rochele Strauss	One per student	978-1553379546	1553379543	
3	2B	<i>Magic Tree House #37: Dragon of the Red Dawn</i>	Mary Pope Osborne	One per student	978-0375837289	0375837280	
3	2B	<i>Magic Tree House #33: Carnival at Candlelight</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830341	0375830340	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #34: Season of the Sandstorms</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830327	0375830324	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #45: A Crazy Day with Cobras</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375867958	0375867953	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Exploring Countries: Japan</i>	Colleen Sexton	One per student	978-1600146749	1600146740	
3	2B	<i>Exploring Countries: Italy</i>	Walter Simmons	Enough texts for 1/3 of the class	978-1600146732	1600146732	Books for Research (Students use one book from the list to conduct research.)
3	2B	<i>Exploring Countries: India</i>	Jim Bartell	Enough texts for 1/3 of the class	978-1600145551	1600145558	Books for Research (Students use one book from the list to conduct research.)

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3	2B	<i>Exploring Comics: Iraq</i>	Lisa Owings	Enough texts for 1/3 of the class	978-1600145926	1600145922	Books for Research (Students use one book from the list to conduct research.)
3	3B	<i>Lon Po Po</i>	Ed Young	One per student	978-0698113824		
3	3B	<i>Aesop's Fables</i>	Jerry Pinkney	One per student	978-1587170003	1587170000	
3	3B	<i>Face to Face with Wolves</i>	Jim and Judy Brandenburg	One per student	978-1426306983	1426306989	
4	1A*	<i>The Inqunoir: The Six Nations Confederacy</i>	Mary Englar	One per student	978-0736848176	736848177	
4	1A*	<i>Eagle Song</i>	Joseph Bruchac	One per student (optional)	978-0141301693	141301694	Optional
4	1A*	<i>The Keeping Quilt</i>	Patricia Polacco	Teacher copy only	978-0153052125	153052120	
4	1B	<i>A River of Words: The Story of William Carlos Williams</i>	Jen Bryant	Teacher copy only	978-0802853028		
4	1B	<i>Love That Dog</i>	Sharon Creech	One per student	978-0064409599	006029289X	
4	2A	<i>The Scorp on Clothes, Homes, and Daily Life in Colonial America</i>	Elizabeth Raum	One per student	978-1429672139	1429672137	
4	2A	<i>If You Lived in Colonial Times</i>	Ann McGovern, illustrated by June Orani	One per student	978-0590451604	059045160X	
4	3A	<i>Simple Machines: Forces in Action (Do It Yourself)</i>	Buffy Silverman	One per student	978-1432923174	143292317X	
4	3A	<i>Take a Quick Bowl</i>	Pamela Marx	Teacher copy only	978-1596470835	1596470836	
4	4	<i>The Hope Chest</i>	Karen Schwabach	One per student	978-0375840968	0375840966	
4	2B	<i>Animal Behavior: Animal Defenses</i>	Christina Wilsdon	One per student	978-1604130898	160413089X	
4	2B	<i>Venom</i>	Marilyn Singer	Teacher copy only	978-1581960433	1581960433	
4	2B	<i>Can You Survive in the Wilderness? An Interactive Survival Adventure</i>	Matt Doeden	Teacher copy only	978-1429679961	1429679964	
4	3B	<i>Divided Loyalties: The Barton Family during</i>	Gare Thompson and Barbara	One per student	978-0792258674	0792258673	
5	1	<i>Esperanza Rising</i>	Pam Munoz Ryan	One per student	978-0439120425	043912042X	
5	2A	<i>Rainforest Research Journal</i>	Paul Mason	Teacher copy only	978-0778799245	0778799247	
5	2A	<i>The Most Beautiful Roof in the World</i>	Kathryn Lasky	One per student	978-0152008970	0152008977	
5	3A	<i>Promises To Keep: How Jackie Robinson Changed America</i>	Sharon Robinson	One per student	978-0439678759	0439678757	
5	4**	<i>Eight Days: A Story of Haiti</i>	Edwidge Danticat	One per student	978-0545278492	054527849X	
5	2B	<i>Integrating the Scientific Method with Max Axiom, Super Scientist</i>	Donald B. Lemke	One per student	978-1429617604	1429617608	
5	2B	<i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>	Kathleen Krull	One per student	978-0375845611	0375845615	

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6	1	<i>D'Aulaires Book of Greek Myths</i>	Ingri and Edgar Patin D'Aulaire	Teacher copy only	978-0440406945	0440406943	See Note regarding ISBNs at the end of this document.
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6	3B	<i>Flash</i>	Carl Hiasen	One per student	978-0375861253	0375861254	
7	1	<i>A Long Walk to Water</i>	Linda Sue Park	One per student	978-0547577319	0547577311	
7	2A	<i>Lyddie</i>	Katherine Patterson	One per student	978-0140349818	0140349812	See Note regarding ISBNs at the end of this document.
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7	3	<i>The People Could Fly: The Picture Book</i>	Virginia Hamilton	Teacher copy only	978-0375824050	0375824057	This book is recommended. Schools may seek this widely available book through a school or public library. As an additional alternative, suggested free resources are named in the lessons in which this book is used.
7	3	<i>Frederick Douglass: The Last Day of Slavery</i>	William Miller	Teacher copy only	978-1880000427	1880000423	This children's book is integral to several lessons in this module, and is widely available in public and school libraries. Alternate lessons are available at commoncoresuccess.elshools.org .
7	3	<i>Turning the Page: Frederick Douglass Learns to Read</i>	Amanda Hamilton Roos, illustrated by Michael Adams	Enough texts for 1/3 of the class (recommended, not required)	978-1614066835	1614066833	
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8	1	<i>Inside Out & Back Again</i>	Thanhha Lai	One per student	978-0061962790	0061962791	
8	2A	<i>To Kill a Mockingbird</i> (50th Anniversary Edition)	Harper Lee	One per student	978-0446310789	0446310786	The ISBNs shown here now reference the 50th anniversary edition, widely available. (The version of this novel that ELA referenced for the original module lessons is no longer in print.) For a repagination chart, go to commoncoresuccess.org/curriculum/ela/grade8
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8	2B	<i>A Midsummer Night's Dream</i>	William Shakespeare (Folger Shakespeare Library)	One per student	978-0743477543	0743477545	See Note regarding ISBNs at the end of this document.
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8	3B	<i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>	Carlotta Walls LaNier and Lisa Frazier Page	One per student	978-0345511010	0345511018	See Note regarding ISBNs at the end of this document.
8	3B	<i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>	Shelley Tougas	One per student	978-0756545123	0756545129	
8	3B	<i>Ripples of Hope: Great American Civil Rights Speeches</i>	Josh Gottheimer	Teacher copy only (recommended, not required)	978-0465027538		This anthology includes a Martin Luther King speech used in Unit 2: "Address to the First Montgomery Improvement Association Mass Meeting" ("Montgomery Bus Boycott Speech").

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** Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Unit 2 of 5M4 has been revised. *Eight Days: A Story of Haiti* remains. The new unit does not require any new text purchases.

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3	2A	<i>Everything You Need to Know about Frogs and Other Slippy Creatures</i>	DK Publishing	One per student	978-0756682323	0756682320	
3	2A	<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard, illustrated by Kristin Kest	One per student	978-1607270690	1607270692	Available only from American Reading Company (ARC). Call 1-866-810-2665 or visit http://www.americanreading.com/expeditionary-learning/
3	3A	<i>Clarie Starts Peter Pan</i>	J. M. Barrie, adapted by Tania Zamorski	One per student	978-1402754210	1402754213	
3	4	<i>One Well: The Story of Water on Earth</i>	Rochelle Strauss	One per student	978-1553379546	1553379543	
3	2B	<i>Magic Tree House #37: Dragon of the Red Dawn</i>	Mary Pope Osborne	One per student	978-0375837289	0375837280	
3	2B	<i>Magic Tree House #33: Carnival at Candlelight</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830341	0375830340	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #34: Season of the Sandstorms</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375830327	0375830324	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Magic Tree House #45: A Crazy Day with Cobras</i>	Mary Pope Osborne	Enough texts for 1/3 of the class	978-0375867958	0375867953	Small Group Reading Book (Students choose one book from the list.)
3	2B	<i>Exploring Countries: Japan</i>	Colleen Sexton	One per student	978-1600146749	1600146740	
3	2B	<i>Exploring Countries: Italy</i>	Walter Simmons	Enough texts for 1/3 of the class	978-1600146732	1600146732	Books for Research (Students use one book from the list to conduct research.)
3	2B	<i>Exploring Countries: India</i>	Jim Bartell	Enough texts for 1/3 of the class	978-1600145551	1600145558	Books for Research (Students use one book from the list to conduct research.)

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: May 2015)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
3	2B	<i>Exploring Countries: Iraq</i>	Lisa Owings	Enough texts for 1/3 of the class	978-1600145926	1600145922	Books for Research (Students use one book from the list to conduct research.)
3	3B	<i>Lon Po Po</i>	Ed Young	One per student	978-0698113824		
3	3B	<i>Aesop's Fables</i>	Jerry Pinkney	One per student	978-1587170003	1587170000	
3	3B	<i>Face to Face with Wolves</i>	Jim and Judy Brandenburg	One per student	978-1426306983	1426306989	
4	1A*	<i>The Iroquois: The Six Nations Confederacy</i>	Mary Englar	One per student	978-0736848176	736848177	
4	1A*	<i>Eagle Song</i>	Joseph Bruchac	One per student (optional)	978-0141301693	141301694	Optional
4	1A*	<i>The Keeping Quilt</i>	Patricia Polacco	Teacher copy only	978-0153052125	153052120	
4	1B	<i>A River of Words: The Story of William Carlos Williams</i>	Jen Bryant	Teacher copy only	978-0802853028		
4	1B	<i>Love That Dog</i>	Sharon Creech	One per student	978-0064409599	006029289X	
4	2A	<i>The Scorp on Clothes, Homes, and Daily Life in Colonial America</i>	Elizabeth Raum	One per student	978-1429672139	1429672137	
4	2A	<i>If You Lived in Colonial Times</i>	Ann McGovern, illustrated by June Orani	One per student	978-0590451604	059045160X	
4	3A	<i>Simple Machines: Forces in Action (Do It Yourself)</i>	Buffy Silverman	One per student	978-1432923174	143292317X	
4	3A	<i>Take a Quick Bow!</i>	Pamela Marx	Teacher copy only	978-1596470835	1596470836	
4	4	<i>The Hope Chest</i>	Karen Schwabach	One per student	978-0375840968	0375840966	
4	2B	<i>Animal Behavior: Animal Defenses</i>	Christina Willson	One per student	978-1604130898	160413089X	
4	2B	<i>Venom</i>	Marilyn Singer	Teacher copy only	978-1581960433	1581960433	
4	2B	<i>Can You Survive in the Wilderness? An Interactive Survival Adventure</i>	Matt Doeden	Teacher copy only	978-1429679961	1429679964	
4	3B	<i>Divided Loyalties: The Barton Family during</i>	Gare Thompson and Barbara	One per student	978-0792258674	0792258673	
5	1	<i>Experience Rising</i>	Pam Munoz Ryan	One per student	978-0439120425	043912042X	
5	2A	<i>Rainforest Research Journal</i>	Paul Mason	Teacher copy only	978-0778799245	0778799247	
5	2A	<i>The Most Beautiful Roof in the World</i>	Kathryn Lasky	One per student	978-0152008970	0152008977	
5	3A	<i>Promises To Keep: How Jackie Robinson Changed America</i>	Sharon Robinson	One per student	978-0439678759	0439678757	
5	4**	<i>Eight Days: A Story of Haiti</i>	Edwidge Danticat	One per student	978-0545278492	054527849X	
5	2B	<i>Investigating the Scientific Method with Max: Axiom, Super Scientist</i>	Donald B. Lemke	One per student	978-1429617604	1429617608	
5	2B	<i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>	Kathleen Knull	One per student	978-0375845611	0375845615	

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: May 2015)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
5	3B	<i>The Inuit Thought of It: Amazing Arctic Innovations (We Thought of It)</i>	Allootook Ipellie and David MacDonald	One per student	978-1554510870	1554510872	
6	1	<i>The Lightning Thief</i>	Rick Riordan	One per student	978-0786838653	0786838655	Be sure you are ordering the novel and not the graphic novel.
6	1	<i>D'Aulaires Book of Greek Myths</i>	Ingrid and Edgar Parin D'Aulaire	Teacher copy only	978-0440406945	0440406943	See Note regarding ISBNs at the end of this document.
6	2A	<i>Bad, Not Buddy</i>	Christopher Paul Curtis	One per student	978-0440413288	043940200X	See Note regarding ISBNs at the end of this document.
6	3A	<i>Dragonnings</i>	Laurence Yep	One per student	978-0064400855	0064400859	
6	4	<i>Frightful's Mountain</i>	Jean Craighead George	One per student	978-0141312354	0141312351	
6	2B	<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schiltz	One per student	978-0763643324	0763643327	Be sure to order the 2008 edition, which is slightly larger in color, and has useful sidebars alongside the monologues.
6	2B	<i>Blue Lippische: Concrete Poems</i>	John Grandits	Five texts per teacher (used)	978-0618851324	0618851321	
6	2B	<i>Technically, It's Not My Fault: Concrete Poems</i>	John Grandits	Five texts per teacher (used by small groups)	978-0618503612	0618503617	
6	3B	<i>World Without Fish</i>	Mark Kurlansky	One per student	978-0761156079	0761156070	
6	3B	<i>Flab</i>	Carl Hassen	One per student	978-0375861253	0375861254	
7	1	<i>A Long Walk to Water</i>	Linda Sue Park	One per student	978-0547577319	0547577311	
7	2A	<i>Lyddie</i>	Katherine Patterson	One per student	978-0140349818	0140349812	See Note regarding ISBNs at the end of this document.
7	3	<i>Narrative of the Life of Frederick Douglass</i>	Frederick Douglass	No purchase required			All excerpts that students read are provided in the lessons themselves.
7	3	<i>The People Could Fly: The Picture Book</i>	Virginia Hamilton	Teacher copy only	978-0375824050	0375824057	This book is recommended. Schools may seek this widely available book through a school or public library. As an additional alternative, suggested free resources are named in the lessons in which this book is used.
7	3	<i>Frederick Douglass: The Last Day of Slavery</i>	William Miller	Teacher copy only	978-1880000427	1880000423	This children's book is integral to several lessons in this module, and is widely available in public and school libraries. Alternate lessons are available at commoncoresuccess.elschools.org .
7	3	<i>Turning the Page: Frederick Douglass Learns to Read</i>	Amanda Hamilton Roos, illustrated by Michael Adams	Enough texts for 1/3 of the class (recommended, not required)	978-1614066835	1614066833	
7	4A	No texts required for purchase					
7	4B	<i>The Big Thirst: The Secret Life and Turbulent Future of Water</i>	Charles Fishman	One per student	978-1439102084	1439102082	

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: May 2015)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
7	2B	<i>Pagination</i>	George Bernard Shaw	One per student	978-1580493994	1580493998	
7	2B	<i>Nadia's Hands</i>	Karen English, illustrated by Jonathan Weiner	Teacher copy only	978-1590787847	1590787846	See Note regarding ISBNs at the end of this document.
8	1	<i>Inside Out & Back Again</i>	Thanhha Lai	One per student	978-0061962790	0061962791	
8	2A	<i>To Kill a Mockingbird</i> (50th Anniversary Edition)	Harper Lee	One per student	978-0446310789	0446310786	The ISBNs shown here now reference the 50th anniversary edition, widely available. (The version of this novel that ELA referenced for the original module lessons is no longer in print.) For a repagination chart, go to commoncoresuccess.schools.org/curriculum/ela/grades
8	2A	<i>To Kill a Mockingbird</i> (film)	Directed by Robert Mulligan (1962)				This resource is widely available through various channels including libraries, retail outlets, Netflix, etc.
8	3A	<i>Unbroken: A World War II Story of Survival, Resilience and Redemption</i>	Laura Hillenbrand	One per student	978-1400064168	1400064163	Although there is now a young reader's edition of <i>Unbroken</i> , we do not recommend using it, since module lessons were written based on the original version of the text.
8	4	<i>The Omnivore's Dilemma: The Secrets Behind What You Eat, Young Readers Edition</i>	Michael Pollan	One per student	978-0803735002	0803735006	
8	2B	<i>A Midsummer Night's Dream</i>	William Shakespeare (Folger Shakespeare Library)	One per student	978-0743477543	0743477545	See Note regarding ISBNs at the end of this document.
8	2B	<i>Teaching Romeo & Juliet, Macbeth and Midsummer Night: Shakespeare Set Free</i>	Peggy O'Brien	Teacher copy only	978-0743288507	0743288505	
8	3B	<i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>	Carlotta Walls LaNier and Lisa Frazier Page	One per student	978-0345511010	0345511018	See Note regarding ISBNs at the end of this document.
8	3B	<i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>	Shelley Tougas	One per student	978-0756545123	0756545129	
8	3B	<i>Ripples of Hope: Great American Civil Rights Speeches</i>	Josh Gottheimer	Teacher copy only (recommended, not required)	978-0465027538		This anthology includes a Martin Luther King speech used in Unit 2: "Address to the First Montgomery Improvement Association Mass Meeting" ("Montgomery Bus Boycott Speech").

NOTE: The ISBN-13 listed here is the one referenced in the curriculum. HOWEVER, multiple editions of this book are in print, all of which have different ISBNs but contain the same content. Replace with caution, since text-dependent questions in module lessons reference a specific version. Another edition of the book may be substituted, as long as it is not an alternate version (e.g., a Young Reader's version, a graphic version, etc.). Although pagination may be different, chapter references continue to be relevant across editions and should provide sufficient anchoring to identify relevant sections of the text.

EXPEDITIONARY LEARNING COMMON CORE CURRICULUM

Grades 3–8 ELA & Literacy: Trade Books & Other Resources (Updated: May 2015)

Below is a list of all central texts. When purchasing texts, use the ISBN numbers provided. Be sure to refer to the general notes at the end of this document.

GR	MOD	TITLE	AUTHOR	QUANTITY	ISBN-13	ISBN-10	NOTES
* 4MLA has been revised by NYSED and was posted in summer 2014. <i>The Inquisitor: The Six Nation Confederacy</i> is still used as a central text. <i>Eagle Song</i> is no longer be a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. <i>The Keeping Quilt</i> has been added as a read-aloud in Unit 3.							

** Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Unit 2 of 5M4 has been revised. *Eight Days: A Story of Haiti* remains. The new unit does not require any new text purchases.



EXPEDITIONARY LEARNING

Grade 8 Curriculum Map



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These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. 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.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember 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 other than Lexile. Within a given module, the list shows the wide variety of texts



students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”

- **Final 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 developed using the writing process, 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” (i.e., show what you know/can do on your 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, the standards assessed, and the assessment format.
- Selected response (multiple-choice questions)
- Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
- Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
- Speaking and listening (discussion or oral presentation)
- Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



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GRADE 8 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Research, Decision-Making, and Forming Positions
Module Title	Finding Home: Refugees	Taking a Stand	<i>A Midsummer Night's Dream</i> and the Comedy of Control	Japanese-American Relations in WWII	The Civil Rights Movement and the Little Rock Nine	Sustainability of World's Food Supply
Description	Students consider the challenges of fictional and real refugees. They read the novel <i>Inside Out & Back Again</i> , analyzing critical incidents that reveal the dynamic nature of Ha, a 10-year-old Vietnamese girl whose family flees during the fall of Saigon. They also read complex informational texts to learn more about the history of war in Vietnam, the historical context of Ha's family's struggle, and the universal themes of refugees' experiences of fleeing and finding home. Students consider how Ha's experience represents the universal refugee experience of being turned "inside out" and then coming "back again." Students work in research groups to study the experiences of refugees from one of several cultures. Then, using the novel's	Students continue to develop their ability to closely read text while studying the theme of taking a stand. They read several speeches from real people who took a stand and then immerse themselves in a study of <i>To Kill a Mockingbird</i> , by Harper Lee. They engage in a character study of Atticus—analyzing his actions and words, and what others say about him—to better understand his willingness to take a stand for others. Students also consider how the theme of "The Golden Rule" is rendered new in the novel, and compare and contrast the novel with poems that have this same theme. Finally, students form groups to create a Readers Theater montage based on key quotes from the text, and write an associated commentary to explain how and why their	Students read and analyze Shakespeare's <i>A Midsummer Night's Dream</i> , focusing primarily on the theme of control. Students examine why the characters seek control, how they try to control others, and the results of attempting to control others. They build background knowledge as they explore the appeal and authorship of Shakespeare and read much of the play aloud in a Drama Circle. Students analyze differences between a film version of the play and Shakespeare's original script. They also study how Shakespeare drew upon Greek mythology as he crafted the play within the play. To conclude the module, students write a "confessional" narrative from the point of view of one of the characters in <i>A Midsummer Night's Dream</i> to creatively explain his or	Students study the important yet divergent experiences of war and conflict, specifically WWII as they read <i>Unbroken</i> , which tells the story of Louis Zamperini, an American POW in a Japanese camp, alongside an informational text about Miné Okubo, a Japanese-American who was interned in a relocation camp in the United States. To build background knowledge, students read primary source documents. They contrast FDR's response to the Pearl Harbor attack in his "Day of Infamy" speech with the Japanese response in the "Fourteen-part Message." Finally, students analyze how Zamperini and Okubo faced others' attempts to make them "invisible" during their imprisonment or internment, and how Zamperini became "visible" after the war. For their culminating writing task, students write a research-	Students study the U.S. civil rights movement, focusing particularly on the Little Rock Nine. They consider the question "How can stories be powerful?" as they learn about segregation, the civil rights movement, the Little Rock Nine and the role of the various mediums in shaping perceptions of events. As students read <i>A Mighty Long Way</i> by Carlotta Walls Lanier and a photo essay titled <i>Little Rock Girl 1957</i> by Shelley Tongas, they consider the different ways in which the story of the Little Rock Nine has been told. Students build background about the history of segregation and Jim Crow laws in the United States. They analyze the role of various mediums in depicting the Little Rock Nine. Students finish the	Students learn how to make evidence-based decisions as they consider the issue of how to best feed all the people in the United States. They analyze Michael Pollan's arguments and evidence (as well as the arguments in other informational texts and videos) to determine whether sufficient and relevant evidence has been used to support the claim. They first read <i>The Omnivore's Dilemma</i> to build background knowledge about what happens to food before it gets to the consumer, and the different choices the consumer can make when buying food. Then, students engage in a robust research project in which they investigate the consequences of each of the food chains and the stakeholders affected, and use an evidence-based



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map

Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
poems as mentor texts, students write free verse narrative poems that capture the universal refugee experience.	script remains true to but also veers from the original text.	her attempts to control or manipulate someone else in the play.	based narrative that tells the story of how Okubo, too, regained her life and became "visible" again.	module by choosing four photographs to lift up as key events to include in a film about the Little Rock Nine, and a song for a film soundtrack. For their final performance task, students present and justify their photograph and song choices.	process to take a position. For a culminating project, students write a position paper addressing the question: Which of Pollan's four food chains would you choose to feed the United States? Why?



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map

Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<p>Texts (central text(s) in bold)¹</p> <ul style="list-style-type: none"> • <i>Inside Out & Back Again</i>, Thanhha Lai (RL, NI) • "Panic Rises in Saigon, but the Exits are Few," Fox Butterfield (RL, 12001) • "Hard Times in Sarajevo: Cold Weather Comes Early to Bosnia's War-Torn Capital, Bringing More Hardship, Death," Current Events (RL, 11301) • "The Vietnam Wars," Tod Olson (RL, 11201) • "Peace Patrol: U.S. Troops Will Stay at Least Another Year in Tense Bosnia," Current Events (RL, 10901) • "People without a Land," Scholastic Update (RL, 10801) • "Refugee Children in Canada: Searching for Identity," Anne Marie Fantino and Alice Colak (RL, 10501) (excerpt) • "Meet the Kurds," Vera Saeedpour (RL, 10301) • "Refugees: Who, Where, and Why," Catherine Gevert (RL, 10201) • Titi Gurning, speech at 	<ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i>, Harper Lee (RL, 8701) • "Those Winter Sundays," Robert Hayden (RL poem, NI) • "Incident," Countee Cullen (RL poem, NI) • "Solitude," Ella Wheeler Wilcox (RL poem, NA) • "Equal Rights for Women," Shirley Chisholm (RL, 12401) • Excerpts from "Great Society," Lyndon Johnson (RL, 10901) • "Ain't I a Woman?" Sojourner Truth (RL, 7901) • <i>To Kill a Mockingbird</i>, Dir. Robert Mulligan. Perf. Gregory Peck. 1962. Film. 	<ul style="list-style-type: none"> • <i>A Midsummer Night's Dream</i>, William Shakespeare (RL, NI) • "The Harvest that Never Came," Aaron Shepard (RL Poem) • "Pyramus and Thisbe," Thomas Bulfinch (RL, 10201) • "The Shakespeare Shakedown," Simon Schama (RL, 14301) • "Shakespeare's Universal Appeal Examined," Jonathan Bate (RL, 13601) • "Top Ten Reasons Shakespeare Did Not Write Shakespeare," Keir Outler (RL, 12301) • "The Lure of Shakespeare," Robert W. Butler (RL, 11601) • <i>A Midsummer Night's Dream</i>, directed by Michael Hoffman, 1999. Film. • <i>Shakespeare Set Free: Teaching Romeo & Juliet, Macbeth & A Midsummer Night's Dream</i>, Peggy O'Brien, ed. (teacher resource only) 	<ul style="list-style-type: none"> • <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i>, Laura Hillenbrand (RL, NI) • "The President Authorizes Japanese Relocation"; Excerpt from Executive Order (and posting) No. 9066 Posting (RL, 15501), Exec Order (RL, 13101) • Excerpt from the Munson Report, "The Fifth Column," Walter Lippmann (RL, 13101) • "Miné Okubo," Chelsie Hanstad, Louann Huebsch, Danny Kantar, and Kathryn Siewert (RL, 12801) • "Day of Infamy," Franklin D. Roosevelt (RL, 12201) • "Fourteen-Part Message," Japanese Foreign Ministry (RL, 11701) • "War in the Pacific," Edison McIntyre (RL, 10301) • "Riverside's Miné Okubo," Mary H. Curtis (RL, NI) • "The Life of Miné Okubo," Expeditionary Learning (RL, 9601) • "The Report on Japanese on 	<ul style="list-style-type: none"> • <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>, Carlotta Walls LaNier and Lisa Frazier Page (RL, NI) • <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>, Shelley Tougas (RL, NI) • "The Editorial Position of the Arkansas Gazette in the Little Rock School Crisis," University of Arkansas Libraries, as (RL, NI) • "Jim Crow Laws," National Park Service, as found at http://www.nps.gov/ma/lu/forteachers/jim_crow_laws.htm (RL, 17101) • 14th Amendment to the U.S. Constitution. (RL, 16501) • <i>Plessy v. Ferguson</i>, Supreme Court case (RL, 13501) • Dr. Martin Luther King, Jr., "Address to the first Montgomery 	<ul style="list-style-type: none"> • "Anthiotic Debate Overview," PBS (RL, NI) • "The Economic Impact of the Indiana Livestock Industries," Carlos Mayan and Kevin T. McNamara (RL, 13901) • "Genetically Engineered Crops-What, How and Why," Pamela Ronald (RL, 13801) • "Understanding Concentrated Animal Feeding Operations and Their Impact on Communities," Carrie Hribar and Mark Schulz (RL, 13601) • "Interview with an Organic Farmer," Expeditionary Learning (RL, 13301) • "Nitrogen fertilizer is bad stuff-and not just because it could blow up your town," Tom Laskaway (RL, 13001) • "Food Deserts," Betsy Dru Tecco (RL, 12501) • "The Cultivation of Agricultural Subsidies," PBS (RL, 10801) • "Lunch or Junk," Scholastic (RL, 10301)

¹ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map

Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<p>Refugee Transitions' World of Difference Benefit Luncheon, San Francisco, November 3, 2010 (RI, 1000L)</p> <p>"Town Mouse and Country Mouse," Rachel Lehr (RI, 980L)</p> <p>"Welcome to Sarajevo," Skipping Stones (RI, 930L)</p> <p>"A Place of Her Own," Andrea Faia (RI, 910L)</p> <p>"Children of War," Arthur Brice (RI, 855L)</p> <p>"I Escaped the Taliban," Kristin Baird (RI, 830L)</p> <p>"Bosnia: The Children of War," Colin Woodward (RI, 820L)</p> <p>• Transcript: "Forgotten Ship: A Daring Rescue as Saigon Fell," Joseph Shapiro and Sandra Bartlett, NPR (RI, 750L)</p> <p>• "Refugee Writing on the Journey," Karim Haidari (RI, 610L)</p>			<p>the West Coast of the United States," Curtis B. Munson (RI, 910L)</p>	<p>Improvement Association (MIA) Mass Meeting" (Montgomery bus boycott speech), Dec. 5, 1955 (RI, 1250L)*</p> <p>• Dr. Martin Luther King, Jr., "I Have A Dream" speech (RI, 1130L)*</p> <p>• Alexandra Lutz, "Life in the South after the Civil War" (video), Education Portal, as found at http://education-portal.com/academy/lesson/life-in-the-south-after-the-civil-war.html#lesson.</p> <p>• Christian Bryant, "Video Overview: Plessy v. Ferguson" (video), About.com, as found at http://video.about.com/afroanhistory/Overview-Plessy-v-Ferguson.htm.</p> <p>• NBC News, "John Chancellor reports on the integration at Central High School," as found at http://www.nbclearn.com/portal/site/learn/fmi/shing-the-dream/1957-</p>	<p>• The Omnivore's Dilemma, Young Readers' Edition, Michael Pollan (RI, 930L)</p> <p>• "Birke Baehr: What's wrong with our food system?" (Video) http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html</p> <p>• "Organic Eggs vs. Conventional Farm Eggs, Free Range Chickens, & Ethical Animal Treatment Vital Farms," Vital Farms (video)</p>

* These speeches are used in Unit 2. They can be found in the anthology, *Ripples of Hope: Great American Civil Rights Speeches* (teacher copy only. Recommended not required).



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925–1185L					
Performance Task	Free Verse Narrative Poems “Inside Out” and “Back Again” (RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6) scaffolded narrative poetry	Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RI.8.2, RI.8.3, W.8.3, W.8.4, and W.8.11b) scaffolded narrative	Character Confessional Narrative (RI.8.2, RI.8.3, W.8.3, W.8.4, W.8.9a, and W.8.11b) scaffolded narrative	Narrative Writing: Becoming Visible after Internment Presentation and Reflection (W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3) scaffolded narrative	Oral Presentation: Photograph and Song Selections (SL.8.4 and L.8.1) oral presentation	Visual Presentation of Position Paper (RI.8.1, W.8.1, W.8.9 and W.8.9b) research paper

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



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Getting to Know a Character: What Details in the Text Help Us Understand Ha? (RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a) selected response and extended response	Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (RI.8.2, RI.8.5, and RI.8.6) Selected response and short constructed response	Analyzing an Author's Argument and Text Structure (RI.8.2, RI.8.5, and RI.8.6) Selected response and short constructed response	Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack (RI.8.1 and RI.8.9) graphic organizer with short constructed response	On-Demand Writing: Conflicting Interpretations of the 13 th and 14 th Amendments (RI.8.1 and RI.8.9) on-demand essay	Analyzing Author's Purpose in Speech and Text (L.8.4b-d, RI.8.6, SL.8.2 and SL.8.2a) graphic organizer
End of Unit 1	Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Texts (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9) extended response	Analyzing Author's Craft in <i>To Kill a Mockingbird</i> and the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and use of Figurative Language (RL.8.4, RL.8.5, RI.8.9, and L.8.5a) graphic organizer, selected response and short constructed response	Text to Film Comparison (RI.8.1, RI.8.6, and RI.8.7) graphic organizer, selected response, and short constructed response	Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack (RI.8.9 and SL.8.1) discussion (using graphic organizer as speaking notes)	Small Group Socratic Seminar: Making Connections Between Song Lyrics and Texts (RI.8.1 and SL.8.1) discussion (using graphic organizer as speaking notes)	Evaluating Claims and Advocating Persuasively (RI.8.8, RI.8.9a, W.8.9b, SL.8.2, SL.8.2a and SL.8.3) graphic organizer and discussion
Mid-Unit 2	Analyzing an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9) graphic organizer, selected response, and short constructed response	Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (RI.8.2, RI.8.6, and RI.8.7) graphic organizer, selected response, and short constructed response	Analyzing Narrative Structure and Author's Craft (RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.9, and L.8.5a) graphic organizer, selected response, and short constructed response	Evaluating and Classifying Primary Sources (RI.8.7) Graphic organizer	Evaluating and Classifying Primary Sources (RI.8.7) Graphic organizer	Research Simulation (W.8.7 and W.8.8) Selected response and short constructed response



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
End of Unit 2	Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Universal Refugee Experiences and Ha's Character (RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2, W.8.4, W.8.5, and W.8.9) scaffolded essay	Argument Essay: Taking a Stand (RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b) scaffolded essay	Argument Essay: Controlling Others in A Midsummer Night's Dream (RL.8.2, W.8.1, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.9a, L.8.2, L.8.2a, and L.8.2b) scaffolded essay	Informational Essay and Commentary: The Invisiblity of Captives during WWII (W.8.2, W.8.9, L.8.2c, L.8.3) scaffolded essay	Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2, W.8.9, L.8.2c, and L.8.3) scaffolded essay	Position Speech: Which of Michael Pollan's four food chains would best feed the United States? (SL.8.4, SL.8.5, and SL.8.6) oral presentation
Mid-Unit 3	Best First Draft of "Inside Out" Poem (RL.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification (RL.8.1, and W.8.9a) extended response	Confessional Narrative Character and Scene Selection: Justification (RL.8.1 and W.8.11b) extended response	Single-Draft Narrative Writing (W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2 and L.8.3) on-demand narrative	Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5) selected response and short constructed response	Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States? (W.8.1, W.8.1a, W.8.1b, and W.8.1e) scaffolded essay
End of Unit 3	Best First Draft of "Back-Again" Poem (RL.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Readers Theater Commentary (RL.8.2, RL.8.3, and W.8.11) extended response	Commentary on Confessional (RL.8.2, RL.8.3, W.8.11, and W.8.11b) extended response	Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5, L.8.5b, L.8.5c) selected response and short constructed response	On-Demand Writing: Photograph and Song Choices for a Film (W.8.1 and W.8.2) on-demand essay +	Final Position Paper: Which of Michael Pollan's four food chains would you choose to feed the United States? (RL.8.1, W.8.1c, W.8.1d and W.8.9) scaffolded essay and written reflection

+ The end of unit 3 task for 8M3B combines both W.1 (argument) and W.2 (informative writing). This differs from 8M3A, for which the performance task is (W.3) narrative writing. For teachers wishing to incorporate narrative writing with Module 8M3B, see the Unit 3 overview for suggested options.



Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- 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., RI/RI.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, 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.



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		✓	✓			
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓	✓			
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓			
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		✓	✓			
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		✓	✓			
A. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. ⁵	✓					
RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		✓	✓			
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		✓	✓			

⁵ This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Integrated throughout.					
RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁶	Integrated throughout.					
A. Self-select text to develop personal preferences. ⁷					✓	
B. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.					✓	

⁶ This is a standard specific to New York State. RL.8.11 is also specifically assessed in Modules 1 and 3a.

⁷ In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓			✓	✓	✓
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓	✓	✓			
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	✓					
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓					
RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		✓	✓			
RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		✓	✓			✓
RI.8.7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.				✓	✓	
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.						✓
RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.				✓	✓	
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Integrated throughout.					



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

Writing Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓		✓	✓
A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		✓			✓	✓
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓	✓		✓	✓
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		✓	✓		✓	✓
D. Establish and maintain a formal style.		✓	✓		✓	✓
E. Provide a concluding statement or section that follows from and supports the argument presented.		✓	✓		✓	✓
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓			✓	✓	
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓			✓	✓	
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓			✓	✓	
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.				✓	✓	
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓			✓	✓	



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
E. Establish and maintain a formal style.	✓			✓	✓	
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓			✓	✓	
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓	✓	✓		
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓	✓	✓	✓		
B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	✓	✓	✓	✓		
C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		✓	✓	✓		
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓	✓	✓	✓		
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.		✓	✓	✓		
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓			
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. ⁸	✓					
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Integrated throughout.					

⁸ This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Integrated throughout.					
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	✓					✓
W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						✓
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓
A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	✓	✓	✓			
B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")	✓			✓	✓	✓
W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Integrated throughout.					
W.8.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. ⁹		✓	✓			
A. Make well-supported personal, cultural, textual, and thematic connections across genres.				✓	✓	

⁹ This is a standard specific to New York State.



**EXPEDITIONARY
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**GRADE 8
Curriculum Map**
Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Create poetry, stories, plays, and other literary forms (e.g. videos, artwork).	✓	✓	✓			



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.				✓	✓	
A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				✓	✓	
B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.				✓	✓	
C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.				✓	✓	
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				✓	✓	
E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. ¹⁰				✓	✓	
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.						✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ¹¹						✓
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.						✓

¹⁰ This is a standard specific to New York State.

¹¹ This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.					✓	✓
SL.8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						✓
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.						✓



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				✓	✓	
A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.				✓	✓	
B. Form and use verbs in the active and passive voice.				✓	✓	
C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.				✓	✓	
D. Recognize and correct inappropriate shifts in verb voice and mood.				✓	✓	
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓	✓		
A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		✓	✓			
B. Use an ellipsis to indicate an omission.		✓	✓			
C. Spell correctly.				✓	✓	
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.				✓	✓	
A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).				✓	✓	



EXPEDITIONARY LEARNING

GRADE 8 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.						✓
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓					
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).						✓
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						✓
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						✓
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				✓		
A. Interpret figures of speech (e.g., verbal irony, puns) in context.		✓	✓			
B. Use the relationship between particular words to better understand each of the words.				✓	✓	
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).				✓	✓	
L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓					



**EXPEDITIONARY
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Grade 7: Curriculum Map



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These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. 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.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember 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 other than Lexile. Within a given module, the list shows the wide variety of texts



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students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.schoools.org or EngageNY.org and search for the document "Trade Books and Other Resources."

- **Final 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 developed using the writing process, 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" (i.e., show what you know/can do on your 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, the standards assessed, and the assessment format.
- Selected response (multiple-choice questions)
- Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
- Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
- Speaking and listening (discussion or oral presentation)
- Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

Note: For seventh grade specifically, two options for Module 4 are available: 7M4A: ("Screen Time and the Developing Brain") and 7M4B: "Water Is Life". Only one option for Module 3 is available at this grade level ("The People Could Fly").



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	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Reading and Research	Reading and Research
Module Title	Journeys and Survival	Working Conditions	Identity and Transformation: Then and Now	Slavery: The People Could Fly	Screen Time and the Developing Brain	Water Is Life
Description	Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. They read <i>A Long Walk to Water</i> , analyzing the points of view of the central characters, Salva and Nya. Students focus on one key theme: how individuals survive in challenging environments. The novel is paired with complex informational texts on Sudan. Students then combine research about Sudan with quotes the novel and craft a research-based two-voice poem.	Students explore the issue of working conditions, historical and modern-day. They analyze how people, settings, and events interact in literary and informational texts. Students first focus on <i>Lyddie</i> (about a girl who works in the Lowell mills); they write an argument essay about Lyddie's choices around joining a protest over working conditions. Then they read a speech by Cesar Chavez (tracing how the sections of the text combine to build central claims) as they consider the role that workers, the government, and consumers play in improving working conditions. Finally, a short research project explores how businesses can affect working conditions. As a final performance task, students create a guide to working conditions in the garment industry.	Students explore the concept of personal identity formation and transformation in both historical and modern-day societies. They read first-person narratives that focus on various social identifiers—from race to gender to socioeconomic status—and they also read informational text in order to frame their understanding of what identity means. Students closely read <i>Pygmalion</i> and further explore the identity transformation of the play's main character, Eliza Doolittle. To conclude the module students analyze the impact of gender roles and stereotypes in personal identity development as influenced by the media and advertising in order to create a "counter ad" that does not rely on gender-specific stereotypes.	This module focuses on the autobiography of Frederick Douglass, with specific attention to understanding how he uses language in powerful ways and how he tells his story in order to serve his purpose of working to abolish slavery. Students begin by building background knowledge about Douglass and his historical context. They then read closely key excerpts from his <i>Narrative</i> , focusing on his message as well as the author's craft. Finally, they select one episode from the <i>Narrative</i> and rewrite it as a children's story, using <i>Frederick Douglass: The Last Day of Slavery</i> as a mentor text.	Students explore adolescent brain development and the effects of entertainment screen time on the brain. Students read informational texts to build background knowledge about adolescent brain development in general. Then they begin to focus on the issue of screen time and how it may affect teenagers. Students evaluate the soundness of reasoning and the sufficiency and relevancy of evidence in argument texts and media. They dive deeper into first the potential benefits and then the potential risks of screen time by participating in a robust research project. Students finish the module by writing a position paper, and creating a visual representation of their paper.	Students explore water sustainability, fresh water management. They read "Water is Life" and excerpts from <i>The Big Thirst</i> to build background knowledge about water sustainability and water management. Then they engage in a robust research project to investigate the agricultural and industrial water management and use an evidence-based decision-making process to take a position. Finally, they write a position paper addressing the question: Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?



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	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
Texts (central text(s) in bold)¹	<ul style="list-style-type: none"> • <i>A Long Walk to Water</i>, Linda Sue Park (RL, 720L) • "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps," Stephen Buckley (RL, 1110L) • "Water for South Sudan," http://www.watertoforsouthsudan.org (RL, 1090L) • "Sudanese Tribes Confront Modern War," Karl Vick (RL, 1060L) • "Author's Note," <i>A Long Walk to Water</i>, Linda Sue Park (RL, 1030L) • "Time Trip" excerpt from "Life and Death in Darfur: Sudan's Refugee Crisis Continues," <i>Current Events</i> (RL, 970L) 	<ul style="list-style-type: none"> • <i>Lyddie</i>, Katherine Patterson (RL, 860L) • "Harvesting Hope: The Story of César Chavez," Kathleen Krull (RL, NL) • "In China, Human Costs Are Built into an iPad," Charles DuBois and David Barboza, <i>The New York Times</i> (RL, 1430L) • "An Apparel Factory Defies Sweatshop Label, but Can It Thrive?" Steven Greenhouse, <i>The New York Times</i> (RL, 1320L) • "Are Your Clothes Made in Sweatshops?" Oxfam Australia https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/ (RL, 1220L) • "Common-wealth Club Address," César Chávez (RL, 1155L) • "Ethical Style: How Is My T-Shirt Made?" Tabeta Kay (RL, 1080L) • "Statement at Pacific Lutheran University," César Chavez (RI Speech.) 	<ul style="list-style-type: none"> • <i>Pygmalion</i>, George Bernard Shaw (RL, NP) • <i>Nadia's Hands</i>, Karen English (RL, NL) • <i>Not Much, Just Chillin': The Hidden Lives of Middle Schoolers</i>, Linda Perlstein (RL, NL) • "Key Questions to Ask When Analyzing Media Messages," National Association for Media Literacy Education (RL, NL) • "Team Players," Erika Packard, in <i>Monitor</i> (Vol. 37, Issue 8), September 2006. (RL, NL) • Julianne Micoleta, "Generation Z Teens Stereotyped as 'Lazy and Unaware,'" <i>Huffington Post</i>, March 2012. (RL, 1690L) • "Teen Slang: What's, like, so wrong with like?" Denise Winterman (RL, 1620L) • "Study: Employment Ads Perpetuate Traditional Roles," <i>Duke Today</i> (RL, 1410L) • "Truth in Advertising?" Stephanie Clifford (RL, 1290L) 	<ul style="list-style-type: none"> • "We Wear the Mask," Paul Laurence Dunbar (RL poem, NL) • "Slaveship," Lucille Clifton (RL poem, NL) • "Introduction to Poetry," Billy Collins (RL, NL) • "Harriet Tubman," Eloise Greenfield (RL poem, NL) • "Black Woman," Georgia Douglas Johnson (RL poem, NL) • "The Negro Speaks of Rivers," Langston Hughes (RL poem, NL) • "If We Must Die," Claude McKay (RL poem, NL) • <i>The People Could Fly</i>, picture book edition, Virginia Hamilton (RL, 660L) (recommended, not required; teacher copy only) • <i>Narrative of the Life of Frederick Douglass, an American Slave</i>, Frederick Douglass (RL, 1080L; excerpts) • "Renaissance man," Scott Kirkwood, adapted by Expeditionary Learning (RL, 1060L) • Texts from Freedom: A 	<ul style="list-style-type: none"> • "The Many Benefits, for Kids, of Playing Video Games," Peter Gray (RL, NL) • "Policy Statement: Children, Adolescents, and the Media," Victor C. Strasburger and Marjorie J. Hogan (RL, 1820L) • "Growing Up Digital," Matt Richel (RL, 1660L) • "The Digital Revolution and Adolescent Brain Evolution," Jay N. Giedd, M.D. (RL, 1630L) • "Video Games Benefit Children, Study Finds," <i>Queensland University of Technology</i> (RL, 1580L) • "Why Facebook Could Actually Be Good for Your Mental Health," <i>Sy Mukherjee</i> (RL, 1470L) • "Guest Opinion: Step Away from the Screen," Margaret Desler, M.D. (RL, 1310L) 	<ul style="list-style-type: none"> • "Beyond Thirst: The Global Water Crisis," Kathiann M. Kowalski (RL, NL) • <i>The Big Thirst</i>, Charles Fishman (RL, 1260L) • "Water Is Life," Barbara Kingsolver (RL, 1165L) • "New York bottled water ban" (video) http://www.riverkeeper.org/campaigns/tapwater/ • "Why Care about Water?" National Geographic (video) http://video.nationalgeographic.com/video/environment/freshwater/why-care/ • "Charles Fishman: Why College Students Should Start Paying Attention to Water" (video) http://www.youtube.com/watch?v=XM7So_Qi3B4

¹ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (Based on Lexile®).



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Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
	<ul style="list-style-type: none"> • "The Wrath of Grapes," César Chávez (RI Speech) 	<ul style="list-style-type: none"> • "Images of Men in Advertising," Tom Yakanama (RI, 1290L) • "Men Are Becoming the Ad Target of the Gender Sneer," Courtney Kane (RI, 1280L) • "Guys and Dolls No More?" Elizabeth Sweet (RI, 1230L) • "Geena Davis, Media Equalizer," New Moon Girls Magazine (RI, 1210L) • "Cover Girl Culture," Melanie Deziel (RI, 1190L) • "Women and Urban Life in Victorian Britain," Lynda Nead (RI, 1120L) • "The Border," in <i>Red: Teenage Girls of America Write on What Fires Up Their Lives Today</i>, Cindy Morand (RI, 1020L) • "My Own True Name," Diane Gonzales Bertrand (RI, 1010L) • Victorian Women: Not What You Might Think, Gina Zorzi Cline (RI, 1000L) • "Why Couldn't Snow White Be Chinese?" Grace Lin (RI, 860L) • "Is Money Affecting Your Social Status?" Reniqua Allen (RI, 860L) 	<ul style="list-style-type: none"> History of US Webisode 5, PBS (RI, 970L) • <i>Frederick Douglass: The Last Day of Slavery</i>, William Miller and Cedric Lewis (RI, 760L) (recommended, not required; teacher copy only) • <i>Turning the Page: Frederick Douglass Learns to Read</i>, Amanda Hamilton Roos, illustrated by Michael Adams (RI, 760L) (One copy per triad; recommended, not required) 	<ul style="list-style-type: none"> • "Beyond the Brain," David Brooks (RI, 1260L) • "What's Going On in Your Brain?" Linda Bernstein (RI, 1180L) • "Can You Unplug for 24 Hours?" Heidi St. Clair (RI, 1140L) • "What You Should Know about Your Brain," Judy Willis (RI, 1120L) • "You Trouble," Justin O'Neill (RI, 1080L) • "Teens and Decision Making: What Brain Science Reveals," Scholastic Inc. and National Institute on Drug Abuse (RI, 1060L) • "Attached to Technology and Paying a Price," Matt Richtel (RI, 980L) • "Is Google Making Us Stupid?" Nicholas Carr and Peter Norvig (RI, 960L) • "The Teen Brain: It's Just Not Grown Up Yet," 2. Richard Knox (RI, 940) 	<ul style="list-style-type: none"> • "Charles Fishman: The Water Crisis Isn't Global. It's Local" (video) http://www.youtube.com/watch?v=I2xYyIfPDsA • "The Future of Water" (video) http://www.youtube.com/watch?v=-qpbWZRC_dw • "Charles Fishman: Corporations Need to Pay More Attention to Water" (video) http://www.youtube.com/watch?v=8uWzIDM_uM_U



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	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
					<ul style="list-style-type: none"> • "Nicholas Carr's 'The Shallows: What the Internet is Doing to Our Brains,' Jeffrey Brown, Nicholas Carr, and Mathew Kiely (video)" 	
Lexie®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925–1185L					
Performance Task	Research-Based Two-Voice Poem (RL.7.6, RL.7.11, W.7.3a, W.7.3d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2) research poetry	Consumer's Guide to Working Conditions in the Garment Industry (W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6) brochure	Advertisement Analysis and "Counter-Ad" (W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6) analysis and printed/electronic ad	Children's Book to Retell an Episode from <i>Narrative of the Life of Frederick Douglass</i> (with author's note) (W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6) scaffolded narrative	Visual Representation of Position Paper (RL.7.1, W.7.1, W.7.4, and L.7.6) visual representation	Visual Representation of Position Paper (RL.7.1, W.7.1, W.7.4, W.7.5, and L.7.6) visual representation

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



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Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
Mid-Unit 1	Identifying Perspective and Using Evidence from <i>A Long Walk to Water</i> (Chapter 5) (RL.7.1 and RL.7.6) graphic organizer and selected response	How Working Conditions Affected Lyddie (RL.7.1 and RL.7.3) selected response and short constructed response	Evidence, Ideas, and Interactions: "Why Couldn't Snow White Be Chinese?" (RI.7.1, RI.7.2, and RI.7.3) short constructed response	Using Evidence to Support Analysis: "Frederick Douglass" (RI.7.1) short constructed response	"The Development of the Young Brain": Listening for Main Idea and Supporting Details (RI.7.2 and SL.7.2) short constructed response	"The Water Crisis Isn't Global. It's Local": Listening for Main Ideas and Supporting Details (SL.7.2) selected response and short constructed response
End of Unit 1	Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RI.7.1, W.7.4, W.7.9, and W.7.9b) selected response and short constructed response	Argument Essay about <i>Lyddie</i> (RI.7.1, RL.7.3, W.7.1, W.7.9, W.7.9a; W.7.5, L.7.1, and L.7.2) scaffolded essay	Claims, Interactions and Text Structure: "Is Money Affecting Your Social Status?" (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) short constructed response	Reading Poetry: Analyzing Structure and Language in "We Wear the Mask" (RI.7.4, RI.7.5, and L.7.5a) selected response and short constructed response	Analyzing the Main Idea and Supporting Details in "You Trouble" (RI.7.1, RI.7.2, RI.7.5, RI.7.6, and L.7.6) note-taking and selected response	We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video (RI.7.8 and SL.7.3) selected response and short constructed response
Mid-Unit 2	Comparing "Water for Sudan" and <i>A Long Walk to Water</i> (RL.7.1, RL.7.9, RI.7.1) short constructed response and extended response	How Chávez Develops His Claims in the Commonwealth Club Address (RI.7.1, RI.7.2, RI.7.3, RI.7.5) selected response	Using Evidence, Theme, and Inference to Analyze an Unseen Passage in <i>Pygmalion</i> (RI.7.1, RI.7.3, and L.7.4) selected response and short constructed response	Analyzing Stories: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass's <i>Narrative</i> (Part 1: RI.7.1, RI.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4, L.7.4a, L.7.4b, L.7.5b, c) selected response and short constructed response	Part I: Tracing and Evaluating Arguments and Part II: Research Task: Comparing and Contrasting Texts (RI.7.8, SL.7.3, RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d) short constructed response	Simulated Research Task: Water Management Strategies (RI.7.9, W.7.7, W.7.8, L.7.4c, L.7.4d) selected response and short constructed response
End of Unit 2	Literary Analysis—Writing about the Theme of Survival (RI.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9a, L.7.1, L.7.2, and L.7.6) scaffolded essay	Analyzing the Structure of Chávez's "Wrath of Grapes" Speech (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) selected response and short constructed response	Argumentative Essay: Eliza's Changes (RI.7.1, RL.7.3, W.7.1, W.7.4, W.7.9, L.7.1, L.7.2, and W.7.5) scaffolded essay	Essay: Analyzing Douglass's Position in <i>Narrative of the Life of Frederick Douglass</i> (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, and RI.7.6) on-demand essay	Making a Claim about the AAP Recommended Screen Time (SL.7.1, SL.7.1a, SL.7.1e, SL.7.3, SL.7.4, SL.7.5, SL.7.6, and RI.7.9) speaking and listening	Making a Claim about Water Management (Part I: SL.7.1, SL.7.1a, SL.7.1e; Part II: SL.7.3, SL.7.4, SL.7.5, SL.7.6, and RI.7.9) discussion, presentation



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	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
Mid-Unit 3	Author's Craft: <i>Juxtaposition in A Long Walk to Water</i> (RL.7.1, RL.7.2 and RL.7.6) selected response and short constructed response	Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and W.7.8) on-demand use of a source for research	Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and touches on W.7.8) on-demand research	Syntax and Storytellers' Seminar. Part 1: Writer's Roundtable (SL.7.1b, c, d) Part 2: Sentence Structure Quiz (L.7.1a, b, c, and L.7.2a)	First Draft of Position Paper (RL.7.1, W.7.1a, b, e, W.7.4, and W.7.9) scaffolded essay	First Draft of Position Paper (RL.7.1, W.7.1a, b, e, and W.7.4) scaffolded essay
End of Unit 3	Using Strong Evidence (RL.7.1, RL.7.1, L.7.2 and W.7.9) selected response and short constructed response	Writing a Research Synthesis (W.7.7 and W.7.8) extended response	Writing a Research Synthesis (W.7.7 and W.7.8) extended responses	Second draft of Storyboards for the Children's Book (W.7.3, W.7.9, and W.7.11) scaffolded narrative	Final Draft of Position Paper and Reflection on the Writing Process (RL.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6) scaffolded essay	Final Draft of Position Paper and Reflection on the Writing Process (RL.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6) scaffolded essay and written reflection



Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- 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., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “Integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, 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.



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GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓		
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓					
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		✓	✓			
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.				✓		
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.				✓		
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓					
A. Analyze stories, drama, or poems by authors who represent diverse world cultures. ³	✓					
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).				✓		
RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	✓					

³ This is a standard specific to New York State.



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GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					
RL.7.11 (NYS). Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁴	Integrated throughout.					
A. Self-select text based on personal preferences. ⁵		✓	✓			
B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.		✓	✓			

⁴This is a standard specific to New York State. RL.7.11 is also specifically assessed in Module 1.

⁵In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



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GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		✓	✓	✓		
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		✓	✓			
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.				✓		
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		✓	✓			
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.				✓		
RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).					✓	
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.					✓	✓
RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.					✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ⁶					✓	✓

⁶ This is a standard specific to New York State.



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Curriculum Map
Common Core State Standards Formally Assessed**

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					



EXPEDITIONARY LEARNING

GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

Writing Standards

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓		✓	✓
A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		✓	✓		✓	✓
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓	✓		✓	✓
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		✓	✓		✓	✓
D. Establish and maintain a formal style.		✓	✓		✓	✓
E. Provide a concluding statement or section that follows from and supports the argument presented.		✓	✓		✓	✓
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓			
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓		
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓		
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓			✓		



EXPEDITIONARY LEARNING

GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓		
E. Establish and maintain a formal style.	✓					
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓	✓			
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				✓		
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓			✓		
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				✓		
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				✓		
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓			✓		
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.				✓		
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ⁷	✓	✓	✓	✓	✓	✓
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	✓			✓		

⁷This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ⁸	Integrated throughout.					
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. ⁹	Integrated throughout.					
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		✓	✓		✓	✓
W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	✓	✓	✓		✓	✓
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	
A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	✓	✓	✓			
B. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	✓		✓	✓	✓	✓
W.7.10. 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.					
W.7.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections. ¹⁰				✓		

⁸ W.7.5 also is specifically assessed in M4.

⁹ W.7.6 is particularly emphasized in M2A.

¹⁰ This is a standard specific to New York State.



**EXPEDITIONARY
LEARNING**

GRADE 7
Curriculum Map
Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
A. Make deliberate, personal, cultural, textual, and thematic connections across genres.				✓		
B. Create poetry, stories, plays, and other literary forms (e.g., videos, artwork).				✓		



EXPEDITIONARY LEARNING

GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.					✓	✓
A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				✓	✓	✓
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.				✓		
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.				✓		
D. Acknowledge new information expressed by others and, when warranted, modify their own views.				✓		
E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. ¹¹					✓	✓
SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.					✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ¹²					✓	✓
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.					✓	✓

¹¹ This is a standard specific to New York State.

¹² This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.					✓	✓
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.					✓	✓
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.					✓	✓



EXPEDITIONARY LEARNING

GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

Language Standards

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓		
A. Explain the function of phrases and clauses in general and their function in specific sentences.		✓	✓	✓		
B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		✓	✓	✓		
C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		✓	✓	✓		
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓		
A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		✓	✓	✓		
B. Spell correctly.		✓	✓	✓		
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		✓	✓	✓		
A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		✓	✓	✓		
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			✓			
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			✓	✓		



EXPEDITIONARY LEARNING

GRADE 7 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3	Module 4A	Module 4B
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).			✓	✓		
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			✓		✓	✓
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			✓		✓	✓
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				✓		
A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.				✓		
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.				✓		
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).				✓		
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ¹³	Integrated throughout.					

¹³ L.7.6 also is specifically addressed in M4.



**EXPEDITIONARY
LEARNING**

Grade 6: Curriculum Map



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These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. 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.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember 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 other than Lexile. Within a given module, the list shows the wide variety of texts



students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoreuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”

- **Final 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 developed using the writing process, 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” (i.e., show what you know/can do on your 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, the standards assessed, and the assessment format.
- Selected response (multiple-choice questions)
- Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
- Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
- Speaking and listening (discussion or oral presentation)
- Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Reading for Research and Writing an Argument
Module Title	Myths: Not Just Long Ago	Rules to Live By	Voices of Adversity	The Land of the Golden Mountain	Sustaining the Oceans	Insecticides: Costs vs. Benefits
Description	Students study the purposes and elements of mythology. Students read Rick Riordan's <i>The Lightning Thief</i> with a focus on the archetypal hero's journey and close reading of the many mythical allusions. They also read complex informational texts about the elements of mythology. As a whole class, students will closely read several complex Greek myths, and then work in small groups to build expertise on an additional myth. Students then develop their narrative writing skills as they create their own hero's journey narrative.	How do people formulate and use "rules" to improve their lives and communicate these "rules" to others? Students consider these questions as they read a variety of texts. They begin with <i>Bud, not Buddy</i> , analyzing character development and considering how figurative language contributes to tone and meaning. They then read closely Steve Jobs' speech, (focusing on how Jobs develops his ideas at the paragraph, sentence, and word level) and analyze the poem "If" to compare and contrast how the novel and the poem address a similar theme. In an argument essay, students establish a claim about how Bud uses his rules. Finally, students conduct a short research project related to their own "rules to live by" and then write an essay to inform about one important "rule to live by."	Students explore the idea of adversity of people across time and place, and through multiple modes of writing. Students begin this module with a research-based unit on the Middle Ages. They break into expert groups to read closely about one demographic group in order to write an informational essay based on their research. Students then move on to read literature: <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> , in order to identify the various adversities faced by this cast of characters and to examine the author's craft. To conclude the unit students move into modern voices of adversity by reading concrete poems in the books <i>Blue Lipsick</i> and <i>Technically, It's Not My Fault</i> and write their own text about adversities faced by sixth-graders.	Students study how an author develops point of view and how an author's perspective, based on his or her culture, is evident in the writing. As students read Lawrence Yep's <i>Dragonwings</i> , they analyze how Yep has developed the point of view of the narrator, Moon Shadow. They also read excerpts of Yep's biography <i>The Lost Garden</i> to determine how his culture and experiences have shaped his perspective as evidenced in the novel. They read accounts by people from the turn of the century in San Francisco, analyzing perspective and comparing the accounts to those in the novel. Finally, students write newspaper articles that convey multiple perspectives about life for Chinese immigrants in San Francisco in the early 1900s.	Students study how an author develops point of view and how an author's perspective, based on his or her geographic location, is evident in his or her writing. Students consider point of view as they learn about ocean conservation and the impact of human activities on life in the oceans. They read Mark Kurlansky's <i>World without Fish</i> , and analyze how point of view and perspective is conveyed, and trace the idea of fish depletion throughout the text. Students also read <i>Flush</i> , a high-interest novel and excerpts of an interview with author Carl Hiaasen to determine how his geographic location in Florida shaped his perspective and how his perspective is evident in his novel. To conclude the module students write an informative consumer guide about buying fish to be put in a grocery store	Students consider the balance between human needs and environmental consequences as they read the novel <i>Frightful's Mountain</i> and complex informational texts about the benefits and drawbacks of the use of DDT. They learn how to trace and evaluate an argument in written texts and videos on this topic, and conduct both supported and independent research. Through structured discussions and decision-making protocols, students form their own argument about the use of DDT. Students then apply their research to write a position paper in which they support that claim with evidence.



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Texts (central text(s) in bold)	<ul style="list-style-type: none"> • "The Fates," based on E.M. Berens (RL, 1230L) • "The Story of Medusa and Athena," by Leanne Guenther (RL, 1200L) • Cronus," based on E.M. Berens (RL, 980L) • "Myths and Legends," based on E.M. Berens (RL, 1150L) • "Shrouded in Myth," Jessica Fisher Neidl (RL, 1100L) • "Key Elements of Mythology," Expeditionary Learning (RL, 1080L) • "The Hero's Journey," Expeditionary Learning (RL, 865L) • "Prometheus and Pandora," based on Jean Lang (RL, 920L) • "Theseus and the Minotaur," based on Nathaniel Hawthorne (RL, 920L) • <i>The Lightning Thief</i>, Rick Riordan (RL, 740L) • The Golden Key, Expeditionary Learning (RL, 665L) 	<ul style="list-style-type: none"> • <i>Bud, Not Buddy,</i> Christopher Paul Curtis (RL, 950L) • "If," Rudyard Kipling (RL poem, NL) (also audio version: http://archive.org/details/if_kipling_lbrivox) • "Health Rocks," Skipping Stone (RL, 1540L) • "Adults cut back fast food, but U.S. kids still eat too much fat: CDC," Susan Heavy (RL, 1430L) • "The Life of a Cell Phone," United States Environmental Protection Agency (RL, 1300L) • "Recipe for Health," Emily Sohn (RL, 1090L) • "Live by Design, Not Default," Skipping Stones (RL, 1080L) • "Earth Day, Your Way: Celebrate Earth Day, April 22," Current Health 1 (RL, 970L) • "Back-to-School Speech," President Barack Obama (RL, 940L) • "Bulies Behind Bars," Carmen Morais (RL, 930L) 	<ul style="list-style-type: none"> • <i>Good Masters! Sweet Ladies! Voices from a Medieval Village,</i> Laura Amy Schlitz (RL, NL) • <i>Blue Lipstick:</i> <i>Concrete Poems,</i> John Grandits (RL, NL; 5 texts per class) • <i>Technically, It's Not My Fault: Concrete Poems,</i> John Grandits (RL, NL; 5 texts per class) • "Middle Ages," in <i>Britannica Student Encyclopedia</i> (RL, 1080L) • "Middle Ages," Kenneth S. Cooper, in the <i>New Book of Knowledge</i>, Grolier Online (RL, 1070L) • "Middle Ages," Deborah M. Deliyannis (RL, 1000L) • Blast to the Past, Michael Smith (RL, 980L) • Dark Death, Suzanne McCabe (RL, 990L) 	<ul style="list-style-type: none"> • "Waking Up in a Nightmare," Expeditionary Learning (RL, 1010L) • <i>Dragonwings,</i> Laurence Yep (RL, 870L) • "Poem of the Earthquake," Eliza Pittsinger (RL Poem) • "Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance," Expeditionary Learning (RL Play) • "The San Francisco Earthquake, 1906," Eyewitness to History (RL, NL) • "The Great 1906 San Francisco Earthquake," USGS.gov (RL, 1500L) • "Sandy wreaks havoc across Northeast; at least 11 dead," Matt Smith (RL, 1400L) • "One Boy's Experience," Lloyd Head (RL, 1270L) • "Timeline of the San Francisco Earthquake, April 18-23, 1906," Gladys Hansen (RL, 1150L) • <i>The Lost Garden,</i> Laurence Yep (RL, 1020L) 	<ul style="list-style-type: none"> • <i>Flush,</i> Carl Hassen (RL, 830L) • "Protecting Ocean Habitat from Bottom Trawling," http://www.mndc.org/water/oceans/ftawling.asp (RL, 1440L) • <i>World Without Fish,</i> Mark Kurlansky (RL, 1230L) • "Destructive Fishing," http://www.marine-conservation.org/what-we-fish/destructive-fishing/ (RL, 1290L) • "Case Study: Atlantic Bluefin Tuna," http://saveourseas.com/threats/overfishing (RL, 1290L) • "Threat 1: Overfishing," http://saveourseas.com/threats/overfishing (RL, 1260L) • "Sustainable Fishing Methods," http://www.sunset.com/food-wine/flavors-of-the-west/sustainable-fishing-methods-00400000063176/ (RL, 1200L) 	<ul style="list-style-type: none"> • <i>Frightful's Mountain,</i> Jean Craighead George (RL, 650L) • "Biological Energy—Here, Let Me Fix It!" Utah Education Network (RL, NL) • "A New Home for DDT," Donald Roberts (RL, 1200L) • "Malaria Carrying Mosquito Crash Lands Due to His Insecticide," Adam Allie (RL, 1150L) • "The Extreminator," Kirsten Weir (RL, 1140L) • "Welcome Back," Susan Nagle-Schwarz (RL, 1080L) • "How DDT Harmed Hawks and Eagles," Gil Yalo (RL, 1020L) • "Rachel Carson: Environmentalist and Writer," Kathy Wilmore (RL, 840L) • "Rachel Carson: Sounding the Alarm on Pollution," Robert Peterson (RL, 840L)

¹ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map

Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<ul style="list-style-type: none">• <i>D'Aulaires Book Of Greek Myths</i>, Ingri and Edgar Parin D'Aulaire (teacher copy only)	<ul style="list-style-type: none">• "Make Your Move," Jennifer Marino-Walters (RI, 890L)• "Stanford University Commencement Address," Steve Jobs (RI, 865L)• "Is the Cafeteria Ruining Your Life?" Elizabeth Larson and Justin O'Neill (RI, 830L)• "A Skateboarder Goes Green," Blair Rainsford (RI, 790L)• "Cyber Bullying Statistics," www.bullyingstatistics.org (RI, NI)		<ul style="list-style-type: none">• "Comprehending the Calamity," Emma Burke (RI, 1060L)• "Casualties and Damage after the 1906 Earthquake," USGS.gov (RI, 730L)	<ul style="list-style-type: none">• "A Rapidly Disappearing Fish," http://www.pbs.org/newsHour/extra/features/july-deco1/chilean.html (RI, 1190L)• "Choosing Sustainable," http://www.fishwatch.gov/buying_seafood/choosing_sustainable.htm (RI, 1180L)• "Sustainable Fishing," http://education.nationalgeo.graphic.com/education/encyclopedias/sustainable-fishing/?ar_a=1 (RI, 1160L)• "5 Creative Tips From Carl Hiaasen, Florida's Cleverest Chronicler," Jessica Grose (RI, 920L)• "Florida: A Paradise of Scandals," Steve Kroft (RI, 990L)	<ul style="list-style-type: none">• John Stossel video on DDT: http://www.youtube.com/watch?v=kHwgandRTSQ (NI)• "Earth Tones" video on DDT: http://www.science.gc.ca/default.asp?lang=en&n=730d78bd-1
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925–1185L				
Performance Task	My Hero's Journey Narrative (NYSP12 ELA Standards RI.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2, and L.6.3) scaffolded narrative	Essay to Inform: "My Rule to Live By" (NYSP12 ELA Standards (RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, W.6.9b, L.6.1, and L.6.2) scaffolded essay	Narrative: Giving Voice to Adversity (W.6.3, SL.6.4, SL.6.6, L.6.1, L.6.3, and L.6.6) scaffolded narrative, spoken performance	Newspaper article: "How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco" (RI.6.7, W.6.2, W.6.4a, W.6.9, W.6.9b, and L.6.3) scaffolded essay	Informational Consumer Guide: What Do People Need to Know about Overfishing and Fish Depletion When Buying Fish? (W.6.2, W.6.6 (optional), W.6.7, L.6.2, L.6.3) scaffolded essay
					Scientific Poster and Hosted Gallery Walk (RI.6.1, W.6.1, W.6.4, W.6.5 and L.6.6) research paper

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



Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Inferring about the Main Character in <i>The Lightning Thief</i> (RL.6.1 and RL.6.3) graphic organizer and short constructed responses	Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (RL.6.4 and L.6.5) short constructed response	Research Reading: Medieval Times (RL.6.1, RL.6.2, RL.6.4, and RL.6.5) research	Point of View, Figurative Language and Passage Connections from <i>Dragonwings</i> (RL.6.4, RL.6.5, RL.6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c) graphic organizer and short constructed response	Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> (RL.6.2, RL.6.3, and RL.6.4) selected response and graphic organizer	Tracing and Evaluating an Argument: "Rachel Carson: Sounding the Alarm on Pollution" and the Video about DDT (RL.6.8 and SL.6.3) graphic organizers
End of Unit 1	Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey" (RL.6.1, RL.6.3, RL.6.1, W.6.9, and W.6.9b) graphic organizer and short constructed response	Analyzing the Barack Obama Back-to-School Speech (RI.6.2 and RI.6.5) short constructed response	Writing about Medieval Times (W.6.2, W.6.4, W.6.7, and W.6.9) scaffolded essay	Evidence of Author's Perspective in <i>Dragonwings</i> (RL.6.4, and RL.6.6a) short constructed response	Analyzing Author's Point of View and How it is Conveyed in Chapter 5 of <i>World without Fish</i> (RL.6.6) graphic organizer	Fishbowl Discussion: DDT: Do the Benefits Outweigh the Consequences? (SL.6.2 and SL.6.2a) discussion
Mid-Unit 2	Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus (RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9) scaffolded essay	Analyzing Poetry: Structure and Theme in Stanza 4 of "If" by Rudyard Kipling (RL.6.5, RL.6.7, RL.6.9, and L.6.5) reading and listening task; constructed response, short constructed response	Finding Theme and Interpreting Figurative Language: Monologues from a Medieval Village (RL.6.2, RL.6.4, and L.6.5) graphic organizer, text-dependent questions	Short Response: Analyzing the Point of View: Relief Camps (RI.6.3, RI.6.6, and RI.6.4) short constructed response	Analyzing Point of View and Plot Development in <i>Flush</i> (RL.6.4, RL.6.5, RL.6.6, and L.6.4a) selected response and graphic organizer	Comparing and Contrasting Two Texts: Simulated Research (RI.6.9, W.6.7, W.6.8, L.6.4, L.6.4b, L.6.4c, and L.6.4d) graphic organizer, selected response, short constructed response



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
End of Unit 2	Literary Analysis— Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, W.6.9a, and L.6.1a,b,c,d) scaffolded essay	How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay (RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9) scaffolded essay	Literary Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and W.6.9) scaffolded essay	Literary Analysis: How Do the Author's Purposes Affect the Narrator's Points of View of the Immediate Aftermath of the Earthquake? (W.6.2, W.6.9, W.6.9a, and L.6.2) scaffolded essay	Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> and Illustrating Plot (RL.6.6a, W.6.11) on-demand extended response	Making a Claim: Where Do You Stand on the Use of DDT? (RL.6.9a, W.6.1, W.6.9, SL.6.4, SL.6.5, and SL.6.6) oral presentation
Mid-Unit 3	Crosswalk between My Hero's Journey Narrative and "The Hero's Journey" Informational Text (W.6.2, W.6.3a, and W.6.9) on-demand extended response	Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform (RL.6.1, RL.6.2, and SL.6.1) short constructed response and discussion	Small Group Discussion: How Do Modern Poems Portray Modern Adversities? (RL.6.7, RL.6.9, SL.6.1, SL.6.4, and SL.6.6) discussion	Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco Part 2: Explaining How New Information Connects to the Topic (W.6.7, SL.6.2, and RL.6.11) graphic organizer and oral explanations	Part 1: Researching Information about How to Buy Fish Caught Using Sustainable Methods. Part 2: Explaining How New Information Connects to the Topic (W.6.7 and SL.6.2) research simulation and discussion	Draft of Position Paper: DDT: Do the Benefits Outweigh the Consequences? (RL.6.1, W.6.1, W.6.9 and W.6.9b) draft essay
End of Unit 3	"My Hero's Journey" Narrative Draft (W.6.3, W.6.4, and W.6.11c) on-demand narrative	Draft of Essay to Inform: "My Rule to Live By" (RL.6.1, RL.6.2, W.6.2, W.6.4, and W.6.9) on-demand essay	Giving Voice to Adversity: Drafting a Modern Narrative of Adversity (W.6.3, W.6.11c, L.6.1, and L.6.3) scaffolded monologue	Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (RL.6.7, W.6.2, W.6.4 and W.6.9) scaffolded essay	Draft of Written Content of Informative Consumer Guide: What You Need to Know When Buying Fish (RL.6.7, W.6.2, W.6.4a, and W.6.9) scaffolded essay	Reflection on the Writing Process: Moving from Draft to Published Position Paper (W.6.5, W.6.6, L.6.1e and L.6.6) written reflection



Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- 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., RI/RI.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, 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.



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓				✓
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓			
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓					
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		✓	✓	✓	✓	
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		✓		✓	✓	
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.				✓	✓	
A. Explain how an author's geographic location or culture affects his or her perspective. ³				✓	✓	
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		✓	✓			
RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		✓	✓			
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					

³ This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁴	Integrated throughout.					
A. Self-select text based on personal preferences. ⁵				✓	✓	
B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.				✓	✓	

⁴ This is a standard specific to New York State.

⁵ In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See "Common Core Interventions for Adolescent Readers" (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled "Independent Reading: The Importance of a Volume of Reading and Sample Plans."



Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		✓	✓		✓	
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				✓	✓	
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			✓	✓	✓	
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		✓	✓			
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				✓	✓	
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				✓	✓	
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓
RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).						✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					



Writing Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓			✓
A. Introduce claim(s) and organize the reasons and evidence clearly.		✓	✓			✓
B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		✓	✓			✓
C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		✓	✓			✓
D. Establish and maintain a formal style.		✓	✓			✓
E. Provide a concluding statement or section that follows from the argument presented.		✓	✓			✓
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	
A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	
C. Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓	



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	
E. Establish and maintain a formal style.	✓	✓	✓	✓	✓	
F. Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓	✓	✓	✓	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓		✓			
A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓					
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓		✓			
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓					
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓		✓			
E. Provide a conclusion that follows from the narrated experiences or events.	✓					
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. ⁶	✓			✓	✓	
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Integrated throughout.					

⁶ This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Integrated throughout.					
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			✓	✓	✓	✓
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.						✓
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	
A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	✓	✓	✓	✓	✓	
B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	✓	✓	✓	✓	✓	✓
W.6.10. 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.					
W.6.11. Create and present a text or artwork in response to a literary work. ⁷				✓	✓	
A. Develop a perspective or theme supported by relevant details.				✓	✓	
B. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.				✓	✓	

⁷ This is a standard specific to New York State.



**EXPEDITIONARY
LEARNING**

**GRADE 6
Curriculum Map**
Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
C. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	✓		✓	✓		



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map Common Core State Standards Formally Assessed

Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		✓	✓			
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		✓	✓			
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		✓	✓			
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		✓	✓			
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		✓	✓			
E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. ⁸		✓	✓			
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.				✓	✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ⁹						✓
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓

⁸ This is a standard specific to New York State.

⁹ This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			✓			✓
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						✓
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			✓			✓



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map Common Core State Standards Formally Assessed

Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓			
A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓			
B. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	✓	✓	✓			
C. Recognize and correct inappropriate shifts in pronoun number and person.	✓	✓	✓			
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓	✓	✓			
E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		✓				✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓		✓	✓	
A. Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓		✓	✓	
B. Maintain consistency in style and tone.	✓	✓		✓	✓	
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓		✓	✓	✓	
A. Vary sentence patterns for meaning, reader/listener interest, and style.	✓			✓	✓	



EXPEDITIONARY LEARNING

GRADE 6 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Maintain consistency in style and tone.	✓			✓	✓	✓
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.						✓
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				✓	✓	✓
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).						✓
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						✓
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓	✓			
A. Interpret figures of speech (e.g., personification) in context.		✓	✓			
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		✓	✓			
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrupling</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).		✓	✓			
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Integrated throughout.					



**EXPEDITIONARY
LEARNING**

Grade 5:

Curriculum Map



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These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with ELA CCSS L1–3 and with Reading Foundations instruction aligned with ELA CCSS RF.5 and RF.6. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the modules.

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. 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.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module; the text(s) with which students spend the most time. Remember 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 other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifics texts that need to be purchased for use with the curriculum, go to commoncoresuccess.schools.org or EngageNY.org and search for the document "Trade Books and Other Resources."
- **Final 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 developed using the writing process, 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" (i.e., show what you know/can do on your 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, the standards assessed, and the assessment format.
 - Selected response (multiple-choice questions)
 - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4 ¹
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	Stories of Human Rights	Biodiversity in Rainforests of the Western Hemisphere	Inventions that Changed Peoples Lives	Sports and Athletes' Impact on Culture	Balancing Competing Needs in Canada	Natural Disasters in the Western Hemisphere



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4 ²
Description	<p>What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study <i>Esperanza Rising</i>, applying their new learning about human rights as one lens through which to interpret character and theme. Finally, students revisit the text and themes of the UDHR and <i>Esperanza Rising</i> as they prepare and perform a Readers Theater.</p>	<p>This module (which could be used in conjunction with a study of Latin America) features a close read of <i>The Most Beautiful Roof in the World</i>, which describes the work of scientists documenting rainforest biodiversity. Students build knowledge about the rainforests and how scientists closely observe the natural world to then help them communicate their research. They then do a case study of Meg Lowman, the researcher featured in <i>The Most Beautiful Roof in the World</i>. Finally, students examine the qualities of field guides and journals, research either ants or butterflies of the rainforest, and produce an informational report and a field journal-style page for younger readers.</p>	<p>Students learn about new or improved technologies that have been developed to meet societal needs and how those inventions have changed people's lives. They conduct authentic research to build their own knowledge and teach others through writing. Students read the graphic novel <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> as well as several informational articles about inventions in order to write a short opinion paragraph about which of the inventions they learned about has been most important to people and why. Students conclude the module by conducting research about one of two inventions, Garrett A. Morgan's traffic light or the Wright brothers' airplane in order to develop a narrative in the form of a graphic novellette about the invention they researched.</p>	<p>Students learn about the importance of sports in American culture. They read the challenging biography <i>Promises to Keep: How Jackie Robinson Changed America</i>, focusing on Robinson as a case study of an athlete who broke societal barriers. They also analyze how Sharon Robinson provides evidence to support her opinions. Next, students research either Althea Gibson or Roberto Clemente, both of whom broke cultural barriers. Finally, students write an opinion letter to a publishing company explaining the need for a biography about that athlete given his/her impact on society.</p>	<p>Students explore how native Inuit and other people of Canada have used the natural resources available to meet their needs. They read <i>The Inuit Thought of It: Amazing Arctic Innovations</i>, to learn about how the native Inuit people of Canada used natural resources to meet the needs of their community hundreds of years ago. They then read/view a variety of informational texts and media to examine how the resources in Canada are used meet the needs and wants of people throughout the Western Hemisphere, today. Finally, students reflect upon two points of view regarding a current mining project that has been proposed for development in a present-day Inuit community and express their opinion in the form of an editorial essay.</p>	<p>This module integrates science and social studies content. Students read literature set during a natural disaster: the beautifully illustrated picture book <i>Eight Days: A Story of Haiti</i>. They analyze how the narrator's perspective determines how events are described. Then, students conduct a short research project about Haiti and the Red Cross, and ultimately draft and revise an opinion speech in which they take a stand on what role humanitarian organizations should take when neighboring countries are struck by natural disasters. They deliver this speech to the class.</p>



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map

Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<p>Texts (central text(s) in bold)³</p> <ul style="list-style-type: none"> • Readers on Stage, Aaron Shepard (RL, Reader's Theater, NL) • "The History of the United Nations," http://www1.umn.edu/humanrts/edumat/hreduseries/heveandrow/Part-1/whatare.htm (excerpt) (RL, NL) • <i>Fluency Practice Read-Aloud Plays: Grades 5-6: 15 Short, Leveled Fiction and Nonfiction Plays with Research-Based Strategies to Help Students Build Fluency and Comprehension</i>, Kathleen M. Hollenbeck (RL, Reader's Theater, NL) • <i>Readers Theater Grade 5</i>, Michael Ryall (RL, NL) • The Universal Declaration of Human Rights (RL, 1695L) (excerpts only) • "Background on the UDHR," excerpted from <i>Human Rights: Here & Now</i>, edited by Nancy Flowers (RL, 1690L) • The Universal Declaration 	<ul style="list-style-type: none"> • Transcript: "Great Bear Rainforest Remote Camera Project" (RL, 1250L) • The Most Beautiful Roof in the World, Meg Lowman (RL, 1160L) • "Meg Lowman Interview: Questions and Answers," adapted from Smithsonian and Visitaleigh.com (RL, 1110L) • "Amazon Rainforest," Phyllis Barkas Goldman (RL, 1030L) • "Sloth Researcher: Bryson Voisin," The Wild Classroom interview (RL, 950L) • "Hawaii's Endangered Happy Face Spider," Expeditionary Learning (RL, 940L) • "Live Online Interview with Eve Nilson," Scholastic (RL, 880L) • "I Want to Be a Rainforest Scientist," poem (RL, 1100L) • "Facts about Howler Monkeys," <i>National</i> 	<ul style="list-style-type: none"> • "Dr. James Naismith, Inventor of Basketball," http://www.kansasheritage.org/people/naismith.html (RL, 1290L) • "Airplane," The New Book of Knowledge, Grolier Online, 2013, Web, Sept. 16, 2013 (excerpts) (RL, 1170L) • How Do Inventions Affect the Way We Live? Susan Quinn (RL, 1130L) • "First College Basketball Game," http://www.americaslibrary.gov/bp/progress/bp_progress_basketball_1.html, http://www.americaslibrary.gov/bp/progress/bp_progress_basketball_2.html, http://www.americaslibrary.gov/bp/progress/bp_progress_basketball_3.html (RL, 1120L) • "How Did We Learn to Fly Like Birds?" http://www.grc.nasa.gov/www/K-12/UEFT/StudentSite/historyofflight.html (excerpts) (RL, 1120L) • "The Electric Motor," 	<ul style="list-style-type: none"> • "H.R. 4130: The Althea Gibson Excellence Act," 112th Congress (RL, 1670L) • "The Great Roberto Clemente—Latino Legends in Sports," Ozzie Gonzales (RL, 1240L) • "Sports in America," abridged from U.S. State Department IIP publications (RL, 1190L) • H.R. 4130, United States Congress (RL, 1160L) • "Rules for Riding Desegregated Buses," Dr. Martin Luther King Jr. (RL, 1160L) • "Notable Southerners: Althea Gibson," as found at www.punctuationmadeimple.com/files/Althea_Gibson.doc (RL, 1130L) • Promises to Keep: How Jackie Robinson Changed America, Sharon Robinson (RL, 1030L) • "It's Not Just a Game," Lori Calabrese (RL, 1020L) • "Gibson, Althea (1927-2003)," Reviewed by Frank 	<ul style="list-style-type: none"> • The Inuit Thought of It: Amazing Arctic Innovations (We Thought Of It), Alootook Ipellie and David MacDonald (RL, NL) • "Multibillion-dollar Iron Mine Approved for Baffin Island" excerpts CBC News Posted: Sep 15, 2012 (RL, 1410L) • "Deforestation in Canada" http://cfs.nrcan.gc.ca/pages/391 (RL, 1300L) • "Monitoring the Mary River Project" excerpt http://www.qia.ca/apps/authoring/dspPage.aspx?page=MRP-monitoring (RL, 1260L) • "Developing a Vital Resource for Canadians and the World" video transcript http://www.actionplan.gc.ca/en/blog/r2d-dt2/developing-vital-resource-canadians-and-world (RL, 1250L) • "Products of Mining in 	<ul style="list-style-type: none"> • Eight Days, Edwidge Danticat (RL, 820L) • "Help for Haiti," <i>Weekly Reader</i> (RL, NL) • "Haiti Earthquake Relief One-Year Report," http://www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf (RL, 1380L) • "American Red Cross Disaster Relief," redcross.com (RL, 1320L) • "Earthquakes," scienceforkids.kidpede.com (RL, 1240L) • "The Red Cross at a Glance," Dave Coustan (RL, 1200L) • "How Does a Hurricane Form?" seijinks.nasa.gov/hurricane (RL, 1140L) • Characteristics of Multinational Organizations, Matt Reher (RL, 1070L) • "How Do Hurricanes Form?" eo.ucar.edu/kids/dangerwx/hurricane3.htm (RL,

³ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



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GRADE 5 Curriculum Map

Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<ul style="list-style-type: none"> of Human Rights—Plain Language Version (RL, 1520L) • “A Short History of the UDHR,” adapted from <i>Human Rights Here & Now</i>, edited by Nancy Flowers (RL, 930L) • “Teaching Nepals to Read, Plant, and Vote,” Lesley Reed (RL, 930L) • “From Kosovo to the United States,” Isau Ayeti and Blanche Gosselin (RL, 560L) • <i>Esperanza Rising</i>, Pam Munoz Ryan (RL, 740L) • “Readers Theater Script: American Heroes” (RL, 660L) 	<ul style="list-style-type: none"> <i>Geographic</i> (RL, 910L) • “The Wings of the Butterfly: A Tale of the Amazon Rainforest,” Aaron Shepard (RL, 720L) • <i>Rainforest Research Journal</i>, Paul Mason (excerpts) (RL, NL; teacher copy only) • <i>Peterson First Field Guide to Birds of North America</i> (RL, NL) 	<ul style="list-style-type: none"> Expeditionary Learning (RL, 1090L) • Inventing the Plane, Kate Reuther (RL, 1080L) • “Garrett Morgan: Inventor Hero,” Paula Morrow, in <i>Ask Magazine</i>, http://www.askmagkids.com/ (RL, 1090L) • Inventing the Plane, Kate Reuther (RL, 1080L) • “Ingenious Inventions by Women: The Windshield Wiper and Paper Bag Machine,” Expeditionary Learning (RL, 1050L) • “Transportation, from the Soap Box Derby to the Jeep: First Automatic Traffic Signal,” from The Ohio Academy of Sciences, Heartland Science www.heartlandscience.org (RL, 1040L) • “Steve Jobs,” <i>Time for Kids</i> http://www.timeforkids.com/news/steve-jobs/21806 (excerpts) (RL, 1030L) • “The Twofold Genius of Garrett Morgan,” from Social Studies for Kids, http://www.socialstudiesforkids.com/articles/ushistory/garrettmorgan.htm (RL, 950L) 	<ul style="list-style-type: none"> V. Phelps, <i>The New Book of Knowledge</i>, Grolier Online (RL, 1000L) • “Roberto Clemente,” Lynn C. Kronzek (RL, 990L) • “Roots of American Sports,” <i>Ally’s Multicultural History & How It Relates to Us Today</i>, (RL, 940L) • “Courage on the Field,” Marc Stewart (RL, 930L) • “Roberto Clemente’s Gifts From the Heart,” Scholastic News (RL, 870L) • “The Great Migration,” <i>Junior Scholastic</i> (RL, 540L) 	<ul style="list-style-type: none"> Canada: From Batteries to Vehicles” http://www.aacareerministry.ca/en/industry/everydayproducts.asp (RL, 1180L) • “Products” excerpts http://www.oilandgasinfo.ca/oil-gas-you/products/ (RL, 1170L) • “Nunavut Braces for Massive Mary River Mine” CBC, September 13, 2012 (RL, 1120L) • “Natural Resources and the Canadian Economy” http://actionplan.gc.ca/en/page/r2-dn2/overview (RL, 1110L) • “Excerpts from the Qikiqtani Inuit Association Website” http://www.qia.ca/apps/authoring/dspPage.aspx?pagenumber=theproject (RL, 1110L) • “Should We Drill?” Scholastic News Edition 5/6, April 26, 2010 (RL, 1070L) • “Nunavut” excerpts Bone, R. M. “Nunavut.” <i>The New Book of Knowledge</i>. Grolier Online, 2013. Web. 11 Sept. 2013 (RL, 970L) 	<ul style="list-style-type: none"> 1050L) • “Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti” (RL, 1040L) • “Who wrote ‘In the Middle of the Storm?’” Expeditionary Learning (RL 1000) • “In the Middle of the Storm” Reyna Eisenstark (RL 940) • “Surface Amplified Haiti Earthquake,” <i>Weekly Reader</i> (RL 910L) • “Save Bella!” Jayson Fleischer (RL 900) • <i>Eight Days: A Story of Haiti</i>, Edwidge Danticat (RL 890) • “A Rocky Road Ahead,” <i>Scholastic News</i> (RL 820L) • “Earthquake,” <i>The New Book of Knowledge</i>. Grolier Online (RL, 770L) • “On Shaky Ground,” Scholastic Inc. (RL, 760L)



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Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
		<ul style="list-style-type: none"> • “Big Thinkers: Was Steve Jobs this Generation’s Thomas Edison?” Junior Scholastic, 11/21/2011, Vol. 114 Issue 6, p5-5, 1p (RL, 940L) • Garrett Augustus Morgan, Expeditionary Learning (RL, 930L) • “Invention of the Airplane,” Shashank Nakate, http://www.buzzle.com/articles/invention-of-the-airplane.html (excerpts) (RL, 920L) • <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>, Kathleen Krull (RL, 860L) • “The TV Guy,” http://www.ilovehistory.utah.gov/people/difference/farnsworth.html (RL, 850L) • <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i>, Donald B. Lemke (RL, 760L) • “Television Takes the World by Storm” (video excerpts), http://www.history.com/shows/modern-marvels/videos/television-takes-the-world-by- 		<ul style="list-style-type: none"> • “Minerals and Metals in Your Life” excerpts PDAC Mining Matters News September 2004 – Issue 4 (RL, 940L) • “A Limited Supply” http://www.ecokids.ca/pub/eco_info/topics/canadas_north/nature/resources.cfm (RL, 910L) 	



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	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
			storm#television-takes-the-world-by-storm (RI, NL)			
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 4–5: 740–1010L					
Performance Task	Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, W.5.4, W.5.5, W.5.9, W.5.10, W.5.11, and SL.5.6) scaffolded script writing and dramatic presentation	Research-Based Narrative Writing: Rainforest Field Journal Page (RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9) scaffolded narrative and explanatory essay	Graphic Style Novelle (RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, L.5.1c, L.5.3, and L.5.4) scaffolded research-based graphic novel	Letter to a Publisher (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9b, L.5.1, L.5.2a-c and L.5.6) scaffolded opinion essay	Editorial Essay (W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3) scaffolded opinion essay	Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster? (RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.11, L.5.1, L.5.2, L.5.3a, L.5.6, SL.5.4, SL.5.5, and SL.5.6) scaffolded essay and speech

⁴ 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/Eo813_Appendix_A_New_Research_on_Text_Complexity.pdf



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GRADE 5 Curriculum Map

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Human Rights Vocabulary and Common Prefixes (L.5.6 and W.5.10) selected response and short constructed response	Analyzing an Interview with a Rainforest Scientist Part 1 (RI.5.1, RI.5.2, RI.5.3 and L.5.4) selected response and short constructed response	Text Dependent Questions: <i>Investigating the Scientific Method with Max Axiom Super Scientist</i> , pages 24–27 (RI.5.7, W.5.9, and L.5.4) selected response and short constructed response	Identifying Author's Opinion and Supporting Evidence: Sports in American Culture (RI.5.2, RI.5.4, and RI.5.8) selected response and short constructed response	Text-Dependent and Short Answer Questions: "Arctic Fun" (RI.5.1, RI.5.2, RI.5.4, and L.5.5c) short constructed response	Text-Dependent Short-Answer Quiz—the Effects of Natural Disasters (RI.5.1, RI.5.3 and RI.5.4) selected response and short constructed response
End of Unit 1	On-Demand Analysis of a Human Rights Account (RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9) selected response and extended response	Analyzing an Interview with a Rainforest Scientist Part 2, and Comparing and Contrasting Texts about Rainforest Biodiversity (RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9, and W.5.1a, b) selected response, short constructed response, and speaking and listening	Using Quotes to Explain Relationships and Support an Opinion (RI.5.1, RI.5.3, RI.5.4, RI.5.5, and W.5.1a and b) selected response, short constructed response, and short opinion essay	On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture (W.5.1 and W.5.9) short constructed response	On-Demand Note Taking and Summarizing: "The Inuit Today" (RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5c) on-demand note taking	Part I, On-Demand Essay: "What Makes a Hurricane a Natural Disaster?" (W.5.2, W.5.4, W.5.9b); Part II, Science Talk (SL.5.1a, b, c, d, e and f) extended response and speaking and listening
Mid-Unit 2	Analyzing Sections of <i>Esperanza Rising</i> on My Own (RI.5.1, RI.5.3, RI.5.2, and RI.5.4) selected response and short constructed response	<i>The Most Beautiful Roof in the World</i> Quiz (RI.5.1, RI.5.2, RI.5.4, and L.5.4a and b) selected response and short constructed response	Text-Dependent Questions: "The TV Guy" (RI.5.1, RI.5.2, RI.5.4, and L.5.4) selected response and short constructed response	Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field" (RI.5.2, RI.5.4, RI.5.6 and RI.5.8) selected response and short constructed response	Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply" (RI.5.1, L.5.4 (a, c), and L.5.5c) short constructed response	Analyzing a New Narrative about a Natural Disaster, Parts I and II (NYSP.2 ELA CCLS RI.5.1, RI.5.7, L.5.5. a, RI.5.6, W.5.2, and W.5.9a)
End of Unit 2	On-Demand Analytical Essay about How <i>Esperanza</i> Changes Over Time	On-Demand Analysis of Meg Lowman's Research in the Rainforest (W.5.2a, b, d, e, W.5.4,	On-Demand Informational Writing: Philo Farnsworth's Invention of	Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy	Research and Response (RI.5.1, RI.5.3, RI.5.9, W.5.7, W.5.8, SL.5.1 and SL.5.2) research and	Perspectives on Natural Disasters (NYSP.2 ELA CCLS RI.5.1 and RI.5.6a, with an optional



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	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	(RI.5-1, RI.5-2, RI.5-3, W.5-2, W.5-4, W.5-5, and W.5-9a) extended response	W.5.8 and W.5.9b) extended response	the Television and How It Changed People's Lives (RI.5-3, W.5-2, and L.5-4) on-demand essay	(W.5-1, W.5-4 and W.5-9) extended response	speaking and listening response	assessment of W.5.11.)
Mid-Unit 3	Evaluating a Novel versus a Script (RI.5-1, RI.5-4, RI.5-5, RI.5-6, and RI.5-9) short constructed response	On-Demand Note-Taking about Howler Monkeys (RI.5-1, RI.5-2, RI.5-7, W.5.8, and W.5.9b) short constructed response	On-Demand Note Taking and Text-Dependent Questions: "Garrett Augustus Morgan" or "How Did We Learn to Fly?" (RI.5-1, RI.5-4, RI.5-7, W.5-7 and W.5.8) selected response and short constructed response	Notes and Graphic Organizer for a Letter to a Publisher (RI.5-9, W.5-1, W.5-7, and L.5-6) short constructed response	On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?" (RI.5-1, RI.5-6, RI.5-8, W.5.8, W.5.9b, and L.5-4a) note taking	Short Constructed Response and Organizing Notes for a Public Speech (RI.5-7, W.5-7, W.5-8, and W.5.9b) short constructed response
End of Unit 3	Individual Scene of a Readers Theater Script (W.5-3, W.5-4, and W.5-9) extended response	Writing a Rainforest Field Journal Entry about Howler Monkeys (RI.5-7, W.5.2a, b, c, d, W.5-3, W.5-4, W.5-7, and W.5.9b) extended response	Text-Dependent Questions and Storyboard Draft (RI.5-1, RI.5-4, RI.5-9, W.5-2, W.5.3a and b, W.5-4, and W.5.8) selected response, short constructed response, and notes	Draft Letter to a Publisher (RI.5-9, W.5-1, W.5-4, L.5-1c, d) extended response	Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (RI.5-1, W.5-1, W.5-8, W.5.9b, and L.5-4a) short response and scaffolded essay	On-demand Draft Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster? (RI.5-9, W.5-1, W.5-4, W.5-5, W.5-7, W.5.8, W.5-9 and L.5-2) extended response



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GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- 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., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, 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.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document Foundational Reading and Language Standards: Resources Packages for Grades 3-5. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓					✓
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓					
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	✓		✓			
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓					
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	✓					
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	✓					✓
A. Recognize and describe how an author's background affects his or her perspective. ⁵						✓
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			✓			✓
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ⁶	✓					
RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Integrated throughout.					
RL.5.11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁷	Implemented through Accountable Independent Reading; see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					

⁵ This is a standard specific to New York State.



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**GRADE 5
Curriculum Map
Common Core State Standards Formally Assessed**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
A. Self-select texts to develop personal preferences regarding favorite authors.	Integrated throughout.					
B. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the piece.	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					

⁷ This is a standard specific to New York State. In the elementary modules, RL.1.1a and b are also addressed through Accountable Independent Reading. See "Foundational Reading and Language Skills: Resource Package for Grades 3-5" (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled "Independent Reading: The Importance of a Volume of Reading and Sample Plans."



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GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓		✓	✓
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ⁸	✓	✓	✓	✓	✓	
RI.5.3. 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.	✓	✓	✓		✓	✓
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		✓	✓	✓	✓	✓
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		✓	✓			
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.				✓	✓	
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		✓	✓			✓
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				✓	✓	
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	✓	✓	✓	✓	✓	✓
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Integrated throughout.					

⁸ RI.5.2: The assessment in M2A and M2B is a scaffold toward full mastery of the standard, which is assessed again in M3A and M3B.



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards: Foundational Skills

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words			+			
A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			+			
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.			+			
A. Read grade-level text with purpose and understanding.			+			
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			+			
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.			+			

This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

Writing Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				✓	✓	✓
A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		✓	✓	✓	✓	✓
B. Provide logically ordered reasons that are supported by facts and details.		✓	✓	✓	✓	✓
C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).				✓	✓	✓
D. Provide a concluding statement or section related to the opinion presented.				✓	✓	✓
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓			✓
A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	✓	✓	✓			✓
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓			✓
C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	✓	✓	✓			✓
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓			✓
E. Provide a concluding statement or section related to the information or explanation presented.	✓	✓	✓			✓



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.5.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	✓	✓	✓			
A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓	✓			
B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	✓	✓	✓			
C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	✓	✓				
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓	✓				
E. Provide a conclusion that follows from the narrated experiences or events.		✓				
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. ⁹				*	✓	✓
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Integrated throughout.					
W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Integrated throughout.					
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		✓	✓	✓	✓	✓

⁹ This is a standard specific to New York State.

* Not formally assessed; to be addressed upon revision.



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
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.	✓	✓	✓			✓
A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	✓					✓
B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").		✓	✓	✓	✓	✓
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.					
W.5.11. Create and present an original poem, narrative, play, artwork, or literary critique in response to a particular author or theme studied in class. ¹⁰	✓					✓
A. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.						✓

¹⁰ This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
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.		✓			✓	✓
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		✓			✓	✓
B. Follow agreed-upon rules for discussions and carry out assigned roles.		✓			✓	✓
C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		✓			✓	✓
D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		✓			✓	✓
E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. ¹¹		✓			✓	✓
F. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ¹²		✓			✓	✓
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					✓	
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.					✓	

¹¹ This is a standard specific to New York State.

¹² This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.						✓
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.						✓
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	✓					✓



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				✓		+
A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				✓		+
B. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.				✓		✓
C. Use verb tense to convey various times, sequences, states, and conditions.				✓	✓	+
D. Recognize and correct inappropriate shifts in verb tense.				✓	✓	+
E. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).						✓
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						✓
A. Use punctuation to separate items in a series.				✓	✓	✓
B. Use a comma to separate an introductory element from the rest of the sentence.				✓	✓	✓
C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).						✓

This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



EXPEDITIONARY LEARNING

GRADE 5 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
D. Use underlining, quotation marks, or italics to indicate titles of works.				✓	✓	✓
E. Spell grade-appropriate words correctly, consulting references as needed.					✓	✓
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓			✓
A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			✓			✓
B. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.			✓			
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		✓	✓			
A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		✓	✓		✓	
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).		✓	✓			
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			✓			
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					+	✓
A. Interpret figurative language, including similes and metaphors, in context.					+	✓
B. Recognize and explain the meaning of common idioms, adages, and proverbs.					+	✓

This module includes an example lesson to address the standard, but this component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5



**EXPEDITIONARY
LEARNING**

**GRADE 5
Curriculum Map
Common Core State Standards Formally Assessed**

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.					✓	
L.5-6. 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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	Integrated throughout.					



**EXPEDITIONARY
LEARNING**

Grade 4: Curriculum Map



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These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with ELA CCSS L1–3 and with Reading Foundations instruction aligned with ELA CCSS RF.3 and RF.4. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the NYS modules.

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. 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.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module; the text(s) with which students spend the most time. Remember 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 other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #2, building knowledge in the disciplines. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to EngageNY.org or commoncoresuccess@elschools.org and search for the document “Trade Books and Other Resources.”
- **Final 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 developed using the writing process, 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” (i.e., show what you know/can do on your 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 the NYS assessment.
 - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
 - Selected response (multiple-choice questions)
 - Short constructed-response (short-answer questions of the type that is scored using the NYS 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using the NYS 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



EXPEDITIONARY LEARNING

GRADE 4 Curriculum Map

	Module 1A ¹	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Becoming a Close Reader and Writing to Learn	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	Oral Tradition, Symbolism, and Building Community	Poetry, Biography and Writer's Identity	Interdependent Roles in Colonial Times	Animal Defense Mechanisms	Simple Machines: Force and Motion	Perspectives on the American Revolution	Susan B. Anthony, the Suffrage Movement and the Importance of Voting
Description	Module 1 focuses on building community by making connections between visual imagery, oral accounts, poetry and written texts of various cultures with a focus on the Haudenosaunee (Iroquois) culture. Students determine a central idea and demonstrate how gathering information from a variety of sources can help us understand a central idea more fully. Module 1 also reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers. The module reinforces the fact that	Students launch the year by exploring the identity of writers through reading, discussing, and writing about poems and poets. They begin by reading and analyzing the novel <i>Love That Dog</i> by Sharon Creech. Students learn about the characteristics of poetry by closely reading famous poems featured in the novel. For their performance task, students select a poet to research further. Then they write an original poem inspired by their poet's work, and read informational text in order to write a biographical essay about their poet's life.	Students learn about what life was like in Colonial America, focusing on how colonists were interdependent on one another. Students read about various colonial trades (such as the wheelwright, the cooper, etc.), with an emphasis on making inferences, summarizing informational texts and conducting basic research. As the final performance task, students synthesize information from multiple sources as they write a research-based narrative that vividly describes an event in a colonist's life.	Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. They build background knowledge on general animal defenses through close readings of several informational texts and use a science journal to make observations and synthesize information as they research an expert animal in preparation to write about this animal. As the final performance task students write an informative piece	Students build knowledge of simple machines and how they affect force, effort, and work. Students read basic background text and perform Readers Theater about simple machines (written for classroom use). They read an extended scientific text, <i>Simple Machines: Forces in Action</i> (8701), focusing on analyzing scientific concepts. Students develop expertise about specific simple machines (inclined plane, levers, pulleys, etc.), read and conduct science experiments using simple machines, and synthesize their findings by writing scientific conclusion statements. They conduct a "simple machine	Students explore perspectives in the American Revolution NS study reasons why the 13 American colonies decided to declare independence, how colonists' opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists. Students begin by close reading of several informational texts about the war. They then read the historical fiction play, <i>Divided Loyalties</i> , to deepen their understanding of the Patriot and Loyalist perspectives. At the end of the module they synthesize their learning	Students learn about voting rights and responsibilities. They first focus on the women's suffrage movement and the leadership of New Yorker Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial. Then students read <i>The Hope Chest</i> (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others. Finally, students connect the theme of leadership to their own lives by reading about the importance of voting in modern times. As a final performance task, students draft and then

¹ NYSED has revised 4M1A. The revised version is available on EngageNY.org.



EXPEDITIONARY LEARNING

GRADE 4 Curriculum Map

Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Native Americans – specifically the Iroquois (Haudenosaunee, People of the Long House) – were early inhabitants of the New York region and state, and continue to contribute to the region's history.	Finally, students present their poem and essay during a Poet's Performance.		describing their animal, the threats to its survival, and how it is equipped to deal with them, and a choose-your-own narrative piece about their animal that incorporates their research.	inventory' at school and home. As a final performance task, students write an editorial to an engineering magazine expressing an opinion about which simple machine benefits people most in their everyday lives.	in a final performance task: an opinion piece written from the perspective of a Patriot outlining reasons colonists should join the Patriot cause in the form of a broadside (similar to a modern-day flier).	create a public service announcement (using VoiceThread technology) to state their opinion to high school seniors about why voting is important.



EXPEDITIONARY LEARNING

GRADE 4 Curriculum Map

	Module 1A ²	Module 1B ³	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Texts (central text(s)) in bold ⁴	<ul style="list-style-type: none"> • <i>The Keeping Quilt</i>, Patricia Polacco (920 L; teacher copy only) • <i>The Iroquois: The Six Nations Confederacy</i>, Mary Englar (RI, 880L) • <i>Eagle Song</i>, Joseph Bruchac (RL, 840L; optional) • Additional short texts to come (listed in each unit overview) 	<ul style="list-style-type: none"> • <i>Love That Dog</i>, Sharon Creech (RL, 1010L) • "A Patch of Old Snow" by Robert Frost (NL) • "The Pasture" by Robert Frost • "Stopping by Woods on a Snowy Evening" by Robert Frost (NL)* • "The Tiger" by William Blake • "The Red Wheelbarrow" by William Carlos Williams (NL)* • "The Great Figure" by William Carlos Williams (NL) • "Metric Figure" by William Carlos Williams (NL) • "safety pin" by Valerie Worth (NL) • "Dog" by Valerie Worth (NL)* 	<ul style="list-style-type: none"> • "Colonial America: The Craftspeople," Expeditionary Learning (RI, 1080L) • "Colonial Trades: The Blacksmith," Expeditionary Learning (RI, 1070L) • "Apprenticeships in Colonial America," Expeditionary Learning (RI, 1030L); read aloud • "Colonial Trades: The Carpenter," Expeditionary Learning (RI, 1010L) • "A New York Merchant: Adam Johnson," Expeditionary Learning (RI, 990L); read aloud 	<ul style="list-style-type: none"> • "Award-Winning Survival Skills," Lea Winerman (RI, 1150L) • <i>Venom</i>, Marilyn Singer (RI, 110L; teacher copy only) • <i>Can You Survive the Wilderness?</i> Matt Doeden (RI, 680L; teacher copy only) • <i>Animal Behavior: Animal Defenses</i>, Christina Wilsdon (RI, NL) 	<ul style="list-style-type: none"> • "Who Cares about Polar Bears?" Expeditionary Learning (RI, 990L) • "No More Junk in Our Schools," Expeditionary Learning (RI, 980L) • <i>Simple Machines: Forces in Action</i>, Buffy Silverman (RI, 870L) • "The Machine," from <i>Take a Quick Bow!</i>, Pamela Marx (RL play, NL; teacher copy only) 	<ul style="list-style-type: none"> • The Declaration of Independence (excerpts (RI, NL) • "An Incomplete Revolution," Amy Miller (RI, 920L) • "Private Yankee Doodle," Thomas Flemming (RI, 900L) • "Thomas Jefferson and the Declaration of Independence," Kathy Wilmore (RI, 870L) • "The Shot Heard Around the World," Thomas Flemming (RI, 860L) • "Revolutionary War," The New Book of Knowledge, Grolier Online (RI, 600L) • "Loyalists," The New Book of Knowledge, Grolier Online (RI, 730) • <i>Divided Loyalties: The Barton Family During the American Revolution</i>, Gare Thompson and Barbara Kiwak (RI, NL) 	<ul style="list-style-type: none"> • "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting" <i>The New York Times</i>, (RI, 1270L) • Excerpt from "On Women's Right to Suffrage," Susan B. Anthony (RI, 1200L) • "Youth Power," Karen Fanning and Bryan Brown (RI, 960L) • "I Can't Wait to Vote!" Expeditionary Learning (RI, 950L) • A Firsthand Account of Inauguration Day 2009: email, Corey Scholes (RI, 890L) • "The Vote," Rebecca Hershey (RI, 870L) • "A Historic Inauguration Day," Expeditionary Learning (RI, 840L) • <i>The Hope Chest</i>, Karen Schwabach (RI, 800L)

² *The Iroquois: The Six Nations Confederacy* remains a central text. *Eagle Song* is no longer a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. *The Keeping Quilt* has been added as a read-aloud in Unit 3.

* Indicates poems that students read closely.

⁴ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (Based on Lexile®).



EXPEDITIONARY LEARNING

GRADE 4 Curriculum Map

Module 1A ²	Module 1B ³	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	<ul style="list-style-type: none"> • "Love That Boy" by Walter Dean Myers (NL) • "Laurence Hamm, 19 Student Athlete" by Walter Dean Myers (NL) • "Street Music" by Arnold Adoff (NL)* • "The Apple" by S.C. Riggs (NL) • <i>A River of Words: The Story of William Carlos Williams</i>, Jennifer Bryant (RI, 820L; teacher copy only) • "Nikki Giovanni (June 7, 1943 – present)" American Reading Company (RI, 770L) • "Finding Your Voice" by Dara Sharif (RI and RI, 770L) • "Robert Frost (March 26, 1874 – January 29, 1963)" American Reading Company (950L) 	<ul style="list-style-type: none"> • "The Colonists and American Indians," Expeditionary Learning (RI, 970L) • "Colonial Trades: The Wheelwright," Expeditionary Learning (RI, 970L) • "The Importance of the Wheelwright," Expeditionary Learning (RI, 970L) • "The Wheelwright's Role in a Colonial Village" (RI, 970L) • "Farming in Colonial America," Expeditionary Learning (RI, 950L) • "Colonial Trades: The Silversmith," Expeditionary Learning (RI, 950L) • "Religion in the Colonies," Expeditionary Learning (RI, 930L) • "Colonial Trades: The Printer," Expeditionary Learning (RI, 930L) 				<ul style="list-style-type: none"> • "Frederick Douglass: Freedom's Champion," Patrick S. Washburn (RI, 790L) • "Order in the Court," Ira Peck and Kathy Wilmore (RI, 770L)



EXPEDITIONARY LEARNING

GRADE 4 Curriculum Map

Module 1A ²	Module 1B ³	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	<ul style="list-style-type: none"> • "Valerie Worth (October 29, 1933 – July 31, 1994)" American Reading Company (RL, 830 L) 	<ul style="list-style-type: none"> • "Shipbuilders," Expeditionary Learning (RL 870L) • "Colonial Trades: The Cooper," Expeditionary Learning (RL, 850L) • "Roles in a Colonial Village" (RL, various trades, 820L-1030L) • "Colonial Trades: The Shoemaker," Expeditionary Learning (RL, 750L) • "Colonial Trades" (RL, various trades, 790L-1070L) • <i>The Scoop on Homes, Clothes, and Daily Life in Colonial America</i>, Elizabeth Raum (RL, 780L) • <i>If You Lived in Colonial Times</i>, Ann McGovern (RL, 590L) • "Bringing Home the Gold," Carrol J. Swanson (RL, 880L) • "School of Freedom," Beverly J. Leitchworth (RL, 790L) 				



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	Module 1A ²	Module 1B ³	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
			<ul style="list-style-type: none"> • "Mystery of the Deep," Allyson Gulliver (RL, 790L) • "Making Candles, Colonial Style," Rebecca S. Fisher, <i>Highlights for Children</i>. (RL, 770L) • "Joshua's Gold," Mary Lois Sanders (RL, 690L) • "Inventory of John Allen (1659–1704)," Hampshire Probate Records (RI, NL) 				
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 4–5: 740–1010L						
Performance Task	Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.4.3)	Poet's Performance: Poetry Reading and Biographical Essay Presentation (RI.9, W.4.2, W.11, and SL.4.4) scaffolded essay and public poetry reading	Historical Fiction Narrative about Colonial America (RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L.4.2a, b, d, L.4.3a, and L.4.6) scaffolded narrative	Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, W.4.3, W.4.7, W.4.8, W.4.9b) scaffolded narrative	Opinion Writing: An Editorial on Simple Machines (RI.4.1, RI.4.3, W.4.1, W.4.4, W.4.5, W.4.7, W.4.9, L.4.3a) scaffolded essay	Opinion Writing: American Revolution Broadside (W.4.1, W.4.2b and d, W.4.4, W.4.5, W.4.7, L.4.2a, c and d, and L.4.3) scaffolded essay	Public Service Announcement about the Importance of Voting (RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and L.4.3) scaffolded essay and speech

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

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Unit-Level Assessments (ELA CCSS)

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Answering Questions with Evidence from Text (RI.4.1, RI.4.3) selected response and short constructed response	Text-Dependent Questions: Love That Dog Pages 20–24 and “The Pasture” by Robert Frost (RI.4.1 and RI.4.3) selected response and short constructed response	Inferring with Pictures and Text (RI.4.1, RI.4.4, and RI.4.7) selected response and short constructed response	Reading about Caterpillars, Answering Questions, and Determining the Main Idea (RI.4.2, RI.4.4, and RI.4.7) selected response and short constructed response	Finding the Main Idea of a Scientific Text (RI.4.2 and RI.4.3) selected response and short constructed response	Reading and Answering Questions about the Revolutionary War (RI.4.1, RI.4.2, and RI.4.4) selected response and short constructed response	Answering Questions and Summarizing a Text about Frederick Douglass (RI.4.2 and RI.4.4) selected response and short constructed response
End of Unit 1	Paragraph to Explain Student-Created Wampum Belt (W.4.2, RI.4.1, RI.4.1) scaffolded extended response	Extended Response: Love That Dog Pages 1–41: What Has Jack Learned about Poetry? (RI.4.3, W.4.4, and W.4.9) short constructed response	Inferring and Synthesizing about Life in Colonial America (from Two Texts) (RI.4.1, RI.4.4, RI.4.9, and W.4.9b) selected response and short constructed response	Answering Questions and Summarizing Texts about Animal Defense Mechanisms (RI.4.1, RI.4.2, and SL.4.2) selected response and short constructed response	Reading and Answering Questions about Readers Theater (RI.4.1, RI.4.5, and L.4.4) selected response and short constructed response	Reading and Answering Questions about the Declaration of Independence (RI.4.1, RI.4.3, and RI.4.5) selected response and graphic organizer	Comparing Firsthand and Secondhand Accounts of Inauguration Day (RI.4.2 and RI.4.6) selected response and short constructed response
Mid-Unit 2	Reading, Note-taking, and Paragraph Writing (RI.4.1, RI.4.2, W.4.2, W.4.8 and SL.4.1) short constructed response	Writing a Summary of the Full Novel Love That Dog (RI.4.2, W.4.2a and b, and W.4.9) extended constructed response	Inferring about the Silversmith Trade in Colonial Times (RI.4.1, W.4.2b and d, and W.4.8) selected response and short constructed response	Reading and Answering Questions about Two Texts on the Same Topic (RI.4.1, RI.4.2, W.4.7, W.4.8, and L.4.4a and b) selected response and short constructed response	Answering Questions about Screws (RI.4.2, RI.4.3, W.4.8, and W.4.9b) selected response and constructed response	Reading and Answering Questions about Divided Loyalties (RI.4.1, RI.4.5, L.4.4a, and L.4.4c) selected response	On-Demand Reading of New Chapter of The Hope Chest (RI.4.1, RI.4.2, RI.4.3, L.4.4, and L.4.5) selected response and short constructed response.



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	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
End of Unit 2	Evidence-Based Paragraph Writing (RL.4.3, RI.4.1, and W.4.9) scaffolded response	Reading and Analyzing a New Poem (RI.4.5 and L.4.3a) selected response and short constructed response	Synthesizing Information from Text and Audio Resources (RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2) selected response and short constructed response	Writing about the Pufferfish (RI.4.9, W.4.2, W.4.4, W.4.7, and W.4.8) scaffolded essay	Reading and Answering Questions about Wedges (Part I); Reading and Answering Questions about Experiments (Part II) (RI.4.3, RI.4.4, W.4.2b and d, W.4.8, and W.4.9) selected response and short constructed response	Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud Divided Loyalties (RI.4.2, RI.4.3, RF.4.4, and SL.4.1) speaking and listening discussion	On-Demand Writing: How do Leaders Impact the Actions of Others? Reading and Answering Questions about Characters and Theme (Part I); Writing an Essay Analyzing How a Character's Actions Contribute to the Theme of <i>The Hope Chest</i> (Part II) (RI.4.2, RI.4.3, RI.4.4, RI.4.6, RI.4.7, W.4.2, W.4.9a, and W.4.11) selected response, short constructed response, and extended constructed response
Mid-Unit 3		Reading and Answering Questions about Informational Text (RI.4.1, RI.4.2, and RI.4.3) selected response and short constructed response	Draft of Historical Fiction Narrative (W.4.2b, W.4.3a, and W.4.4, and W.4.9b) extended constructed response	Planning for and Drafting an Introduction for the Narrative (W.4.3a) scaffolded extended response	Reading and Answering Questions about Editorials (RI.4.8 and RI.4.4) selected response and short constructed response	Reading and Answering Questions about Opinion Pieces (RI.4.1, RI.4.4, RI.4.8, W.4.9b) short constructed response	Reading and Comparing New Informational Texts about Voting (RI.4.5, RI.4.8, and RI.4.9) selected response and short constructed response
End of Unit 3	"From Knee to Knee to CD: The Evolution of Oral Tradition in Mountain Ballads (RI.4.1, W.4.2, W.4.9, W.4.10, SL.4.1 and L.4.4) selected response and short constructed response	Part 1: Writing a Conclusion Paragraph; (RI.4.9 and W.4.2 e) scaffolded extended responses Part 2: Revising Poet Essays Based on Feedback	On-Demand Historical Narrative (W.4.2b and d, W.4.3, W.4.4, and W.4.9b) extended constructed response	Planning for and Writing Choice 2 of the Choose-Your-Own-Adventure Animal Defense Narrative (W.4.3b, c, d, e, W.4.4, L.4.1b, L.4.2a, b and d, and L.4.3b) scaffolded narrative	Planning and Drafting an Editorial (Part I); Revising to Create a Polished Editorial (Part II) (W.4.1, L.4.1f, L.4.2a, c and d, L.4.3a and b) extended constructed response	(Part I) Planning and Drafting a Broadside (Part II) Revising to Create a Polished Broadside (W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3) scaffolded extended responses	Public Service Announcement about Importance of Voting: Assessment of First Draft Writing and Presentation (W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) extended constructed response



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	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
		(W.4.2 c and d, W.4.5, and L.4.2 a and d) scaffolded extended responses					



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GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- 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., RI/RI.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, 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.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document Foundational Reading and Language Standards: Resources Packages for Grades 3-5. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.



EXPEDITIONARY LEARNING

GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Literature

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		✓			✓	✓	✓
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.		✓				✓	✓
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓	✓				✓	✓
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).							✓
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		✓			✓	✓	
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.							✓
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.							✓
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).						
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.						



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GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.4.11 Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events, and situations. ⁶	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).						
A. Self-select text based upon personal preferences.	Integrated throughout.						

⁶This standard is specific to New York State. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See "Foundational Reading and Language Skills: Resource Package for Grades 3–5" (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled "Independent Reading: The Importance of a Volume of Reading and Sample Plans."



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GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Informational Text

	Module 1	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
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.	✓	✓	✓	✓	✓	✓	✓
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓			✓	✓	
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.			✓	✓	✓	✓	✓
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.						✓	✓
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.							✓
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.			✓	✓			
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.					✓	✓	✓
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		✓	✓	✓			✓
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.	Integrated throughout.						



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GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards: Foundational Skills

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words				++			
A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				+			
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.		+			+		
A. Read grade-level text with purpose and understanding.		+			+		
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		+			+		
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.		+			+		

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



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GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

Writing Standards

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					✓	✓	✓
A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.					✓	✓	✓
B. Provide reasons that are supported by facts and details.					✓	✓	✓
C. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).					✓	✓	✓
D. Provide a concluding statement or section related to the opinion presented.					✓	✓	✓
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓					✓
A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	✓	✓		✓			✓
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓		✓	✓	✓
C. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).		✓					✓
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.		✓	✓		✓	✓	✓
E. Provide a concluding statement or section related to the information or explanation presented.		✓					✓



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	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			✓	✓			
A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			✓	✓			
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.			✓	✓			
C. Use a variety of transitional words and phrases to manage the sequence of events.			✓	✓			
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.			✓	✓			
E. Provide a conclusion that follows from the narrated experiences or events.			✓	✓			
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		✓	✓	✓	✓	✓	✓
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Integrated throughout.						
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Integrated throughout.						



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	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			*	✓	✓	✓	
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	✓	✓	✓	✓	✓		
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓				✓	
A. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").		✓					✓
B. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	✓		✓	✓	✓	✓	
W.4.10. 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.						
W.4.11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. ⁷		✓					✓

⁷ This standard is specific to New York State.



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GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

Speaking and Listening Standards

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.4.1. 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.	✓	✓ ⁸				✓	
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.						✓	
B. Follow agreed-upon rules for discussions and carry out assigned roles.	✓					✓	
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓					✓	
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓					✓	
E. See to understand and communicate with individuals from different perspectives and cultural backgrounds. ⁹						✓	
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			✓	✓			
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.							✓
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.							✓

⁸ SL.4.1 is heavily addressed but not formally assessed in 4MiB. See 4MiB.2 Unit overview for assessment suggestions.
⁹ This standard is specific to New York State.



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	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.							✓
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.							✓



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GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

Language Standards

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				+	+		
A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).				+	+	✓	
B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.				+	+	✓	
C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.				+	+		✓
D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).				+	+		
E. Form and use prepositional phrases.				+	+		
F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				+	✓		✓
G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).				✓	+		
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				✓			
A. Use correct capitalization.		✓	✓	✓	✓	✓	
B. Use commas and quotation marks to mark direct speech and quotations from a text.			✓	✓			



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GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
C. Use a comma before a coordinating conjunction in a compound sentence.				+	✓	✓	
D. Spell grade-appropriate words correctly, consulting references as needed.		✓	✓	✓	✓	✓	
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			+	+	✓	✓	✓
A. Choose words and phrases to convey ideas precisely.	✓		✓	+	✓	✓	✓
B. Choose punctuation for effect.			+	✓	✓	✓	✓
C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			+	+	+	✓	✓
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.			+	+			✓
A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.			+	✓	✓	✓	✓
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>teleglyph</i> , <i>photograph</i> , <i>autograph</i>).			+	✓			✓
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			+	+	✓	✓	✓



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GRADE 4 Curriculum Map Common Core State Standards Formally Assessed

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							✓
A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.		✓					✓
B. Recognize and explain the meaning of common idioms, adages, and proverbs.							✓
C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).							✓
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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Integrated throughout.						



**EXPEDITIONARY
LEARNING**

Grade 3: Curriculum Map



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These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with CCSS L1–3 and with Reading Foundations instruction aligned with CCSS RF.3 and RF.4. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the modules.

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. 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.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module; the text(s) with which students spend the most time. Remember 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 other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”
- **Final 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 developed using the writing process, 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” (i.e., show what you know/can do on your 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, the standards assessed, and the assessment format.
 - Selected response (multiple-choice questions)
 - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Analyzing Narrative and Supporting Opinions	Analyzing Narrative and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	<i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i>	Adaptations and the Wide World of Frogs	Connecting Literary and Informational Texts to Study Culture “Then and Now”	A Study of <i>Peter Pan</i>	Wolves: Fact and Fiction	The Role of Freshwater around the World
Description	This module introduces students to the power of literacy and how people around the world access books. Students build close reading skills while learning about people who have gone to great lengths to access literacy. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their “reading superpowers.” They then delve into geography, considering how where one lives affects how one accesses books. They apply their learning by writing a report (bookmark) about how people access books around the world.	This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students first do a class study of the bullfrog. Then they read excerpts from the central text, <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , to study a variety of “freaky frogs”—frogs that push the boundaries of “froginess.” Students demonstrate their expertise by writing a “freaky frog trading card”—a research-based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.	This module is designed to help students use reading, writing, listening, speaking, and collaborative skills to build and share deep knowledge about a topic. Students begin with a class study of the culture of Japan in which they read <i>Magic Tree House: Dragon of the Red Dawn</i> , a book set in ancient Japan, paired with <i>Exploring Countries: Japan</i> , an informational text about modern Japan. Students form book clubs, reading a new <i>Magic Tree House</i> book set in their selected country and an informational text, to build expertise on a different country. They demonstrate their expertise by writing a research-based letter to <i>Magic Tree House</i> author Mary Pope Osborne that informs her of customs and traditions that have endured in a culture from the past to modern time.	This module focuses on a study of the classic tale <i>Peter Pan</i> as students consider how writers capture a reader’s imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards). They then examine author’s craft in <i>Peter Pan</i> , specifically use of dialogue and vivid language—and write their own scene based on <i>Peter Pan</i> . To build fluency, they participate in a Readers Theater based on <i>Peter Pan</i> , and read aloud a monologue. They write opinions, including which <i>Peter Pan</i> character is their favorite and why.	In this module, students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” Students begin by reading the traditional Chinese folktale <i>Lon Po Po</i> and a series of fables that feature wolves as characters to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then move on to research facts about real wolves through the central text <i>Face to Face with Wolves</i> . As they read the text closely, they collect information about the characteristics, behaviors, and habitat of real wolves. To close the module, students write a narrative based on a problem faced by real wolves.	This module focuses on the importance of clean freshwater around the world. Students continue to build their geography and map-reading skills (begun in Module 1) by studying where water is found on earth. They examine the water cycle and watersheds, comparing how different texts present similar information. Then students research challenges facing the earth’s clean water supply: pollution, access, and the demand for water. Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).



	Module 1 ¹	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Texts (central text(s) in bold) ²	<ul style="list-style-type: none"> • <i>That Book Woman</i>, Heather Henson (RL, 920L, teacher copy only) • <i>Waiting for the Biblioburro</i>, Monica Brown (RL, 880L, teacher copy only) • <i>The Boy Who Loved Words</i>, Roni Schotter (RL, 780L, teacher copy only) • <i>Thank You, Mr. Falker</i>, Patricia Polacco (RL, 650L, teacher copy only) • <i>The Librarian of Basra: A True Story from Iraq</i>, Jeanette Winter (RL, 640L) • <i>Nasreen's Secret School</i>, Jeanette Winter (RL, 630L) • <i>The Incredible Book-Eating Boy</i>, Oliver Jeffers (RL, 470L, teacher copy only) 	<ul style="list-style-type: none"> • <i>Deadly Poison Dart Frogs</i>, Lincoln James (RL, 700+L) • <i>Bullfrog at Magnolia Circle</i>, Deborah Dennard (RL, 670L) • <i>All the Small Poems and Fourteen More</i>, Valerie Worth (RL poems, NL) • "The Glass Frog," Douglas Florian (RL poems, NL) • "The Red-Eyed Tree Frog," Douglas Florian (RL poems, NL) • "The Poison Dart Frog," Douglas Florian (RL poems, NL) • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>, DK Publishing (RL, 820L) • "Staying Alive, Animal Adaptations," Expeditionary Learning (RL, 890L) • <i>Poison Dart Frogs Up Close</i>, Carmen Bredeson (RL, 830L) 	<ul style="list-style-type: none"> • <i>Magic Tree House #33: Carnival at Candlelight</i>, Mary Pope Osborne (RL, 590L, for 1/3 of class) • <i>Magic Tree House #37: Dragon of the Red Dawn</i>, Mary Pope Osborne (RL, 580L) • <i>Magic Tree House #34: Season of the Sandstorms</i>, Mary Pope Osborne (RL, 580L, for 1/3 of class) • <i>Magic Tree House #45: A Crazy Day with Cobras</i>, Mary Pope Osborne (RL, 570L, for 1/3 of class) • "The Ancient Art of Rangoli," Shrut Priya and Katherine Darrow (RL, 1130L) • "Republic of Iraq," in CultureGrams Kids Edition 2013 (RL, 1200L) • "Discovering Culture," Expeditionary Learning (RL, 990L) • <i>Exploring Countries: Italy</i>, Walter Simmons (RL, 870L, for 1/3 of class) 	<ul style="list-style-type: none"> • <i>Classic Starts edition of Peter Pan</i>, J.M. Barrie, retold from the original by Tania Zamorsky (RL, 860L) • "The Mermaid Lagoon" script adapted by Expeditionary Learning from: <i>Peter Pan</i>, or <i>Peter and Wendy</i> by J.M. Barrie (RL, 540L) • "The Birds Leave the Nest" script adapted by Expeditionary Learning from: <i>Peter Pan</i>, or <i>The Boy Who Would Not Grow Up</i> by J.M. Barrie (RL, 480L) 	<ul style="list-style-type: none"> • "The Fox and the Wolf," Lynda Durrant Lemmon (RL, 1010L) • "The Wolves and the Sheep" from the Gutenberg Project (RL, 820L) • "A Wolf in the Park" found at: http://www.scotishpoetrylibrary.org.uk/poetry/poems/wolf-park (RL, 780L) • <i>Aesop's Fables</i>, Jerry Pinkney (RL, 760L) • "The Tricky Wolf and the Rats" found at: http://etc.usf.edu/ltzgo/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/ (RL, 700L) • "The Wolf and the Sheep" found at: http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42 (RL, 700L) • <i>Lon Po Po</i>, Ed Young (RL, 670L) 	<ul style="list-style-type: none"> • "The Water Cycle," U.S. Geological Survey (RL, 1080L) • "Rivers and Streams," Nature Works (RL, 970L) • <i>One Well: The Story of Water on Earth</i>, Rochelle Straus (RL, 960L) • "Earth's Water Cycle," Gina Jack (RL, 920L) • "Dry Days in Australia," Ann Weil (RL, 840L) • "Ryan Hreijac: The Boy Who Built a Well," Elisabeth Defner, February 2009 (RL, 800L) • "Let's Get Physical," <i>Junior Scholastic</i> (RL, 790L) • "Where in the World Is Water?" Expeditionary Learning (RL, 730L) • "Tackling the Trash," Jill Esbaum, <i>Highlights for Children</i> (RL, 650L)

¹ For 3M1, students work with most texts about the same amount.

² Texts listed in order of informational text first, then literature, both categories shown from most to least quantitatively complex (Based on Lexile®).



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map

Module 1 ¹	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<ul style="list-style-type: none"> • <i>Rain School</i>, James Rumford (RI, 420L) • <i>My Librarian Is a Camel</i>, Margriet Ruurs (RI, 980L) • “One Boy’s Book Drive,” <i>Boy’s Quest</i> (RI, 700L) (alternate) • “Physical Environments around the World,” Expeditionary Learning (RI, 680L or 530L) 	<ul style="list-style-type: none"> • “Spadefoot Toad,” Melanie Freeman (RI, 780L) 	<ul style="list-style-type: none"> • <i>Exploring Countries: India</i>, Jim Bartell (RI, 840L, for 1/3 of class) • <i>Exploring Countries: Iraq</i>, Lisa Owings (RI, 810L, for 1/3 of class) • <i>Exploring Countries: Japan</i>, Colleen Sexton (RI, 740L) • “Soccer Mania,” Cynthia Hatch (RI, 440L) 		<ul style="list-style-type: none"> • <i>Face to Face with Wolves</i>, Jim and Judy Brandenburg (RI, 970L) 	
Lexile® Common Core Band Level Text Difficulty Ranges for Grades 2–3 ⁴ : 420–802L					
Performance Task	Accessing Books around the World Bookmark (RI.3.2, W.3.2 (and a-d), W.3.4, W.3.5, and L.3.2) scaffolded explanatory paragraph	Freaky Frog Trading Cards (W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3) research-based scaffolded narrative and explanatory paragraph	Research-Based Letter to Author (W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1b, L.3.1i, L.3.2f, and L.3.3e) research-based scaffolded narrative and explanatory letter	Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i> , and Why? (RI.3.3, RI.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2 and L.3.3) scaffolded literary analysis essay	Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h, and i) narrative (RI.3.3, RI.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2 and L.3.3) scaffolded speech
					VoiceThread Public Service Announcement (W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6, L.3.3b) scaffolded speech

⁴ 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



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Collaborative Discussion Skills (SL.3-1b and c) speaking and listening	Close Reading: <i>Bullfrog at Magnolia Circle</i> (RI.3-1, RI.3-2, RI.3-3, RI.3-7, W.3-8, and L.3-4a) selected response and short constructed response	Reading to Capture Key Details: Chapter 6 of <i>Dragon of the Red Dawn</i> (RI.3-1 and RI.3-4) selected response and short constructed response	Character Analysis: Peter Pan's Traits, Motivations and Actions That Contribute to a Sequence of Events in the Story (RI.3-3) short constructed response	Selected Response and Short Answer Questions: "Fox and Wolf" (RI.3-1-4 and RI.3-7) selected response and short constructed response	On-Demand Informational Paragraph: Where in the World Is Water? (W.3-2 and L.3-1) short constructed response
End of Unit 1	Close Reading and Powerful Note-Taking on My Own (RI.3-2, RI.3-3, W.3-8, and L.3-4a) selected response and short constructed response	Informational Paragraph about How a Bullfrog Survives (W.3-2, W.3-4, L.3-3a, and L.3-6) extended response	On-Demand Writing of a Research-Based Informational Paragraph (RI.3-1, RI.3-5, W.3-2, L.3-3, and L.3-2f) extended response	Opinion Writing about Wendy's Actions (RI.3-6, W.3-1, and L.3-6) extended response	Part 1: Character Analysis and Opinion Writing: "The Wolves and the Sheep" and Part 2: Reading Fluently (RI.3-3, L.3-4, W.3-1, and RF.3-4) extended response	Comparing and Contrasting Two Texts about the Water Cycle (RI.3-2, RI.3-7, RI.3-8, RI.3-9 and L.3-4c) selected response and short constructed response
Mid-Unit 2	A Letter about my Reading Goals (W.3-2 and L.3-6) extended response	Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (RI.3-1, RI.3-2, RI.3-5, RI.3-7, and L.3-4a) selected response and short constructed response	Book Discussions and Text-Dependent Questions on the <i>Magic Tree House</i> Books (RI.3-1, RI.3-9, W.3-8, SL.3-1, and SL.3-3) short constructed response and speaking and listening	Writing: New Scene from <i>Peter Pan</i> (W.3-3 and W.3-4) extended response	Reading a New Section of <i>Face to Face with Wolves</i> : "Life in the Pack" (RI.3-1, RI.3-2 and RI.3-4) selected response and short constructed response	Asking and Answering Questions about Water Issues (RI.3-1, RI.3-8, and W.3-8) selected response and short constructed response
End of Unit 2	Listen Up! Recording Our Reading (SL.3-5) speaking and listening	Informational Paragraph about the Poison Dart Frog (W.3-2, W.3-4, W.3-7, L.3-3a and L.3-6) extended response	Reading and Writing about a New Informational Text (RI.3-1, RI.3-2, RI.3-5, W.3-2, and W.3-8) extended response	Reading Fluently: Reading a Scene from <i>Peter Pan</i> (RI.3-3 and RF.3-4) short constructed response and reading fluently	Reading and Answering Questions about <i>Face to Face with Wolves</i> (RI.3-2, RI.3-4, RI.3-6, W.3-2 and W.3-10) selected response and short constructed response	On-Demand Informative Writing to Inform Readers about Water Issues (W.3-2 and W.3-4) extended response



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 3	Answering Text-Dependent Questions about Librarians and Organizations around the World (RI.3.2, RI.3.1, W.3.8 and SL.3.1) selected response and short constructed response	Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph (W.3.2, W.3.3a, W.3.5, W.3.7, and L.3.3) extended response	Drafting a Research-Based Letter to Mary Pope Osborne (RI.3.3, RI.3.5, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, and W.3.10) extended response	On-Demand Book Summary (RI.3.2, W.3.2, and W.3.4) short constructed response	Revising Story Plans (W.3.3 and W.3.5) graphic organizer	On-Demand Opinion Writing: The One Thing That Should be Done to Conserve, Protect, or Provide Access to Clean Water (W.3.1 and W.3.4) extended response
End of Unit 3	Accessing Books around the World: On-Demand Informative Paragraph about a New Country (W.3.2) extended response	Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (W.3.2, W.3.3 and L.3.3) extended response	Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne (W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3) extended response	Opinion Writing about a New Character (W.3.1, W.3.4, and L.3.2) extended response	Final Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h and i) narrative	VoiceThread Script Presentation and Critique (SL.3.4) speaking and listening



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- 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., RI/RI.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, 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.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document Foundational Reading and Language Standards: Resources Packages for Grades 3-5. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			✓		✓	
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	✓			✓	✓	
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓			✓	✓	
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			✓		✓	
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.	*			✓		
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	*			✓		
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).					✓	
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).	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					
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.						
	Integrated throughout.					

* Not formally assessed. To be addressed upon revision.



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.3-11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. ⁵	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3-5: Sample Plan" (stand-alone resource on commoncoresuccess.elschools.org).					

⁵ This is a standard specific to New York State. RL.3.11 and RI.3.11a are particularly emphasized in M1. In the elementary modules, RI.11a and b are also addressed through Accountable Independent Reading. See "Foundational Reading and Language Skills: Resource Package for Grades 3-5" (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled "Independent Reading: The Importance of a Volume of Reading and Sample Plans."



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		✓	✓			✓
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓	✓		✓	✓
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		✓	✓			
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.					✓	
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		✓	✓			
RI.3.6. Distinguish their own point of view from that of the author of a text.				**	✓	
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		✓				✓
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).						✓
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.						
	Integrated throughout.					

* Not formally assessed. To be addressed upon revision.



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

Reading Standards: Foundational Skills

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words			++			
A. Identify and know the meaning of the most common prefixes and derivational suffixes.			+			
B. Decode words with common Latin suffixes.			+			
C. Decode multisyllable words.			+			
D. Read grade-appropriate irregularly spelled words.			+			
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.			+	+		
A. Read grade-level text with purpose and understanding.			+	+		
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			+	+		
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.			+	+		

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

Writing Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.				✓	✓	✓
A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.				✓	✓	✓
B. Provide reasons that support the opinion.				✓	✓	✓
C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.				✓	✓	✓
D. Provide a concluding statement or section.				✓	✓	✓
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓
A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	✓	✓	✓	✓	✓	✓
B. Develop the topic with facts, definitions, and details.	✓	✓	✓	✓	✓	✓
C. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	✓	✓	✓	✓	✓	✓
D. Provide a concluding statement or section.	✓	✓	✓	✓	✓	✓
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				✓	✓	
A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		✓		✓	✓	



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				*	✓	
C. Use temporal words and phrases to signal event order. Provide a sense of closure.		✓		✓	✓	
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Integrated throughout.					
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Integrated throughout.					
W.3.7. Conduct short research projects that build knowledge about a topic.		✓	✓			✓
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	✓	✓	✓			✓
W.3.10. 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.					
W.3.11. Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class. ⁶					✓	

* Not formally assessed; to be addressed upon revision
6 This is a standard specific to New York State.



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓		✓			
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓		✓			
B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓		✓			
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓		✓			
D. Explain their own ideas and understanding in light of the discussion.	✓		✓			
E. Seek to understand and communicate with individuals from different cultural backgrounds. ⁷	✓		✓			
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				**	✓	
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			✓			
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.						✓

⁷ This is a standard specific to New York State.

* Not formally assessed; to be addressed upon revision.



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	✓					✓
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						✓



EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			+			
A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		✓	+			✓
B. Form and use regular and irregular plural nouns.			+			
C. Use abstract nouns (e.g., <i>childhood</i>).			+			
D. Form and use regular and irregular verbs.			+			
E. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.			+			✓
F. Ensure subject-verb and pronoun-antecedent agreement.			+			✓
G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			+		✓	✓
H. Use coordinating and subordinating conjunctions.			✓	✓	✓	
I. Produce simple, compound, and complex sentences.			✓	✓	✓	

* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards Resources Packages for Grades 3-5.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L-3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓		+			
A. Capitalize appropriate words in titles.			+	✓		
B. Use commas in addresses.			+			
C. Use commas and quotation marks in dialogue.			+	✓		
D. Form and use possessives.			+	✓		
E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).			+	✓		
F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.			✓	✓		
G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			+			
L-3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			+			
A. Choose words and phrases for effect.		✓	✓	✓		
B. Recognize and observe differences between the conventions of spoken and written standard English.			Integrated throughout.			

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EXPEDITIONARY LEARNING

GRADE 3 Curriculum Map Common Core State Standards Formally Assessed

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			+		✓	**
A. Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓	+			*
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	**		+			
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).			+			✓
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	*		+			
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	*		+	+		
A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).			+	+		*
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).			+	+		*
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).			+	+		*
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	✓	✓		✓		

* This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.

* Not formally assessed; to be addressed upon revision.



EXPEDITIONARY LEARNING

ELA CURRICULUM: GRADES 6-8 CURRICULUM PLAN

Module 1: Close Reading and Writing to Learn		Module 2A: Working with Evidence		Module 3A: Understanding Perspectives		Module 4: Research, Decision Making, and Forming Positions	
Myths: Not Just Long Ago		Rules to Live By		The Land of the Golden Mountain		Insecticides: Costs vs. Benefits	
Topic							
Central Texts*	RL— <i>The Lightning Thief</i> , Rick Riordan	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI—“Stanford University Commencement Address,” Steve Jobs		RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke		RL— <i>Frighful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir	
Writing Tasks**	<ul style="list-style-type: none">• Literary Analysis—Connecting Themes in <i>Cronus</i> and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9)• My Hero’s Journey Narrative (RL.6.3, W.6.3)	<ul style="list-style-type: none">• Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9)• Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)		<ul style="list-style-type: none">• Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9)• Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)		<ul style="list-style-type: none">• Research Simulation (W.6.7, 6.8, 6.9)• Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)	
GRADE 6		GRADE 7		GRADE 8			
Topic	Journeys and Survival	Working Conditions		Slavery: The People Could Fly <th colspan="2">Screen Time and the Developing Brain</th>		Screen Time and the Developing Brain	
Central Texts*	RL— <i>A Long Walk to Water</i> , Linda Sue Park RI—“Sudanese Tribes Confront Modern War,” Karl Vick	RL— <i>Lyddie</i> , Katherine Patterson RI—“Commonwealth Club Address,” César Chavez		RL— <i>Narrative of the Life of Frederick Douglass</i> (excerpts)		No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.	
Writing Tasks**	<ul style="list-style-type: none">• Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9)• Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9)	<ul style="list-style-type: none">• Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1)• Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)		<ul style="list-style-type: none">• Literary Nonfiction Analysis: Analyzing Douglass’s Position in the <i>Narrative</i> (RL.7.2, 7.6, W.7.2, 7.9)• Children’s Book to Retell an Episode from the <i>Narrative</i> (W.7.3, 7.9)		<ul style="list-style-type: none">• Research Simulation (W.7.7, 7.8, 7.9)• Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RL.7.1, W.7.1, 7.4, and 7.5)	
Topic	Finding Home: Refugees	Working with Evidence: Taking a Stand		Japanese American Relations in WWII		Sustainability of World’s Food Supply	
Central Texts*	RL— <i>Inside Out & Back Again</i> , Thanhha Lai* RI—“The Vietnam Wars,” Tod Olson	RL— <i>To Kill a Mockingbird</i> , Harper Lee RI—“Equal Rights for Women,” Chisholm RI—“Ain’t I a Woman?” Sojourner Truth		RI— <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> , Laura Hillenbrand		RI— <i>The Omnivore’s Dilemma: The Secrets Behind What You Eat</i> , Michael Pollan (Young Readers’ Edition)	
Writing Tasks**	<ul style="list-style-type: none">• Literary Analysis: Explain the Significance of the Novel’s Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9)• Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RL.8.1, 8.2, W.8.3, 8.9)	<ul style="list-style-type: none">• Argument: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1)• Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.11, W.8.3, 8.11)		<ul style="list-style-type: none">• Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9)• Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3)		<ul style="list-style-type: none">• Research Simulation (W.8.7, 8.8, 8.9)• Position Paper: Which of Michael Pollan’s Four Food Chains Would Best Feed the United States? (W.8.1, 8.9)	

* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).

For seventh grade specifically, two options for Module 4 will be available: 7M4A: (topic TBD) and 7M4B: “Water Is Life”.



EXPEDITIONARY LEARNING

ELA CURRICULUM: GRADES 6-8 CURRICULUM PLAN (FOR ALTERNATE MODULES)

Module 2B: Working with Evidence		Module 3B: Understanding Perspectives		Module 4B: Research, Decision Making, and Forming Positions	
Topic	Voices of Adversity	Sustaining the Oceans		N/A	
Central Texts*	<ul style="list-style-type: none"> RL - <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>, Laura Amy Schlitz RL - <i>Blue Lipstick: Concrete Poems</i>, John Grandits RL - <i>Technically, It's Not My Fault: Concrete Poems</i>, John Grandits 	<ul style="list-style-type: none"> RI - <i>World Without Fish</i>, Mark Kurlansky RL - <i>Flush</i>, Carl Hassen 		GRADE 7 ONLY	
Writing Tasks**	<ul style="list-style-type: none"> Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies?</i> (W.6.1 and 6.9) Narrative: Giving Voice to Adversity (W.6.3, 6.11c, SL.6.4 and 6.6) 	<ul style="list-style-type: none"> Research (W.6.7) Informational Consumer Guide (W.6.2) 		GRADE 7 ONLY	
Topic	Identify and Transformation: Then and Now	N/A		Water Is Life	
Central Texts*	<ul style="list-style-type: none"> RL - <i>Pygmalion</i>, George Bernard Shaw RI - Various informational articles about identity 	Please note that, for 7th grade, alternate modules will be available for Modules 2 and 4, rather than for Modules 2 and 3.		<ul style="list-style-type: none"> RI - <i>The Big Thirst</i>, Charles Fishman RI - "Water Is Life," Barbara Kingsolver 	
Writing Tasks**	<ul style="list-style-type: none"> Argument Essay: Eliza's Changes (RL.7.1, 7.3, and W.7.1) Advertisement Analysis and "Counter-Ad" (W.7.2a, b, c, d, e, f, 7.7, and 7.8) 			<ul style="list-style-type: none"> Research Simulation (W.7.7, 7.8, 7.9) Water Management Position Paper: (RL.7.1, W.7.1, 7.4, 7.5, and L.7.6) 	
Topic	A <i>Midsommer Night's Dream</i> and the Comedy of Control	The Civil Rights Movement and the Little Rock Nine		N/A	
Central Texts*	<ul style="list-style-type: none"> RL - <i>A Midsommer Night's Dream</i>, William Shakespeare RI - Various informational articles about Shakespeare and the universal appeal of his works 	<ul style="list-style-type: none"> RI - <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>, Carlotta Walls LaNier and Lisa Frazier Page RI - <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>, Shelley Tougas 		GRADE 7 ONLY	
Writing Tasks**	<ul style="list-style-type: none"> Argument Essay: Controlling Others in <i>A Midsommer Night's Dream</i> (W.8.1) Character Confessional Narrative (RL.8.2, 8.3, W.8.3, 8.4, 8.9a, and 8.11b) 	<ul style="list-style-type: none"> Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2) Narrative Writing: "Snapshot in a Journey" (W.8.3) 		GRADE 7 ONLY	

* This plan shows most full-length books students read, and a few key articles. See separate document "Trade Books and Other Resources" for a complete list of resources needed in order to implement the modules.

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards)

For seventh grade specifically, two options for Module 4 will be available: 7M4A: (topic TBD) and 7M4B: "Water Is Life".



EXPEDITIONARY LEARNING

ELA CURRICULUM: GRADES 3-5 CURRICULUM PLAN

Module 1: Becoming a Close Reader and Writing to Learn		Module 2A: Researching to Build Knowledge and Teach Others		Module 3A: Considering Perspectives and Supporting Opinions		Module 4: Gathering Evidence and Speaking to Others	
The Power of Reading		Adaptations and the Wide World of Frogs		Staging Stories		The Role of Freshwater around the World	
Topic							
Central Texts*	RL— <i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i> , Margriet Ruurs	RL— <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RL— <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL—Classic Starts: <i>Peter Pan</i> , J.M. Barrie, retold from the original by Tania Zamorsky	RL— <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss			
Writing Tasks**	• Informative Writing: Accessing Books around the World Bookmark (RL.3.2, W.3.2)	• Research-based Narrative: Freaky Frogs Trading Cards (W.3.2, 3.3)	• Narrative: Writing a Newly Imagined Scene from <i>Peter Pan</i> (W.3.3) • Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i> , and Why? (RL.3.3, 3.5, W.3.1, 3.2)	• Opinion Writing and Speaking: Public Service Announcement—the Importance of Water (W.3.1, 3.6, 3.7, SL.3.4, 3.5, 3.6, L.3.3b) • Informative Writing: Challenges to Having Enough Clean Water for Everyone (W.3.2)			
GRADE 3							
Topic	Oral Tradition, Symbolism, and Building Community ¹	Interdependent Roles in Colonial Times	Simple Machines: Force and Motion	RL— <i>The Hope Chest</i> , Karen Schwabach			
Central Texts*	RL— <i>The Iroquois: The Six Nations Confederacy</i> , Mary Englar RL— <i>The Keeping Quilt</i> , Patricia Polacco (teacher copy only) RL— <i>Eagle Song</i> , Joseph Bruchac (optional)	RL— <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> , Elizabeth Raum RL— <i>If You Lived in Colonial Times</i> , Ann McGovern	RL— <i>Simple Machines: Forces in Motion</i> , Buffy Silverman				
Writing Tasks**	• Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.4.3)	• Research-based Narrative: An Important Event in a Colonial Village (RL.4.9, W.4.3)	• Opinion Writing: An Editorial on Simple Machines (RL.4.3, W.4.1, 4.7, 4.9)	• Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RL.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)			
GRADE 4							
Topic	Stories of Human Rights	Biodiversity in Rainforests of the Western Hemisphere	Sports and Athletes' Impact on Culture	Natural Disasters in the Western Hemisphere			
Central Texts*	RL— <i>Esperanza Rising</i> , Pam Muñoz Ryan RL—Universal Declaration of Human Rights (excerpts)	RL— <i>The Most Beautiful Roof in the World: Exploring the Rainforest Canopy</i> , Kathryn Lasky	RL— <i>Promises to Keep: How Jackie Robinson Changed America</i> , Sharon Robinson	RL— <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat ²			
Writing Tasks**	• Analytical Essay: How <i>Esperanza</i> Changes over Time (RL.5.2, 5.3, W.5.9) • Narrative: Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, 5.9, SL.5.6)	• Analysis: Meg Lowman's Research in the Rainforest (W.5.2, W.5.8, and W.5.9) • Research-based Narrative: Rainforest Field Journal Page (RL.5.7, 5.9, W.5.2, 5.3, 5.7, 5.9.)	• Opinion Writing: Letter to a Publisher—a Famous Athlete's Impact (RL.5.9, W.5.1, 5.7, 5.8, 5.9) • Opinion Writing: Jackie Robinson's Legacy (W.5.1, 5.9)	• Opinion Writing and Speaking: Preparing for and Responding to Natural Disasters (RL.5.7, 5.9, W.5.1, 5.7, 5.8, 5.9) • Informative Writing: What Makes a Hurricane a Natural Disaster? (W.5.2, 5.9)			
GRADE 5							

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).
* This plan shows most full-length books all students read, and a few key articles. See separate document "Trade Books and Other Resources" for a complete list of resources needed in order to implement the modules.

¹ 4M1a has been revised by NYSED. The revised version will be posted in summer 2014. *The Iroquois: The Six Nations Confederacy* will continue to be used as a central text. *The Keeping Quilt* has been added as a read-aloud in Unit 3. *Eagle Song* will no longer be a required text for this module; it will be an optional independent read with an independent reading guide. There also will be several mini-lessons for in-class discussions if teachers choose to use this novel.

² Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.



EXPEDITIONARY LEARNING

ELA CURRICULUM: GRADES 3–5 CURRICULUM PLAN (FOR ALTERNATE MODULES)

Module 1B		Module 2B: Researching to Build Knowledge and Teach Others	Module 3B: Considering Perspectives and Supporting Opinions
N/A		Connecting Literary and Informational Texts to Study Culture “Then and Now”	Wolves: Fact and Fiction
Topic			
Central Texts*	GRADE 4 ONLY	RL - <i>Magic Tree House #37: Dragon of the Red Dawn</i> , Mary Pope Osborne RI - <i>Exploring Countries: Japan</i> , Colleen Sexton (Additional texts for book clubs)	RL - <i>Lon Po Po</i> , Ed Young RL - <i>Aesop's Fables</i> , Jerry Pinkney RI - <i>Face to Face with Wolves</i> , Jim and Judy Brandenburg
Writing Tasks**	GRADE 4 ONLY	• Reading and Writing about a New Informational Text (RI.3.1, 3.2, 3.5, W.3.2, and 3.8) • Research-Based Letter to Author (W.3.2)	• Wolf Narrative (W.3.3)
Topic	Poetry, Biography and Writer's Identity	Animal Defense Mechanisms	The American Revolution
Central Texts*	RL - <i>Love That Dog</i> , Sharon Creech RI - <i>A River of Words: The Story of William Carlos Williams</i> , Jennifer Bryant (teacher copy only)	RI - <i>Animal Behavior: Animal Defenses</i> , Christina Wildon	RL - <i>Divided Loyalties: The Barton Family During the American Revolution</i> , Gare Thompson and Barbara Kiwak RI - The Declaration of Independence (excerpts)
Writing Tasks**	• Biographical Essay: Selected Poet (RI.4.9, W.4.2, W.4.5) • Inspired Poem (W.4.1)	• Writing about the Pufferfish (RI.4.9, W.4.2, 4.4, 4.7, and 4.8) • Choose-Your-Own- Adventure Animal Defense Narrative (RI.4.9, W.4.2, and 4.3)	• Opinion Writing: American Revolution Broadside (W.4.1)
Topic	N/A	Inventions that Changed Peoples Lives	Balancing Competing Needs in Canada
Central Texts*	GRADE 4 ONLY	RL - <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> , Donald B. Lemke RI - <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> , Kathleen Krull	RI - <i>The Inuit Thought of It: Amazing Arctic Innovations (We Thought Of It)</i> , Atootok Ipelie and David MacDonald
Writing Tasks**	GRADE 4 ONLY	• On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives (RI.5.3, W.5.2, and L.5.4) • Graphic Style Novlette (RI.5.9, W.5.2, and 5.3)	• Editorial Essay: The Effects of Mining on the Lives of Canada's Inuit People (W.5.1)

* This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).