SPRINGFIELD PREPARATORY
CHARTER SCHOOL

PROPOSING A COMMONWEALTH CHARTER PUBLIC SCHOOL SERVING
SPRINGFIELD, MASSACHUSETTS

Final Application
November 7, 2011

Submitted for consideration to
Massachusetts State Board of Elementary and Secondary Education
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**COMMONWEALTH CHARTER APPLICANT INFORMATION SHEET**

This form must be attached to the letter of intent, prospectus, and final application. Please type information.

**Name of Proposed Charter School:** __Springfield Preparatory Charter School__

**School Address (if known):** _Not yet known_

**School Location (City/Town REQUIRED):** __Springfield, MA__

**Primary Contact Person:** __Brian Corridan__

**Address:** __198 Atwater Road__

**City:** __Springfield__  **State:** __MA__  **Zip:** __01107__

**Daytime Tel:** _(413) 315-8220_____** Fax:** _(____)_______________

**Email:** __bcorridan@aol.com__

1. The proposed school will open in the fall of school year:  [ ] 2012-2013  [x] 2013-2014

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>5-7</td>
<td>392</td>
</tr>
<tr>
<td>Second Year</td>
<td>5-8</td>
<td>530</td>
</tr>
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<td>Third Year</td>
<td>5-9</td>
<td>664</td>
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<td>Fourth Year</td>
<td>5-10</td>
<td>800</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>5-11</td>
<td>936</td>
</tr>
</tbody>
</table>

2. Grade span at full enrollment: _5-12_

3. Total student enrollment when fully expanded: _1,070_

4. Age at entry for kindergarten, if applicable: _N/A_

5. Will this school be a **regional charter school?**  [ ] Yes  [x] No

If yes, list the school districts (including regional school districts) in the proposed region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

If no, please specify the district’s population as reported in the most recent United States census estimate for the community the school intends to serve: _153,060_. The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at: http://www.census.gov/], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).
6. For all proposed charter schools, list the districts that are contiguous with the proposed school’s district or region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

- Agawam
- Chicopee
- E. Longmeadow
- Longmeadow
- Wilbraham
- New Leadership CS
- W. Springfield
- Ludlow
- Hampden CS of Science
- MLK CS of Excellence
- SABIS International CS

7. Is the proposed school to be located in a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? ☑ Yes ☐ No

8. Will the proposed school be located in a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2011-12 applications? ☐ Yes ☑ No

9. Is the applicant group currently the board of trustees of an existing charter school? ☐ Yes ☑ No

10. Is the applicant group/board of trustees intending to create a network of schools? ☐ Yes ☑ No

11. If the applicant group/board of trustees is intending to create a network of schools, how many applications is the group submitting in the 2011-12 application cycle? N/A

12. Do members of the applicant group currently operate or are they employed by a private or parochial school? ☐ Yes ☑ No
COMMONWEALTH CHARTER SCHOOL CERTIFICATION STATEMENT

Proposed Charter School Name: __Springfield Preparatory Charter School__

Proposed School Location (City/Town): __Springfield, MA_______________________

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person___________________________________________ Date__________
(Please label the copy that has original signatures.)

Print/Type Name____Brian Corridan__________________________________________

Address____198 Atwater Road, Springfield, MA_01107___________________________

Daytime Phone(_413_) 315-8220_________________ Fax ______________________________
STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Springfield Preparatory Charter School (name of school) to be located at STCC TECHNOLOGY PARK, One Federal St., Bldg 104, Springfield, MA 01105, is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).

2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).

3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(C)).

4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).

5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).

6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.

7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).

12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).

13. Will submit an accountability plan no later than the end of the first year of the school’s charter, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.

14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than January 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.09 (3)).

15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).

16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05 (c)).

17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.

19. Will participate in the Massachusetts State Teachers’ Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).

21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).
22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).

23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).

24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school’s board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).

25. Will ensure that all members of the school’s board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).

27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).

28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school’s ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).

30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

___________________________________  ___________________  
Signature                                                      Date

___Founding Board President___________
Affiliation

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STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

_________________________  ___________________
Signature                                                      Date

_________________________
Founding Board President

Affiliation
Springfield Technical Community College takes great pride in its relationship with the City of Springfield and is keenly aware of the interdependencies between the City of Springfield and the college’s health and well-being. By helping to create a college-affiliated charter school, Springfield Preparatory Charter School, will provide the college with the ability to exercise leadership to promote pre- and post-secondary college access to a population that might otherwise not have such an opportunity. Central to STCC’s success is student access. Founded in 1967, STCC is a major resource for the economic vitality of Western Massachusetts, offering 86 programs and employing a faculty and staff of 425. With an enrollment of over 6,000 day, evening, weekend and online students, STCC is a vibrant campus rich in diversity. The creation of Springfield Preparatory promotes college accessibility and provides for synergies that will warmly enrich the education experience for students of the charter school and the college.

Among the benefits to Springfield Preparatory students are:
- the opportunity for juniors and seniors to take STCC college courses (early college model)
- the opportunity for students to attend STCC diversity and other cultural events
- the ability for students to take college placement exams in their junior year to certify college level preparation in math, English and writing
- the opportunity for students to share the college’s resources such as the library and gymnasium

Among the benefits to the College and its campus community are:
- the opportunity to support quality education to benefit the citizenry of Springfield
- the ability for our faculty and professional staff to interact with middle and high school teachers, especially in English and mathematics to better align curricula and for our counseling professionals to better understand the social issues facing young students
- the joint opportunities for professional development in the areas of diversity, teaching effectiveness and professional recruitment, among others
- the opportunity to recruit well educated students into our myriad degree programs

Mission: The mission of the Springfield Preparatory Charter School is to provide an academically rigorous and successful world-class college preparatory public educational program that enables all students, regardless of their background, to achieve their full potential, prepare them for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. The school will be recognized as safe, caring and rigorous by creating a school ethos that emphasizes high behavioral and academic expectations. We will partner with Springfield Technical Community College to enhance the college preparatory experience of the diverse students in Springfield, thus providing the same quality educational options to all of these students regardless of race, income, non-academic challenges, and ability, including special education students,

General Overview: Springfield Preparatory will be a commonwealth charter public school serving students who reside in Springfield. As a college-prep school, we seek to add a grade a year until serving grades 5-12, as follows:

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<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Enrollment</th>
</tr>
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<tbody>
<tr>
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<td>800</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>5-11</td>
<td>936</td>
</tr>
</tbody>
</table>
The charter school will be non-selective in its admission process and will actively recruit a diverse population, including linguistic minority students. If there are more applicants than spaces available, the school will hold a public lottery. Our mission, values, vision, structure, and academic rigor will offer our students the opportunity to succeed in a supportive academic environment. Parents are seeking high quality educational opportunities for their children. This school will offer all students, regardless of race, ethnicity, language, income or ability, an opportunity to enroll in a college preparatory school based on a proven educational model and curriculum.

Community Need: Currently, there are three charter schools located in Springfield serving approximately 3,500 students, and over 3,000 more on waiting lists. By law, Springfield can accommodate up to 1,757 more students before reaching the 14% cap in FY13. One of the main reasons for establishing Springfield Prep is to offer families an opportunity to choose the school their child attends. Springfield Prep will offer families free public school choice where there exists little choice, and will compete for students within a free market context. Our school will work diligently to provide a top-quality educational experience for all students. It will not only provide families with educational choice, but will increase the level of constructive competition among all public schools. There exists a tremendous need for a high quality college preparatory public school in our community.

Founders Capacity: The founding members of the board of trustees are an experienced, professional, highly qualified and diverse group of educators, community and business leaders. The group includes members who are educators, financial experts, business owners, and a board governance expert. Board members are community residents who are as ethnically and culturally diverse as the community and students we expect to serve. This depth of cultural, civic, legal, financial and educational expertise makes this founding group an effective board that has the capacity to effectively govern and oversee this school.

Educational Program: Springfield Preparatory will be managed and operated by Minnesota-based SABIS® Educational Systems, Inc., which currently manages two Commonwealth charter schools in Springfield and Holyoke, Massachusetts. Springfield Preparatory will fully implement the proven, research-based SABIS® education program, assessment system, instructional methods and school management model. The SABIS® program is designed to challenge students to meet, indeed exceed, state and federal performance standards. The curriculum is designed with the intention that all students obtain the skills necessary to be successful in colleges or universities. Although the curriculum places a heavy emphasis on the core subjects of English and mathematics, other subjects, such as science, world language, social studies, art, music, health, physical education and computing are also considered important in providing a well-rounded education.

The SABIS® Curriculum is spiral by design such that previous concepts are revisited in a more advanced form in later units or grades. Students exhibit mastery of essential concepts at each level of advancement along the spiral curriculum. The SABIS® Curriculum is comprehensive, dynamic, and continuously upgraded by the SABIS® Academic Operations Division. For every course, the objectives are clearly laid out on the Pacing Charts (“lesson plans”) provided weekly to teachers. Each unit of a course has its sub-objectives and, in turn, every lesson plan or period has its own sub-objectives. These objectives consist of skills, abilities, and new concepts that students acquire, or master, as a result of having attended a particular lesson. By breaking down the courses, the material becomes more meaningful, teachable, and measurable.

The SABIS® curriculum also provides for a variety of enrichment opportunities. Frequent student assessment throughout the curriculum enables timely identification of individual needs and talents. Thus, students who are capable of advancing rapidly have the opportunity to do so, and are prepared to successfully complete a variety of internationally recognized examinations. Conversely, students who
are struggling are identified in real-time and provided with intensives designed to fill learning gaps that may have developed.

**PUBLIC STATEMENT**

Springfield Preparatory will be a rigorous college-preparatory charter public school with plans to open fall 2012 serving 392 students in grades 5-7. The school will add a grade level each year until enrolling approximately 1,070 students in grades 5-12 when at full capacity. A relationship with Springfield Technical Community College will be established enabling Springfield Prep students to earn college credit for courses and to participate in various college programs and activities. The school’s mission is to prepare graduates for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. Minnesota-based SABIS® Educational Systems, a private international education company founded in 1886, will manage and operate the school. SABIS® currently manages two Massachusetts charter schools. The comprehensive SABIS® educational system has an outstanding record of success in preparing students for college, not only in Massachusetts, but also in other states and countries where it is being implemented. The SABIS® college preparatory program is being implemented in schools in 15 countries enrolling 60,000 students, including in eleven charters in six states.
I. CHARTER SCHOOL MISSION, VISION, AND STATEMENT OF NEED

A. MISSION STATEMENT
The mission of Springfield Preparatory is to provide an academically rigorous and successful world-class college preparatory public educational program that enables all students, regardless of their background, to achieve their full potential, prepares them for success in college, equips them with the ability and desire for lifelong learning, and strengthens their civic, ethical, and moral values.

B. VISION STATEMENT
Springfield Preparatory will be recognized as safe, caring and rigorous by creating a school ethos that emphasizes high behavioral and academic expectations. We will partner with Springfield Technical Community College to enhance the college preparatory experience of our diverse student body. All students, regardless of race, income, non-academic challenges, and ability, including special education students, will have access to the same quality educational experience. The founding board seeks to replicate the successful educational model that has worked so well at SABIS International Charter School in Springfield. Springfield Preparatory will be affiliated with Springfield Technical Community College which provides the college with the ability to exercise leadership to promote pre- and post-secondary college access to students who might otherwise not have such an opportunity. As described later in this application, there exists a significant need for proven educational alternatives in the City of Springfield.

Our board has chosen Minnesota-based SABIS® Educational Systems as the education management organization to operate the charter school primarily because SABIS® already operates two charter schools in Massachusetts, one of which, SABIS International, has had its charter renewed three times by the Board of Elementary and Secondary Education. The SABIS® curriculum is vertically aligned from the early grades to the end of high school, and is designed with the intention of preparing students for college. Springfield Preparatory will implement the SABIS® educational program, curriculum and assessment system. This international curriculum was selected because of its successful performance record achieved by the SABIS® system in Massachusetts charter schools.

By partnering with STCC, Springfield Prep will create a unique charter school learning environment where students are actively engaged in full preparedness for entry into college. In addition to implementing the proven SABIS® system of education, our vision is to:

- connect students with the campus on a regular basis to learn "what college is really about"
- facilitating access to college for first-generation and lower income students by helping students with how to apply for financial aid and what kinds of aid are available
- provide mentoring to students about the various career training opportunities available through STCC (e.g. Dental Hygiene, Mechanical Engineering Technology, I.T., etc.)
- providing accuplacer testing during their junior year
- providing college courses during their junior and senior years

The partnership with STCC – whether it’s in the form of a full dual enrollment program, which provides opportunity for students to take college courses and high school courses at the same time, or a variation of such a program – will enable our students to earn college credits toward both high school graduation and their college transcript. Any courses offered will be taught by qualified college faculty. The board and SABIS® will establish a policy stipulating what requirements students must meet in order to be eligible to participate.
The founders of Springfield Prep share the conviction and belief that an education which makes children feel loved, that leads them to care about one another and to want to develop their minds and contributory potential, and that successfully teaches the high level skills and knowledge necessary, will work to advance societal goals as diverse as individual happiness, social comity and national prosperity. We will work to provide our students such an education, motivating them to want to develop their values, skills, knowledge, confidence and character so they can make the greatest contribution possible to the communities of which they are a part and realize the fulfillment of a socially contributory life.

Springfield Prep will develop and strengthen students, and by extension, their community with ethical, moral, and civic values by molding young men and women with the knowledge, skills, and social judgment they will need to face the challenges of our times. The board believes students with a SABIS® education will be able to provide leadership in our community and throughout the world. Emphasis on college admission will begin from day one and will permeate as a major emphasis throughout the school across all grade levels. In our highly competitive and interconnected global economy, a college education is vital for individual and community success. The Springfield business community is a key stakeholder that can rely on this partnership between the school and STCC to provide a top notch workforce that will strengthen the current businesses and attract new ones because of the improved talent pool. To achieve our vision, the school will implement these key programmatic features:

**World-class curriculum:** The SABIS® core curriculum is highly structured, scripted, and sequential and aligned to Massachusetts state standards. It is based on an international curriculum implemented in 80 schools in 15 countries designed to prepare graduates to admission to some of the world’s best colleges and universities.

**Focus on Math and English:** Math and English are the two most important subjects in the SABIS® system. Both subjects are offered seven periods weekly.

**Diagnostic Assessment:** A series of diagnostic tests administered prior to school opening provides vital academic data for all incoming students, enabling the school to plan their development, staffing and support systems accordingly.

**Direct Instruction:** This method is focused on systematic curriculum design and skillful implementation of prescribed (paced) educational methods and content. All students — including poor and otherwise disadvantaged students—deserve to learn. This direct method of instruction is results-based, enabling teachers to be evaluated based on measurable student learning.

**Pacing charts:** All teachers are provided pacing charts (i.e., lesson plans) which outline what content students must be taught weekly in every grade and subject. By pacing education along, students benefit from both depth and breadth of material covered.

**Weekly Testing:** Students are tested weekly using the SABIS Academic Monitoring System® (AMS™), providing real-time data on every student’s performance for that particular week. AMS™ serves as an early warning system, enabling the school to address learning gaps some students may be forming before these become too detrimental for further learning progress.

**Student Uniforms:** Student uniforms will help to foster a sense of community, eliminate competition among students and offer families some economic relief.

**Strict Code of Conduct:** Creating high behavioral expectations not only leads to a safer school, but enables all students to feel welcome and safe to focus on learning. Students and parents will sign a contract detailing their respective responsibilities.

**Safe and clean school facility:** When students feel safe they can concentrate on learning. By maintaining a clean school, students see that the adults care and have high standards and expectations. This fosters school pride.

**Student Life Organization:** As a member of the SABIS® schools network, the students will manage and operate the highly structured SABIS Student Life Organization® (SLO™), which
enables students to develop leadership skills, creates team-work, and helps develop a strong school community by reversing negative peer pressure.

**Spanish Instruction:** Spanish will be taught to all students for one period every day (though this may initially be delayed depending on the core subject academic gaps in the first year). This world language program will provide our students with a competitive advantage.

Our vision of creating a top-quality charter school will begin in fall 2012 with grade 5-7 and expand to grades 5-12. The school will effectively compete with the region’s top performing public school districts. Our city’s children are no less able or capable of top performance than those who come from more affluent households or reside in wealthy neighboring communities. Our school will be located in close proximity to the campus of Springfield Technical Community College and will be a safe, welcoming and rigorous place of learning. Education will be sequenced and mastery expected for grade level promotion. Social promotion is thoroughly rejected. Performance data is used throughout the year for ultimate accountability. Weekly assessments will provide faculty with real-time feedback on learning and instruction. Students will wear uniforms and will have a longer school day. They will work cooperatively and will be taught by a caring and knowledgeable faculty who will hold each and every student to high academic and behavioral expectations. Parents will be actively involved and encouraged to play a role in fostering a love for learning. And lastly, when our first graduating class crosses the stage to accept their diplomas in summer 2018, we expect that 100% will not only have been accepted to college, but will be prepared to succeed there and beyond.

Like all charter schools, Springfield Preparatory will be required to show clear evidence of: high expectations and standards for all students and staff; collaboration and communication among stakeholders; shared school-wide visions; assessment, monitoring and evaluation of the teaching and learning processes; alignment of curriculum and assessment to state standards; family and community involvement; staff development; administrative leadership; and safe learning environments.

For students, the school will be a safe, orderly, civil, healthy, and intellectually stimulating learning environment. Students are engaged in learning and feel respected and connected with the staff. Learning support is provided both within and beyond the classroom, and enriched by the partnership with STCC.

SABIS® affiliated schools exhibit a positive culture, healthy climate, student-centered character, and high morale. It has a defining vision, goal-oriented mission, a comprehensive philosophy, ethical core values, and sensible basic beliefs in a safe, nurturing environment, with built on high expectations. Teachers believe that all students can succeed at high levels. Teachers accept their role in shaping student success or student failure. Regular school and parent communication occurs throughout the year. All students and school stakeholders are committed to the shared vision. They know where they are going and why.

Staff and students believe that everyone can meet high standards required of them in teaching and in learning. They will take ownership of the ambitious and demanding educational program. Staff will be strategically assigned and thoughtfully organized to work with students so that they are ultimately prepared to be accepted into college. A highly focused core academic program is offered all students.

Feedback from the teaching, learning, and assessment processes identify professional development needs that align with the school vision and goals. All stakeholders will feel strongly that they have a responsibility to educate the students and the community will be invested in the success of the school, this includes business as well as cultural organizations serving Springfield’s minority communities. Families and communities will work together to support student achievement.
Ongoing professional development is connected to student achievement. Administrative and instructional leaders are proactive, actively supporting the educational program, and cultivation of a positive culture, climate, character, and morale.

In this outcome-based school, the SABIS® curriculum is aligned with state, national, and international standards. The faculty understands the role of instructional delivery and student assessment toward successful goal attainment. Alignment of what is to be learned (the curriculum) to what is taught (instructional methodology), and how it is evaluated (assessment) to what criteria (standards) is apparent in high-performing SABIS® schools. Students have access to a rich college-preparatory curriculum. Staff members have a perspective about the scope and sequence of the entire curriculum offered at the school, not just the particular grades or content they teach. Effective instruction is essential to reaching high standards. Instruction focuses on engaging students, mastery learning, filling knowledge gaps, and reducing barriers to learning. Teachers will be concerned more with what is learned than what is taught.

Accountability for results includes diagnosis, monitoring, assessment, evaluation, and continuous improvement. Diagnosis starts with evaluation of students upon admission for appropriate placement in grade levels. Diagnostics continue to discover knowledge gaps so that students can take intensives to fill the gaps to be able to return to regularly paced classroom learning. Consistent monitoring of student performance results in improved educational programs with support being provided either during the school day or outside normal school hours through an extended day program. Frequent assessment, using multiple measures, identifies student and staff needs. Student record systems provide timely and accurate information. Evaluation occurs at both the student and program levels. Student achievement is systematically evaluated and monitored to identify progress of individual students. Program evaluation measures continuous improvement by specifying trends in group progress over time, or comparing groups to identify effectiveness of modifications from educational interventions. Faculty and staff care about all students and have good communication with families. Achievement is celebrated.

C. DESCRIPTION OF COMMUNITIES TO BE SERVED

A one-size-fits-all educational approach is no longer a viable solution for the 21st century. As our world becomes increasingly more interconnected and competitive, an educated citizenry becomes ever more vital.

Springfield is the state’s third largest city with a population of 154,082 (2000 census). It is the fourth largest in New England (behind Boston, Worcester and Providence). It is the largest city in Western Massachusetts and the Pioneer Valley. The City is a diverse city with 58.7% white residents, 27% Hispanic residents make up the fastest growing minority population, and African American’s represent 21% of the population. However, the school student population is by and large majority Hispanic and white students only make up 14% of the student population suggesting that white families are seeking other options for their children.

<table>
<thead>
<tr>
<th>2010-11 School Year</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language Not English</td>
<td>24.1%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>13.1%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Low Income</td>
<td>81.4%</td>
<td>32.9%</td>
</tr>
<tr>
<td>Special Education</td>
<td>22.8%</td>
<td>17.0%</td>
</tr>
<tr>
<td>African American</td>
<td>21.4%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.2%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.7%</td>
<td>15.4%</td>
</tr>
<tr>
<td>White</td>
<td>14.2%</td>
<td>68%</td>
</tr>
<tr>
<td>Others</td>
<td>3.7%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>
According to State Data, Springfield has an unemployment rate of 11.8% in August 2011 compared to a state average of 7% suggesting that Springfield is struggling economically. One of the key reasons for this is often educational attainment as national trends show declining unemployment as education increases. While featuring a college entrance rate of 52.8%, it only has a college completion rate of 28.6% showing that a large number of students are first generation college students. This presents unique challenges to college goers and is one of the chief reasons this partnership will be so successful for Springfield.

Springfield School District
During the 2010-11 school year, the school district enrolled 25,213 students and operated 45 schools consisting of the following grade configurations: 32 elementary schools; 7 middle schools; 6 secondary schools. The district’s student population is racially, ethnically and linguistically diverse. The table on this page illustrates the diversity of the district compared to the state this past school year as well as the demographic challenges this school district faces. There are currently three charter schools located in Springfield with a combined enrollment of approximately 2,450 students. These charter schools are: the MLK School of Excellence, enrolling 380 students in grades K-5; the New Leadership (Horace Mann), enrolling 500 students in grades 6-12, and SABIS International, enrolling 1,574 in grade K-12. A fourth charter school, the Robert M. Hughes was closed down by BESE for academic performance reasons as of June 2010.

Academic Results
Despite recent improvements Springfield is classified by the Department of Elementary and Secondary Education as performing in the lowest ten percent of the state’s school districts. While MCAS performance is only one form of measurement, it is still a reliable way to evaluate a school or district’s overall academic performance. For example, in the most recent 2010 MCAS math exams, 37% of the district’s 10th grade students scored in the proficient or higher levels (compared to the State average of 75%). In English Language Arts, 48% of 10th graders were proficient or higher (compared to 81% State average). Springfield had similar results on the 8th grade ELA exams, with 49% proficient compared to the State’s 78% rate. On the 8th grade math exam, only 16% were proficient versus 51% statewide.

One of the key reasons a school like Springfield Prep is needed are the statistics on graduation rates and college completion in Springfield. Only 53% of Springfield students graduated in 4 years with over 26% of students dropping out. The figures are even worse when looking at Special Education and Limited English Proficiency Students where the graduation and dropout rates are nearly equal. Limited English Proficient Students graduated at a 39.2% rate and 37.5% dropped out. For Special Education students, 33.5% graduate in for years and 35.2% drop out. This just goes to show the challenge of educating these populations, a challenge the founding board stands ready to meet given the system we have chosen to implement.

A College Prep Partnership to Bring Springfield into the 21st Century
Springfield Preparatory will provide the district’s parents with a viable and proven college-preparatory alternative to the traditional public school system. While school choice has always been an option for affluent families, we seek to provide the same choice to all families. Our school will provide students with the same high quality SABIS® educational program that is currently successfully sending 100% of its graduates to college. Springfield is the third largest city in the Commonwealth, yet it has few educational choices outside of the district’s schools. The three charter schools located in the city have huge waiting lists. The SABIS International Charter School, the educational model replicated at Springfield Preparatory, has a waiting list close to 3,000 students.
Springfield Preparatory will be located in the Technology Park located in the city’s center and next to the campus of Springfield Technical Community College (STCC). This new charter school will replicate the SABIS® educational model and will also partner with STCC to offer a unique blend of academic and nonacademic programs. Both the boards of the Technology Park (a quasi-public body) and STCC have endorsed the creation of this charter school. Numerous high level meetings with STCC officials have been held to discuss the establishment of formal programmatic partnerships with the college. The founding group has obtained support from local and state elected officials, community organizations, church leaders, and parent groups.

There are three key reasons we feel this school will be successful at meeting the unique needs of the target population described above and they are building a college acceptance culture, helping first generation college students and providing choice.

**Building a College Culture**

The SABIS® program differs in many ways from what is provided by the local school district, and while this type of charter public school is already in existence in the city, it has a lengthy waiting list and is located on the opposite end of the city from where Springfield Preparatory intends to locate. In addition, it is fantastic evidence of the college going culture that is built in SABIS® schools. For example when asked what their post-high school plans were, students at SABIS® International reported that 53% of them would attend a 4 yr. private college, 20% a 4 yr. public college, and 23% a 2 yr. public college. This compares to all Springfield Students who report only 15% will attend a 4yr. private college, 12% a 4yr. public college and 26% a 2 yr. public college.

These two schools draw from the same pool of students and one succeeds at building a college culture. That is why the founding board is so excited to implement the culture building components of the SABIS® system, such as the Student Life Organization. In addition, the opportunity to learn at STCC makes this opportunity all the more engaging for students who often don’t attend college.

**First Time College Goers**

One of the key barriers for low income students (81.4% in Springfield) to attend college is cost. That is often why the college completion rate among low income students is so low. One of the reasons we partnered with STCC was to provide students with the ability to earn college credits in High School for free. In addition, it will provide students with an easy transition to continuing to earn credits at STCC as well as moving on to other institutions. This will improve the ability of first generation college students to successfully complete college which will undoubtedly help Springfield businesses with workforce quality as well as bring more employed earners into the community.

In addition, successful academic performance often earns students scholarship money as well. Students at SABIS® International received over $7 million dollars in scholarships, another key reason we look forward to replicating this academic program here.

**A Need for Choice**

This college preparatory charter is needed in our city so that many more families can exercise educational choice. Charter schools provide parents and students with alternatives to traditional public schools. A Commonwealth charter will best enable our board to achieve the goal of creating a world-class college preparatory charter school serving a diverse student population. The Commonwealth model will permit us to create an organizational culture characterized by high expectations for students, accountability for results among staff, and freedom from excessive regulations that are strangling our schools and diverting staffing resources from the classroom. This model provides flexibility in establishing academic performance goals, teacher hiring, budgetary planning and decision-making, and establishing school operational policies. Selecting a highly
qualified staff is a key ingredient for school success. Flexibility in setting the high qualifications for teachers, as well as flexibility in the hiring and termination process, are also necessary tools for realizing our mission and quickly responding changing circumstances.

The innovation we will provide to Springfield’s students is the ability to adapt a world class curriculum to meet their unique needs and have the data and assessment tools to ensure all students are learning. Preventing students from falling through the cracks is vital for success. These innovations have been proven successful at closing the achievement gaps\(^1\) for all kinds of learners from Springfield, MA to Flint, MI. We have same high level performance expectations for Springfield Prep.

**An Academic System to Serve All Students**
While there is no way to determine exactly which students will enroll in the school, we expect that it will closely resemble the population of the Springfield school district. We expect a proportion of Asian, Hispanic, and White students, a smaller percentage of African-American students and well over 10% English language learner and special education students. We also expect a significant portion of the student body will be eligible for the free and reduced price lunch program.

We chose the SABIS® system specifically because can adapted to the population in Springfield. The success of this system in Massachusetts and around the world is no accident. The program is flexible enough to adapt to the needs of diverse learners. One of the chief innovations of the SABIS® system is the ability to identify learning gaps on a weekly basis for all students. This data-driven approach is particularly necessary in a community with many low-income and limited English proficient students. Once these gaps in knowledge are diagnosed, school staff work closely with SABIS® corporate staff to tailor the curriculum pacing to address these gaps. These interventions take place in regular class, through tutoring with other students and staff, and finally in Intensives classes that get students back on track to rejoin their peers. Student progress is monitored to ensure they meet these standards which are prerequisites for success in college and in life.

The SABIS® system has been replicated in 15 countries and been successfully adapted to meet the needs of students from both public and private schools from urban districts in the US to Europe to Asia. The innovation we will provide Springfield’s students is the ability to adapt this world class curriculum to meet their unique needs and have the data and assessment tools to ensure all students are learning. Preventing students from falling through the cracks is vital for success. These innovations have been proven successful at closing the achievement gaps for all kinds of learners from Springfield, MA to Flint, MI. We have every expectation to achieve the same high level performance outcomes at Springfield Prep.

The Commonwealth charter model allows us to adapt these innovations to create a unique school culture built on high expectations, rigor, and outcomes based. We will create an organizational culture characterized by high behavioral and academic expectations for students, accountability for results among staff, and a constant focus on ensuring that all students achieve. This model provides flexibility in determining academic performance goals, teacher hiring, budgetary planning and organizational decision-making, and creation of effective school operational policies. Selecting a highly qualified staff is a key ingredient for school success. Flexibility in setting high qualifications for teachers, as well as flexibility in the hiring and termination process, also are necessary tools for

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\(^1\) A February 2011 report, entitled, “Closing the Achievement: The SABIS® Story,” analyzed the state assessment data at SABIS International and the International Academy of Flint and showed that these two SABIS®-managed schools are closing the racial achievement gaps. The report can be read and downloaded at: [http://www.sabis.net/educational-systems/downloads.aspx](http://www.sabis.net/educational-systems/downloads.aspx).
realizing our mission and quickly responding changing circumstances. The board will hold SABIS® accountable for accomplishing the goals established for the school.

**Building Community Support and A College Going Culture**
We have received support from numerous community organizations and leaders in Springfield, as well as close to 600 parent signatures supporting the establishment of Springfield Prep. Our school will provide the district’s parents with a viable and proven college-preparatory alternative to the district-run schools. The SABIS® school in Springfield enrolls the same grades we propose to ultimately expand to, and 93% of students reported they planned to attend either a four- or two-year college. The school in Springfield has also experienced a consistently high graduation rate above 98%. School choice has always been an option for the more affluent families. We seek to provide the same choice for all families and to prepare their children for college. The same SABIS® educational program being implemented in the private and school sector internationally will be specifically tailored to serve our students’ needs in the same way as done at other SABIS® schools. Clearly parents and the community recognize the need for a proven college preparatory charter school and our founding board looks forward to providing that choice.

### II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS?

**A. EDUCATIONAL PHILOSOPHY**

As mentioned in our vision statement, our broad academic goals are to have our students make continual progress toward mastery of all grade-level academic standards; achieve mastery of all high school academic standards, including a high-level understanding of math and science; and graduate, fully equipped for success in college, work, and life.

Our intent is to develop core values, skills, knowledge, confidence, and character in our students that will lead them to care not only about themselves, but about their peers and humankind, propel them to success at the school, in college, and in their careers, and help them realize the fulfillment of a socially contributory life. The school will develop and strengthen students, and by extension, the community, with ethical, moral, and civic values, thus molding young men and women with the knowledge, skills, and social judgment they will need to face the challenges of the times. The board believes students with a SABIS® education, especially in a multicultural setting, will be empowered to provide leadership in our community and throughout the world. The mastery-based curriculum provides the knowledge base needed by today’s citizens, and the positive culture and climate created by empowering students through the Student Life Organization gives them the confidence and social skills needed to navigate through our multicultural world. This will school will have a significant impact on the entire Springfield community and help to lift up struggling minority community members as well as provide a well-educated workforce to local employers.

How will our school develop these characteristics in its students? Is it even possible, given the research that shows the best predictors of student achievement are parents’ income and educational attainment, and given that a high percentage of our students will likely come from low-income, single-parent families where the parent may not have finished high school? We believe it is possible through the development of a “High Expectations/No Excuses” school culture – a culture that reinforces: 1) the expectation that every child will succeed; and 2) a relentless commitment by school leaders and teachers to overcome obstacles and ensure that students succeed and are prepared for college after graduation. We will make such a culture the foundation of our success. Moreover, as our students experience this culture, they will come to internalize and share its expectations,

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2 In fact, 100% of SABIS International’s seniors have been accepted to college for 11 straight years.
especially as these expectations become reinforced by our students’ personal experience of academic success – an experience facilitated by the diverse school features discussed below.

One such feature of our school will be its caring school climate: a climate that makes students feel that they are cared about, and results in our students caring about others, also. (Children learn to love by being loved.) Research shows that students develop a high intrinsic motivation to learn when they feel they are cared about at their school and belong, and that this feeling can be fostered by an instructor who demonstrates “warmth and openness, encourages student participation, is enthusiastic, friendly and helpful, and is organized and prepared for class.” Feeling that their teacher has their best interests at heart, students open themselves up to their teacher’s instruction and experience the intrinsic joy of learning. Coming to care about their peers – and, as they grow, the world beyond – students want to make a social contribution: first, perhaps, by contributing to a group learning project (as adults, perhaps, by working to end world hunger) or by tutoring a peer. Empowered by their developing skills and knowledge to make contributions to peer learning groups, and gaining satisfaction thereby, students also experience the instrumental value of learning. For them, learning becomes not only joyful and intrinsically valuable, but also appreciated for its instrumental value, including the satisfaction that learning facilitates by enhancing an ability to benefit others. These dynamics increase student motivation and are among the reasons we will make a central theme of our school closing the achievement gap that currently serves as barrier to social and economic progress.

Assisting the development of our school-wide, high expectations culture and caring school climate will be our explicit values, study habits, and character education, and our community building exercises. From the earliest grades, we will teach about and focus praise upon considerate behavior, the development of good study habits, the development of good character traits such as self-discipline and perseverance, and the development of constructive peer relationships – not upon students’ innate abilities. We’ll say, “Great job!” not “Oh, you’re the smartest!” to encourage students to value their own and others’ efforts and not have students worry about their own or others’ relative aptitudes.

We believe that great confidence, initiative, and leadership are not born fully developed. People develop confidence through the experience of competence – first relative to small challenges, than relative to greater. This same dynamic applies to initiative and leadership. To help develop students’ confidence, initiative and leadership, Springfield Prep will feature the SABIS Student Life Organization® in grades 5-12 that is created, led, and populated by students, not organized and managed for them by the school’s faculty. This organization will meet not just after the school day, but also during it, and all students will be involved in student-led initiatives to provide academic assistance or enjoyable activities for their peers, or to in some way improve the school climate and experience for their peers.

The board and SABIS® share a philosophy that revolves around the firm belief that a university education is academically accessible to most students, rather than a select few. After visiting SABIS International Charter School several times, we believe that the success of an educational institution should be measured by the value it adds to each student. Students will enjoy the opportunities provided by a solid education in college and beyond. They will develop into individuals who master the skills that enable them to achieve success in a changing world.

Many young people in Springfield fail to graduate high school, and many who do graduate have not mastered standards beyond those tested by MCAS, a relatively low bar that leaves these students

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woefully unprepared to succeed at the post-secondary level. We want our students to clear a much higher bar – one that leaves them fully equipped to realize their dreams and help build a better world.

Our mission and philosophy is based on our intent to increase student achievement through academic and organizational innovation. The SABIS® program is a proven and effective educational model based on high expectations for all students and is geared at all levels toward achieving outstanding results. Character development will occur through the implementation of the SABIS Student Life Organization®, which is an integral part of the SABIS® Educational System and an important part of every school day. Emphasizing the acquisition of 'life skills' through real-life experiences, the SABIS Student Life Organization® is a student-led society that empowers students to hold responsibility for many aspects of school life. While providing opportunities for emotional, social, and moral growth, the SABIS Student Life Organization® helps students develop their academic, managerial, organizational, and leadership skills in a variety of academic and non-academic activities. These include peer tutoring, planning athletic activities and social events; organizing community service projects; clubs, and being involved in the school newspaper and school yearbook. Through the Student Life Organization®, students learn to:

- Promote high social, ethical, and moral values
- Become active and constructive members of a community
- Develop academic, managerial, organizational, and leadership skills
- Acquire and refine the attitudes that give them an edge in college and throughout life
- Form circles of lasting friendship
- Get involved in a variety of student-led activities

Through this student-led organization, students develop a broad range of abilities and experiences by learning to be effective and valuable team players, cooperative, and self-confident, thus becoming more likely candidates at top universities. The SABIS® educational philosophy is informed by research, actual academic results from external assessments, and the knowledge and experience learned from operating high-performing schools across the world and in many communities across the United States. These schools consistently prove that all students can achieve at the highest levels if their schools provide the right structures, support, and systems focused on accountability for student learning.

Distinctive elements of Springfield Prep will include:

- A high-expectations/no excuses academic culture and a caring school climate
- Positive values, habits, character and community building
- Student Life activities that teach confidence, initiative, and leadership
- A longer school day with more time for critical learning
- Formalized relationship with STCC that exposes our students to college life early
- A carefully sequenced core curriculum, aligned with state and common core standards
- Advanced Placement and college-level courses (in high school)
- Instructional groupings by students’ level of standards mastery, not presumed ability
- Teacher training in, and use of, the SABIS® instructional methods and pedagogies
- A system of class prefects and peer tutoring
- Integrated assessment system that enables student learning to be tracked weekly
- Intensive teacher tutoring when a student exhibits difficulty mastering a standard or concept
- A sophisticated academic performance monitoring and parental communication system
B. CURRICULUM AND INSTRUCTION

✓ Explain the process utilized to identify the curriculum that will be used by the school and provide reasons why the curriculum was chosen for the school.

To achieve our school’s mission, we will utilize the SABIS® core curriculum which is rigorous, sequential and focused on preparing students for college. The SABIS® curriculum is based on international standards and has been aligned to the Massachusetts Curriculum Frameworks. SABIS® employs over 120 staff members in its Academic Development Department and work is currently underway to align the curriculum to the Common Core Standards. The SABIS® model and curriculum was chosen because it is an effective and proven program in Massachusetts and elsewhere serving students not too dissimilar from those we anticipate enrolling.

✓ Provide an outline of the curriculum that will be used by the school, including the content and skills to be taught in the core content areas at each grade level. Four grade levels should be included in the text of the application. All additional grade levels must be included in the attachments, but will not be counted toward the page limit. For proposed schools that plan to have fewer than four grade levels, please include all the intended grades in text of the application.

The SABIS® curriculum is designed to provide knowledge and skill in a range of subjects in addition to the three core subjects of English, mathematics, and World Language. These subjects include science, social studies, art, music, health, physical education and computer technology. The three core subjects are broken down into sub-subjects. English and World Language, for example, include the sub-subjects of comprehension, composition, grammar, spelling and vocabulary. The full K-12 curriculum outline is available for review, but due to page limitations, we have provided a sample in the Attachments 7-9. Each subject in the SABIS® curriculum is reduced to its smallest units of knowledge, known as essential concepts. These essential concepts serve as the building blocks of overall knowledge. It is part of the teacher’s mission to make sure that each student masters one set of concepts before proceeding to new material. This table is a guide for the four grade levels for which curriculum outline is provided in the text.

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Spanish</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>Grade 5</td>
<td>Levels I-IV</td>
<td>Grade 6 Science</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Grade 6</td>
<td></td>
<td>Grade 7 Life Science</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Grade 7</td>
<td></td>
<td>Grade 8 Earth Science</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Grade 8</td>
<td></td>
<td>Grade 9 Biology</td>
</tr>
</tbody>
</table>

Note: The Objectives/Outcomes listed are just a few samples of a much deeper and broader set of content and skills.

<table>
<thead>
<tr>
<th>ENGLISH Subject/Content</th>
<th>Grade Five Objectives/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>Make inferences; Use context clues; Predict outcomes; Identify main idea and details; Understand sequence; Understand cause and effect;</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Define key words; Identify parts of speech; Understand and use words in proper context; Identify and understand multiple meaning words;</td>
</tr>
<tr>
<td>Grammar</td>
<td>Distinguish between sentences and fragments; Identify declarative, interrogative, imperative, and exclamatory sentences; Use correct present, past, and future tense form of verbs;</td>
</tr>
<tr>
<td>Writing/Composition</td>
<td>Understand and use the five stages of the writing process: Form and indent paragraphs; Develop a topic sentence; Use supporting details;</td>
</tr>
<tr>
<td>Spelling</td>
<td>Understand and apply the rules regarding: Short vowels; Vowel digraphs; R-controlled vowels; Adding –ed and -ing; Prefixes and suffixes;</td>
</tr>
<tr>
<td>Handwriting</td>
<td>Apply Zaner-Bloser cursive handwriting</td>
</tr>
<tr>
<td>Study Skills</td>
<td>Use the dictionary; thesaurus; encyclopedia; library; Identify the parts</td>
</tr>
</tbody>
</table>
### ENGLISH

#### Grade Six

**Subject/Content**

<table>
<thead>
<tr>
<th>Literature</th>
<th>Know the elements of a short story; Know what a protagonist and antagonist is; Understand how an author creates suspense; Know the elements of drama;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Identify &amp; define new words. Know pronunciation, parts of speech and spelling. Know what synonyms and antonyms are; Be able to use new words in context. Be familiar with the study of etymology.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Be able to define a noun, verb, adverb, adjective, and pronouns, personal and subject pronouns; possessive pronouns; demonstrative pronouns. Define a conjunction; identify conjunctions in a sentence; the function of coordinating conjunctions;</td>
</tr>
<tr>
<td>Composition</td>
<td>Be able to write a clear topic sentence. Know the different steps to writing a strong paragraph: Be able to write smooth flowing sentences.</td>
</tr>
</tbody>
</table>

#### Grade Seven

**Subject/Content**

<table>
<thead>
<tr>
<th>Literature</th>
<th>Know the meaning of the word “genre” and understand that short stories are a type of genre; know drama, various types of nonfiction, Know what a limerick is and be able to write one; elements of a novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Understand denotation/connotation, literal/figurative meanings; synonyms and antonyms; analogies; Build with word roots.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Identify concrete and abstract nouns; Know what indefinite pronouns are; Distinguish between action verbs and linking verbs; prepositions</td>
</tr>
<tr>
<td>Composition</td>
<td>Understand the writing process; Be able to write descriptive, narrative and expository essays; Know how to write different types of letters.</td>
</tr>
</tbody>
</table>

#### Grade Eight

**Subject/Content**

<table>
<thead>
<tr>
<th>Literature</th>
<th>Be able to identify the exposition, the rising action, the climax, and the resolution of a short story; Be able to analyze the theme of a story; Be able to interpret Homeric similes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Define new words; Know their part of speech; Know how to use them in sentences; Know their synonyms and antonyms; how to use analogies.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Know that nouns may be formed with a noun suffix such as –ation, -ism, -ance, -ment, -ness; Know what indefinite pronouns are; Know when to use the adjective bad and when to use the adverb badly.</td>
</tr>
</tbody>
</table>

### MATH

#### Grade Five

**Subject/Content**

<table>
<thead>
<tr>
<th>Basic Facts</th>
<th>Know addition and subtraction facts; Know multiplication and division facts; Solve word problems using addition and subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers and Place Value</td>
<td>Read and write numbers through billions; Read and write Roman numerals; Compare and order whole numbers</td>
</tr>
<tr>
<td>Addition and Subtraction</td>
<td>Estimate sums by rounding to the nearest ten, hundred, thousand, or dollar; apply the zero property, commutative property, associative property and the use of parentheses</td>
</tr>
<tr>
<td>Decimals</td>
<td>Read and write decimals though thousandths; Estimate decimal products and quotients; Multiply and divide decimals by a multiple of 10; fractions to decimals</td>
</tr>
<tr>
<td>Subject/Content</td>
<td>Grade Six</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Logical Thinking</strong></td>
<td>Grade Six</td>
</tr>
<tr>
<td><strong>Terminology</strong></td>
<td>solve word problems using elementary combinatorics; requiring multi-step thinking, by thinking backwards; solve logic puzzles</td>
</tr>
<tr>
<td><strong>Fractions</strong></td>
<td>reduce fractions to lowest terms, order fractions; convert mixed numbers to improper fractions; convert improper fractions to mixed numbers;</td>
</tr>
<tr>
<td><strong>Decimals</strong></td>
<td>state decimals out loud; take decimal dictation; round decimals to any desired place value; order decimals; add or subtract decimals; multiply whole numbers by decimals</td>
</tr>
<tr>
<td><strong>Percents</strong></td>
<td>convert percents to fractions; convert percents to decimals; calculate x% of y (where y ∈ whole numbers); determine what percent x is of y</td>
</tr>
<tr>
<td><strong>Conversions</strong></td>
<td>convert between linear metric measurements; (meters/sec to km/hr, etc.); convert between two and three dimensional metric measurements</td>
</tr>
<tr>
<td><strong>Measurement</strong></td>
<td>calculate the perimeter of a square given either its side length or its area calculate the area of a square given either its side length or its perimeter; define pi</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td>convert a base ten number to a base n number where n ∈ {2,3,…16}; add numbers in base n; multiply numbers in base n; convert a base n number to a base 10 number</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Grade Seven</td>
</tr>
<tr>
<td><strong>Set Theory</strong></td>
<td>Identify and represent sets by several methods; Identify and denote the empty set Find the cardinality of a set; Define a subset; Identify subsets of a set</td>
</tr>
<tr>
<td><strong>Infinite Subsets of ℜ</strong></td>
<td>Define a rational number; Define an irrational number; Define a real number Diagram the relationships between the infinite subsets of ℜ;</td>
</tr>
<tr>
<td><strong>Logic</strong></td>
<td>Identify and create propositions and open sentences; Find the negation of a proposition or open sentence; Find the conjunction or disjunction of two statements</td>
</tr>
<tr>
<td><strong>Axioms of ℜ</strong></td>
<td>State an axiom from memory, apply the axiom to simplify an expression, recognize the axiom in use and give examples of the axiom in application: Reflexive Axiom of Equality, Symmetric Axiom of Equality, Etc.</td>
</tr>
<tr>
<td><strong>Equations</strong></td>
<td>Define solutions; State the Addition Property of Equality; State the Multiplication Property of Equality; Solve linear equations in one variable of the form a(bx + c) = d</td>
</tr>
</tbody>
</table>
### Mathematics

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Grade 8 - Intermediate Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monomials</td>
<td>state the degree of a monomial; find the greatest common factor of two or more monomials; prove power rules; simplify powers of products of monomials</td>
</tr>
<tr>
<td>Polynomials</td>
<td>use the terminology of polynomials; determine the degree of a polynomial add or subtract polynomials; derive and apply the Binomial Theorem for n= 2 and n= 3</td>
</tr>
<tr>
<td>Factoring Polynomials</td>
<td>Factor a perfect square trinomial, a difference of squares, a sum of cubes, a difference of cubes, quadratic trinomials; Factor four, five, or six terms polynomials by grouping</td>
</tr>
<tr>
<td>Rational Expressions</td>
<td>Define a rational expression; restrict values of variables in rational expressions; Simplify rational expressions; Determine when a rational expression is equal to zero</td>
</tr>
<tr>
<td>Ratios and Proportions</td>
<td>Prove several properties of proportions; Solve word problems involving proportions and percents in particular</td>
</tr>
<tr>
<td>Variation</td>
<td>Define direct and inverse variation; Find values of specific variables when one variable varies directly or inversely with others given sufficient information</td>
</tr>
</tbody>
</table>

### SCIENCE

#### Grade 6 - Science Objectives/Outcomes
- Understand Life Processes of Living Things
- Know Cell Structure and Function; Understand Cycles in an Ecosystem; Be familiar with Populations; Know the Ocean and Living Things in the Ocean; Identify Charles Darwin;
- Understand the Process of Change; Know the Origin of the Earth; Describe Moving Continents;
- Describe Earthquakes; Understand; volcanoes/Weather and climate; Understand Stars in Motion; Understand Atoms; Know Elements and Compounds; Describe Electricity

#### Grade 7 – Life Science Objectives/Outcomes
- Understand Measuring With Scientific Units
- Be familiar with Graphing, Microscopes and Lasers
- Know Characteristics of Living Things
- Describe Matter/Understand The Cell Theory
- Know the Parts of a Cell Growth and Division
- Understand Natural Selection; Be familiar with Identifying Organisms; Know Plant Organisms
- Describe The Animal Kingdom; Know Common Traits of Vertebrates; Understand Fishes/Amphibians/Reptiles/Birds and Mammals; Be familiar with Natural Resources;

#### Grade 8 - EARTH SCIENCE Objectives/Outcomes
- Be familiar with Measuring; With Scientific Units; Be familiar with Graphing; Understand Structure of Matter; Energy and Changes in Matter; Earth’s Elements; Understand Minerals;
- Be familiar with Rocks and Weathering; Be familiar with Soils; World Soil Types;; Understand Earthquakes, Drifting Continents; Plate Tectonics; Evolution of Life; Fossil Record; Structure of the Atmosphere, Weather Prediction, climate change; Earth In Space, Earth-Moon System, Understand Human Ecology

### WORLD LANGUAGE - SPANISH

#### Spanish Subject/Content

<table>
<thead>
<tr>
<th>Grade 1 Objective/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>Oral / Aural</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
</tbody>
</table>

- Reading Comprehension: Read small stories and dialogs and identify different pictures of actions about the stories; Understand questions and answer with complete sentences
- Oral / Aural: Identify the right word while listening to the teacher; Practice phonetics regularly; identify vowels, syllables and words orally and in writing.
- Vocabulary: Correctly identify, spell (orally and in writing), pronounce, translate, define and use in context vocabulary words from reading & grammar units; Find antonyms, synonyms.
Springfield Preparatory Charter School

<table>
<thead>
<tr>
<th>Vocabulary Themes</th>
<th>Greetings; Classroom commands; Family members; Numbers 1-100,000,000; House, inside and out; Tools; Clothing, Food and Meals; Kitchen Utensils and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Learn the gender and number of nouns; Learn the prepositions; <em>dentro, encima, debajo, detrás, en, enfrente.</em></td>
</tr>
<tr>
<td>Composition</td>
<td>Summarize a reading text or dialogue; Look at an action picture and write affirmative, negative and interrogative sentences.</td>
</tr>
<tr>
<td>Memorization</td>
<td>Understand a short poem, excerpt, dialogue; Learn prononciation and spelling.</td>
</tr>
</tbody>
</table>

**Spanish Level II**

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Objectives/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>Read a text and recognize if a given statement about that text is true or false. Identify multiple choice questions; Recognize statements.</td>
</tr>
<tr>
<td>Oral / Aural</td>
<td>Understand and answer in complete sentences questions about a text and disjointsers. Write a dictation with correct spelling and punctuation.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Correctly identify, spell (orally and in writing), pronounce, translate, define and use in context vocabulary words from reading and grammar units.</td>
</tr>
<tr>
<td>Vocabulary Themes</td>
<td>Know farm Animals; Descriptive words; Public spaces and activities; Celebrations Time; Seasons, Months, Days and Holidays; Body parts, including Face and Color</td>
</tr>
<tr>
<td>Grammar</td>
<td>Recognize interrogative sentences. Conjugate <em>conocer, dar, poner, saber, salir, traer, ver, decir, oir, pedir, repetir, seguir, corregir.</em> Use the personal al.</td>
</tr>
<tr>
<td>Composition</td>
<td>Look at an action picture and write affirmative, negative and interrogative sentences. Write paragraphs about self. Write short descriptions. Write a letter or a story.</td>
</tr>
</tbody>
</table>

**Spanish Level III**

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Objective/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>Understand questions and answer with complete sentences. Understand questions of literal and inferred meanings. Identify pertinent grammar concepts.</td>
</tr>
<tr>
<td>Oral / Aural</td>
<td>Identify the right word while listening to the teacher. Understand and produce general classroom language (class is always conducted in Spanish)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Correctly identify, spell (orally and in writing), pronounce, translate, define and use in context vocabulary words from reading and grammar units.</td>
</tr>
<tr>
<td>Vocabulary Themes</td>
<td>Expressing Emotions and Reactions; Directions &amp; Geography, including major cities in Hispanic Countries; Weather and Nature.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Use and conjugate <em>ser</em> and <em>estar</em>. Conjugate <em>jugar</em> and <em>dormer</em>, <em>hacer</em> and <em>ir</em>. Use the expression <em>Hay</em>. Learn the contractions <em>al</em> and <em>del</em>.</td>
</tr>
<tr>
<td>Composition</td>
<td>Look at an action picture and write a paragraph incorporating a variety of sentence types and constructions. Write short descriptions. Write a letter or a story.</td>
</tr>
</tbody>
</table>

**Spanish Level IV**

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Objective/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>Glean cultural and historical references. Identify pertinent grammar concepts. Perfect usage of a bilingual dictionary.</td>
</tr>
<tr>
<td>Oral / Aural</td>
<td>Acquire an ability to express oneself orally within the context of class readers in order to define, recount a story line, sketch characters give personal views, etc.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Correctly identify, spell (orally and in writing), pronounce, translate, define and use in context vocabulary words from reading and grammar units.</td>
</tr>
<tr>
<td>Vocabulary Themes</td>
<td>Expressing Emotions and Reactions Directions &amp; Geography, including major cities in Hispanic Countries; Sports and Play</td>
</tr>
<tr>
<td>Grammar</td>
<td>Use and conjugate <em>ser</em> and <em>estar</em>. Learn the contractions <em>al</em> and <em>del</em>. Identify verbs in the infinitive form. Learn/use <em>acabar de</em>, <em>dentro, encima, debajo, detrás, en, enfrente.</em></td>
</tr>
<tr>
<td>Composition</td>
<td>Write paragraphs about self. Write short descriptions. Write a book report of each class reader. Use vocabulary, grammar, sentence structures appropriate to the level.</td>
</tr>
</tbody>
</table>
✓ Include non-academic goals for students that are consistent with the stated mission, academic program, and educational philosophy of the school.

We believe that supporting our students to become productive and responsible citizens who have the self-confidence, a strong character and solid moral foundation is as important as developing our students academically. Therefore, clear non-academic goals will be developed (in our accountability plan) that assesses student growth as leaders and as responsible individuals. The Student Life Organization described earlier will serve as the main method to cultivating a positive and cooperative culture and climate that leads to character development.4 Our students will embrace and observe these Basic Beliefs:
1. Always try.
2. Do your best.
3. Cooperate and actively help others.
4. Treat others with respect.
5. Manage yourself.
6. Respect the property and rights of others.

In order to help develop responsible citizens, we believe it is important to instill in our students a moral responsibility to their peers, their school and their community. We believe that to secure this right, and to advance our mission, we must teach, exemplify and encourage – and engage our students in developing – positive values, behaviors and character traits, and that we must foster a positive and caring environment and enforce discipline to correct negative behaviors that would undermine our learning environment.

We have a number of non-academic goals for our students and a number of institutional goals for the school which successfully attained will support our desired student outcomes, including high academic achievement. The non-academic goals we have for our students are:
- Our students feel cared about, care about their peers, and have a sense of belonging (measured through surveys and retention rates)
- Our students value their common work of learning and develop strong study habits from the earliest grades (measured by a survey, attendance rates, homework completion)
- Our students develop confidence, strong character, and a desire to contribute to every community of which they are a member (measured by a survey, participation in Student Life, participation in tutoring programs, and community service in and out of school)

✓ Describe a clear plan and curricular components that will facilitate ongoing development, improvement, and refinement of the curriculum.

The school’s Academic Quality Controller is the school’s instructional leader and is responsible working together with SABIS® program/subject coordinators to ensure the curriculum is effectively meeting the school’s goals and student needs. Data collected weekly through the Academic Monitoring System tests, and through a variety of other regular tests such as Periodic and end-of-term exams, will serve to inform school and SABIS® staff on what improvements and curriculum refinements need to be made.

By using the SABIS® system, the school will have a huge head start in utilizing a well-established curriculum and assessment system in Massachusetts that relies on extensive computerized data tracking to ensure learning is taking place at the student and classroom level. The performance data generated from the weekly assessments are an invaluable tool for teachers, administrators and SABIS® staff to evaluate both curriculum and teaching effectiveness. Teachers are able to review

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test results weekly, and evaluate and reflect on which concepts their students understood and whether revisions need to be made to the curriculum and/or their instructional techniques.

✓ **Describe the process and procedures used to evaluate whether the curriculum is effective and successfully implemented.**

SABIS®’ Academic Development Department has created curriculum alignment templates, unit plans and pacing charts in order to ensure that the two Massachusetts charter schools operated by SABIS® are in fact implementing an educational program and that it is aligned with Massachusetts standards and frameworks. Using a wide array of internal assessment data (see assessment section) as well as external data from MCAS and STAR Reading and Math assessments, the Academic Quality Controller will work closely with SABIS® staff to ensure the curriculum remains aligned to the state’s frameworks.

SABIS® provides weekly Pacing Charts to make teaching more efficient. Pacing charts detail what should be taught, week-by-week throughout the academic year, identifying the rate of instruction and the introduction of material. SABIS® Pacing Charts are indispensable tools in the SABIS® process for teaching, learning and assessment. Pacing charts give teachers a timetable for instruction, identifying what should be taught week-by-week throughout the school year. Pacing charts are determined early in the term and reviewed by administration and teachers on a regular basis so that the concepts and skills, as well as the format of the information to be tested, are accurate and appropriate. The SABIS® college preparatory curriculum is a rigorous and highly successful curricular model implemented at SABIS International (SICS) in Springfield, at Holyoke Community Charter School in Holyoke and in 10 other charter schools in the US.

The SABIS® core curriculum has been aligned with the Massachusetts Curriculum Frameworks and SABIS® staff will continue to make any modifications to the SABIS® curriculum, as necessary, to ensure full alignment. As an international operator of K-12 public and private schools, the international SABIS® curriculum has been designed to prepare all graduates for the most competitive colleges and universities worldwide. It is based on rigorous international standards that have been successful in preparing 100% of SICS students for acceptance to college for the past eleven straight years. The International Academy of Flint (Michigan), which enrolls close to 90% African American with over 75% classified as low-income, has had 100% of its graduates accepted to college for the last seven years in a row. More importantly, by high school, African American and low-income students are outperforming their state’s white and non-low-income peers. A brief outline follows describing the SABIS® curriculum that will be used is provided as an attachment. Additional curricular outlines are available for DESE application reviewer.

✓ **Describe the process that will be used to align the curriculum to the MCF.**

The SABIS® curriculum, in conjunction with the Massachusetts Curriculum Frameworks (and the Common Core Standards once they are adopted in full) will serve as the foundational resource for curriculum development. Each year, our school’s teachers, Academic Quality Controller, school director, and heads of departments, together with SABIS® curriculum specialist will thoroughly examine the Frameworks to ensure alignment with SABIS® curriculum. The MCF’s learning standards will serve as the organizing framework for the SABIS® Scope and Sequence across grade levels and subjects.

✓ **Identify which individual(s) on the school’s organizational chart will be responsible for the above processes and procedures.**

The school’s instructional leader is the Academic Quality Controller (AQC). The AQC will be responsible for overseeing the implementation of the school’s curriculum and ensuring the curriculum meets expectations in design, implementation, and results. The AQC reports to the school Director, the overall leader of the school, and also reports to SABIS® Academic operations...
department. (Please refer to the “Management section” for a detailed description of the skills and qualities of the AQC and Director as well as specific job responsibilities.)

- **Describe the pedagogy or instructional methods that will be used to deliver the curriculum model(s).**
  
  In order to achieve world-class standards, the proven SABIS® curriculum will be implemented by using SABIS® teaching and evaluation methods. This effective educational model, successfully implemented in Massachusetts for the past 16 years, has achieved a demonstrable record of academic performance with the same diverse student population as the one we anticipate serving. As mentioned previously, the SABIS® system is widely accredited and has considerable research supporting their system of education.

  The curriculum is implemented using the SABIS Point System® of teaching which enables teachers to efficiently maximize the amount of concepts and material covered in a class period. The success of the school will be measured in part by the value it adds to each individual student. That said, we will make field-tested lesson plans that are aligned with academic standards and carefully sequenced to facilitate student mastery available to teachers, together with SABIS®-vetted curricular resources. In addition, we will provide teachers with extensive training in effective class management techniques and effective pedagogies for delivering our curriculum. We believe teachers will embrace our lesson plans, curricular resources, and pedagogies for the teaching of most academic standards, and that these supports will increase teacher retention (because teachers don’t have to develop every lesson plan from scratch) and our model’s sustainability and scalability, even as this avoids constant reinvention of the flat tire (i.e., ineffective lesson plans).

  Each teacher is provided with a pacing chart for the subject area taught. The pacing chart serves as a syllabus, detailing what should be taught, week-by-week, throughout each of the three terms of the school year. The pacing charts, which are converted by teachers into lesson plans, ensure that instructors teach the essential skills and knowledge required for advancement. Through carefully created planning and point-by-point teaching following a pacing chart, all students master the material and progress at the designated pace. Each separate point is taught to the class through presentation, explanation, examples and questions. Teachers lead the students in accomplishment of the first point before moving on to the next. The teacher re-teaches the point if necessary until all students demonstrate understanding through an exercise, and the point is checked off; the class then moves on to the next point. Delivery of curriculum will follow a repeating three-step process: first, teach a point or concept; second, have students practice, individually and in groups; third, teacher checks-in with the group’s student leader (prefect) to assess whether the concept was learned before moving on to the next lesson.

  Students who have difficulty achieving academic success are assigned to Intensive classes, resource rooms, and/or tutoring sessions to help them understand the skills and concepts that are being addressed in the pacing charts. The main objective of the Intensives is to get students caught up and returned to their classrooms as quickly as possible.

  We believe that peer teaching can also be a powerful tool. Hence, at our school, when class assignments follow instruction, a student prefect system will be used to facilitate a quick check of students’ work and immediately let teachers know if a point needs to be re-taught. Research shows that student learning motivation increases when students see a peer with which they identify succeed at a task.\(^5\) The student prefect system provides such peer models, and facilitates peer tutoring assistance, even as it advances our character development goals. Homework assignments will also

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be used to further reinforce classroom learning, and also to give teachers additional information about each student’s mastery of recently covered standard points.

Describe how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including students with diverse learning styles, English language learners, special education students, students who enter below grade level and other at-risk students who should be targeted in order to eliminate the achievement gap.

Adams (1996) summarized research that found Direct Instruction\(^6\) to have better immediate and long-term achievement for at-risk students in the three areas of basic skills, cognitive/conceptual skills, and affective skills. Meaningfully significant results were obtained compared to eight other models of instruction. The students were from urban and rural locations, different ethnic groups, various cultures, and levels of ability. The system is also efficient, teaching more skills in less time by being more concentrated.

Studies of the achievement effects of group learning have taken place in many countries of the world, in every major subject, at all levels, in all types of cooperative interventions. Many schools studied were similar to the demographics of SABIS® member schools. Group learning theory works very well with the SABIS® educational method that uses a student prefect to check the work of peers in small groups.

Springfield’s needs are not dissimilar to those in other communities, and we feel the SABIS® system provides many tools for us to adapt to the needs of our students. These cutting edge instructional and data tools will enable us to identify gaps in student knowledge and work to close those gaps in an efficient and systematic way.

One of the great debates relative to academic standards concerns whether schools should teach students what some deride as “mere facts,” or should focus instead on having students experience the intrinsic joy of learning, and on their developing life-long learning skills. We believe this is a false choice. Developing life-long learning skills is important, but so is the learning of facts – i.e., cultural literacy – as was eloquently argued with persuasive evidentiary support by E. D. Hirsch.\(^7\)

For this reason, we readily affirm the Massachusetts Curriculum Frameworks and Content Standards and the Common Core Content Standards that have been collaboratively developed by the states. Both require that students learn both high-level skills and factual knowledge, and we will focus on having our students master these state and common core standards, together with additional school-specific standards that reflect our belief in the importance of values and character education. Because instructional time is extremely valuable, the SABIS® curriculum and school model was chosen not only because it has a proven record of achievement, it is regularly assessed for effectiveness by SABIS® subject experts and modified and realigned as needed. It has also been widely accredited by several prestigious accreditation bodies, such as AdvancED.

Explain how the school will ensure that teachers are proficient in delivering the chosen instructional methods.

The school’s Academic Quality Controller, and school director, will be responsible for ensuring that teachers are proficient in delivering the SABIS® instructional methods. A number of strategies will be used for ensuring the quality of instructional methods:

Pre-opening training: Each summer, teachers will be required to participate in a 2-week training before the first day of school. During this training, teachers will receive professional development


on instructional techniques, classroom management, use of manipulatives, the Point and Prefect system, and school policies, all of which are designed to increase effectiveness in the instructional delivery.

Ongoing Professional Development: Professional development is built-in throughout the year. Teachers not only have opportunities to collaborate daily, they will meet formally on a weekly basis to review AMS assessment results, and to access resources and supports that can best address their specific needs. These meetings will enable the AQC and Director to guide teachers to professional development that can build their instructional skills. The school’s schedule will include professional days which will be used for full staff training including instruction-focused professional development.

Observations and Feedback: The school director will observe each teacher frequently, at least once a month, and create a regular schedule to meet with each teacher for a minimum of 45 minutes to review, reflect, and discuss data gathered during these observations.

An effective teacher knows how to teach students at the instructional level appropriate for them. They will consistently use the SABIS Point System® methodology, and scaffold their students’ learning as they consistently monitor student performance throughout the Academic Cycle. They will also re-teach skills if their observations and assessments indicate that students had difficulty with particular concepts. They will rely heavily on weekly AMS™ performance data to gauge individual student and class progress. Great teachers recognize that re-teaching the concept(s) may mean presenting the skill in a new manner using different cues. They will have well-established classroom routines and procedures for handling behavior problems; quick yet clear, smooth transitions; high instructional density with all students engaged in the learning; show evidence of careful, thoughtful lesson planning and delivery; maintain a clear focus on the daily objectives and points, and make appropriate, frequent use of praise and feedback. And they understand that excellent classroom management and careful lesson planning are strongly linked to higher levels of student learning and academic learning time (time-on-task). They are consistently well prepared and follow predictable patterns of behavior and activities.

Briefly explain the process for teacher evaluations.
A teacher’s knowledge of subject matter is critical if students are going to achieve high standards. Teachers who possess a deep knowledge of the subject matter are able to teach more effectively in the classroom. Teachers cannot teach what they do not know well. Therefore, an ideal teacher has deep subject knowledge combined with the ability to motivate students and instill them with a love for learning. They are: hard working; conscientious; flexible; cooperative; polite; tolerant of differences in beliefs and customs; positive in attitude and outlook; have an amiable disposition; and get outstanding student performance results. Teachers will be evaluated according to predetermined, measurable criteria focused on whether they: 1) Practice effective classroom management; 2) use the SABIS Point System® effectively and consistently; 3) teach for learning; and 4), maintain high standards of professionalism. **Administrative Staff Evaluation:** Annual administrator evaluations are performed by the Director, using an evaluation rubric provided by SABIS®. The Director is evaluated directly by SABIS®.

The ultimate goal in the Performance Management Cycle is to improve performance (Performance Management is “ongoing communication to clarify job responsibilities and improve performance continuously”). We believe that performance management is an ongoing and daily process, not just an annual event. Evaluation of staff members involves many formative evaluation steps and includes walkthroughs, classroom “pop-in” visits, informal observations, formal observations with post-observation conferences, working with the employees to correct problem areas, setting goals to
improve performance, detailed documentation of each step, which culminates in a summative final assessment.

The school director, in cooperation with other supervisory staff, will formally evaluate all teachers at the end of each school year and evaluation results are provided to SABIS® corporate staff. The Director will use evaluations to determine whether the quality of an employee’s performance is sufficient to remain on the staff. The Director, Academic Quality Control staff and SABIS® corporate staff will conduct frequent formal and informal teacher observations to identify strengths and professional growth targets. The Director, after consulting with SABIS® corporate staff, will be responsible for directing and overseeing performance improvement as well as undertaking any necessary corrective action against an employee. SABIS® will evaluate the Director at least once a year.

Describe how the school will determine the professional development needs of the staff
We believe that the successful execution of our school design will require careful recruitment, extensive induction and on-going training of our school leaders, teachers, and staff. Training will occur on- and offsite, with SABIS®-led professional development programs constituting an important element for which time needs to be scheduled. Academic performance from the teaching, learning, and assessment will reveal staff development needs. Professional development is tailored to meet the needs and align with our school's vision and goals. Ongoing, embedded, professional development is connected to student achievement. Administrative and instructional leaders are proactive, and actively support the school's educational program, culture, and climate.

Professional development opportunities are provided to teachers, administrators, and other personnel as an ongoing part of the SABIS® program. During training sessions, staff will become familiar with the SABIS® curriculum, pacing charts, teaching methods, the assessment program, classroom management, reporting student performance, student behavior management and discipline, and general policies and procedures typical of a SABIS® school. Opportunities for staff development and career advancement are important toward supporting professionalism and increasing the collective technical expertise at the charter school. Staff will have access to SABIS® Careers, a careers website facilitating worldwide staff recruiting.

Evidence educational philosophy is effective
Springfield’s students are not unlike students in other struggling districts across the country where SABIS® has launched and operated successful charter schools. The SABIS® program’s emphasis on structured learning, frequent diagnostic testing, and high academic and behavioral standards has proven successful in challenging districts like Flint, Michigan, Cincinnati, Ohio, Holyoke and Springfield, Massachusetts, and New Orleans, Louisiana. Struggling or underperforming districts are not in that condition because the students are unable to learn. The SABIS® system is able to correct these flaws and ensure students are able to stay engaged by creating a sequential base of knowledge required to move on to new topics. By employing a weekly diagnostic assessment system that can identify what gaps each individual student has or is developing, we can provide a way to educate any student who walks through the doors. It also allows us to respond to the diverse needs of students. Families deserve this level of rigor and access to the tools that will help all learners succeed.

For example, in Springfield, Massachusetts, the SABIS International Charter School, which opened in 1995, has graduated 100% of its seniors for eleven consecutive years, with 100% accepted to college. Diversity is an asset to the student body with over 60% being students of color. In 2008, this school had the 10th highest graduation rate in Massachusetts out of 284 public high schools. SABIS International was recognized as a top American High School by U.S. News & World Report in 2008 and 2009 and by Newsweek Magazine in 2007. More importantly, by the 10th grade SABIS
International has effectively closed the achievement gap between its black, Hispanic and white students, as well as between its low-income and non-low-income students.

Similarly, the International Academy of Flint, in Michigan, which opened in 1999, has graduated 100% of its seniors for seven consecutive years, and 100% of its graduates have been accepted into public and private colleges and universities. This grades K-12 school, which serves 1,100 students, of whom over 80% low income and 86% are minority, has been recognized as a top American High School by *U.S. News & World Report* in 2007, 2008 and 2009.

In 2011, the graduates of the three SABIS® high schools in the US (two charters and one private) earned over $9 million in scholarships. This record of accomplishment has been repeated in cities and countries around the world where SABIS® has established a stellar reputation of not only preparing its graduates for college, but also getting them accepted to some of the world’s top post-secondary institutions. Over 70% of SABIS International’s class of 2012 has received the state’s John and Abigail Adams scholarship.

Closing the racial and income achievement gaps is the single greatest evidence of the program’s effectiveness. The two urban K-12 schools operated by SABIS®, the International Academy of Flint and SABIS International, separated by over 650 miles, have closed the racial and income achievement gaps by high school8. These two charter schools administered 35 state exams (MCAS and MEAP) in various subject areas over grades 3 through 11. Combined, these two schools closed the Black-White Gap on 13 of the 35 tests: 37%. The two schools had a narrower Black-White gap than their respective states on 20 of the 35 tests: 57%. Therefore, on 94% of the tests, the two charter schools either closed the gap completely or were more effective than their host states in closing the gap.

SABIS International, for example, enrolls 66% minority students, compared to 32% in the state. On average, where the Black-White achievement gap exists at SABIS International, it’s a 15 percentage point gap in proficiency levels. The same Black-White gap in Massachusetts is twice as high with 30 percentage points. From 2008 to 2010, the statewide ELA average for African-American students improved by only 4 percentage points, while SABIS International’s improved by 10 points during the same period.

The SABIS® educational system has demonstrated it works exceptionally well with the same students we anticipate serving because it is a system built to adapt to the needs of learners in every city with a diversity of socio-economic needs. The track-record of success in Springfield starts with the belief that all students can learn and achieve high academic standards, provided gaps in their knowledge are quickly diagnosed and closed. The board of trustees and SABIS® believe that an international college preparatory core curriculum carefully aligned with state standards, combined with a coherent methodology and instructional delivery system, and integrated assessment system providing constant (weekly) feedback, will achieve great success.

**C. PERFORMANCE, PROMOTION AND GRADUATION STANDARDS**

✓ Provide an example of performance standards for a grade grouping of your choice to indicate how students will be graded in three areas: mathematics, English language arts, and one other subject area of your choice. Performance standards should indicate to teachers, parents, and students the attributes that merit a particular letter grade or rubric score. Performance standards should also be clear and easy to understand, not only for teachers and administrators, but also for parents and students. Also performance, promotion, and graduation standards should be based on high expectations that are aligned with the school’s mission, educational program, assessment system and the MCF.

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8 To download the report, *Closing the Achievement Gap: The SABIS® Story*, please visit the Downloads section of www.sabis.net or click on [http://www.sabis.net/educational-systems/downloads.aspx](http://www.sabis.net/educational-systems/downloads.aspx)
Students in grades 1-12 earn scores in mathematics based solely upon what they can show they have mastered under testing conditions. Doing homework is vital to a student’s understanding and solidifying of math, but because it is his chance to learn, it is not scored. What is scored is the following: weekly quizzes, periodic exams, cumulative end-of-term exams, and a cumulative end-of-year final examination.

Our school year is divided into three terms. Students in grades 3 -12 take a weekly quiz in mathematics called the Academic Monitoring System (AMS). The AMS is a proprietary system that is useful to students, teachers, parents, and administrators because it pinpoints small gaps in understanding. SABIS® has a system in place for reacting to these gaps before they get out of hand. As a high percentage of math is cumulative, this detection and resolution of gaps is essential. It allows our program to build a strong foundation for our students so that they can flourish.

Each student’s term grade in mathematics is computed by the following formula: 20% (AMS average) + 30% (periodic exam average) + 50% (end-of-term final exam average). Students take a weekly AMS exam each term which tests them on the fundamental ideas they learned in recent weeks. About every three to four weeks, students sit for a periodic exam in mathematics which requires them to synthesize and apply the mathematics they have been learning. Each end of term exam is cumulative.

The formula for calculating a student’s final year long score in a mathematics course for students in 3rd-12th grade is: 20% of their year-long AMS average + 16% of their term 1 score* + 16% of their term 2 score*9 + 8% of the their average on the term 3 periodic exams + 40% of their score on the final end-of-year exam.

Please note that our scores are NOT curved. We set the standards and it our goal to teach our students mastery. That is, we are aiming for 100% of our students to score 100%. There is room for all to reach the top score. The grades our students receive reflect their actual understanding of mathematics.

By requiring students to pass comprehensive assessments in order to be promoted, we will ensure students are prepared for success at the next grade-level. This is especially important when students move from middle into the high school and when students complete 12th grade and earn their high school diploma. A few brief examples of 8th and 12th grade standards in ELA, math, and science are below:

<table>
<thead>
<tr>
<th>8th Grade Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify and distinguish axioms, theorems, undefined terms and defined terms</td>
</tr>
<tr>
<td>Students will be able to identify a segment, a ray, opposite rays</td>
</tr>
<tr>
<td>Students will be able to prove and apply the Point Plotting Theorem</td>
</tr>
<tr>
<td>Students will be able to define and angle, right, acute, congruent and obtuse angles, exterior angle of a triangle</td>
</tr>
<tr>
<td>Students will be able prove that a point is on the perpendicular bisector of a segment if and only if it is equidistant from the endpoints of the segment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8th Grade English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify and analyze how an author’s use of words creates tone and mood; they will be able to interpret tone and mood, and give supporting evidence from a text.</td>
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</tbody>
</table>

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* This Term score is calculated without the AMS average because the year-long AMS average is already one-fifth of their score.
<table>
<thead>
<tr>
<th>8th Grade Science</th>
<th>10th Grade Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to make inferences about: setting, character, conflict, author’s purpose/viewpoint, historical context, theme.</td>
<td>Students will understand measurement and uncertainty, order of magnitude, speed, vectors and scalars, acceleration, uniformly accelerating motion, Electromagnetism; and Electromagnetic Radiation.</td>
</tr>
<tr>
<td>Students will be able to relate a work to the historical time period of its setting.</td>
<td>Students will know Newton’s first, second and third laws of motion, mass, force, falling bodies</td>
</tr>
<tr>
<td>Students will be able to make predictions based on evidence from the text.</td>
<td>Students will know Kinematics of Uniform Circular Motion, constant and varying force, kinetic energy</td>
</tr>
<tr>
<td>Students will identify the purpose of a paragraph.</td>
<td>Students will know Conservation of Momentum, Collisions and Impulse, Conservation of Energy and Momentum in Collisions, power, Inelastic Collision, Elastic Collisions in One Dimension – Solving Problems Using Momentum and Energy Conservation</td>
</tr>
</tbody>
</table>

| Students will recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system. | Students will understand characteristics of stars, life cycles of stars, earth in space, solar system |
| Students will define the theory of plate tectonics, drifting continents, understand earthquakes, and describe water and soil erosion. | Students will give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium and climate change |
| Students will relate particle movement to changes in temperature, heat and phase, storms | Students will relate particle movement to changes in temperature, heat and phase, storms |
| Students will understand characteristics of stars, life cycles of stars, earth in space, solar system | Students will demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings. |

<table>
<thead>
<tr>
<th>12th Grade English</th>
<th>12th Grade AP Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes; and will create and sustain arguments based on readings, research and/or personal experience.</td>
<td>Students will critically analyze and evaluate experimental designs for accuracy, including variables, controls, adequate data, sampling, and logical conclusions and suggest design improvements when appropriate.</td>
</tr>
<tr>
<td>Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, while demonstrating understanding of the conventions of citing primary and secondary sources.</td>
<td>Students will choose appropriate summary statistics to describe group differences, always indicating the spread of the data as well as the scientific data's central tendencies; Make and use tables, charts, graphs, and scale drawings to make scientific arguments and claims in oral and written presentations.</td>
</tr>
<tr>
<td>Students will produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions.</td>
<td>Students will understand and demonstrate the ideas of system, model, change, and scale in exploring scientific and technological matters, and explain how systems in state of equilibrium.</td>
</tr>
<tr>
<td>Students will demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.</td>
<td>Students will be familiar with the forms and transformations of energy and the significance of energy in understanding the structure of matter and the universe.</td>
</tr>
</tbody>
</table>
Students will describe the work of the Curies, Rutherford, Meitner, Einstein, and Fermi that led to our understanding of radioactivity; Describe the particles and forces that make up electrons, neutrons, and protons; Understand that ions are formed by the gain or loss of electrons; Explain how molecular and ionic structures determine the properties of substances.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Credits per Year</th>
<th>Years Required</th>
<th>Minimum Level Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.3</td>
<td>4*</td>
<td>All 4 Years’ Course of Study</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1.3</td>
<td>4*</td>
<td>Level K Algebra III and Level K Geometry II</td>
</tr>
<tr>
<td>World Language</td>
<td>1.3</td>
<td>4*</td>
<td>All 4 Years’ Course of Study</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>3</td>
<td>1 Life Science &amp; 1 Physical Science</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>1</td>
<td>3</td>
<td>1 Year of American/U.S. History</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>0.5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.2</td>
<td>1 term</td>
<td>Required All 4 Years</td>
</tr>
<tr>
<td>Health</td>
<td>0.2</td>
<td>1 term</td>
<td></td>
</tr>
<tr>
<td>Computer Studies</td>
<td>0.5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>0.5</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>0.3</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Total # of Credits Required for Graduation</strong></td>
<td><strong>26</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
*Or upon completion of an Advanced Placement (AP) course and a score of at least 3 on the AP test of that subject.

Total number of credits required for Graduation: Minimum of 26 Credits.

Students MUST complete and pass a course before any credit is earned. There will be NO partial credit given.

✔ Clearly describe the proposed school’s policies and standards for promoting students to the next grade, achievement level, or grouping level.

Promotion Standards: We will have rigorous academic and social benchmarks for every grade, and these will serve as are our promotion standards. A student must be able to demonstrate 60%\(^{10}\) mastery of these benchmarks in order to move to the next grade. The various assessments we will be using are detailed in the Assessment Section. If a student scores below 60%, he must attend summer school and pass in order to be promoted to the next level. If a student fails both math and English, he must repeat the entire grade the following year.

The grading system in SABIS®-managed schools worldwide differs from the common practice of most schools in the United States. SABIS® places an emphasis on testing as an assessment of student learning, and the calculation of numerical end-of-year results are based entirely on knowledge students are able to demonstrate under weekly or end-of-term testing. The common practice of including classroom participation, attitude, diligence, and homework in calculating grades is not a practice we will use. Thus, colleges and universities can be assured that our graduates’ grades are not inflated. A student who does not truly know the subject does not receive a higher grade just because of effort.

Some courses will be given more academic weight than others in grading the term and year-end averages. English, math, and world language are weighted most heavily, followed closely by science and history. Finally, fine arts, physical education, health, and other subject electives are graded but are not part of the overall average calculated each term/year. A few subject electives are graded on an Excellent/Good/ Fair/Poor scale. In these classes, a grade of Poor is considered failing.

\(^{10}\) Any student scoring below 70% will trigger some level of academic intervention by the school’s AQC. This intervention may include peer or teacher tutoring, pull-out Intensives classes, after school tutoring, or Saturday Academy.
Promotion Criteria: A student will be promoted to the next grade level if he/she passes math (60% or above) and English (60% or above) as well as a passing general average of 60% or above during the academic year. A student will be retained if he/she fails English and Math and/or general average of 60%.

Summer School: If a student fails English and passes math with a general average that can be brought up beyond 60% over the summer school period, then that student is required to attend the summer school and enroll in the English remedial program. The student will still be required to pass his/her English and raise his/her general average of 60% or above in order to be promoted to the next grade. If a student fails math and passes English with a general average that can be brought up beyond 60% over the summer school period, then that student is required to attend the summer school and enroll in the Math remedial program. The student will still be required to pass his/her Math and raise his/her general average of 60% or above in order to be promoted to the next grade.

✓ Provide examples of graduation or “exit standards” for the school’s grade groupings (e.g., elementary, middle, high school, or primary, upper elementary, etc.) in three areas: mathematics, English language arts, and one other subject area of your choice. These exit standards should be aligned with the school’s mission and provide reviewers with a clear sense of what students will know and be able to do at the end of the last grade of each school level.

In order to graduate from one grade to the next, students must have been successfully promoted through the grade levels as described above. They must have the knowledge and skills to be successful in high school as measured by their competencies in relation SABIS® and Massachusetts Curriculum Frameworks standards for elementary schools. They must meet the minimum passing percentage of 60% end of year grade in core subjects, Math, ELA, Science, and Social Studies. In addition, they must have met the requirements of the attendance policy as described in the Student Handbook.

The graduation requirements for the upper or high school is described above. In order for students to graduate, they must meet the minimum 26-credit requirement and must pass all of their core classes, with a 60% or better for their year-end grade. The school will not engage in “social promotion.” That is, students will not be promoted to the next grade simply because they have reached the age for that grade. Promotion to the next grade is earned by demonstrating mastery of the rigorous academic standards. Other factors, such as coming to school on time, doing homework and other assignments reliably, and effort are not included in determining promotion.

Math: The SABIS® graduation requirement in mathematics is successful completion of the level K course. The level K course is a combination of 3rd year algebra and 2nd year geometry. A descriptive name for the level K course would be Advanced Algebra and Geometry. This is a minimum requirement. The reality is that most SABIS® students graduate having successfully completed AP Calculus AB. Many complete
AP Calculus BC or beyond. This minimum requirement of passing our level K course (which is the typical college freshman course for students) is coupled with the requirement that students take a year-long math course every year. The majority of our charter school students who have been with us since 6th grade or earlier take level K in 9th grade, Pre-calculus in 10th and 11th grade, and AP Calculus AB in 12th grade. The minimal requirement of level K for graduation is set to allow for students who enroll in 9th grade and haven’t mastered arithmetic. This allows them to take level H Arithmetic in 9th grade, level I Algebra 1 as sophomores, level J Intermediate Algebra and Beginning Geometry as juniors, and level K, Advanced Algebra and Geometry as seniors.

D. ASSESSMENT SYSTEM

✓ Indicate which individual(s) in the school have primary responsibility for overseeing the assessment system.

As the head of academics at the school, the Academic Quality Controller (AQC) will have the primary responsibility for overseeing the implementation of the SABIS® assessment system. Overall responsibility for performance outcomes rests with the school director. In order to meet and exceed the academic goals and objectives developed for the school, a number of evaluative activities have been developed to ensure successful implementation of its pedagogy and assessment practices to attain outstanding student performance results as quickly as possible. The SABIS® system believes that all students can learn and excel through the integration of instructional and assessment programs designed to identify gaps in learning and address these gaps before they can derail a student’s academic progress.

The Academic Quality Controller (AQC) or head of department (HOD) conduct the second level of monitoring and evaluation by reviewing the testing results, identifying students in need of academic intervention, and identifying sections or classes where re-teaching needs to occur. The AQCs and HODs collaborate with individual teachers to create appropriate lesson plans, coordinate intervention strategies with the SABIS Student Life Organization® Coordinator, and consult with the Director, or special education staff, if necessary. AQCs, work with their instructional faculty, to determine if additional instruction through before-school or after-school programs and/or tutoring are necessary.

A third level of monitoring and evaluation activity is led by the Director. Since the Director retains overall responsibility for the academic success of the students, he or she works closely with the faculty, other administrative staff, as well as support staff members to ensure that all students are proceeding at the proper pace. Frequent meetings between the Director and senior staff members, who are commonly referred to as the SABIS® Pillars™, ensure day-to-day operations run smoothly and any and all issues are identified and addressed in a timely manner. Performance data (at the student, class and school-wide levels) is used to evaluate progress and to make necessary adjustments to the program.

✓ Describe how achievement data will be collected and how it will be used.

Academic performance data drives decision-making in SABIS®-managed schools. Student assessment is a central component of the SABIS® program. Ongoing assessment is used to evaluate student learning and permit timely, positive intervention. We will collect comprehensive data from multiple sources, analyze the data in real-time, make decisions, and act based on the results of the data. Assessment covers the five core academic subjects, namely English, mathematics, world language (mostly Spanish), science, and social studies. Testing students in this way has a number of very important advantages:

- Students learn to perform well under the pressure of time and other constraints
- Students develop the ability to focus and to sustain concentration for long periods
- It provides feedback that allows close monitoring and follow-up
While the AQC and school director will have primary responsibility for overseeing and managing the assessment system, every staff member will view their work as “data-driven” and be held accountable for using data to develop, execute, and refine their work.

SABIS®’s proprietary software system\(^\text{11}\) provides many programs that allow prompt, reliable assessment of student knowledge as well as effective follow-up. One such program, the SABIS Academic Monitoring System® (SABIS AMS®), is used to assess student knowledge of every concept taught the previous week. The SABIS AMS® allows 'gaps' in student knowledge to be pinpointed as they form. Working as a team, teachers and students then focus their efforts on 'filling the gaps' through tutoring, intensive classes, and/or Saturday academies. The SABIS AMS® allows the progress of every student to be continuously monitored, problem areas to be identified, and the most appropriate solution to be implemented.

- Indicate whether, in addition to administering the MCAS tests as required by state law, the school will use additional standardized assessment tools to determine and report student progress. In either case, explain why that decision was made for the targeted population and how the data will be used.

The MCAS exam is a nationally respected tool for measuring student achievement of state content standards, by grade level and by subgroup. With our goal of closing the achievement gap, we will utilize this assessment system for measuring the success of our academic program. While the MCAS is an excellent mechanism for measuring school performance, we will implement a variety of other standardized and SABIS®-developed exams to ensure we have a well-rounded assessment platform that delivers the critical data needed to continually monitor, assess, and improve our academic program.

- Include descriptions and/or examples of assessments that are consistent with the school’s mission, program, and high expectations of students, and that are based upon research.

The SABIS® assessment program is aligned with the school mission of preparing students for acceptance to college. The SABIS® Academic Monitoring System™ (AMS™) Program assesses English Language Arts and mathematics weekly and is designed to measure immediate learning and long-term retention. AMS™ Tests are objective, criterion-referenced, computer-corrected tests typically administered on a weekly basis.

SABIS® Periodic Testing Program tests are comprehensive and designed to cover the material that has been taught over a longer period of time, usually 2 to 4 weeks. Periodic Tests are cumulative, assessing recent knowledge as well as long-term retention. The test format may include some objective (multiple-choice, true/false, matching) questions as well as fill-in-the-blank, short answer, open-response, and essay items. The number of Periodic Tests given during a term is generally determined by the number of periods that the subject is taught per week.

Periodic Tests assess depth of knowledge and critical thinking. They often require writing and synthesizing on the part of the students. Periodic Tests help train students to focus and concentrate for sustained and extended periods of time. They also require students to show their work by demonstrating their thinking, and their ability to organize their thoughts. SABIS® End-of-Term Exams at the end of terms one and two assess mastery of the material taught during that particular term. End-of-term Exams include matching, true/false, multiple choice, fill-in-the-blank, short

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\(^{11}\) SABIS® has developed a proprietary state-of-the-art student and school management software system that is designed to provide teachers with immediate feedback on student learning. SABIS®’s IT division employs over 60 programmers and software developers who are charged with maintaining and constantly improving on this system. IT infrastructure, network support, implementation of the school/enterprise network and PC operating systems, systems security, and all data processes and procedures as they apply to each SABIS®-managed school.
answer, open response and essay questions. SABIS® End-of-Year Final Exams, given at the end of Term 3 measure a student’s achievement over the course of the entire academic year.

Student learning is also assessed at various important stages of the learning process, beginning with pre-tests to establish baseline date and post-tests to measure growth or progress over time. Diagnostic tests are used to diagnose a newly enrolled student’s academic level. Standardized, norm-referenced achievement tests, are used to compare students to their peers in the local district or across the nation. SABIS® Periodic and Academic Monitoring System™ (AMSTM) tests are used by administrators and teachers to monitor, in real-time, weekly performance of individual students and entire classrooms. In addition, computer based examinations (SABIS® Integrated Testing and Learning Exams), STAR math and reading tests together in association with a vigorous Accelerated Reading Program, along with MCAS exams, also provide school leaders with valuable data.

- **Describe which internal/school-developed instruments will be administered in order to measure and report student progress. Explain why these particular assessments were selected for the targeted student population and how the data will be used.**

Please see previous section for the various testing measures used to ensure that students can comprehend and apply the SABIS® building blocks of learning. A testing calendar will be developed covering each academic year, by month and day/date showing which type of test is administered and when. The exam schedule is set for each term based on criteria that determines the number of tests per subject and sub-subject. Accommodations will be made for special needs and ELL students, as needed. The pacing of exams is connected to the pacing charts. The calendar also shows professional development days, holidays, review weeks, End of Term/Finals, vacation time/no classes, beginning of terms, state MCAS exams, and time when school is out of session. Other norm-referenced tests will also appear on the calendar, such as the Standardized Test for the Assessment of Reading (STAR), Standardized Test for the Assessment of Math.

- **Define a meaningful and practical approach for measuring student progress toward attaining non-academic goals.**

Non-academic goals are measured in a number of ways. Our goals of creating a safe and caring school, having students value their work and develop strong study habits, and develop confidence, character, and a desire to contribute to the community will measured by daily attendance, retention rates, behavior infractions, homework completion, parent satisfaction ratings, faculty observations, active participation in the Student Life Organization®, participation in tutoring programs, community service in and out of school, and the results of alumni surveys.

- **Feature multiple measures of student outcomes that may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses.**

We will rely on a range of assessments described above which are used to evaluate student performance in absolute terms, growth over time, and comparative measurement. Please refer to previous section above for more information on the types of assessments we will administer.

- **Provide a thorough, clear, measurable, externally credible, and conceptually sound design for measuring and reporting the performance and progress of the school as a whole and the academic and social development of each student to all relevant stakeholders. Indicate which audiences will receive this information and how often.**

We will measure academic performance in several ways. In addition to the state MCAS exam and other external standardized assessments (see above), we will compile data in areas such as attendance, retention rates, percent of students passing the weekly AMS exam, results from family and staff satisfaction surveys, retention of teachers, and other key data described in the accountability plan, which will be developed during the first year, and will include specific academic and non-academic goals. We will monitor the school’s progress on these measures throughout the year. Although the board is responsible for the academic success of the school, the day-to-day responsibility of meeting stated goals and achieving success will rest with SABIS® and the school’s
To ensure parents are kept well-informed of the progress their children are making, we will use a variety of methods, including weekly reports, progress reports, end of term report cards, and parent/teacher conferences. Key stakeholders, including the board, DESE, parents and the broader community will be informed of the progress of the school and its students as follows:

**Monthly Director’s Report:** At each board meeting, which will be publicized and open to the public, the school’s director will provide a report to the board on specific indicators of performance at the school and student level. This report will include academic data, including results from internal assessments, state testing (when data is available), student progress against promotion standards, behavior data (i.e. suspensions, referrals, and other infractions). The report will also include information on personnel and budgets, as well as updates on school events.

**Accountability Plan:** SABIS® and school administrators will provide the Board with periodic reports on progress towards the goals defined in the School’s Accountability Plan (please refer to “Accountability Plan” description.)

**Annual report:** At the conclusion of each school year, SABIS® and school administrators will produce an annual report that will provide data and analysis of the school’s performance against the goals established in the Accountability Plan and progress in implementing the program as described in the charter. The annual report will be made readily available to the public (as well as on the school’s website) and submitted to DESE by the August 1 deadline.

- Describe how each of the following stakeholder groups will use student achievement data:
  - The school’s board of trustees; School administrators; Teachers; Students; Parents

  The board will use data to evaluate SABIS®, which has direct responsibility for student achievement, and to determine areas of success and areas of concern. The school administrators will use achievement data to evaluate teachers, revise standards, guide revision of curriculum, and identify areas of strength and areas of concern. Teachers will use the student performance data to inform their own professional development, determine which students require additional support on which standards, revise lessons, and devise intervention strategies as needed. Students will use their assessment data to reflect on their own performance and develop action plans to improve performance; they will also use the results to seek tutoring from peers in the Student Life Organization’s Academic Department. Parents can log online onto SABIS® WebSchool to monitor their child’s level of performance, evaluate the effectiveness of the school, inform their opinions during parent conferences, and ultimately determine if they want their child to attend our school.

- Explain how the assessment system is linked to curriculum and instruction, and facilitates decision-making about necessary adjustments to the educational program and staff development plan that will support the goal of improved student learning.

Instruction for a school year is planned around these three components, using the model provided by SABIS®: 1) What content and skills will be taught; 2) How they will be taught; 3) How we will assess whether it has been learned. The SABIS® program provides a complete and carefully linked educational system of content, teaching methods, and the assessment system described above.

**E. SCHOOL CHARACTERISTICS**

Springfield Preparatory will start with grades 5-7, with an enrollment of 392 students, and will add a grade each year to become a grade 5-12 school. A diverse student population reflecting the school district is expected. The first day of school has not been chosen, although the school’s calendar will
mirror the local district’s calendar and schedule as much as possible and will comply with state requirements for the minimum number of days and structured learning time and will operate minimally for 180 days a year (as defined by 603 CMR 27.00). Fifth grade will be the primary entry point for enrollment. However, we will adhere to the laws and regulations governing charter school enrollment and “backfill” any vacancies in 6-7th grade that may arise. Vacancies in the high school level will be filled in accordance with the School’s enrollment policies to meet the minimum enrollment as stipulated in the school’s approved budget in a given year. The first day of school has not been decided, although the school’s calendar will mirror the local district’s calendar and schedule as much as possible. Time and the efficient use of time are extremely important for school success. The National Commission on Time and Learning has written:

Time is the missing element in our great national debate about learning and the need for higher standards for all students. Our schools...are prisoners of time, captives of the school clock and calendar. We have been asking the impossible of our students – that they learn as much as their foreign peers while spending only half as much time on core academic subjects. The reform movement of the last decade is destined to founder unless it is harnessed to more time for learning.

Springfield Prep will have a longer school day from approximately 8:00 am to 3:30 pm (which is nearly 1 hour longer than Springfield Public Schools and is equivalent to 22 extra days of school per year). The longer school day will allow for additional instructional time to address previous academic deficiencies and to provide for more academically challenging opportunities. This may include having students take two literacy classes and two mathematics classes each day in addition to other core subjects. Extended learning will occur before school, after school, in Saturday Academies, and through summer opportunities. We will offer fee-based before- and after-school programs, enabling working parents to drop students off prior to the start of the school day, and pick them up after the school has closed.

Describe any external programs that will be brought into the school and why.

A one-size-fits-all educational approach is no longer a viable solution for the 21st century. As our world becomes increasingly more interconnected and competitive, an educated citizenry becomes ever more vital. One of the biggest challenges we face to educating students is providing low-income students with the opportunity to achieve at a college ready level. An even further challenge is to provide these students with the opportunity to complete college and earn a degree. The challenges of accomplishing these goals are well documented. The unique relationship like the one we envision between Springfield Prep and Springfield Community Technical College (STCC) will enable us to enhance the secondary educational experience of our students.

In addition to the SABIS® system, which has a clear culture of high expectations, another defining aspect of the school will be its relationship with STCC and the cultural and academic benefits this will provide. The founding board, STCC and SABIS® share a vision for student success and, therefore, a mutual interest in locating the school next to the college campus. This is a collaborative effort based on the following assumptions:

- A charter school on or next to campus will motivate high school students to attend a high school with a rigorous college preparatory focus, to graduate, attend college, meet college

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12 http://www.sps.springfield.ma.us/calendar/calendar.asp
14 The final decision on the daily schedule will be made by SABIS® and the board after consultations with the Springfield Public Schools on busing and other scheduling considerations.
standards of academic and personal behavior, and accelerate social and emotional development.

- A charter school located next to STCC will allow city youth access to a high school competitive with the best suburban schools, thus, encouraging Springfield families to remain in Springfield while encouraging others to move into Springfield.

- A relationship between a charter school and a college, in which students have an opportunity to take college courses, as well as AP classes, will have a positive effect on the charter, the college and the city. The high school students will become part of a growing nationwide trend, and Springfield will be joining other local communities such as Worcester, Hartford, and New York City in providing a unique educational opportunity for Springfield residents. Economically, residents will save money as high school students take college courses to be used toward high school graduation requirements and college credit while still enrolled in Springfield Prep.

This initiative is in direct alignment with Governor Patrick’s *Readiness Final Report* that states, “Despite quantum leaps in academic rigor, our existing educational system is not adequately preparing every student for success in life and work.” STCC will provide Springfield Prep with shared use of its library, gymnasium/recreational facilities, cafeteria, and other academic areas if available. Issues relating to security, custodial services, IT services, transportation, and parking will be discussed and agreed upon as the initiative moves forward.

The need for a partnership like this in Springfield is especially evident. Only 53% of students graduate in 4 years and only 53% of those students plan to attend college. Given that only 23.7% of the population has a 2 year degree or above, this means a large portion of those students are first-generation college students and face challenges and long odds of obtaining a degree. In addition, 26% of students drop out in 4 years which is a huge drain on Springfield’s resources. These educational attainment figures are one strong reason why Springfield’s unemployment rate is 11.8% in August 2011, well above the state average of 7%. By partnering a proven college preparatory program with a successful local community college, we look forward to changing the odds for a large number of students year after year and bringing a lasting impact to the Springfield community.

**Dual Enrollment: Earning College Credits in High School**

One of the key elements of this partnership is providing college credits to high school students. STCC will apply for funds from the Commonwealth Dual Enrollment Program (CDEP) to support this effort, but it will also be supported with funds from the college and the school. The goals of the CDEP program largely align with the goals of this initiative in increasing the college-ready population in Massachusetts. We will to provide a head start for students looking to earn credit in both high school and college through a combination of both contract courses at the high school as well as the opportunity to enroll in classes at STCC free of charge. These courses will be qualified courses as dictated by the *MassTransfer Block*, and will help students gain valuable academic and career experience while still in high school. In addition, one of the key barriers to success for low-income college students is cost and providing a head start with free college classes will remove some of the financial burden of attending school.

But like the CDEP requirements recognize, there are so many other important factors in ensuring students, especially low income students and first generation college goers, succeed. This partnership will be multi-dimensional in not only providing college classes, but also will support

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15 Note that Springfield Prep will offer Advanced Placement courses, however, for some students a dual enrollment program is more suitable.
first generation college students through providing unique learning opportunities like a Saturday Academy (see below).

**Support for First Generation College Students: Beating the Odds Again and Graduating College**

In addition to supporting first generation college students through alleviating some of the cost of attending college, this partnership will provide a continuum of services designed to support and ensure students success beyond a strong high school academic program. Services provided to students through the college as well as the high school will include regular counseling services and career counseling services. This will give students the individual attention and information they need to graduate with a plan in mind. STCC has a wealth of degree options from business and sociology to STEM programs as well as specific career programs and certificates. Springfield Prep students will have a huge advantage in being able to explore career options and also take classes and get experience in other areas they are interested in. One special program the college will create is specifically related to financial aid counseling. The financial aid process often complicated and intimidating and is one of the biggest barriers to entry into college. Also, students not receiving all the money they are eligible for can mean the difference between graduating with a degree or dropping out due to financial factors. Information will be available on all Federal grants and loans as well as state and local grants and scholarships.

**Saturday Academy: An Opportunity to Learn about College Culture and Explore Career Opportunities**

Another way this partnership will help students succeed is through acclimating students to college culture before they attend. This will be primarily through a unique opportunity called Saturday Academy, as well as additional opportunities to participate in college activities. Saturday Academy will be an unparalleled enrichment opportunity for Springfield Prep’s students. It will feature activities on Saturdays that are designed to inform high schools students about various careers, acculturate them to college life and what it takes to be successful both academically and individually. Activities will feature the Saturday Academy lecture series where students will hear from a variety of speakers about different careers, life skills for personal success, as well as be inspired by Springfield’s community luminaries. College students will be recruited to provide participating students with tutoring.

The proximity to STCC will also allow Springfield Prep Students to develop an identity with college sports teams, cultural/civic organizations, and build relationships with school officials that will demystify college and ease their transition into successful college going students. Other programs under consideration are a Middle College (13th year) and offering summer school at STCC. Other formal partnerships with social service and community based organizations (such as the Boys and Girls Club) will be developed before school opening.

As part of a healthy and well-rounded education, our students will have a measured balance of homework, before- and after-school activities, work, and community service. Students are encouraged to join numerous after-school activities following the completion of the academic day. Extracurricular activities complement students' academic studies. While providing ways to socialize, relax, have fun, and become refreshed, extracurricular activities keep students physically fit, increase their energy and stamina, widen their interests, and promote mental agility. Students will be able to participate in a wide variety of activities.

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16 Unlike other schools, Saturday activities will not focus on the academic program of the high school, but will instead focus on additional enrichment opportunities available with the college partnership.

17 Springfield Prep and STCC will seek grant funding to expand the Saturday Academy to high school students from other Springfield schools, which will foster relationships with the district and offer an opportunity to collaborate.
range of activities including tennis, table-tennis, volleyball, soccer, painting, and music, among others. All extracurricular programs are organized and overseen by the student-run SABIS Student Life Organization®.18

With a wide range of activity options catering to all tastes, students can develop their interests, refine their talents, and hone their social skills, while strengthening friendships. Voluntary student and staff extracurricular offerings at the SABIS® schools typically include sports teams, academic competitions, field trips, and various school-sponsored athletic and non-athletic activities (Debate, Model UN, athletics, and drama and choir).

- **Describe the implementation of the educational program in terms of the daily or weekly organization of students and faculty (e.g., multi-grade, tracking, team-teaching, etc.).**

As a new start-up school, we will schedules math and English 7 periods per week with 5 periods of world language instruction per week, along with other core subjects. This may vary depending upon the needs of the student population and review of the pre-opening diagnostic test results. Students will be assigned to a grade level-specific homeroom. Instead of students moving from room to room, teachers will instead rotate between classrooms. All teachers will be highly qualified in their subject area. At the discretion of the school administrators, diagnostic testing may determine appropriate academic placement in a designated course at a specific level of academic performance and/or in a course that may have specific prerequisite requirements. Classroom placements are made at the sole discretion of the administration.

- **Describe the proposed school’s methods and strategies for supporting students with a wide range of needs.**

We anticipate that in any group of students, there will be a wide range of needs. The SABIS® model’s emphasis on weekly diagnostic assessments, which expose learning gaps in “real time,” is designed around the commitment to providing targeted and individualized support for all our students. We will provide students with additional support (e.g., pull-out intensive classes and peer or teacher tutoring) as soon as we see a student needs it.

Springfield Prep will also be intentional in the instructional grouping of students. A common problem in schools, as stated by one researcher, is that…

...teachers are asked to do the impossible, which is to [simultaneously, but still effectively, teach] a large number of students with very different levels of preparation and mastery of necessary precursor skills. The problem snowballs as the children get older. Those with unaddressed gaps become increasingly frustrated in school because they cannot follow their teachers’ instruction, while more advanced students who have been forced to bide their time to accommodate their classmates become increasingly bored. The results of this model are as unavoidable as they are undesirable: alienation, disciplinary problems, academic failures, and drop-outs.19

Accordingly, when we divide students into instructional groups, they will be assigned according to their present level of standards mastery, not some utterly arbitrary basis or some presumed innate ability level. And these instructional groupings will be frequently revised on the basis of students’ progressing masteries. Each student in such a group will be receiving instruction about an academic standard which that student is ready, and still needs, to master – not instruction impersonally targeted to some theoretically average student. To address the broad range of needs, we will provide two kinds of interventions: in-school programs and after-school services. In-school programs intensive

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18 Each club in Student Life will have a staff or faculty advisor.

classes, teacher and peer tutoring. After-school services include volunteer tutoring and Saturday Academy at STCC.

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

Roberto, a fifth grade student, walks to school and arrives at 7:30 each day. Wearing a white Springfield Prep polo-shirt and khakis, he is greeted by staff and heads to breakfast in the cafeteria where all grade level students typically eat. By 7:50 he is on his way to his homeroom (Northeastern University-II) smiling at the multiple staff members and other students who greet him along the way. He arrives at his locker; unpacks his books and snack and heads to his classroom. Roberto is a Student Prefect so he has responsibilities once he arrives in class a little earlier than his peers. Not only does he serve as a math academic prefect he also collects homework each morning.

Ms. Smith reminds all of the students of their schedule for the day and math class begins at 8:00 (the first of seven academic periods) and today is Monday so there are two periods of math. Students read the points that will guide class instruction. Students are asked to practice their fractions by answering the problems the teacher has put up on the screen. Roberto finishes quickly, has his work checked by the teacher and then, as a prefect, works with members of his group to be sure they have completed the problems accurately. The second math class begins as soon as the bell sounds. Next is gym class which Roberto enjoys, especially today since staff from the Basketball Hall of Fame is at Springfield Prep discussing the nuance of perimeter ball handling that will captivate any fifth grader. After gym, students return to their classroom, and Senor Alarcon is waiting to start Spanish class. He greets them in Spanish and the students respond in kind. Students take turns reading and Senor Alarcon highlights the new vocabulary.

English class opens with student writing the points in their journal. Students are prompted by their teacher to make inferences and use context clues. Students share their work and the lesson moves to the review of the next concept (understanding figurative language). Students engage in a practice and each group’s prefect is asked by the teacher to silently (using a thumbs up, mid-point, or down) show whether the group understood the lesson or point. Roberto and his peers will spend the next hour having lunch and recess outside. Once back in their classroom it is DEAR reading time. Roberto chooses from the class library and will spend the next half hour engrossed in her book. The Student Life period, Science and Social Studies fill the afternoon. At day’s end, Roberto heads to the after-school program that’s run in partnership with STCC.

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

Ms. Vasquez arrives at 7:30. Today she will have a math department meeting to recent results from the weekly AMS test and talk with her colleagues about incentives to encourage students to read more and log in to take tests on the books they have read. By 8:00, students begin to enter the classroom. She chats with her students as they are always eager to share news. She encourages students to get ready for the day and organize their materials for classes.
Math class begins at 8:12. Ms. Vasquez lists her instructional points on the white board and begins her instruction. While students are practicing identifying and measuring right, obtuse, and acute angles, she moves throughout the room aiding those individual students that need more support. The second half of the class is spent reviewing and classifying polygons.

After the first period she is meeting with an Academic Quality Controller and the rest of the math team to review student results, address curriculum concerns and address any concerns about student outcomes. At the start of the next math class, Ms. Vasquez moves to the front of the class and asks the students to take out their journals while she writes the points for the next class on the board. After a lesson on the first point listed, students practice it, and she checks in with several students who finish quickly and asks them some questions to spur their thinking. Students have grown to really like these reflection exercises and their teacher is pleased that they take such care with their work. Ms. Vasquez introduces new vocabulary by showing students images to reinforce the meaning. She then asks students to work individually.

As this period ends, Ms. Vasquez reminds her class of the homework assignment that was written on the board and reminds students to study for the upcoming Periodics exam. One more math class follow, then she has a personal period to work on her lessons for the afternoon. She joins other faculty in the teacher lounge to eat and share stories of the day’s activities. Today has warmed up so the team decides to bring everyone outside for recess. The day ends with a tutoring session for three students whose weekly AMS test shows they are struggling with measurement of polygons. As the dismissal bell sounds, Ms. Vasquez heads to the after-school program where she is the coach of the math team, along with two STCC students who are assistant coaches.

✓ **Describe the culture of the school.**

Springfield Prep will be a rigorous, challenging, safe and caring school that will stress entry into college at every possible moment. We will work to make all students feel that they are cared about and “belong.” Our staff will strive to exhibit warmth and concern for students, and we will endeavor via our values and character development programs to build a school culture that encourages our students to care for one another’s well-being also. Our school will create a professional working environment that supports teacher growth and student learning. We will set high expectations and standards for the academic and social development of all students. We believe that in order for learning to take place, students must believe their school is safe – physically, socially, emotionally, and intellectually. To create such an environment, we will implement the SABIS® student management and Student Life programs, a comprehensive “no excuses” behavior management system that is based on choices and developing a strong sense of community and belonging.

✓ **Provide a clear plan for establishing a school culture and norms consistent with the school’s mission and educational program and describe how it is implemented for administrators, teachers, students, and parents, from the first day of the school’s operation.**

Establishing a caring school climate will begin with our values, habits, and character education program and the way our staff members interact with one another and with our students. These values will be emphasized beginning with the first of many school wide assemblies on opening day. We will emphasize our high expectation/no excuses culture as well as our caring school climate, while reinforcing our theme of building a positive learning environment. While teaching and helping students develop good study habits, we will also be teaching self-discipline. Moreover, appreciating, as Harvard psychologist Ross Green has demonstrated, that much misbehavior is rooted in a lack of basic social skills, the SABIS® Student Life program will explicitly teach basic social skills to students so they know how to behave at school and in other institutionalized settings.

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Next, our teachers will employ a proven classroom management system that encourages and rewards positive behavior and applies a progression of consequences in cases of misbehavior. They will endeavor to “catch” students doing the right thing and praise such behavior abundantly, so students craving attention will see behaving properly as the way to get it. They will use our Code of Conduct and our discipline procedures, as discussed further below, to set limits and promote self-discipline. Here, their training in Doug LeMov’s “champion teacher” classroom management skills – for instance, his “least invasive corrections” recommendation – will be of particular value.24

Finally, we will engage students in the college prep mission. For instance, we will have them lead school spirit exercises in the morning, help manage hallways and classrooms, distribute and collect materials, provide peer instruction and tutoring, prepare “courses” for Student Life periods, and organize and lead clubs that improve school climate and student life. This will transform our students from being just the targets of our work to being partners in work.

The creation of a caring, safe and orderly school will be a major focus the school’s leadership team beginning prior to day one. School leaders will work with our teachers to plan, guide, and reinforce positive discipline in a way that ensures consistency school wide, and in so doing, facilitates student internalization of our school values and behavioral norms.

✓ Describe the school’s philosophy and plans regarding student behavior and discipline for the general student population and special needs students. This should be consistent with the school’s mission and educational philosophy.

In order to achieve our college prep mission, and to meet our high academic performance goals, the school’s culture and climate will reinforce the positive values of self-discipline, hard work, responsibility, respect, character, and teamwork. Student management will provide direction, set limits, create high expectations, and promote self-discipline. Positive behavioral interventions and supports are ways to turn around the behavior that has been identified as inappropriate.

Research supports our approach to discipline as a foundation to learning25. School discipline has two main goals: ensuring safety and creating an environment conducive to learning. Our school will have a firm policy for prevention by encouraging positive behavior that has been successful with similar students in other SABIS®-managed schools. Discipline, however, is not only about enforcing rules and regulations, controlling students and winning over them. The SABIS® approach is to win students over, not win over them; only then is self-discipline possible. Our goal is for students to choose to do what is right because they believe it is the right thing to do, not out of fear of being caught. The school will publish a handbook containing clear policies pertaining to the conduct of students and staff, which will be sent to all parents, explained to all students, and available in multiple languages.

A core feature of the SABIS® program is the unique SABIS Student Life Organization™ (SLOTM), which is open to all students beginning in 5th grade. This program empowers students with the real responsibility of leading many academic and non-academic aspects of the school, creating positive attitudes and behaviors, thus promoting a sense of ownership and buy-in. The SLOTM serves an important role in the development of student cognitive, affective, and moral reasoning: acquiring problem-solving, communication, and leadership skills; gaining self-confidence; being a positive team player; exploring individual talents; being a positive role model for others in- and out-of-school, widening their circle of friendships, and developing responsibility and consideration for others.

24 Doug LeMov, Teach Like a Champion (San Francisco: Jossey-Bass, 2010).
25 School Discipline by Joan Gaustad (ERIC Digest 78, December 1992)
Training will be provided by SABIS® on creation of a caring, safe and orderly school climate will be a major focus of the school’s leaders, who will work with the teachers to plan, guide, and reinforce positive discipline in a way that ensures consistency school wide, and in so doing, facilitates student internalization of our school values and behavioral norms.

Before turning to a more in-depth discussion of our Code of Conduct and our discipline policy in the next sub-section, it might be of value to discuss our values and character education program in more detail. Our school’s values and character education curriculum will emphasize five core values:

- Respect and Care about Yourself;
- Respect and Care about Others;
- Respect and Care about Your Family;
- Respect and Care about Your Communities (including this school community);
- Respect and Care about the World.

These values will be on the wall of every classroom and stressed throughout the school day and year. Students with special needs will follow the same school-wide discipline and incentive program as all students with added support/interventions when needed. For example, daily behavior charts, additional individual check-ins, shorter term incentives, and other methods have been used by SABIS® for students with additional behavioral challenges. The special education staff, general education staff, and school leadership will ensure all students have access to a positive and caring school culture and programs.

We believe that students have a right to learn in a safe, orderly, non-threatening environment. To secure this right and to advance our mission, we must teach, exemplify and encourage – and engage our students in developing – positive values, behaviors and character traits, and that we must enforce discipline to correct negative behaviors that would undermine our learning environment. Accordingly, we believe that a goal of any disciplinary consequence should be to have students: 1) understand that certain actions lead to certain outcomes; 2) recognize their power to influence outcomes; and 3) more greatly appreciate the value of self-discipline. Like Aristotle, we believe that enforced positive habits can, in time, develop into virtuous traits of character.

To help students understand that certain actions lead to certain outcomes, research finds that it is important to have clear school rules and to have discipline be consistent, as immediate as practicable, and not too severe. Accordingly, the disciplinary consequences for negative behaviors will be clearly defined in our school Code of Conduct, consistently and rapidly applied, proportionate to a student’s offense, and only gradually made more severe should a student’s misbehavior continue. We will expect students to follow the school’s Code of Conduct before, during, and after school, in school buildings, on school grounds, on school buses, at school-related activities, and on the way to and from these activities.

School staff will model positive behavior by adhering to the employee handbook, and parents too will be asked to take responsibility for their actions by signing a “Contract of Responsibilities” (available in multiple languages) which outlines expectations for

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26 Aristotle, Nicomachean Ethics, Book II, 1103a16-17.
participation, as well as detailing ways in which parents can assist their children at home and ensure they arrive at school on time, in uniform, and prepared to learn. The school will have an active Parent Connection organization to provide parents with multiple formal opportunities to become involved as volunteers. Parents will be actively encouraged to attend parent/teacher conferences and school events.

✓ Describe how parental satisfaction will be gauged and the process for gathering and publicizing parental satisfaction results.

Parental satisfaction with the school will be evaluated formally each year using a multi-lingual survey. Results will be shared with families and the board in the school’s annual report. Parents informally may request meetings with administrators and attend board meetings to give feedback.

✓ Describe the relationships the applicant group has established or intends to establish with community agencies and organizations that will support the school’s educational program and serve the youth who attend the school.

As described previously, Springfield Prep will offer a wide-ranging after-school program that will provide students exposure to a range of athletic, artistic, academic, and cultural experiences. In addition to relationships with STCC, we anticipate partnering with the school district, other charter schools and utilizing community resources.

F. SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES

✓ Describe your plan for a responsive general education classroom and how you will provide students with disabilities and/or limited English proficiency access to the general education curriculum.

Students with Disabilities

With the creation of our school, we will work to make all students feel that they are cared about and “belong.” Our staff will strive to exhibit warmth and concern for students, and we will endeavor via our values and Student Life programs to build a school culture that encourages our students to care for one another’s well-being also. The board holds the belief that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. We will provide comprehensive special education services to all eligible students in accordance with state and federal regulations, including Individuals with Disabilities Education Act (IDEA), No Child Left Behind Act (NCLB), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Family Education Rights and Privacy Act (FERPA). We are committed to making the rigorous college-preparatory curriculum accessible to all students, delivered by certified and qualified staff, in an inclusive and accessible environment so that all students will reach the goal of acceptance to college as stated in our mission.

Students will be provided with an education designed to meet their educational needs, while still being in class with non-disabled peers to the maximum extent possible. In order to provide a responsive general education classroom, teachers, in collaboration with the school director and Special Education Coordinator, will be responsible for utilizing a range of instructional techniques to meet the unique learning needs of diverse learners and differentiating lessons to best meet the needs of individual students. For example, in developing a set of class materials, teachers will ensure differentiated materials include appropriate accommodations for particular students. For example, in preparation for an English lesson, some students may be given a copy of a specific book while others receive an “accommodated reader” that includes supports, such as definitions of particular words, which enable diverse learners to access the material.

As a public charter school, Springfield Prep will enroll students through a lottery process. We expect and will be prepared to enroll students with diverse learning needs, including limited English proficient students and students with disabilities, all of whom will be provided with full and meaningful access to the general educational curriculum. Our school’s general education classroom
will reflect the SABIS® model and will be an environment that is responsive to the educational needs of all children, accommodating their needs.

The school’s full-time Special Education Coordinator will oversee the implementation of special education services and supervise staff, and have responsibility for the administration of special education programs, including teacher training, and the management of independent contractors. Teachers and staff will receive training to identify students suspected of needing a referral for evaluation. The SABIS® AMS tests enables the school’s AQC to also monitor a student’s weekly progress, and if necessary, refer the student for evaluation. Clear policies and procedures will be implemented, as per state and federal laws and regulations, to guide school staff through the pre-referral process, assessment, development of the IEP, and re-evaluation of an IEP, including the required notifications and involvement of parents/guardians. Tutoring and the Intensives program will also be available to provide additional support.

In fulfilling its responsibility to implement any IEP, the school will provide instruction, equipment, and other supplementary aides, as well as the services of outside specialists such as speech or physical therapists, as specified in the IEP. Students with disabilities will be integrated into the classroom as much as is feasible, embracing the principles of “least restrictive environment” and “free appropriate public education.” Students with special needs will be educated with non-disabled students through a combination of direct service by special education staff, use of available local school district services, if available, and contracted services from outside organizations. Staff from all aspects of the school will be committed to serving every student who walks through our door and we look forward to, on a case-by-case basis improving learning for all these students.

✓ Describe the processes and procedures that the proposed school will employ to identify, assess, and serve students who are English language learners. Include a description of support services to be offered, the settings in which these required services will be implemented, the qualifications of individuals who will implement these services, and how the program will be evaluated. Include a description of how services for English language learners will be delivered within the school’s daily schedule, the titles, salaries, and qualifications of the individuals delivering the services, and some of the methods they will use.

English Language Learners (ELL)

We anticipate the percentage of limited English proficiency students to be representative of the district’s (14%). Limited English proficient students will be provided all the support services as defined by law and regulation specifically regulation 603 CMR 14.00, required to prepare them not only to master the core curriculum content standards required for graduation, but also, per our school’s mission, the higher academic standards essential for students to succeed in college. Per both state regulation and our chosen school design, these support services will also include tutoring, after school program opportunities, Saturday Academy, summer programs and remedial services as needed.

We will implement a sheltered English immersion program for ELL students, who are identified using the following steps:

Step 1 Administer a Home Language Survey, using translations of the instrument into appropriate languages.
Step 2 Assess the English proficiency in reading, writing, speaking and listening of any student whose home language is NOT English or who appears not to speak English.
Step 3 Determine whether the student is or is not LEP. Use the results of the language testing described in Step 2 to make this decision.
Step 4 If the student is LEP, include them in an instructional program that will provide sheltered subject matter instruction in English and English language instruction taught by an ELL/ESL certified teacher.
Given the district’s cultural, racial and ethnic diversity, we anticipate the school will enroll a significant number of English language learners. Classroom teachers will receive, in a timely manner, the required Category trainings offered by ESE-trained trainers, will give them the skills needed to work with the anticipated population of LEP/ELL students. A schedule for these trainings will be developed and implemented prior to or shortly after the opening of the school. The school’s certified ESL teacher will be qualified in the administration of the Massachusetts English Language Assessment-Oral (MELA-O) to assess listening and speaking and the Massachusetts English Proficiency Assessment-R/W (MEPA-R/W) to assess reading and writing, both of which are part of the Massachusetts English Proficiency Assessment (MEPA) for ELL/ESL students.

Students who are identified through the process described above, will be placed in an intensive English language instruction and sheltered subject matter instruction program. As with every language program, intensive English immersion emphasizes vocabulary and reading. The aim of this program is to enable students to quickly advance to and function successfully in an English language proficiency level that is on par with their grade level classes. Through this SABIS® English instruction program, students gain proficiency in English without losing or devaluing their native language.

✓ **Describe the processes and procedures that the proposed school will employ to identify, assess, and provide specialized instruction to each student in need of special education. Include a description of support services to be offered and how student identification and assessment will be conducted including the development of individualized education programs. Include the settings in which required services will be delivered, the qualifications of individuals who will be recruited to deliver services and how the program will be evaluated. Include a description of how services for students in need of special education services will be delivered within the school’s daily schedule, the titles, salaries, and qualifications of the individuals delivering the services, and some of the methods they will use.**

The Special Education Coordinator is responsible for the administration of special education programs, including teacher training, and the management of independent contractors (as needed). Teachers and staff will receive training to identify students suspected of needing a referral for evaluation. Teachers, staff or parents who identify areas of concern for a particular student, will notify the coordinator. The intensive use of data to monitor student performance on a weekly basis, using the SABIS® AMS tests, also enables the school’s AQC to identify those students who may need evaluation.

The Special Education Coordinator oversees the evaluation of each referred student and the creation of an IEP, as needed, in collaboration with teachers, staff and parents. Creating new IEPs and annual reviews of existing IEPs will be conducted by a team, including special education staff, teachers, and outside specialists, as appropriate. Consultations with parents, teachers, administrators, SABIS® special education consultants, and staff will be an integral part of the entire process, ensuring that all parties have input and that students’ special services needs are met.

We are committed to making the rigorous college-preparatory curriculum accessible to all students in an inclusive environment so that all students will reach the goal of acceptance to college as stated in our mission. Some students will have an existing IEP developed by their previous school. These pre-existing IEPs will be reviewed and implemented until they are re-evaluated to determine whether the IEP remains relevant or adequate for the student. For students who do not have an existing IEP but may need special education services, we will use the following processes for identification, assessment and IEP development:

**Pre-referral process:** Students are identified through referrals from classroom teachers or school staff, a parent, or anyone who works with the student. A teacher suspecting that a student may have a learning disability will report it to the Special Education Coordinator, who in turn will report it to
the Academic Quality Controller and school director. The coordinator will meet with the student’s teachers to identify an array of instructional modifications to be used to address the student’s challenges.

**Assessment:** If regular modifications do not result in a positive impact on the academic success of the student, the special education staff, teacher, student, if appropriate, and student’s parent or adult supporter will discuss assessment strategies. With the parent’s permission, the student will be given appropriate assessments by the special education staff. After the assessments are completed, the team (Director, student’s teacher, special education coordinator, student, when appropriate, and parent(s)/guardian) will meet to review the results and determine whether there is an identifiable disability that is impeding the effective progress of the student.

**Development of the IEP:** If it has been determined that an IEP is appropriate, the coordinator and team will construct one. With the agreement of the team, the IEP is evaluated and modified annually to reflect student progress, or sooner if deemed appropriate by the team. Parents of incoming students will be asked to identify whether their child has an existing IEP. Special education staff will review student records to determine whether an IEP exists and if so determine the services required.

**Re-Evaluation of IEP:** IEPs will be reviewed and re-evaluated at least annually or more frequently if the child’s teacher or parent requests it, and revised if necessary. We will: 1) ensure that tests and other assessment tools are not culturally biased and are administered in the student’s native language or other mode of communication unless it is not clearly feasible to do so; 2) use a variety of assessment tools and strategies to gather relevant functional and developmental information about the student; 3) assure any standardized tests given to a student are validated for the specific purpose for which they are used and administered by trained personnel; and 4) offer parents quarterly IEP progress reports.

The school will employ qualified special education staff to accommodate those students with diagnosed learning disabilities and Section 504 accommodations. Our philosophy concerning students with special needs is that all children can learn, and if children are placed in the appropriate level within a program, they will thrive. Inclusion and pull-out services will be provided as needed. Students with special needs will be evaluated and placed at the appropriate skill level and age range.

- **Indicate the special education staffing levels the school intends to provide by year for each of your school’s first five years. Include the Special Education Administrator who will work with your school, teachers, aides, and other staff, as well as the number of staff you propose to hire each year and their qualifications, salary, and the percentage of their time that will be devoted to special education. If you anticipate outsourcing services such as occupational therapy, physical therapy, or speech therapy, indicate that and if possible, indicate with whom you anticipate contracting for the provision of services.**

A full-time Special Education Coordinator will oversee Springfield Prep’s implementation of special education services, reporting, compliance and supervision of staff. In addition to one coordinator, we anticipate the following staffing levels in each of the first five years: Year 1, 2 teachers and 2 aides; Year 2, 3 teachers and 3 aides; Year 3, 4 teachers and 4 aides; Year 4, 5 teachers and 6 aides; and Year 5, 6 teachers and 7 aides. Salaries will be competitive. The special education budget is as follows in the first three years: Year 1, $199,000; Year 2, $268,000; and in Year 3, $337,000. In addition, we have budgeted $50,000 in Year 1, $60,000 in Year 2, and $80,000 in Year 3 for special education outsourcing.

- **Explain how the school plans to deliver nutrition program services to students, including what meals and/or snacks will be served and when. Propose a way in which you plan to administer the free and reduced lunch program.**

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28 These are projected staffing levels based on a set of assumptions. Actual special education staffing levels will be determined after the initial enrollment period concludes in March.
We will adhere to all federal regulations and guidelines regarding school lunch and nutrition programs. Breakfast will be provided to all students. We will provide breakfast, a hot lunch to all students choosing to participate in the school’s nutritional program on a given day. Students will fill out a federal family income form during the enrollment period. The school will use the data to determine the number of students in the free and reduced lunch program. Prior to opening we will competitively bid and then enter into a contract with a qualified local food service provider, and we may seek to contract with the local school system for food service, which has been successfully done by other SABIS®-managed schools.

- Describe any ancillary and support services you expect to offer students and families, for example counseling, family outreach, and/or relationships with community organizations or service agencies which may benefit community members. Include your plan to hire a school nurse and his/her role in your school.

The school will comply with all state Department of Health requirements and laws to develop a School Health Plan and Medications Administration Plan. The school will hire a nurse initially to satisfy basic health needs such as administering approved medicine, provide basic medical care, health screenings (vision, hearing, postural), ensure all health/immunization records are up-to-date, and maintain records related to these responsibilities. The nurse will also care for students injured at the school or who become ill at school. The school will also provide health education using the state frameworks as a guide. The school’s counselor and social worker will conduct counseling and outreach programs to ensure students make full use of the services provided. A local physician will be engaged to supervise the administration of medicines.

### III. HOW WILL THE SCHOOL DEMONSTRATE ORGANIZATIONAL VIABILITY?

#### A. ENROLLMENT AND RECRUITMENT

- Indicate in a table the number of students to be enrolled by grade each year over the five year term of the charter, as well as the maximum enrollment requested. Explain in detail your rationale for selecting the particular enrollment size for your school as well as the growth strategy you have developed.

The table below indicates the number of students Springfield Prep plans to enroll per grade in each year over the first five-year charter term. Our goal is to expand to grade 12 by the 1st year of the second term, with a maximum enrollment of 1,062 students.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>Grade 5</td>
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<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
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<tr>
<td>Grade 6</td>
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<td>Grade 7</td>
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<td>Grade 8</td>
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<td>Grade 9</td>
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<td>Grade 10</td>
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<td>136</td>
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<td>Grade 11</td>
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<td></td>
<td></td>
<td>136</td>
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<tr>
<td>Grade 12</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>392</td>
<td>528</td>
<td>664</td>
<td>800</td>
<td>936</td>
</tr>
</tbody>
</table>

Grade level enrollment is organized into 3 sections per grade level. By adding one grade each year following the initial opening with 392 students in grades 5-7, the school will gradually expand, allowing adequate time to reconfigure staffing and expand facilities. In the SABIS® model, class sizes are slightly larger than in other schools. For example: Grades 3 to 6 have up to 32 students per section; Grades 7 and above, up to 34 students per section. These enrollment guidelines represent the maximum per section in each grade level. This size model has proven effective in SABIS®
Philosophically, we believe that as long as the curriculum and instructional model is strong, if assessment is frequent and linked directly to the material taught, if the administration closely monitors performance of every student, and if discipline and student management is correctly administered, larger class sizes are actually beneficial to the school. Professor Eric Hanushek, in a 2002 meta-analysis of 152 class size studies concludes, “[D]espite the political popularity of overall class size reduction, the scientific support of such policies is weak to non-existent.”

- Link enrollment and recruitment to the parental support you outlined in the Description of Community(ies) to be Served section of the application.

Based on the experience at other SABIS® schools in Massachusetts, with more than 3,000 students on waiting lists, as well as an analysis of high parental demand in Springfield (as evidenced by enrollment in other local charters), plus the long list of 560 parent signatures we obtained in just three days, we believe that there is strong community demand for a second SABIS® college prep charter school in Springfield.

- For proven provider schools, attach a draft copy of your recruitment and retention plan. See Appendix F for the Recruitment and Retention Plan Template.

The recruitment and retention plan is provided as an attachment.

- Describe how the school will publicize its program to a broad cross-section of prospective students throughout the district(s) that the school plans to serve, including families that may be less informed about options.

The school will publicize its program to a broad cross-section of prospective student families throughout the sending district using extensive, multilingual advertising through a range of media: radio, television, print media, leaflets, the school’s web site, and direct mail. We will also conduct door-to-door outreach and engage community organizations as partners to inform parents of this new educational choice.

To apply for enrollment at the school, families will complete and return an application by the designated deadline. Children for whom an application has been received and children for whom an application has been received in a previous year will be entered into the lottery for the upcoming school year. A public lottery will be held in March 2012.

The main elements of the campaign will consist of: 1) a series of public informational meetings held throughout the district, at which board members and SABIS® representatives will describe the school’s plans and answers parent questions; 2) Outreach to all of the public and private pre-schools; 3) Direct-mail postcards (English, Spanish and other languages as needed) to households with school-aged children; 4) radio ads (and possibly television ads) on select stations that reach underserved communities; 5) direct mail, flyers and information packets to local businesses with large numbers of local employees; 6) partnership with local neighborhood-based and social service organizations, including churches; 7) open houses at the school site; 8) creation of and publicity about the school’s website immediately after charter is authorized; 9) billboard advertisement in heavily trafficked areas; 10) door-to-door flyer drop-off in select underserved neighborhoods; and 11) regular issuance of press releases announcing achievement of key milestones (e.g., charter award, acquisition of building, hiring of school leader, open houses, information sessions, construction start and finish, lottery night, etc.).

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29 Eric Hanushek, former Chairman of the Economics Department at the University of Rochester analyzed 152 class size studies. He found only 14, less than 1 in 10, reported positive relationships between small class size and higher achievement, about an equal number showed negative results, while most showed no significant difference either way. (“Evidence, Politics, and the Class Size Debate” by Eric A. Hanushek in Lawrence Mishel and Richard Rothstein (ed.), The Class Size Debate (Washington, DC: Economic Policy Institute, 2002), pp.37-65. Source: http://edpro.stanford.edu/eah/down.htm#epi http://edpro.stanford.edu/eah/papers/summary.
✓ **Tell how the proposed school will ensure adequate enrollment and allow for full accessibility of the school for all eligible students.**

We are committed to ensuring the programs and facilities are accessible to all members of the public and will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language or prior academic achievement when recruiting or admitting students.

The school will ensure adequate enrollment by implementing a comprehensive recruitment plan (as described in more detail above) as well as taking a practical approach, in accordance with the charter school statute, to filling any seats that may be vacated during the school year. We will ensure full accessibility for all eligible students by deliberately monitoring enrollment activities to certify there is no real or perceived bias during the admission of students. We will also ensure that information about the school is made widely available in various languages, particularly to families who may be less informed about school choice options. Lastly, we ensure accessibility by providing detailed information to prospective families regarding the full range of services we will provide to meet the needs of all students, including students with learning disabilities, physically disabled students, and students with limited English proficiency.

✓ **Describe the proposed application and enrollment process, including a plan for a public lottery. For schools applying to open fall 2012, please include your complete draft enrollment policy in the attachments and describe how the school will be ready for the required submission of enrollment data to the Department by mid-March 2012.**

The application and enrollment process will be conducted in full compliance with state laws and regulations and in accordance with the school’s Enrollment Policy, provided in the Attachments. We intend to make the process as simple as possible by requiring only the basic information necessary for contacting a family and for ensuring the appropriate age, residence, and identity of the child. There will be no requirements for attendance at meetings, interviews, or any other sort of barrier to full participation. We have already launched an awareness campaign and are collecting Intent to Enroll forms. We are providing these forms in multiple languages at all public meetings and on our website. Ultimately, when our charter is awarded, the completed forms will be used to notify interested individuals of the upcoming lottery, to make them aware of public notices, and to continue to promote Springfield Prep. All eligible students who complete an enrollment form will be entered in a lottery that is conducted in public, has a disinterested party drawing names, uses random numbers generated through an appropriate software program, and was preceded by full public notice given in advance of the lottery. Waiting lists will be kept and administered as required. Springfield Prep will be fully prepared to complete its lottery in early March 2012 and will report the results to the DESE at the end of March.

**B. CAPACITY**

Describe briefly how the founding group came together to form this proposed school and why the group is united to establish the proposed charter school. Explain how often the group meetings, how the planning and writing process is completed, and identify the primary author of the prospectus. Summarize briefly each founder’s and/or proposed board member’s experience and qualifications, including previous charter school board or employment experience.

The founding group is comprised of board members who came together through a shared belief that communities are only as strong as the schools that educate and prepare our youth for navigating the varying social and economic challenges ahead. As President Obama stated in his January 2011 State of the Union address, American schools are in crisis across the country and the future of the country is directly dependent on schools succeeding. President Obama mentioned that America’s education system has fallen behind other countries, saying the U.S. ranks ninth in college graduates per
We believe it is vital for communities like Springfield to replicate successful schools to offer parents and students access to educational excellence. The founding group consists of skilled professionals who have been meeting for over a year to plan, coordinate, and prepare in person and by e-mail for submission of the application. The application was primarily written by SABIS® staff and consultants and reviewed and approved by the board. The founding board does not include the proposed school leader.

The founding group consists of the following seven members:

Brian Corridan, Chairman of the Founding Board of Trustees
Mr. Corridan is the President and CEO of Corridan & Co., a privately owned full service investment firm focusing on all aspects of brokerage and financial services for individual clients, retirement funds and small institutions. He is publicly recognized for his expertise in the banking and financial services industry. A graduate of Stonehill College and a former officer in the U.S. Navy, Mr. Corridan is a resident of Springfield and has a long record of service on numerous boards. He currently serves as a director of the WestMass Development Corporation as well as the Mass State College Building Authority and sits on the Baystate Health System Investment Committee. Mr. Corridan previously served as a trustee of STCC for 10 years and was Board Chairman 7 of those years. He was one of the founders of the STCC Tech Park and served as its Chairman for 12 years. He is formerly a trustee of the College of Our Lady of the Elms and Baystate Medical Center and for 18 years was a director of the North End Community Center which sponsored after school and summer programs for minority youths. Active in the community, Brian Corridan is well known as the television co-host of the Holyoke St. Patrick's Parade.

John Delaney, Founding Board Member
Mr. Delaney is a sergeant in the Springfield Police Department where he is the Executive Aide to the Springfield Police Commissioner and Public Information Officer for the department handling both the media and community relations. A lifelong resident of Springfield, he is a soccer coach for the Springfield Police Youth Athletic League and a certified high school soccer referee. Sgt. Delaney is a parent of a graduate of SABIS International Charter School and has two daughters attending Springfield Public Schools and a young son who is about to attend.

Heidi M. Glickman, PhD, SPHR Founding Board Member
Dr. Glickman currently serves as an executive and organizational development consultant and coach. Prior to this she was Assistant Vice President for Talent Management at MassMutual Financial Group from 2007-2010. Before this she spent close to five years growing and leading the Executive Development function at Wal-Mart Stores, Inc. Prior experiences also include consulting, specializing in human resources and leadership development across a range of industries; and various roles in higher education administration. Dr. Glickman graduated from the nation’s first early college, Bard College at Simon's Rock, and later earned her PhD in Industrial/Organizational Psychology.

Waleska Lugo-De Jesús
Ms. Lugo-De Jesús, a resident of Springfield, is the Director of Multicultural Affairs at Westfield State University. Lugo-De Jesús has over twelve years of experience working in the private/non-profit sector. She was appointed by Governor Deval L. Patrick as a Commissioner for Commonwealth Corps, promoting civic engagement throughout the State and is currently serving a three year term. She is a Corporate Board member of the YMCA of Greater Springfield, former Board Member of Partners for a Healthier Community, Finance Board member for Latino Parishes of Springfield Catholic Diocese and Committee Member for Leadership Pioneer Valley.

Don Moorhouse, Founding Board Member

Mr. Moorhouse is a native of Springfield and lifelong resident of Western Massachusetts, and currently serves as the Director of Strategic Sales for the Springfield Falcons, the city's storied professional hockey franchise. He is a longtime member of the local media having hosted a daily radio program on WRNX, 100.9 FM for six years and is in his 18th year as a columnist and entertainment writer for the Springfield Republican. After serving for 12 years as a youth hockey coach in Springfield, he launched The Hockey Project in 2008, a non-profit organization that takes at risk kids in the City of Springfield and brings them on the ice, teaching life skills and promoting academic achievement through the game of hockey.

Michael J. Suzor, Founding Board Member
Mr. Suzor is the Assistant to the President, Springfield Technical Community College. He was born and raised in Springfield and currently resides in Longmeadow. A graduate of Holy Cross College and Columbia University graduate school, he has worked in higher education at STCC for 14 years, currently serving as the Assistant to the President. He has successfully started and sold two businesses, one in the '80's and one in the 90's, both of which are still in operation. He currently serves on the boards of the Springfield Chamber of Commerce, the Hartford/Springfield Economic Partnership, Springfield FutureWorks Career Center, Springfield's Homes Within Reach for the Homeless, the Friends of the Homeless, the Precision Manufacturing Regional Alliance Project (PMRAP), and the Longmeadow Business Study Group and has served in recent years on the A Better Chance (ABC) House of Longmeadow, Glenmeadow Retirement Community, Cathedral High School Advisory Board of Trustees, and the Longmeadow Educational Enrichment Foundation (LEEF), among others.

Kimberly Williams, MBA, SPHR, Founding Board Member
Ms. Williams works as a Diversity Consultant in the Office of Diversity at Baystate Health. Ms. Williams is a corporate human resource professional with an MBA in Human Resource Management from Syracuse University and 14+ years of varied HR experience. The majority of her career has been focused on talent acquisition and development with a focus on diversity. Ms. Williams has participated in, planned and facilitated events serving hundreds of attendees for corporate and non-profit concerns. They include the following: National Black MBA Association; A Better Chance, Inc.; American Express Company; Dunbar Community Center; Goldman Sachs & Co.; INROADS; JP Morgan; Sponsors for Educational Opportunities; The Urban League of Springfield, Inc.

C. SCHOOL GOVERNANCE

(1) Governance Structure
The organizational chart below is based on a SABIS® model that is proven effective in managing a school’s day-to-day operational responsibilities. The board will have overall legal, financial, and fiduciary responsibility in holding SABIS® accountable; SABIS® will in turn report to the board and will hold overall responsibility in overseeing the day-to-day operations of the school including, but not limited to, finances, academic program, and human resources. SABIS® will manage the school by supersizing the school director. The school director will report directly to SABIS® (VP of Operations) and will be responsible for managing the day-to-day operations of the school, including the academic program, school culture, and operations. The school director will serve as the leader of the school’s administrative team (“pillars”), which consists of the Business Manager, Academic Quality Controller (AQC), Student Management Coordinator, Student Life Coordinator, IT Director, and Special Education Director. Each pillar will have management and supervisory responsibilities. The school’s teaching faculty and classroom support staff report to the AQC, and the custodial, food service, and front office staff report to the Business Manager. Each of the “pillars” will also have a dotted reporting line to the applicable SABIS® corporate office responsible for a particular school
function. For example, the school Business Manager will also report to the SABIS® Director of School Financial Operations.

The founding board members recognize that the charter is a public school, governed by applicable state and federal laws, and that the board of trustees is a “body politic” and governmental entity of the state. Like all public schools, it must meet a number of legal requirements set forth by the Commonwealth of Massachusetts. The board will participate in formal trainings provided by an expert in effective board governance. The board intends to adhere to the requirements outlined in the Charter School Administrative and Governance Guide: An Overview of the Laws and Regulations that Boards of Trustees and School Leaders Need to Know.

If you are filing the application with a college, university, museum, educational institution, another not-for-profit entity, or any other partner please provide the information below:

- Identify the partner organization; Indicate the name of the contact person at the partner organization with the mailing address, phone number, facsimile number, and email address.

We are partnering with SABIS® Educational Systems, Inc. The contact person is Jose Afonso, Director of U.S. Business Development. Mailing Address: 6385 Beach Road, Eden Prairie, MN, 55344; Telephone, 952-918-1850; Efax, 603-218-6236; and Email, jafonso@sabis.net.

In addition to partnering with SABIS® to provide the school day-to-day management and operational services, the educational program, and staff hiring, training and supervision, the board intends to enter into a formal relationship with Springfield Technical Community College. Because we will be starting with grades 5-7, we have a couple of years before our students enter high school...
to carefully devise a relationship with STCC that is mutually beneficial for the college and the charter school, but even more importantly, beneficial for our students.

(2) Roles and Responsibilities
Describe the roles and responsibilities of the board of trustees, consistent with public accountability and charter school law.

All board members will meet certain standards of conduct and attention in carrying out their statutory responsibilities to the school. The board will comply with Massachusetts laws and regulations governing charter school boards, including such duties and standards usually described as the duty of care, the duty of loyalty and the duty of obedience. Other essential board duties are: 1) Avoid actual (or appearance of) conflict of interest or ethical breach; 2) comply with board by-laws at all time; 3) follow Robert’s Rules of Order in conducting board meetings; 4) comply fully with the state’s open meeting law; and 5) adhere to contractual obligations with SABIS® and the charter’s authorizer.

The board will review annual independent audited financial statements and findings, and will receive and review monthly reports from the school director on student performance, staffing, budget, and school operations, as well as the school’s efforts to meet performance on school and state performance standards. The board will also actively engage in fundraising to supplement extra-curricular activities. Lastly, the board will work to enhance the school’s public image by serving as the school’s ambassadors, advocates, and community representatives.

Explain how the board of trustees is reflective of or consistent with the school’s mission and program.
The board plays a crucial role in creating and sustaining a quality charter school by ensuring that the school remains focused on its college prep mission. Therefore, it is critical that board members remain reflective of the school’s mission and program, and frequently revisit its charter for guidance. The board will ensure this alignment by first and foremost ensuring each board member is a “good match” (i.e., believes that all children are capable of achieving at the highest levels) and aligns with the SABIS® college prep educational philosophy, implemented through a rigorous academic program, frequent assessment, and structured environment centered on high expectations.

Outline the criteria and process the board will use to choose the school’s leader.
Describe the criteria and process by which the board will evaluate the school’s leader.
The school leader will possess a master’s degree (or equivalent) and exemplify the values, skills, knowledge, confidence and character that we seek to develop in our students, have a deep conviction that all students can achieve at high levels, and possess a true love for students. This leader will possess a commitment to implementing the SABIS® curriculum and methods, high education standards, statewide testing and accountability, a belief in a structured and predictable environment for children, and a commitment to building student relationships and engaging parents/guardians in their children’s education. He or she will be an engaging agent of positive change and an effective communicator, both orally and in writing, and has successfully performed at a high level in previous leadership positions in education, government, the not-for-profit sector, or business. Has demonstrated impressive abilities to inspire and motivate others to fulfill their potential as members of a team, and to manage a team effectively. Be deeply committed to improving the minds and lives of students from under-served communities, passionate about preparing students for college, and dedicated to doing whatever it takes to help students achieve academic success, develop their character, and prepare for a socially contributory life. The successful candidate must fully share our education philosophy and our vision for the school, and be prepared to powerfully commit him or herself to the school’s mission and the achievement of its academic and non-academic goals and objectives, in accordance with its charter.
As part of the management agreement between the board and SABIS®, SABIS® will conduct the recruitment, screening, and selection of the school director. SABIS® will recruit, interview and recommend a candidate to the board for approval who meets the qualifications. The board will meet with the candidate and then vote whether to ratify that candidate. If the board fails to ratify the proposed candidate, SABIS® will re-open the process and submit a different candidate. With SABIS® responsible for the school’s overall operation, and accountable to the board for overall school performance, the board delegates to SABIS® the responsibility to identify the best candidate to lead the school. SABIS® will also be responsible for evaluation of the director. The evaluation will cover academic performance, implementation of the educational program, compliance with applicable laws, financial management and reporting, student recruitment, facility management, staff management and supervision, and overall operation of a viable and stable organization. SABIS® has developed a thorough and fair evaluation system for school directors and this system is as much focused on identifying any areas in need of improvement as it is on highlighting strengths and achievements.

Indicate if there are any ex-officio members of the board of trustees, denoting seats that are earmarked based on a person’s position or status, such as school principal, teacher, parent, or student representative. Also please indicate which members are voting or non-voting.

There are no ex-officio members and only full board members will be eligible to vote.

Describe the role distinctions between the board and the school administration as they relate to curriculum, personnel decisions, budget allocation, and vendor selection.

Role distinctions between the board and the school administration. The board understands and acknowledges the distinction between governance and management. The board views this separation of roles as critical to the success of the charter school and the ability of board members to sustain their long-term commitment to the school. The board has elected to hire a charter management organization to oversee school staff and the day-to-day operations of the school, and will thus function much like a corporate board, focusing on the achievement of long-term goals and monitoring SABIS® against established benchmarks and goals. The board will resist the temptation to get overly involved in school operations. Instead, the board will maintain its focus on “the big picture.” For example, the board will focus on “ends” or “results,” while SABIS® should define the “means” or “methods” for achieving the outcomes. The following principles will inform these distinctions and guide decisions made by the administration and the board.

- **Curriculum:** The curriculum is the responsibility of SABIS® and school administrative team within the framework established in the management agreement.
- **Personnel decisions:** While the Board will be the employer, the Board will delegate to SABIS® the hiring, supervision, evaluation, compensation, and, if necessary, termination of the staff. SABIS® will also make personnel policy, including salary and benefits. The one position which the board will have authority to hire will be the school director; school’s administration will have the authority to hire (and fire) all other positions within the school in alignment with the personnel structure and qualities as defined by the Board. The school administration, along with SABIS®, will use the budget process to recommend any new staff positions.
- **Budget:** SABIS® will prepare the annual budget with input from the school director, Business Manager and other Administrative staff. The Board will review and approve the budget.
- **Vendor selection:** The school’s administrative team will select vendors, guided by SABIS® internal control policies, state procurement laws, and policies set by the Board.
✓ Provide a brief job description for the board of trustees’ chairperson, including a plan for succession when term ends.

**Job description for the board of trustees chairperson, including a plan for succession when terms end.** The board chair has the authority to chair board meetings and chair the meetings of the board’s executive committee consisting of the board officers (chair, vice-chair, treasurer, secretary, and one additional trustee). Annual elections will occur during the annual board meeting. Officers can seek re-election. If any office becomes vacant, the board may elect or appoint a successor, by vote of a majority of the trustees present and voting. In addition to presiding over board meetings, the chair will serve as the official spokesperson for the board, and will represent only the board’s official decisions and reflect the voice of the entire board when working with the school director or representing the board in public. Following is a brief overview of the chairperson’s main responsibilities:

- **Presides over board meetings** and ensures that discussion and decision-making are orderly and deliberate and the meetings stay focused on the agenda.
- **Works closely with the school director** to develop the Board’s meeting agenda.
- **Represents the board and school** as a primary advocate for the school and board spokesperson
- **Ensures the board fulfills its role,** performs legally, it represents public interests, focuses on policy when working with the Director, and monitors School and SABIS® performance.
- **Creates a positive climate** for board work through encouragement of positive behavior.
- **Facilitates teamwork** by building a sense of team between the Board, administration and SABIS®.
- **Ongoing board development** by helping new members learn their roles and stay informed.

(3) Policy Development

Please refer to the attachments for the board’s proposed bylaws.

✓ Describe the process by which the board of trustees will develop policies and make decisions. (For illustrative purposes, please describe the decision-making process for a decision the founding group has already made.)

**Process for Developing Policies and Making Decisions.** The board is responsible for ensuring that the school’s philosophy and mission are followed and the terms of the management contract with SABIS® are met. When setting policies, the board will seek input from the school’s staff and SABIS® because it will enable the board to be better informed about the issue under consideration. Such collaboration in developing policies will also enhance the likelihood of support for the policies from the constituency that will be impacted by the policy.

✓ Describe the plan for seeking feedback from the school staff, parents, and the larger community when setting policy.

Keeping in mind the distinction between management and governance, the school director will have primary responsibility for seeking staff, parent, and community input and feedback. This will be done through the following ways: meetings with staff; meetings with the school’s Parent Connection organization; discussion with SABIS® staff; and discussion during the board’s meetings which are held in accordance with opening meeting law. To avoid developing policies that result in negative unintended consequences, all policies will be approved in a deliberative and contemplative manner, involving affected constituents as much as possible, and after discussion with SABIS®. To ensure the operationally of policies, the Board will seek to replicate required policies that have been proven to be effective and useful in other SABIS®-managed schools.

✓ Indicate whether legal counsel and an independent auditor have been obtained. If not, describe what plans there are to do so.

The board is still in the process of interviewing legal counsel and an independent auditor. A decision will be made by the end of December 2011 and contracts executed by the end of January.
2012 when we learn whether the DESE has recommended our charter for BESE approval in February 2012.

(4) Board Development

✓ Describe the orientation process for new board members.

Orientation for New Board Members: New board members will have an orientation with the school director, board president, and other board members, as appropriate. New members will receive a board Binder containing the charter application, management contract, board by-laws, the current year budget, minutes from the most recent board meetings and a copy of the Administrative and Governance Guide and the Massachusetts Charter School Guide for Trustees. Once a year, the entire board will attend a retreat where it will assess its previous year, renew its goals for improving board performance, and discuss strategic planning with SABIS® and school staff and for the upcoming year.

✓ Describe the process the board will use for its own evaluation and development.

Evaluation of the Board: The board president will appoint a three-member board evaluation committee to prepare a report for the board identifying the major actions taken by the Board, results or outcomes of those actions, trustee attendance, any fundraising efforts, and parental participation at board meetings. This report will be used to develop suggestions for improving board performance and the efficiency and effectiveness of board meetings. The committee will conduct its evaluation with seven principles of effective governance as the framework for its evaluation. The principles are: 1) Govern as Stewards Rather than as Stakeholders; 2) Establish Organizational Purpose; 3) Exercise Fiduciary Responsibility; 4) Delegate Authority and Ensure Accountability; 5) Speak and Act as One; 6) Spend the Board’s Time Only on Things that Matter; and 7) Commit Resources and Time to Developing Good Governance.31

✓ Briefly describe the recruitment, selection, and development plans for board members.

Recruitment of Board Members: When vacancies become available, the board will seek individuals who are committed to the school’s college-preparatory mission, educational philosophy and goals. Board members will be encouraged to identify qualified potential candidates who can contribute diverse skill and expertise to the school, complementing the skills of existing members. The board may request an informal interview with the recommended candidate before a formal nomination and vote is held.

(5) Network of Schools: This is not applicable.

(6) School Management Contract

The board of trustees has contracted with Minnesota-based SABIS® Educational Systems, a charter management organization to provide educational and management services in order to replicate the SABIS® model. SABIS®’ contact person to the Board is Jose Afonso, its U.S. Director of Business Development. The mission of SABIS® is to close the achievement gap and prepare all students, regardless of race or income, for acceptance to college. There is clear alignment between this mission and the mission of our school. SABIS® will advance, complement, and support the mission of Springfield Prep through the services they will provide.

The board’s decision to select SABIS® followed an extensive due diligence process. The board investigated and analyzed the effectiveness of other educational management options. In addition to analyzing student performance data, the board considered such factors as philosophical alignment,

shared vision and mission, and educational objectives. The board believes SABIS® is uniquely positioned to meet the school’s mission of proving a top quality college preparatory education to a diverse student population. The challenges facing our region’s students include a high drop-out rate, low academic performance rates, unsafe schools, and a lack of emphasis on college. SABIS® has a proven track record in Massachusetts of reversing these negative trends, achieving high performance levels and of closing the achievement gaps.

The management agreement between the board and SABIS® was negotiated at “arms-length” with the best interests of the school in mind. The board performed sufficient due diligence on SABIS® and has determined that SABIS® possesses the appropriate financial resources to launch the opening of the school, has the educational expertise, a proven educational program, corporate services, and managerial experience to provide the contracted services. The board will retain independent legal counsel to provide consultation during the negotiations and review of the final agreement.

SABIS® has operated successful charter schools in Massachusetts since 1995. We recognize the advantages of hiring an experienced management company like SABIS® to operate Springfield Prep. The financial resources available to management companies, for example, enable incipient charter schools to overcome one of their biggest problems - the lack of start-up funds - and quickly focus on student learning. Management companies provide school management expertise and the school will benefit from the advantages that come from centralization and economies of scale that SABIS® will provide. SABIS® has developed its own curriculum, which avoids the expense of having a school develop its own curriculum. As a new charter school, our partnership with SABIS® will allow us to offer a fully developed curriculum from day one. SABIS® can achieve significant cost savings by making large-scale purchases of supplies and equipment. The resources and buying power are beyond the reach of individual charter schools or even some small school districts.

Academic and Financial Status: The charter schools managed by SABIS® have had their charter successfully and unconditionally renewed for three separate five-year terms, which indicates that the schools have been determined to be academically successful, to be financially and organizationally viable and faithful to the terms of their charter contract with the state. Each year, these charters have been audited and determined to be financially sound and operating in accordance with generally accepted accounting standards.

SABIS® has an excellent track record in Massachusetts, serving communities like ours. In Holyoke, for example, the Holyoke Community Charter School, which opened in 2005 and serves 700 students in grades K-8, 90% of which are minority (86% Latino), is ranks as the number one school in the entire district in ELA in grades 5, 6, 7 and 8. In Math, it ranks number one in grade 5, 7, and 8, and number 2 in grade 6. These results were provided by the Massachusetts Charter Public School Association based on 2011 MCAS data.

SABIS International Charter School in Springfield serves 1,574 students in grades K-12. This school opened in 1995 and has had its charter renewed three times. According to the same Association MCAS data analysis, SABIS International ranks #5 in grade 3; #8 in grade 4, and #15 in grade 5 (out of 42 schools). SABIS is the top ranked school in Springfield in grades 7, 8, and 10, and ranked #2 in grade 6 (out of 15 schools). These rankings are based on an average of ELA and Math MCAS for 2011. A great deal more data can be provided, however, the DESE already has all the MCAS data available to determine academic success.
A summary of the EMO’s history: The first SABIS®-managed school opened in 1886 with the goal of closing the gender gap. One hundred and twenty-five years later, there are schools in the SABIS® Schools Network located in 15 countries serving 60,000 students. In the US, SABIS® operates 8 charter schools in five states (MA, OH, MI, AZ, LA), and provides its proprietary curriculum and educational program to three schools in Brooklyn, NY, and one in Detroit, MI. SABIS® also operates one private K-12 school in Minnesota. SABIS® has an excellent reputation among charter authorizers around the country, not only due to the academic performance of the schools it operates, but also as a result of fiscal management and compliance with applicable statutes.

D. MANAGEMENT

(1) Management Structure
✓ Describe how the founding group determined the structure shown in the organizational chart.
✓ Describe the reporting structure and the plan for how the school will make key organizational decisions about curriculum and instruction, student achievement, fiscal planning, and operations.

The staffing structure has been modeled after that of SABIS International Charter School, which uses the academic, management and operations systems developed by SABIS®. The school will be governed by the board whose primary mission is to ensure that the school implements the educational program described in this charter and operates in compliance with all applicable state and federal laws. Key organizational decisions about curriculum, instruction, student achievement, fiscal planning, and operation are developed between the school’s director, leadership team and SABIS®. Once plans are developed they are presented to the board for approval, if necessary. The school director, as well as the leadership team, will be supported by the relevant SABIS® corporate office on a regular basis by meetings at least weekly whether in person or via video conferencing.

(2) Roles and Responsibilities
✓ Describe the roles and responsibilities of the school’s leader and other administrative staff.

School Director
It will be the school director’s responsibility to inspire the administrative team and, work with the Academic Quality Controller and other school pillars, as well as SABIS® staff to prepare orientation training for all school personnel.

The school director’s next task will be to support the Academic Quality Controller as he or she works to ensure that the school’s curriculum meets all state core curriculum content standards, as well as our values and character education objectives, and that the school’s curricular and technological resources support the school’s educational program as designed.

Before the school opens, the school director will also work closely with SABIS® New School Development Team to ensure that start-up Action Plan is being implemented. In addition, the school director will work with the SABIS® start-up team to recruit the school’s students, develop the school’s parents organization, and develop partnerships with community organizations and stakeholders, and will work with the Business Manager and Board of Trustees to establish protocols that advance the school’s financial integrity and operational health.

Another early responsibility of the school director, working with SABIS®, the school’s leadership team and the Board of Trustees, will be the establishment of metrics for evaluating the school’s performance in the areas of student academic growth, student character development, and school

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32 The first SABIS® school was an all-girl school started in 1886 by Christian missionaries. At that time, girls were not allowed to enroll in school. Shortly after opening, the school’s female students began to outperform local boys, resulting in a request that the school also admit boys, which it did.
Key Administrative Positions: The other key administrative positions will be the Academic Quality Controller (AQC), Business Manager (BM), Student Life Coordinator (SLC), Student Management Coordinator (SMC), and the Information Technology (IT) specialist. The following summary of duties does not prescribe or restrict the tasks that may be assigned.

The Academic Quality Controller (AQC) reports to the school director and to the head of SABIS® Academic Operations. Main responsibilities are to coordinate exams, monitor student performance, monitor school performance, monitor school trends, train teachers to use the SABIS® methods, and serve as the first contact with parents on academic issues. The AQC supervises teachers directly or the heads of departments. The AQC will coordinate with SABIS® curriculum specialists in developing and implementing the school’s state standards-aligned curriculum and its educational program procedures; obtain appropriate curricular materials, educational technology, and academic data systems, and to coordinate internal and external assessments; work with the school director to recruit excellent educational staff; establish, along with the school director and Student Management Coordinator, the school’s high expectations/no excuses culture and caring school climate; supervise professional development and coaching of the school’s instructional personnel; evaluate instructional staff; oversee student diagnostic assessments and placement, educational plan oversight, academic performance monitoring, and the academic success of every student; ensure the development of our students’ values, confidence, and character; manage parent communications and relations; and collects, disaggregates and analyzes internal data to present to the board and the State in the annual report.

Business Manager: reports to both the school director and the SABIS®’ corporate business manager. The school business manager oversees personnel matters regarding employee files, statements of hire, payroll, and benefits. The business manager also: (a) coordinates and supervises all services provided by contractors and vendors, (b) manages and oversees all financial transactions and record keeping, (c) oversees maintenance of facilities and grounds, and (d) supervises the custodial staff.

Student Life Coordinator: reports to the school director and to the SABIS® corporate level Student Life Director. The main responsibilities are to oversee the Student Life Program, facilitate student academic and social involvement in the school, provide support to enhance student leadership, and oversee the tutoring program.

Student Management Coordinator: reports to the school director. Main responsibilities are to promote the educational philosophy of providing a college preparatory curriculum and to oversee student discipline, ensure procedures and policies regarding the student code of conduct are maintained, promote self-discipline among students, ensure due process requirements involving suspension and expulsion, and create a safe and orderly school environment for all students. The overall responsibility is to ensure the school has a positive culture and climate conducive for learning.

Information Technology Director reports to the school director and is responsible for ensuring the school’s technology is properly functioning. SABIS® affiliated schools make extensive use of technology and data in assessing student academic performance, school management systems, and data analysis.

Board and EMO Roles and Responsibilities: By contracting with SABIS® for the day-to-day management and operation of the school, the board effectively delegates to SABIS® all the
responsibilities to supervise staff and to make programmatic, operational and financial decisions (as per the approved budget). However, the board is not, as the charter holder, surrendering its statutory responsibilities for the charter. The board’s role is to govern the school and oversee SABIS®’ execution of the educational program and school design described in this application. The board will receive and review reports throughout the year detailing the progress SABIS® and the School is making toward meeting the goals.

The board will review independent annual audited financial statements and findings, and will receive and review reports on student performance, as well as the school’s efforts to meet performance on school and State standards. Lastly, the board, as the holder of the charter, will be responsible for ensuring that the school’s administrative staff and EMO are fulfilling the terms of the charter and are operating in compliance with state and federal laws governing public charter schools.

Roles and responsibilities of SABIS® in managing and operating a charter school: To achieve transparency in operational, programmatic and fiscal management, SABIS® will provide the board with the following reports: 1) Quarterly reports showing academic progress toward attaining the goals established in the Evaluation Criteria; 2) Monthly financial reports detailing budget v. actual expenses; 3) Annual end-of-year financial reports; 4) Annual Report (in conformance with state-mandated data requirements).

✓ Articulate key role distinctions with regard to student achievement, personnel, financial management, and operations.

As described above, the school’s Administrative Team, in following the SABIS® school management model, will play specific roles with regard to the day-to-day management of key programmatic areas including student achievement, personnel, financial management and operations.

(3) Policy Development and Implementation
✓ For a school opening in fall 2012, attach the school’s complete draft student enrollment policy. See the Opening Procedures Handbook for additional guidance.

Please refer to attachments for the school’s proposed Enrollment Policy which will use in admitting students. The draft policy is based on an effective policy already being implemented by SABIS International in Springfield. Instead of “reinventing the wheel,” whenever possible, the Board will adopt policies that have already been developed, implemented and refined by other operating schools.

(4) Educational Leadership
✓ Describe the proposed process for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the school. Explain how the operations of the school will be aligned to support instructional goals and student achievement.

Our school will implement the SABIS® organizational model and leadership structure which is designed to ensure high standards, accountability and efficiency of operations for every individual in the school. All staff will be accountable for their actions and decisions and all employees will have a supervisor to whom they report and from whom support and guidance is received. In order to ensure that our school demonstrates strong student performance outcomes beginning in the first year, the school director and Academic Quality Controller(s) will continually evaluate systems and data. They will be in classrooms on a daily basis, observing each teacher a minimum of once per week in the first two years and once every other week starting in the third year. Teachers will receive feedback at least once per week and the Director and AQC will be able to use observations to ensure that teachers develop quickly and to address any school-wide weaknesses or issues that are observed. In addition, after each weekly SABIS Academic Monitoring System® (SABIS AMS®) assessment, the Director and AQC will conduct in-depth data meetings with teachers to assess the progress made by their classes and individual students. The proprietary software system offers many programs that allow prompt, reliable assessment of student knowledge as well as effective follow-up. The SABIS
AMS® is used to assess student knowledge of every single concept taught in a classroom. This assessment system allows 'gaps' in student knowledge to be identified as they appear. Working as a team, teachers and students then focus their efforts on 'filling the gaps'. The approach to individualized weekly assessment allows the progress of every student to be continuously monitored, problem areas to be identified, and the most appropriate solution to be implemented.

Ultimately, the school director, under guidance and supervision from SABIS®’ VP of Operations, assumes the responsibility for setting high standards and building the operational framework to achieve the school’s successful outcomes. He or she will seek to establish a harmonious, cooperative, motivated school team that embraces actions resulting in attaining the school’s college preparatory objectives.

✓ In the last section of the application you described the criteria and process the board will use to choose the school’s leader. If the educational/instructional leader is different from the school leader, describe the qualifications and attributes of an ideal educational/instructional leader.

Although the school director is the overall leader of the school, charged with the responsibility to ensure academic success, organizational viability, and adherence to the charter’s mission, the instructional leader will be the Academic Quality Controller, whose responsibilities were described above. The key attributes AQC will need to possess are: The values, skills, knowledge, confidence and character that we seek to develop in our students; A true love for students; A conviction that all students can achieve at high levels; A commitment to preparing every student for college and to developing every student’s values and character; A clear record of elevating student achievement in an urban classroom, with a very strong understanding of pedagogy and how it can drive results; Demonstrated success using data to drive instruction; Knowledge of the Massachusetts Curriculum Frameworks and the new Common Core Standards; Strong analytical and problem solving skills; A record of successfully leading, managing and facilitating collaboration in, a diverse team of teachers; A commitment to education standards, statewide testing, and accountability; A belief in a structured and predictable environment for children; A commitment to building student relationships and engaging parents/guardians in their children’s education; A positive attitude and strong work ethic; Excellent written and verbal communication skills; Attention to details; Excellent organizational skills and follow-through; The ability to work well with others as a member of a team; Personal and professional integrity; Perseverance in the face of challenges; and a powerful commitment to the mission and goals of our school.

(5) Human Resources
The following table details our five year staffing plan.

<table>
<thead>
<tr>
<th>Springfield Prep</th>
<th>Year 1 FY 2013</th>
<th>Year 2 FY 2014</th>
<th>Year 3 FY 2015</th>
<th>Year 4 FY 2016</th>
<th>Year 5 FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. Administrative (Professional)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>E2. Administrative (Support/Clerical)</td>
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<td>3</td>
<td>4</td>
<td>4</td>
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<tr>
<td>E3. Instructional: Teachers</td>
<td>20</td>
<td>26</td>
<td>33</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td>E4. Instructional: Other (Professional)</td>
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<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
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<tr>
<td>E5. Instructional: Paraprofessionals</td>
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<td>3</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>E6. Instructional: Salaries - Support/Clerical</td>
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<td>4</td>
<td>4</td>
<td>5</td>
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<tr>
<td>E7. Other Student Services</td>
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<td>E8. Operation and Maintenance of Plant</td>
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<td>3</td>
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</tr>
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<td><strong>45</strong></td>
<td><strong>57</strong></td>
<td><strong>70</strong></td>
<td><strong>79</strong></td>
<td><strong>88</strong></td>
</tr>
</tbody>
</table>
As table above shows, we intend to staff the school in a manner that is consistent with the projected growth of the student body. In the first year of operation, 20 core academic teachers (math, English, social studies/science, world language) will serve 392 students in 12 sections in grades 5-7. In the second year, we will hire 6 additional core academic teachers as the school expands to grades 5-8 by adding 4 more sections, growing to 528 students. By the third year, we will employ 33 core teachers across 20 sections serving 664 students in grades 5-9. This pattern will repeat itself in the fourth and fifth year as we add 4 more sections each year. Our staffing plan for administrative and non-teaching positions also reflects our enrollment growth plans.

✔ Describe the school’s plan for staff recruitment, advancement, and retention.

**Recruitment:** SABIS® has an effective recruitment plan with prescribed media outreach, school open houses, and outreach to national, regional and local organizations, internal email blasts to our comprehensive network and our own active website. We will seek qualified staff dedicated to fulfilling the school’s college-preparatory mission and willing to work in an environment built on high expectations and accountability for performance. The following methods will be used to recruit talented and qualified faculty:

- Recruiting at local universities and colleges and sending job descriptions to career offices at graduate schools with education programs.
- Announce the availability of positions to a variety of job placement centers, and host information sessions about available positions at community-based organizations.
- Advertise in the local media as well as on national employment websites.
- Announce available positions on the SABIS® Careers website.
- Posting job openings on web sites (e.g. Idealist, National Alliance for Public Charter Schools).
- Contacting education organizations and associations such as Massachusetts Charter School Association.
- Attending job fairs.

Applicants will have their resumes screened and those that pass the initial resume screening will have a phone screening interview. Candidates from the phone screen who are determined to have met the criteria and qualification for the position are then passed along to the AQC and school director. The AQC and school director then choose whom to interview.

**Advancement and Retention:** We expect to retain teachers by creating and offering: a supportive working environment; a compelling teaching opportunity; professional development and career growth opportunities; competitive salaries and benefits; opportunity to participate in a proven international academic program with a record of preparing graduates for college.

✔ Explain the school’s working conditions and compensation package(s) that will attract highly qualified staff.

Teaching and non-teaching staff will be treated as professionals, held to high expectations, and presented with multiple paths for advancement. Teachers will have frequent classroom observations by the school director, AQC and SABIS® academic operations staff, as well as department heads and receive frequent feedback in order to improve their craft and to grow professionally. In addition, teachers will be formally evaluated annually. Administrative staff members will also receive feedback at least annually and be formally evaluated by their immediate supervisor and the by the school director.

We will be able to retain effective staff members and teachers by creating an environment where employees work hard and feel satisfied because they are part of a team that is mission-driven and successful. As the school grows each year, and the number of staff members increase, there will be opportunities for teachers and staff members to assume leadership positions and develop leadership skills.
SABIS® has seen the positive effects of this “growth from within” system. At SABIS® International in Springfield, for example, the staff retention rate is very high as is the satisfaction level as measured by staff surveys. Creating a stable environment where faculty and staff can assume leadership roles is critical to the success of the school and creates effective pathways for career advancement.

**Professional Climate**

Establishing a top quality school does not happen by chance. SABIS® International was created in 1995 to provide a college-preparatory program at Springfield’s second lowest performing district school. From the start, the school established a cohesive and professional climate for staff, with a key focus on the school’s mission and student outcomes. Staff surveys reveal a high level of job satisfaction. Forty eight employees (33%) will have been with the school for over ten years.

**Teacher Turnover**

All staff at SABIS® International, from the Director on down, are considered members of the same team. There is a real sense of family created at the school. This is evidenced by high retention rates as well as by staff surveys. For example, in 2007-08, five teachers left the school’s employment (three for personal reasons and one moved out of the area) out of a total of 86 teachers. In the 2006-07 school year, 11 teachers left out of a total of 82, many for personal reasons or relocation. From an operational and budgetary standpoint, the number of staff departures has been both expected and manageable, and has had virtually no impact on the school’s viability. Although employment is “at-will” at the school, there is a professional climate where staff are respected and encouraged to assume increasingly more important roles. Lastly, a testament to the professional climate at SABIS® International is that 19 teachers have been with the school for 10 years or longer. Teachers are treated as professionals in terms of working conditions and compensation. Primary assignment may be a specific grade level (including homeroom duties) or subject teaching to multiple classes in regular or intensive classes. Teachers are required to engage in 30 student contact hours per week and may also be assigned additional non-instructional duties such as proctoring exams or supervising recess or lunch, as well as attend required school functions as identified by administration.

✓ Explain how individual base salaries and increases will be determined. Describe how faculty and administrators will be evaluated and by whom.

Faculty and administrators will be offered a competitive salary and benefits package. Salaries and benefits will be set by the education provider and identified as part of the school’s operating budget. The operating budget is presented to the Board for review and approval. Increases each year are determined by the school director, in close coordination with SABIS®. All teachers and staff members, including leaders, are employed on an “at-will” basis and renewal of the job offer is decided by school leaders in March or April for the following school year.

A teacher’s knowledge of subject matter is critical if students are going to achieve high standards. Teachers who possess a deep knowledge of the subject matter are able to teach more effectively in the classroom. Teachers cannot teach what they do not know well. Therefore, an ideal teacher has deep subject knowledge combined with the ability to motivate students and instill them with a love for learning. They are: hard working; conscientious; flexible; cooperative; polite; tolerant of

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33 In the 2009-10 school year, SABIS International employed 158 staff members (94 teachers and 64 other staff). The school lost a total of six teachers (6%), four during the year and two at year-end. Of the 6, 2 left for new jobs, 1 retired, 1 left for health reasons, 1 relocated and 1 changed careers.
34 In 1994, SABIS® Educational Systems, in partnership with the Springfield School District, School Committee, City Council and Mayor, applied for a charter to establish a college-preparatory charter school to be located at the Glickman Elementary School, which was then an underperforming K-6 school. This school was converted to a charter, and in fall 1995 opened as the SABIS International Charter School.
differences in beliefs and customs; positive in attitude and outlook; have an amiable disposition; and get outstanding student performance results. Teachers will be evaluated according to predetermined, measurable criteria focused on whether they: 1) Practice effective classroom management; 2) use the SABIS Point System® effectively and consistently; 3) teach for learning; and 4), maintain high standards of professionalism.

Administrative Staff Evaluation: Annual administrator evaluations are performed by the Director, using an evaluation rubric provided by SABIS®. The Director is evaluated directly by SABIS®.

Evaluations: We intend to adopt written policies on staff evaluations modeled on the methods used by SABIS International. Informal observations, formal observations, and summative performance evaluations are intended to be utilized as an ongoing communication to clarify job responsibilities and improve performance continuously.

The school director at each SABIS® school reports directly to SABIS® VP of Operations, who will in turn be responsible for evaluating, supporting, and developing the school director. The school director will observe classes, walk hallways, and frequently attend professional development sessions, data meetings, and post-observation meetings in order to provide targeted feedback to staff. Student achievement, in absolute terms and in value added terms will be the ultimate measure of school success.

The school director and school staff will be evaluated on the basis of the SABIS® staff evaluation protocols which assess strengths and weaknesses according to the standards, set goals in target areas, and constantly assess and reflect on the extent to which improvement are being made in each area.

✓ Describe plans for teachers, administrators, and other school staff to engage in professional development activities.

Professional Development Activities: All members of the faculty will engage in highly structured training sessions two full weeks prior to school opening. Professional development will continue throughout the school year through on-site presentations and activities as well as via video-conferencing. The school will establish a culture of continuous learning for the staff that is directly tied to student learning and other school goals. Mirroring the high expectations held for their students, all SABIS®-managed schools expect their staff to continue to learn and increase their expertise as well. Professional development opportunities are provided to teachers, administrators, and other personnel as an ongoing part of the SABIS® program. During training sessions, staff will become familiar with the SABIS® curriculum, pacing charts, teaching methods, the assessment program, classroom management, reporting student performance, student behavior management and discipline, and general policies and procedures typical of a SABIS® school.

Teachers will form grade-level teams. They will be expected to play active roles in peer evaluation, including identifying specific training or professional development needs. These teams collaborate to address any challenges or lack of progress by individual students, a cohort of students, or even an entire classroom. SABIS® corporate level evaluators also spend planned time in schools identifying needs and devising ways to improve individual staff performance. Lastly, teacher mentoring occurs throughout the entire school year, where experienced teachers mentor those who are less experienced.

Opportunities for staff development and career advancement are important toward supporting professionalism and increasing the collective technical expertise the charter school. Staff will have access to SABIS® Careers, a careers website facilitating worldwide staff recruiting, and will take college/university coursework for recertification and/or advanced certification; have opportunities to videoconference classroom observations with other SABIS® schools within the network; videoconference with program content area experts; receive feedback from regular visits from...
experienced teams of educators; attend professional development activities offered through 
authorizing agency or state; participate in targeted training on various topics provided at faculty 
meetings; attend workshops presented by SABIS® and non-SABIS® staff. Annual SABIS®
conferences are organized nationally for the key school administrators, such as school directors,
Business Managers, Academic Quality Controllers, Student Life Coordinators, and IT specialists.

✓ **Describe the qualifications and attributes of an ideal teacher for the proposed school.**
The ideal teacher will have qualifications and experience in teaching or be willing to learn and fully 
implement the SABIS® instructional model. The school will seek individuals who are committed to 
raising student achievement levels and have a passion to help all children learn, especially those 
from the most disadvantaged backgrounds. The ideal teacher will have high energy; possess the 
ability to help all students maximize their learning; will be a hard worker; hold all students to high 
expectations; be respectful of students and parents; embraces accountability for results; makes 
extensive use data to better understand their students’ performance levels, strengths and weaknesses; 
is willing to share expertise and resources with colleagues; keeps themselves and their students on 
task; uses effective classroom management; and demonstrates efficient use of instructional time.

Creating a positive school culture is vital not only for staff morale, but also for student learning. 
Selecting the right staff in year one is therefore essential for putting the school on the right path. 
High morale typically results from three factors: (1) A feeling that teachers have an important job to 
do at the school. (2) A feeling that the teachers at their school are trained to do it well. (3) A feeling 
that the work of the teaching staff is appreciated and recognized at their school.

**Staffing:** Selecting the right faculty and administrative team is vital for success. Therefore, the 
board of trustees will delegate all personnel functions to its education provider, SABIS®, and the 
school’s Director. These include the selection, hiring, training, evaluation and supervision of staff. 
Job positions, roles and responsibilities will be determined by SABIS® and the school’s 
administrative team. SABIS® will implement its well-established personnel policies and 
procedures, evaluation protocols, performance reviews, and policies for compensating and 
terminating staff. These policies, which are approved by the board before going into effect, are 
based on decades of experience in operating effective schools worldwide. High quality teaching 
within a healthy, collaborative environment is essential for high quality student learning. The 
administrative team – whether it is the Director, Academic Quality Controller(s) or Head of 
Departments – will play an important role in creating the kind of professional working environment 
and healthy interaction that support teacher growth and student learning. Collaboration among staff 
is essential for achieving high student and staff performance goals.

✓ **Describe briefly the teaching program of typical teachers. Indicate how many hours they will be in class and what 
other school-related responsibilities they will have outside the classroom (lunch duty, dismissal, advisory group, 
after-school program).**
The primary assignment may be a specific grade level (including homeroom duties) or subject 
teaching to multiple classes in regular or intensive classes. Teachers will fulfill a requirement of 30 
student contact hours per week, and may also be assigned additional non-instructional duties such as 
proctoring exams or supervising recess or lunch, as well as be required school functions as identified 
by administration.

**E. FACILITIES AND STUDENT TRANSPORTATION**

Our school growth plan is based on a steady annual growth timeline for eventual expansion into a 5-
12 school. Springfield Prep will add one grade level each year and will grow to full capacity by the 
6th year of operation (2017-18) with 1,070 students in grades 5-12. The growth plan is based on the 
proven model used by SABIS® and is designed to ensure that the school will be able to grow from 
within to quickly achieve economies of scale.
Our Board has been in discussions with representatives of the board of the Springfield Technology Park. The Tech Park, which is governed by a quasi-public board of directors, is located at 1 Federal Street, and is adjacent to the STCC campus. Our plans are to lease a building located within the Tech Park that is currently vacant. This single story facility consists of approximately 110,000 square feet. This facility was chosen because it is located in a high need area of Springfield and because of the partnership Springfield Prep intends to establish with STCC. Below is a two-phase design of the facility prepared by Harriss Architects.

While there is sufficient parking, there is virtually no outdoor space. A large public park is located across the street to the northeast of the property across Magazine Street, however, a formal agreement for the use of the park during school hours has not yet been reached with Springfield’s Parks Department. An alternative to the park is to utilize STCC space.

For financing, we are in talks with Patrick Beausoleil, of HighMark School Development, LLC (www.highmarkschools.com) as well as the Charter School Development Corporation. We are confident that a financing solution utilizing New Markets Tax Credits (NMTC’s) as well as Qualified Zone Academy Bonds (QZAB’s) can be developed in time for our school’s opening in 2012. SABIS® staff has assisted boards in six states to identify affordable and realistic facility solutions. Because of the tight timeframe between charter approval in February and school opening in August, we are seeking an alternative location for the first year, or for a portion of the first year while the permanent site is financed, bid and built-out.

**Transportation:** We intend to use transportation services provided by the local public school system, with student eligibility for bus transportation determined according to school district guidelines.

**Accessibility:** Students who are physically challenged will be provided transportation access according to the Springfield Public Schools eligibility rules. Students, staff, parents, and the general public who are physically challenged will have access to the school facility in accordance with state and federal law. Any facility option being considered will be handicapped accessible.

**F. SCHOOL FINANCES**

(1) Fiscal Management

Safeguarding public funds is the absolute top priority of the Board of Trustees. To fulfill its fiduciary responsibility, the Board will adopt financial controls and fiscal management policies to govern daily financial management in compliance with generally accepted accounting procedures. The Board of Trustees will approve policies to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

The school’s day-to-day business and financial operations will be handled by the school’s business manager who reports directly to the school director, with a dotted reporting line to SABIS® Director of School Financial Operations. The business manager’s minimal qualifications will be: (a) bachelor’s or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years of experience in a field related to business or finance; or (b) documented experience of ten or more years in the field of business and financial management. The business manager’s responsibilities are: accounts payable, payroll, general ledger, reconciliation of accounts, production of financial statements, preparations for audits, accounts receivable, financial
data entry (lunch and after-school programs, etc.). The school director will approve of purchases, sign checks, budget planning and oversee overall fiscal controls.

The school will utilize a fully integrated general ledger accounting software. The software will have the ability to provide a balance sheet, income statement, cash flow, and budget reports. The software also will feature integrated purchasing, cash disbursements, cash receipts, and inventory capabilities. Payroll services will be outsourced. The payroll provider will assist the school in the transmissions of payroll and payroll tax responsibilities.

Our school will set up the financial data in accordance with guidelines established in the Massachusetts Charter School Recommended Fiscal Policies and Procedures Guide. Our accounting software will also design a chart of accounts formatted with appropriate fund, function, and object levels in accordance with the Guide.

The Board of Trustees will contract annually with a qualified independent certified public accounting firm to conduct an audit of the school’s financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget’s Circular A-133. The audit firm will be familiar with these standards, related State and Charter School regulations, and the Massachusetts Charter School Audit Guide in order to properly conduct the audit.

The school's business office will be guided by a comprehensive fiscal policy and procedure manual. The manual encompasses such categories as Chart of Accounts, Cash Receipts, Cash Disbursements, Bank Reconciliation, Accounts Payable, Payroll Procedures, Annual Budget, Capital Outlay and Depreciation, Audits, Purchases, Internal Controls, Financial Management, Procurement Policies, Travel Policies, and Account Management. The manual has not been provided in this application due to its length, but is available upon request.

The school’s business manager will provide the Board with detailed monthly statements of all revenues received from all sources as well as expenditures. This report will include direct expenditures for contracted services compared to the budget as well as any variances. The business office will provide quarterly detailed schedules of expenditures at an object level for Board review. The school director and/or business manager will report on operations, management, and finances at regular board meetings. Although the Board of Trustees has final authority to establish the operating budget, the school’s director and business manager, in coordination with SABIS® personnel, are the closest to the day-to-day finances and operations and will therefore play the key role in implementing financial decisions. SABIS® Director of School Financial Operations and VP of Operations will review the school’s financial statements on a monthly basis, thus providing another layer of oversight for the school and its board.

All financial records will be kept onsite at the school. Vendor records, cash receipts journals, cash disbursement records, personnel files, human resource files, and accounting records will be organized independently in the school's business office. Our business office will initially include one business manager and eventually one full-time account assistant. The business office will be supported by the SABIS®’s financial management team.

(2) Operating Budget and Budget Narrative
Please refer to the Microsoft Excel workbook for our complete operating budget.
**Major Assumptions:** Springfield Prep Charter School plans on starting out as a Middle School, serving students in Grades 5 through 7, and adding an additional Grade each year after its first, until it becomes a Grade 5-12. The estimated enrollment in Year 1 is 392, reaching around 940 students by its 5th year. The Per Pupil Revenues is projected to increase by 1% year on year. All other assumptions were based on actual costs plus an annual inflation adjustment.

The Pre-Operational Period assumes hiring the School Principal 3 months prior to July 1st to ensure proper training. In addition, a BM, and HR coordinator and an Academic Quality Controller are assumed to be hired 3 months prior to July 1st to ensure the school has the resources to hire, recruit and train students and staff. The pre-operational deficit of $160K, as well as the Year 1 deficit of ~$250K will be covered by a temporary line of credit with a local bank or possibly provided by the EMO. The surplus generated subsequent to, and including Year 2, will be used to repay the line of credit, and any additional funds will be deposited in a high yield savings account to be used to finance the schools' future growth/ acquisition of land and building, and to service long term debts associated with such an expansion.

**Operating Revenues:** The Per Pupil Tuition figure was derived from Appendix B of the DESE application for a charter school. The Federal Grants projected Revenues are low estimates of projected Title I and IDEA based on the student population and previous experience with similar schools in the MA area.

There is no amount projected for Nutrition funding since we do not know the composition of the student population; there are also no expenses projected under Food Services. We do know however, from oversight of similar sized schools, that Federal Lunch monies, as well as the projected Food revenue from other sources, will be sufficient to cover the cost of the program.

**Operating Expenses**

**Administration:**
This includes the salaries of a Business Manager and an HR Coordinator. The projected expenses are also based on similar actual expenses from various schools under management in MA. Purchased management services are based on a 6% fee as described in the Management Contract.

**Instructional Services:**
The largest expenses are the teacher's salaries, that are projected based on a competitive rate. We are assuming one Principal and one Academic Quality Controllers for the first year of operation. In addition, we have projected for one Special Education coordinator. Other expenses have been projected on our previous experience running similarly sized schools in the MA area.

**Other Student Services:**
This in part includes the hiring of a Student Life Officer, the projected costs of equipping the Nurse's Office and supplies for the Student Life Organization®. The Food program is expected to be outsourced to an outside vendor, and as per our comment under Operating Revenues, no expenses are shown since we expect the Revenue and expenses to offset each other. The student transportation is assumed to be proved by the local district free of charge.

**Operation and Maintenance of Plant:**
Our model assumes leasing a facility large enough to accommodate the student population. The assumption is based on approx. 100 sq/ft per pupil, at a lease cost of $15 sq/ft. All other expenses associated with the maintenance of the building, and all utility costs are estimated based on similar sized schools in MA.

**Fixed Charges:**
Payroll taxes are estimated based on current employment law tax guidelines and workers Comp rates. Fringe Benefits are based on current actual plan costs and projected enrollment
rates based on our past experience. Insurance costs include property, general liability, and professional and umbrella coverage.

**Financing (short and long-term):**
The Board is not currently anticipating the need for long-term financing. During the first five-year charter term the Board plans to lease a school facility. Short-term line of credit will be obtained to cover start-up expenses.

**G. ACTION PLAN**

✔ Outline the strategies, steps, designated point person and provide a clear timeline for opening the school, dating from March 1 in the year the school will open to the first day of school. The action plan should be specific and consistent with the proposal’s objectives.

Please see Attachment 10 for a detailed action plan.

If Springfield Preparatory’s charter is granted in February 2012, our plan is to have the school director identified and hired by the end April. SABIS® employees from the Business Development Department will assume start-up responsibilities and will coordinate all aspects of new school development until the director is hired and prepared to take over start-up duties. The school director, working closely with staff from the Business Development Department, will be the primary point person for implementing the action plan to establish this new school.

The chart in Attachment 10 details the plan the school will put in place from the time it is chartered until the first day of school. This action plan is created with that assumption in mind. SABIS® has been successfully operating charter schools in Massachusetts since 1995, and, as an organization, has already established many of the required plans and policies, and it has the depth in talent and expertise needed to implement an effective action plan to successfully open the school.

A successful charter school start-up involves many different skills sets and expertise ranging from finance, human resources, facilities, curriculum, purchasing, information technology, to public relations and much more. By partnering with SABIS®, the school will benefit from an in-house team consisting of committed professionals, each with more than 10 years of direct engagement with charter school start-up in such areas as student and staff recruitment, facility development, finance, purchasing, and curriculum. For each new school, a Start-up Project Director serves as the “traffic cop” to whom status reports from each team member are provided and activities are coordinated. The Project Director in turn provides regular reports to the Board, DESE and SABIS® on the start-up status. Having one person as the hub ensures that information flows efficiently.

**IV. HOW WILL THE SCHOOL DEMONSTRATE THAT IT IS FAITHFUL TO THE TERMS OF ITS CHARTER?**

**A. PROCESS**

✔ Please describe the process you will undertake in the first year of the proposed school to create an effective accountability plan. Identify who will be primarily responsible for defining and overseeing this process, as well as for collecting and analyzing the data to evaluate the school’s progress towards accountability plan objectives.

The school’s leadership team, in coordination with SABIS® staff, will have primary responsibility for overseeing the development of an accountability plan for the school’s first five-year charter term. The school’s plan will be modeled on the plans already established and implemented at SABIS International and Holyoke Community. A draft plan will be written by the school leaders and reviewed and revised as necessary by SABIS® academic and operations staff. Once the plan is in its final draft form it will be presented to the Board for review and approval before it is submitted to the DESE for final approval.
Once the plan is approved, the school’s leadership team will be responsible for collecting, analyzing and evaluating data that will be used to measure progress towards accountability plan objectives each year. The school’s director and SABIS® will then present the data as it becomes available to the Board of Trustees during monthly board meetings. Final data will be complied and presented in the school’s annual report.

**B. ACCOUNTABILITY PLAN OBJECTIVES**

Following are examples of accountability plan objectives and measures for the proposed school. The actual accountability plan will be developed during the first school year and will contain additional goals and objectives related to academic success, organizational viability and faithfulness to the charter.

<table>
<thead>
<tr>
<th>Sample Accountability Plan Objective</th>
<th>Source(s) of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Success</strong></td>
<td></td>
</tr>
<tr>
<td>The school makes Adequate Yearly Progress (AYP) in English and mathematics.</td>
<td>AYP Ratings</td>
</tr>
<tr>
<td>The school will make annual proficiency (advanced/proficient) gains on all MCAS exams, and by the fifth year of the charter will achieve higher proficiency levels than Springfield Public Schools on all grades and subjects tested.</td>
<td>MCAS</td>
</tr>
<tr>
<td>The school will outperform the sending district as evidenced by Composite Performance Index scores in the aggregate in English Language Arts and Math.</td>
<td>MCAS Composite Performance Index</td>
</tr>
<tr>
<td><strong>Organizational Viability</strong></td>
<td></td>
</tr>
<tr>
<td>Enrollment applications for all grade levels will exceed the number of available spaces, thus sustaining the school’s budget.</td>
<td>Enrollment Applications</td>
</tr>
<tr>
<td>The school’s annual independent audit is free of material or repeated findings.</td>
<td>Independent Audit</td>
</tr>
<tr>
<td>Over 85% of parents who return the annual family survey agree with the statement: “The school provides a safe and structured academic environment and my child is held to high behavioral and academic expectations.”</td>
<td>Parent Surveys</td>
</tr>
<tr>
<td><strong>Faithfulness to Charter</strong></td>
<td></td>
</tr>
<tr>
<td>As a college-prep school, 100% of graduates will successfully complete the school’s graduation requirements and will meet or exceed Mass Core requirements in order to receive a diploma.</td>
<td>High School Graduation rates</td>
</tr>
<tr>
<td>College Acceptance: 100% of the senior students will gain admission to a minimum of one institution of higher learning by June 1st of the year of their graduation.</td>
<td>College Admission Rates</td>
</tr>
<tr>
<td>Character Development: The average score earned by all students in grades 1 through 12 on the SABIS® code of conduct will be 75% or higher as determined by the teachers and reflected in the end of year report card.</td>
<td>School Report Card</td>
</tr>
</tbody>
</table>

**C. NARRATIVE**

✓ In no more than two paragraphs, please give a narrative description of the key indicators of success you would like a renewal inspection team to see during their three-day visit in the school’s fourth or fifth year. What would be a few of the key pieces of evidence you would expect the renewal inspection team to find that demonstrate the school has been successful?

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35 The SABIS® code of conduct is based on the following ten criteria: 1) Honesty; 2) Cooperation/Helpfulness; 3) Compliance with rules; 4) Self Control; 5) Effort; 6) Good manners; 7) Responsibility toward academic work; 8) Punctuality; 9) Wise use of time; 10) Respect for faculty, students and property.
During the charter renewal inspection, inspectors will see a school that is academically rigorous, is a clean, safe and structured school environment, where students are engaged, and teachers are passionate and committed to the college-preparatory mission. The evidence for this success will include outstanding student achievement results where our students outperform local and state averages on state exams and the racial and income achievement gap has closed or is significantly narrowed. The inspection team will observe dynamic teaching in every classroom using the proven SABIS® instructional methods. The quality of the teaching will suggest the degree of planning, professional development, and collaboration expected for all teachers. Inspectors will see climate and culture of excellence built on an ethos of high levels of academic, social and personal growth of staff and students. Additional evidence of success will include high teacher retention rates, a stable and viable budget that is managed in accordance with sound fiscal policies, an effective and stable governance and management structure, and high parent satisfaction rates as measured by surveys and student retention rates. In interviews with students, staff, parents and board members, inspectors will hear a consistent message of high expectations for all students, a unified focus of the college prep mission, and a common belief that the school consistently improving and/or meeting its accountability plan goals.

D. DISSEMINATION

✓ Discuss ways in which the charter school will be able to collaborate with school districts from which it draws students to provide educational models, including programs, curriculum, and teaching methods that can be replicated by other public schools.

Springfield Prep will seek to form a significant and meaningful partnership with Springfield Public Schools. We will seek foundation grant support in order to establish a formal relationship with local schools. Workshops, trainings, and presentations will be organized where our staff will share ideas and strategies with local educators. Our will have a standing open invitation for local area educators and school leaders who wish to observe our program first-hand. Each year, our school will host a conference with SABIS® experts to discuss the unique features and characteristics of the SABIS® program.

Existing SABIS®-managed schools in Massachusetts and nationally are visited annually by hundreds of educators seeking to learn more about SABIS®’s successful practices. Our school intends to operate in the same open way and will create systems and structures for sharing its models, programs and practices with other public schools. We will actively invite local educators to observe the SABIS® program first-hand. Our program will be described and publicized on the school’s website, in the annual report, and in periodical written studies on selected features of the program such as, lesson planning, classroom management, Student Life program, and other components of the program. Since the start of the charter school movement in the early 90s, we have experienced that it takes effort to build and develop meaningful collaboration with local district schools given the inherent competitive tensions that, unfortunately, can exist. Despite that challenge, we are fully committed to working to establish opportunities to partner with the local district schools to share best practices and learning.

ATTACHMENT 1: DRAFT RECRUITMENT AND RETENTION PLAN

Name of School  Springfield Preparatory Charter School  Date  11/7/11

I. Recruitment Plan

A. Describe the school’s general recruitment activities, i.e. those intended to reach all students.

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General Recruitment Activities
List recruitment activities undertaken each year which apply to all students.

| Community Informational Meetings, Open Houses at the school |
| Advertising: Newspaper, radio, direct mail, web-based advertising, social media |
| Door-to-door outreach, relationships with community-based organizations, and churches |

Add additional rows as necessary.

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create goals and strategies for each of the following categories:

A. Special education students
B. Limited English-proficient students
C. Students eligible for free lunch
D. Students eligible for reduced price lunch
E. Students who are sub-proficient (as determined by a previous score of “Needs Improvement” or “Warning/Failing” on the mathematics or English language arts examinations of the MCAS for the previous two years)
F. Students at risk of dropping out of school
G. Students who have dropped out of school
H. Other subgroups of students who should be targeted to eliminate the achievement gap

Recruitment Plan – Goals and Strategies
List goals and strategies for recruitment activities for each demographic group.

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th>Our goal is to implement an aggressive recruitment campaign that specifically targets students who are Special education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Special education students</td>
<td>Strategies:</td>
</tr>
<tr>
<td></td>
<td>Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.</td>
</tr>
<tr>
<td></td>
<td>Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students who are special education.</td>
</tr>
<tr>
<td></td>
<td>Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students who are special education including social service agencies, churches, government agencies, and housing projects.</td>
</tr>
<tr>
<td></td>
<td>Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students who are special education.</td>
</tr>
</tbody>
</table>
Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students who are special education.

Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.

### Demographic Group:

#### B. Limited English-proficient students

Our goal is to implement an aggressive recruitment campaign that specifically targets students who are likely to be Limited English Proficient.

**Strategies:**

Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.

Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students who are Limited English Proficient.

Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students who are Limited English Proficient including social service agencies, churches, government agencies, and housing projects.

Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students who are Limited English Proficient.

Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students who are Limited English Proficient.

Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.

### Demographic Group:

#### C. Students eligible for free lunch

Our goal is to implement an aggressive recruitment campaign that specifically targets students who are likely to be Students eligible for free lunch.

**Strategies:**

Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.
Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students eligible for free lunch.

Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students eligible for free lunch including social service agencies, churches, government agencies, and housing projects.

Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students eligible for free lunch.

Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students eligible for free lunch.

Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.

**Demographic Group:**

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<td>Programs provided by the school, including those for students at risk of dropping out of school.</td>
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</table>

Our goal is to implement an aggressive recruitment campaign that specifically targets students who have dropped out of school (Note: our school will not serve this age group for several years.)

Strategies:
Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.

Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students who have dropped out of school.

Widely distributing the application and marketing materials in targeted areas which are likely to serve families of students who have dropped out of school including social service agencies, churches, government agencies, and housing projects.

Hosting information fairs at organizations, such as social service centers, which are likely to serve families of students who have dropped out of school.

Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by families of students who have dropped out of school.

Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the
Demographic Group(s):

H. Other subgroups of students who should be targeted to eliminate the achievement gap

Our goal is to implement an aggressive recruitment campaign that specifically targets racial and ethnic minority students who should be targeted to eliminate the achievement gap

Strategies:
Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.

Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school, including those for students who are racial and ethnic minority students.

Widely distributing the application and marketing materials in targeted areas which are likely to serve racial and ethnic minority families including social service agencies, churches, government agencies, and housing projects.

Hosting information fairs at organizations, such as social service centers, which are likely to serve racial and ethnic minority families.

Advertising the School’s enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by minority families.

Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.

### Overall Student Retention Goal

| Annual goal for student retention (percentage): | Overall retention goal for all students is 95% |

### Retention Plan Goals and Strategies -- List goals and strategies for retention activities

| A. Special education students (95%) | The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This real-time data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged are less likely to leave the school or not return. |

| B. Limited English-proficient students (95%) | The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This real-time data is used by the school’s staff to address these learning gaps. By addressing |
| C. Students eligible for free lunch (95%) | The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This *real-time* data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged are less likely to leave the school or not return. |
| D. Students eligible for reduced price lunch (95%) | The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This *real-time* data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged are less likely to leave the school or not return. |
| E. Students who are sub-proficient (95%) | The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This *real-time* data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged are less likely to leave the school or not return. |
| F. Students at risk of dropping out of school (95%) | The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This *real-time* data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged are less likely to leave the school or not return. |
| G. Students who have dropped out of school (95%) | The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This *real-time* data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged are less likely to leave the school or not return. |
| H. Other subgroups of students who should be targeted to eliminate the achievement gap (95%) | The SABIS® program’s intense focus on identifying learning gaps on a weekly basis enables school administrators to quickly pin-point academic weaknesses students may be developing. This *real-time* data is used by the school’s staff to address these learning gaps. By addressing these gaps, students are able to remain on track and engaged are less likely to leave the school or not return.|
ATTACHMENT 2: DRAFT BY-LAWS

Article I: Name

Section 1.1 Name. The name of this school shall be Springfield Preparatory Charter School (the “School”), a public school chartered by the Commonwealth of Massachusetts and governed by the Board of Trustees, a public entity, members of which are considered public officials of the state.

Article II: Purpose

Section 2.1 Purpose: The purpose of the School shall be to provide a quality, college preparatory education to its students and give them a foundation for lifelong learning as listed in the School Charter from the Commonwealth of Massachusetts.

Article III: Board of Trustees

Section 3.1 Number: The Trustees at their annual meeting, or at a special meeting called for that purpose, shall elect a Board of Trustees of not less than seven (7) and not more than thirteen (13) members, to take office upon approval from the DESE Charter School Office, and to hold office until the annual meeting of the Trustees at which their respective terms expire and until their respective successors are elected and qualified.

Section 3.2 Election and Term of Office: The initial Trustees shall be elected for staggered terms of up to three (3) years, so that the terms of approximately one-third (1/3) of the Trustees will expire each year. Thereafter, Trustees shall be elected to three (3) year terms. Except in the event of resignation, incapacity or death, each Trustee shall serve until a successor has been elected and qualified. The number of Trustees to be elected for each year shall be fixed at the meeting at which they are elected, but the Trustees may, at any meeting held for the purpose during any such year, increase or decrease (within the limits above specified) the number of Trustees as thus fixed, and elect new Trustees to complete the number so fixed, or remove Trustees to reduce the number of Trustees to the number so fixed. Board members’ requests for leaves of absence of up to one (1) year shall be granted provided the board member provides his or her request in writing and the Board of Trustees approves it. The Board of Trustees may grant an extension of the leave of absence at its own discretion.

Section 3.3 Powers: The Board of Trustees shall have the following responsibilities:

• to exercise all the powers of the Organization; to adopt, amend, or repeal the bylaws with approval from the Department of Elementary and Secondary Education (DESE); to amend the material terms of the School Charter, with approval from the DESE; to determine general school policies, in compliance with state and federal law; to manage the financial affairs of the School; to focus the work on governance rather than management; to evaluate the school director.

The Board of Trustees shall have the following duties:

• to serve the school with duty, loyalty, and care; to be bound by the School’s Code of Conduct, Conflict of Interest, and Confidentiality policy statements; not to receive payment for services, unless an exemption to the state conflict of interest law applies; not to have a direct financial interest in the assets of leases of the school, unless an exemption to the state conflict of interest law applies; to disclose any financial interest, direct or indirect, in business transactions of the School; to comply with all laws and regulations applicable to members and boards of trustees; to ratify the School Director, as recommended by the Education Service Provider; to recognize that
the Board holds the charter from the Commonwealth and is therefore responsible for ensuring that the School complies with all applicable laws and regulations, as well as ensuring that the School is an academic success, organizationally viable, and faithful to the terms of the School Charter.

Section 3.4 Meetings: Notice of all meetings, stating the date, time, and location of such meetings shall be posted in accordance with Massachusetts Open Meeting Law (Massachusetts Gen. Laws c. 30A § 11A½). Notice shall be posted with the Municipal Clerk, the Secretary of the Commonwealth, and at the main office of the School. All meetings shall be public except for duly convened executive sessions. The minutes will reflect the date, time and location of the meeting, the members present or absent and all action taken at the meeting, including all formal votes. The Board must adopt records of meetings at a subsequent meeting.

Section 3.5 Regular Meetings: Regular meetings of the Board of Trustees shall be held at such places, within the Commonwealth of Massachusetts, and at such times as the Board of Trustees may from time to time determine. Written notice of a regular meeting of the Board of Trustees shall be given at least five (5) days before the meeting by leaving such notice with the Trustee or at the Trustee’s residence or usual place of business, or by mailing it, postage prepaid, addressed to such Trustee at the Trustee’s address as it appears upon the books of the Organization. No notice to the Trustees shall be required for any regular meeting held at a time and place fixed in advance by the Board of Trustees, if notice of the times and places so fixed for regular meetings shall have been given to such Trustee within the same calendar year, in writing, as specified above.

Section 3.6 Annual Meetings: The Annual Meeting of the Trustees shall be held in the spring, at such month, date, hour and place as the Chair or the Secretary may determine. Purposes for which an annual meeting is to be held, in addition to those prescribed by law, and by these Bylaws, may be specified by the Board of Trustees or by a writing signed either by the Chair or by any Vice Chair or by a quorum of the Trustees. If such Annual Meeting is omitted on the day herein provided therefore, a Special Meeting may be held in place thereof, and any business transacted or elections held at such meeting shall have the same effect as if transacted or held at the Annual Meeting, and in such case such reference in these Bylaws to the Annual Meeting of the Trustees shall be deemed to refer to such Special Meeting. A written notice of the Annual Meeting or meeting in lieu thereof, stating the place, day and hour thereof and the purposes for which the meeting is called, shall be given by the Secretary to each Trustee at least five (5) days before the meeting by leaving such notice with such Trustee or at such Trustee’s residence or usual place of business, or by mailing it, postage prepaid, addressed to such Trustee at such Trustee’s address as it appears upon the books of the School. In case of the death, absence, incapacity or refusal of the Secretary, such notice may be given by any other Officer or by a person designated either by the Secretary or by the person or persons calling the meeting or by the Board of Trustees.

Section 3.7 Quorum: At any meeting of the Trustees, a quorum must be in attendance at that meeting for the transaction of business.

Article IV: Committees

Section 4.1 Committees: The Board of Trustees may from time to time create such committees as it deems necessary or desirable for the conduct of the affairs of the School, to which may be appointed such persons as the Board may determine. Ad hoc committees will be formed when an issue is brought to the Board that requires investigation and fact finding. The Board shall define the purposes, duties, and powers for each committee, approving them by way of a formal vote. Except as the Trustees may otherwise determine, any committee may make rules for the conduct of its business, but unless otherwise provided by the Trustees or in such rules, its business shall be
conducted in a manner similar to that provided in these Bylaws for the Trustees. All committee meetings must also be conducted in accordance the Open Meeting Law and a record kept of those meetings.

The Board shall maintain a standing Executive Committee, composed of the Chair, the Vice Chair, the Secretary, the Treasurer, and one additional Trustee selected by the Chair, and except as otherwise provided by law or in these bylaws, the Executive Committee shall possess and exercise all of the powers of the Board of Trustees during a recess of the Board of Trustees, and shall submit to the Board, at each Board meeting, a report of any and all actions taken since the preceding Board meeting.

The Board shall maintain a standing Finance and Audit Committee which shall consist of not less than three (3) members, the majority of whom shall be experienced in financial matters. The Finance and Audit Committee shall oversee and manage all significant financial matters affecting the school. The Finance and Audit Committee shall be responsible for making recommendations to the Board regarding: (a) the selection, retention and termination of an independent auditor; (b) the compensation of the auditor; and (c) the process by which the Finance and Audit Committee shall review the audit and the management letter, if any, with the auditor and work with the auditor and management of the organization to resolve or recommend resolution to the Board of any issues of concern arising from the audit or the management letter.

Section 4.2 Quorum and Committees: A majority of the members of a committee shall constitute a quorum for the transaction of business, but a lesser number of members may adjourn any meeting from time to time, and the meeting may be held as adjourned without further notice. When a quorum is present at any meeting, a majority of the members of such committee present thereat shall decide any matter brought before such meeting.

**Article V: Officers**

Section 5.1 Election: The Officers of the School Board shall consist of a Chair, a Vice Chair, a Treasurer and a Secretary. Other Officers, their powers and their terms of office, may be prescribed by a majority of Trustees from time to time as the Board of Trustees may determine. All Officers shall be elected by the Trustees at any meeting thereof.

Section 5.2 Qualification and Powers: Each Officer shall be a Trustee. Subject to law and to the other provisions of these Bylaws, each Officer shall hold office for a term of one (1) year and until a successor is elected and takes office, or until the Officer sooner dies, resigns, is removed, or becomes disqualified. Each Officer shall, subject to these Bylaws, have in addition to the duties and powers herein set forth, such duties and powers as are commonly incident to the office and such duties and powers as the Board of Trustees shall from time to time designate.

Section 5.3 Chair: The Chair shall preside at all meetings of the Board of Trustees and the Executive Committee and the Vice Chair shall preside in the absence of the Chair.

Section 5.4 Secretary: The Secretary or a designee shall keep the records of all meetings of the Board of Trustees and committees of the Board.

Section 5.5 Treasurer: The Treasurer shall, subject to the direction and under the supervision of the Board of Trustees, have general charge of the financial concerns of the School and the care and custody of the funds, securities, and valuable papers of the School, except the Treasurer’s own bond, if any, and shall have power to endorse for deposit or collection all notes, checks, drafts, and other obligations and orders for the payment of money payable to the School or its order, and to accept drafts on behalf of the School. The Treasurer shall keep, or cause to be kept, accurate books of
account, which shall be the property of the School, and, if required by the Board of Trustees, shall give bond for the faithful performance of the duties of the office in such form, in such sum, and with such sureties as the Board of Trustees shall require.

Article VI: Resignations, Removals and Vacancies
Section 6.1 Resignations and Removals: Any Trustee or Officer may resign at any time by delivering written notice of resignation to the Chair or the Secretary or at a meeting of the Board of Trustees. Any Trustee or Trustees may be removed from office, with or without cause, by vote of at least sixty (60%) percent of the number of Trustees then in office, at any meeting called for that purpose with at least fourteen (14) days advance notice, in writing, to all Trustees. The Board of Trustees may by vote of a majority of the Trustees present and voting, remove from office, with or without cause, any Officer appointed or elected by the Board or terminate or modify the authority of any such Officer.

Section 6.2 Vacancies: If the position of any Trustee becomes vacant, by reason of death, resignation, removal, disqualification or otherwise, a successor may be elected by a majority of the Trustees then in office, which election may be held at the same meeting at which a former Trustee resigns or is removed, provided that the Trustees shall receive at least fourteen (14) days advance written notice of the intent to elect a successor Trustee. Any vacancy on any committee of the Board may be filled by a member of the Trustees then in office. If any office becomes vacant, the Board of Trustees may elect or appoint a successor, by vote of a majority of the Trustees present and voting. Each such successor shall hold office for the unexpired term and until a successor shall be elected or appointed and qualified, or, if sooner, until death, resignation, removal or disqualification. The Board of Trustees shall have and may exercise all its power notwithstanding the existence of one (1) or more vacancies in its number.

Article VII: Indemnification
Section 7.1 Indemnification of Officers and Trustees: The School shall, to the extent legally permissible, indemnify its Officers and Trustees, and their respective heirs, executors, administrators or other representatives from any costs, expenses, attorney’s fees, amounts reasonably paid in settlement, fines, penalties, liabilities and judgments incurred while in office or thereafter by reason of any such Officer or Trustee’s being or having been an Officer or Trustee of the School or by reason of such Officer or Trustee’s serving or having served at the request of the School as director, Trustee, Officer, employee, or other agent of another school, or in any capacity with respect to any employee benefit plan, unless with respect to the matter as to which indemnification is sought the Officer or Trustee shall have been or is adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the School. Such indemnification may include payment by the School of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person to be indemnified to repay such payment if he or she shall be not entitled to indemnification under this paragraph.

Section 7.2 Indemnification of Employees and Other Agents: The School, to the extent legally permissible, may indemnify its employees and other agents, including but not limited to its volunteers, from any costs, expenses, attorney’s fees, amounts reasonably paid in settlement, fines, penalties, liabilities and judgments incurred while in office or thereafter by reason of any such person’s being or having been an employee or agent of the School or by reason of such person’s serving or having served at the request of the School as director, Trustee, Officer, employee, or other agent of any other organization, or in any capacity with respect to any employee benefit plan, unless with respect to the matter as to which indemnification is sought the employee shall have been or is adjudicated in any proceeding not to have acted in good faith in the reasonable belief that the Trustee’s action was in the best interests of the School. Such indemnification may include a payment
by the School of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person to be indemnified to repay such payment if he or she shall be not entitled to indemnification under this section. In determining whether to provide indemnification under this paragraph, the School Board may consider, among other factors, whether and to what extent insurance is or was available to the person seeking indemnification and whether and to what extent insurance is available to the School for such indemnification.

Section 7.3 Determination of Indemnification: The determination whether an Officer or Trustee is entitled to indemnification and the determination whether the School will indemnify an employee or other agent shall be made at a meeting of the Board of Trustees by a disinterested majority of the Trustees present theretof, provided that there is an opinion in writing of counsel retained by the School to the effect that such Officer or Trustee appears to have acted in good faith in the reasonable belief that the Trustee’s action was in the best interests of the School.

Article VII: Non Discrimination
Section 8.1 Non-Discrimination: The School shall not discriminate against any person in admission to its school or in obtaining the advantages, privileges and courses of study of its school on account of race, color, gender, religion, national or ethnic origin or sexual orientation.

Article IX: Fiscal Year
Section 9.1 Fiscal Year: Except as from time to time otherwise may be prescribed by the Board of Trustees, the fiscal year of the School shall begin July 1 and end on June 30.

Article X: Statutory Provisions
Section 10.1 Statutory Provision: The provisions of Massachusetts G.L. c. 71, §89, as amended from time to time, are incorporated into these Bylaws by reference. In the event of any conflict between these Bylaws and G.L. c. 71, §89, the provisions of G.L. c. 71, §89 shall prevail.

Article XI: Amendments
Section 11.1 Amendments: These Bylaws may be altered, amended or repealed in whole or in part by the affirmative vote of two-thirds of the Trustees present at any regular or special meeting of the Board of Trustees, duly called, at which a quorum is present, and the notice of which specifies that one of the purposes of the meeting is the amendment of these Bylaws. All amendments to the bylaws are subject to the approval of the DESE and/or the Board of Elementary and Secondary Education.
Springfield Preparatory Charter School

Springfield Preparatory Charter School (“the School”) is a public college preparatory school that provides top-quality education on a non-selective basis to all students, on a space available basis, and will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. The School will implement and follow their Student Recruitment and Retention Plan as submitted, as outlined in M.G.L Chapter 71, Section 89(f); CMR 603 1.05(f).

1.) Eligibility Criteria for Enrollment
a) A student applying for enrollment must be a resident of Massachusetts at the time of application and at the time of his/her acceptance.
b) Proof of residency will be obtained as part of the enrollment process. Examples of residency proof will include utility bills, signed leases and mortgage bills.
c) The School does not administer tests to potential applicants or predicate enrollment on results from any tests of ability or achievement (603 CMR 1.06(2)).
d) The School does not require potential students or their families to attend interviews or informational meetings as a condition of enrollment (603 CMR 1.06(2)). Informational meetings will be scheduled for parents/guardians who want to visit the school.
e) Parents/guardians are required to complete an information sheet to start the enrollment process for their student who is already attending school elsewhere.
f) Enrollment shall not exceed the total number of students for which the school was noticed.

2.) Enrollment Process
a. The School will hold an annual enrollment period for students currently attending school in the grades offered. The enrollment period will be advertised widely throughout the sending district and will include public information sessions and school tours for interested families. Applications will be available at the school during the enrollment period. The date of the enrollment period and the date of the application deadline will be publicized at least one month in advance. The annual enrollment period will last a minimum of one month. Applications submitted after the deadline for any enrollment period must be resubmitted in the next enrollment period.
b. The School will enroll new students in grades offered in compliance with State Regulations (603 CMR 1.06(4)(d).
c. Any information that is requested on the application form, such as, language spoken or race/ethnicity will not be used to discriminate and will not be used for selection purposes. This information will help us evaluate the effectiveness of our enrollment process.
d. Students who are offered enrollment will have three days to accept or decline the offer.
e. Applications will be accepted for any child meeting the school’s age requirements and residing in Massachusetts. Applications will be available at the school during the enrollment periods.
f. The School does not furnish any student records or personal information for “directory information” purposes as per our Student/Parent Handbook. However, changes recently
made in the charter school statute now require the release of student names and addresses for the purpose of recruiting students. As amended by Chapter 12, Section 7, of the Acts of 2010, the charter school statute now requires that both school districts and Commonwealth charter schools provide the names and addresses of students to a third party mail house for mailings. See M.G.L. c. 71, § 89(g). This requirement is consistent with federal and state law regarding student records.

g. Attached is a form (page 6) for parents to sign if they want to opt-out of the release of their student’s directory information to an approved Mail House.

3. Lottery Procedures
   a. All eligible applications received by the deadline will be entered into a public lottery. Applicants will be placed in the lottery by their grade as of the next school year.
   b. The School will determine the number of seats available each year by grade level prior to the start of the new school year.
   c. Notice of the lottery will be publicized at least one week prior to the lottery.
   d. Three separate lotteries, for every grade, will be held at the end of each enrollment period if there are more applicants than seats available, or if there is a Waiting List at any grade level.
   e. Students who have completed the enrollment process will be separated into one of the below groups:
      - **Siblings** (students who share a common parent, either biologically or legal adoption) of students who are already in attendance at The School in the year of application, will be given preference for admission over non-sibling students. It is the responsibility of the parent/legal guardian to inform The School of any sibling(s) currently on the Wait List.
      - **Residents** will be given preference for admission over non-resident students.
      - **Non-residents** will be defined as Massachusetts residents who live outside of the city
   f. Each application will be assigned a random identification number for the lottery. As each student number is drawn, he/she will be assigned the next available opening for his/her particular grade, or placement on the appropriate Waiting List. Each of the three lotteries will establish a fair and random list of students by grade ranked in ascending numerical order according to their lottery draw.
   g. An unbiased person will draw these numbers by grade at a publicized, public meeting at the school.
   h. If the principal enrollment process fails to produce an adequate number of enrolled students, the lottery process may be repeated if a Waiting List does not exist and the required lottery process is strictly followed, including public notification and deadlines (603 CMR 1.06(5)).
   i. Once a student is attending the school, they may remain at the school even if their town of residence, within Massachusetts, changes.
   j. Any student for whom enrollment into The School would cause the sending district to exceed their tuition cap, they will not be offered admission but will remain on the Waiting List. If those students are siblings of students currently in attendance at the school, the state may pay the child’s tuition, subject to appropriation (M.G.L. Chapter 71, Section 89(i); 603 CMR 1.06(4)(e)).
   k. Enrollment shall not exceed the total number of students for which the school was noticed.
   l. Enrollment is subject to satisfying all the relevant requirements contained in this policy and final notice of acceptance by The School.
4.) **Waiting List Policy**
   a. If a student stops attending The School or declines admission, the next available student on the Waiting List for that grade will be offered admission until the vacant seat is filled.
   b. No student will be admitted ahead of other eligible students on the Waiting List unless said student is either a sibling of an enrolled student or a resident of the city.
   c. Students on the Waiting List will be contacted by phone with an offer of admission to the school. It is the parent/guardian’s responsibility to notify the school with any change of contact information.
   d. Any student who is offered a seat at The School and declines admittance, will need to reapply and proceed with the lottery process.
   e. Any student who signs up for enrollment will be part of a lottery, if a seat is not available, to determine their placement on the Waiting List. The student’s name will be added to the existing Waiting List in the order his/her name is drawn in the lottery. The students’ name will remain on the Waiting List until his/her name comes to the top of that grade’s Waiting List and an opening in his/her grade is available. The School will maintain a rolling waitlist from year to year. The Waiting List will advance all students one grade level each year, so students only need to take part in the lottery process once. Students who are on the Waiting List as non-siblings and become a sibling, due to the acceptance and attendance of their brother/sister, will be given sibling status. It is the parent’s responsibility to notify the school if this occurs. If a student currently on the Waiting List changes his/her grade it is the parent’s responsibility to notify the school. At that time, the student will be placed in the next available slot at the end of the Waiting List of the new grade.
   f. The School will keep accurate and secure electronic and paper record of the Waiting List. The Waiting List will contain the names, home addresses, telephone numbers, grade levels and sibling status of students who entered the lottery but did not gain admission.
   g. When a student stops attending the school for any reason, the school will attempt to fill vacant seats up to February 15th. The School must replace any student who leaves the school with a student in the same grade level, if the replacement takes place on or before February 15th. If a student leaves the school after February 15th that vacancy will be filled the following school year with a new student in the subsequent (next) grade level. Any student who leaves the school in grade 6-12 will be replaced in a grade that has available seats (to be determined by the School’s Director).
   h. Parents/guardians who have a child on the Waiting List are encouraged to contact The School once a year to update their child’s information and track their child’s movement on the Waiting List.

5.) **Application for Admission**
   a. Attached is a copy of the Application for Admission.
   b. The application does not require dual parent/guardian signatures.
Release of Student Directory Information

The release of student record information without written parental consent is generally prohibited by the federal Family Educational Rights and Privacy Act (FERPA), which applies to all schools that receive federal funds, and the Massachusetts Student Records Regulations (Mass SRR). Both FERPA and the Mass SRR, however, allow schools to release the names and addresses of students, as well as other "directory" information, without prior parental consent, provided they give notice that it is their policy to release such information and they notify parents and eligible students of their right to request that this information not be released without their prior written consent.

In order to comply with the mail house provision of the charter school statute, M.G.L. c. 71, § 89(g), all schools must include in their student handbook, or the routine information letter the school publishes under section 23.10(1) of the Mass SRR, notice that the school will release the names and addresses of students to a third party mail house, upon request, unless the parent or eligible student objects to such release.

I deny my child’s directory information to be given to an approved Mail House.

Student’s name______________________________________

Parent/guardian name: _____________________________________

Date: _________________________________________________
DRAFT ENROLLMENT APPLICATION

Today’s Date: _________________

Student’s Name: ___________________________ ___________________________

Date of Birth: _________________ Age: ______ Race: ______ Gender: M____ F____

Address: ___________________________ ___________________________

Home Phone: (_____)_______________________

Student Resides with: Mother _______Father _______ other (name) __________________

Current Grade: ____________ Current School: _____________________________

Does this student have an Individual Education Plan (IEP)?   Yes: _______    No: _______

Does this student have any siblings attending Springfield Prep now?  Yes: _______   No: _______

Sibling at Springfield Prep: ___________________________ ____________________  _________

Mother’s Name: ____________________________    ____________________________

Home Phone: __________________ Work Phone: _____________ Cell Phone: ______________

Father’s Name: _____________________________    ____________________________

Home Phone: __________________ Work Phone: _____________ Cell Phone: ______________

PLEASE SIGN BELOW ACKNOWLEDGING YOU HAVE BEEN GIVEN A COPY OF:

THE CHARTER SCHOOL’s ENROLLMENT POLICY

Name: ___________________________ Date: ________________
### ATTACHMENT 4: OPERATING BUDGET

**Charter School:** Springfield Prep  

<table>
<thead>
<tr>
<th>MAJOR ASSUMPTIONS</th>
<th>Pre-Operational Period</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td></td>
<td>FY2012</td>
<td>FY2013</td>
<td>FY2014</td>
<td>FY2015</td>
</tr>
<tr>
<td>A Per Pupil Tuition</td>
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<tr>
<td>B Student Enrollment</td>
<td></td>
<td></td>
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<tr>
<td>C Facility Size (square footage)</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>D Cost per square foot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Staff FTE: (1.0 XX hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1. Administrative (Professional)</td>
<td></td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>E2. Administrative (Support/Clerical)</td>
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<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>E3. Instructional: Teachers Instructional: Other</td>
<td></td>
<td>20.0</td>
<td>26.0</td>
<td>33.0</td>
</tr>
<tr>
<td>E4. (Professional)</td>
<td></td>
<td>2.0</td>
<td>6.0</td>
<td>7.0</td>
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<tr>
<td>E5. Instructional: Paraprofessionals Instructional: Salaries -</td>
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<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
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<tr>
<td>E6. Support/Clerical</td>
<td></td>
<td>1.0</td>
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<td>4.0</td>
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<tr>
<td>E7. Other Student Services Operation and Maintenance of Plant</td>
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<td>8.0</td>
<td>9.0</td>
<td>10.0</td>
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<tr>
<td>E8. Salaries - Support/Clerical</td>
<td></td>
<td>3.0</td>
<td>3.0</td>
<td>6.0</td>
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<tr>
<td>F Staff FTE: Subtotal:</td>
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<td>5.0</td>
<td>45.0</td>
<td>57.0</td>
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</tbody>
</table>

### OPERATING REVENUES

<table>
<thead>
<tr>
<th>1 Tuition</th>
<th>2 Grants - State</th>
<th>3 Grants - Federal</th>
<th>4 Grants - Private</th>
<th>5 Nutrition Funding - State &amp; Federal</th>
<th>6 Program Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,972,920</td>
<td>5,404,793</td>
<td>6,864,906</td>
<td>127,849</td>
<td>131,685</td>
<td>180,847</td>
</tr>
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</table>
### Contributions, in-kind

<table>
<thead>
<tr>
<th>Contributions, in-kind</th>
<th></th>
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<th></th>
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</table>

### Contributions, in-cash

<table>
<thead>
<tr>
<th>Contributions, in-cash</th>
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</table>

### Investment Income

<table>
<thead>
<tr>
<th>Investment Income</th>
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### Transportation Reimbursements

<table>
<thead>
<tr>
<th>Transportation Reimbursements</th>
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<th></th>
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### Other:

<table>
<thead>
<tr>
<th>Other:</th>
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</table>

### TOTAL OPERATING REVENUES

<table>
<thead>
<tr>
<th>TOTAL OPERATING REVENUES</th>
<th>0</th>
<th>4,100,769</th>
<th>5,536,477</th>
<th>7,045,753</th>
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</table>

### OPERATING EXPENDITURES

#### Administration

<table>
<thead>
<tr>
<th>Salaries - Administrative (Professional)</th>
<th>27,045</th>
<th>108,180</th>
<th>111,425</th>
<th>114,768</th>
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</thead>
<tbody>
<tr>
<td>Salaries - Administrative (Support/Clerical)</td>
<td>65,564</td>
<td>95,668</td>
<td>127,520</td>
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<tr>
<td>Accounting-Audit</td>
<td>30,000</td>
<td>30,900</td>
<td>31,827</td>
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<tr>
<td>Legal</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
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<tr>
<td>Payroll</td>
<td>12,000</td>
<td>13,500</td>
<td>15,000</td>
<td></td>
</tr>
<tr>
<td>Other Professional Services</td>
<td>17,500</td>
<td>17,500</td>
<td>17,500</td>
<td></td>
</tr>
<tr>
<td>Information Management and Technology</td>
<td>24,000</td>
<td>26,500</td>
<td>29,000</td>
<td></td>
</tr>
<tr>
<td>Office Supplies and Materials</td>
<td>15,000</td>
<td>36,558</td>
<td>50,577</td>
<td>66,545</td>
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<tr>
<td>Professional Development, Administrative/Board</td>
<td>12,000</td>
<td>14,000</td>
<td>18,000</td>
<td></td>
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<tr>
<td>Dues, Licenses, and Subscriptions</td>
<td>7,821</td>
<td>10,640</td>
<td>13,515</td>
<td></td>
</tr>
<tr>
<td>Fundraising</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Recruitment/Advertising</td>
<td>15,000</td>
<td>17,173</td>
<td>23,826</td>
<td>30,861</td>
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<tr>
<td>Travel expenses for staff/Board</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td></td>
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<tr>
<td>Bank Charges - Current (Short Term)</td>
<td>1,500</td>
<td>1,750</td>
<td>2,000</td>
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<tr>
<td>Purchased Management Services</td>
<td>238,375</td>
<td>324,288</td>
<td>411,894</td>
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<tr>
<td>Other:</td>
<td>15,000</td>
<td>20,000</td>
<td>25,000</td>
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</table>

#### Subtotal: 57,045

<table>
<thead>
<tr>
<th>Subtotal:</th>
<th>591,172</th>
<th>746,074</th>
<th>908,931</th>
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#### Instructional Services

<table>
<thead>
<tr>
<th>Instructional Services</th>
<th>General Education</th>
<th>Special Education</th>
<th>General Education</th>
<th>Special Education</th>
<th>General Education</th>
<th>Special Education</th>
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</thead>
<tbody>
<tr>
<td>Salaries - Teachers</td>
<td>767,094</td>
<td>87,418</td>
<td>1,009,581</td>
<td>135,061</td>
<td>1,320,413</td>
<td>185,484</td>
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<tr>
<td>Salaries - Other (Professional)</td>
<td>38,696</td>
<td>275,940</td>
<td>61,193</td>
<td>349,497</td>
<td>63,028</td>
<td>359,982</td>
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<tr>
<td>Salaries - Paraprofessionals</td>
<td>35,000</td>
<td>50,265</td>
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<td>0</td>
<td>77,660</td>
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<tr>
<td>Salaries - Support/Clerical</td>
<td>13,000</td>
<td>41,863</td>
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<td>72,383</td>
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<td>74,554</td>
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<td>Contracted Services, Instructional</td>
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<td>50,000</td>
<td>35,000</td>
<td>60,000</td>
<td>35,000</td>
<td>80,000</td>
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<tr>
<td>Instructional Technology in Classrooms</td>
<td>0</td>
<td>0</td>
<td>6,000</td>
<td>8,000</td>
<td>10,000</td>
<td>0</td>
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<tr>
<td>Instructional Supplies &amp; Materials</td>
<td>235,000</td>
<td>317,420</td>
<td>407,219</td>
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<td></td>
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Springfield Preparatory Charter School

Final Application – November 7, 2011

86
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Testing &amp; Assessment</strong></td>
<td>3,000</td>
<td>0</td>
<td>4,000</td>
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</tr>
<tr>
<td><strong>Professional Development, Instructional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dues, Licenses, and Subscriptions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff Stipends in addition to base salary</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Purchased Management Services</strong></td>
<td>17,500</td>
<td>317,834</td>
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<td>549,192</td>
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<td><strong>Subtotal</strong></td>
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<td>1,681,731</td>
<td>248,876</td>
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<td><strong>Other Student Services</strong></td>
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<tr>
<td><strong>Salaries - Other Student Services</strong></td>
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<tr>
<td><strong>Health Services</strong></td>
<td>20,000</td>
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<tr>
<td><strong>Student Transportation (to and from school)</strong></td>
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<tr>
<td><strong>Food Services</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Athletic Services</strong></td>
<td>6,500</td>
<td>6,500</td>
<td>8,000</td>
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<tr>
<td><strong>Purchased Management Services</strong></td>
<td>14,000</td>
<td>15,000</td>
<td>17,500</td>
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</tr>
<tr>
<td><strong>Other</strong></td>
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<tr>
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<td>0</td>
<td>294,702</td>
<td>343,221</td>
<td>365,532</td>
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<tr>
<td><strong>Operation and Maintenance of Plant</strong></td>
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<tr>
<td><strong>Salaries - Operation and Maintenance of Plant</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Utilities</strong></td>
<td>5,000</td>
<td>97,626</td>
<td>110,960</td>
<td>127,406</td>
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<td><strong>Maintenance of Buildings &amp; Grounds</strong></td>
<td>127,877</td>
<td>150,563</td>
<td>164,825</td>
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<tr>
<td><strong>Maintenance of Equipment</strong></td>
<td>0</td>
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<tr>
<td><strong>Rental/Lease of Buildings &amp; Grounds</strong></td>
<td>10,000</td>
<td>588,000</td>
<td>792,000</td>
<td>996,000</td>
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<tr>
<td><strong>Rental/Lease of Equipment</strong></td>
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<td><strong>Capital Debt Service</strong></td>
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<tr>
<td><strong>Renovation/Construction</strong></td>
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<tr>
<td><strong>Acquisition of Capital Equipment</strong></td>
<td>384,500</td>
<td>174,500</td>
<td>104,500</td>
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<td><strong>Purchased Management Services</strong></td>
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<tr>
<td><strong>Other</strong></td>
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<td><strong>Subtotal</strong></td>
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<tr>
<td><strong>Fixed Charges</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Payroll taxes</strong></td>
<td>1,500</td>
<td>85,595</td>
<td>137,542</td>
<td>172,865</td>
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<td><strong>Fringe Benefits</strong></td>
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<td>140,330</td>
<td>178,034</td>
<td>219,175</td>
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<tr>
<td><strong>Insurance (non-employee)</strong></td>
<td>5,000</td>
<td>23,849</td>
<td>28,379</td>
<td>33,238</td>
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<td><strong>Purchased Management Services</strong></td>
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<td><strong>Other</strong></td>
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<td>Other:</td>
<td>Community Services (Including Dissemination)</td>
<td>Civic Activities</td>
<td>Civic Activities</td>
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<td>Civic Activities</td>
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<td>79</td>
<td>Contingency Fund</td>
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<tr>
<td>80</td>
<td>TOTAL OPERATING EXPENDITURES</td>
<td>160,241</td>
<td>4,351,677</td>
<td>5,315,329</td>
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<tr>
<td>81</td>
<td>SURPLUS/(DEFICIT)</td>
<td>(160,241)</td>
<td>(250,908)</td>
<td>221,148</td>
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</table>
A joint statement of commitment

Statement of Commitment
Founding Board of Trustees

Springfield Preparatory Charter School

As a member of the board of trustees of Springfield Preparatory Charter School, a Commonwealth charter public school, we are committed to fulfilling my duties and responsibilities to the best of our ability in ensuring the charter school achieves its college preparatory mission and complies with all laws and regulations pertaining to public charter schools.

To ensure that we understand our obligations and responsibilities, we agree to participate in annual board governance training provided by an expert of effective practices of board governance. We also commit to the following:

1. The board will speak to management with one voice, i.e., by voting. Only majority votes of the board constitute binding instructions on the school.

2. The school’s director will be the board’s primary link between the board and the school’s operations.

3. Individual board members and board committees are prohibited from directing any faculty or staff member.

4. Individual board members will redirect operational complaints to the school’s director through the chair of the board.

5. The board will form committees that are designed to help it do its work; it will not form committees designed to help the school leader do his or her work.

6. Before the board investigates any complaint, the school’s director will first have been given the opportunity to resolve it (unless the complaint is alleging unlawful behavior by the director).

7. The board chair leads the board in fulfilling its responsibilities; the director leads the school’s faculty and staff in fulfilling theirs.

8. The entire board (as a whole) oversees the performance of the educational service provider, which in turn oversees the work of the director.
9. The board prohibits anyone (i.e., the treasurer) or any other entity (e.g., a parent teacher committee) from coming between it and the school director.

10. The board understands that its role is to ensure, on behalf of the school’s owners, that the outcomes for which the school was chartered are actually being accomplished and to ensure that nothing illegal, unethical, imprudent, or in material deviation of the charter is permitted to exist (John Carver, 2006).

11. The board will take the lead in selecting the school’s auditor and will thoroughly evaluate the school’s fiscal performance.

12. The board will rigorously orient new members and engage in ongoing training to help it develop its governance capacity.

13. The board will discipline itself, any members, or any committees that violate its policies.


15. The board will meaningfully assess its own performance at least once a year.

We further understand it is our duty to place the health, safety and educational needs of students above all others and we will act in the interest of students in all decision-making. And we certify that we will place the interests of the school above our own personal views, and will commit to doing our best to remain objective while ensuring the mission, educational philosophy, and school model described in the charter application are faithfully implemented, and if we cannot in good conscience follow the duly made decisions and policies of the board, we will voluntarily remove ourselves from the board.

_Brian Corridan, Chairman of the Founding Board of Trustees_  
_John Delaney, Founding Board Member_  
_Heidi M. Glickman, PhD Founding Board Member_  
_Waleska Lugo-DeJesús Founding Board Member_  
_Don Moorehouse, Founding Board Member_  
_Michael J. Suzor, Founding Board Member_  
_Kimberly Williams, Founding Board Member_

Note: Many of the principles cited in this statement of commitment are based on the work of Brian Carpenter and John Carver.
Brian Q. Corridan  
198 Atwater Road  
Springfield, Massachusetts 01107  
Bus: (413) 315-8220  Res: (413) 736-4851

BUSINESS AND PROFESSIONAL EXPERIENCE

1994 – Present  Corridan & Co.  Chicopee, Massachusetts  
President and CEO  
Founded privately owned full service investment firm for all aspects of brokerage and financial services for individual clients, retirement funds and small institutions. Publicly recognized for expertise in banking and financial services industry. Securities offered through Ohanesian / Lecours.

Brokerage and investment banking firm. Registered Representative licensed by the SEC, NYSE, NASD. Secured for the firm, and participated in a $125 million hospital refinancing. Demonstrated skill in all phases of municipal finance activity. Worked extensively with Massachusetts Health and Education Facilities Authority.

Brokerage and investment banking firm. Registered Representative to act as broker in all stock, bond, and options markets. Lead broker for major real estate limited partnerships offering tax credits for historic rehabilitation for commercial office space and section 8 housing. Demonstrated knowledge in all aspects of limited partnership formulation and sales.

Brokerage and investment banking firm. Registered Representative licensed by the SEC, NASD, NYSE to act as broker in stock, bond and options markets. Participated in the corporate finance process involving bank conversions from mutual to stock form.

1973 – 1979  Paul A. Galvin and Sons, Bedford, Massachusetts  
Manufacturer’s representative for several leading china, crystal, hollowware, and gift firms.

Securities Licenses Held: Series 7, 63 and 24

EDUCATION  
B.A., Stonehill College, North Easton, Massachusetts  
MILITARY EXPERIENCE
1970 – 1972  Active military duty, United States Navy. Graduated Naval Officers Candidate
School, Newport, R.I. Assigned to Operations Department of guided missile
Cruiser USS Columbus (CG 12). Served as Assistant CIC Officer,
Surface Warfare Office, and OI Division Officer. Promoted Lt. j.g. 1972

BOARD SERVICE

PRESENT
2009 – Present  Mass State College Building Authority, Director, Finance Committee
Supports the nine state colleges by issuing revenue bonds and managing the design, construction and
operation of revenue funded student resident halls and activity facilities on these campuses.

2002 – Present  Westmass Area Development Corporation, Director
Corporation develops business & industrial parks.

1997 – Present  Baystate Health System, Investment Committee
Oversees management of investment portfolio in excess of 1.2 billion dollars.

FORMER
2005 – 2009  World Is Our Classroom Initiative, Director
Teaching children in urban school systems about Science, Technology,
Engineering and Math.

2000 – 2004  Infinite Group, (Nasdaq IMCI), Director,
Audit Committee, Compensation Committee

1995 – 2007  Springfield Technical Community College Technology Park,
Director and Chairman of the Board since inception
Member of founding team of Technology Park including Enterprise Center
and Business Incubator.

1995 – 2005  Our Lady of the Elms College, Trustee
Private Liberal Arts College, Chicopee, Massachusetts


1988 – 2006  North End Community Center, Director
After school and summer programs for minority youth.

1985 – 1995  Springfield Technical Community College, Board of Trustees,

1988 –1997  Baystate Medical Center, Trustee


1987 – 1993  Our Lady of Providence Children’s Center at Brightside, Director

1987 – 1994  Chicopee Development Corporation, Director, Finance Committee
City of Chicopee

1983 – 1991  Governor’s Juvenile Justice Advisory Committee  
Administer Federal LEAA funds for various agencies

1983 – 1986  Community Saving Bank, Corporator


1977 – 1981  Holyoke Community College, Advisory Board

MEMBERSHIPS & AFFILIATIONS

American Business Association
Chicopee St. Patrick’s Parade Committee, 1994 Parade Marshal
Holyoke St. Patrick’s Parade Committee, 1987 Gallivan Award Recipient
Parade television commentator/host, 2003 to present

Michael Joseph Suzor
53 Ellington Street
Longmeadow, MA 01106
(413) 567-9417
msuzor@stcc.edu

EXPERIENCE:

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE, Springfield, MA
Assistant to the President: December 2002 – present
Assist the President in administering all college-wide policies including both supervision and implementation of projects specifically assigned by the President. Advise the President concerning current and proposed policies and their resultant impact on the College. Perform the necessary liaison role between the President’s office and the internal/external community. Assist in the development of business partnerships for the College. Serve on the senior management team that meets routinely with the President.

APPLIED SOFTWARE TECHNOLOGIES, INC., West Springfield and Boston, MA
Vice President and Principal: November 1999 – December 2002
Manage the sales, marketing, customer relationship/support, training, and software services functions for this ~$5 million software/business solutions developer. As an experienced senior leader, provide counsel and guidance to our senior management team regarding general business management, strategy and direction.

SUMTOTAL, INC., East Longmeadow, MA
President and Principal: November 1992 - October 1999
Founded computer applications company focused on inventory management consulting and software sales to various market niches. Grew business from start-up to ~$1 million and 10 employees. Established customer relationships throughout the United States. Responsible for all phases of business operations, including accounting, finance, sales, marketing and reporting.
(As a means for its rapid entrée into the application software arena, AST, Inc acquired SumTotal, Inc. (stock transfer) and assimilated our employees into its organization.)

HEDBERG DATA SYSTEMS, INC., East Windsor, CT (wholly owned subsidiary of Steelcase, Inc.)
Vice President: September 1986 - October 1992
Responsible, at various times during tenure, for managing Sales & Marketing, Consulting, Administration, and Software Services groups within this 50 person unit that sold and supported Steelcase’s business system to its independent distribution throughout North America. Served as a senior manager within the Steelcase North America operations team, headquartered in Grand Rapids, MI. Succeeded in selling our computer solution to 138 of the top 150 Steelcase Dealers in the North America during my tenure.

DATA MANAGEMENT CORPORATION AND CONNECTICUT DATA MANAGEMENT CORPORATION, Springfield, MA and Hartford, CT
Vice President and Principal: January 1982 - September 1986
Grew start-up computer company from negligible sales to ~$4 million and 25 employees in four years. Responsibilities included Sales & Marketing, Accounting & Finance, Staffing, Operations and Acquisitions (acquired a CT software company with 7 employees, March, 1986)

(Accepted cash offer and 5 year Employment Contract for sale of company in September 1986 from Steelcase Inc., Grand Rapids, MI, the world’s largest office furniture manufacturer with ~$3 billion in worldwide sales and 19,000 employees.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE, Springfield, MA
College Registrar and Registrar, Division of Continuing Education: 1975 - 1977

In addition to serving as Registrar, was elected by Administration as their Representative to Faculty Senate, and appointed Chairman, Faculty Senate’s Academic Affairs & Policies Committee.

Assistant Registrar: 1974
Director, Afternoon Program: 1973 - 1974
Public Relations Associate: 1972 - 1973


EDUCATION:

COLUMBIA UNIVERSITY, New York, NY
Doctoral Student: Departments of Educational Administration and Higher Education Administration, September 1977 - August 1981

Awarded Ed.D. Certification, September 1980
Office of Doctoral Studies

Awarded M.Ed. degree, October 1980
Departments of Educational Administration and Higher Education Administration

Awarded M.A. degree, May 1979
Department of Educational Administration, concentration in Psychology
Spent one year of study in Columbia’s Business School as part of Doctoral Studies

COLLEGE of the HOLY CROSS, Worcester, MA

Awarded B.A. degree, May 1972
Major: History

VOLUNTEER AFFILIATIONS/MEMBERSHIPS (Past 10 Years):
Steering Committee, Hartford/Springfield Economic Partnership (Knowledge Corridor)
Board of Directors, Youth Council of the Regional Employment Board
Board of Directors Glenmeadow, Longmeadow, MA (Finance, Audit, Operations committees)
Board of Directors, A Better Chance (ABC), Longmeadow, Inc.
Board of Directors, Longmeadow Educational Enrichment Foundation (LEEF) (Significant Gifts, In-Kind, Grant Review committees)
Advisory Board of Trustees, Cathedral High School (Treasurer; Vice Chairman; Finance Committee)
Co-founder, Longmeadow Business Study Group
Long Range Planning Committee, Longmeadow, MA Country Club
St. Mary’s Parish, Longmeadow, MA
Kennebunk, ME Coastal Association
Coaching roles in little league soccer, basketball, baseball teams in Longmeadow, MA

Married since 1987 to Kathleen Mary Bourque, Vice President for Institutional Advancement, Bay Path College, Longmeadow, MA
Two sons: Timothy Peter, 20 and Matthew Parker, 15

Waleska Lugo-DeJesús is the Director of Multicultural Affairs at Westfield State University. Lugo-DeJesús has over twelve years of experience working in the private/non-profit sector. She was appointed by Governor Deval L. Patrick as a Commissioner for Commonwealth Corps, promoting civic engagement throughout the State and is currently serving a three year term. She is a Corporate Board member of the YMCA of Greater Springfield, former Board Member of Partners for a Healthier Community, Finance Board member for Latino Parishes of Springfield Catholic Diocese and Committee Member for Leadership Pioneer Valley. Lugo-DeJesus is an active yearly volunteer for Springfield Youth Olympics, Teatro Vida (first Latino theater group in Springfield) and Massachusetts Latino Chamber of Commerce. Lugo-DeJesús holds her Associates from Springfield Technical Community College, Bachelor’s of Science Degree in Business Management from Westfield State University, and is pursuing graduate studies in Public Administration. She resides in
Springfield, MA with her husband Carlos and her son Lorenzo. Waleska was honored on 2009 at Springfield City Hall during the celebration of Puerto Rican Heritage Month, Raising of the Puerto Rican flag dedicated to “Latina Women in Leadership Roles”.

**Higher Education Involvement:**

- Appointed: Cabinet
- Appointed: President’s Designee for Judicial Appeals
- Appointed: Institutional Diversity Advisory Committee (IDAC)
- Appointed: Student Affairs 2011-2012 Academic Year Committee
- Appointed: Enrollment Committee
- Foundation of Excellence (FoE) Advisory Committee
- Student Government Association (SGA), Multicultural Committee (Fac/staff/student)
- Student Government- Multicultural Affairs supporting the following organizations:
  - Queer Straight Alliance (QSA)
  - Latino Association for Empowerment (LaFe)
  - Third World Organization (TWO)
  - Interfaith Committee
- Ethnic & Gender Studies Affiliated Faculty (EGST) – Guest/as needed
- NEASC- provide statistical information regarding diversity

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**Kimberly Robinson Williams**  
81 Carnavon Circle  ♦ Springfield, MA  01109  ♦ 413-374-4241  ♦  
kimberly2williams@yahoo.com

**Summary of Qualifications**

Highly successful professional possessing more thirteen years of program development, project management and organizational positioning experience within Fortune 50 companies within the financial services and prominent national non-profit organizations.

**Professional Experience**

**Baystate Health Springfield, MA**

*Diversity Specialist  March 2009 to Present*

- Support and implement the continuing development, enhancement and implementation of diversity and cultural competence strategies.
- Identify, analyze and communicate diversity trends, issues, opportunities and understand their implications and impact on the business.
- Provide guidance and counsel to leadership and internal customers regarding the integration of cultural competence and diversity initiatives into short and long term business plans.
- Identify and integrate diversity and cultural competency best practices into our business models and approaches to achieve and sustain a competitive advantage in our diverse markets.
- Work closely with Diversity Business Councils and Employee Networking Groups to execute cultural competence and diversity strategies.
- Identify strategic alliances, business partnerships and local opportunities.
- Assess the development capability and learning needs of BH business partners to determine the cultural competence and diversity related interventions required for organization effectiveness.
- Develop, implement, and monitor projects in support of diversity and cultural competence efforts.

**MassMutual Financial Group  Springfield, MA**

Final Application – November 7, 2011  96
Recruiter  October 2006 to March 2009
- Develop and implement a college recruiting strategy.
- Perform all phases of the recruitment and selection of interns, co-op students and entry level hires.
- Working with HR teams on several ad hoc projects, including: employment branding, communications, podcasting.
- Develop and report recruiting metrics.
- Perform general recruitment activities for entry-level and professional positions in several job families, including: Compliance, Marketing, Operations, Data Management and Customer Service.

Hamilton Sundstrand  Windsor Locks, CT
College Relations Manager  September 2005 to October 2006
- Developed and implemented college recruiting strategy with a primary focus on students majoring in engineering and business administration.
- Managed all phases of the recruitment and selection of interns, co-op students and entry level hires across 7 sites across the company.
- Worked with a cross-functional team to develop marketing materials for the recruitment of campus and experienced candidates, including the development of a career search website.
- Promoted internal and external awareness of diversity recruitment, campus hire activities, issues and initiatives through presentations and one-on-one meetings.
- Managed a recruiting relationship with INROADS, a non-profit company through which Hamilton Sundstrand hired and placed 60 interns across 7 sites across the country.
- Developed and reported recruiting metrics to the senior vice president of human resources and his direct reports.

Urban League of Springfield, Inc.  Springfield, MA
Director of Development & Organizational Positioning  April 2003 to September 2005
- Developed and executed plans for sustainability and generation of discretionary revenue, including annual giving, capital campaign and an endowment fund for the Urban League, Camp Atwater and the New Leadership Charter School.
- Planned, launched and oversaw the capital campaign to raise $2,000,000 for the Urban League.
- Wrote and submitted proposals to further the programmatic goals of the Urban League.
- Organized, launched and oversaw an auxiliary organization of the Urban League.
- Developed relationships with potential contributors and funders and maintain relationships with active contributors.
- Oversaw League marketing efforts including materials, PR, publications and direct mail for Urban League, Camp Atwater and the New Leadership Charter School.
- Coordinated annual membership mailings and other fundraising activities.

Goldman, Sachs & Co.  New York, NY
Associate, Firmwide Diversity Recruiting Group August 1999 to January 2002
- Planned and oversaw events and programs to increase awareness of and interest in Goldman Sachs and career opportunities within the company among minority communities.
- Collaborated with Charitable Services to make grants to education-based non-profit organizations totaling more than $3,000,000 annually.
- Managed firmwide relationships with twelve education-based non-profit organizations that support minority students.
- Administered an undergraduate scholarship and a graduate fellowship program that award more than $600,000 in scholarships to forty-six students annually.
- Provided advice and strategic support to Goldman divisional recruiters and line people involved in diversity recruiting.
- Counseled and supported prospective minority candidates.
- Facilitated the placement of minority candidates into analyst and associate positions across the firm.

American Express Company  New York, NY
Manager, Executive Resources and Staffing  October 1998 to July 1999
- Oversaw all phases of the recruitment and selection of human resource and risk management interns and trainees on the graduate level.
• Collaborated on marketing and advertising materials created for the recruitment of campus and experienced candidates.
• Promoted internal and external awareness of diversity recruitment, campus and experienced hire activities, issues and initiatives through presentations and one-on-one meetings.
• Planned and oversaw internal and external recruiting events.

A Better Chance Inc., Business/Professional Partnership Program  New York, NY
Director May 1997 to October 1998
• Participated on management team that planned and implements strategic and operational initiatives.
• Created and implemented developmental programming for college aged student participants hosting six annual bicoastal career conferences.
• Created and maintained relationships between A Better Chance and twenty Fortune 500 corporations seeking entry level employees.
• Collaborated with corporate clients to determine and facilitate their college recruiting needs resulting in the placement of more than seventy students in eighteen companies.
• Planned and oversaw program budget of $350,000.
• Monitored an evaluated program results and implemented strategic improvements.
• Attracted and retained nearly 200 student participants from college campuses nationwide.

J.P. Morgan & Co., Inc.  New York, NY
Corporate Services Training and Recruiting Manager September to May 1997
Diversity Recruiting Manager May 1994 to May 1996
Human Resources Training Program Recruiter September 1994 to July 1995
• Collaborated with senior management and cross-functional team to design marketing materials for diversity recruitment.
• Worked closely with management team to determine staffing needs and create recruiting strategy for two corporate training programs.
• Developed and maintained relationships with key staff and student organizations at several universities and national professional and pre-professional organizations.
• Developed and oversaw a budget of nearly $1 million in direct and indirect expenses.
• Redesigned recruitment and selection processes to improve efficiency.
• Managed seven cross-functional teams in the coordination and performance of recruitment activities.
• Reported and analyzed statistics related to diversity, trainee and intern hiring.
• Oversaw and facilitated classroom and computer based training.
• Promoted internal and external awareness of diversity recruitment activities, issues and initiatives.
• Managed internship and trainee programs selecting, placing, training and performance management.

______________________________

John Delaney
Sergeant, Springfield Police Department
Tel: (413) 787-6313  Cell: 413-265-8255
Email: jdelaney@springfieldpolice.net
Executive Aide to Police Commissioner - Springfield Police Department

* Police Officer for 30 years
* Worked in Narcotics and Gang Unit for 20 years
* Arrest Record of over 5000 people
* Public Information Officer
* Numerous Commendations
* Also worked in ... Juvenile Division, Academy Director and Uniformed Division
Wife: Gabriela
Daughters -
  Kaitlyn age 21 (Sabis Graduate)
  Bridget - age 17 (Central High Senior)
  Molly - age 17 (Central High Senior)
Son -
  Jack - age 4 (future Sabis Student)

High School Soccer Referee for that last 8 years
Youth Soccer Coach, High School Soccer Coach, Board Member for V.S.A. Soccer Premier Team
Adjunct Professor, Springfield Technical Community College - Criminal Justice

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Heidi M. Glickman, Ph.D., SPHR
5612 S. 43rd Street
Rogers, AR 72758
(479) 246-9305 – Home
(858) 248-0336 – Cell
HGLIC55012@aol.com

Employment History

Executive Development               Wal-Mart Stores, Inc.               2002-present
Bentonville, Arkansas

Responsible for leading and growing the Executive Development function in Fortune #2 organization. Through a team of 6 internal executive consultants and 2 program managers, accountable for ensuring approximately 750 EVPs, SVPs, VPs, high potential directors, and officer equivalents in subsidiaries throughout the Americas, Asia and Europe are prepared to lead effectively now and in the future, formulating and executing our corporate strategy. Accountable for executive talent strategy development and execution, and allocation of $2.5M+ budget.

- Developed Officer Competency model in partnership with internal stakeholders (CEO, EVPs, and SVP level HR leaders) and external consulting firm (PDI) that is now utilized at the officer level in succession planning, assessment and selection, on-boarding, performance management, and development
- Through strong partnerships with HR generalists and specialists, ensure integration and alignment of all Officer related HR functions as well as consistent messaging, clarity and transparency of our value proposition
- Partnered on the evolution of our succession planning process, inclusive of calibration meetings on performance and potential, and deep dialogues around strengths and development needs
- Through partnership with strategy group and EVPs, internal consultants translate knowledge of business strategies into annual strategic talent initiatives for the divisions. This years initiatives include:
  - Enhancing the talent-related components of acquisition integrations for the Int’l division
• Developing and implementing a process/tools/resources to increase the likelihood of success of officer level regional general managers who transitioned from functional roles into general management roles as we reorganized our US Stores division
• Developing and implementing a Pipeline processes to build business unit CFOs and CHROs

• Through internal consultants, ensure all officers have participated in assessment, development planning and coaching processes, and update their development plans based on 360 degree feedback on an annual basis

• Through internal consultants, ensure strategic investments are made in our highest potential leaders providing an optimal combination of experience, exposure and education to accelerate development

• Developed and implemented transition management processes to enable leaders to achieve effectiveness in new roles quickly. Process includes activities and accountabilities at the individual, functional, business unit, and corporate levels. Internal consultants facilitate the process and drive the attainment of 90 day, 6 month, and first year goals. Transitions managed include the following:
  • On-boarding of external hires at the officer level
  • Promotion of internal high potential leaders to officer level roles, and
  • Transitions at the officer level between functions, business units and geographies

• Collaborate with internal leaders (CEO and Direct Reports) on the design, development and delivery of CEO-led Business Leadership Series Programs based on our officer competency model, for the purpose of enhancing leadership skills and building business knowledge. Consists of classroom learning, exposure to different markets, action learning and individual development planning. Program is executed through program managers.

• Manage external suppliers in development & delivery of assessment centers & tailored and custom onsite learning programs, as well as external executive education open enrollment and consortium programs

• Manage external coach engagements, and personally coach individual executives. Served as Coach for Dartmouth Tuck Global 2020 Consortium program participants (10 EVPs, SVPs, and VPs)

• Personally manage development of individual Executive Committee members, team initiatives for this group, and the annual Executive Committee Retreat

CONSULTANT 1998-2002 Independent/Organizational Solutions
San Diego, California
Provided training, leadership development and organizational development consulting services to clients.
• Developed and administered surveys, conducted interviews, collected and analyzed data to assess client needs
• Designed and developed course curricula for training and development initiatives based on knowledge of adult learning principles
• Delivered training and implemented leadership development and strategic HR initiatives
• Evaluated outcomes of initiatives and programs

DIRECTOR 1996-1998 United States Int’l University
San Diego, California
Led Residential Life and Housing function: Led, directed, evaluated and developed residential life and housing programs
- Implemented leadership, community service, integrated learning, and student success programs to facilitate student development
- Administered continuing education programs, student centers, and residential judicial system
- Selected, trained, and evaluated staff of thirty +, managed $1M+ P&L
- Developed policies and procedures for University student handbook, manuals, and license agreements
- Assessed departments, prepared and presented materials for University-wide WASC accreditation review

**MANAGER** 1993-1996  United States Int’l University
San Diego, California
Led teams responsible for continuing education programs, workshops, conferences and special events
- Managed and developed staff and faculty members
- Designed and developed curricula in continuing education and other special programs and conferences
- Increased enrollment, revenues, customer satisfaction rates across the board
- Represented organization in the community with various stakeholder groups

**Education**
- Ph.D., Psychology (emphasis: I/O Psych) 2001 United States Int’l University
  San Diego, CA
- M.A., Psychology (emphasis: I/O Psych) 1994 United States Int’l University
  San Diego, CA
- B.A., Psychology (cum laude) 1993 United States Int’l University
  San Diego, CA
- A.A., Liberal Arts 1991 Simon’s Rock of Bard College
  Great Barrington, MA

**Professional Development and Certifications**
- Myers-Briggs Type Indicator Qualified 2006 Qualifying Organization
  Bentonville, AR
- Change Acceleration Process (CAPs) 2005 General Electric
  Bentonville, AR
- Birkman Certification 2004/06 Birkman Int’l
  Bentonville, AR
- SPHR (Senior Professional of HR) 2003/06 HR Certification Institute
  Bentonville, AR
- PDI PROFILOR Certification 2002 Personnel Decisions Int’l
  Dallas, TX
- Emerging Leaders Program 2002 University Of Arkansas
  Fayetteville, AR
- Organization Development Certificate 2000 United States Int’l University
  San Diego, CA
- SYMLOG Certification 1994 SYMLOG Consulting Group
  San Diego, CA

**Professional Affiliations**
- Executive Development Associates (EDA) – Research Steering Committee
Donald L. Moorhouse Jr.
19 Mallard Lane Westfield MA 01085 508-410-5208
dm@highlandshoremedia.com

Experience October 2009-present Entercom Radio

Director of Strategic Sales and Marketing
- Develop network accounts with national brands
- Train staff in sports marketing and sales
- Create marketing / branding opportunities for clients

2007-present The Hockey Project
Director (Non-profit)
- Developed non-profit to serve at-risk kids in Springfield
- Created partnerships with local government, business leaders, and educators to better serve our kids
- Doubled size of program in one year. Now serving over 50 kids each season

1993 to present Springfield Newspapers
Free-lance Columnist
- Writing weekly columns covering entertainment
- Consulted on development of Masslive web content
- Developed free-lance syndication to papers in Worcester, Boston, and Providence

Other Experience

1993- present Highland Shore Media
Media /Marketing / Independent Film
- Developed and produced indie-film “Cathedral Pines”
- Created Red Sox New England Exchange to encourage a public stock offering to buy the Red Sox. The campaign generated national press coverage
- Media consultant on projects for Dell Publishing, Amazon.com, Berg Communications

Education 1983-1987 American International College, Springfield, MA
- B.A., English Literature
- Graduated cum laude.
ATTACHMENT 6: EDUCATION SERVICE PROVIDER AGREEMENT

(Please note that formatting and section numbering sequence of this contract may have been inadvertently altered when pasted into this charter application as an attachment. While the content of the contract remains the same as discussed between SABIS® and the Board of Trustees, the bullet numbering is slightly different.)

Education Service Provider Agreement

This Education Service Provider Agreement executed on this ___ day of __________, 20__, (the “Agreement”) by and between the _________________ (school name) (the “Board”) with offices at _________________________________ and Springfield Education Management LLC, a Delaware Limited Liability Company with an office at 6385 Beach Road, Eden Prairie, Minnesota 55344 (hereinafter “Education Provider”).

PREAMBLE

WHEREAS, the Board has entered into or expects to enter into a Charter School Contract, which shall include the Charter Application or Petition with the Massachusetts Board of Elementary and Secondary Education, issued effective _________________(date) to operate an independent Public Charter School in accordance with all Massachusetts Charter School laws and regulations and in accordance with all other applicable federal and state laws;

WHEREAS, the Education Provider is in the business of educating children in accordance with the Educational Program and philosophy of SABIS® Educational Systems, Inc., (“SABIS”) and is desirous of working with the Board to implement the SABIS® Education Program and Philosophy at the School;

WHEREAS, the Board desires to have the Education Provider provide educational and other services to and on behalf of the School, in accordance with the provisions of the Charter School Law, and any and all other applicable laws and regulations and upon the terms and conditions hereinafter set forth and the Education Provider desires to provide such services to the Board; and

WHEREAS, the Board and Education Provider share a common vision that diligent use of the SABIS® Educational System will help a randomly selected, diverse group of students become responsible citizens with a love of life-long learning;

WITNESSETH

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt of which is hereby acknowledged, the parties hereby agree as follows:

ARTICLE I Rights and Obligations of the Board.

1.1. Governance. The Board shall be responsible for the oversight, but not the day-to-day management, of the School. The Board shall comply with all of the provisions of
applicable law including, but not limited to, those regulating access to equal educational opportunities, open meeting laws, the Board’s own by-laws, and freedom of information laws. The Board shall carry out its duties under this Agreement in such a manner as to minimize disruption to the orderly functioning and administration of the School, and the Education Provider shall have the authority in its good faith judgment to ensure such minimized disruption. The Board recognizes that frequent disruption of the educational process can be detrimental to the progress of the students and an impediment to the mutual goals of the Board and the Education Provider. Unreasonable interference by the Board of the day-to-day management of the School will be considered a material breach of this Agreement and subject to the provisions of Section 8.2.1.

1.2. Appointment. The Board represents that it is authorized by law to contract with a private entity for that entity to provide educational management services. The Board hereby appoints and engages the Education Provider for the purpose of providing managerial, administrative and educational services to the School more specifically described herein.

1.3. Maintenance of Charter. The Board has the obligation to comply with the provisions of and to maintain the Charter Contract granted by the Massachusetts Board of Elementary and Secondary Education (“Authorizer”), including the Charter Petition or Application (the Charter Contract and Charter School Petition or Application shall hereinafter be referred to as the “Charter”) for establishment of an independent Public Charter School (“School”) in accordance with all Massachusetts Charter School laws and regulations (“Charter School Law”) and in accordance with all other applicable federal and state laws.

1.4 Communication with Education Provider.

1.4.1. Exhibit A contains a list of primary contacts for the Parties.

1.4.2. Third-Party Complaints. If the Board receives a complaint regarding any alleged material deficiency in any aspect of the Board’s or the Education Provider’s operations from any person or entity, or if the Board is notified by the Authorizer or any other governmental authority that the Board or the Education Provider is or may be in material violation of the Charter School Law or any other applicable law or regulation (all of the foregoing collectively referred to as “Potential Violations”), then the Board shall immediately notify the Education Provider contact listed in Exhibit A of the Potential Violations and allow the Education Provider to investigate and report back to the Board. Conversely, if the Education Provider is first notified of Potential Violations by any person or entity, it shall promptly notify the Board of such Potential Violations. Upon receiving notice from any source of a Potential Violation, the Education Provider shall conduct a thorough investigation to determine whether or not the claimed violation in fact exists. The Board shall reasonably cooperate with the Education Provider in the Education Provider’s investigation of such Potential Violation.

If the Board makes a good faith determination that the Education Provider is failing to do all things necessary and reasonable to investigate, remedy, rebut or contest the alleged Potential Violation, then the Board shall provide written notice to the Education Provider of such belief, stating with particularity the reason for its finding and the Parties shall meet and attempt to resolve the dispute. If the dispute
is not resolved, the Board may, but shall not be obligated to, separately take all reasonable actions to investigate, remedy, rebut or contest the alleged Potential Violation, including but not limited to establishing direct communications with the person(s) raising the Potential Violation or retaining counsel to contest the matter or negotiate a solution. The foregoing notwithstanding, (a) the Board shall not consent to the entry of any judgment or enter into any settlement with respect to a Potential Violation without prior written notice to the Education Provider, and (b) the Board shall seek the Education Provider’s reasonable cooperation in the defense of the matter.

1.5. Evaluation of Education Provider. Education Provider shall cooperate fully with the Board in the Board’s review of the progress of Education Provider towards educating the children in accordance with the Charter. Any third-party evaluation must be performed by a mutually agreed upon evaluator. Any evaluation of the Education Provider must not disrupt the educational process.

1.6. Student Enrollment. Education Provider and the Board shall work cooperatively in recruiting and admitting students to the School, subject to the Charter School Law, School Policies, and any and all other applicable federal and state laws and regulations. Students shall be admitted to the School as determined pursuant to policies established by the Board in close cooperation and with the consent of Education Provider. Education Provider shall be responsible for administering the School’s recruitment, admissions, lottery and enrollment processes in accordance with the policies established by the Board, the Charter School Law, and any and all other applicable federal and state laws and regulations.

1.7. Legal Status and Tax Status. The School is a public charter school established by a charter issued by the Authorizer and any extensions. As such, the School is a body politic and corporate pursuant to Massachusetts General Laws Chapter 71, Section 89. The School is governed by the Board of Trustees who are deemed to be public agents authorized by the Commonwealth to supervise and control the School.

1.8. Physical Space. The Board shall be responsible for finding and acquiring occupancy rights in the physical spaces where the School will operate, and for ensuring the physical spaces will be ready for occupancy at least three weeks prior to the first day of school. All costs incurred in locating facilities, including but not limited to surveying, engineering, renovation, consultant costs, and initial lease payments, shall be paid from funds allocated in the Start-Up Budget, and additional lease payments shall be part of the Operating Budget. The Board shall delegate to the Education Provider the management of such real estate. The Education Provider must approve in writing all decisions related to the acquisition, remodeling and maintenance of the facilities. The Education Provider shall be responsible for determining who has access to the building, including who has keys to the building, regardless of who signs the lease or owns the property.

1.9. Name of the School. The name of the School shall be “Springfield Preparatory Charter School”. During the term of this Agreement, all business cards, letterhead, brochures, signs, press releases, official school correspondence, websites, including social media sites, etc., shall also contain the following words: “Member of the SABIS® School Network” pursuant to the corporate guidelines and the SABIS® Logo – the olive tree with the date 1886. If Education Provider or another SABIS® affiliate no longer manages the School, the Board shall not be permitted to use any copyrighted or protected name or logo associated with SABIS®.
1.10. **Publicity.** The Board shall not refer to the Education Provider or any entity affiliated with the Education Provider in any advertising or other publication in connection with goods or services rendered by the Education Provider without the prior written approval of the Education Provider, which consent shall not be unreasonably withheld.

1.11. **Governing Board Training.** Prior to the opening of the school, the Board shall participate in formal School Governing Board training with a board trainer or program chosen jointly by the Education Provider and the Board. The cost of such training shall be a start-up budget item. The Board shall participate in formal School Governing Board training each year the School is open as well as a self-evaluation on Charter School Board best practices. The cost of such training shall be a budget item.

**ARTICLE II Rights and Obligations of Education Provider.**

Consistent with the obligations of the Board under the Charter School Law, School Policies, and any and all applicable federal and state laws and regulations, Education Provider shall have the following rights and obligations in connection with the operations of the School and education of the children enrolled as students in the School.

Section 2.1 **Authority and Obligation to Manage School.**

2.1.1 Subject to the provisions of this Agreement, Education Provider shall be responsible for the operation of the School, and Education Provider shall have the right and obligation to educate the children enrolled in the School. That education shall include all aspects of the educational process, including without limitation:

(a) The education program and program of instruction (specifically, the SABIS® curriculum, SABIS® books and SABIS® Educational System identified in the Charter application), inclusive of all special education program requirements.

(b) Development and administration of the school’s curriculum and determination of the applicable grade levels and subjects.

(c) Selection, hiring and performance review of all personnel, including the school director, and payroll functions on behalf of the Board.

(d) Professional development for directors, instructional personnel, and other administrative staff.

(e) Maintenance and operation of the School facilities.

(f) Management and administration of the School, its staff, facilities and programs.

(g) All extra-curricular programming, including but not limited to before and after school care and programs, implemented in connection with the School.

2.1.2 Education Provider shall be responsible for procuring the services set forth in this Section 2.1.2 and may subcontract with public or private entities or with private
persons, in the name of the Board and as set forth in the Budget, in furtherance of the objectives of this Agreement for:

- Food and transportation;
- Custodial services, supplies and equipment;
- Special education services;
- Construction of new buildings and/or improvements to existing building sites as Education Provider deems necessary for the implementation of its program, subject to the consent, by majority vote, of the Board and the availability of adequate financing; and
- Any other services as consented to by the Board that Education Provider deems reasonable and necessary to achieve the goals of the Board and Education Provider, including but not limited to nursing, after-school programs, security, drafting requests for proposals, and drafting grant applications.

Section 2.2 Student Outcomes. Education Provider shall provide to the Board the reports set forth in 2.3. for the Board’s review and approval, and shall set student standards for performance which shall meet or exceed the minimum standards established by the Charter School Law, School Policies, and any and all other applicable federal and state laws and regulations. It shall be the responsibility of Education Provider that the students shall meet annually agreed upon standards for performance which shall provide for:

- Full compliance with the Charter School Law, the methods and philosophy as set forth in the Charter, School Policies, and any other applicable law or regulation.
- Student testing in the first month of school using a nationally recognized norm-reference test to establish a benchmark. Students will be tested again in spring, using another form of the same test, to determine their improvement during the year. A minimum of one month gain for each month of school between the Fall and Spring administration of the test is expected.
- Student proficiency in essential concepts per subject. Through frequent testing, as needed, as well as final exams at the end of each term, students will display proficient understanding of essential subject material as defined by the Education Provider curriculum.

Section 2.3 Reporting by Education Provider.

2.3.1 Education Provider shall submit an annual report to the Board before the beginning of the following academic year, reporting its progress towards attaining student outcomes. The report shall contain information regarding student achievement by grade level on a norm-reference test.
2.3.2 Education Provider shall provide to the Board on a quarterly basis a budget analysis showing budget versus actual comparisons in the same format as the budget. In consultation with the Education Provider, the Board shall engage an independent audit firm to complete the annual audit and Education Provider shall comply with all requests. The cost of the audit shall be a budget item.

2.3.3 Education Provider shall provide full opportunity for the Board to observe the Education Provider educational processes, review curriculum, review appropriate data, and meet and confer with designated Education Provider contacts, provided arrangements are made in advance with the Education Provider and provided the educational process is not disrupted. Any contact with School staff must be made through the Education Provider.

2.3.4. Education Provider shall report regularly through reports submitted by the School Director at Board Meetings or at other times, as necessary.

2.4. Fees. Education Provider or the Board may charge fees to students only in accordance with applicable provisions of the Charter School Law, School Policies, and any other applicable federal or state laws or regulations.

2.5. Insurance.

2.5.1 The Education Provider shall secure and maintain insurance coverages as required by the Charter, with the Board and the Authorizer listed as additional insured and with the Education Provider listed as the named insured. Such insurance shall cover the operations of the School. The Board and the Education Provider shall comply with any information or reporting requirements applicable to the respective parties.

2.6. Charter Between the Board and Authorizer. The Education Provider will not act in a manner that will cause the Board to be in breach of its Charter with the Authorizer.

ARTICLE III Budget, Funding, and Compensation to Education Provider.

Section 3.1 Budget. All revenues will serve to fund the operation of the School. Education Provider, no later than May 31 of each year, or earlier if required by law, shall prepare and present to the Board a detailed recommended operating budget and capital outlay budget for the next fiscal year (the “Proposed Budget”). The Proposed Budget shall show each discreet area of expenditure as a separate line item, including funds allocated for use by the Board for legal fees, charter renewal fees, and incidental Board administrative expenses (“Board Expenses”), and fees and payments to Education Provider. Funds allocated for Board Expenses shall not exceed $25 per student. The Board shall review the Proposed Budget with Education Provider and shall provide Education Provider with the Board’s comments. If the Board and Education Provider are not able to agree on a Budget before the expiration of the current fiscal year, the last approved Budget, adjusted only to reflect enrollment changes, shall remain in effect until a Budget has been agreed upon or finalized through the dispute resolution process set forth herein.
If the parties have not reached agreement on the Budget within thirty (30) days of the submission of the Proposed Budget by Education Provider to the Board either party may request that open issues be referred to binding arbitration in accordance with Section 8.2.2., below, provided that the arbitrator(s) shall be required to consider the following:

1. the effect on educational outcomes for the students;

2. the funding provided for in previous budgets and the amounts actually expended; and

3. the projected levels of revenue and expense for the year in issue.

3.1.1 **Net Loss.** Education Provider is not obligated to cover any Net Loss (as per the audited financial statements) of the School. The Net Loss, in its entirety, shall belong to the Board.

3.1.2 **Start-Up Costs.** The Education Provider will submit to the Board a budget for the anticipated start-up costs including a contingency of 15% in order to take into account any extraordinary additional expenses. The Education Provider will obtain the consent of the Board in advance for unbudgeted expenses exceeding 5% of the total start-up budget.

3.1.3 **Gaps in State Funding.** In the event that there is a gap between Tuition Funding from the State and expenses incurred by the School due to the Tuition Funding cycle set by the State (i.e. Tuition Funding is not received on the first day of each month or the first day of each quarter), the Board is responsible for covering the gap either using the budget reserve or with a line of credit. The line of credit should be with a third party or, if third party funding is not available, may be with the Education Provider. Any line of credit provided by Education Provider will require a separate agreement between the Board and Education Provider, and interest will be charged. Such line of credit is designed to be a short-term solution and the Board shall be required to build a reserve, or acquire a third-party line of credit, sufficient to finance funding gaps, and such reserve shall be used first to finance any funding gaps and then may be used to fund additional capital improvements.

3.2 **Funding.** All funds received in connection with the School shall be deposited in the School’s bank account. Expenditures from the School’s bank account shall be made only in accordance with the Budget (as it may be modified by agreement from time to time) and upon approval in writing by the Director of the School or the Business Manager to whom the Director may delegate this responsibility. The School Director and one other School employee, as determined by Education Provider, shall have authority to sign checks written on the School’s bank account. A representative of Education Provider shall be appointed by Education Provider to be a back-up check signatory.

Subject to applicable laws and regulations, either party may apply for and receive funding from private sources to be used for the benefit of the School. The Parties shall cooperate in good faith in applying for applicable funding; provided, however, that neither party shall be obligated to participate in such funding application if such party makes a good faith determination that such funding is not in the best interest of the Board or of the Education Provider, as applicable. The Board shall coordinate with the Education Provider before applying for outside funding to ensure that such funding is in line with the School’s mission and goals. The Education Provider shall have sole discretion in determining
whether the proposed use of outside funding is consistent with this Agreement. Education Provider further agrees that any grants received from any federal or state agency or non-profit corporation shall be used as directed by the grantor of the grant and any unexpended funds from those sources shall not be deemed as unexpended funds, and shall not be part of the base upon which Education Provider’s fees are calculated, nor in any calculation of the Year End Operating Balance. If Education Provider obtains grant funds for the School and such grant funds contain a component for administration, Education Provider shall be entitled to that component if allowed under the terms of the grant and by law.

The Parties acknowledge that all funds allocated for the operational support of the School shall be spent in accordance with the Board-approved Operating Budget. Significant line item deviations at the object level greater than fifteen percent (15%) of any major line item, major line items being those whose budget exceeds fifteen percent (15%) of Total Revenues, from the approved Operating Budget must be approved by the Board prior to disbursement. Education Provider shall provide the Board with all relevant information with respect to such deviation and the Parties shall engage in good faith negotiations to resolve such extra-budgetary requests.

3.3. Compensation to Education Provider.

3.3.1 License Fees of eight percent (8%) of Total Tuition Funding for the use of SABIS® pedagogical materials (including but not limited to curriculum, pacing charts, AMS exams of Math & English, Periodic exams of Math, English, Science, Spanish, Social studies, and SABIS® School Management System) provided by the Education Provider during the term of this Agreement or renewal term of this Agreement (the “License Fee”); and

3.3.2 Management Fees of six percent (6%) of Total Tuition Funding, for services provided, including but not limited to methodologies, teaching techniques, operating policies & procedures, on-going advice, academic strategies to enhance standards, staff distributions & timetabling, and academic oversight (the “Management Fee”).

3.3.3 Upon renewal of the Agreement, Education Provider reserves the right to adjust the License Fee and Management Fee.

3.3.4 Support Services. Those services requested by the Board from independent contractors may be performed by Education Provider or Education Provider’s parent company, SABIS® Educational Systems, Inc., provided that such services are included in the Approved Operating Budget, and further provided that Education Provider’s cost to provide the services are less than the cost of an independent contractor. These services may include but are not limited to grant writing, website development, IT training, recruitment, facilities search, and drafting of RFPs which fall outside of the Agreement. Such services will be billed at Education Provider’s then-current rate and are in addition to the Management Fee and License Fee.

3.3.5 All License and Management Fees and support services fees, if any, shall be paid within three (3) days of receipt by the Board of tuition amounts
3.3.6. Education Provider shall be entitled to reimbursement for expenses related to the performance of this Agreement, which are not part of the operating budget, only with the advance written approval of the Board based upon findings that: (a) the expense was necessary; and (b) the expense is one that should not be borne by Education Provider because it is beyond the scope of the management services for which Education Provider is being compensated by the Management Fee.

ARTICLE IV Term and Termination.

Section 4.1 Term. This Agreement shall commence on the date this Agreement is signed and end on June 30, 20__, and subject to renewal of the Charter and the provisions of the Charter School Law and any other applicable federal and state laws and regulations.

4.1.1 Option to Renew. This Agreement will automatically renew for an additional 5 year term, subject to section 3.3.3. of this Agreement, unless either party gives notice of termination at least twelve (12) months prior to the expiration of the Term. If either party gives such notice but wishes to renegotiate the Agreement, then the parties will have a period of 6 months to renegotiate. During this period of time the Education Provider will continue managing the School under the terms of this Agreement except that any function or action related to preparing the School for the year following the end of this term will be placed on hold until the discussions are over. In the event that the parties wish to renegotiate the Agreement, a new Management Agreement must be signed before Education Provider will assist in the preparation of a charter renewal application.

4.2. Termination.

4.2.1. Termination for Cause. Either party may terminate this Agreement in the event of a material breach pursuant to the provisions of 8.2.1.

4.2.2. Due To Adverse Law. If any federal, state, or local law or regulation or court decision has a materially adverse impact on the ability of either party to carry out its obligations under this Agreement, and the Parties agree as to the material adverse impact, then either party, upon written notice to the other party, may request good faith renegotiation of the Agreement; and if the Parties are unable to reach agreement on such terms, after good faith negotiations, prior to the end of the academic year, then either party may terminate the Agreement as of June 30 unless sooner termination is required by law.

4.2.3. Due to Charter Termination. In the event that the Charter is revoked or not renewed, then this Agreement shall automatically terminate as of the date of said revocation or effective date of non-renewal.

4.2.4. Due to Adverse Conditions. If any Adverse Condition including, but not limited to, a decrease in state funding, or if a condition of the Charter makes it impossible, in the sole judgment of the Education Provider, for the Education Provider to continue managing the School, the Education Provider may terminate this Agreement upon written notice to the Board.

4.2.5. Due to Dissolution of the Board. In the event that the Board is dissolved, Education Provider may, in its sole discretion, terminate this Agreement.

4.2.6. Neither party shall be liable if the performance of this Agreement, in whole or in part, is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any
other casualty or cause not the party’s fault, and which cannot be overcome by reasonable
diligence and without unusual expense.

4.2.7. The Board acknowledges that this Agreement and all other agreements
entered into between Education Provider, or any of its affiliates, subsidiaries, successors
and/or assigns are deemed to be mutually dependent upon each other and a breach of any
one agreement by the Board, may at the option of Education Provider, or any of its
affiliates, subsidiaries, successors and/or assigns, be deemed a breach of any and all other
agreements between the parties.

4.2.8. No Disparagement. In the event of any termination of this Agreement, the
Parties agree that no party will make (or cause or encourage anyone else to make) any
disparaging, untrue, or misleading written or oral statements about or relating to the other
party or about or relating to any officer, director, shareholder, agent, employee, or other
person acting on such party’s behalf.

ARTICLE V Employees.

5.1. Teachers and Staff. The Board shall be the employer of all personnel but shall delegate all
personnel functions to the Education Provider, including selecting, hiring, training, managing,
reviewing and terminating all staff associated with the School, including without limitation its
teachers and all administrative and support staff, establishing personnel policies and procedures,
and determining teacher and staff compensation. The Education Provider shall determine the
number of teachers and the number of support staff required for the operation of the School
pursuant to the Charter. The Education Provider shall select and hire such teachers, qualified in the
grade levels and subjects required, and support staff as are needed to carry out the SABIS®
Educational System of the School. Such teachers and support staff may, at the discretion of the
Education Provider, work at the School on a full or part time basis. Each teacher hired or retained
by the Education Provider shall hold a valid teaching certificate issued by the state board of
education, if required by law, and all teachers and staff shall have undergone a criminal background
check and an unprofessional conduct check, as required by Charter School Law and other
applicable state and federal laws.

5.2. School Director. The Board shall be the employer of the School Director but shall
delegate all personnel functions relating to the employment of the School Director to the Education
Provider including selecting, hiring, training, managing, reviewing, determining compensation and
terminating the School Director. The Education Provider will have the authority and responsibility
of holding the School Director accountable for the success of the School. The School Director shall
report to the Education Provider and not to the Board.

5.3. Training. The Education Provider shall provide training in its methods, curriculum, and
the SABIS® Educational System to all personnel on a regular and continuous basis, or as deemed
necessary by the Education Provider. All personnel shall receive such training as the Education
Provider determines as reasonable and necessary under the circumstances, or as required by Charter
School Law. Training shall occur on-site or at locations to be designated by Education Provider, at
Education Provider’s discretion. Expenses for training and seminars, including travel and lodging,
related to the School shall be a budget item.

ARTICLE VI Proprietary Information.

Section 6.1 Education Provider’s Prior Rights. The Board agrees that Education
Provider has the licensing right for (a) all trademarks, copyrights and other proprietary rights
developed prior to the effective date of this Agreement, and hereinafter subsisting or created in its
instructional materials, training materials, methods and other materials developed by Education Provider, its affiliates (including but not limited to SABIS® Educational Systems, Inc.) their employees, agents or subcontractors (to the extent such individuals are legally or contractually obligated to assign or have assigned such rights to Education Provider or to SABIS® Educational Systems, Inc.); and (b) such other similar instructional materials, training materials, methods and other materials that may be developed at Education Provider sites or sites of Education Provider affiliated entities, which is protected by law (“SABIS® Proprietary Information”). During the term of this Agreement, Education Provider may identify and disclose to the School SABIS Proprietary Information including that which is currently in existence as well as that which may be created in the future.

Section 6.2 License to Board. Execution of this Agreement shall give rise to a limited, non-exclusive, non-transferable license, revocable upon termination of this agreement, for the use of SABIS Proprietary Information to the Board for the purpose of operating the School’s SABIS® Educational System, and Education Provider shall be paid a fee therefore as provided in Section 3.3.1. The Board shall be separately charged for books and consumable materials provided by the Education Provider to the School, even if such books and consumable materials contain SABIS® Proprietary Information. Except to the extent necessary for implementation of this Agreement, the Board shall not disclose, publish, copy, transmit, or utilize SABIS® Proprietary Information during the term of this Agreement or at any time after its expiration without the prior written approval of Education Provider.

Section 6.3 Jointly Developed Proprietary Information (“Derivative Works”). Derivative Works may only be created with written permission of Education Provider, including any and all curriculum or other educational materials which the Board may wish to develop using part or all of SABIS® Proprietary Information. Education Provider will not claim as proprietary any curriculum or other educational materials developed and paid for by the Board, provided that such materials are developed wholly independently and without the use, directly or indirectly, of any SABIS® Proprietary Information.

Section 6.4 Education Provider Warranty and Indemnification. Education Provider warrants that it has all necessary rights to license the SABIS® Proprietary Information to the Board. Education Provider shall defend at its own cost any claim or action against the Board or the School for infringement of any patent, copyright, trade secret or other proprietary interest of any third party based upon any materials furnished or licensed hereunder or upon the Board’s or the School’s use of such furnished or licensed materials. Education Provider further agrees to indemnify and hold the Board and the School harmless from any and all liabilities, losses, damages, costs and expenses associated with any such claim incurred by the Board or the School including reasonable attorney's fees. If any SABIS Proprietary Information and/or other materials furnished hereunder is/are involved in such claim or action are held to constitute infringement and the use thereof is enjoined, Education Provider shall at its own expense: (1) procure for the Board and the School the right to continue using such materials; (2) modify the materials to become non-infringing but functionally equivalent; (3) replace such materials with equally suitable and functionally equivalent non-infringing materials; or (4) grant the Board an appropriate refund.

ARTICLE VII Property Ownership.

Section 7.1 With respect to property acquisitions, the Education Provider has an obligation to act in the best interest of the School. All property purchased through the operating Budget with funds the Board may receive pursuant to the Charter School Law, other than funds which accrue to Education Provider (including, but not limited to, the fees referenced in Paragraph
3, any reimbursed Education Provider expenses, lease payments, and any funds advanced under a Line of Credit, if applicable), as well as funds the Board may acquire through government or private grants or donations, shall remain the property of the Board.

Section 7.2 All contracts, whether with public or private entities, shall be entered into whenever possible in the name of the Board or School, as appropriate. Education Provider shall not be required to directly enter into any contract. Further, Education Provider shall not be required to guarantee any contract entered into on behalf of or by the School or the Board. Any contract or lease which Education Provider enters into for the use of property, whether real or personal, for the School shall include, if possible, a provision that the contract may be assigned to the Board. Upon termination of this Agreement, and in the event of subsequent dissolution of Education Provider, all property which Education Provider might lease, borrow or contract for use, shall be promptly returned to those organizations or individuals from which Education Provider has leased, borrowed, or contracted for the materials unless the Board votes to assume said contract or lease, and then Education Provider shall assign said contract(s) or lease(s) to the Board, if possible. All contracts shall, when possible, also include a provision terminating the contract upon termination of this Agreement at the option of either the Board or Education Provider, but in no event shall the contract exceed the term of the charter, unless prior approval is received from the Board, however, either party may elect to continue and assume the obligations of the contract.

Section 7.3 All acquisitions that, due to the Board’s inability to purchase or finance, are purchased by the Education Provider with non-School funds including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the Education Provider. Any property purchased with funds advanced to the Board by the Education Provider under a Line of Credit note shall be considered collateral until the note is repaid.

Section 7.4 Upon termination for any reason, all property which has been purchased or financed by the Education Provider with its own funds, including but not limited to the funds paid by the Board to the Education Provider for License or Management Fees under this Agreement, will remain the property of the Education Provider.

Section 7.5 All property owned personally and/or individually by the teachers, administrative and support staff shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, non-Education Provider curriculum manuals, and personal mementos and other materials or apparatus that have been personally financed or personally developed, without direct or indirect use of SABIS® Propriety Information, by teachers or staff.

ARTICLE VIII Amendments, Termination for Cause and Dispute Resolution.

Section 8.1 Amendments. All amendments to this Agreement shall be in writing executed by both parties.

Section 8.2 Termination for Cause and Dispute Resolution.

8.2.1 Termination for Cause. Either party may terminate this Agreement in the event of a material breach pursuant to the provisions of 8.2.2 below.

8.2.2 Dispute Resolution. If either party at any time believes the other party has committed a material breach of the terms of the Charter, Charter School Law, any
applicable law or regulation, or this Agreement, notice shall be given in writing to the other party as provided in Section 14 stating in detail the nature of such violation. Thereafter:

(i) The parties shall meet within ten (10) days of the notice, unless the parties are otherwise required to meet sooner in the notice, and such meeting shall be attended either in person at the school or by telephone or video conference by individuals with decision-making authority regarding the dispute, to confer as to the violation and in good faith attempt to negotiate a mutually acceptable remedy.

(ii) If, within thirty (30) days after the written notice, the parties are unable to agree to a mutually acceptable remedy, the parties agree to submit the dispute to binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association. The arbitration shall take place in Hampden County, Massachusetts and be governed by the laws of the State of Massachusetts. A judgment upon any award rendered may be entered in any court having jurisdiction thereof.

(iii) The arbitrator shall make a determination within fifteen (15) days of the matter being brought before the arbitrator. If the arbitrator determines that (1) one party has materially breached the Agreement and that (2) the breaching party either cannot or refuses to remedy the breach, the non-breaching party may terminate the Agreement upon thirty (30) days written notice and recover actual damages.

(iv) Each Party shall be responsible for an equal share of the cost of the arbitrator's fees and expenses. However, each Party shall be solely responsible for any expenses incurred by that Party's request for additional witnesses, representation, or services.

8.3. School Records. Upon expiration or termination of this Agreement, all School records shall be retained and thereafter maintained by the Board. The Education Provider may make and keep copies of the records to the extent permitted by law.

ARTICLE IX Indemnification.

Section 9.1 The Board and Education Provider agree to indemnify, save and hold harmless each other from and against any and all claims, allegations, suits, fines, penalties, expenses, costs, liabilities, and damages, whether in contract, tort or otherwise arising out of or in connection with each party’s performance of its particular portion of this Agreement by reason of its acts, inaction, omissions, negligence, reckless or intentional conduct except and to the extent such losses arise out of the gross negligence or willful misconduct of the indemnified party and further provided that the party against whom any claim is made notifies the other party within a reasonable time of becoming aware of such matter, and the other party is afforded an opportunity to participate in the defense or disposition of such matter and any negotiated settlement, agreement or judgment, including engaging legal counsel of its choice. The Board and Education Provider shall at all times be solely responsible for their respective legal expenses and costs, including attorneys’ fees. The right of indemnification under this section shall be in addition to and not exclusive of all other rights to which any indemnified party may be otherwise entitled by contract or by law.
Section 9.2 No Waiver to Third Parties. The foregoing provisions shall not be deemed a relinquishment or waiver of any rights or immunities of the parties to third parties.

ARTICLE X Non-Discrimination.

The Board and Education Provider shall comply with all applicable federal and state statutes, rules, regulations and orders dealing with discrimination.

ARTICLE XI Professional Fees and Expenses.

Each party shall bear its own expenses for legal, accounting and other fees or expenses in connection with the negotiation of this Agreement.

ARTICLE XII Student and Financial Records.

All financial records and educational records, including student records, are records of the Board and shall be kept on-site or electronically accessible on-site and be available, subject to any and all applicable laws, for authorized inspection upon reasonable request. Such records are subject to the provisions of the Family Educational Rights and Privacy Act (“FERPA”) and the applicable state Freedom of Information and/or Open Records Act. The Board designates the employees of the Education Provider or Education Provider affiliates as agents of the Board having a legitimate educational interest solely for the purpose of entitling such persons access to education records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act (“FERPA”).

ARTICLE XIII Governing Law.

This Agreement shall be governed by, subject to and construed under the laws of the State of Massachusetts. Any legal actions prosecuted or instituted by any party under this Agreement shall be brought in a court of competent jurisdiction located in ________ County, Massachusetts, and each party hereby consents to the jurisdiction and venue of any such courts for such purposes. The parties knowingly and voluntarily waive any right either of them has to a trial by jury in any proceeding which is in any way connected with this Agreement or any related agreement, or the relationship established under them.

ARTICLE XIV Notice.

Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation) or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

To: Education Provider Manager
Springfield Education Management, LLC
6385 Beach Road
Eden Prairie, MN  55344

Copy to: Senior Legal Counsel
SABIS Educational Systems, Inc.
6385 Beach Road
ARTICLE XV Waiver.

No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

ARTICLE XVI Counterparts; Signature by Facsimile.

This Agreement may be signed in counterparts, which shall together constitute the original Agreement and become effective upon Board approval. A signature delivered by facsimile shall be considered an original for purposes of this Agreement.

ARTICLE XVII Assignability.

This Agreement may not be assigned or delegated by Education Provider or by the Board without the prior written consent of the other such consent not to be unreasonably withheld. This Agreement shall be enforceable by, and shall inure to the benefit of the parties hereto and their permitted successors and assigns, and no others.

ARTICLE XVIII Confidentiality.

Section 18.1 Each party hereby acknowledges that by virtue of its entering into and performing under this Agreement, it will generate, be exposed to and have access to the Confidential Information of the other party, as such term is defined in subsection 18.2 below. Unless a party has obtained the express prior written consent of the other party, under no circumstances whatsoever shall a party at any time: (i) communicate to any person or entity (other than the other party) any Confidential Information; (ii) permit access by any person or entity (other than the other party) to any Confidential Information; or (iii) use any Confidential Information for such party’s own account or for the account of any person or entity (other than the other Party).

Section 18.2 For purposes of this Agreement, “Confidential Information” shall mean (i) any financial, business, planning, software, operations, services, potential services, products, potential products, designs, technical information and/or know-how, formulas, production, purchasing, marketing, sales, personnel, customer, broker, supplier, or other information of any party; (ii) any papers, data, records, processes, methods, techniques, systems, models, samples, devices, equipment, compilations, invoices, customer lists, or documents of any party; (iii) any confidential information or trade secrets of any third party provided to any party in confidence or subject to other use or disclosure restrictions or limitations; and (iv) any other information, written, oral, or electronic, whether existing now or at some time in the future, whether pertaining to current or future developments, and whether previously accessed by any party or to be accessed during its future engagement with the other party, which pertains to such party’s affairs or interests or with whom or how such party does business. Each party acknowledges and agrees that Confidential
Information does not include (i) information properly in the public domain, (ii) information in either party’s possession which does not pertain to the business of the Board or of the Education Provider.

ARTICLE XIX Severability. In the event that any provision of this Agreement or the application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

ARTICLE XX Warranties and Representations. Both the Board and the Education Provider represent that each has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for the execution of this Agreement.

ARTICLE XXI Preamble and Heading. The Preamble is a general statement of purpose only and not a term of this Agreement. It does not affect in any way the meaning or interpretation of this Agreement. The headings of the sections of this Agreement are for reference only and shall not affect in any way the meaning or interpretation of this Agreement.

ARTICLE XXII Entire Agreement. This Agreement embodies the entire agreement and understanding between the Parties with respect to the subject matter hereof and supersedes all prior oral or written agreements and understandings relating to the subject matter hereof. No statement, representation, warranty, covenant or agreement of any kind not expressly set forth in this Agreement shall affect, or be used to interpret, change or restrict, the express terms and provisions of this Agreement. Any modification of this Agreement must be made in writing, be approved by the Board and Education Provider, and be signed by a duly authorized officer, agent or attorney of the Parties.

ARTICLE XXIII Miscellaneous. This Agreement supersedes and replaces any and all prior agreements and understandings between the Board and Education Provider.

Enter School Name Here

By Its: Board President

Springfield Education Management LLC

By Its: Manager

EXHIBIT A

EDUCATION PROVIDER CONTACT INFORMATION
Primary contact for all matters not requiring formal notice under Section 14:

George Saad
6385 Beach Road
Eden Prairie, MN 55344  gsaad@sabis.net  952-918-1850
ATTACHMENT 7: SAMPLE CONTENT SKILLS

Note: The content and skills in this attachment represent just a small portion of the deeper and broader curriculum content and standards across all K-12 grade levels. The SABIS® Educational Book Series is one of the program's key features incorporating the curricula’s standards and content. This proprietary Book Series includes approximately 1,600+ books for classes in Kindergarten through high school in all core subjects ranging from English and Spanish to math, social studies and art. All SABIS® Books are designed to dovetail with the SABIS® curricula and follow the SABIS Point System® of teaching. Subsequently, every book is divided, in line with every course in the curriculum, into concepts which form the building blocks of student learning.

Each year, in keeping with SABIS®’s ongoing pursuit of excellence, the SABIS® Educational Book Series undergoes a careful revision in order to ensure precise alignment with the dynamic curricula. Written in English, French, Spanish, Kurdish, and Arabic, SABIS® Books enable students to develop a solid academic foundation through efficient effort.
Springfield Prep will replicate the academic program at SABIS International in Springfield, and below is a sample of the High School course listing that is offered.

<table>
<thead>
<tr>
<th>HS COURSE LISTING at SABIS International Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 9</strong></td>
</tr>
<tr>
<td>Advising</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>English 9</td>
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<tr>
<td>Math 2</td>
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<tr>
<td>Math 2 Honors</td>
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<tr>
<td>Physical Ed</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>U.S. History 1</td>
</tr>
<tr>
<td>U.S. History 2</td>
</tr>
<tr>
<td>Math LA</td>
</tr>
<tr>
<td>Music</td>
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<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Physics</td>
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<tr>
<td>PreCalculus</td>
</tr>
<tr>
<td>World History</td>
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<tr>
<td>Music</td>
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<tr>
<td>Physical Ed</td>
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<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Public Speaking</td>
</tr>
<tr>
<td>Sports Journalism</td>
</tr>
<tr>
<td>Statistics</td>
</tr>
<tr>
<td>World Literature/Eng 12</td>
</tr>
<tr>
<td>Yearbook</td>
</tr>
<tr>
<td>Subject/Content</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>Short Stories</td>
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</tbody>
</table>
Nonfiction
Know the various types of nonfiction.
Know that the title of a nonfiction piece is put in quotation marks.
Be able to identify vivid adjectives.
Know what a biography is.
Know what an autobiography is.
Know what a stereotype is.
Know what third person narrative is.
Know what a narrative essay is.
Know what a humorous essay is.
Understand what exaggeration is.
Know the difference between fact and opinion in essays.
Know what a descriptive essay is.
Know what an expository essay is.
Know how to take notes on an essay.
Be able to distinguish fact from opinion.

Poetry
Understand that poems may have specific themes.
Know the characteristics of narrative poetry.
Understand rhythm and know how to spell “rhythm.”
Understand that there are different types of rhymes.
Understand what a simile is.
Understand what a metaphor is.
Know what a concrete poem is.
Know what haiku is.
Know what an image is.
Know what lyric poetry is.
Know what figurative language is.
Know how to paraphrase a poem.
Understand what connotation is.
Understand sensory language.
Know how to paraphrase a poem.
Understand what alliteration is.
Know what onomatopoeia is.
Be able to recognize dialect in poetry.
Know what a limerick is.
Know what free verse is.

Fables, Myths, and Legends
Know that titles of fables, myths, and legends have quotations around them.
Understand the purposes of fables, myths, and legends.
Be able to identify the themes in the stories.
Know what a moral is.
Know what personification is.
Know what satire is.
Know the definition of a myth.
Understand conflict in myth.
Understand lessons in myth.
Know what irony is.
Know who the various gods and goddess are.
Know what hubris is.
Know what metamorphosis means.
Know what is meant by the word fate.
Know the definition of legend.
| Vocabulary          | Identify & define new words.  
|                    | Know pronunciation, parts of speech and spelling.  
|                    | Know what synonyms and antonyms are  
|                    | Be able to use new words in context.  
|                    | Be familiar with the study of etymology.  
|                    | Understand word families  
|                    | Understand prefixes  
|                    | Understand denotation & connotation, literal & figurative.  
|                    | Know how to make analogies  
|                    | Be able to use context clues.  
| Grammar            | Nouns  
|                    | Be able to define what a noun is.  
|                    | Be able to identify nouns in a sentence.  
|                    | Know what a proper noun is.  
|                    | Know what a common noun is.  
|                    | Know what a compound noun is.  
|                    | Know that nouns can be singular or plural.  
|                    | Pronouns  
|                    | Be able to define what a pronoun is.  
|                    | Know what an antecedent is.  
|                    | Know what the personal pronouns are.  
|                    | Know what the subject pronouns are.  
|                    | Know what the object pronouns are.  
|                    | Understand that there are singular and plural pronouns.  
|                    | Know what the possessive pronouns are.  
|                    | Know what the demonstrative pronouns are.  
|                    | Verbs  
|                    | Be able to define what a verb is.  
|                    | Know the difference between action and linking verbs.  
|                    | Know the difference between transitive and intransitive verbs.  
|                    | Know what a helping verb is.  
|                    | Be able to find the complete verb in a sentence.  
|                    | Know how verbs form the simple present, past, and future tenses.  
|                    | Adjectives  
|                    | Be able to define what an adjective is and know what an adjective does.  
|                    | Know what the articles are.  
|                    | Know what a proper adjective is.  
|                    | Know that nouns and pronouns can be used as adjectives.  
|                    | Adverbs  
|                    | Be able to define what an adverb is.  
|                    | Be able to identify adverbs and identify what the adverbs modify in a sentence.  
|                    | Know what an interrogative adverb is.  
|                    | Know that the word not is an adverb that is used to give verbs, adjective, or other adverbs a negative meaning.  
|                    | Conjunctions  
|                    | Be able to define what a conjunction is.  
|                    | Be able to identify conjunctions in a sentence.  
|                    | Know the function of coordinating conjunctions and be able to identify them.  
|                    | Know that when more than two items are joined, some conjunctions are replaced by commas.  
|                    | Know that you must use a comma and a conjunction between the last two items in a series.  
|                    | Interjections |
| Be able to define what an interjection is. |
| Be able to identify interjections in a sentence. |
| **Sentence Structure** |
| Be able to define what a sentence is. |
| Know the difference between a sentence and a fragment. |
| Know the difference among declarative, imperative, interrogative, and exclamatory sentences. |
| Know that a sentence has two basic parts, the subject and the predicate. |
| Be able to identify simple and complete subjects. |
| Be able to identify simple and complete predicates. |
| Understand that the subject of a sentence can be you understood. |
| **Punctuation** |
| Know the proper uses of the period. |
| Know the proper uses of the comma. |
| Know how to use paired commas. |
| **Capitalization** |
| Know the rules. |
| **Phrases** |
| Know the definition of a phrase. |
| Know how a phrase is different from a sentence. |
| Understand that there are verb, adjective, and adverb phrases. |
| Be able to recognize the different types of phrases. |
| Know what an appositive is. |
| Understand what an appositive phrase is. |

| **Composition** |
| **Paragraphs** |
| Be able to write a clear topic sentence. |
| Know that all the sentences in a paragraph must relate to the topic sentence. |
| Know the different steps to writing a strong paragraph: brainstorming, grouping ideas, checking topic sentence, choosing and ordering information, and ending in an interesting way. |
| Be able to vary sentence structures. |
| Be able to write smooth flowing sentences. |
| Be able to edit one’s work. |
| Be able to check spelling & punctuation usage. |
| **Essay** |
| Be able to write a thesis statement. |
| Know the difference between a thesis statement and a topic sentence. |
| Understand what prewriting is: brainstorming, clustering, and answering basic questions: who, what, where, when, how and why concerning topic. |
| Know what an essay map is. |
| Learn to write a four-paragraph essay. |
| Know what a conclusion is and how to write one. |
| Learn to write a good introduction that leads to the thesis. |
| Know how to edit one’s work. |
| Know what transitions between paragraphs are. |
| Know transitional devices are. |

| **Speech** |
| Know that the purposes for speaking are to persuade, to entertain, and to move to action |
| Know that the most common purpose for most speeches is to inform |
| Understand the stages of preparing a speech |
| Choose the topic of your speech |
| Collect details |
| Record details |
| Make connections |
Limit the topic  
Know how to prepare an outline  
Divide the speech to beginning, middle, and end  
Preparing the three parts of the speech  
Delivering the speech  
Understand the importance of speaking clearly, slowly, distinctly, with a voice that is heard and has variety in tone  
Understand basic non-verbal communication (posture, body movement, facial expressions)

| Presentations | Design a presentation using PowerPoint that demonstrates an ability to create cards with appropriate builds, transitions, and elements of design.  
Design a set of PowerPoint slides to enhance a presentation for the intended audience.  
Integrate the above in class/school-wide presentations for research project, book reports, social studies projects |

<table>
<thead>
<tr>
<th>MATHEMATICS Arithmetic</th>
<th>Level H (Grade 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Content</td>
<td>Objectives/Outcomes</td>
</tr>
</tbody>
</table>
| Logical Thinking | Solve word problems using elementary combinations  
Solve word problems requiring multi-step thinking  
Solve word problems by thinking backwards  
Solve logic puzzles |
| Terminology | Define key terms including: addend, sum, dividend, divisor, multiple, factor, product, quotient, prime number, base ten system, composite number, reciprocal, exponent, axiom, postulate, theorem, even, odd, consecutive, circumference, diameter, prime factorization |
| Axioms of ℜ | State and use the Commutative Axioms of Addition and Multiplication of ℜ  
State and use the Associative Axioms of Addition and Multiplication of ℜ  
Show why there are no commutative nor associative axioms for subtraction and division  
State and use the Distributive Axiom of Multiplication over Addition |
| Fractions | Reduce fractions to lowest terms  
Order fractions  
Convert mixed numbers to improper fractions  
Convert improper fractions to mixed numbers  
Add fractions with like or unlike denominators  
Add mixed numbers  
Subtract fractions with like or unlike denominators  
Subtract mixed numbers  
Multiply whole numbers by fractions  
Multiply fractions  
Multiply fractions and mixed numbers  
Multiply mixed numbers  
Determine a number’s reciprocal  
Divide whole numbers by fractions  
Divide fractions by whole numbers  
Divide fractions  
Divide mixed numbers  
Convert fractions to decimals  
Convert fractions to percents |
<table>
<thead>
<tr>
<th>Decimals</th>
<th>Solve word problems involving fractions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Solve word problems involving proportions</td>
</tr>
<tr>
<td>Complete proportions</td>
<td>Read decimals aloud</td>
</tr>
<tr>
<td>Solve word problems involving fractions</td>
<td>Take decimal dictation</td>
</tr>
<tr>
<td>Solve word problems involving proportions</td>
<td>Round decimals to any desired place value</td>
</tr>
<tr>
<td>Decimals</td>
<td>Order decimals</td>
</tr>
<tr>
<td>Order decimals</td>
<td>Add or subtract decimals</td>
</tr>
<tr>
<td>Add or subtract decimals</td>
<td>Multiply whole numbers by decimals</td>
</tr>
<tr>
<td>Multiply decimals</td>
<td>Divide a decimal by a whole number</td>
</tr>
<tr>
<td>Divide a whole number by a decimal</td>
<td>Divide decimals</td>
</tr>
<tr>
<td>Divide decimals</td>
<td>Convert decimals to percents</td>
</tr>
<tr>
<td>Convert decimals to percents</td>
<td>Convert terminating decimals to fractions</td>
</tr>
<tr>
<td>Convert terminating decimals to fractions</td>
<td>Convert repeating decimals to fractions</td>
</tr>
<tr>
<td>Percents</td>
<td>Convert percents to fractions</td>
</tr>
<tr>
<td>Percent to decimals</td>
<td>Calculate x% of y (where y ∈ whole numbers)</td>
</tr>
<tr>
<td>Calculate x% of y (where y ∈ rationales expressed either as decimals or fractions)</td>
<td>Determine what percent x is of y</td>
</tr>
<tr>
<td>Determine what percent x is of y</td>
<td>Calculate what number x is y% of</td>
</tr>
<tr>
<td>Solve word problems involving percents- investment/loan problems</td>
<td>Solve problems involving rates</td>
</tr>
<tr>
<td>Solve problems involving rates</td>
<td>Compute interest</td>
</tr>
<tr>
<td>Order of Operations</td>
<td>Simplify arithmetic expressions using the proper order of operations</td>
</tr>
<tr>
<td>Measurement</td>
<td>Define unit</td>
</tr>
<tr>
<td>Define distance</td>
<td>Define basic and standard units</td>
</tr>
<tr>
<td>Define basic and standard units</td>
<td>Convert from basic units to prefix units</td>
</tr>
<tr>
<td>Convert from basic units to prefix units</td>
<td>Define line</td>
</tr>
<tr>
<td>Define line</td>
<td>Define mass</td>
</tr>
<tr>
<td>Define mass</td>
<td>Define weight</td>
</tr>
<tr>
<td>Define weight</td>
<td>Define capacity</td>
</tr>
<tr>
<td>Define capacity</td>
<td>Define volume</td>
</tr>
<tr>
<td>Define volume</td>
<td>Calculate the perimeter of a square given either its side length or its area</td>
</tr>
<tr>
<td>Calculate the area of a square given either its side length or its perimeter</td>
<td>Calculate the perimeter and area of triangles and rectangles</td>
</tr>
<tr>
<td>Calculate the perimeter of regular n-gons</td>
<td>Calculate the area of a circle given either its radius, diameter or area</td>
</tr>
<tr>
<td>Calculate the area of a circle given either its radius, diameter or area</td>
<td>Determine the circumference of a circle given either its radius, diameter or area</td>
</tr>
<tr>
<td>Calculate the circumference of a circle given either its radius, diameter or area</td>
<td>Determine the area of a circle given either its radius, diameter or circumference</td>
</tr>
<tr>
<td>Calculate the volume of a cube, a rectangular prism, or a cylinder</td>
<td>Measure angles</td>
</tr>
<tr>
<td>Probability</td>
<td>Define variable</td>
</tr>
<tr>
<td>Define related variable</td>
<td>Solve ratios</td>
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<tr>
<td>Solve ratios</td>
<td>Define inverse, combined proportion, and direct proportion</td>
</tr>
<tr>
<td>Define inverse, combined proportion, and direct proportion</td>
<td>Distinguish between the mean, median, and mode</td>
</tr>
</tbody>
</table>
### Miscellaneous
- Convert a base $n$ number to a base 10 number
- Solve word problems involving time conversions and time zones
- Evaluate exponential expressions
- Calculate averages
- Solve word problems given the average – find missing data point or find sum of all data, etc.
- Order a list of decimals, fractions, and percents
- Find the sum of a decimal, fraction and a percent
- Multiply fractions, decimals, and percents together
- Divide a decimal by a fraction or a percent
- Divide a fraction by a decimal or a percent
- Divide a percent by a decimal or a fraction
- Subtract fractions and decimals from each other
- Solve equations
- Design bar graphs
- Solve objects and their prices

### SCIENCE

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives/Outcomes</strong></td>
<td><strong>Energy, Testing Theory</strong></td>
</tr>
<tr>
<td>Review and define the concepts of interaction, evidence of interaction, variable, controlled experiment, system, and energy transfer</td>
<td>Review and define the concepts of interaction, evidence of interaction, variable, controlled experiment, system, and energy transfer</td>
</tr>
<tr>
<td>Identify the variables that influence the motion of a swinging object</td>
<td>Identify the variables that influence the motion of a swinging object</td>
</tr>
<tr>
<td>Measure the frequencies of the motion of a swinging object</td>
<td>Measure the frequencies of the motion of a swinging object</td>
</tr>
<tr>
<td>Define periodic motion</td>
<td>Define periodic motion</td>
</tr>
<tr>
<td>Define electric circuit</td>
<td>Define electric circuit</td>
</tr>
<tr>
<td>Assemble electric circuits</td>
<td>Assemble electric circuits</td>
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<tr>
<td>Determine whether electrical circuits are open or closed</td>
<td>Determine whether electrical circuits are open or closed</td>
</tr>
<tr>
<td>Investigate the properties and interactions of batteries, light bulbs, magnets, and other objects</td>
<td>Investigate the properties and interactions of batteries, light bulbs, magnets, and other objects</td>
</tr>
<tr>
<td>Use a combination of observation and inference to solve circuit puzzles</td>
<td>Use a combination of observation and inference to solve circuit puzzles</td>
</tr>
<tr>
<td>Discuss the difference between observations of simple electrical and mechanical systems</td>
<td>Discuss the difference between observations of simple electrical and mechanical systems</td>
</tr>
<tr>
<td>Use a prism to identify the colors in white (or colorless) light</td>
<td>Use a prism to identify the colors in white (or colorless) light</td>
</tr>
<tr>
<td>Formulate a scientific theory of colored light</td>
<td>Formulate a scientific theory of colored light</td>
</tr>
<tr>
<td>Use the theory of colored light to predict and explain the colors observed when transparent and opaque objects of various colors interact with colored light</td>
<td>Use the theory of colored light to predict and explain the colors observed when transparent and opaque objects of various colors interact with colored light</td>
</tr>
<tr>
<td>Revise and extend the theory of colored light as new information is gathered</td>
<td>Revise and extend the theory of colored light as new information is gathered</td>
</tr>
<tr>
<td>Investigate the magnetic field of a wire coiling closed circuit</td>
<td>Investigate the magnetic field of a wire coiling closed circuit</td>
</tr>
<tr>
<td>Assemble coil-rivet systems and test for magnetic interaction</td>
<td>Assemble coil-rivet systems and test for magnetic interaction</td>
</tr>
<tr>
<td>Identify the variables that affect electromagnets</td>
<td>Identify the variables that affect electromagnets</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Objectives/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ecosystems</strong></td>
<td>Use the term ecosystem when referring to a community of organisms as part of, and interacting with, its physical environment</td>
</tr>
<tr>
<td>Use the term ecosystem when referring to a community of organisms as part of, and interacting with, its physical environment</td>
<td>Build aquarium/terrarium ecosystems</td>
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<tr>
<td>Build aquarium/terrarium ecosystems</td>
<td>Identify the interrelationships of populations with each other and with environmental factors</td>
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<tr>
<td>SOCIAL STUDIES</td>
<td>Grade 6</td>
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<tr>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Subject/Content</strong></td>
<td><strong>Objectives/Outcomes</strong></td>
</tr>
</tbody>
</table>
| **SST** | Define history and describe the major tools of the study of history  
Define and differentiate the terms: fact, reasoned judgments, and opinions  
Extract main ideas  
Read & construct timelines  
Read & construct graphs and charts  
Evaluate different views of the same historical events  
Explain the difference between primary source and secondary source  
Define the terms: culture, ethnic groups, racism, prejudice |
| **Maps and Globes** | Define the terms map, globe, legend, inset, grid, hemisphere, latitude, longitude  
Observe the seasons  
Use the legend, inset, and grid  
Use latitude and longitude on a map  
Read a physical map with a profile  
Read a historical map  
Read a route map  
Read a cultural map  
Compare maps  
Use geographic references |
| **Origins of the World** | |
| **A1- Prehistoric Times** | Define the terms: archaeology, hunter-gatherer, prehistoric, agriculture  
Describe life in prehistoric times before agriculture  
Describe the beginning of farming and its impact on human life  
Use a flow chart as a graphic organizer |
| **A2- The Fertile Crescent** | List the major achievements of the civilizations of Ancient Mesopotamia  
Describe life in the City of Ur  
List the Sumerian contributions to civilization  
Identify Hammurabi and describe his code  
Describe the contribution of the Assyrians to civilization  
Describe the rise of Judaism  
Define the terms: Talmud, monotheism, Torah, prophet, rabbi  
Identify and describe the importance of Moses and Jerusalem  
Describe the basic teachings of Judaism |
| **A3- Ancient Egypt** | Describe the geography of the Nile Valley  
List and describe the three kingdoms of ancient Egypt  
Describe the form of government in ancient Egypt with the Pharaoh at its head  
Explain the importance of hieroglyphics in shedding light on the ancient cultures  
Explain the importance of the Rosetta stone  
Describe life in ancient Egyptian society  
List the main contributions of the ancient civilizations of Egypt  
Describe the concept of afterlife and its impact on life and religious beliefs  
Define the terms: afterlife, pharaoh, papyrus, scribe, delta, dynasty, hieroglyphics  
Evaluate 5 sources available to you on the topic of Camp David and compare information from primary and secondary source documents |
| **A4- Early Asian** | Identify and list the basic tenets of the Indus Valley civilization |
| Civilizations | A4-1- Ancient India | Describe early trading culture  
Describe the impact of the Aryan arrival  
Describe the significance of the Vedas  
Describe the Indian caste system  

Use common patterns of organization for historical research: chronological, spatial, cause and effect, and compare and contrast  
Give examples of how such patterns are used: (example) the discovery of the ruins of Mohenjo-Daro is an example of cause and effect  
Describe the origins and beliefs of Hinduism  
Describe the origins and beliefs of Buddhism  
| A4-2. Ancient China | Describe the early Chinese dynasties  
Explain the Mandate from Heaven  
Explain Confucianism  
Describe the benefits and costs of the Great Wall  
| A5- Early Civilizations in the Americas | Define the terms glacier, diversity, rain forest  
Describe the hunting-gathering societies of the early Americans  
Identify Mesoamerica and describe the origins of farming  
Describe the Olmec civilization in the Gulf of Mexico region  
Describe the Mayan Civilization and its main achievements  
Describe the Mayan calendar, number and writing systems  
Describe the origins of the Aztec civilization  
Describe the contributions of the Aztecs in engineering, architecture and art  
Explain the importance of trade and markets in the development of Aztec culture  
Describe the Andean civilizations including the Chavin and the Moche  
Describe the Inca civilization  
| B. The Mediterranean & Southeast Asia |  
| B1- Ancient Greece | Define the terms peninsula, city-state, citizen, democracy, philosophy  
Describe the cultures of Sparta and Athens  
Explain the term “The Golden Age”  
Describe the Greek form of government  
Explain why Ancient Greece is considered the birthplace of democracy  
Differentiate between direct democracy and representative democracy  
Describe the principles of Greek mythology and identify major Greek gods  
List key Greek philosophers and their contributions (Socrates, Plato, Aristotle)  
Identify main Greek political figures (Alexander of Macedonia, Pericles)  
Identify main Greek scientists and their contributions (Hypocrates)  
Identify Greek architecture  
| B2- Ancient Rome | Define the terms republic, province, legion, aqueduct  
Describe the City on Seven Hills  
Describe the rise of Rome with the setting of the Republic  
Identify major Roman political figures and their contributions (Julius Caesar)  
Describe the Roman provinces and how they were ruled  
Describe the Roman “legacy” in the areas of government and law, architecture  
Explain the reasons for the decline of the Roman Empire  
Describe the Roman military organization  
| B3-Early Christianity | Define the terms apostle, gospels  
Describe the life and the message of Jesus  
Describe the teachings of Jesus  
Describe the death of Jesus and what happened afterward |
**Curricular Overview, Grade 7**

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Grade Seven</td>
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<tr>
<td><strong>Objectives/Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td>Short stories</td>
</tr>
<tr>
<td></td>
<td>Know the meaning of the word “genre.”</td>
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<tr>
<td></td>
<td>Review the elements of a short story.</td>
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<tr>
<td></td>
<td>Be able to identify the setting of a short story.</td>
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<td></td>
<td>Be able to examine the conflict in a story.</td>
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<td></td>
<td>Review and understand the parts of a plot- the exposition, the rising action, the climax, the falling action, and the resolution.</td>
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<td>Review and understand foreshadowing.</td>
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<td>Be able to make prediction in a story.</td>
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<td></td>
<td>Know what an allusion is.</td>
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<td></td>
<td>Be able to separate realistic from fantastic details.</td>
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<tr>
<td></td>
<td>Be able to make inferences about the plot.</td>
</tr>
</tbody>
</table>
Be able to compare and contrast characters.
Understand the author’s purpose.
Understand the use of major and minor characters.
Know the difference between round and flat characters.
Understand how and why an author uses exaggeration.
Know what a caricature is.
Be able to analyze the affect of the setting on the plot.
Know that time is an aspect of the setting.
Understand atmosphere and mood.
Understand the theme of a short story.
Be able to identify generalizations about characters.
Be able to summarize a story.
Be able to recognize symbols in a short story.
Know what is meant by point of view.
Be able to evaluate a short story.
Drama
Review the elements of drama.
Recognize a playwright’s purpose.
Be able to appreciate the importance of staging.
Understand conflict in drama.
Be able to appreciate the use of flashback.
Be able to suggest predictions for the outcome of a drama.
Understand character through the dialogue of a drama.
Understand theme through the dialogue of a drama.
Nonfiction
Know the various types of nonfiction.
Understand the variety of purposes for writing nonfiction.
Review that the title of a nonfiction piece is put in quotation marks.
Review what a biography is.
Know what a memoir is.
Know what an autobiography is.
Know what a narrative essay is.
Understand character in an essay.
Know what a humorous essay is.
Know what a descriptive essay is.
Know what an expository essay is.
Know what a persuasive essay is.
Be able to distinguish observation from inference.
Be able to find the main ideas in an essay.
Be able to find implied main ideas.
Understand an essay’s purpose.
Poetry
Understand personification.
Know what a narrative poem is.
Be able to summarize the events in a poem.
Be able to sequence events in a poem.
Understand the features of a ballad.
Be able to make inferences about the theme of a poem.
Understand what similes are and be able to write them.
Understand what metaphors are and be able to write them.
Know what is meant by diction.
| **Be able to recognize and interpret imagery in poems.** |
| **Be able to recognize and interpret symbols in poems.** |
| **Know what lyric poetry is.** |
| **Be able to recognize and write sensory language.** |
| **Understand the mood of a poem.** |
| **Know what alliteration is.** |
| **Understand parallel structure.** |
| **Know what a limerick is and be able to write one.** |
| **Know what a haiku is and be able to write one.** |
| **Be able to paraphrase a poem.** |
| **Understand free verse.** |
| **Review what a concrete poem is.** |
| **Understand the tone of a poem.** |
| **Be able to find figurative language in a poem.** |
| **Be able to write an interpretation of a poem.** |
| **American Myths, Legends, and Folktales** |
| **Understand what a myth is.** |
| **Understand what a legend is.** |
| **Understand what a folk tale is.** |
| **Be able to identify conflict in these stories.** |
| **Understand the fold hero.** |
| **Understand the oral tradition.** |
| **Novel** |
| **Know the elements of a novel.** |
| **Be able to describe the settings within a novel.** |
| **Be able to write a character sketch of the main characters in the novel.** |
| **Identify climatic moments in the novel.** |
| **Understand the relationships between characters in the novel.** |
| **Understand plot development and be able to summarize the plot.** |
| **Understand the major conflicts in the novel.** |
| **Be able to comment on the themes of a novel.** |

### Vocabulary
- Identify and define new words.
- Know present day usage.
- Know pronunciation and part of speech.
- Expand knowledge of synonyms and antonyms.
- Know proper spelling.
- Learn more about analogies.
- Determine meanings by using context clues.
- Build with word roots.
- Understand denotation/connotation, literal/figurative meanings.

### Grammar
- **Nouns**
  - Identify concrete and abstract nouns.
  - Identify common and proper nouns.
  - Identify collective nouns.
  - Identify compound nouns.
  - Know that nouns may be formed with a noun suffix such as –ation, -ism, -ance, -ment, -ness.
  - Be able to form noun plurals.
  - Know how to form plurals of irregular nouns.
  - Know how to form plurals of compound nouns.
  - Identify the possessive forms of singular and plural nouns.
  - Identify appositives in sentences.
Know the capitalization rules for proper nouns.

Pronouns
Know what indefinite pronouns are.
Know that pronouns may be singular or plural.
Know that pronouns may show gender.
Be able to identify pronouns in a sentence.
Understand that a pronoun must agree with its antecedent.
Use pronouns with clear antecedent.
Use nominative and objective pronouns correctly.
Use who’s and the interrogative pronouns who, whom, whose correctly.
Use demonstrative pronouns correctly.
Use reflexive and intensive pronouns correctly.
Use pronouns correctly before nouns and in incomplete comparisons.

Verbs
Be able to define what a verb is.
Distinguish between action verbs and linking verbs.
Identify linking verbs.
Distinguish between main verbs and auxiliary verbs in sentences.
Identify present, past, and future tense verbs.
Distinguish between verbs in the active and passive voices.
Identify the correct forms of verbs in the simple tenses.
Know how verb forms the perfect present, perfect past, and perfect future tenses.
Know how to form the participle of a verb.
Know how to form the progressive present, progressive past, and progressive future tenses.
Understand that verbs must agree with their subject.
Know how to use the verbs lie and lay, sit and set, raise and rise correctly.
Use bring and take, let and leave, lend and borrow correctly.
Use prefixes, suffixes, base words, roots to determine word meaning.

Adjectives
Know what a predicate adjective is and be able to identify predicate adjectives.
Understand that adjectives can change form to show degrees of comparison.
Be able to identify suffixes for adjectives.
Know that many two-syllable adjectives and all adjectives that have three or more syllables form their comparative and superlative degree with more and most.
Know that to show lesser amounts instead of greater amounts, the word less in the comparative degree and word least in the superlative degree are used.
Know that some adjectives change their form completely to show comparative and superlative degree.
Understand that adjectives may be formed by adding suffixes to other parts of speech such as nouns and verbs.

Adverbs
Know that some adverbs change form to show degrees of comparison.
Be able to identify comparative adverbs.
Know that adverbs may be formed with the suffix-ly.
Know that the majority of adverbs form their comparative and superlative degrees with the words more and most.
Know that adverbs add -er, and –est to form their comparative and superlative degrees.
Know the adverbs that form their comparative and superlative degrees irregularly.
Be able to distinguish between the functions of an adjective and those of an adverb.

Prepositions
| Be able to distinguish an adjectival prepositional phrase from an adverbial prepositional phrase. |
| Know that only object forms of pronouns can be used as objects of a preposition. |
| Know when to use between and when to use among. |
| Know when to use beside and when to use besides. |
| Know when to use in and when to use into. |
| Know when to use on and when to use onto. |
| Know the standard use of the prepositions about, at, by, except, of, off. |

**Conjunctions**
- Know that the semicolon can be used to replace a conjunction.

**Interjections**
- Be able to define what an interjection is.
- Be able to identify interjections in a sentence.

**Sentence Structure**
- Know what a compound sentence is.
- Know what a compound verb is.
- Understand what a simple sentence is.
- Understand what a compound sentence is.
- Understand what a complex sentence is.
- Know that the groups of words that follow the subject and verb in a sentence pattern are called complements.
- Be able to identify a Subject-Verb sentence pattern.
- Be able to identify a Subject-Verb-Direct Object sentence pattern.
- Be able to identify a Subject-Verb-Indirect Object sentence pattern.
- Combine Simple sentences into compound sentences.
- Use coordinating conjunctions correctly.
- Identify correlative conjunctions.
- Correct sent fragments.
- Correct run-on sentences.

**Punctuation**
- Know the proper uses of the semicolon, colon, hyphen, and apostrophe.
- Know the proper uses of underlining (or italics).
- Know the proper uses of quotation marks.

**Capitalization**
- Capitalize proper nouns and proper adjectives.
- Use commas in a series and in compound sentences.
- Capitalize and punctuate dates, addresses, and letters correctly.
- Capitalize and punctuate title correctly.
- Capitalize and punctuate direct quotations correctly.
- Identify correct abbreviations.

**Phrases**
- Know the definition of a phrase.
- Know how a phrase is different from a sentence.
- Understand that there are verb, adjective, and adverb phrases.
- Be able to recognize the different types of phrases.
- Know what an appositive is.
- Understand what an appositive phrase is.

**Clauses**
- Know the definition of a clause.
- Know how a clause is different from a sentence and from a phrase.
- Understand independent clauses.
- Understand subordinate clauses.
| Composition | Know and practice the writing process.  
Understand the different steps of prewriting: brainstorming, clustering or free writing.  
Use the Six Basic Questions: who, what, why, when, where and how to add depth.  
Know how to change viewpoint to add depth.  
Know to revise and proofread.  
Know how to write an effective character description.  
Know how to write a well-developed, coherent paragraph.  
Know how to organize information into an outline.  
Be able to write a four-paragraph composition with a strong introduction and conclusion.  
Be able to write descriptive, narrative and expository essays.  
Be able to write summaries.  
Be able to select a topic for a research paper.  
Know how to find sources for research.  
Know how to write bibliography and note cards.  
Know how to write a research paper.  
Be able to write a bibliography.  
Know how to write a persuasive essay.  
Know how to write different types of letters. |
| Speech | Know that the purposes for speaking are to persuade, to entertain, and to move to action  
Know that the most common purpose for most speeches is to inform  
Understand the stages of preparing a speech  
Choose the topic of your speech  
Collect details  
Record details  
Make connections  
Limit the topic  
Know how to prepare an outline  
Divide the speech to beginning, middle, and end  
Preparing the three parts of the speech  
Delivering the speech  
Understand the importance of speaking clearly  
Know how to vary your tone  
Understand basic non-verbal communication (posture, body movement, facial expressions) |
| MATH | LEVEL I (Grade 7) |
| Subject/Content | Objective/Outcomes |
| Set Theory | Identify and represent sets by several methods  
Identify and denote the empty set  
Find the cardinality of a set  
Define a subset  
Identify subsets of a set  
List the power set of a set with less than five members  
Define the union and intersection of sets  
Find intersections and unions of given sets |
| Infinite Subsets of $\mathbb{R}$ | List the set of natural numbers  
List the set of whole numbers  
List the set of integers  
Define a rational number  
Define an irrational number |
<table>
<thead>
<tr>
<th>Define a real number</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagram the relationships between the infinite subsets of $\mathbb{R}$</td>
<td></td>
</tr>
<tr>
<td>State to which sets a given real number belongs</td>
<td></td>
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<tr>
<td><strong>Logic</strong></td>
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<tr>
<td>Identify and create propositions and open sentences</td>
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<tr>
<td>Find the negation of a proposition or open sentence</td>
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<tr>
<td>Find the conjunction or disjunction of two statements</td>
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<tr>
<td>Make and apply truth tables for negation, conjunction, disjunction, and implication</td>
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<tr>
<td><strong>Variables</strong></td>
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<tr>
<td>Define a variable</td>
<td></td>
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<tr>
<td>Find the coefficient of a variable</td>
<td></td>
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<tr>
<td>Substitute a value for a variable</td>
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<tr>
<td>Define the domain of a variable</td>
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<tr>
<td>Evaluate variable expressions</td>
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<tr>
<td>Simplify variable expressions</td>
<td></td>
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<tr>
<td>Translate English phrases to variable expressions</td>
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<tr>
<td><strong>Axioms of $\mathbb{R}$</strong></td>
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<tr>
<td>For each of the following axioms, state the axiom from memory, apply the axiom to simplify an expression, recognize the axiom in use and give examples of the axiom in application:</td>
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<tr>
<td>Reflexive Axiom of Equality</td>
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<tr>
<td>Symmetric Axiom of Equality</td>
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<tr>
<td>Transitive Axiom of Equality</td>
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<tr>
<td>Closure Axioms of $+$ &amp; $x$</td>
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<tr>
<td>Commutative Axioms of $+$ &amp; $x$</td>
<td></td>
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<tr>
<td>Associative Axioms of $+$ &amp; $x$</td>
<td></td>
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<tr>
<td>Distributive Axiom of $x$ over $+$</td>
<td></td>
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<tr>
<td>Identity Axioms of $+$ &amp; $x$</td>
<td></td>
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<tr>
<td>Inverse Axioms of $+$ &amp; $x$</td>
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<tr>
<td><strong>Negative Numbers</strong></td>
<td></td>
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<tr>
<td>Apply negative numbers to real world situations</td>
<td></td>
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<tr>
<td>Add negative numbers</td>
<td></td>
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<tr>
<td>Define subtraction</td>
<td></td>
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<tr>
<td>Subtract negative numbers</td>
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<tr>
<td>Add and subtract any two rational numbers</td>
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<tr>
<td>Prove that the product of two negative numbers is positive</td>
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<tr>
<td>Multiply negative numbers</td>
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<tr>
<td>Define division</td>
<td></td>
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<tr>
<td>Divide negative numbers</td>
<td></td>
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<tr>
<td>Use negative coefficients</td>
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<tr>
<td>Simplify and evaluate algebraic expressions for negative values</td>
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<tr>
<td><strong>Equations</strong></td>
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<tr>
<td>Define solutions</td>
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<tr>
<td>Identify solutions</td>
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<tr>
<td>State the Addition Property of Equality</td>
<td></td>
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<tr>
<td>State the Multiplication Property of Equality</td>
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<tr>
<td>Solve linear equations in one variable of the form $ax = b$</td>
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<tr>
<td>Solve linear equations in one variable of the form $a + x = b$</td>
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<tr>
<td>Solve linear equations in one variable of the form $ax + b = c$</td>
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<tr>
<td>Solve linear equations in one variable of the form $ax + b = cx + d$</td>
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<tr>
<td>Solve linear equations in one variable of the form $a(bx + c) = d$</td>
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<tr>
<td>Express the fact that equations with the variable on both sides may have one solution, no solution, or infinitely many solutions</td>
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<tr>
<td><strong>Word Problems</strong></td>
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<tr>
<td>Translate English sentences into algebraic equations</td>
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<tr>
<td>Solve word problems by solving linear equations in one variable</td>
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<tr>
<td><strong>Opposites and</strong></td>
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<tr>
<td>Solve and evaluate the following: Absolute value, order of operation, and properties of absolute</td>
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<tr>
<td>Subject/Content</td>
<td>Objectives/Outcomes</td>
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<td>----------------</td>
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</tbody>
</table>
| Methods of Investigation | Identify and use science skills and methods  
Measure common objects using scientific units  
Identify and read types of graphs  
Describe the parts of a microscope  
Compare and contrast the microscope and the laser |
| Matter on Earth | Explain why the earth is a unique planet  
List and describe the characteristics of living things  
Describe the needs of living things  
Define matter  
Distinguish between atoms and molecules  
Distinguish between elements and compounds  
Explain the changes in matter |
| Life Science | State the major ideas of the cell theory  
Describe the structure of the cell  
Explain how organs work together in systems  
Describe the role of the cell membrane in moving substances into and out of cells  
Explain how plants store energy through photosynthesis  
Describe how plants release energy during cell respiration  
Explain how cell division affects living things  
Define and explain the terms adaptation and diversity  
Explain how sexual reproduction helps produce variation in a species  
Compare and contrast the amount of tract variation possible in sexual and asexual reproduction  
Define and explain natural selection  
Define classification  
Name and describe the Five Kingdoms  
Identify organisms using taxonomic key and field guides  
Describe the characteristics of viruses and monerans  
Contrast protists and monerans  
Identify and describe six groups of algae  
Explain why fungi are different from members of the other four kingdoms  
Describe the origins of modern plants  
Describe the stages of photosynthesis  
Give examples of common non-flowering plants  
Describe where bryophytes grow and explain why they grow there  
Describe non-flowering vascular plants  
Explain the characteristics of flowering plants  
Describe the vascular plant systems  
Identify the parts of a flower and describe their functions  
Explain how plant and animal growth differ |
<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>Grade 7</th>
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<tbody>
<tr>
<td>Subject/Content</td>
<td>Objectives/Outcomes</td>
</tr>
</tbody>
</table>
| SST- | Define history and describe the major tools of the study of history  
|  | Define and differentiate the terms: fact, reasoned judgments, and opinions  
|  | Extract main ideas  
|  | Read & construct timelines  
|  | Read & construct graphs and charts  
|  | Evaluate different views of the same historical events  
|  | Explain the difference between primary source and secondary source  
|  | Define the terms: culture, ethnic groups, racism, prejudice |
| D Asia | |
| D1 India | List and describe the achievements of India’s Golden Age  
|  | Understand village life  
|  | Describe trading activities  
|  | Describe the impact of the Muslim rule of India  
|  | Describe life in India under Muslim control  
|  | Describe life in India as a British colony  
|  | Give the reasons for the rebellion against England |
| D2-1 Ancient China | Describe the progress India has made in the latter half of the 20th century  
|  | Describe life in modern India |
| D2-2 China | Describe China under Chiang KaiShek  
|  | Describe China under Mao Zedong  
|  | Describe the Cultural Revolution of 1966 and its impact on Chinese society  
|  | Describe China under Deng Xiaoping  
|  | List the reasons that led to the events of Tiananmen Square |
| D3-1 Ancient Japan | Describe the Japanese feudal system  
|  | Define the terms shogun and samurai  
|  | List the events of the Tokugawa Shogunate  
|  | List the reasons Japan began trade with the West |
| D3-2 Modern Japan | Identify the Meiji Era and be able to describe it  
|  | Describe Japan’s role in WWII  
|  | State how life in Japan changed after WWII |
| E Europe | |
| E1- Medieval Europe | Describe the hierarchy of the Church  
|  | Explain the influence the Church  
|  | Describe European feudalism  
|  | State the causes of the Crusades  
|  | Describe the origins of trade with the east  
|  | Describe the impact of the Plague on Europe  
|  | Describe the years of conflict in the Christian Church  
|  | State the reasons the Church split into two (Eastern and Western churches)  
|  | Define the terms manor, vassal, serf, crusade, knight, plague  
|  | Explain how trade ships introduced diseases to Europe and how it impacted the population |
| E1-2 Renaissance | List the characteristics of the Renaissance  
|  | Identify the contributions of key Renaissance figures  
|  | Define the terms patron, classics, humanist, renaissance  
|  | Explain how the Renaissance ideas spread through Europe |
| E2 - The Rise of Spain, Great Britain, & Russia | Explain the unification of Spain  
State the reasons for Spain’s decline  
Describe how the early empire was formed  
Describe the various conflicts with France over empire  
Describe the conditions that lead to the Industrial Revolution  
State the reasons for the expansion of the British Empire  
Describe how the British Empire expanded  
List the causes for the decline of the British Empire  
Explain the Viking influence  
Explain the impact of the Mongols  
Describe the rule of the early Romanovs |
| E3 - World Wars | State the causes of WWI  
Describe the new weaponry used in WWI  
Explain the impact of WWI  
Explain the Treaty of Versailles  
State the causes of the Bolshevik Revolution  
Describe the events of the revolution  
Give a brief summary of Lenin’s philosophy  
Describe the events of the Civil War  
Describe life in the U.S.S.R. under Stalin  
Explain how Hitler came to power in Germany  
Describe the events that lead to the beginning of WWII  
Describe the Holocaust  
Define the terms propaganda, genocide, dictator, jingoism  
List the names and activities of various Resistance movements  
Explain the effects of WWII |
| E4 - The Cold War & the Fall of Communism | Describe the origins of the Cold War  
Define the terms Iron Curtain, Eastern Bloc, superpower  
Explain why communism ended in Eastern Europe and the Soviet Union  
Know the progress of the former communist countries in Europe |
| F - The Caribbean, Central and South America | Describe the geography of the Caribbean  
Define the terms tropical, indentured servant, triangle trade, emancipation, mono-crop, labor intensive  
Describe how enslaved blacks organized themselves and rebelled against their slave masters  
Describe the effect of the rebellion on the Caribbean  
Explain the effect of the triangle trade system developed by the Dutch  
Explain how blacks forged a path to freedom and leadership in the Caribbean  
Describe the end of slavery in the Caribbean  
Describe the events that followed the emancipation |
| F1 - The Caribbean | Define the terms pampas, basin, vertical zone, elevation  
Describe the geography of the South America |
|   | Explain why Central America is termed the “Land of Variety”  
|   | Describe the pampas of Argentina  
|   | Describe the climate extremes of Central and South America  
|   | Explain the how the climate extremes effect life in these areas  
|   | Explain how the land forms affect the climate in Central and South America  
|   | Explain the effect of colonialism on the natives  
|   | Describe the ethnic groups of two Central American counties  
|   | Describe the source of economic wealth in these countries  
|   | Compare and contrast the ethnic groups and the source of economic wealth in Venezuela and Argentina  
|   | Define the terms caudillo, nationalize, coup, guerrilla  
|   | Explain the impact of the European migration to Argentina in the colonial period  
|   | Explain the impact of the oil industry on Venezuela  
|   | Describe the landforms of Brazil  
|   | Define the terms boom-and-bust, capital, inflation  
|   | Explain the reasons for the economic problems of Brazil  
|   | Describe the industrial development of Brazil  
|   | Explain how the industrial development caused high inflation  
|   | Explain the environmental problems which resulted from industrial development  
|   | Describe the roots of the problem of the rain forests  
|   | List some solutions to the problems  
| G- North America | Explain the term “from sea to shining sea”  
| G1- Mexico | Describe the colonization of Mexico  
|   | Define the terms conquistador, hacienda, peon, fiesta, trade agreement  
|   | Describe the Mexican war for independence  
|   | Describe the social and economic revolution that resulted  
|   | Study artifacts including weapons, clothes, pots and pans, tools, furniture etc. to explain how they can shed light on the life of the people  
|   | Describe the land and the resources of Mexico  
|   | Describe the different kinds of borders and their effect on peoples  
|   | Describe the growing industries of Mexico  
|   | Explain Mexico’s challenge to balance independence and economic need  
| G2- Canada and the United States | Describe the regions and landforms of Canada  
|   | Explain how the landforms and climate of the regions differ  
|   | Explain how the ancient moving glaciers formed the geography of Canada  
|   | Define the terms permafrost, confederation, dominion, multicultural, bi-lingual  
|   | Describe the way of life of three Native American groups in Canada before the arrival of the Europeans  
|   | Explain how France and Britain influenced the history of Canada  
|   | Describe the steps that led to Canada’s independence from Britain  
|   | Explain how exploration, expansion, and immigration caused Canada to spread from sea to shining sea  
|   | Read a process diagram and explain each step of the diagram  
|   | Describe some of the strong Canadian anti-pollution policies  
|   | Use a process diagram to show how humans create acid rain  
|   | Define conservation, quota, naturalized citizen, discrimination, volunteer  
|   | Explain why the United States is called a nation of many peoples  
|   | Use a map to show the peak periods of US immigration  
<p>|   | Explain why and how immigration laws changed over the years |</p>
<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Objectives/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Stories</td>
<td>Review the elements of a short story.</td>
</tr>
<tr>
<td></td>
<td>Analyze major and minor characters in a short story.</td>
</tr>
<tr>
<td></td>
<td>Analyze the setting of a short story.</td>
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<td></td>
<td>Analyze the theme of a short story.</td>
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<tr>
<td></td>
<td>Identify exposition, rising action, climax, and resolution in a short story.</td>
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<tr>
<td></td>
<td>Identify the protagonist(s) and antagonist(s) in a story.</td>
</tr>
<tr>
<td></td>
<td>Analyze the external and internal conflicts of characters in a short story.</td>
</tr>
<tr>
<td></td>
<td>Review the meaning of the word fiction.</td>
</tr>
<tr>
<td></td>
<td>Recognize realistic details in a story.</td>
</tr>
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<td></td>
<td>Identify point of view.</td>
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<td></td>
<td>Analyze the sequence of events in a story.</td>
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<td></td>
<td>Explain the intricacies of plot.</td>
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<td></td>
<td>Recognize an author’s use of suspense or foreshadowing.</td>
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<tr>
<td></td>
<td>Analyze the inner and outer conflicts in a story.</td>
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<td></td>
<td>Analyze a dilemma and its solution.</td>
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<td></td>
<td>Recognize stereotypes.</td>
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<td></td>
<td>Explain a character’s motivation for his or her actions.</td>
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<td></td>
<td>Explain what a dynamic character is.</td>
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<tr>
<td></td>
<td>Know what first and third person narration is.</td>
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<td></td>
<td>Explain the effects of the setting in a story.</td>
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<td></td>
<td>Explain the significance of historical settings.</td>
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<td></td>
<td>Recognize the difference between British and American terms.</td>
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<td>Explain what is meant by a story’s cultural setting.</td>
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<td></td>
<td>Analyze the significance of setting in a science fiction story.</td>
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<td></td>
<td>Analyze the theme of a story.</td>
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<td>Explain connotative meaning.</td>
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<td></td>
<td>Interpret symbols in a story.</td>
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<td></td>
<td>Recognize emotive language.</td>
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<td>Recognize irony in a story.</td>
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<td></td>
<td>Be able to make inferences about characters.</td>
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<tr>
<td>Be able to compare and contrast characters.</td>
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<td>------------------------------------------</td>
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<tr>
<td>Drama</td>
<td></td>
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<tr>
<td>Know some of the history of drama.</td>
<td></td>
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<tr>
<td>Remember titles of plays are underlined.</td>
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<tr>
<td>Know the importance of sound effects in a drama.</td>
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<tr>
<td>Know what a tragic hero is and identify a tragic hero.</td>
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</tr>
<tr>
<td>Know what an inference is and be able to draw inferences based on staging.</td>
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<tr>
<td>Explain the complexities of staging.</td>
<td></td>
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<tr>
<td>Know what a one-act farce is.</td>
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<tr>
<td>Explain the significance of conflict in a drama.</td>
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<tr>
<td>Know what blank verse is.</td>
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<tr>
<td>Know background material on William Shakespeare.</td>
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<tr>
<td>Identify and explain Elizabethan terms.</td>
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<tr>
<td>Interpret personification.</td>
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<tr>
<td>Know what a dramatic foil is.</td>
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<tr>
<td>Explain dramatic speeches.</td>
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<td>Know what a soliloquy is.</td>
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<tr>
<td>Explain dramatic irony.</td>
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<tr>
<td>Be able to predict outcomes.</td>
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<tr>
<td>Explain the themes in a tragedy.</td>
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<tr>
<td>Interpret metaphorical language.</td>
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<tr>
<td>Nonfiction</td>
<td></td>
</tr>
<tr>
<td>Know the various types and purposes of nonfiction.</td>
<td></td>
</tr>
<tr>
<td>Know that the title of a nonfiction piece is put in quotation marks unless it is a piece from a larger work, then the name of the larger work is underlined.</td>
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<tr>
<td>Identify and write vivid adjectives.</td>
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<tr>
<td>Know the element of a biography.</td>
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<tr>
<td>Recognize a stereotype.</td>
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<tr>
<td>Know what third person narrative, limited and omniscient are.</td>
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<tr>
<td>Know the elements of narrative, humorous, descriptive and expository essays.</td>
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<tr>
<td>Explain anecdotes.</td>
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<tr>
<td>Recognize generalizations.</td>
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<tr>
<td>Explain characterization. Be able to summarize an essay.</td>
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<tr>
<td>Know what a persuasive essay is.</td>
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<tr>
<td>Recognize persuasive techniques.</td>
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<tr>
<td>Be able to evaluate conclusions about art.</td>
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<tr>
<td>Explain scientific observation.</td>
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<tr>
<td>Be able to find the main idea of a paragraph.</td>
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<tr>
<td>Be able to infer a writer’s purpose.</td>
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<tr>
<td>Explain historical inferences.</td>
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<tr>
<td>Recognize figurative language.</td>
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<tr>
<td>Poetry</td>
<td></td>
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<tr>
<td>Explain the use of symbols in poetry.</td>
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<tr>
<td>Explain how narrative poetry is distinct.</td>
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<tr>
<td>Be able to paraphrase a narrative poem.</td>
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<tr>
<td>Recognize jargon.</td>
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<tr>
<td>Explain how a ballad is distinct.</td>
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<tr>
<td>Be able to infer the theme of a ballad.</td>
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<tr>
<td>Identify the speaker of a poem.</td>
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<tr>
<td>Be able to make inferences about the speaker of a poem.</td>
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<tr>
<td>Recognize the rhythm of a poem.</td>
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<tr>
<td>Explain dramatic poetry.</td>
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<tr>
<td>Recognize personification in poetry.</td>
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<tr>
<td>Identify lyric poetry.</td>
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<tr>
<td>Interpret symbols in lyric poetry.</td>
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<tr>
<td>Interpret sensory words.</td>
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<tr>
<td>Recognize an ironical tone.</td>
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<tr>
<td>Recognize and interpret imagery, similes, metaphors, and figurative language.</td>
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<tr>
<td>Recognize alliteration and analyze its purpose.</td>
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<tr>
<td>Identify parallelism.</td>
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<td>Identify free verse.</td>
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<tr>
<td>Recognize musical devices. Analyze the structure of a poem.</td>
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<tr>
<td>Identify a Petrachan sonnet.</td>
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<tr>
<td>Identify the meter of a poem.</td>
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<tr>
<td>Identify the Shakespearean sonnet.</td>
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<tr>
<td>Know the different forms of sonnets.</td>
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<tr>
<td>Recognize and analyze haiku.</td>
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<tr>
<td>Identify concrete poetry.</td>
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<tr>
<td>The Epic</td>
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<tr>
<td>Know the definition of epic.</td>
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<tr>
<td>Identify the epic hero.</td>
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<tr>
<td>Recognize and interpret epithets.</td>
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<tr>
<td>Identify the plot of an epic.</td>
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<tr>
<td>Be able to infer customs and beliefs from an epic.</td>
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<tr>
<td>Identify interpretations of the Odyssey.</td>
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<tr>
<td>Interpret Homeric similes.</td>
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<tr>
<td>Recognize modern allusions to the Odyssey.</td>
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<tr>
<td>Novel</td>
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<tr>
<td>Know the elements of a novel.</td>
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<tr>
<td>Explain and summarize plot development.</td>
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<tr>
<td>Describe the setting within a novel.</td>
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<tr>
<td>Identify climatic moments in the novel.</td>
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<tr>
<td>Write a character sketch of the main characters in the novel.</td>
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<tr>
<td>Explain the relationships between characters in the novel.</td>
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<tr>
<td>Explain the major conflicts in the novel.</td>
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<tr>
<td>Use inductive reasoning.</td>
<td></td>
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<tr>
<td>Identify cause and effect.</td>
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<tr>
<td>Determine point of view in a novel.</td>
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<tr>
<td>Draw conclusions about characters in the novel.</td>
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<tr>
<td>Predict outcomes in the novel.</td>
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<tr>
<td>Identify details that create the setting in the novel.</td>
<td></td>
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</tbody>
</table>

**Vocabulary**
- Define new words
- Know their part of speech
- Know how to use them in sentences.
- Know their synonyms and antonyms.
- Know how to use them in analogies.
- Use Context clues

**Grammar**
- Nouns
- Identify concrete and abstract nouns.
- Identify common and proper nouns.
- Identify collective nouns.
- Identify compound nouns.
Be able to form noun plurals.
Know how to form plurals of irregular nouns.
Know how to form plurals of compound nouns.
Identify the possessive forms of singular and plural nouns.
Identify appositives in sentences.
Know the capitalization rules for proper nouns.
Pronouns
Know what indefinite pronouns are.
Know that pronouns may be singular or plural.
Know that pronouns may show gender.
Be able to identify pronouns in a sentence.
Understand that a pronoun must agree with its antecedent.
Use pronouns with clear antecedent.
Use nominative and objective pronouns correctly.
Use who’s and the interrogative pronouns who, whom, whose correctly.
Use demonstrative pronouns correctly.
Use reflexive and intensive pronouns correctly.
Use pronouns correctly before nouns and in incomplete comparisons.
Verbs
Be able to define what a verb is.
Distinguish between action verbs and linking verbs.
Identify linking verbs.
Distinguish between main verbs and auxiliary verbs in sentences.
Identify present, past, and future tense verbs.
Distinguish between verbs in the active and passive voices.
Identify the correct forms of verbs in the simple tenses.
Know how verb forms the perfect present, perfect past, and perfect future tenses.
Know how to form the participle of a verb.
Know how to form the progressive present, progressive past, and progressive future tenses.
Understand that verbs must agree with their subject.
Know how to use the verbs lie and lay, sit and set, raise and rise correctly.
Use prefixes, suffixes, base words, roots to determine word meaning.
Adjectives
Know what a predicate adjective is and be able to identify predicate adjectives.
Understand that adjectives can change form to show degrees of comparison.
Be able to identify suffixes for adjectives.
Know that many two-syllable adjectives and all adjectives that have three or more syllables form their comparative and superlative degree with more and most
Know that to show lesser amounts instead of greater amounts, the word less in the comparative degree and word least in the superlative degree are used.
Know that some adjectives change their form completely to show comparative and superlative degree.
Adverbs
Know that some adverbs change form to show degrees of comparison.
Be able to identify comparative adverbs.
Know that adverbs may be formed with the suffix-ly.
Know that the majority of adverbs form their comparative and superlative degrees with the words more and most.
Know that adverbs add-er, and –est to form their comparative and superlative degrees.
Know the adverbs that form their comparative and superlative degrees irregularly.
Be able to distinguish between the functions of an adjective and those of an adverb.
Determine the correct position of adverbs.
Know when to use the adjective bad and when to use the adverb badly.
Know when to use the adjective easy and when to use the adverb easily.
Know when to use the adjective good and when to use the adjective bad.
Know when to use the adjective real and when to use the adjective really.
Know when to use the adjective sure and when to use the adverb surely.
Know when to use the adverb slow and when to use the adverb slowly.
Understand what a double negative is and how to avoid a double negative.

Prepositions
Be able to distinguish an adjectival prepositional phrase from an adverbial prepositional phrase.
Know that only object forms of pronouns can be used as objects of a preposition.
Know when to use between and when to use among.
Know when to use beside and when to use besides.
Know when to use in and when to use into.
Know when to use on and when to use onto.
Know the standard use of the prepositions about, at, by, except, of, off

Conjunctions
Know that the semicolon can be used to replace a conjunction.

Interjections
Be able to define what an interjection is.
Identify interjections in a sentence.

Sentence Structure
Know what a compound sentence is.
Know what a compound verb is.
Understand what a simple sentence is.
Understand what a compound sentence is.
Understand what a complex sentence is.
Know that the groups of words that follow the subject and verb in a sentence pattern are called complements.
Identify a Subject-Verb sentence pattern.
Identify a Subject-Verb-Direct Object sentence pattern.
Identify a Subject-Verb-Indirect Object sentence pattern.
Combine Simple sentences into compound sentences.
Use coordinating conjunctions correctly.
Identify correlative conjunctions.
Correct sent fragments.
Correct run-on sentences.

Punctuation
Know the proper uses of the semicolon, colon, hyphen, and apostrophe.
Know the proper uses of underlining (or italics).
Know the proper uses of quotation marks.
Know the proper use of parentheses.

Capitalization
Capitalize proper nouns and proper adjectives.
Use commas in a series and in compound sentences.
Capitalize and punctuate dates, addresses, and letters correctly.
Capitalize and punctuate title correctly.
Capitalize and punctuate direct quotations correctly.
Identify correct abbreviations.

Phrases
<table>
<thead>
<tr>
<th>Know the definition of a phrase.</th>
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<tbody>
<tr>
<td>Know how a phrase is different from a sentence.</td>
</tr>
<tr>
<td>Understand that there are verb, adjective, and adverb phrases.</td>
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<tr>
<td>Recognize the different types of phrases.</td>
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<tr>
<td>Know what an appositive is.</td>
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<tr>
<td>Understand what an appositive phrase is.</td>
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<tr>
<td>Know what a gerund is.</td>
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<tr>
<td>Understand what a gerund phrase is.</td>
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<tr>
<td>Know what a participle is.</td>
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<tr>
<td>Understand that a participle may be either present or past.</td>
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<tr>
<td>Identify past and present participles.</td>
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<tr>
<td>Understand what a participial phrase is.</td>
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<tr>
<td>Know what an infinitive is.</td>
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<tr>
<td>Understand what an infinitive phrase is.</td>
</tr>
<tr>
<td>Know that gerunds, participles, and infinitives are called verbals.</td>
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<tr>
<td>Know that a gerund can be modified by adjectives like a noun.</td>
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<tr>
<td>Know that an introductory participial phrase is followed by a comma.</td>
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<tr>
<td>Know that nonessential phrases are set off by commas.</td>
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<tr>
<td>Know that essential phrases are not set off by commas.</td>
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<td><strong>Clauses</strong></td>
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<tr>
<td>Know the definition of a clause.</td>
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<tr>
<td>Know how a clause is different from a sentence and from a phrase.</td>
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<tr>
<td>Understand independent clauses.</td>
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<tr>
<td>Understand subordinate clauses.</td>
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<tr>
<td>Understand that when a subordinate clause modifies a noun or pronoun, it is an adjective clause.</td>
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<tr>
<td>Understand that when a subordinate clause modifies a verb, an adjective, or an adverb, it is an adverbial clause.</td>
</tr>
<tr>
<td>Know that a subordinate clause that acts as a noun is called a noun clause.</td>
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<tr>
<td>Know how to punctuate independent clauses.</td>
</tr>
<tr>
<td>Know how to punctuate adjective clauses.</td>
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<tr>
<td>Know how to punctuate adverbial clauses.</td>
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<thead>
<tr>
<th><strong>Research Paper Writing Skills</strong></th>
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<tbody>
<tr>
<td>Know how to choose a topic and limit it.</td>
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<tr>
<td>Define bibliography.</td>
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<tr>
<td>Know why and when to use a bibliography.</td>
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<tr>
<td>Know how to write a bibliography.</td>
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<tr>
<td>Know how to write a bibliography card. Know how to choose resources for doing a research paper.</td>
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<tr>
<td>Write bibliography cards.</td>
</tr>
<tr>
<td>Know how to write a note card for doing research.</td>
</tr>
<tr>
<td>Know how to ask questions about a topic and then take notes that answer the topic.</td>
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<tr>
<td>Know the different kinds of note cards which one can write: direct quotation, summary, paraphrase, and your own ideas.</td>
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<tr>
<td>Know how to summarize and be able to do so.</td>
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<tr>
<td>Know how to paraphrase and be able to do so.</td>
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<tr>
<td>Know the difference between summarizing and paraphrasing.</td>
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<tr>
<td>Practice taking notes from an article and from a book.</td>
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<tr>
<td>Be able to write a thesis statement for a research paper.</td>
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<tr>
<td>Understand how to organize note cards to be able to write a formal outline.</td>
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<tr>
<td>Write a formal outline.</td>
</tr>
<tr>
<td>Understand what parenthetical documentation is.</td>
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</tbody>
</table>
Be able to document books, magazines, articles, etc.
Be able to use parenthetical documentation in a research paper.
Know how to write a rough draft.
Know how to revise a rough draft.
Revise a research paper.
Know how to put together a final copy of a research paper including a title page, bibliography, etc.
Know how to proofread a final copy.

<table>
<thead>
<tr>
<th>MATH Intermediate Algebra</th>
<th>LEVEL J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Content</td>
<td>Objectives/Outcomes</td>
</tr>
<tr>
<td>Monomials</td>
<td>Define a monomial</td>
</tr>
<tr>
<td></td>
<td>State the degree of a monomial</td>
</tr>
<tr>
<td></td>
<td>List the factors of a monomial</td>
</tr>
<tr>
<td></td>
<td>Find the greatest common factor of two or more monomials</td>
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<tr>
<td></td>
<td>Find the least common multiple of two or more monomials</td>
</tr>
<tr>
<td></td>
<td>Add and subtract like monomials</td>
</tr>
<tr>
<td></td>
<td>Prove power rules</td>
</tr>
<tr>
<td></td>
<td>Simplify powers of products of monomials</td>
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<td>Simplify powers of quotients of monomials</td>
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<td></td>
<td>Simplify powers of powers of monomials</td>
</tr>
<tr>
<td></td>
<td>Simplify expressions by multiplying or dividing powers of products and quotients of monomials</td>
</tr>
<tr>
<td></td>
<td>Simplify expressions containing negative exponents</td>
</tr>
<tr>
<td>Polynomials</td>
<td>Use the terminology of polynomials</td>
</tr>
<tr>
<td></td>
<td>Determine the degree of a polynomial</td>
</tr>
<tr>
<td></td>
<td>Add or subtract polynomials</td>
</tr>
<tr>
<td></td>
<td>Multiply three or more polynomials</td>
</tr>
<tr>
<td></td>
<td>Divide a polynomial by a monomial</td>
</tr>
<tr>
<td></td>
<td>Divide a polynomial by a binomial using long division</td>
</tr>
<tr>
<td></td>
<td>Derive and apply the perfect square identities</td>
</tr>
<tr>
<td></td>
<td>Derive and apply the difference of squares identity</td>
</tr>
<tr>
<td></td>
<td>Derive and apply the Binomial Theorem for n= 2 and n= 3</td>
</tr>
<tr>
<td>Factoring Polynomials</td>
<td>Factor a perfect square trinomial</td>
</tr>
<tr>
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<td>Factor a difference of squares</td>
</tr>
<tr>
<td></td>
<td>Factor a sum of cubes</td>
</tr>
<tr>
<td></td>
<td>Factor a difference of cubes</td>
</tr>
<tr>
<td></td>
<td>Factor quadratic trinomials</td>
</tr>
<tr>
<td></td>
<td>Factor four, five, or six term polynomials by grouping</td>
</tr>
<tr>
<td></td>
<td>State and prove the Zero Product Property</td>
</tr>
<tr>
<td></td>
<td>Apply the Zero Product Property to solve polynomial equations</td>
</tr>
<tr>
<td></td>
<td>Given a solution set, find a polynomial equation with that solution set</td>
</tr>
<tr>
<td>Rational Expressions</td>
<td>Define a rational expression</td>
</tr>
<tr>
<td></td>
<td>Restrict values of variables in rational expressions</td>
</tr>
<tr>
<td></td>
<td>Simplify rational expressions</td>
</tr>
<tr>
<td></td>
<td>Determine when a rational expression is equal to zero</td>
</tr>
<tr>
<td></td>
<td>Multiply rational expressions</td>
</tr>
<tr>
<td></td>
<td>Divide rational expressions</td>
</tr>
</tbody>
</table>
### MATHEMATICS

**Beginning Geometry**

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Objectives/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points, Lines, Planes</td>
<td>Identify and distinguish basic elements of geometry: axioms, theorems, undefined terms and defined terms DEFINE SPACE, COLLINEAR AND COPLANAR POINTS STATE AND APPLY THE POINTS POSTULATE, UNIQUENESS POSTULATE, FLAT PLANE POSTULATE, AND THE PLANE INTERSECTION POSTULATE</td>
</tr>
<tr>
<td>Segments, Rays</td>
<td>STATE AND APPLY THE DISTANCE POSTULATE AND THE RULER POSTULATE DEFINE A SEGMENT, A RAY, OPPOSITE RAYS PROVE AND APPLY THE POINT PLOTTING THEOREM STATE AND USE THE PLANE SEPARATION POSTULATE DEFINE A MIDPOINT OF A SEGMENT PROVE THAT IF M IS THE MIDPOINT OF SEGMENT AB, THEN AM = ½ AB</td>
</tr>
<tr>
<td>Angles</td>
<td>DEFINE AN ANGLE DEFINE AND RECOGNIZE ADJACENT AND VERTICAL ANGLES STATE AND USE THE PROTRACTOR POSTULATE CLASSIFY ANGLES AS RIGHT, ACUTE, OR OBTUSE DEFINE COMPLEMENTARY AND SUPPLEMENTARY ANGLES DEFINE AND RECOGNIZE A LINEAR PAIR STATE AND APPLY THE SUPPLEMENT POSTULATE PROVE THAT IF ONE ANGLE IN A LINEAR PAIR IS RIGHT, SO IS THE OTHER DEFINE CONGRUENT ANGLES EXPRESS THAT CONGRUENCE OF ANGLES IS AN EQUIVALENCE RELATION PROVE THAT IF THE ANGLES IN A LINEAR PAIR ARE CONGRUENT, THEN THEY ARE RIGHT DEFINE AN ANGLE BISECTOR</td>
</tr>
<tr>
<td>Triangles</td>
<td>DEFINE AND CLASSIFY TRIANGLES AS ACUTE, RIGHT, OBTUSE, EQUILATERAL, ISOSCELES, AND/OR SCALENE DEFINE CONGRUENT TRIANGLES EXPRESS THAT CONGRUENCE OF TRIANGLES IS AN EQUIVALENCE RELATION STATE AND USE THE SAS POSTULATE STATE, PROVE AND USE THE ASA THEOREM STATE, PROVE AND USE THE SSS THEOREM</td>
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</tbody>
</table>

**Ratios and Proportions**

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Objectives/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prove several properties of proportions</td>
<td>Solve word problems involving proportions and percents in particular</td>
</tr>
</tbody>
</table>

**Variation**

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Objectives/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define direct and inverse variation</td>
<td>Find values of specific variables when one variable varies directly or inversely with others given sufficient information</td>
</tr>
<tr>
<td>Find the constant of variation</td>
<td></td>
</tr>
<tr>
<td>Writing Proofs</td>
<td>State, prove, and use the Isosceles Triangle Theorem and its converse</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Practice direct reasoning by proving simple ideas like:</td>
<td>Supplements of congruent triangles are congruent</td>
</tr>
<tr>
<td>Prove that vertical angles are congruent</td>
<td></td>
</tr>
<tr>
<td>Define an exterior angle of a triangle</td>
<td></td>
</tr>
<tr>
<td>Prove that the measure of an exterior angle is greater than the measure of</td>
<td></td>
</tr>
<tr>
<td>either remote interior angle</td>
<td></td>
</tr>
<tr>
<td>Practice indirect reasoning by proving simple ideas like:</td>
<td></td>
</tr>
<tr>
<td>There is no smallest positive real number, or no two angles of a scalene</td>
<td></td>
</tr>
<tr>
<td>triangle are congruent</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Perpendicular Lines</th>
<th>Define perpendicular lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prove that perpendicular lines form four right angles</td>
<td></td>
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<tr>
<td>Prove that through a point on a line there is a unique line perpendicular</td>
<td></td>
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<tr>
<td>to the given line</td>
<td></td>
</tr>
<tr>
<td>Prove that through a point not on a line there is a unique line perpendicular</td>
<td></td>
</tr>
<tr>
<td>to the given line</td>
<td></td>
</tr>
<tr>
<td>Define the angle bisector, perpendicular bisector, median, and altitude of a</td>
<td></td>
</tr>
<tr>
<td>triangle</td>
<td></td>
</tr>
<tr>
<td>Prove that a point is on the perpendicular bisector of a segment if and only</td>
<td></td>
</tr>
<tr>
<td>if it is equidistant from the endpoints of the segment.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Parallel Lines</th>
<th>Define parallel lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define transversals</td>
<td></td>
</tr>
<tr>
<td>Define and recognize alternate interior angles, corresponding angles, and</td>
<td></td>
</tr>
<tr>
<td>same side interior angles</td>
<td></td>
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<tr>
<td>Prove that two lines are parallel if a transversal intersects them to form a</td>
<td></td>
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<tr>
<td>pair of congruent alternate interior angles or a pair of congruent</td>
<td></td>
</tr>
<tr>
<td>corresponding angles</td>
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<tr>
<td>Prove that two coplanar lines perpendicular to the same line are parallel to</td>
<td></td>
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<tr>
<td>each other</td>
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<tr>
<td>Prove that through a point not on a line, there is a line parallel to the</td>
<td></td>
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<tr>
<td>given line</td>
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<tr>
<td>State and use the Parallel Lines Postulate</td>
<td></td>
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<tr>
<td>Express the fact that the Parallel Lines Postulate defines our study of</td>
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<tr>
<td>Euclidean geometry</td>
<td></td>
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<tr>
<td>Prove that if two parallel lines are cut by a transversal alternate interior</td>
<td></td>
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<tr>
<td>angles (and corresponding angles) are congruent</td>
<td></td>
</tr>
<tr>
<td>Prove that if two parallel lines are cut by a transversal then same side</td>
<td></td>
</tr>
<tr>
<td>interior angles are supplementary</td>
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</tbody>
</table>

### EARTH SCIENCE

**Grade 8**

<table>
<thead>
<tr>
<th>Subject/Content</th>
<th>Objectives/Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Methods of</td>
<td>Identify and use science skills and methods</td>
</tr>
<tr>
<td>Investigation</td>
<td>Measure common objects using scientific units</td>
</tr>
<tr>
<td></td>
<td>Identify the types of graphs</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Identify six parts of the earth studied by earth scientists</td>
</tr>
<tr>
<td></td>
<td>Describe the structure of matter</td>
</tr>
<tr>
<td></td>
<td>Explain how a chemical change differs from a physical change</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast phase changes</td>
</tr>
<tr>
<td></td>
<td>Describe the organization of the periodic table</td>
</tr>
<tr>
<td></td>
<td>Identify and classify the three types of rock</td>
</tr>
<tr>
<td></td>
<td>Define igneous rock</td>
</tr>
<tr>
<td></td>
<td>Define sedimentary rock</td>
</tr>
<tr>
<td></td>
<td>Describe the causes of mechanical and chemical weathering</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast mechanical and chemical weathering</td>
</tr>
<tr>
<td></td>
<td>List the properties of soil</td>
</tr>
<tr>
<td></td>
<td>Explain how new soil forms</td>
</tr>
<tr>
<td></td>
<td>Describe seven types of soil</td>
</tr>
</tbody>
</table>
Identify soil types by geographic location and climate  
Compare and contrast major soil types  
Classify soil by its characteristics  
Explain the difference between gravity and erosion  
Describe how a river is formed  
Relate the stages of the development of a river to water erosion  
Describe the process of ice erosion  
Describe the conditions necessary for wind erosion to occur  
Describe the rotation and revolution of planet Earth  
Explain how time is measured on Earth  
Explain how the tilt of the Earth’s axis affects life on the planet  
Identify four features of the moon’s surface  
List some major events in the exploration of the moon  
Relate the phases of the moon to its revolution  
Explain how energy is produced in the sun  
Describe the three layers of the sun’s atmosphere  
Describe the theory of the formation of the solar system  
Explain how the planets move around the sun  
Compare asteroids, meteoroids, and comets  
Explain the study of stars  
Define the characteristics of stars  
Describe the four types of galaxies

<table>
<thead>
<tr>
<th>AMERICAN HISTORY</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Content</td>
<td>Objectives/Outcomes</td>
</tr>
<tr>
<td>A. America’s Early Years</td>
<td></td>
</tr>
<tr>
<td>A1 Discoveries of America</td>
<td>Name and describe the various cultures of Asians that came to America</td>
</tr>
</tbody>
</table>
| A2. European Colonies | Describe the importance of Prince Henry the Navigator on European explorations  
Describe the importance of the technology in the 1400s that improved ocean travel  
Explain why Christopher Columbus began exploring  
List Columbus’ discoveries  
Explain the effects of Columbus’ travels  
Name the reasons why Europeans came to the Americas |
| A3 Colonial America | Describe the settlement of Jamestown  
Identify/compare the Pilgrims and the Puritans  
Explain the European conflicts over the Americas  
Identify the non-English settlements in the Americas |
| B. From Colonies to a Nation | |
| B1 Governing America | Describe early American life  
Describe the origins of slavery in America  
Explain how the Enlightenment and ideas of John Locke shaped Jefferson’s thinking  
Describe the economic conditions that lead to the revolutionary war  
Describe the various attempts to regulate trade including the Tea Act, the Stamp Act, and the Intolerable Acts  
Describe the peaceful protests against British policy including the boycotts, petitions and appeals to the British Parliament |
| B2 Revolutionary | Explain the disputes between the East and the West of America |
| War        | Describe the English colonial system of governing  
|           | Describe the various English colonial policies  
|           | Explain the results of the four Anglo-French Wars fought over North America  
|           | Describe the causes of the Revolutionary War  
|           | Explain how the war begins at Lexington and Concord  
|           | Describe the two Continental Congresses  
|           | Describe how the American objective changed over the course of the war  
|           | Describe the impact of French assistance  
|           | List the differences between the British and American militaries  
|           | Explain how the war ends at Yorktown  
|           | Name and describe the significant battles: Breed’s Hill, Saratoga  
|           | List the Articles of Confederation  
| B3 Early America | Describe how state governments were formed  
|           | State the reasons for the Constitutional Convention  
|           | Describe the basics of the three branches of government  
|           | Describe the Bill of Rights and explain its the significance  
|           | Explain the Great and Three-Fifths Compromises  
|           | Explain how the constitution was ratified  
| B4 The First Presidents | Describe the importance of George Washington’s presidency  
|           | Summarize Washington’s farewell address  
|           | Describe how Alexander Hamilton altered the American economy  
|           | Explain how the French Revolution impacted the U.S.  
|           | Describe the beginnings of problems between Native Americans and Americans  
|           | Describe how the two-party system began  
|           | List the characteristics of the first two parties  
|           | Describe the ideals of the Democratic, Republican, and Federalist parties  
|           | List the significant events of John Adams’ presidency  
|           | Explain the significance of Marbury v. Madison  
|           | Explain the significance of the election of 1800  
|           | Explain the reasons for the war with the Barbary Pirates  
|           | Explain how the U.S. obtained the Louisiana Territory  
|           | Name the reasons why Hamilton was killed  
|           | Describe the Lewis and Clark’s expedition  
| B5 The Constitution | Explain Principles of the Constitution (power from people, federalism, limited gov’t, separation of powers, branches of government, checks and balances, flexibility)  
|           | Define “amendment”, preamble  
|           | State the first 10 amendments to the constitution (Bill of Rights)  
| C The Nation Grows | C1 War of 1812 | Explain how Jefferson responded to British and French attacks on American shipping  
|           | Identify War Hawks  
|           | Explain the causes of the War of 1812  
|           | Explain the problems with the Red Stick Confederacy  
|           | List some early American successes at naval battles  
|           | Describe the burning of Washington D.C.  
|           | Describe the Battles of Baltimore and New Orleans  
|           | Explain the terms of the Peace of Ghent  
|           | Describe the Rush-Bagot Agreement  
|           | Explain Andrew Jackson’s invasions of Florida  
|           | Describe the Transcontinental Treaty  
| C2 James Monroe | Explain the reasons for the issuing of the Monroe Doctrine  
<p>| | |
|           |  |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| C3 Industrializing America | Describe what the Era of Good Feelings is  
Explain the beginning of Romanticism |
| | Define tariff, mass production, diversified economy  
Explain the impact of early British inventions  
Explain the putting-out (domestic) system  
Describe the Rhode Island and Lowell systems  
Explain the impact early immigration had on the U.S.  
Describe life in early urban America |
| C4 Sectionalism | Describe the various aspects of the Transportation Revolution  
List the differences between the West, North and South  
Describe the problems they had with one another |
| | Describe the election of 1824  
Explain why the election of 1828 was so bitter  
Explain what Jacksonian democracy is  
Explain the Nullification Crisis  
Explain the spoils system  
Explain the Bank War  
Describe the Panic of 1837  
Explain Jackson’s Indian removal policy  
Explain the strategies of the election of 1840 |
| C6 American Expansion | State the reasons for the Texas Rebellion  
Explain the reasons for the U.S.’s refusal to annex TX  
Define the concept of manifest destiny  
Describe what a trip West was like  
Name the causes of the Mexican-American War  
Explain the results of the Mexican-American War  
Describe the early history of the Mormons  
Explain how the discovery of gold in California impacted the U.S.  
Describe life in a mining camp |
| C7 African Americans | Explain how expansion affected slavery  
Explain how free African Americans were treated  
Explain the impact of the cotton gin  
Describe the life of a typical slave  
Define abolitionist, Underground Railroad  
Identify the important white and black abolitionists  
List the various slave uprisings |
| C8 Reforming America | Describe the early women’s rights movement  
Describe early schooling in America  
Explain the attempts made at reforming the schools  
Describe the early ideal communities  
Explain transcendentalism  
Explain the Second Great Awakening  
Describe the early tolerance movement  
Describe the early economic reforms |
| D. The Civil War and Reconstruction | Describe some of the major differences between the North and the South  
Describe the slaves’ struggle for freedom  
Explain the Compromise of 1850  
Explain the impact of the book Uncle Tom’s Cabin  
Explain the importance of the role played by Harriet Tubman |
| Explain the Dred Scott Decision  |
| Describe how the South Secedes  |
| Explain the advantages each side had  |
| Describe the Confederate Victories in the East  |
| Describe the achievements of Robert Lee, Abraham Lincoln, General Sherman  |
| Explain the Emancipation Proclamation  |
| Explain the significance of the Battle of Gettysburg and the fall of Vicksburg  |
| Describe the results of the civil war  |
| Describe Lincoln’s goals for reconstruction  |
| Describe the south during Reconstruction  |
| Define the terms carpetbaggers, scalawags, freedmen  |
| Describe the conditions of African Americans in the South after the Civil War  |
| Explain the impact of the assassination of Lincoln  |
| Explain the impeachment of Andrew Johnson  |
| Describe the rise of white secret organizations (Ku Klux Klan)  |
| Explain the compromise of 1877  |
| Explain the 15th amendment to protect the right of African Americans to vote  |
| Explain how it was impossible for them to vote even given this right (including the poll tax, the literary test, and the grand-father clauses for whites)  |
| Explain the segregation laws (Jim Crow laws)  |

**E. The Industrialization of the US**

| Describe the Homestead Act (1862)  |
| Explain the problems people faced as they settled on the Great Plains  |
| Explain the impact of building the transcontinental railroad  |
| Describe what is termed the “California gold rush”  |
| Describe the mining towns throughout Colorado, Nevada, Idaho, Montana, Dakotas  |
| Define the terms capital, natural resources, capitalism, free enterprise, monopoly  |
| Describe how the industrial revolution in Britain effected America  |
| Describe some of the inventions that helped the growth of industry in the late 1800s  |
| Describe the growth of Big Business in the US  |
| Explain ways the government tried to control big business  |
| Explain how the immigration and labor movement changed America  |
| Define the terms unskilled labor, tenements, ghettos, quota system  |

**H. The Civil Rights Movement**

| Describe the 13th, 14th, and 15th amendments  |
| Explain the impact of the Supreme Court’s decision in Plessy v. Ferguson  |
| Define the terms discrimination, integration, nonviolent resistance, civil disobedience  |
| Summarize the Brown v Board of Education of Topeka, Kansas  |
| Describe the events of September 25, 1957 in Central High School in Little Rock  |
| Describe the Montgomery Bus Boycott  |
| Describe the March on Washington  |
| Summarize King’s “I have a dream …” speech  |
| Describe the Civil Rights Act of 1964  |
| GRADE 5 Massachusetts Standards  
<table>
<thead>
<tr>
<th><strong>NUMBER SENSE AND OPERATIONS STRAND</strong></th>
<th>Level G book Chapter . Section</th>
<th>AY 0809 Term and week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.N.1</strong> Demonstrate an understanding of (positive integer) powers of ten, e.g., $10^2$, $10^5$.</td>
<td>7.1.1 ACE Lesson 1</td>
<td>Tm 2 Wk 6</td>
</tr>
</tbody>
</table>
| **5.N.2** Demonstrate an understanding of place value through millions and thousandths. | 1.2.2 – 1.2.4  
7.2 ACE Lesson 2 | Tm 1 Wk 1  
Tm 2 Wk 6  
Tm 2 Wk 7 |
| **5.N.3** Represent and compare large (millions) and small (thousandths) positive numbers in various forms, such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$. | 1.2.3 – 1.2.4  
1.3 ACE Lesson 2 | Tm 1 Wk 1 |
| **5.N.4** Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line. *This standard is intentionally the same as standard 6.N.4.* | 3.1, 3.4,  
7.12 ACE Lesson 3 | Tm 1 Wk 6  
Tm 2 Wk 8 |
| **5.N.5** Identify and determine common equivalent fractions (with denominators 2, 4, 5, 10) and mixed numbers (with denominators 2, 4, 5, 10), decimals, and percents (through one hundred percent), e.g., $3/4 = 0.75 = 75\%$. | 3.6, 3.7.1  
7.2, 7.11 – 7.12 ACE Lesson 3  
ACE Lesson 4 | Tm 1 Wk 6  
Tm 1 Wk 7  
Tm 2 Wk 6  
Tm 2 Wk 7  
Tm 2 Wk 8 |

Final Application – November 7, 2011
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Lessons</th>
<th>Tm 1 Wk 1</th>
<th>Tm 1 Wk 2</th>
<th>Tm 1 Wk 3</th>
<th>Tm 1 Wk 4</th>
<th>Tm 1 Wk 5</th>
<th>Tm 1 Wk 6</th>
<th>Tm 1 Wk 7</th>
<th>Tm 1 Wk 8</th>
<th>Tm 1 Wk 9</th>
<th>Tm 1 Wk 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.N.6</td>
<td>Find and position whole numbers, positive fractions, positive mixed numbers, and positive decimals on a number line.</td>
<td>ACE Lesson 4</td>
<td>Tm 1 Wk 7</td>
<td>Tm 2 Wk 6</td>
<td>Tm 2 Wk 7</td>
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<tr>
<td>5.N.7</td>
<td>Compare and order whole numbers, positive fractions, positive mixed numbers, positive decimals, and percents.</td>
<td>1.3, 3.2, 3.4, 5.2.1, 5.4, 7.2.7, 7.12 ACE Lesson 4 Tm 1 Wk 1 Tm 1 Wk 6 Tm 1 Wk 9 Tm 1 Wk 10 Tm 2 Wk 7 Tm 2 Wk 8</td>
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<tr>
<td>5.N.8</td>
<td>Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.</td>
<td>1.5.4 4.1.1 – 4.1.2 4.1.4, 4.1.7 4.4.2, 4.5.2 ACE Lesson 5</td>
<td>Tm 1 Wk 2 Tm 1 Wk 8 Tm 1 Wk 9 Tm 1 Wk 10</td>
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<tr>
<td>5.N.9</td>
<td>Solve problems involving multiplication and division of whole numbers, and multiplication of positive fractions with whole numbers.</td>
<td>2.3.5, 2.5, 5.7.1 ACE Lesson 6</td>
<td>Tm 1 Wk 4 Tm 1 Wk 5 Tm 2 Wk 2</td>
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<tr>
<td>5.N.10</td>
<td>Demonstrate an understanding of how parentheses affect expressions involving addition, subtraction, and multiplication, and use that understanding to solve problems, e.g., (3 \times (4 + 2) = 3 \times 6).</td>
<td>1.6.5 ACE Lesson 7</td>
<td>Tm 1 Wk 2</td>
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<tr>
<td>5.N.11</td>
<td>Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems. <em>This standard is intentionally the same as standard 6.N.12.</em></td>
<td>2.2.3 – 2.2.4, 7.3 ACE Lesson 7</td>
<td>Tm 1 Wk 3 Tm 2 Wk 8</td>
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**Springfield Preparatory Charter School**

Final Application – November 7, 2011
### 5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.

<table>
<thead>
<tr>
<th>Standards</th>
<th>ACE Lesson 6</th>
<th>Timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.N.12</td>
<td></td>
<td>Tm 1 Wk 3</td>
</tr>
<tr>
<td>5.N.12</td>
<td></td>
<td>Tm 1 Wk 4</td>
</tr>
<tr>
<td>5.N.12</td>
<td></td>
<td>Tm 1 Wk 5</td>
</tr>
<tr>
<td>5.N.12</td>
<td></td>
<td>Tm 2 Wk 8</td>
</tr>
</tbody>
</table>

### 5.N.13 Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators (2, 4, 5, 10 only); multiply positive fractions with whole numbers. Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor.

<table>
<thead>
<tr>
<th>Standards</th>
<th>ACE Lesson 6</th>
<th>Timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.N.13</td>
<td>3.3, 3.6.3 – 3.6.4</td>
<td>Tm 1 Wk 6</td>
</tr>
<tr>
<td>5.N.13</td>
<td>5.1, 5.3, 5.5 – 5.7</td>
<td>Tm 1 Wk 7</td>
</tr>
<tr>
<td>5.N.13</td>
<td>ACE Lesson 6</td>
<td>Tm 1 Wk 9</td>
</tr>
<tr>
<td>5.N.13</td>
<td></td>
<td>Tm 1 Wk 10</td>
</tr>
<tr>
<td>5.N.13</td>
<td></td>
<td>Tm 2 Wk 1</td>
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<tr>
<td>5.N.13</td>
<td></td>
<td>Tm 2 Wk 2</td>
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</tbody>
</table>

### 5.N.14 Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge the reasonableness of the answer.

<table>
<thead>
<tr>
<th>Standards</th>
<th>ACE Lesson 8</th>
<th>Timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.N.14</td>
<td>8.2 – 8.7</td>
<td>Tm 2 Wk 9</td>
</tr>
<tr>
<td>5.N.14</td>
<td></td>
<td>Tm 2 Wk 10</td>
</tr>
</tbody>
</table>

### Patterns, Relations, and Algebra Strand

#### 5.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13…; 3, 9, 27…

*This standard is intentionally the same as standard 6.P.1.*

<table>
<thead>
<tr>
<th>Standards</th>
<th>ACE Lesson 9</th>
<th>Timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.P.1</td>
<td>9.6</td>
<td>Tm 3 Wk 1</td>
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<tr>
<td>5.P.1</td>
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</tbody>
</table>

#### 5.P.2 Replace variables with given values and evaluate/simplify, e.g., $2(\square) + 3$ when $\square = 4$.

*This standard is intentionally the same as standard 6.P.2.*

<table>
<thead>
<tr>
<th>Standards</th>
<th>ACE Lesson 10</th>
<th>Timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.P.2</td>
<td>9.3</td>
<td>Tm 2 Wk 10</td>
</tr>
<tr>
<td>5.P.2</td>
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</tbody>
</table>

#### 5.P.3 Use the properties of equality to solve problems with whole numbers, e.g., if $\square + 7 = 13$, then $\square = 13 - 7$, therefore

<table>
<thead>
<tr>
<th>Standards</th>
<th>ACE Lesson 10</th>
<th>Timeframes</th>
</tr>
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<tbody>
<tr>
<td>5.P.3</td>
<td>9.4</td>
<td>Tm 2 Wk 10</td>
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<tr>
<td>5.P.3</td>
<td></td>
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</tr>
</tbody>
</table>
therefore \( \square = 5. \)

<table>
<thead>
<tr>
<th>5.P.4</th>
<th>Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables. This standard is intentionally the same as standard 6.P.4.</th>
<th>9.6.1 ACE Lesson 10</th>
<th>Tm 3 Wk 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.P.5</td>
<td>Solve problems involving proportional relationships using concrete models, tables, graphs, and paper-pencil methods.</td>
<td>9.7 ACE Lesson 10</td>
<td>Tm 3 Wk 1</td>
</tr>
<tr>
<td>5.P.6</td>
<td>Interpret graphs that represent the relationship between two variables in everyday situations.</td>
<td>11.3.1 – 11.3.4 ACE Lesson 11</td>
<td>Tm 3 Wk 3 Tm 3 Wk 4</td>
</tr>
</tbody>
</table>

**GEOMETRY STRAND**

<table>
<thead>
<tr>
<th>5.G.1</th>
<th>Identify, describe, and compare special types of triangles (isosceles, equilateral, right) and quadrilaterals (square, rectangle, parallelogram, rhombus, trapezoid), e.g., recognize that all equilateral triangles are isosceles, but not all isosceles triangles are equilateral.</th>
<th>6.5.2 – 6.5.3 ACE Lesson 13</th>
<th>Tm 2 Wk 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.G.2</td>
<td>Identify, describe, and compare special types of three-dimensional shapes (cubes, prisms, spheres, pyramids) based on their properties, such as edges and faces.</td>
<td>6.10 ACE Lesson 15</td>
<td>Tm 2 Wk 6</td>
</tr>
<tr>
<td>5.G.3</td>
<td>Identify relationships among points and lines, e.g., intersecting, parallel, perpendicular.</td>
<td>6.3 ACE Lesson 12</td>
<td>Tm 2 Wk 4</td>
</tr>
</tbody>
</table>
### 5.G.4 Using ordered pairs of whole numbers (including zero), graph, locate, and identify points, and describe paths on the Cartesian coordinate plane.

| 6.9 | 6.9 ACE Lesson 16 | Tm 2 Wk 6 |

### 5.G.5 Describe and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.

| 6.6 | 6.6 ACE Lesson 17 | Tm 2 Wk 5 |

### 5.G.6 Identify and describe line symmetry in two-dimensional shapes, including shapes that have multiple lines of symmetry.

| 6.8.1 | 6.8.1 ACE Lesson 17 | Tm 2 Wk 5 |

### 5.G.7 Determine if two triangles or two quadrilaterals are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.

| 6.7 | 6.7 ACE Lesson 17 | Tm 2 Wk 5 |

### Measurement Strand

#### 5.M.1 Apply the concepts of perimeter and area to the solution of problems involving triangles and rectangles. Apply formulas where appropriate.

| 10.1 | 10.1, 10.2.1, 10.2.2 ACE Lesson 19 | Tm 3 Wk 2 |

#### 5.M.2 Identify, measure, describe, classify, and draw various angles. Draw triangles given two sides and the angle between them, or given two angles and the side between them, e.g., draw a triangle with one right angle and two sides congruent.

| 12.5 | 12.5 | Tm 3 Wk 5 |
### 5.M.3 Solve problems involving simple unit conversions within a system of measurement.

<table>
<thead>
<tr>
<th>5.M.3</th>
<th>Solve problems involving simple unit conversions within a system of measurement.</th>
<th>ACE Lesson 18</th>
<th>Tm 3 Wk 6</th>
</tr>
</thead>
</table>

### 5.M.4 Find volumes and surface areas of rectangular prisms. *This standard is intentionally the same as standard 6.M.6.*

<table>
<thead>
<tr>
<th>5.M.4</th>
<th>Find volumes and surface areas of rectangular prisms. <em>This standard is intentionally the same as standard 6.M.6.</em></th>
<th>10.3</th>
<th>Tm 3 Wk 2</th>
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<td>ACE Lesson 21</td>
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</table>

### 5.M.5 Find the sum of the measures of the interior angles in triangles by measuring the angles, and without measuring the angles

<table>
<thead>
<tr>
<th>5.M.5</th>
<th>Find the sum of the measures of the interior angles in triangles by measuring the angles, and without measuring the angles</th>
<th>10.4.1</th>
<th>Tm 3 Wk 3</th>
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<tr>
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<td>ACE Lesson 20</td>
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### DATA ANALYSIS, STATISTICS, AND PROBABILITY STRAND

#### 5.D.1 Given a set of data, find the median, mean, mode, maximum, minimum, and range, and apply to solutions of problems.

<table>
<thead>
<tr>
<th>5.D.1</th>
<th>Given a set of data, find the median, mean, mode, maximum, minimum, and range, and apply to solutions of problems.</th>
<th>11.1.1 – 11.1.4</th>
<th>Tm 3 Wk 3</th>
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<tbody>
<tr>
<td></td>
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<td>ACE Lesson 22</td>
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</table>

#### 5.D.2 Construct and interpret line plots, line graphs, and bar graphs. Interpret and label circle graphs.

<table>
<thead>
<tr>
<th>5.D.2</th>
<th>Construct and interpret line plots, line graphs, and bar graphs. Interpret and label circle graphs.</th>
<th>11.3.1 – 11.3.4</th>
<th>Tm 3 Wk 3</th>
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<tr>
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<td>ACE Lesson 23</td>
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<td>Tm 3 Wk 4</td>
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#### 5.D.3 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a number cube) and test the predictions.

<table>
<thead>
<tr>
<th>5.D.3</th>
<th>Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a number cube) and test the predictions.</th>
<th>11.5</th>
<th>Tm 3 Wk 4</th>
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<tr>
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<td>ACE Lesson 24</td>
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Grade 6 Massachusetts  
Number Sense and Operations

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Level H book Chapter/Section</th>
<th>ACE the AIMS 6</th>
<th>AY 0809 Term and Week</th>
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</thead>
</table>
| 6.N.1    | Demonstrate an understanding of positive integer exponents, in particular, when used in powers of ten, e.g., $10^2$, $10^5$. | 1.9.3, 3.1 | Ace lesson 1 | Tm 1 Wk 3  
|          |             |                              |               | Tm 1 Wk 7            |
| 6.N.2    | Demonstrate an understanding of place value to billions and thousandths. | 1.2, 3.2 | Ace lesson 2 | Tm 1 Wk 1  
|          |             |                              |               | Tm 1 Wk 7            |
| 6.N.3    | Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$. | 3.4.9 | Ace lesson 2 | Tm 1 Wk 7  
|          |             |                              |               | Tm 1 Wk 8            |
| 6.N.4    | Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line. | 2.1, 10.2 | Ace lesson 3 | Tm 1 Wk 5  
|          |             |                              |               | Tm 3 Wk 2            |
| 6.N.5    | Identify and determine common equivalent fractions, mixed numbers, decimals, and percents. | 2.2, 2.5.3, 3.7 | Ace lesson 3 | Tm 1 Wk 5  
|          |             |                              |               | Tm 1 Wk 6  
<p>|          |             |                              |               | Tm 1 Wk 9            |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>6.2</th>
<th>6.3</th>
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</thead>
<tbody>
<tr>
<td>6.N.6</td>
<td>Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.</td>
<td>Ace lesson 4</td>
<td>Ace lesson 6</td>
</tr>
<tr>
<td>6.N.7</td>
<td>Compare and order integers (including negative integers), and positive fractions, mixed numbers, decimals, and percents.</td>
<td>Ace lesson 4, 2.2.4, 3.2.6, 3.7 Ace lesson 3</td>
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<tr>
<td>6.N.8</td>
<td>Apply number theory concepts— including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10 — to the solution of problems.</td>
<td>Ace lesson 5</td>
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<tr>
<td>6.N.9</td>
<td>Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers, and with positive fractions, mixed numbers, decimals, and percents.</td>
<td>1.8, 1.10, 1.12, 1.13, 1.14, 2.5, 3.9 Ace lesson 6</td>
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<tr>
<td>6.N.10</td>
<td>Use the number line to model addition and subtraction of integers, with the exception of subtracting negative integers.</td>
<td>6.3 Ace lesson 6</td>
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<tr>
<td>6.N.11</td>
<td>Apply the Order of Operations for expressions involving addition, subtraction, multiplication, and division with grouping symbols (+, −, ×, ÷).</td>
<td>1.6, 1.9.3 Ace lesson 7</td>
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<tr>
<td>6.N.12</td>
<td>Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems.</td>
<td>1.7, 1.8, 6.3 Ace lesson 7</td>
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<tr>
<td>Standard</td>
<td>Description</td>
<td>Ace Lessons</td>
<td>Notes</td>
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<tr>
<td>6.N.13</td>
<td>Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.</td>
<td>1.7, 1.9, 1.11, 3.3, 3.4, 3.5 Ace lesson 6</td>
<td>Tm 1 Wk 2 Tm 1 Wk 3 Tm 1 Wk 7 Tm 1 Wk 8</td>
</tr>
<tr>
<td>6.N.14</td>
<td>Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers. Simplify fractions.</td>
<td>2.2, 2.3, 2.4 Ace lesson 6</td>
<td>Tm 1 Wk 5 Tm 1 Wk 6</td>
</tr>
<tr>
<td>6.N.15</td>
<td>Add and subtract integers, with the exception of subtracting negative integers.</td>
<td>6.3 Ace lesson 6</td>
<td>Tm 2 Wk 5 Tm 2 Wk 6</td>
</tr>
<tr>
<td>6.N.16</td>
<td>Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.</td>
<td>4.3, 4.4, 4.5 Ace lesson 8</td>
<td>Tm 2 Wk 2</td>
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</tbody>
</table>

**Patterns, Relations, and Algebra**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Ace Lessons</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.P.1</td>
<td>Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13 ...; 3, 9, 27, ...</td>
<td>10.8 Ace lesson 9</td>
<td>Tm 3 Wk 4 Tm 3 Wk 5</td>
</tr>
<tr>
<td>6.P.2</td>
<td>Replace variables with given values and evaluate/simplify, e.g., 2((\mu)) + 3 when (\mu = 4).</td>
<td>10.1, 10.6 Ace lesson 10</td>
<td>Tm 1 Wk 2 Tm 3 Wk 2 Tm 3 Wk 4</td>
</tr>
<tr>
<td>6.P.3</td>
<td>Use the properties of equality to solve problems, e.g., if (\square + 7 = 13), then (\square = 13 - 7); if (3 \times \square = 15), then (\frac{1}{3} \times 3 \times \square = \frac{1}{3} \times 15), therefore (\square = 5).</td>
<td>1.8.2, 1.13, 10.6 Ace lesson 10</td>
<td>Tm 1 Wk 4 Tm 3 Wk 4</td>
</tr>
</tbody>
</table>
### 6.P.4
Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.

| 1.13, 10.6, 10.8 Ace lesson 10 | Tm 1 Wk 4 Tm 3 Wk 4 Tm 3 Wk 5 |

### 6.P.5
Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.

| 10.6 Ace lesson 10 | Tm 3 Wk 4 |

### 6.P.6
Produce and interpret graphs that represent the relationship between two variables in everyday situations.

| 10.9 Ace lesson 11 | Tm 3 Wk 6 |

### 6.P.7
Identify and describe relationships between two variables with a constant rate of change. Contrast these with relationships where the rate of change is not constant.

| 10.9 Ace lesson 11 | Tm 3 Wk 6 |

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### GEOMETRY

### 6.G.1
Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides, e.g., squares, rectangles, rhombuses, parallelograms, trapezoids, and isosceles, equilateral, and right triangles.

| 7.7 Ace lesson 13 | Tm 2 Wk 7 |

### 6.G.2
Identify three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.

| 7.15 Ace lesson 13 | Tm 2 Wk 8 Tm 2 Wk 9 |

### 6.G.3
Identify relationships among points, lines, and planes, e.g., intersecting, parallel, perpendicular.

| 7.1, 7.3, 7.4 Ace lesson 12 | Tm 2 Wk 6 |
### 6.G.4
Graph points and identify coordinates of points on the Cartesian coordinate plane (all four quadrants).

| 7.13 | Ace lesson 14 | Tm 2 Wk 8 |

### 6.G.5
Find the distance between two points on horizontal or vertical number lines.

| 7.13 | Ace lesson 14 | Tm 2 Wk 8 |

### 6.G.6
Predict, describe, and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.

| 7.8 | Ace lesson 15 | Tm 2 Wk 8 |

### 6.G.7
Identify types of symmetry, including line and rotational.

| 7.11, 7.12 | Ace lesson 15 | Tm 2 Wk 8 |

### 6.G.8
Determine if two shapes are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.

| 7.8, 7.9 | Ace lesson 15 | Tm 2 Wk 8 |

### 6.G.9
Match three-dimensional objects and their two-dimensional representations, e.g., nets, projections, and perspective drawings.

| 7.15 | Ace lesson 13 | Tm 2 Wk 8 |

| Tm 2 Wk 9 |

### MEASUREMENT

### 6.M.1
Apply the concepts of perimeter and area to the solution of problems. Apply formulas where appropriate.

| 8.2, 8.3 | Ace lesson 17 | Tm 2 Wk 9 |

### 6.M.2
Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals.

| 7.5.1, 7.7 (WB) | Ace lesson 20 | Tm 2 Wk 6 |

| Tm 2 Wk 7 |

### 6.M.3
Solve problems involving proportional relationships and units of measurement.

| 10.3 | Tm 3 Wk 2 |

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36 Although this standard is important and appropriate for this grade span, it will not be included in the state assessment program at the 5–6 grade span at the present time.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Lesson</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.M.4</td>
<td>Find areas of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area. Develop strategies to find the area of more complex shapes.</td>
<td>8.3</td>
<td>Tm 2 Wk 9, Tm 2 Wk 10</td>
</tr>
<tr>
<td></td>
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<td>Ace lesson 17</td>
<td></td>
</tr>
<tr>
<td>6.M.5</td>
<td>Identify, measure, and describe circles and the relationships of the radius, diameter, circumference, and area (e.g., (d = 2r, \quad \pi = C/d)), and use the concepts to solve problems.</td>
<td>8.3.5</td>
<td>Tm 2 Wk 10, Tm 3 Wk 1</td>
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<td></td>
<td></td>
<td>Ace lesson 18</td>
<td></td>
</tr>
<tr>
<td>6.M.6</td>
<td>Find volumes and surface areas of rectangular prisms.</td>
<td>8.4</td>
<td>Tm 3 Wk 1</td>
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<td></td>
<td></td>
<td>Ace lesson 19</td>
<td></td>
</tr>
<tr>
<td>6.M.7</td>
<td>Find the sum of the angles in simple polygons (up to eight sides) with and without measuring the angles.</td>
<td>8.1</td>
<td>Tm 2 Wk 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ace lesson 21</td>
<td></td>
</tr>
</tbody>
</table>

**Data Analysis, Statistics, and Probability**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Lesson</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.D.1</td>
<td>Describe and compare data sets using the concepts of median, mean, mode, maximum and minimum, and range.</td>
<td>5.1</td>
<td>Tm 2 Wk 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ace lesson 22</td>
<td></td>
</tr>
<tr>
<td>6.D.2</td>
<td>Construct and interpret stem-and-leaf plots, line plots, and circle graphs.</td>
<td>5.2</td>
<td>Tm 2 Wk 2, Tm 2 Wk 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ace lesson 23</td>
<td></td>
</tr>
<tr>
<td>6.D.3</td>
<td>Use tree diagrams and other models (e.g., lists and tables) to represent possible or actual outcomes of trials. Analyze the outcomes.</td>
<td>5.5</td>
<td>Tm 2 Wk 3, Tm 2 Wk 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ace lesson 24</td>
<td></td>
</tr>
<tr>
<td>6.D.4</td>
<td>Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a die) and test the predictions. Use appropriate ratios between 0 and 1 to represent the probability of the outcome and associate the probability with the likelihood of the event.</td>
<td>5.5</td>
<td>Tm 2 Wk 3, Tm 2 Wk 4</td>
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<tr>
<td></td>
<td></td>
<td>Ace lesson 25</td>
<td></td>
</tr>
</tbody>
</table>
### Discovery Works Level 6 (DW 6)
### SCIS Level 6 Ecosystems & Scientific Theories

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Discovery Works Unit/ pages in Textbook</th>
<th>Comments</th>
<th>Curriculum Frameworks</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 2-5*</td>
<td>Activity: Observing Plant cells A6</td>
<td></td>
<td>Life Science Structure and Function of Cells Grades 6-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity: Observing Animal Cells A8</td>
<td></td>
<td>2. Recognize that all organisms are composed of cells, and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life. A6-A11</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Resource: Closer Look At Cells A12</td>
<td></td>
<td>3. Compare and contrast plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles). A10-A11</td>
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<tr>
<td></td>
<td></td>
<td>Activity: Moving In and Out of Cells A14</td>
<td></td>
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<td></td>
<td>Resource: Coming and Going with Cells A16</td>
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<td></td>
<td>Resource: Cells and Energy A18</td>
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<tr>
<td>2</td>
<td>Sept. 8-12</td>
<td>Resource: Animal and Plant Cells A9</td>
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<td></td>
<td></td>
<td>Resource: Closer Look At Cells A12</td>
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<tr>
<td></td>
<td></td>
<td>Activity: Moving In and Out of Cells A14</td>
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<tr>
<td></td>
<td></td>
<td>Resource: Coming and Going with Cells A16</td>
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<tr>
<td></td>
<td></td>
<td>Resource: Cells and Energy A18</td>
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<tr>
<td>3</td>
<td>Sept 15-19</td>
<td>Activity: Multiplying By Dividing A 20</td>
<td></td>
<td>Life Science Systems in Living Things Grades 6-8</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Resource: Cell Division A22</td>
<td></td>
<td>5. Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms. A25-A26</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource: Tissues, Organs, and Systems A25</td>
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<tr>
<td></td>
<td></td>
<td>Activity: Microorganisms A30</td>
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<tr>
<td>4</td>
<td>Sept. 22-26</td>
<td>Activity: Observing an Animal-like Protist</td>
<td>Do some of the</td>
<td>Life Science Classification of</td>
<td></td>
</tr>
</tbody>
</table>
### Periodic 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities</th>
<th>Resources</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Sept. 29-Oct. 3</td>
<td><strong>Review for Exam</strong>&lt;br&gt;Activity: Classifying Bacteria A48&lt;br&gt;Resource: Bacteria and Viruses A50&lt;br&gt;Resource: Bacterial and Viral Diseases A58</td>
<td><strong>Skip A54, Microbe Discoverers&lt;br&gt;Warm Milk</strong></td>
<td><strong>Life Science Classification of Organisms Grades 6-8</strong>&lt;br&gt;1. Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom. A31-A48</td>
</tr>
<tr>
<td>6</td>
<td>Oct 6-10</td>
<td>Resource: AIDS: Searching for a Cure A60&lt;br&gt;Resource: Helpful Bacteria A61&lt;br&gt;Start Unit D&lt;br&gt;Activity: Divide and Conquer D6&lt;br&gt;Activity: The Budding System D8&lt;br&gt;Resource: Fission: Splitting Heirs D10</td>
<td>Discovery Works Unit D Chapter 1</td>
<td><strong>Life Science Reproduction and Heredity Grades 6-8</strong>&lt;br&gt;9. Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent’s cell). D10, D22</td>
</tr>
<tr>
<td>7</td>
<td>Oct. 14-17*</td>
<td>Resource: Reproduction By Budding D13&lt;br&gt;Resource: New Plants From Old D15&lt;br&gt;Activity: Splitting Pairs D18</td>
<td></td>
<td><strong>Life Science Reproduction and Heredity Grades 6-8</strong>&lt;br&gt;7. Recognize that every organism requires a set of instructions that specifies its traits. These instructions are stored in the organism’s chromosomes. Heredity is the passage of these instructions from one generation to another. D22</td>
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</tbody>
</table>
| 9 | Oct. 27-30** | How Are Traits Inherited? D 38  
Activity: All in The Family D 42  
RESOURCE: LAWS OF HEREDITY D44  
Resource: Designer Genes D 47- D49 | Discovery Works Unit D Chapter 2  
**Science Reproduction and Heredity Grades 6-8**  
8. Recognize that hereditary information is contained in genes located in the chromosomes of each cell. A human cell contains about 30,000 different genes on 23 different chromosomes. D28-D44 |
| 10 | Nov. 3-7 | Revision starts on the 7th. | Discovery Works Unit D Chapter 2  
Periodic 2 Unit A, A40-A61 Unit D, D6-D26 |
| 11 | Nov. 10-14* | Revision |   |
| 12 | Nov. 17-21 | EOT Exams |   |
### PACING CHARTS: 2008-2009
#### Grade 6: Term 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>SCIS Scientific Theories Chapters/Exam/Supplements Discovery Works</th>
<th>Pages in Teacher’s Guide/Textbook</th>
<th>Curriculum Frameworks</th>
<th>Supplements</th>
</tr>
</thead>
</table>
| Week 1 | Nov. 24-26** | Review EOT
Investigation 1: How Do You describe Motion? | Discovery Works Unit F
Chapter 1
F6 –F7 | Physical Science Motion of Objects Grades 6-8
10. Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed. | |
| 2 | Dec. 1-5 | Resource: From Feet To Fathoms
How Do You Measure Speed?
Bicycle Cyclometers | F8 – F 11
F 13
F 14 | Physical Science Motion of Objects Grades 6-8
10. Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed. | |
| 3 | Dec. 8-12 | Resource: What is Speed?
Investigation 3: How Do You Describe Changes in Motion
Activity: Swinging Speeds F18-F19
Skip F20 Activity: Swinging Speeds.
Use Scientific Theories Chapter 2 to supplement.
2. Swinging Systems-Forms of Energy | F 15 –F 17 DW
Grade 6
F18-F19
Chapter 2
Scientific Theories
29 – 35 | Physical Science Motion of Objects Grades 6-8
10. Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed.
Physical Science Forms of Energy Grades 6-8
12. Differentiate between potential and kinetic | |
<p>| | | | | |</p>
<table>
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<tr>
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</thead>
</table>
|4 | Dec. 15-19 | Resource: Acceleration  
Resource: Stopping Power  
How Can the Force of Gravity Be measured?  
Resource: Weighing in | F 21-F23  
F24-F27  
Discovery Works Unit F  
Chapter 2  
F30 –F31  
F32 –F35 | **Physical Science**  
Properties of Matter  
Grades 6-8  
1. Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object. F33 |
|5 | Jan. 5-9 | Investigation 2: Do All Objects Fall At The Same Rate?  
Resource: Galileo’s Great Gravity Discovery  
Investigation 3 How Does Air Change The Rate At Which An Object Falls  
Resource: Feather Falling On The Moon | F36-F37 Do a demonstration  
F38-F41  
F 46- F47 | **Physical Science Motion of Objects Grades 6-8**  
11. Graph and interpret distance vs. time graphs for constant speed F 40 |
|6 | Jan. 12-16 | Investigation 1 How Are Objects At Rest And Objects In Motion Alike? Do As a Demo  
Resource: Newton’s First law  
Resource: Seat Belts And Air Bags  
Investigation 2: How Do Forces Affect Motion? Do as a demo | Unit F Chapter 3  
F56-F57  
F58-F59  
F60-F61  
F62-F64 | **Periodic 1**  
Unit F, F6-  
F51, Chapters 1, 2,  
SCIS 6  
Chapter 2 |
|7 | Jan. 20-23 | Resource: Newton’s Second Law  
Investigation 3 How Does Friction Affect The Motion Of Objects?  
Resource: Friction | F65-F69  
F70-F71  
F73-F76 |   |
|8 | Jan. 26-29* | Investigation 1 What Property Do Moving Objects Share? | Discovery Works Unit F |   |
|--------|---------|-----------------------|---------------------------|-------------------------------------------------|---------------------------------|-------------------------|-----------|---------|-------|---------|---------|---------|---------|------------------------------------------------|---------------------------|
| 10     | Feb. 9-13 | Finish Up and review for exam | | | | | | | | | | | | | |
| 11     | Feb. 23-27 | Revision | | | | | | | | | | | | |
| 12     | March 2-6 | EOT Exams | | | | | | | | | | | |
### PACING CHARTS - Science
**Grade 6: TERM 3**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Discovery Works level 6 Ecosystems SCIS level 6</th>
<th>Textbook</th>
<th>Science Curriculum Alignment</th>
<th>Supplement</th>
<th>EXAMS</th>
</tr>
</thead>
</table>
| Week 1 | March 9-13  | Review EOT  
Review Resource: Flying Forces F108-F109  
Investigation: How Do Rockets Use Action Reaction Forces?  
Resource: Rocket Launch | Do as a demo  
F112-F115  
F116-F117 | Technology Engineering Transportation Technology  
6.5. Identify and explain lift, drag, friction, thrust and gravity, in a vehicle or device, e.g., cars, boats, airplanes, rockets. F108-F109 | | |
| 2     | Mar. 17-20* | Activity: The Great Puzzle B6  
Resource: Alfred Wegener and The Drifting Continents B8  
Resource: Evidence for Continental Drift B10  
Resource: Continents on the Move B12  
Need not learn the details of the maps just the general idea that continents move over time. | | Earth Science Earth’s History Grades 6-8  
7. Explain and give examples of how physical evidence, such as fossils and surface features of glaciation, supports theories that the earth has evolved over geologic time. B11-B15 | | |
| 3     | Mar. 23-27  | Activity: Earth-Always Rocking and Rolling B16  
Activity: Volcanoes and Earth Plates B18  
Resource: The Cracked Crust: Tectonic Plates B19  
Activity: Sea Floor Spreading B22  
Activity: Building A model of The Ocean Floor B23  
Activity: Mapping The Ocean Floor B24 | | Earth Science Earth’s History Grades 6-8  
5. Describe how the movement of the earth’s crustal plates causes both slow changes in the earth’s surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).B16-B21, B43-B48, B52-B72 | | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities</th>
<th>Resources</th>
<th>Additional Notes</th>
</tr>
</thead>
</table>
| 4    | Mar. 30-Apr. 3 | Resource: Sonar: Mapping The Sea Floor B26  
Resource: Magnetism Tells a Story B28  
SKIP Resource: Heating Up Iceland B31  
Reflect and Evaluate B 33  
Activity: The Conveyor B36  
Resource: Moving Plates B38 | **Earth Science Mapping the Earth Grades 6-8**  
2. Describe the layers of the earth, including the lithosphere, the hot convecting mantle, and the dense metallic core..B36  
**Earth Science Heat Transfer in the Earth’s System Grades 6-8**  
3. Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through the earth’s system. B37 | Use question 5 MCAS Spring Release 2007                                                                                       |
| 5    | April 6-Apr. 9* | Activity: Colliding Plates B42  
Activity: A Big Fender Bender B44  
Resource: Mountain Building B45  
Resource: Life at the TopB49  
Reflect and Evaluate B51 | **Earth Science Earth’s History Grades 6-8**  
5. Describe how the movement of the earth’s crustal plates causes both slow changes in the earth’s surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).B16-B21, B43-B48, B52-B72 |                                                                                                                      |
| 6    | April 13-17* | Activity: A Model of Sliding Plates B54  
Resource: Sliding Plates B56  
Resource: Our Active Earth B58  
Activity: Shake It B62  
Activity: Bend Till It Breaks B64  
Resource: Earthquakes on the Sea Floor B76 | **Earth Science Earth’s History Grades 6-8**  
5. Describe how the movement of the earth’s crustal plates causes both slow changes in the earth’s surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).B16-B21, B43-B48, B52-B72 | Periodic Exam F108-F117, B6-B51                                                                                   |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Daily Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Physical Science Properties of Matter Grades 6-8</strong> 1. Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object. 2. Differentiate between volume and mass. Define density. C6-C15 3. Recognize that the measurement of volume and mass requires understanding of the sensitivity of measurement tools (e.g., rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits. C10-C12</td>
</tr>
<tr>
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<td><strong>Physical Science Heat Energy Grades 6-8</strong> 15. Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase. C19-C21, C27</td>
</tr>
<tr>
<td></td>
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<td><strong>Physical Science Heat Energy Grades 6-8</strong> 14. Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system. Use question 14 MCAS Spring Release 2007 Water freezes at 0°C</td>
</tr>
</tbody>
</table>
15. Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase. C19-C21, C27
16. Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium. C26

Physical Science Elements, Compounds, and Mixtures
Grades 6-8
9. Recognize that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample. C27-C28

<table>
<thead>
<tr>
<th>10</th>
<th>May 18-22 MCAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resource: Elements, C34-C38</td>
</tr>
<tr>
<td></td>
<td>Resource: Compounds: C39-C41</td>
</tr>
<tr>
<td></td>
<td>Activity: What Is A Mixture? C44-C45- Do as a demo</td>
</tr>
<tr>
<td></td>
<td>Resource: Mixtures: C48-C51</td>
</tr>
<tr>
<td></td>
<td>Activity: Mixing Solids Into Liquids, C52-C53</td>
</tr>
</tbody>
</table>

Physical Science Elements, Compounds, and Mixtures
Grades 6-8
5. Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter. C35-C38
6. Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element)
and a molecule (the smallest unit of a compound that maintains the characteristics of that compound). C35-C39
7. Give basic examples of elements and compounds. C36-C37
8. Differentiate between mixtures and pure substances, C34

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>May 26-29*</td>
<td>Resource: What’s The Solution, C56-C57</td>
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<tr>
<td></td>
<td>MCAS</td>
<td>Resource: Physical and Chemical Change C68-C70</td>
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<tr>
<td></td>
<td></td>
<td>Resource: Conservation of Mass, C75-C77</td>
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<td>Revision starts on the 29th.</td>
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<tr>
<td>12</td>
<td>June 1-5</td>
<td>Revision</td>
</tr>
<tr>
<td>13</td>
<td>June 8-12</td>
<td>Revision /EOY start on the 12th</td>
</tr>
<tr>
<td>14</td>
<td>June 15-18</td>
<td>EOY EXAMS</td>
</tr>
</tbody>
</table>

Physical Science Properties of Matter Grades 6-8
4. Explain and give examples of how mass is conserved in a closed system. page C75

Physical Science Elements, Compounds, and Mixtures Grades 6-8
10. Differentiate between physical changes and chemical changes. C68-C70

Use question 3 MCAS Spring Release 2007
Conservation of Mass
Use question 10 MCAS Spring Release 2007
The example of a tree storing energy from the sun in its fruit is a chemical change.
## Writing Assessment Rubric

**Review of a Story (Grade 7)**

### Ideas and Content (support a message or theme with carefully chosen details)
- Focuses on three specific elements of a fictional story (plot, character, and theme)
- Summarizes the plot using relevant details from the story
- Avoids irrelevant details (e.g., those unrelated to topic sentence of each paragraph)
- Discusses the story’s main theme
- Describes the most important character (protagonist)

Score: ___ / 25

---

### Organization (order ideas to move clearly from one idea to the next)
- Introductory paragraph (three or four sentences):
  - Identifies story’s title, author and main idea
  - States thesis – the main point shown in your essay: the most important story element
- Body of essay (three paragraphs, each with a topic sentence):
  - Summarizes plot (one paragraph)
  - Describes an important theme (one paragraph)
  - Describes a main character (one paragraph)
- Concluding paragraph:
  - Re-states thesis in a new way
  - Sums up the most important points made in the essay
  - Gives readers a new, related idea to think about (a “twist”)

Score: ___ / 25

---

### Voice (express your personality, point of view, and style through words)
- Speaks from 3rd person point of view
- Shows objective tone
- Shows author’s awareness of purpose (to inform; to explain)
- Shows author’s awareness of audience (your classmates)

Score: ___ / 10

---

### Word Choice (use words to communicate clearly and create mood and imagery)
- Uses exact words to describe story elements and re-create its mood

Score: ___ / 10

---

### Sentence Fluency (make writing sound smooth and expressive)
- Links sentences with connecting words
- Links body and concluding paragraph with connecting words
- Varies sentence length and structure (compound and complex sentences)

Score: ___ / 15

---

### Mechanics (use correct punctuation, spelling, and grammar)
- Starts all sentences and proper nouns with capitals
- Completes all sentences (no fragments) and avoids run-on sentences
- Ends all sentences with correct punctuation
- Indents each new paragraph
- Punctuates and capitalizes story title correctly
- Spells all words correctly

Score: ___ / 10

---

### Presentation (create a nice overall look)
- Makes a neatly written draft (neatly shows revisions and corrections)
- Has a title appropriate to audience and purpose (to inform your classmates)

Score: ___ / 5

---

TOTAL SCORE: __________/100
<table>
<thead>
<tr>
<th>WRITING ASSESSMENT RUBRIC</th>
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</thead>
<tbody>
<tr>
<td>PERSONAL NARRATIVE (Grade 7)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Commentary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEAS and CONTENT (support a message or theme by carefully chosen details)</td>
<td>Tells a true story about a life-changing experience in the author’s life</td>
<td>___/10</td>
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<tr>
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<td>Stays focused on this experience as the main idea</td>
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<tr>
<td>ORGANIZATION (order ideas to move clearly from one idea to the next)</td>
<td>Begins in a way that raises readers’ curiosity (1st paragraph)</td>
<td>___/25</td>
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<tr>
<td></td>
<td>Tells “who-when-where-what” details in three or more middle paragraphs</td>
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<td>Ends by giving readers a feeling of how experience affected you (final paragraph)</td>
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<td>Uses flashback to compare/contrast that shows the importance of the experience</td>
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<tr>
<td>VOICE (express your personality, point of view, and style through words)</td>
<td>Speaks from the author’s point of view (narrator's voice is the author’s)</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Shows the author’s attitude (tone) about events and people</td>
<td></td>
</tr>
<tr>
<td>WORD CHOICE (use words to communicate clearly and create mood and imagery)</td>
<td>Describes the setting and characters clearly with exact words</td>
<td>___/25</td>
</tr>
<tr>
<td></td>
<td>Uses exact words in dialogue to show speakers’ feelings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses informal or formal words in dialogue to show relationships among speakers</td>
<td></td>
</tr>
<tr>
<td>SENTENCE FLUENCY (make writing sound smooth and expressive)</td>
<td>Uses dialogue that sounds like natural conversation</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Varies sentence beginnings</td>
<td></td>
</tr>
<tr>
<td>MECHANICS (use correct punctuation, spelling, and grammar)</td>
<td>Indents, capitalizes, and punctuates dialogue correctly</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Starts all sentences and proper nouns with capitals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completes all sentences and correctly punctuates sentence endings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avoids run-on sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spells all words correctly</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION (create a nice overall look)</td>
<td>Makes a neatly written draft showing revisions and corrections with editing marks</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Has a title that captures readers’ interest or curiosity</td>
<td></td>
</tr>
</tbody>
</table>
| TOTAL SCORE:                                                               |                                                                                               | -------/100

To get full credit, writing must show excellence in ALL seven trait categories and must fully reflect ALL of the specific traits listed for each category.
<table>
<thead>
<tr>
<th>WRITING ASSESSMENT RUBRIC</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSUASIVE ESSAY (an editorial) (Grade 7)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>IDEAS and CONTENT</strong> (support a message or theme with carefully chosen details)</td>
<td></td>
</tr>
<tr>
<td>States a clear position about an issue for voters to consider when they cast their ballots</td>
<td></td>
</tr>
<tr>
<td>Stays focused on your position on this issue</td>
<td></td>
</tr>
<tr>
<td>Uses reliable facts and authoritative opinions to support your position</td>
<td></td>
</tr>
<tr>
<td>Avoids unpersuasive reasons such as --</td>
<td></td>
</tr>
<tr>
<td>• unreliable facts</td>
<td></td>
</tr>
<tr>
<td>• facts logically unrelated to your opinion</td>
<td></td>
</tr>
<tr>
<td>• repetitive personal opinions</td>
<td></td>
</tr>
<tr>
<td>• over-generalizations and exaggerations</td>
<td></td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong> (order ideas to move clearly from one idea to the next)</td>
<td></td>
</tr>
<tr>
<td>Organizes essay into five paragraphs:</td>
<td></td>
</tr>
<tr>
<td>• Introduction gets attention; identifies the issue and your position (3 or more sentences)</td>
<td></td>
</tr>
<tr>
<td>• Body paragraphs each start with a topic sentence and explain details:</td>
<td></td>
</tr>
<tr>
<td>• 1st paragraph gives information for readers to understand issue (5 or more sentences)</td>
<td></td>
</tr>
<tr>
<td>• 2nd paragraph explains reasons supporting your position (5 or more sentences)</td>
<td></td>
</tr>
<tr>
<td>• 3rd paragraph answers a possible objection to your position (5 or more sentences)</td>
<td></td>
</tr>
<tr>
<td>• Conclusion (3 or more sentences) –</td>
<td></td>
</tr>
<tr>
<td>• restates your position in different words</td>
<td></td>
</tr>
<tr>
<td>• adds a “twist” to persuade readers to support your position</td>
<td></td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td>35</td>
</tr>
<tr>
<td><strong>VOICE</strong> (express your personality, point of view, and style)</td>
<td></td>
</tr>
<tr>
<td>Maintains a tone (attitude) that is –</td>
<td></td>
</tr>
<tr>
<td>• constructive and</td>
<td></td>
</tr>
<tr>
<td>• respectful</td>
<td></td>
</tr>
<tr>
<td>Uses reasons that appeal to the audience</td>
<td></td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>WORD CHOICE</strong> (use words to communicate clearly and create mood and imagery)</td>
<td></td>
</tr>
<tr>
<td>Uses persuasive words</td>
<td></td>
</tr>
<tr>
<td>Uses words that appeal to the audience</td>
<td></td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>SENTENCE FLUENCY</strong> (make writing sound smooth and expressive)</td>
<td></td>
</tr>
<tr>
<td>Begins sentences in different ways</td>
<td></td>
</tr>
<tr>
<td>Uses words that show your reasons’ order of importance</td>
<td></td>
</tr>
<tr>
<td>Links sentences and paragraphs with connecting words</td>
<td></td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>MECHANICS</strong> (use correct punctuation, spelling, and grammar)</td>
<td></td>
</tr>
<tr>
<td>Starts all sentences and proper nouns with capitals</td>
<td></td>
</tr>
<tr>
<td>Completes all sentences (no fragments) and avoids run-on sentences</td>
<td></td>
</tr>
<tr>
<td>Ends all sentences with correct punctuation</td>
<td></td>
</tr>
<tr>
<td>Indents each new paragraph</td>
<td></td>
</tr>
<tr>
<td>Spells all words correctly</td>
<td></td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>PRESENTATION</strong> (create a nice overall look)</td>
<td></td>
</tr>
<tr>
<td>Makes a neatly written draft (neatly shows changes and corrections)</td>
<td></td>
</tr>
<tr>
<td>Has a title that identifies main topic of essay</td>
<td></td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL SCORE:</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
To get full credit, writing must show excellence in ALL seven trait categories and must fully reflect ALL of the specific traits listed for each category.

<table>
<thead>
<tr>
<th>WRITING ASSESSMENT RUBRIC</th>
<th>PERSUASIVE LETTER (Grade 7)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDEAS and CONTENT</strong> (support your writing purpose by carefully chosen details)</td>
<td>States clear opinion about a topic (suggestion about a statue honoring Harriet Tubman)</td>
<td>___/15</td>
</tr>
<tr>
<td></td>
<td>Stays focused on that topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>States facts and authoritative opinions as reasons supporting your suggestion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avoids using unpersuasive reasons such as –</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unreliable facts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Facts logically unrelated to your opinion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Repetitive personal opinions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Over-generalizations and exaggerations</td>
<td></td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong> (order ideas to help readers accept and support them)</td>
<td>Organizes body of letter:</td>
<td>___/30</td>
</tr>
<tr>
<td></td>
<td>• States (in introduction) your purpose, topic and opinion (3 or more sentences)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Re-states (in the conclusion) your purpose and expresses your thanks (2-3 sentences)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presents your reasons in two body (middle) paragraphs –</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1st paragraph explains reasons that support your suggestion (6+ sentences)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2nd paragraph answers possible objections to your suggestion (4+ sentences)</td>
<td></td>
</tr>
<tr>
<td><strong>VOICE</strong> (show feelings about your purpose and your concern for the reader)</td>
<td>Maintains a tone (attitude) that is –</td>
<td>___/15</td>
</tr>
<tr>
<td></td>
<td>• constructive,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• respectful, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• formal, appropriate to the audience (selection committee)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses reasons that appeal to the audience</td>
<td></td>
</tr>
<tr>
<td><strong>WORD CHOICE</strong> (use words that make your writing clear, interesting, and convincing)</td>
<td>Uses persuasive words</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Uses signal words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses words that appeal to the audience</td>
<td></td>
</tr>
<tr>
<td><strong>SENTENCE FLUENCY</strong> (make writing sound smooth and expressive)</td>
<td>Begins sentences in different ways</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Uses words that show your reasons’ order of importance</td>
<td></td>
</tr>
<tr>
<td><strong>MECHANICS</strong> (use correct punctuation, spelling, grammar, and form)</td>
<td>Indents and aligns all parts of the letter correctly</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Capitalizes and punctuates all parts of letter correctly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Starts all sentences and proper nouns with capitals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completes all sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ends all sentences with correct punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spells words correctly</td>
<td></td>
</tr>
<tr>
<td><strong>PRESENTATION</strong> (create a nice look)</td>
<td>Uses the proper form of formal letters</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Makes neatly written draft showing revisions and corrections with editing marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(must show some revisions and corrections to get full credit)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE: ___________/100
ATTACHMENT 8: SAMPLE SABIS® K-12 CURRICULUM SUMMARY

Contents
Lower School
Kindergarten
Grade One
Grade Two
Grade Three
Grade Four
Grade Five
Academic Support Services
K-5 Student Assessments

UPPER SCHOOL
Grade Six
Grade Seven
Grade Eight
Grade Nine
Grade Ten
Grade Eleven
Grade Twelve
Advanced Placement Course Offerings
Elective Course Offerings
LOWER SCHOOL

Kindergarten

English
Students are introduced to each letter character, sound, and formation. Early reading and writing skills are developed through the kindergarten anthology program and regular journaling. Students learn manuscript throughout the year.

Math
The following concepts are introduced to students and are included in the SABIS® workbooks: numbers 0-20, color and shape identification, directional words, one to one correspondence, addition and subtraction methods, time to the hour, non-standard measurement units, and patterns.

Spanish
Students learn numbers, the alphabet, songs and games. Vocabulary and sentence structure are introduced. Students are acclimated to the Spanish accent and cultural aspects that are incorporated in future learning.

Social Studies
There are several Social Studies units covered during the school year with Kindergarteners. These include: getting to know you, school, family, neighborhood, holidays, community, maps, transportation, France, India, and Germany.

Science
Beginning in October, hands-on experimentation in the classroom focuses on the introduction of science concepts. Students investigate terrariums and aquariums, colors, shapes, textures, odors, sounds, measurement, and position.

Grade One

English
In first grade, students focus on phonics, spelling, reading, literature, grammar, writing, and handwriting. Students learn phonics rules and strategies, which are reinforced and applied in spelling and through use of the phonics reading books. Students are introduced to a variety of literature genres, vocabulary, literary skills, and grammar concepts through the SABIS® anthology book. Students learn about characters, genres, sequencing of events, and making comparisons. Grammar concepts introduced include: the parts of a sentence, singular and plural nouns and verbs, capitalization, and end marks. Writing topics introduced include: word choice, describing words, friendly letters, make-believe stories, and personal narrative. In addition, students learn manuscript throughout the year.
Math
The following concepts are expected to be mastered and are included in the SABIS® workbooks: numbers 0-20, adding sums to 20, time to the hour and half hour, addition and subtraction without trading, and place value of ones and tens. Topics introduced in math include: patterns, ordinal numbers, measurement, problem solving, skip counting, graphing, money, and basic fractions.

Spanish
In level one Spanish, students spend time each week learning and practicing vocabulary, grammar, comprehension, spelling and pronunciation, and conversational skills.

Social Studies
Units of study include: cooperation, maps, town and country, seasons, timelines, fire safety, holidays, transportation, factories, dental health, Ireland, Canada, and Japan

Science
Hands-on experimentation in the classroom focuses on the introduction of objects and life cycles. Students investigate habitats, serial ordering, plant, aquarium, the animal kingdom, weather, and matter.

Grade Two
English
In second grade, students focus on phonics, spelling, reading, literature, grammar, writing, and handwriting. Students learn phonics rules and strategies, which are reinforced and applied in spelling and through use of the phonics reading books. Students are introduced to a variety of literature genres, vocabulary, literary skills, and grammar concepts through the SABIS® anthology book. Students learn about characters, genres, sequencing of events, and making comparisons. Grammar concepts introduced include: the four sentence types, parts of speech, irregular verbs, comparisons, capitalization and punctuation. Writing topics introduced include: friendly letters, descriptions, fictional stories, story summaries, and writing for tests. In addition, manuscript is reviewed and practiced throughout the year.

Math
The following concepts are expected to be mastered and are included in the SABIS® workbooks: set and symbol recognition, comparing numbers and positions, skip counting, addition, subtraction, place value through 100s, basic math vocabulary, odd/even, time (to five minute intervals), elapsed time, basic geometry, graphs and tables, fractions of a number of objects, and multiplication of 0 (zero) through 3 (three).

Spanish
In level two Spanish, students spend time each week learning and practicing vocabulary, grammar, comprehension, spelling and pronunciation, and conversational skills.
Social Studies
Units of study include: people we depend on, ancestors and family, Cambodia, Mexico, life long ago, life then and now, our country, our president, heroes, and our state.

Science
Hands-on experimentation in the classroom focuses on material objects and life cycles. Students investigate simple machines, magnets, growing plants, and small creatures.

Grade Three
English
In third grade, students focus on spelling, reading, literature, grammar, writing, and handwriting. Students are introduced to a variety of literature genres, vocabulary, and literary skills through the SABIS® anthology book. Students learn about characters, genres, sequencing of events, and making comparisons. Students also practice listening and note-taking skills. Grammar concepts include: sentence structure, parts of speech, contractions, abbreviations, and punctuation. Writing topics introduced include: poetry, description, personal narrative, informal letters, myths, comparison and contrast, written instructions, and writing for tests. In addition, cursive handwriting introduced and practiced throughout the year.

Math
The following units of study are included in the SABIS® workbooks: place value, addition and subtraction, word problem, multiplication, division, properties of operations, problem solving methods, money, rounding and estimating, showing information, fraction meaning and representation, fractions with like denominators, mental estimation, averages, time, and measurement.

Spanish
For the 2002-2003 academic year students will advance to level four Spanish. Students spend time each week learning and practicing vocabulary, grammar, comprehension, spelling, pronunciation, and conversational skills.

Social Studies
Throughout the year students will learn about the United States. Topics include maps, oceans, rivers, forests, prairies, Native Americans, Pilgrims, agriculture, government, and community.

Science
Hands-on experimentation in the classroom focuses on interactions that occur between and within physical and living systems. Topics include the following: objects-properties-materials, systems and interactions, energy, sound, solutions, histograms, variables of a rotating system, minerals, populations, and food webs.
Grade Four

English
In fourth grade, students focus on reading, literature, grammar, and writing. Students are introduced to a variety of literature genres, vocabulary, and literary skills through the SABIS® anthology book. Students learn about characters, genres, story structures, and making comparisons. Students also practice listening and note-taking skills. Grammar concepts include sentence structure, parts of speech, and punctuation. Writing topics introduced include: poetry, description, personal narrative, fables, reports, comparison and contrast, informational writing, persuasive writing, and writing for tests.

Math
The following units of study are included in the SABIS® workbooks: place value, addition and subtraction review, word problem review, multiplication, division, properties, problem solving methods, money, rounding and estimating, fractions, decimals, measurement, geometry, and probability.

Spanish
For the first year at this grade level students will begin level one of Spanish is Fun with weekly lessons in the areas of reading, grammar, communication and culture.

Social Studies
Throughout the year students will learn about the five regions of the United States: Southeast, Northeast, Midwest, Southwest and West. For each of the five regions students will focus on industry, agriculture, and history.

Science
Hands-on experimentation in the classroom focuses on interactions that occur between and within physical and living systems. Topics include the following: objects-properties-materials, systems and interactions, variables of flight, reference objects, relative position and motion, rectangular and polar coordinates, mapping, Sun-Earth-Moon, environmental factors, change and response, abiotic and biotic factors, adaptation, and organisms.

Grade Five

English
In fifth grade, students focus on reading, literature, grammar, and writing. Students are introduced to a variety of literature genres, vocabulary, and literary skills through the SABIS® anthology book. Students learn about characters, genres, cause and effect, and making comparisons. Students also practice listening and note-taking skills. Grammar concepts include sentence structure, parts of speech, and punctuation. Writing topics introduced include: poetry, personal narrative, summaries, character sketches, comparison and contrast, informational writing, fictional stories, persuasive writing, and writing for tests.

Math
The following units of study are included in the SABIS® workbooks: The decimal system, properties and operations, graphs, fraction review, multiplication of fractions, word problems, division, time units and relations, measurement, and geometry.

**Spanish**
Students begin level one of *Spanish is Fun* with weekly lessons in the areas of reading, grammar, communication and culture.

**Social Studies**
Throughout the year students will learn about U.S. History with units on *Colonial America*, *Independence*, and *A Growing Nation*.

**Science**
Hands-on experimentation in the classroom is supported by the use of texts. Energy Sources and Communities are the primary focus and include units on electricity, magnetism, light, water, seeds and plants, habitats, and producers-consumers-decomposers.

**Academic Support Services**

- Special Education services are offered pursuant to state and federal law with academic, counseling, OT, PT, and speech language services being offered in the least restrictive settings.

- Three intensive teachers offer remedial instruction to students identified through frequent assessments as having gaps in their mastery of concepts. Support is provided in class and in small group settings.

- A Title I teacher/coordinator supplements reading instruction for students in grades one through six. The additional instruction is offered during class, during Student Life period, after school, and in collaboration with families.

- Peer tutoring is arranged by classroom teachers and supported by the Student Life Organization. Students may be scheduled for regular sessions or on an *as needed* basis.

- Library skills are introduced informally by the library aide and parent volunteers during Student Life period, and by classroom teachers during library visits to support various units of study.
K-5 Student Assessments

Kindergarten

- Informal and formal teacher assessments

Grade One

- Informal and formal teacher assessments.
- STAR reading and math Standardized Test (Fall and Spring).
- Teacher created quizzes on portions of units.
- Periodic tests created by SABIS® on approximately four weeks of study in a given area.
- Final exams created by SABIS® on the material taught during the term or year.

Grade Two

- Informal and formal teacher assessments.
- STAR Standardized Test (Fall and Spring).
- Teacher created quizzes on portions of units.
- Periodic tests created by SABIS® on approximately four weeks of study in a given area.
- Final exams created by SABIS® on the material taught during the term or year.
- AMS quizzes created by SABIS® and scored electronically in math and English on basic concepts taught the previous week.

Grade Three

- Informal and formal teacher assessments.
- STAR Standardized Test (Fall and Spring).
- Teacher created quizzes on portions of units.
- AMS quizzes created by SABIS® and scored electronically in math and English on basic concepts taught the previous week.
- Periodic tests created by SABIS® on approximately four weeks of study in a given area.
- Final exams created by SABIS® on the material taught during the term or year.
- MCAS reading assessment.

Grade Four

- Informal and formal teacher assessments.
• STAR Standardized Test (Fall and Spring).
• Teacher created quizzes on portions of units.
• AMS quizzes created by SABIS® and scored electronically in math and English on basic concepts taught the previous week.
• Periodic tests created by SABIS® on approximately four weeks of study in a given area.
• Final exams created by SABIS® on the material taught during the term or year.
• MCAS math and English Language Arts assessment.

Grade Five
• Informal and formal teacher assessments.
• STAR Standardized Test (Fall and Spring).
• Teacher created quizzes on portions of units.
• AMS quizzes created by SABIS® and scored electronically in math and English on basic concepts taught the previous week.
• Periodic tests created by SABIS® on approximately four weeks of study in a given area.
• Final exams created by SABIS® on the material taught during the term or year.
• MCAS social studies.

UPPER SCHOOL

Grade Six

English
In sixth grade, students focus on reading, literature, grammar, and writing. Students are introduced to a variety of literature genres, vocabulary, and literary skills through the SABIS® anthology book. Students also practice listening and note-taking skills. Grammar concepts include: the parts of speech, parts of sentences and how they are used. Writing topics introduced include: working through the writing process, writing letters, and creating clear sentences, paragraphs, and compositions.

Math
As a pre-algebra course, arithmetic completes a mastery of all traditional arithmetic operations over the set of nonnegative rational numbers expressed as whole numbers, fractions, decimals and percents. Non-metric and metric geometry emphasize the study of linear measurement, area, and volume. Topics of particular importance include: rounding and estimating; ratios and proportions; expressing the same
numerical ideas as a fraction, a decimal, a percent or a ratio; time and money; conversions; and a serious introduction to the set of integers.

Logical thinking and problem solving are two of the most important concepts studied and are strands carried throughout the course. While this course stresses the mastery of arithmetic skills, it also begins to abstract the algorithms being practiced. This is done to facilitate the transition from arithmetic to algebra. Statistics and probability are also concepts emphasized at this level.

Physical and Life Science
Science in the 6th grade provides a broad overview of the major disciplines that comprise physical science and life science. It begins with investigation of systems and the interactions between systems during energy transfers. Subsequent studies include basic circuit design using parallel and series connections, mapping magnetic fields, and observing the interactions between magnets and electromagnetic fields (electroscales). The physical science unit concludes with the study of color theory and the ray nature of light.

The course then focuses on ecology and the myriad of interactions among organisms and between organisms and their environment. Students learn about the biotic and abiotic factors that define and affect the environment(s) in which they live. They observe feeding relationships mapped out in food webs and food chains, and apply this knowledge as they investigate aquarium-terrarium systems built in the classroom. Finally, students learn about major global biomes around the world and the adaptations that allow certain organisms to live in them.

The course emphasizes a highly interactive approach to exploring science. Significant use of the SCIS program is made, which provides students a variety of hands-on experiments that reinforce the concept material and scientific themes learned in class.

Social Studies—Ancient Civilizations
The curriculum for 6th grade social studies focuses on Ancient Civilizations. The course ranges from the Neanderthal Age to Roman Civilization. Other areas of concentration are: Ancient Greece, Egypt, the Israelites, Sumer, India, and more. Students are taught note taking skills, comprehension skills as it pertains to history, and connections between the different areas of concentration. The school also offers a cross-curriculum project for sixth graders. The students write a research paper for composition class that involves a topic from the Ancient Civilizations. Towards the end of the year, once students have completed their reports, we conduct an Ancient Civilization night where they present visuals of their topics for all parents, teachers, and other students who wish to attend.

Spanish—Level I
This course is designed for students with limited or no previous knowledge of the Spanish language. Students will master basic grammar concepts and begin to develop reading, writing and vocabulary building skills.

Students will cover material in La Gran Aventura De Alejandro, and the Spanish is Fun Book 2. Students will review the present tense of verbs and delve deeper into grammar and culture. They will also acquire basic vocabulary and sentence structure skills that enable them to engage immediately in conversation. In addition to speaking the language, students will work on writing skills.
Grade Seven

English
The grade 7 English curriculum focuses on reading comprehension in a variety of literary genres, including drama, short stories, nonfiction, legend, poetry, and the novel. Two such selections are: Genghis Kahn and Alexander the Great being the class readers for the course. There is also supplementary reading. The skill portion of the course focuses on: basic writing skills, writing clear sentences and paragraphs, developing ideas, coherence, and transitions; note-taking; grammar – parts of speech and their usage in writing; vocabulary acquisition and academic research skills.

Math I (Pre-algebra)
As a beginning course in algebra, Math I builds the foundation upon which all high school mathematics and most high school science courses rest. A rigorous approach to the basic axioms and theorems concerning the real numbers provides a firm base for solving linear equations and inequalities. Of particular importance are such topics as algebraic expressions, and equations and inequalities involving absolute value. Problem solving is heavily emphasized.

Life Science
Life science examines the science and diversity of living things. The course begins with a discussion of the various ways we learn about Nature, the manner in which scientific data are gathered, analyzed, and reported, and the way in which the scientific method has supported the spectacular growth of science over the past several hundred years. The course then addresses the world of microorganisms, cell theory, cell functions, cell division, monerans, viruses and fungi. Finally, the course examines simple and complex plants, the growth of flowering plants, reproduction in flowering plants, invertebrates, cold-blooded vertebrates, and warm-blooded vertebrates.

World Geography: A Global Perspective
World Geography: The term geography comes from a Greek word that means to describe the earth. Geography is more than just a description though. It is a very important subject and one that should be understood before moving on to other Social Studies topics. Students begin the year by learning the tools and terms used by geographers. Following this, they study the differences between physical and human geography, the various resources of the Earth, and the relationship between these resources and those who use them.

Students then use their newfound knowledge to study the cultures and geography of North America, South America, Europe, Africa and Asia.

Spanish—Level II, Grade 7
This course is designed for students with a certain level of proficiency in Spanish including a working knowledge of basic grammatical concepts and vocabulary. Students will also begin to develop bilingual dictionary skills. Students will cover materials in Spanish is Fun, Book 2 and Realidad y Fantasia. In addition to the continued study of grammatical concepts, students will improve reading and writing skills. Students will be expected to speak and begin to write in the target language. Testing will be administered on a regular basis in the following skill areas: Speaking/Listening, Vocabulary/Spelling, Grammar, Reading Comprehension and Composition.
Grade Eight

English
Eighth grade English encompasses the basics of literary analysis applied to a variety of genres – short stories, the epic poetry, poetry, drama, novel, and nonfiction. There is a continued emphasis on reading comprehension skills through class readers; fundamental composition skills in the writing process; writing solid paragraphs and longer expositions with an introduction to essay format; and vocabulary acquisition. Grammar includes the fundamentals of sentence patterns, phrases, clauses, complete and incomplete sentences, punctuation and capitalization, supplemental reading, and academic research skills. Class readers include Thomas Jefferson and Peter the Great.

Math II (Algebra II and Geometry I)
Because the study of one subject enhances the study of the other, algebra and geometry are taught concurrently in eighth grade. The algebra component focuses on the study of polynomial expressions and equations, and on working with rational expressions (quotients of polynomials), complex fractions, and equations involving rational expressions. Topics included in the study of polynomials are adding, multiplying, and factoring polynomials, the Zero Product Property, and solving polynomial equations by factoring. Problem solving using more than one variable is stressed.

The geometry component is similar to the beginning algebra course in that it entails a rigorous application of deductive reasoning. After describing the undefined terms and defining the basic terms, the course jumps immediately into the axiomatic-proof approach to geometry. Topics covered include: proving congruent triangles; properties of parallel and perpendicular lines; proving parallel and perpendicular lines, the converse inverse, and contra-positive of a conditional statement; indirect proofs; angles of an N-gon; the Isosceles Triangle Theorem and its converse; and inequalities for one and two triangles.

Earth Science
Earth Science begins with a review of the scientific method, the International System (SI) of units, and the general techniques scientists use to obtain, record, and report their measurements. It then considers the important features that arise from the earth’s position in space, including its rotation on its axis, its revolution about the sun, the seasons, and the phases and eclipses of the moon. This view of the earth in space is then expanded to discussions of the solar system, the stars, including their spectral classes, colors, and life cycles, the galaxy, and finally the universe.

The course then concentrates upon terrestrial phenomena, exploring in detail the nature of minerals, igneous, sedimentary, and metamorphic rocks, the atmosphere, emphasizing its characteristics and its effects upon climate and weather. The final segment of the course deals with the earth’s changing surface (exploring the weathering, erosion, and deposition processes), its crust (which considers volcanoes, earthquakes, and plate tectonics) and its geologic history (which examines the “rock record” and the parade of life forms that have occupied the planet).

United States History I
United States History I is as much an inquiry into today as it is an exploration of our past. We attempt to ask several questions: Who are “Americans”? From where did we come, and why? What are the sources of our nation’s conflicts of today and yesterday? By studying our past, we can better understand our current government, culture, and society.
The course begins with the discoveries of America by nomadic Asians during the Ice Ages and ends with the firing on Fort Sumter in April of 1861. Term I starts with a study of Native American groups and the European settlement of the Americas and covers the early history of colonial America, including the Enlightenment, the Great Awakening, and the Revolutionary War. Term II focuses on the struggle of a new nation to unite and form a functioning government, the evolution of political parties, the industrialization of America, the War of 1812, and the displacement of the Native Americans. Term III is a study of the growing pains of expansion and the deep divisions between the regions of the United States. Students will examine the regional differences and the sectional tensions that precipitated the Civil War and the ensuing struggles of African Americans in a system of slavery and discrimination.

Outside reading material and videos are used to add to the students’ knowledge of the history of the United States. In addition, the class will be following current events and discussing how they are connected to past occurrences.

**Spanish—Level II, Grade 8**
This course is designed for students with a specific level of proficiency in Spanish including a working knowledge of basic grammatical concepts and vocabulary. Students will begin to develop bilingual dictionary skills. Students will cover materials in *Spanish Second Year* and *Susana y Javier en España*. In addition to the continued study of grammatical concepts, students will improve reading and writing skills. Students will be expected to speak in the target language. Testing will be administered on a regular basis in the following skill areas: Speaking/Listening, Vocabulary/Spelling, Grammar, Reading Comprehension and Composition.

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**Grade Nine**

**English**
Courses include literary analysis of a variety of genres using the Prentice Hall Literary Anthology Gold; selections include Shakespeare’s *Julius Caesar*, *A Monkey’s Paw*, *Diamond Island: Alcatraz*, and *The Homecoming Stranger*. Also included are several SABIS® readers, which are written from a specific historical period: *Catherine the Great* and *Tuskegee Airmen*. Students will also read Knowles,’ *A Separate Peace*.

Writing skills will be further developed with a focus on compositions and essays, while reinforcing basic paragraph composition and research writing skills. The course will also include: a continuation of grammar skills not mastered in 8th grade, vocabulary acquisition, supplemental reading, speech, creative writing, and research projects.

**Math III (Algebra III and Geometry II)**
In the third year of algebra, students will master algebra and the operation of functions. Students will also learn to graph linear equations using two variables; to solve systems of linear equations by using the linear combination and substitution techniques; and to graph systems of linear inequalities and polynomial functions. Properties of rational and irrational numbers will also be analyzed. Students will become proficient in their use of nth roots and in their ability to solve radical equations.

The geometry portion of the course includes examination of the properties of parallelograms, rectangles, squares, rhombi and trapezoids. The Pythagorean Theorem is proven by a variety of different methods — some algebraic, and some geometric. Other essential elements of the course are chords, central angles,
inscribed angles, tangents, and secants of circles. As always, theory must precede application, so students prove concepts before they apply them.

**Physical Science**
The first part of the course focuses on measurement, the use of scientific notation and significant equations in the measurement of area, volume, and triangulation. The course exposes students to the nature and logic of science, interaction at a distance, energy, and energy transfer. The course also gives a brief introduction to astronomy and techniques for measurement of larger astronomical distances.

The course expands upon the scientific method and techniques for mathematical modeling of experimental results. The course also focuses on Newton’s laws, concepts of work and energy, and a brief introduction to electricity.

**United States History II**
This course examines the continued development of the United States from the mid-Nineteenth century to the present. The class begins with the Age of Reform and the causes of the Civil War prior to reviewing the Civil War. The Academic year ends with the study of the 1980s.

The course content includes The Age of Reform, The Civil War, and Reconstruction, US War against Native Americans. Students will also study the closing of the frontier, the Progressive Era; the Spanish American War, American isolationism, World War I, the Great Depression, World War II, the Cold War, the Korean War, the Civil Rights movement, 1960s Social Protest, the Vietnam War, and contemporary political, social, and economic issues.

Outside reading material and videos are used to add to students’ knowledge of a particular time period or person. In addition, the class will be following current events and discussing how they are connected to past occurrences.

**Spanish-High School Level, Grades 9-12**
The courses at the high school are designed for students who have attained a certain level of proficiency in Spanish. These classes are geared toward students whose Spanish ability falls into one of three levels.

**Level I** - The books used are *Spanish Second Year* and *Susana y Javier en Sudamerica*. This class is designed for students who can benefit from a fast pace. It is a total immersion class. The emphasis is on improving dialogue and writing skills. The students also explore the cultures of South America and Spain.

**Level II** - The books used are *Spanish Second Year* and *Susana y Javier en España*. This course is designed for the student who has a basic knowledge of Spanish grammar, speaking, and writing skills. Students study Spanish culture in depth.

**Level III** - The books used are *Spanish is Fun, Book 2* and *La Grin Ventura De Alejandro*. This course is designed for students with a minimal background in Spanish. Grammar, vocabulary and conversation are stressed.
Grade Ten

English—American Literature
Using a chronological approach, students read American Literature from Native American myths to contemporary short stories and poetry. Students learn how literature is a product of history and the world around us. Students will further develop essay writing skills while learning to write focused thesis statements, cogent body paragraphs, introductions and conclusions.

Students will learn various modes and strategies of exposition, argumentation, description, and narration. Vocabulary acquisition and an academic research project are also integral parts of the course.

Math IV (Pre-calculus and Trigonometry) 37
Students in Math IV master and apply the fourteen basic geometric constructions performed with a compass and straight edge, solve locus problems, determine areas of plane figures, and find volumes and surface area of solids. A high point of the course is the derivation of the formula for the volume of a sphere by using a limit argument involving an infinite sum. This line of reasoning will be essential in students’ study of calculus. The study of geometry concludes by using coordinate geometry to prove theorems, thus truly marrying the disciplines of geometry and algebra.

The study of conic sections is a lesson in the beautiful interplay between algebra and geometry. Students use synthetic substitution to evaluate polynomials, and the theory of polynomial functions is studied via the Fundamental Theorem of Algebra, the Rational Root Theorem, the Remainder and Factor Theorems, Descartes’ Rule of Signs, and the Intermediate Value Theorem. Inverse functions are studied with exponential and logarithmic functions providing the prime examples. A few important sub topics include: the Axiom of Completeness, Mathematical Induction, the Binomial Theorem, and an analysis of elementary functions.

In the trigonometry section of the course, the students define and graph the basic trigonometric functions. After analyzing the properties of the trig functions, the students prove the fundamental trig identities such as the Pythagorean Identities, \( \sin(a+b) = \sin a \cos b + \cos a \sin b \), the double and half angle formulas, the Law of Cosines, and the Law of Sines.

Physics I (offered to grades 10-12)
Physics I is an algebra-based course that carefully develops the major features of Newtonian mechanics and Electro-magnetic phenomena. Its primary goal is to provide a firm understanding of the basic laws used to describe motion. Heavy emphasis is placed on the construction of free-body diagrams, the use of conservation laws, and a structured approach to problem solving.

The course begins with a detailed description of kinematics in one and two dimensions. Newton’s laws of motion are introduced and applied to a wide range of physical situations, including circular motion. The conservation laws of energy, linear momentum, and angular momentum are developed directly from Newton’s laws, and their application to a broad range of phenomena is examined in detail. Kepler’s laws of planetary motion are then explored as a direct consequence of Newton’s laws of motion.

The second part of the course focuses on electricity, Electro-magnetic phenomena, and wave theory. Supporting this curriculum is an interactive, computer-based mechanics lab.

37 Beginning in grade 10, students may choose from among several math courses offered, depending on interest and ability.
World History
World History begins with an exploration of historiography, the process by which we study history. History is not a list of dates to memorize, but a series of arguments and controversies to be debated and supported by logical and historical evidence.

Using these tools of history, we will study the struggle and advances of humanity beginning with the pre-historic and including the rise of ancient civilizations. The class begins the Old Stone Age and ends with European and American imperialism at the turn of the 20th century.

Term I covers the ancient civilizations of the Middle East, India, China, the Americas and Africa, as well as the Greek and Roman empires. Term II encompasses the rise of the Byzantine, Russian, and Eastern European civilizations, the birth of Islam and its spread throughout the world, and the Middle Ages in Europe. Term III will examine the key developments in Europe – Renaissance and Reformation, European exploration and colonization, the French Revolution, the Industrial Revolution and the Enlightenment. The class will also explore European and American imperialism and its impact on the continents of Africa, Asia, and the Americas.

Outside reading material and videos will be used on occasion to enhance students’ understanding of a particular time period or person.

Grade Eleven
English—World Literature
World literature includes an exploration of themes and genres across cultural boundaries. The Fall Term focuses on Realism and includes selections such as Madame Bovary, A Doll’s House, and Crime and Punishment. Winter Term focuses on epics and the hero’s journey with selections such as Homer’s Iliad. Japanese and Chinese poetry are introduced and modern short stories from around the world are read.

Students will continue to develop their essay and research paper writing skills. Supplemental reading and vocabulary acquisition are also included.

Based on diagnostic testing and academic performance of students, the English department will also offer support classes in writing, grammar, and vocabulary.

Advanced Placement Calculus AB (offered to grades 11 and 12)
This Advanced Placement (AP) calculus course begins with a rigorous treatment of the concepts of a limit. Students write epsilon-delta limit proofs to show, for example, that the limit of a product of two functions is the product of their limits, if certain conditions are met. After studying limits, continuous functions are defined and their properties are analyzed (Max/Min Theorem, Intermediate Value Theorem, etc.). At this point, the students possess the necessary tools to understand a derivative. The relationship between distance, velocity, and acceleration is then explored. The rules for differentiation are proven and then applied to polynomial functions, other algebraic functions, trigonometric functions, and other functions.

After proving the Mean Value Theorem, students can apply their knowledge of derivatives to sketch curves with greater accuracy, to solve max/min problems, and to prove and use l’Hopital’s Rule. Indefinite integrals are defined, and students solve differential equations using the separation of variable
technique. Riemann sums are used to define the area under a curve, and the existence of the Riemann Integral (for continuous functions defined over closed intervals) is proven. Algebraic properties of definite integrals are investigated, and the Fundamental Theorems of Calculus are proven. Students learn the substitution technique and several different methods of approximating definite integrals. This is followed by lessons in different methods of integration, such as integration by parts, trigonometric substitutions, partial fractions, and improper integrals.

Students use their skills in integration by finding the displacement and total distance traveled by a moving body given information about its acceleration or velocity. Students also calculate the area between curves, the length of a path, the area of a surface of revolution, the average value of a function and centers of mass, among others.

Math—Calculus I
Students may take a non-AP level calculus course if they so desire. This course begins with a review of pre-calculus topics from Math One through Math Four that are essential to the study of calculus. Students then approach the central limit ideas of calculus (derivatives and integrals) in a less rigorous manner than the AP Calculus course. The focus of the course is on the applications of derivatives and integrals.

Physics II (offered to grades 10-12)
Physics II, a continuation of Physics I, is an algebra-based course that develops basic laws of electricity and magnetism. Emphasis is placed upon understanding fundamental principles and applying them to a broad range of problems. The problem solving skills developed in Physics I are reinforced and broadened to encompass Electro-magnetic phenomena, as well as the application of Newtonian mechanics to rotational motion.

The course begins with the study of Coulomb’s law, the electric field, and the electric potential. Capacitors and dielectrics are introduced and the storage of energy by an electrical field is examined. The creation of currents by electrical fields is then discussed and Kirchhoff’s rules for analyzing direct current circuits are explored.

The second portion of the course begins with the definition of the magnetic field and the calculation of magnetic fields in terms of the currents that produce them. Faraday’s law of electromagnetic induction is introduced and used to describe the production of alternating voltages.

Finally, storage of energy in magnetic fields is described and contrasted with energy storage in electrical fields. Supporting this curriculum is an interactive, computer-based mechanics lab.

Social Studies—Magruder’s American Government
This course focuses on the foundations of the American Government. It delves into the basic principles of government outlined in the Constitution: Popular Sovereignty, Separation of Powers, Checks and Balances, Judicial Review, and Federalism. Students learn about the Supreme Court including landmark cases and the rationale behind the Court’s key decisions.

Advanced Placement (AP) U.S. History
AP American History is a class designed to accomplish several things. First, students will study American History beginning with Columbus and ending with Bill Clinton’s administration in the 1990s. Study does not end with memorizing the events, dates and important people of a particular era (although that is crucial); it also entails being able to analyze and discuss those events and people.

Students in this class are not are encouraged although not required to take the AP Exam in May. Regardless, students should expect significant reading and writing assignments. Students will be required to read extensively and to write an essay approximately every other week. Supplementary materials will also be used and included on tests.

Grade Twelve

English—World Masterpieces

This course takes a chronological approach to worldwide literary masterpieces, starting with early religious writings such as: excerpts from The Koran, The Bible, Egyptian literature, and evolves into literary works from different cultures. Novels to be covered during this course include, *A Portrait of an Artist as a Young Man*, and *Don Quixote*, re-enforcement of the fundamentals of essay writing and some creative writing that allows students to respond personally to the questions asked.

Advanced Placement Calculus BC (offered to grades 11 and 12)

*AP Calculus BC* consists of a full academic year of work in calculus comparable to courses taught in the second year of college. In a college catalog the course would most likely be named *Multivariable Calculus*. It is intended for students who have a thorough knowledge of analytic geometry, elementary functions, and those concepts covered in AP Calculus (AB).

Students will expand their understanding of calculus to vector functions, parametrically defined curves, graphs and functions in polar, cylindrical and spherical coordinates, power series and multivariable functions. As always, whenever possible, students will prove theorems before they use them.

One highlight of the course is the treatment of infinite sequences and series of real numbers. These ideas were first introduced in Math IV, and now the students, equipped with more sophisticated mathematical tools, will re-examine infinite sequences and series and delve much deeper into their manipulation. More involved techniques of integration such as trigonometric substitution and the use of partial fractions will be studied. Topics covered in this course include the application of partial derivatives, multiple integrals, vector fields and an introduction to solving differential equations.

Chemistry (offered to grades 11 and 12)

*Chemistry* is an introductory course that examines the basic laws of chemistry from a semi-quantitative point of view.

The course includes the formal study of chemistry with an introduction to chemical symbols, chemical formulas, compounds, and determining molecular and empirical formulas. The mole, Avogadro’s number, percentage compositions and nuclear masses are then introduced leading to the study of chemical reactions, writing balanced equations, and classifying chemical changes.
The properties of the periodic table are explored in detail with specific emphasis on the relationship between properties and position, metals, nonmetals, and transition metals. The nature of chemical bonding is explored (ionic, covalent, metallic), as are molecular structures and polar molecules. Finally, chemical reactions are examined in detail with particular emphasis on reaction rates, the nature of acids, bases and salts, oxidation-reduction reactions, and electrochemistry. This course includes a lab component with heavy emphasis placed on lab technique.

Advanced Placement Physics CD (offered to grades 11 and 12)

AP Physics CD is a calculus-based course which describes, at an advanced level, the laws of mechanics developed by Newton and the laws of electromagnetism that were codified by Maxwell. This course is specifically designed to prepare students for the Advanced Placement (AP) Physics examination. Throughout the course, heavy emphasis is placed upon developing a deep understanding of, and appreciation for, the basic laws of mechanics and electromagnetism, and applying these laws to a broad range of problems through the use of a structured problem-solving technique.

The first portion of the course begins with the development of one, two, and three-dimensional kinematics and Newton’s laws of motion. Work, energy, power, oscillations, gravitation, and rotational motion are then described in detail, and the conservation laws for linear momentum, energy, and angular momentum are developed.

The second portion of the course describes the basic phenomenology of electrostatics. It begins with a discussion of Coulomb’s law, the electric field, Gauss” law, the electric potential, followed by a description of current, voltage, resistance, and the behavior of electric circuits. The magnetic field is then introduced and the laws of Biot-Savart and Ampere are developed. Faraday’s law of induction is then described and Maxwell’s equations are developed.

Introduction to Psychology

This introduction to the field of psychology focuses on student understanding and appreciation of human behavior, interaction and development. Students learn critical thinking skills that address psychological variances, and are provided with a process for analyzing psychological tenets. Students also study factors that influence personality, learning, sensation, fear, motivation, instinct, ego, intelligence and emotion.

Senior Seminar

Senior Seminar is an approach to 20th century issues using four distinct perspectives. Students will explore the historical, political, and literary viewpoints along with the emergence of women as viable contributors to each of these areas. Topics will include suffrage, progressivism, the McCarthy Era, FDR, The New Deal, and the decades of the 60s and 70s. Students will also analyze historical themes that repeat over time and the significance of the literature written during this span.

Advanced Placement Course Offerings

United States History
US government
World History
English Literature
English Language
Calculus AB
Calculus BC
Statistics
Physics B
Physics C
Spanish Language
Spanish Literature
Computer Programming

Elective Course Offerings

Calligraphy
Students will learn the art of beautiful writing. Calligraphy flourishes on the tablets of Greek and Roman scribes and survived the Dark Ages in the illuminated manuscripts of cloistered monks. Beautiful writing endures in the skilled hands of craftspeople that letter a wide range of materials from books to family trees. Students are able to write by means of artistic personal expression.

Quilling
Quilling is the art of rolling and shaping narrow strips of paper and arranging them to form designs. It is thought to date back to the 15th century. The technique was first used to embellish religious plaques and relics. At that time paper was rolled on bird quills; thus the name quilling. Students in this class will learn this technique and make a plaque.

Movie Magic
Students will learn how a film is made. There are many phases that take place when before a screenplay or book can be made into a successful movie. Students will learn about the different jobs and what responsibilities are associated with each. This course will also cover casting, camera, lighting, editing, final cut, post-production sound, final mix, marketing, and distribution.

Newspaper
Students will delve into all phases of newspaper publication. Who does what to get a story from the news desk to print. What types of articles are published and where in the paper you will find them.
**Photography**

This course is designed to give students a quick overview of the history of photography; then move quickly toward a basic understanding of both chemical (i.e. non-digital) photography and digital photography. Subjects include photocomposition, exposure control, considerations for reproduction (including copyright and other ownership issues). The bulk of the course consists of having students actually taking photographs, preferably on slide media, and display them for the class, while the instructor and classmates critiques them.

**Illustration**

Each student in this section will be issues a professional artist’s sketch book, with the availability to use an assortment of artists’ tools in order to explore all facets of illustration. Explore still life, fashion illustration and more.

**Painting**

Studies with a hands-on approach the possibilities available in painting. Explore both acrylics on canvas, and watercolor medium. All students will have the ability to use professional quality materials in this class.

**World Affairs**

This course will focus on several major “hot topics” that exist today, for example: the Israeli-Palestinian crisis, China, Taiwan, North Korea and the United States, and missile defense. The course will focus on each topic in the following three ways: A brief focus on history, and how the present situation came to be. Track the progress of events using an internet source, newspapers, and/or journals. Attempt to forecast future ramification, depending on the outcome; especially examine how a local issue e.g. North Korea could escalate to a dangerous or critical situation of these events.

**Journalism**

There will be two sections of Journalism. This course in Journalism will touch upon the following topics: What is news? What is not? What is sensationalism?: The “tabloidization” of journalism over the past 25 years; “seeing” stories; basic news writing; copy editing; story selection and prioritization (the crucial quality of “news judgment”); photo selection, editing, and legitimate manipulation (and what is not); “getting it right”; deadlines, and why they are called that; responsibility and team work.

**Exploring Science**

In this course, students will explore current trends in science. Cloning, DNA research, and the environment are a few topics to be covered in this course. Students will read about these topics from current news articles. Students will also view a variety of interesting videos to better inform them of specific trends in science.
Computer Science
Students will learn different basic application such as Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. This course will also include hardware support where students will learn how to install motherboards, hard-drives, and CD-ROMs. Students will also gain a better understanding of Microsoft Windows and Microsoft DOS and how they work together in creation of the computer. Class size is limited to 20 students.

Acting in Period Styles
This course is designed for the actor who wishes to broaden his/her acting skills. Students will explore styles of acting throughout history. The Greek Style and the Elizabethan Style used for Shakespeare will be our main focus. Comedia del Alte, Modern and Contemporary styles will also be explored.

Research Techniques
This course will teach the skills necessary to write an effective collaborative research paper. Students will review the APA Standards to better prepare them for any research papers they may be required to do in high school. Students will have the opportunity to work collaboratively in class.

Supreme Court Landmark Cases
This course begins with an overview of the history of the Court, from its humble beginnings to its present state of power. The main body of the course examines the landmark cases, which decided the major constitutional issues that arose from the concepts of judicial review, Federalism, the “necessary and proper” clause and the major social issues, such as segregation, abortion, affirmative action and religion.

Basic Stage Fundamentals
The students will learn key terms related to the production of a play. They will also learn improvisation, stage combat, safety precautions, and blocking. Students will also be expected to block a mini scene. They will work on individual scenes and perform them for the class.

Mechanical Drawing
Students will be introduced to the fundamental of orthographic projection and other 2-dimentional and 3-dimentional drawing as techniques for communicating information in various engineering and architectural disciplines. Student will be exposed to basic drawing. The SABIS® Campus will be investigated and preliminary site, plans, sections elevations, and perspective drawings will be produced.

Journalism 2
Instruction will include Journalism History, Media Theory (“What is journalism anyway, and why is it important?”); print versus electronic (radio/TV) journalism, the effect of commercial interests on
journalism, and the practical aspects of the craft, including news gathering and writing, copy editing, headline writing, and news assessment and judgment. Every student will be required to write and/or edit in almost every single class, and submit assignments by deadline.

Drama/Play Production

This course will introduce students to the art of Play Production. Students will learn all aspects of producing a play. They will earn the different roles in production and basic acting skills. The students will then perform a play at the end of the term.

Art History and Painting

This elective is for the student who is seriously considering fine arts as a college major. Term requirements include research information due in any of the following forms: term paper, verbal report, and illustration report with verbal report. Students will paint in style of the period or artist that has been researched.

Fashion Design and Illustration

In this course students will research the history of fashion, how social and economic atmosphere effect trends, and how fashion affects daily living. A sketchbook of your fashion creation illustration will be compiled throughout the term. Emphasis will be on individualism.

Introduction to Law and Mock Trial

Students will learn the fundamentals of the American judicial system. They will also understand the elements of criminal, tort, contract, family and constitutional law. In addition, each student enrolled in this elective will be a member of the school’s Mock Trial team. The Mock Trial team will compete against other area high schools in a mock trial tournament sponsored by the Massachusetts Bar Association.

Astronomy

This introductory course is designed for students to have a broad view of astronomy, straightforwardly descriptive and without mathematics. Students cover the solar system, space travel and exploration, new technology and equipment.

Computer

Operating system technology students will identify the system’s functions, structure, and major system files to navigate the operating system and how to get to the technical information. They will also learn basic concepts and procedures for creating, viewing and managing files, directories, and disks. This includes procedures for changing file attributes and the ramifications of those changes.
ATTACHMENT 9: SAMPLE STANDARDS

A. ENGLISH LANGUAGE ARTS

Grade 1
GS = General Standard; Go to the pages at the back of the pacing charts to find the general standards located within these charts. Make sure all standards are taught.

Literature
- In the Teacher’s guide “Reading the Selection” areas, go over preview and predict sections of each story. For Example: TG p. T72 & T114. GS 8.6;8.9;13.3-4
- Go over classroom rules for discussion. GS 1.1
- Complete GS 9 using books from the library.
- As you introduce the Lit. Stories, first find the story in the table of contents and identify key things in and about the story as described in GS 13.1-2.
- After the story/page go over the comprehension/critical thinking sections of the teacher’s guide. Can the students restate the main idea and important facts from the story? GS 13.5
- As students begin to read, have them make a tape recording of themselves reading to help them know how they sound as they read. GS 27.1

Spelling Instructions:
- Spelling (word) lists are sent home on Wednesdays and then tested the following Wednesday. This allows for the teacher to have a couple of days to teach the spelling concept for the week before the lists are sent home. It also allows students to use the weekend to study their words at home.
- Remember: When you are giving the spelling test each week, follow the following guidelines. No other words or clues should be given during the test.
  o Say the word – loud and clear
  o Put the word in a sentence – to give the students context.
  o Say the word again – in case someone missed it the first time.
- If there is more than one classroom per grade level, those teachers should get together and come up with the same context sentences for the weekly spelling words. This is the same way the periodic tests have been given in the past.
- If there is time at the end of the term, you can send home a list of the difficult words from the term for the students to study and then test those words the following week. This helps you know which words to focus on during revision week.
- All weekly scores should be kept throughout the term and then averaged together to be used as one periodic score per term. This will give a more balanced report card score.

GENERAL STANDARD 1: Discussion*
Students will use agreed-upon rules for informal and formal discussions in small and large groups.
Group discussion is effective when students listen actively, stay on topic, consider the ideas of others, avoid sarcasm and personal remarks, take turns, and gain the floor in appropriate ways. Following agreed-upon rules promotes self-discipline and reflects respect for others.

GRADES PREK-2
1.1 Follow agreed-upon rules for discussion (raising one’s hand, waiting one’s turn, speaking one at a time). Grade 2

GENERAL STANDARD 2: Questioning, Listening, and Contributing*

*Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

Group discussions may lead students to greater complexity of thought as they expand on the ideas of others, refine initial ideas, pose hypotheses, and work toward solutions to intellectual problems. Group work helps students gain a deeper understanding of themselves as they reflect upon and express orally their own thinking in relation to that of others.

GRADES PREK-2

2.1 Contribute knowledge to class discussion in order to develop a topic for a class project. For example, students contribute to a list of the people they know about who are community helpers and decide whom they wish to invite to class to talk about the work they do. Grade 2

GENERAL STANDARD 3: Oral Presentation*

*Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Planning an effective presentation requires students to make an appropriate match between their intended audience and the choice of presentation style, level of formality, and format. Frequent opportunities to plan presentations for various purposes and to speak before different groups help students learn how to gain and keep an audience’s attention, interest, and respect.

GRADES PREK-2

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume. Grade 2
3.2 Maintain focus on the topic. Grade 2

For example, students explain to the class why an object they bring from home is important to them.

GENERAL STANDARD 4: Vocabulary and Concept Development

*Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Our ability to think clearly and communicate with precision depends on our individual store of words. A rich vocabulary enables students to understand what they read, and to speak and write with flexibility and control. As students employ a variety of strategies for acquiring new vocabulary, the delight in finding and using that perfect word can heighten interest in vocabulary itself.

GRADES 1-2 (Continue to address earlier standards as needed and as they apply to more difficult text.)

4.3 Identify and sort common words into conceptual categories (opposites, living things). Grade 2
4.4 Identify base words (look) and their inflectional forms (looks, looked, looking). Grades 1 & 2
4.5 Identify the relevant meaning for a word with multiple meanings using its context (saw/saw). Grade 2
4.6 Identify common antonyms and synonyms. Grade 2
4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, everyday). Grade 1
4.8 Determine meanings of words by using a beginning dictionary. Grade 2

GENERAL STANDARD 5: Structure and Origins of Modern English

*Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
The English language has changed through time and through contact with other languages. An understanding of its history helps students appreciate the extraordinary richness of its vocabulary, which continues to grow. The study of its grammar and usage gives students more control over the meaning they intend in their writing and speaking.

GRADES PREK-2
5.1 Use language to express spatial and temporal relationships (up, down, before, after). Grade 1
5.2 Recognize that the names of things can also be the names of actions (fish, dream, run). Grade 2
5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001). Grades 1 & 2
5.4 Identify appropriate end marks (periods, question marks). Grades 1 & 2

GENERAL STANDARD 6: Formal and Informal English
Students will describe, analyze, and use appropriately formal and informal English.
Study of different forms of the English language helps students to understand that people use different levels of formality in their writing and speaking as well as a variety of regional and social dialects in their conversational language.

PREK-2
6.1 Identify formal and informal language in stories, poems, and plays. Grade 2

GENERAL STANDARD 7: Beginning Reading
Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
Phonemic awareness, knowledge of the relationships between sounds and letters, and an understanding of the features of written English texts are essential to beginning reading, and should be taught, continually practiced, and carefully monitored in the early grades. Students who gain a strong grounding in these skills are ready to take on the concurrent tasks of comprehension and communication. (See Standards 4, 8, 9, 19, and 22.)

GRADES 1-2 (Continue to address earlier standards as needed and as they apply to more difficult texts.)
*7.4 Demonstrate understanding of the various features of written English: Grades 1 & 2
  " know the order of the letters in the alphabet;
  " understand that spoken words are represented in written English by sequences of letters;
  " match oral words to printed words;
  " recognize that there are correct spellings for words;
  " use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
  " recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing);
  " identify the author and title of a book, and use a table of contents.
*7.5 Demonstrate orally that phonemes exist: Grades 1 & 2
  " generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
  " use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.
*7.6 Recognize common irregularly spelled words by sight (have, said, where). Grades 1 & 2
*7.7 Use letter-sound knowledge to decode written English:  Grades 1 & 2

- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
- read accurately many irregularly spelled words, special vowel spellings, and common word endings;
- apply knowledge of letter patterns to identify syllables;
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- know and use more difficult word families (-ought) and known words to decode unknown words;
- read words with several syllables;
  - read aloud with fluency and comprehension at grade level.

GENERAL STANDARD 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
(For vocabulary and concept development see General Standard 4.)

When we read a text closely, we work carefully to discern the author’s main ideas and the particular facts and details that support them. Good readers read thoughtfully and purposefully, constantly checking their understanding of the author’s intent and meaning so that their interpretations will be sound.

GRADES 1-2 (Continue to address earlier standards as needed and as they apply to more difficult texts.)

For imaginative/literary texts:

8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why. Grades 1 & 2

8.7 Retell a story’s beginning, middle, and end. Grade 1

8.8 Distinguish cause from effect. Grade 2

For informational/expository texts:

8.9 Make predictions about the content of a text using prior knowledge and text features (headings, table of contents, key words), and explain whether they were confirmed or disconfirmed and why. Grades 1 & 2

8.10 Restate main ideas. Grades 1 & 2

For example, students brainstorm a list of animals they know. Then they read About Mammals: A Guide for Children, by Cathryn Sill. With their teacher, they list different traits of mammals (the main idea of the book) and decide which animals on their original list are mammals.

GENERAL STANDARD 9: Making Connections

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

By including supplementary reading selections that provide relevant historical and artistic background, teachers deepen students’ understanding of individual literary works and broaden their capacity to connect literature to other manifestations of the creative impulse.

PREK-2

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator. Grade 1
For example, students read (or hear read aloud) several picture books by one author/illustrator such as Beatrix Potter, Dr. Seuss, William Steig, Peter Spier, Eric Carle, or Marc Brown. They make a list of the similarities they notice in the books.

9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books). Grade 1

GENERAL STANDARD 10: Genre
Students will identify, analyze, and apply knowledge of the characteristics of different genres.

We become better readers by understanding both the structure and the conventions of different genres. A student who knows the formal qualities of a genre is able to anticipate how the text will evolve, appreciate the nuances that make a given text unique, and rely on this knowledge to make a deeper and subtler interpretation of the meaning of the text.

GRADES PREK-2
10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature. (See Glossary for definitions.) Grade 2

For example, the teacher and students read together an Aesop tale, a Thornton Burgess tale, and a magazine article about woodland animals. They fill in a graphic organizer that shows the similarities and differences in the fable, fiction, and nonfiction and discuss what they learned from each form of literature.

GENERAL STANDARD 11: Theme
Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Understanding and articulating theme is at the heart of the act of reading literature. Identification of theme clarifies the student’s interpretation of the text. Providing evidence from the text to support an understanding of theme is, like a proof in algebra or geometry, the most essential and elegant demonstration of that understanding.

GRADES PREK-2
11.1 Relate themes in works of fiction and nonfiction to personal experience. For example, students explore the theme, “A true friend helps us when we are in trouble” in poems, pictures, and stories, and compare their own experiences in original art and stories. Grade 1

GENERAL STANDARD 12: Fiction
Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

We learn from stories. They are vehicles for a student’s development of empathy, of moral sensibility, and of understanding. The identification and analysis of elements of fiction—plot, conflict, setting, character development, and foreshadowing—make it possible for students to think more critically about stories, to respond to them in more complex ways, to reflect on their meanings, and to compare them to each other.

GRADES PREK-2
12.1 Identify the elements of plot, character, and setting in a favorite story. Grade 2

GENERAL STANDARD 13: Nonfiction
Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
Most students regularly read newspapers, magazines, journals, or textbooks. The identification and understanding of common expository organizational structures help students to read challenging nonfiction material. Knowledge of the textual and graphic features of nonfiction extends a student’s control in reading and writing informational texts.

GRADES PREK-2
13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents). Grade 2
13.2 Identify and use knowledge of common graphic features (illustrations, type size). Grade 2
13.3 Make predictions about the content of a text using prior knowledge and text and graphic features. Grades 1 & 2
13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why. Grades 1 & 2
13.5 Restate main ideas and important facts from a text heard or read. Grades 1 & 2

GENERAL STANDARD 14: Poetry
Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (See also Standard 15.)
From poetry we learn the language of heart and soul, with particular attention paid to rhythm and sound, compression and precision, the power of images, and the appropriate use of figures of speech. And yet it is also the genre that is most playful in its attention to language, where rhyme, pun, and hidden meanings are constant surprises. The identification and analysis of the elements generally associated with poetry—metaphor, simile, personification, and alliteration—have an enormous impact on student reading and writing not only in poetry, but in other genres as well.

GRADES PREK-2
14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry. Grade 1
For example, students recognize and respond to the rhythm and rhyme in Mother Goose nursery rhymes and in poems by David McCord and John Ciardi.

GENERAL STANDARD 15: Style and Language
Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (See also Standard 14.)
Above all, authors are wordsmiths, plying their craft at the level of word and sentence—adding, subtracting, and substituting, changing word order, even using punctuation to shift the rhythm and flow of language. Much of a student’s delight in reading can come from identifying and analyzing how an author shapes a text.

GRADES PREK-2
15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.
Grade 2
For example, students respond to a poem read aloud and decide what senses they use to understand images such as “The sky is wrinkled.”

GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature
Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.
Young students enjoy the predictable patterns, excitement, and moral lessons of traditional stories. In the middle grades, knowledge of the character types, themes, and structures of these stories enables students to perceive similarities and differences when they compare traditional narratives from different cultures. In the upper grades, students can describe how authors through the centuries have drawn on traditional patterns and themes as archetypes in their writing, deepening their interpretations of these authors’ works.

**GRADES PREK-2**

16.1 Identify familiar forms of traditional literature (*Mother Goose rhymes, fairy tales, lullabies*) read aloud. **Grade 2**

16.2 Retell or dramatize traditional literature. **Grade 2**

16.3 Identify and predict recurring phrases (*Once upon a time*) in traditional literature. **Grade 2**

**GENERAL STANDARD 17: Dramatic Literature**

*Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.*

(See also Standards 12, 18, 27, and the Theatre Strand of the *Arts Curriculum Framework.*)

Since ancient times, drama has entertained, informed, entranced, and transformed us as we willingly enter into the other worlds created on stage and screen. In reading dramatic literature, students learn to analyze the techniques playwrights use to achieve their magic. By studying plays, as well as film, television shows, and radio scripts, students learn to be more critical and selective readers, listeners, and viewers of drama.

**GRADES PREK-2**

17.1 Identify the elements of dialogue and use them in informal plays. **Grade 2**

**GENERAL STANDARD 18: Dramatic Reading and Performance**

*Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.*

(See also Standards 17, 19, 27, and the Theatre Strand of the *Arts Curriculum Framework.*)

Rehearsal and performance involve memorization and the use of expressive speech and gestures. Because of their repetitive nature, they demand of student actors a level of active engagement that surpasses that of reading. The excitement and satisfaction of performing in front of an audience should be part of every student’s school experience.

**GRADES PREK-2**

18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.)

*For example, students practice voice control and diction and give oral presentations of their favorite stories to their classmates.** Grade 2**

**GENERAL STANDARD 19: Writing**

*Students will write with a clear focus, coherent organization, and sufficient detail.*

We write to tell stories, to record actual and imagined sights, sounds, and experiences, to provide information and opinion, to make connections, and to synthesize ideas. From their earliest years in school, students learn to provide a clear purpose and sequence for their ideas in order to make their writing coherent, logical, and expressive.

**GRADES 1-2**

(Continue to address earlier standards as needed.)

*For imaginative/literary writing:*
19.5 Write or dictate stories that have a beginning, middle, and end. **Grades 1 & 2**
19.6 Write or dictate short poems. **Grades 1 & 2**

**For informational/expository writing:**
19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical
order. **Grade 2**
19.8 Write or dictate research questions. **Grade 2**

**GENERAL STANDARD 20: Consideration of Audience and Purpose**

**Students will write for different audiences and purposes.** (See also Standards 3, 6, and 19.)
When students adapt their writing for a variety of purposes, they learn that different organizational
strategies, word choices, and tones are needed. They learn that this is also true when considering
audience. Through this process students gain a deeper understanding of the world around them and grow
in their ability to influence it.

**GRADES PREK-2**
20.1 Use a variety of forms or genres when writing for different purposes. **Grades 1 & 2**

*For example, students describe an object in a sentence, and then they work together to create a two-line
rhyming description using the same information, and discuss the differences.*

**GENERAL STANDARD 21: Revising**

**Students will demonstrate improvement in organization, content, paragraph development, level of
detail, style, tone, and word choice (diction) in their compositions after revising them.**
A flawless first draft is a rarity, even for the most gifted writer. Writing well requires two processes that
sometimes appear to be in opposition: creating and criticizing. As they expand their imaginative thinking
on paper, students must at the same time learn the patience and discipline required to reshape and polish
their final work. Revising to get thoughts and words just right can be the most difficult part of writing,
and also the most satisfying.

**GRADES PREK-2**
21.1 After writing or dictating a composition, identify words and phrases that could be added to make
the thought clearer, more logical, or more expressive.

*For example, after hearing classmates’ comments on what they find puzzling or missing in first drafts of
their stories, students add key pieces of information in a second draft. **Grade 2***

**GENERAL STANDARD 22: Standard English Conventions**

**Students will use knowledge of standard English conventions in their writing, revising, and editing.**
We write to make connections with the larger world. A writer’s ideas are more likely to be taken
seriously when the words are spelled accurately and the sentences are grammatically correct. Use of
standard English conventions helps readers understand and follow the writer’s meaning, while errors can
be distracting and confusing. Standard English conventions are the “good manners” of writing and
speaking that make communication fluid.

**GRADES 1-2** (Continue to address earlier standard as needed.)
22.2 Use correct standard English mechanics such as:

- printing upper- and lower-case letters legibly and using them to make words; **Grades 1 & 2**
- separating words with spaces;
- understanding and applying rules for capitalization at the beginning of a sentence, for names and
  places ("Janet," "I," "George Washington," "Springfield"), and capitalization and commas in dates
  ("February 24, 2001").
· using correct spelling of sight and/or spelling words; and
· using appropriate end marks such as periods and question marks.

GENERAL STANDARD 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

When ideas are purposefully organized to advance the writer’s intentions, they have the greatest impact on the writer’s audience. Writers who understand how to arrange their ideas in ways that suit their purposes for writing will achieve greater coherence and clarity.

GRADES PREK-2

23.1 Arrange events in order when writing or dictating. Grades 1 & 2
For example, Kindergarten students organize captioned illustrations in their class report on how seeds grow.

23.2 Arrange ideas in a way that makes sense. Grades 1 & 2
For example, students preparing to describe their favorite animal put ideas about the animal’s appearance in one group of sentences and ideas about behavior in another group of sentences.

GENERAL STANDARD 24: Research*

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

As the amount and complexity of knowledge increases, students need to understand the features of the many resources available to them and know how to conduct an efficient and successful search for accurate information.

GRADES PREK-2

24.1 Generate questions and gather information from several sources in a classroom, school, or public library. Grade 2

GENERAL STANDARD 25: Evaluating Writing and Presentations*

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

Achieving a high standard of excellence in writing is a goal for all schools. It is important for students to recognize the hallmarks of superior work so that they know what they need to do in order to improve and polish their writing and speaking. Classrooms and schools that make standards of quality explicit help students learn to become thoughtful critics of their own work.

GRADES PREK-2

25.1 Support judgments about classroom activities or presentations. Grade 2
For example, during Show and Tell, students respond to the speaker by talking about the parts of the speaker’s presentation that they liked the most and explaining why they thought these parts were interesting.

GENERAL STANDARD 26: Analysis of Media*

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.

(See also Standards 17, 18, 24, 27, and the Theatre Standards of the Arts Curriculum Framework.)
The electronic mass media developed during the twentieth century—radio, film, video, television, multimedia, and the Internet—have the capacity to convey information, entertain, and persuade in ways that are distinctly different from print media. In English language arts classes, students have traditionally...
learned to analyze how an author chooses words and manipulates language. Given the prevalence of media in their lives, students also need to be able to analyze how images, sound, and text are used together effectively in the hands of a skillful director or website designer.

**GRADES PREK-2**

26.1 Identify techniques used in television (animation, close-ups, wide-angle shots, sound effects, music, graphics) and use knowledge of these techniques to distinguish between facts and misleading information. **Grade 2**

*For example, students watch a film clip of a breakfast cereal commercial. Opening the actual box of cereal, they examine the small toy that is in the box and compare it with the animated version of the toy in the commercial. They discuss how the creators of the commercial used graphics, animation, and sound to tell a story and persuade viewers, and they brainstorm criteria for buying brands of cereal for their families.*

**GENERAL STANDARD 27: Media Production**

*Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.* (See also Standards 18, 24, 26, and the Theatre Standards of the Arts Curriculum Framework.)

Students grow up surrounded by television, movies, and the Internet. The availability in schools of recording and editing equipment and computers offers students opportunities to combine text, images, and sounds in their reports and creative works. Putting together an effective media production—whether a relatively simple radio play or a complex film documentary—entails as much discipline and satisfaction as writing a good essay. Both require clarity of purpose, selectivity in editing, and knowledge of the expressive possibilities of the medium used.

**GRADES PREK-2**

27.1 Create radio scripts, audiotapes, or videotapes for display or transmission. **Grades 1 & 2**

*For example, students make audio recordings of poems in which each child reads an alternating verse.*

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**English Language Arts – Grade 2**

**GS = General Standard; Go to the pages at the back of the pacing charts to find the general standards located within these charts. Make sure all standards are taught.**

**Literature**

- In the Teacher’s guide “Reading the Selection” areas, go over preview and predict sections of each story. For Example: TG p. T21&47 & T73&86. **GS 8.6;8.9;13.3-4**
- As you introduce the Lit. Stories, first find the story in the table of contents and identify key things in and about the story as described in **GS 13.1-2**.
- After the story/page go over the comprehension/critical thinking sections of the teacher’s guide. Can the students restate the main idea and important facts from the story? **GS 13.5**
- Use journal activities and class readers to address: **GS 10,20 and all writing standards**

**Media**

- Address **GS 26.1**
- As students begin to read, have them make a tape recording of themselves reading to help them know how they sound as they read. **GS 27.1**
Spelling Instructions:
- Spelling (word) lists are sent home on Wednesdays and then tested the following Wednesday. This allows for the teacher to have a couple of days to teach the spelling concept for the week before the lists are sent home. It also allows students to use the weekend to study their words at home.
- Remember: When you are giving the spelling test each week, follow the following guidelines. No other words or clues should be given during the test.
  - Say the word – loud and clear
  - Put the word in a sentence – to give the students context.
  - Say the word again – in case someone missed it the first time.
- If there is more than one classroom per grade level, those teachers should get together and come up with the same context sentences for the weekly spelling words. This is the same way the periodic tests have been given in the past.
- If there is time at the end of the term, you can send home a list of the difficult words from the term for the students to study and then test those words the following week. This helps you know which words to focus on during revision week.
- All weekly scores should be kept throughout the term and then averaged together to be used as one periodic score per term. This will give a more balanced report card score.

GENERAL STANDARD 1: Discussion*
*Students will use agreed-upon rules for informal and formal discussions in small and large groups.*
Group discussion is effective when students listen actively, stay on topic, consider the ideas of others, avoid sarcasm and personal remarks, take turns, and gain the floor in appropriate ways. Following agreed-upon rules promotes self-discipline and reflects respect for others.

GRADES PREK-2
1.1 Follow agreed-upon rules for discussion (*raising one’s hand, waiting one’s turn, speaking one at a time*). **Grade 2**

GENERAL STANDARD 2: Questioning, Listening, and Contributing*
*Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.*
Group discussions may lead students to greater complexity of thought as they expand on the ideas of others, refine initial ideas, pose hypotheses, and work toward solutions to intellectual problems. Group work helps students gain a deeper understanding of themselves as they reflect upon and express orally their own thinking in relation to that of others.

GRADES PREK-2
2.1 Contribute knowledge to class discussion in order to develop a topic for a class project. *For example, students contribute to a list of the people they know about who are community helpers and decide whom they wish to invite to class to talk about the work they do.* **Grade 2**

GENERAL STANDARD 3: Oral Presentation*
*Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*
Planning an effective presentation requires students to make an appropriate match between their intended audience and the choice of presentation style, level of formality, and format. Frequent opportunities to plan presentations for various purposes and to speak before different groups help students learn how to gain and keep an audience’s attention, interest, and respect.
GRADES PREK-2
3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume. Grade 2
3.2 Maintain focus on the topic. Grade 2
For example, students explain to the class why an object they bring from home is important to them.

GENERAL STANDARD 4: Vocabulary and Concept Development
Students will understand and acquire new vocabulary and use it correctly in reading and writing.
Our ability to think clearly and communicate with precision depends on our individual store of words. A rich vocabulary enables students to understand what they read, and to speak and write with flexibility and control. As students employ a variety of strategies for acquiring new vocabulary, the delight in finding and using that perfect word can heighten interest in vocabulary itself.

GRADES 1-2 (Continue to address earlier standards as needed and as they apply to more difficult text.)
4.3 Identify and sort common words into conceptual categories (opposites, living things). Grade 2
4.4 Identify base words (look) and their inflectional forms (looks, looked, looking). Grades 1 & 2
4.5 Identify the relevant meaning for a word with multiple meanings using its context (saw/saw). Grade 2
4.6 Identify common antonyms and synonyms. Grade 2
4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, everyday). Grade 1
4.8 Determine meanings of words by using a beginning dictionary. Grade 2

GENERAL STANDARD 5: Structure and Origins of Modern English
Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
The English language has changed through time and through contact with other languages. An understanding of its history helps students appreciate the extraordinary richness of its vocabulary, which continues to grow. The study of its grammar and usage gives students more control over the meaning they intend in their writing and speaking.

GRADES PREK-2
5.1 Use language to express spatial and temporal relationships (up, down, before, after). Grade 1
5.2 Recognize that the names of things can also be the names of actions (fish, dream, run). Grade 2
5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001). Grades 1 & 2
5.4 Identify appropriate end marks (periods, question marks). Grades 1 & 2

GENERAL STANDARD 6: Formal and Informal English
Students will describe, analyze, and use appropriately formal and informal English.
Study of different forms of the English language helps students to understand that people use different levels of formality in their writing and speaking as well as a variety of regional and social dialects in their conversational language.

PREK-2
6.1 Identify formal and informal language in stories, poems, and plays. Grade 2

GENERAL STANDARD 7: Beginning Reading
Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
Phonemic awareness, knowledge of the relationships between sounds and letters, and an understanding of the features of written English texts are essential to beginning reading, and should be taught, continually practiced, and carefully monitored in the early grades. Students who gain a strong grounding in these skills are ready to take on the concurrent tasks of comprehension and communication. (See Standards 4, 8, 9, 19, and 22.)

GRADES 1-2 (Continue to address earlier standards as needed and as they apply to more difficult texts.) *7.4 Demonstrate understanding of the various features of written English: Grades 1 & 2
   · know the order of the letters in the alphabet;
   · understand that spoken words are represented in written English by sequences of letters;
   · match oral words to printed words;
   · recognize that there are correct spellings for words;
   · use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
   · recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing);
   · identify the author and title of a book, and use a table of contents.

*7.5 Demonstrate orally that phonemes exist: Grades 1 & 2
   · generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
   · use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.

*7.6 Recognize common irregularly spelled words by sight (have, said, where). Grades 1 & 2

*7.7 Use letter-sound knowledge to decode written English: Grades 1 & 2
   · decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
   · read accurately many irregularly spelled words, special vowel spellings, and common word endings;
   · apply knowledge of letter patterns to identify syllables;
   · apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
   · know and use more difficult word families (-ought) and known words to decode unknown words;
   · read words with several syllables;
   · read aloud with fluency and comprehension at grade level.

GENERAL STANDARD 8: Understanding a Text
Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
(For vocabulary and concept development see General Standard 4.)
When we read a text closely, we work carefully to discern the author’s main ideas and the particular facts and details that support them. Good readers read thoughtfully and purposefully, constantly
checking their understanding of the author’s intent and meaning so that their interpretations will be sound.

**GRADES 1-2** (Continue to address earlier standards as needed and as they apply to more difficult texts.)

**For imaginative/literary texts:**
8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why. **Grades 1 & 2**
8.7 Retell a story’s beginning, middle, and end. **Grade 1**
8.8 Distinguish cause from effect. **Grade 2**

**For informational/expository texts:**
8.9 Make predictions about the content of a text using prior knowledge and text features (*headings, table of contents, key words*), and explain whether they were confirmed or disconfirmed and why. **Grades 1 & 2**
8.10 Restate main ideas. **Grades 1 & 2**

*For example, students brainstorm a list of animals they know. Then they read About Mammals: A Guide for Children, by Cathryn Sill. With their teacher, they list different traits of mammals (the main idea of the book) and decide which animals on their original list are mammals.*

**GENERAL STANDARD 9: Making Connections**
Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

By including supplementary reading selections that provide relevant historical and artistic background, teachers deepen students’ understanding of individual literary works and broaden their capacity to connect literature to other manifestations of the creative impulse.

**PREK-2**
9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator. **Grade 1**

*For example, students read (or hear read aloud) several picture books by one author/illustrator such as Beatrix Potter, Dr. Seuss, William Steig, Peter Spier, Eric Carle, or Marc Brown. They make a list of the similarities they notice in the books.*

9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (*alphabet books, nursery rhymes, counting books*). **Grade 1**

**GENERAL STANDARD 10: Genre**
Students will identify, analyze, and apply knowledge of the characteristics of different genres.

We become better readers by understanding both the structure and the conventions of different genres. A student who knows the formal qualities of a genre is able to anticipate how the text will evolve, appreciate the nuances that make a given text unique, and rely on this knowledge to make a deeper and subtler interpretation of the meaning of the text.

**GRADES PREK-2**
10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature. (See Glossary for definitions.) **Grade 2**

*For example, the teacher and students read together an Aesop tale, a Thornton Burgess tale, and a magazine article about woodland animals. They fill in a graphic organizer that shows the similarities and differences in the fable, fiction, and nonfiction and discuss what they learned from each form of literature.*

**GENERAL STANDARD 11: Theme**
**Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.**

Understanding and articulating theme is at the heart of the act of reading literature. Identification of theme clarifies the student’s interpretation of the text. Providing evidence from the text to support an understanding of theme is, like a proof in algebra or geometry, the most essential and elegant demonstration of that understanding.

**GRADES PREK-2**
11.1 Relate themes in works of fiction and nonfiction to personal experience. *For example, students explore the theme, “A true friend helps us when we are in trouble” in poems, pictures, and stories, and compare their own experiences in original art and stories.* **Grade 1**

**GENERAL STANDARD 12: Fiction**
*Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.*

We learn from stories. They are vehicles for a student’s development of empathy, of moral sensibility, and of understanding. The identification and analysis of elements of fiction—plot, conflict, setting, character development, and foreshadowing—make it possible for students to think more critically about stories, to respond to them in more complex ways, to reflect on their meanings, and to compare them to each other.

**GRADES PREK-2**
12.1 Identify the elements of plot, character, and setting in a favorite story. **Grade 2**

**GENERAL STANDARD 13: Nonfiction**
*Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.*

Most students regularly read newspapers, magazines, journals, or textbooks. The identification and understanding of common expository organizational structures help students to read challenging nonfiction material. Knowledge of the textual and graphic features of nonfiction extends a student’s control in reading and writing informational texts.

**GRADES PREK-2**
13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents). **Grade 2**
13.2 Identify and use knowledge of common graphic features (illustrations, type size). **Grade 2**
13.3 Make predictions about the content of a text using prior knowledge and text and graphic features. **Grades 1 & 2**
13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why. **Grades 1 & 2**
13.5 Restate main ideas and important facts from a text heard or read. **Grades 1 & 2**

**GENERAL STANDARD 14: Poetry**
*Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.* (See also Standard 15.)

From poetry we learn the language of heart and soul, with particular attention paid to rhythm and sound, compression and precision, the power of images, and the appropriate use of figures of speech. And yet it is also the genre that is most playful in its attention to language, where rhyme, pun, and hidden meanings are constant surprises. The identification and analysis of the elements generally associated with poetry—
metaphor, simile, personification, and alliteration—have an enormous impact on student reading and writing not only in poetry, but in other genres as well.

**GRADES PREK-2**
14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry. **Grade 1**
*For example, students recognize and respond to the rhythm and rhyme in Mother Goose nursery rhymes and in poems by David McCord and John Ciardi.*

**GENERAL STANDARD 15: Style and Language**
*Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.* (See also Standard 14.)
Above all, authors are wordsmiths, plying their craft at the level of word and sentence—adding, subtracting, and substituting, changing word order, even using punctuation to shift the rhythm and flow of language. Much of a student’s delight in reading can come from identifying and analyzing how an author shapes a text.

**GRADES PREK-2**
15.1 Identify the senses implied in words appealing to the senses in literature and spoken language. **Grade 2**
*For example, students respond to a poem read aloud and decide what senses they use to understand images such as “The sky is wrinkled.”*

**GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature**
*Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.*
Young students enjoy the predictable patterns, excitement, and moral lessons of traditional stories. In the middle grades, knowledge of the character types, themes, and structures of these stories enables students to perceive similarities and differences when they compare traditional narratives from different cultures. In the upper grades, students can describe how authors through the centuries have drawn on traditional patterns and themes as archetypes in their writing, deepening their interpretations of these authors’ works.

**GRADES PREK-2**
16.1 Identify familiar forms of traditional literature (*Mother Goose rhymes, fairy tales, lullabies*) read aloud. **Grade 2**
16.2 Retell or dramatize traditional literature. **Grade 2**
16.3 Identify and predict recurring phrases (*Once upon a time*) in traditional literature. **Grade 2**

**GENERAL STANDARD 17: Dramatic Literature**
*Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.*
(See also Standards 12, 18, 27, and the Theatre Strand of the *Arts Curriculum Framework.*)
Since ancient times, drama has entertained, informed, entranced, and transformed us as we willingly enter into the other worlds created on stage and screen. In reading dramatic literature, students learn to analyze the techniques playwrights use to achieve their magic. By studying plays, as well as film, television shows, and radio scripts, students learn to be more critical and selective readers, listeners, and viewers of drama.
GRADES PREK-2
17.1 Identify the elements of dialogue and use them in informal plays. Grade 2

GENERAL STANDARD 18: Dramatic Reading and Performance*
Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
(See also Standards 17, 19, 27, and the Theatre Strand of the Arts Curriculum Framework.)
Rehearsal and performance involve memorization and the use of expressive speech and gestures. Because of their repetitive nature, they demand of student actors a level of active engagement that surpasses that of reading. The excitement and satisfaction of performing in front of an audience should be part of every student’s school experience.

GRADES PREK-2
18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.)
For example, students practice voice control and diction and give oral presentations of their favorite stories to their classmates. Grade 2

GENERAL STANDARD 19: Writing
Students will write with a clear focus, coherent organization, and sufficient detail.
We write to tell stories, to record actual and imagined sights, sounds, and experiences, to provide information and opinion, to make connections, and to synthesize ideas. From their earliest years in school, students learn to provide a clear purpose and sequence for their ideas in order to make their writing coherent, logical, and expressive.

GRADES 1-2
(Continue to address earlier standards as needed.)
For imaginative/literary writing:* 19.5 Write or dictate stories that have a beginning, middle, and end. Grades 1 & 2
19.6 Write or dictate short poems. Grades 1 & 2

For informational/expository writing:
19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order. Grade 2
19.8 Write or dictate research questions. Grade 2

GENERAL STANDARD 20: Consideration of Audience and Purpose
Students will write for different audiences and purposes. (See also Standards 3, 6, and 19.)
When students adapt their writing for a variety of purposes, they learn that different organizational strategies, word choices, and tones are needed. They learn that this is also true when considering audience. Through this process students gain a deeper understanding of the world around them and grow in their ability to influence it.

GRADES PREK-2
20.1 Use a variety of forms or genres when writing for different purposes. Grades 1 & 2
For example, students describe an object in a sentence, and then they work together to create a two-line rhyming description using the same information, and discuss the differences.

GENERAL STANDARD 21: Revising
Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
A flawless first draft is a rarity, even for the most gifted writer. Writing well requires two processes that sometimes appear to be in opposition: creating and criticizing. As they expand their imaginative thinking on paper, students must at the same time learn the patience and discipline required to reshape and polish their final work. Revising to get thoughts and words just right can be the most difficult part of writing, and also the most satisfying.

**GRADES PREK-2**

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

*For example, after hearing classmates’ comments on what they find puzzling or missing in first drafts of their stories, students add key pieces of information in a second draft. Grade 2*

**GENERAL STANDARD 22: Standard English Conventions**

*Students will use knowledge of standard English conventions in their writing, revising, and editing.*

We write to make connections with the larger world. A writer’s ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the writer’s meaning, while errors can be distracting and confusing. Standard English conventions are the “good manners” of writing and speaking that make communication fluid.

**GRADES 1-2** (Continue to address earlier standard as needed.)

22.2 Use correct standard English mechanics such as: · printing upper- and lower-case letters legibly and using them to make words; Grades 1 & 2

  · separating words with spaces;

  · understanding and applying rules for capitalization at the beginning of a sentence, for names and places (“Janet,” “I,” “George Washington,” “Springfield”), and capitalization and commas in dates (“February 24, 2001”);

  · using correct spelling of sight and/or spelling words; and

  · using appropriate end marks such as periods and question marks.

**GENERAL STANDARD 23: Organizing Ideas in Writing**

*Students will organize ideas in writing in a way that makes sense for their purpose.*

When ideas are purposefully organized to advance the writer’s intentions, they have the greatest impact on the writer’s audience. Writers who understand how to arrange their ideas in ways that suit their purposes for writing will achieve greater coherence and clarity.

**GRADES PREK-2**

23.1 Arrange events in order when writing or dictating. Grades 1 & 2

*For example, Kindergarten students organize captioned illustrations in their class report on how seeds grow.*

23.2 Arrange ideas in a way that makes sense. Grades 1 & 2

*For example, students preparing to describe their favorite animal put ideas about the animal’s appearance in one group of sentences and ideas about behavior in another group of sentences.*

**GENERAL STANDARD 24: Research**

*Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.*
As the amount and complexity of knowledge increases, students need to understand the features of the many resources available to them and know how to conduct an efficient and successful search for accurate information.

**GRADES PREK-2**

24.1 Generate questions and gather information from several sources in a classroom, school, or public library. **Grade 2**

**GENERAL STANDARD 25: Evaluating Writing and Presentations***

*Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.*

Achieving a high standard of excellence in writing is a goal for all schools. It is important for students to recognize the hallmarks of superior work so that they know what they need to do in order to improve and polish their writing and speaking. Classrooms and schools that make standards of quality explicit help students learn to become thoughtful critics of their own work.

**GRADES PREK-2**

25.1 Support judgments about classroom activities or presentations. **Grade 2**

For example, during Show and Tell, students respond to the speaker by talking about the parts of the speaker’s presentation that they liked the most and explaining why they thought these parts were interesting.

**GENERAL STANDARD 26: Analysis of Media***

*Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.*

(See also Standards 17, 18, 24, 27, and the Theatre Standards of the Arts Curriculum Framework.)

The electronic mass media developed during the twentieth century—radio, film, video, television, multimedia, and the Internet—have the capacity to convey information, entertain, and persuade in ways that are distinctly different from print media. In English language arts classes, students have traditionally learned to analyze how an author chooses words and manipulates language. Given the prevalence of media in their lives, students also need to be able to analyze how images, sound, and text are used together effectively in the hands of a skillful director or website designer.

**GRADES PREK-2**

26.1 Identify techniques used in television (animation, close-ups, wide-angle shots, sound effects, music, graphics) and use knowledge of these techniques to distinguish between facts and misleading information. **Grade 2**

For example, students watch a film clip of a breakfast cereal commercial. Opening the actual box of cereal, they examine the small toy that is in the box and compare it with the animated version of the toy in the commercial. They discuss how the creators of the commercial used graphics, animation, and sound to tell a story and persuade viewers, and they brainstorm criteria for buying brands of cereal for their families.

**GENERAL STANDARD 27: Media Production***

*Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.* (See also Standards 18, 24, 26, and the Theatre Standards of the Arts Curriculum Framework.)

Students grow up surrounded by television, movies, and the Internet. The availability in schools of recording and editing equipment and computers offers students opportunities to combine text, images,
and sounds in their reports and creative works. Putting together an effective media production—whether a relatively simple radio play or a complex film documentary—entails as much discipline and satisfaction as writing a good essay. Both require clarity of purpose, selectivity in editing, and knowledge of the expressive possibilities of the medium used.

**GRADES PREK-2**

27.1 Create radio scripts, audiotapes, or videotapes for display or transmission. **Grades 1 & 2**

For example, students make audio recordings of poems in which each child reads an alternating verse.

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**English Language Arts – Grade 5**

*GS = General Standard; Go to the pages at the back of the pacing charts to find the general standards located within these charts. Make sure all standards are taught.*

**Literature**

- Use **GS 3.8-9** for several oral presentations throughout the year.
- Research the setting of the Anasazi cliff dwellers of Mesa Verde, Colorado. Just like the author, Ardath Mayhar, of “The Secret Among the Stones” did! **GS 9.4**
- Use a classroom dictionary and the Thesaurus on p.535-542 when writing or revising. Remember to check mechanics. **GS 21**
- Do all In Response sections. **GS 6 all**
- Use journal activities and class readers to ensure all writing standards are addressed.

**Media**

- Address **GS 26 & 27** - coordinate with computer teacher if needed.

**Spelling Instructions:**

- Spelling (word) lists are **sent** home on Wednesdays and then **tested** the following Wednesday. This allows for the teacher to have a couple of days to teach the spelling concept for the week before the lists are sent home. It also allows students to use the weekend to study their words at home.
- Remember: When you are giving the spelling test each week, follow the following guidelines. No other words or clues should be given during the test.
  - Say the word – loud and clear
  - Put the word in a sentence – to give the students context.
  - Say the word again – in case someone missed it the first time.
- If there is more than one classroom per grade level, those teachers should get together and come up with the same context sentences for the weekly spelling words. This is the same way the periodic tests have been given in the past.
- If there is time at the end of the term, you can send home a list of the difficult words from the term for the students to study and then test those words the following week. This helps you know which words to focus on during revision week.
- All weekly scores should be kept throughout the term and then averaged together to be used as one periodic score per term. This will give a more balanced report card score.

**GENERAL STANDARD 1: Discussion**

*Students will use agreed-upon rules for informal and formal discussions in small and large groups.*
Group discussion is effective when students listen actively, stay on topic, consider the ideas of others, avoid sarcasm and personal remarks, take turns, and gain the floor in appropriate ways. Following agreed-upon rules promotes self-discipline and reflects respect for others.

**GRADES 5-6**
(Continue to address earlier standards as needed.)
1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions. For example, a group chooses which scene from a play to enact and decides who will play each character, using agreed-upon rules for eliciting and considering suggestions from each group member and for coming to consensus. **Grades 5 & 6**

**GENERAL STANDARD 2: Questioning, Listening, and Contributing***
*Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.*

Group discussions may lead students to greater complexity of thought as they expand on the ideas of others, refine initial ideas, pose hypotheses, and work toward solutions to intellectual problems. Group work helps students gain a deeper understanding of themselves as they reflect upon and express orally their own thinking in relation to that of others.

**GRADES 5-6** (Continue to address earlier standards as needed.)
2.3 Gather relevant information for a research project or composition through interviews. **Grade 6**
For example, students generate questions about their family history, interview family members, and present their information to the class.
(Continue to address earlier standards as needed.)
2.4 Integrate relevant information gathered from group discussions and interviews for reports. **Grade 6**
For example, as part of a unit on Irish immigration to this country in the 19th century, students generate questions to ask neighbors, family members, or local experts about the topic. They also develop discussion questions to guide their reading of chapters from books treating the topic. Finally, they integrate the information into a group report that first details the immigrants’ reasons for migrating to America and the social and economic conditions they faced on arrival, and then traces that progress toward the socioeconomic status many Irish Americans enjoy today.

**GENERAL STANDARD 3: Oral Presentation***
*Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*

Planning an effective presentation requires students to make an appropriate match between their intended audience and the choice of presentation style, level of formality, and format. Frequent opportunities to plan presentations for various purposes and to speak before different groups help students learn how to gain and keep an audience’s attention, interest, and respect.

**GRADES 5-6** (Continue to address earlier standards as needed.)
3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. **Grade 5**
3.9 Use teacher-developed assessment criteria to prepare their presentations. **Grade 5**

**GENERAL STANDARD 4: Vocabulary and Concept Development***
*Students will understand and acquire new vocabulary and use it correctly in reading and writing.*

Our ability to think clearly and communicate with precision depends on our individual store of words. A rich vocabulary enables students to understand what they read, and to speak and write with flexibility.
and control. As students employ a variety of strategies for acquiring new vocabulary, the delight in finding and using that perfect word can heighten interest in vocabulary itself.

**GRADES 5-6** (Continue to address earlier standards as needed and as they apply to more difficult text.)

4.17 Determine the meaning of unfamiliar words using context clues (*definition, example*). **Grade 5**

For example, students choose vocabulary words and write them in sentences that use definition or example context clues, such as, “Residents were aghast-shocked-at the destruction.”

4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes. **Grade 5**

4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses. **Grade 5**

**GENERAL STANDARD 5:** Structure and Origins of Modern English

*Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.*

The English language has changed through time and through contact with other languages. An understanding of its history helps students appreciate the extraordinary richness of its vocabulary, which continues to grow. The study of its grammar and usage gives students more control over the meaning they intend in their writing and speaking.

**GRADES 5-6** (Continue to address earlier standards as needed.)

5.9 Identify the eight basic parts of speech (*noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection*). **Grades 5 & 6**

5.10 Expand or reduce sentences (*adding or deleting modifiers, combining or decombining sentences*). **Grades 5 & 6**

5.11 Identify verb phrases and verb tenses. **Grades 5 & 6**

5.12 Recognize that a word performs different functions according to its position in the sentence. **Grades 5 & 6**

For example, students identify *light* as a verb in the sentence, *The children light the candles.* Then they write using the word *light* in other places in sentences and discuss the meaning and function of *light* in each. **Grades 5 & 6**

5.13 Identify simple and compound sentences. **Grades 5 & 6**

5.14 Identify correct mechanics (*apostrophes, quotation marks, comma use in compound sentences, paragraph indentations*) and correct sentence structure (*elimination of sentence fragments and run-ons*). **Grades 5 & 6**

**GENERAL STANDARD 6:** Formal and Informal English

*Students will describe, analyze, and use appropriately formal and informal English.*

Study of different forms of the English language helps students to understand that people use different levels of formality in their writing and speaking as well as a variety of regional and social dialects in their conversational language.

**GRADES 5-6** (Continue to address earlier standards as needed and as they apply to more difficult texts.)

6.4 Demonstrate through role-playing appropriate use of formal and informal language. **Grade 5**

6.5 Write stories using a mix of formal and informal language. **Grade 5**

6.6 Identify differences between oral and written language patterns. **Grade 5**

**GENERAL STANDARD 7:** Beginning Reading (Gr. K-4 only)

**GENERAL STANDARD 8:** Understanding a Text
Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
(For vocabulary and concept development see General Standard 4.)
When we read a text closely, we work carefully to discern the author’s main ideas and the particular facts and details that support them. Good readers read thoughtfully and purposefully, constantly checking their understanding of the author’s intent and meaning so that their interpretations will be sound.

GRADES 5-6 (Continue to address earlier standards as needed and as they apply to more difficult texts.)
For imaginative/literary texts:
8.19 Identify and analyze sensory details and figurative language. Grade 5
8.20 Identify and analyze the author’s use of dialogue and description. Grade 6
For informational/expository texts:
8.21 Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes). Grade 5
8.22 Identify and analyze main ideas, supporting ideas, and supporting details. Grade 5

GENERAL STANDARD 9: Making Connections
Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
By including supplementary reading selections that provide relevant historical and artistic background, teachers deepen students’ understanding of individual literary works and broaden their capacity to connect literature to other manifestations of the creative impulse.

GRADES 5-6 (Continue to address earlier standards as needed and as they apply to more difficult texts.)
9.4 Relate a literary work to information about its setting. Grade 5
For example, students read The Remarkable Journey of Prince Jen, by Lloyd Alexander. In order to understand its historical background, they read information about the T’ang dynasty of China and excerpts from the Analects of Confucius and relate what they learn to events and characters in the book.

GENERAL STANDARD 10: Genre
Students will identify, analyze, and apply knowledge of the characteristics of different genres.
We become better readers by understanding both the structure and the conventions of different genres. A student who knows the formal qualities of a genre is able to anticipate how the text will evolve, appreciate the nuances that make a given text unique, and rely on this knowledge to make a deeper and subtler interpretation of the meaning of the text.

GRADES 5-6 (Continue to address earlier standards as needed and as they apply to more difficult texts.)
10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.
For example, students read a variety of materials and write a short anthology of works, including several genres of literature, on an event or person in American history, or on an animal they have studied. Grade 6

GENERAL STANDARD 11: Theme
Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
Understanding and articulating theme is at the heart of the act of reading literature. Identification of theme clarifies the student’s interpretation of the text. Providing evidence from the text to support an
understanding of theme is, like a proof in algebra or geometry, the most essential and elegant
demonstration of that understanding.

**GRADES 5-6** (Continue to address earlier standards as needed and as they apply to more difficult texts.)
11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated. 
*For example, students explore the theme, “Heroism demands courage and taking risks,” in King Arthur and the Knights of the Round Table and The Adventures of Robin Hood and write paragraphs explaining how each author illustrates this theme in different ways.*  
**Grade 6**

**GENERAL STANDARD 12: Fiction**

*Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.*

We learn from stories. They are vehicles for a student’s development of empathy, of moral sensibility, and of understanding. The identification and analysis of elements of fiction—plot, conflict, setting, character development, and foreshadowing—make it possible for students to think more critically about stories, to respond to them in more complex ways, to reflect on their meanings, and to compare them to each other.

**GRADES 5-6** (Continue to address earlier standards as needed and as they apply to more difficult texts.)
12.3 Identify and analyze the elements of setting, characterization, and plot (including conflict). 
*For example, students read selections of their own choice stressing survival, such as Julie of the Wolves, by Jean George. Island of the Blue Dolphins, by Scott O’Dell and The Big Wave, by Pearl Buck. They explore conflict and characterization by posing and answering questions such as, “What qualities of the central characters enable them to survive?”*  
**Grade 6**

**GENERAL STANDARD 13: Nonfiction**

*Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.*

Most students regularly read newspapers, magazines, journals, or textbooks. The identification and understanding of common expository organizational structures help students to read challenging nonfiction material. Knowledge of the textual and graphic features of nonfiction extends a student’s control in reading and writing informational texts.

**GRADES 5-6** (Continue to address earlier standards as needed and as they apply to more difficult texts.)
13.13 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index).  
**Grade 5**
13.14 Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).  
**Grade 5**
13.15 Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes).  
**Grade 5**
13.17 Identify and analyze main ideas, supporting ideas, and supporting details.  
**Grade 5**

*For example, students write logical, one-paragraph summary reports after a visit by an author after identifying and arranging the most important points made by the author.*

**GENERAL STANDARD 14: Poetry**

*Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.* (See also Standard 15.)
From poetry we learn the language of heart and soul, with particular attention paid to rhythm and sound, compression and precision, the power of images, and the appropriate use of figures of speech. And yet it is also the genre that is most playful in its attention to language, where rhyme, pun, and hidden meanings are constant surprises. The identification and analysis of the elements generally associated with poetry—metaphor, simile, personification, and alliteration—have an enormous impact on student reading and writing not only in poetry, but in other genres as well.

GRADES 5-6 (Continue to address earlier standards as needed and as they apply to more difficult texts.)
14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:  Grade 6
   • sound (alliteration, onomatopoeia, rhyme scheme);
   • figurative language (personification, metaphor, simile, hyperbole); and
   • graphics (capital letters, line length).

GENERAL STANDARD 15: Style and Language
Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (See also Standard 14.)
Above all, authors are wordsmiths, plying their craft at the level of word and sentence—adding, subtracting, and substituting, changing word order, even using punctuation to shift the rhythm and flow of language. Much of a student’s delight in reading can come from identifying and analyzing how an author shapes a text.

GRADES 5-6 (Continue to address earlier standards as needed and as they apply to more difficult texts.)
15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature. Grade 6
For example, after reading and discussing Cynthia Rylant’s poems in Soda Jerk, students write their own poems, choosing words that evoke a sense of the soda jerk’s drug store.
15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature. Grade 6

GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature
Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.
Young students enjoy the predictable patterns, excitement, and moral lessons of traditional stories. In the middle grades, knowledge of the character types, themes, and structures of these stories enables students to perceive similarities and differences when they compare traditional narratives from different cultures. In the upper grades, students can describe how authors through the centuries have drawn on traditional patterns and themes as archetypes in their writing, deepening their interpretations of these authors’ works.

GRADES 5-6 (Continue to address earlier standards as needed and as they apply to more difficult texts.)
16.7 Compare traditional literature from different cultures. For example, students read stories about constellations from several cultures, and show how each culture configured and explained a group of stars. Grade 6
16.8 Identify common structures (magic helper, rule of three, transformation) and stylistic elements (hyperbole, refrain, simile) in traditional literature. Grade 6

GENERAL STANDARD 17: Dramatic Literature
Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
Since ancient times, drama has entertained, informed, entranced, and transformed us as we willingly enter into the other worlds created on stage and screen. In reading dramatic literature, students learn to analyze the techniques playwrights use to achieve their magic. By studying plays, as well as film, television shows, and radio scripts, students learn to be more critical and selective readers, listeners, and viewers of drama.

**GRADES 5-6** (Continue to address earlier standards as needed and as they apply to more difficult texts.)

**17.3** Identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform. **Grade 5**

**17.4** Identify and analyze the similarities and differences between a narrative text and its film or play version. **Grades 5 & 6**

For example, after reading Norton Juster’s novel, The Phantom Tollbooth, and watching the filmed version, students adapt passages of the novel as they write their own scenes, present them, and justify their specific choices in adapting the narrative to a script edition.

**GENERAL STANDARD 18: Dramatic Reading and Performance***

*Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.*

(See also Standards 17, 19, 27, and the Theatre Strand of the Arts Curriculum Framework.)

Rehearsal and performance involve memorization and the use of expressive speech and gestures. Because of their repetitive nature, they demand of student actors a level of active engagement that surpasses that of reading. The excitement and satisfaction of performing in front of an audience should be part of every student’s school experience.

**GRADES 5-6** (Continue to address earlier standards as needed and as they apply to more difficult texts.)

**18.3** Develop characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail) and self-assess using teacher-developed criteria before performing. **Grade 5**

**GENERAL STANDARD 19: Writing**

*Students will write with a clear focus, coherent organization, and sufficient detail.*

We write to tell stories, to record actual and imagined sights, sounds, and experiences, to provide information and opinion, to make connections, and to synthesize ideas. From their earliest years in school, students learn to provide a clear purpose and sequence for their ideas in order to make their writing coherent, logical, and expressive.

**GRADES 5-6** (Continue to address earlier standards as needed.)

**For imaginative/literary writing:**

**19.14** Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution). **Grades 5 & 6**

**19.15** Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length). **Grade 6**

For example, students use postcards of paintings or sculptures from an art museum they have visited as the inspiration for their own paintings. They write a poem or short story to go with their artwork, revise, edit, and critique it, and share their work at a school art exhibit or local senior center. (Connects with Arts Standards 1, 3, and 4.)

**For informational/expository writing:**

**19.16** Write brief research reports with clear focus and supporting detail. **Grade 6**

**19.17** Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion. **Grade 5**
19.18 Write formal letters to correspondents such as authors, newspapers, businesses, or government officials. **Grade 5**

**GENERAL STANDARD 20: Consideration of Audience and Purpose**

*Students will write for different audiences and purposes.* (See also Standards 3, 6, and 19.) When students adapt their writing for a variety of purposes, they learn that different organizational strategies, word choices, and tones are needed. They learn that this is also true when considering audience. Through this process students gain a deeper understanding of the world around them and grow in their ability to influence it.

**GRADES 5-6** (Continue to address earlier standards as needed.)

20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes. *For example, fifth graders visit the Revolutionary battlegrounds in Lexington and Concord and write a press release about their trip for the local newspaper and a script about the beginning of the American Revolution to be performed for younger students. Grade 6*

**GENERAL STANDARD 21: Revising**

*Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.*

A flawless first draft is a rarity, even for the most gifted writer. Writing well requires two processes that sometimes appear to be in opposition: creating and criticizing. As they expand their imaginative thinking on paper, students must at the same time learn the patience and discipline required to reshape and polish their final work. Revising to get thoughts and words just right can be the most difficult part of writing, and also the most satisfying.

**GRADES 5-6** (Continue to address earlier standards as needed.)

21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text. **Grades 5 & 6**

*For example, students write autobiographies entitled “The Worst and Best of Me.” In pairs they read each other’s work and suggest places where more descriptive detail is needed and where sentences could be combined for variety in length and structure.*

21.5 Improve word choice by using dictionaries or thesauruses.

**GENERAL STANDARD 22: Standard English Conventions**

*Students will use knowledge of standard English conventions in their writing, revising, and editing.*

We write to make connections with the larger world. A writer’s ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the writer’s meaning, while errors can be distracting and confusing. Standard English conventions are the “good manners” of writing and speaking that make communication fluid.

**GRADES 5-6** (Continue to address earlier standards as needed.)

22.7 Use additional knowledge of correct mechanics (*apostrophes, quotation marks, comma use in compound sentences, paragraph indentations*), correct sentence structure (*elimination of fragments and run-ons*), and correct standard English spelling (*commonly used homophones*) when writing, revising, and editing. **Grades 5 & 6**

**GENERAL STANDARD 23: Organizing Ideas in Writing**

*Students will organize ideas in writing in a way that makes sense for their purpose.*
When ideas are purposefully organized to advance the writer’s intentions, they have the greatest impact on the writer’s audience. Writers who understand how to arrange their ideas in ways that suit their purposes for writing will achieve greater coherence and clarity.

**GRADES 5-6** (Continue to address earlier standards as needed.)

23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.** Grade 5**

*For example, when writing their own mystery stories, students plan in advance where clues will be located, what red herrings will complicate the search, and what special talents the detective will employ to solve the mystery.*

23.7 Group related ideas and place them in logical order when writing summaries or reports. **Grade 6**

*For example, students write a summary of a biography of George Washington, grouping their ideas in categories that make sense for the biography (early life, education, battle strategies, actions as president) and placing the categories in a logical order as they compose a multi-paragraph report.*

23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence. *(continued on next page)* **Grade 6**

**GENERAL STANDARD 24: Research***

*Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.*

As the amount and complexity of knowledge increases, students need to understand the features of the many resources available to them and know how to conduct an efficient and successful search for accurate information.

**GRADES 5-6** (Continue to address earlier standards as needed.) **Grade 6 (all)**

24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:

- use an expanded range of print and non-print sources *(atlases, data bases, electronic, on-line resources)*;
- follow established criteria for evaluating information;
- locate specific information within resources by using indexes, tables of contents, electronic search key words;
- organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing; and
- provide appropriate documentation in a consistent format.

**GENERAL STANDARD 25: Evaluating Writing and Presentations***

*Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.*

Achieving a high standard of excellence in writing is a goal for all schools. It is important for students to recognize the hallmarks of superior work so that they know what they need to do in order to improve and polish their writing and speaking. Classrooms and schools that make standards of quality explicit help students learn to become thoughtful critics of their own work.

**GRADES 5-6** (Continue to address earlier standards as needed.) **Grade 6**

25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience. **Grade 6**
For example, as they rehearse a program of original poetry for residents of a nursing home, students apply criteria for poetry writing and presentation skills.

GENERAL STANDARD 26: Analysis of Media*

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.

(See also Standards 17, 18, 24, 27, and the Theatre Standards of the Arts Curriculum Framework.)

The electronic mass media developed during the twentieth century—radio, film, video, television, multimedia, and the Internet—have the capacity to convey information, entertain, and persuade in ways that are distinctly different from print media. In English language arts classes, students have traditionally learned to analyze how an author chooses words and manipulates language. Given the prevalence of media in their lives, students also need to be able to analyze how images, sound, and text are used together effectively in the hands of a skillful director or website designer.

GRADES 5-6 (Continue to address earlier standards as needed and as they apply to more difficult texts or media productions.)

26.3 Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials. **Grade 6**

For example, students research the lives of authors and illustrators on the Internet and compare the kind of information they receive through this technology to the kind of information they can find in printed reference books.

GENERAL STANDARD 27: Media Production*

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium. (See also Standards 18, 24, 26, and the Theatre Standards of the Arts Curriculum Framework.)

Students grow up surrounded by television, movies, and the Internet. The availability in schools of recording and editing equipment and computers offers students opportunities to combine text, images, and sounds in their reports and creative works. Putting together an effective media production—whether a relatively simple radio play or a complex film documentary—entails as much discipline and satisfaction as writing a good essay. Both require clarity of purpose, selectivity in editing, and knowledge of the expressive possibilities of the medium used.

GRADES 5-6 (Continue to address earlier standards as needed as they apply to more difficult texts or media productions.)

27.3 Create a media production using effective images, text, music, sound effects, or graphics. **Grade 6**

For example, students create a storyboard for an animated or live filmed version of Shiloh, by Phyllis Reynolds Naylor. As they work, they consider places in the script in which close-up and distance shots, voice-over narrations, or captions would enhance viewers’ understanding.
## B. MATHEMATICS SAMPLE

### Level C – Term 1

SABIS® Educational Systems, Inc.  
MATHEMATICS Level C

<table>
<thead>
<tr>
<th>Term</th>
<th>DATES</th>
<th>SABIS® MATHEMATICS LEVEL C BOOK 1</th>
<th>TEACHING POINTS:</th>
<th>MENTAL MATH</th>
<th>EXAMS</th>
<th>STANDARDS PRACTICE</th>
</tr>
</thead>
</table>
| I    | Sept. 5-8 4 day week | **Time to establish year long classroom procedures and community spirit!**  
**Vertex Edge Graphs:** Color pictures using the least number of colors possible so that no two common edges share the same color. If you have time to get a jump start on next week’s material, that would be great.  
**Concepts 1-10** Recognize and write the numerical symbols 1-9. Write the numeral that names the cardinality of a finite set with 9 or fewer objects. Understand that the empty set has 0 elements in it. Draw sets of 0-9 objects. Write the numerals from 0 to 9 in order. Demonstrate an understanding of one-to-one correspondence by drawing equivalent sets. Understand that a set of 10 plays a very important role in our numbering system. Identify the tens’ place and the units’ place. Draw sets of 10. Arrange the objects in two rows of five, five rows of two, and ten scattered single objects. If the set is a collection of blocks, notice how the text keeps them separate until there are 10 blocks to form a solid stick (rod). Write the 10 digits in order from least to greatest and from greatest to least. | 2-5 minutes per class session  
Exercise 1 (page 9 of teachers’ booklet called Mental Mathematics) | | | 2.N.1  
2.N.2 |
<table>
<thead>
<tr>
<th>Day</th>
<th>September</th>
<th>Concepts 11-16</th>
<th>2-5 minutes per class session</th>
<th>Concepts 17-26</th>
<th>2-5 minutes per class session</th>
<th>Exam 1 Concepts 1-16 &amp; coloring vertex-edge graphs</th>
<th>Concepts 27-34</th>
<th>2-5 minutes per class session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>11-15</td>
<td>Solve addition problems by combining two sets. Draw objects to add to a set and record the total. Define “add.” Write the symbol for “add” and for “equals.” Add 0 to any number. (The book only has us add 0 to numbers less than 10 at the moment, but we could add 0 to 5 million, etc.) Know that “sum” and “total” are both terms for the answer to an addition problem. Use vertical notation to add to sums of 10. Understand “greater than” and “less than” and recognize their symbols. Use &gt; and &lt; to compare whole numbers less than 11. Given a numerical symbol from 0 to 10, write the number name with correct spelling. Recognize, name, and draw these plane shapes: circle, triangle, square and rectangle. Spell and read the names of these 4 shapes.</td>
<td>2-5 minutes per class session</td>
<td>Understand the meaning of the term subtract and list take away and minus as its synonyms. Solve pictured subtraction stories. Cross out to subtract. Recognize and use the subtraction symbol, -. Understand that addition and subtraction are inverse operations. Subtract two numbers using vertical notation. Subtract 0 from any number. Subtract any number from itself. View 11 as 1 ten and 1 one. View 12 as 1 ten and 2 ones. Think of 13-15 in the same manner. Write, speak, and read the number words and the numerical symbols for 11-15. Write the numeral that names the cardinality of a set of 15 items or less. Illustrate 10-15 using a stick of 10 blocks and separate blocks. Given a picture of a set, ring a set of 10 and then write the number illustrated first by using a number line and then by using the idea of place value. Match the numerals from 11-15 with appropriate sets. In a 2-digit number, identify which digit represents the units and which digit represents the tens.</td>
<td>2-5 minutes per class session</td>
<td>Match the numerals from 0 to 15 in order from least to greatest and from greatest to least. Write the numeral that comes after or that comes next. Write the numeral that comes before. Use the term equal. Decide if a numeral is greater than or less than another numeral. Decide if a set is greater than or less than another set. Use the symbols &lt;, =, or &gt; to express yourself. Read and write number names to 15. Using a number line, count on to find the sum of 2 numbers. Introduce the word “addend” to the students. Using a picture story, find the missing addend in addition problems that sum to 15 or less. Find the missing addends in collections of problems that all have the same sum. (which is 15 or less) Using a number line, find a missing addend. Find a missing addend mentally. Use a number line to count back to find differences. Insert + or – to complete number sentences. Subtract without using the number line.</td>
<td>2-5 minutes per class session</td>
<td>2.1.1 2.1.2 2.1.7 2.1.8</td>
</tr>
<tr>
<td>5</td>
<td>October 2-6</td>
<td>Concepts 35-36</td>
<td>Recognize the numerical symbols 16 to 20. Given a block picture, write which numeral it is depicting from 16 to 20. Given a picture of 16-20 objects, ring ten and then count up the objects left over to name the number of objects in the set. Match the numerals 16-20 to their appropriate sets. Draw sets of 16-20. Write the numerals from 0 to 20 in order from least to greatest. Write the list using commas and again using the &lt; symbol. i.e. 0,1,2,3… and 0&lt;1&lt;2&lt;3&lt;4… Copy and continue shape patterns. (You can really explore and have fun with this topic if time permits!) Create shape patterns.</td>
<td>Exercise 4</td>
<td>2.N.1</td>
<td>2.P.1</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>October 10-13</td>
<td>Concepts 37-40</td>
<td>Write the numerals that come before or come after the numerals from 11-20. Choose the greater number or the lesser number for the numbers from 0 to 20. Read and write the number names for 0 to 20. Compare the length and the height of objects and people. Use the words longer, shorter, or taller correctly. Solve addition story problems.</td>
<td>Exercise 5</td>
<td>2.N.4</td>
<td>2.M.3</td>
<td></td>
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<tr>
<td>7</td>
<td>October 16-20</td>
<td>Concepts 41-45</td>
<td>Understand place value models to 50. Read and write the names of the multiples of 10 from zero to fifty. Ring or count bundles of ten and then count the left over units in pictures to say how many objects there are altogether. Change A tens and B units to AB, the numeral with an A in the ten’s place and a B in the one’s place. Write CD as C tens and D units. In whole numbers up to 50, recognize the digit that shows the tens and the digit that represents the units. Add 10 to a one-digit number.</td>
<td>Exercise 6</td>
<td>2.N.1</td>
<td></td>
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<tr>
<td>8</td>
<td>October 23-27</td>
<td>Concepts 46-52</td>
<td>Write the numerals from 0 to 50 in order from greatest to least and from least to greatest. Express these orderings using the &gt; and &lt; symbols. Given a numeral from 0 to 50, write the number in words. Read a number written in words aloud and write the corresponding numeral. Find the first and the last object in a list. Read and match the ordinal number names to the numerical versions. Locate the first, second, …eleventh, and twelfth object/person in a list or ordering. Use pictures to solve subtraction story problems. Skip count by two starting from 0 up to 20. Skip count by five from 0 to 20. Skip count by 10’s from 0 to 100.</td>
<td>Exercise 7</td>
<td>2.N.1</td>
<td>2.N.2</td>
<td>2.P.4</td>
<td>2.P.6</td>
</tr>
</tbody>
</table>
### Money Unit

**Exercise 8**

1. **October 30 - November 3**
   - Identify the penny, name its value, and count a collection of pennies. Tell how many pennies equal one dollar. Identify the nickel, name its value, count (using multiples of 5) a collection of nickels, and represent any multiple of 5 less than or equal to 100 as a set of nickels. Tell how many nickels equal one dollar. Add nickels and pennies. Identify the dime, name its value, count (via multiples of 10) a set of dimes, and represent any multiple of 10 < 101 as a collection of dimes. Tell how many dimes equal one dollar. Add dimes, nickels, and pennies. Identify the quarter, name its value, count by 25’s to 100, (i.e. count quarters) and represent any multiple of 25 < 101 as a group of quarters. Tell how many quarters equal one dollar. Add quarters, dimes, nickels, and pennies. Find coins that total any given amount less than or equal to a dollar. Show that sometimes the same amount can be formed by different sets of coins. Solve questions about shopping. (Items for sale are pictured with price tags all written in terms of cents and each item retails for under $1.)

**Exercise 9**

2. **November 6-8**
   - Money Unit: Express the value of a set of coins using both the cents symbol and the dollar and decimal point notation. Be sure students can go from one to the other easily. For example, if they see 5 quarters and 1 dime, they should write that the value of the coins is 135 ¢ or $1.35.
   - Money concepts will be formally revisited in term 3. Thank you for bringing up the topic whenever possible throughout the remainder of the year in order to reinforce your students’ familiarity with money.

3. **November 9-15**
   - Revision Week!
   - Be sure to have the students complete the review exercises at the end of book 1.

4. **November 16-22**
   - Best wishes on End-Of-Term Exams!

### Massachusetts Level C Learning Standards

#### Number Sense and Operations = N

<table>
<thead>
<tr>
<th>Standard</th>
<th>Term, Week, and Concepts</th>
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<tbody>
<tr>
<td>2.N.1</td>
<td>Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers. T1 W1 Concepts 1-10, T1 W3 Concepts 24-26 T1 W4 Concepts 27-29, T1 W5 Concepts 35-36 T1 W7 Concepts 41-44, T1 W8 Concepts 46-47 T2 W2 Concepts 54-56, T3 W4 Concepts 85-86</td>
</tr>
<tr>
<td>2.N.2</td>
<td>Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements. T1 W1 Concepts 1-10, T1 W3 Concepts 24-26 T1 W8 Concept 48, T2 W9 Customary Units of Measurement, T2 W10 and W11 Concept 74 T3 W2 Concepts 80-81</td>
</tr>
<tr>
<td>2.N.3</td>
<td>Identify and represent common fractions (1/2, 1/3, 1/4) as parts of wholes, parts of groups, and numbers on the number line. T2 W1 Concept 53 T2 W12 MCAS Specific Topics T3 W8 Money and Fractions Revisited</td>
</tr>
</tbody>
</table>
### 2.N.4
**Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).**
- T3 W9 and W10 Skittles Unit
- T1 W2 Concept 15, T1 W4 Concept 29
- T1 W6 Concept 37, T2 W2 Concept 56
- T3 W3 Concepts 83-84

### 2.N.5
**Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.**
- T2 W12 MCAS Specific Topics
- T3 W6 Concept 91

### 2.N.6
**Identify the value of all U.S. coins, and $1, $5, $10, and $20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to $5. Use appropriate notation, e.g., 69¢, $1.35.**
- T1 W9 Money Unit
- T1 W10 Money Unit
- T3 W8 Money and Fractions Revisited

### 2.N.7
**Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).**
- T1 W2 Concepts 11-14, T1 W3 Concepts 18-23
- T2 W4 Concept 64
- T3 W7 Concept 94

### 2.N.8
**Understand and use the inverse relationship between addition and subtraction (e.g., 8 + 6 = 14 is equivalent to 14 – 6 = 8 and is also equivalent to 14 – 8 = 6) to solve problems and check solutions.**
- T1 W3 Concept 21

### 2.N.9
**Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.**
- Level D
- T1 W2 Concepts 11-14
- T3 W9 and W10 Skittles Unit

### 2.N.10
**Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.**
- T2 W7 Concept 71
- T3 W7 Concepts 94-96

### 2.N.11
**Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).**
- T2 W7 Concept 69-70
- T3 W1 Concepts 76-77
- T3 W7 Concepts 93-96

### Patterns, Relations, and Algebra = P

#### 2.P.1
**Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.**
- T1 W5
- T2 W12 MCAS Specific Topics

#### 2.P.2
**Identify different patterns on the hundreds chart.**
- T2 W12 MCAS Specific Topics

#### 2.P.3
**Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10…; or 25, 23, 21….**
- Level D

#### 2.P.4
**Skip count by twos, fives, and tens up to at least 50, starting at any number.**
- T1 W8 Concepts 50-52
- T3 W6 Concept 90

#### 2.P.5
**Construct and solve open sentences that have variables, e.g., □ + 7 = 10.**
- T1 W4 Concepts 31-33
- T2 W3 Concept 60
- T3 W3 Concept 82

#### 2.P.6
**Write number sentences using +, −, <, = , and/or > to represent mathematical relationships in everyday situations.**
- T1 W8 Concept 49
- T2 W4 Concepts 62-64
- T2 W7 Concepts 69-71
- T3 W1 Concept 78

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Final Application – November 7, 2011
### Geometry = G

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<tr>
<th>Standard</th>
<th>Description</th>
<th>References</th>
</tr>
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<tr>
<td>T3 W5 Concept 89</td>
<td>Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel or four cups make one quart.</td>
<td>T1 W9 Money Unit T2 W9 Customary Units of Measurement T3 W8 Money and Fractions Revisited</td>
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</tbody>
</table>

**2.G.1** Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides

**T2 W5 Concept 86-87**

**2.G.2** Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.

**T1 W2 Concept 17**

**T2 W5 Concept 65-67**

**T3 W9 and W10 Skittles Unit**

**2.G.3** Recognize congruent shapes.

**T2 W5**

**2.G.4** Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged. Describe direction of translations, e.g., left, right, up, down.

**T2 W5 Concept 67**

**T3 W9 and W10 Skittles Unit**

**2.G.5** Identify symmetry in two-dimensional shapes.

**T2 W5 Concept 67**

**T3 W9 and W10 Skittles Unit**

**2.G.6** Predict the results of putting shapes together and taking them apart.

**T2 W5**

**2.G.7** Relate geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.

**Level D**

### Measurement = M

<table>
<thead>
<tr>
<th>Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>T2 W11 Concept 75</td>
<td>Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.</td>
<td>T2 W11 Concept 74</td>
</tr>
</tbody>
</table>

**2.M.1** Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.

**T2 W11 Concept 74**

**2.M.2** Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.

**T1 W6 Concept 39**

**T2 W8 Concepts 72-73**

**T3 W2 Concept 79**

**T3 W9 and W10 Skittles Unit**

**2.M.3** Compare the length, weight, area, and volume of two or more objects by using direct comparison.

**T1 W6 Concept 39**

**T2 W8 Concepts 72-73**

**T3 W2 Concept 79**

**T3 W9 and W10 Skittles Unit**

**2.M.4** Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.

**T3 W2 Concept 80**

**2.M.5** Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.

**T3 W2 Concept 80**

**2.M.6** Make and use estimates of measurement, including time, volume, weight, and area.

**T2 W8 Concepts 72-73**

**T2 W9 Customary Units of Measurement**

**T3 W2 Concept 81**

### Data Analysis, Statistics, and Probability = D
2.D.1  Use interviews, surveys, and observations to gather data about themselves and their surroundings.  
2.D.2  Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.
2.D.3  Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.
2.D.4  Decide which outcomes of experiments are most likely.

Mathematics Level C – Term 2

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TEACHING POINTS:</th>
<th>MENTAL MATHEMATICS</th>
<th>EXAMS</th>
<th>STANDARDS PRACTICED</th>
</tr>
</thead>
</table>
| 1    | November 27 - December 1 | Review and celebrate the End-of-Term One exam results! Distribute Part 2!  
Concept 53: Explain that in order to talk about fractions, an object or set must be divided into equal parts. Decide if an object has been split into congruent pieces or not. Color one half, one-third, one-fourth, (keep going as time permits with \( \frac{1}{n} \)) of a shape. Identify what fraction a picture is representing. Draw the other half, the last third, the final fourth, etc. of an object. Read and write: one half, one third, and one fourth. Know that one fourth = one quarter.  
Challenge: Ring \( \frac{1}{n} \) of a set of \( mn \) objects. For example: Ring \( \frac{1}{3} \) of 6 candy bars. | Exercise 9 (page 13 of teachers’ booklet called Mental Mathematics) | | 2.N.3 |
| 2    | December 4-8 | Concepts 54-57  
Given a block diagram, write the 2-digit number it is depicting. Explain how an abacus works. Write the appropriate numeral for place value abacus models up to 99. Draw the beads on an abacus to represent any number from 0 to 99. Fill in only certain requested numbers on a number line. Graph specific numbers on a number line. Count in sequence to 100. Name the number that comes after, before or in between. Given a set of numbers less than 100, choose the least number or the greatest number. Order a set of 6 or more whole numbers from least to greatest or from greatest to least. Name the multiples of 10 up to 100. Write the decade names to 100. | Exercises 9 &10 | | 2.N.1  
2.N.4 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Concepts</th>
<th>Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>December 11-15</td>
<td>58-61</td>
<td>11&amp;14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>USE THE NUMBER LINE TO COUNT ON TO ADD UP TO 20. FIND SUMS TO 20 IN VERTICAL AND HORIZONTAL NOTATION. WRITE ADDITION AND SUBTRACTION FACT FAMILIES FOR THREE GIVEN NUMBERS. GIVEN THE SUM, CHOOSE ADDENDS TO CREATE YOUR OWN FACT FAMILY. ADD DOUBLES UP TO 20. FILL IN THE MISSING ADDEND. READ A PRICE FROM A TABLE. ANSWER QUESTIONS ABOUT FACTS SHOWN IN A TABLE. IF TIME PERMITS CHALLENGE THE STUDENTS WITH QUESTIONS SUCH AS, “HOW MUCH WOULD 8 DOLLS COST?”</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>December 18-21</td>
<td>62-64</td>
<td>12 &amp; 15</td>
</tr>
<tr>
<td></td>
<td>4 day week</td>
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<td></td>
<td></td>
<td>Concepts 62-64</td>
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<tr>
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<td>Read a price from a table. Answer questions about facts shown in a table. If time permits challenge the students with questions such as, “How much would 8 dolls cost?”</td>
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<td></td>
<td>Add three numbers in vertical notation. Show that the sum is the same no matter which two numbers you add first. Solve two-step addition problems. Subtract numbers from 20. Solve subtraction story problems using a picture (with differences of 12 or less). Solve subtraction story problems using the blank three line segment grid. Solve subtraction story problems using the ___ - _____ = _____ hint. Solve subtraction story problems given only the question. (This type will not be on the test, but please challenge the students to try to solve without any blanks to fill.)</td>
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<tr>
<td>5</td>
<td>January 2-5</td>
<td>65 - 67</td>
<td>13</td>
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<tr>
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<td>4 day week</td>
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<td></td>
<td>Concepts 65 - 67</td>
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<td></td>
<td>Identify three dimensional shapes: cubes, cuboids (commonly called rectangular prisms – know both terms), cylinders, pyramids (with triangular and rectangular bases) cones and spheres. Match the three- dimensional shapes to their written names. Find the number of vertices (corners) and sides on plane shapes. Draw figures with n corners and n sides. <strong>Idea: Marshmallows and toothpicks work great for creating corners and sides!</strong> Draw shapes using a ruler on a grid of dots to measure congruent sides for squares and rectangles. Decide if shapes are symmetrical or not. Decide if a line depicted is a line of symmetry or not. Draw lines of symmetry on plane shapes. Draw the other half of detailed pictures to create picture symmetry. (This is no longer in our textbook, but it’s needed on the MCAS.) <strong>Idea: Have students fold a sheet of large construction paper in half and paint colorful, detailed pictures on one half. Then press painting to other side. Hearts, butterflies, fans, trees, etc. come out beautifully as they explore symmetry.</strong> This next concept is also no longer in the text, but if time allows: Finish shape patterns. Create your own shape patterns. This would be an ideal point to expand on patterning!</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Concepts</td>
<td>Exercises</td>
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<td>6</td>
<td>January 8-12</td>
<td><strong>Concept 68</strong> Analyze picture graphs and answer questions using the information shown in them. Create bar graphs. Write any number from 0 to 100 using tally marks. Convert a tally mark back to a numeral. Collect or organize information using tally marks. Transform this information into bar graphs. Read a pie chart. If time permits: Break into groups. Choose a question you’d really like to know how the people in your class, your grade, your school, etc. feel about. Conduct a survey, and record the information using tally marks. Then create a picture graph, bar graph, and rough pie chart (this will be too hard to do precisely not knowing about percents unless the data splits perfectly into thirds, etc.) that each represent the information you’ve found in your survey. Share them with the class. Publish them in the school newspaper, perhaps!</td>
<td>Exercise 14</td>
</tr>
<tr>
<td>7</td>
<td>January 16-19</td>
<td><strong>Concepts 69-71</strong> Add two digit numbers to two digit numbers without trading. Solve word problems by adding two digit numbers to two digit numbers. Add two digit numbers to one digit numbers without trading. Do this first in vertical format and then have the students rewrite problems given in horizontal format into vertical format. Add three two-digit numbers without trading. Again, first add numbers given in vertical format, and then have students line up the columns themselves.</td>
<td>Exercises 14 &amp; 15</td>
</tr>
<tr>
<td>8</td>
<td>January 22-26</td>
<td><strong>Concepts 72-73</strong> Decide which object is heavier and which is lighter. Become well acquainted with the heaviness of 1 kilogram. Estimate weight in kilograms by deciding whether an object weighs more or less than 1 kg. Become well acquainted with the amount of 1 liter of fluid. Estimate the capacity of liquid containers by deciding if they will hold more or less than 1 liter of fluid.</td>
<td>Exercise 9</td>
</tr>
<tr>
<td>9</td>
<td>January 29 - February 2</td>
<td>Customary Units of Measurement Become well acquainted with the amount of liquid in 1 cup, 1 pint, 1 quart, and 1 gallon. State how many cups are in 1 pint. Tell how many pints are in 1 quart, how many quarts are in 1 gallon. Become well acquainted with the heaviness of 1 pound. Estimate whether objects weigh more or less than one pound. Students should have an idea of how many pounds they weigh.</td>
<td>Exercise 15</td>
</tr>
<tr>
<td>10</td>
<td>February 5-9</td>
<td><strong>Concept 74</strong> Differentiate between the hour hand and the minute hand. Tell time to the hour and half hour. Draw the hands on a clock to illustrate any time on the hour or on the half hour. Read and write digital time. Refer to time on the half hour as “half past _____” and as “ _____ thirty.” If given the words or a picture of an analog clock, write the time digitally.</td>
<td>Exercise 16</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Exam #</td>
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<tr>
<td>11</td>
<td>February 12-16</td>
<td>Concepts 74-75 Continue practicing telling time. <strong>Order the days of the week and the months of the year.</strong> Tell how many days are in a week and how many months are in a year. Name the nth month of the year. Tell what day/month comes before/after another day/month.</td>
<td>Exercise 10</td>
</tr>
</tbody>
</table>
| 12   | February 19-23 | **MCAS Specific Topics**  
**Identify patterns on the hundreds chart.** Give each student a packet of 8 sheets of the 10 × 10 hundreds chart. Example of two uses of the chart: Review odd and even numbers. Ask them to color lightly (so they can still see the number in the square) all the even numbers on the chart. On the same chart, have them shade all the odd numbers with a different color.  
**Goal:** The students notice that every square was colored. The students see the relationships—every odd number is between two evens and vice versa. Use another 100’s chart to have them color all the numbers they’d say when they skip count by 3 starting from zero. On the same chart, ask the students to choose another color and make diagonal stripes on the numbers they’d say when they skip count by 6 starting from zero. The goal in creating this chart is that they notice that they are double shading the multiples of 6. I.e. that every multiple of 6 is also a multiple of 3. You could repeat with a third color asking them to shade every number they’d say as they skip count by 9 starting from zero. **Place the fractions** $\frac{1}{2}, \frac{1}{4}, \frac{1}{3}$ **on the number line.** The students could be given an entire length of a large sheet of construction paper (the 9 × 18” sheet) to create a number line that starts at 0 right at the left-hand edge and ends at 1 right at the right-hand edge. Have the paper either prefolded or marked with dotted lines in advance. **Solve word problems involving patterns.** Example: P N N P N N ... If P stands for penny and N stands for nickel and the pattern continues until there are 12 coins altogether, what is the total value of all 12 coins? | 3 | Concepts 67-73, customary units |
| 13   | March 5-9   | **Revision Week!**                                                                                                                        |  |  |
| 14   | March 12-16 | **Best wishes on End-Of-Term Exams!**                                                                                                    |  | The End of Term Exam covers: Concepts 1-75, patterns, customary units of measurement, and the money unit |
### Massachusetts Level C Learning Standards

<table>
<thead>
<tr>
<th>Number Sense and Operations = N</th>
<th>Term, Week, and Concepts (i.e. T1 W1 is Term 1 Week 1, etc.)</th>
</tr>
</thead>
</table>
| **2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers. | T1 W1 Concepts 1-10  
T1 W3 Concepts 24-26  
T1 W4 Concepts 27-29  
T1 W5 Concepts 35-36  
T1 W7 Concepts 41-44  
T1 W8 Concepts 46-47  
T2 W2 Concepts 54-56  
T3 W4 Concepts 85-86 |
| **2.N.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements. | T1 W1 Concepts 1-10  
T1 W3 Concepts 24-26  
T1 W8 Concept 48  
T2 W9 Customary Units of Measurement  
T2 W10 and W11 Concept 74  
T3 W2 Concepts 80-81 |
| **2.N.3** Identify and represent common fractions (1/2, 1/3, 1/4) as parts of wholes, parts of groups, and numbers on the number line. | T2 W1 Concept 53  
T2 W12 MCAS Specific Topics  
T3 W8 Money and Fractions Revisited  
T3 W9 and W10 Skittles Unit |
| **2.N.4** Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >). | T1 W2 Concept 15  
T1 W4 Concept 29  
T1 W6 Concept 37  
T2 W2 Concept 56  
T3 W3 Concepts 83-84 |
| **2.N.5** Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements. | T2 W12 MCAS Specific Topics  
T3 W6 Concept 91 |
| **2.N.6** Identify the value of all U.S. coins, and $1, $5, $10, and $20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to $5. Use appropriate notation, e.g., 69¢, $1.35. | T1 W9 Money Unit  
T1 W10 Money Unit  
T3 W8 Money and Fractions Revisited |
| **2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining). | T1 W2 Concepts 11-14  
T1 W3 Concepts 18-23  
T2 W4 Concept 64  
T3 W7 Concept 94 |
<p>| <strong>2.N.8</strong> Understand and use the inverse relationship between addition and subtraction (e.g., 8 + 6 = 14 is equivalent to 14 − 6 = 8 and is also equivalent to 14 − 8 = 6) to solve problems and check solutions. | T1 W3 Concept 21 |
| <strong>2.N.9</strong> Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems. | T1 W2 Concepts 11-14 |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Unit/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.N.10</td>
<td>Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.</td>
<td>T3 W9 and W10 Skittles Unit</td>
</tr>
<tr>
<td>2.N.11</td>
<td>Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).</td>
<td>T2 W7 Concept 71, T3 W7 Concepts 94-96</td>
</tr>
<tr>
<td>2.N.12</td>
<td>Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.</td>
<td>T2 W7 Concept 69-70, T3 W1 Concepts 76-77, T3 W7 Concepts 93-96</td>
</tr>
</tbody>
</table>

### Patterns, Relations, and Algebra = P

<table>
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<tr>
<th>Objective</th>
<th>Description</th>
<th>Unit/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.P.1</td>
<td>Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.</td>
<td>T1 W5, T2 W12 MCAS Specific Topics</td>
</tr>
<tr>
<td>2.P.2</td>
<td>Identify different patterns on the hundreds chart.</td>
<td>T2 W12 MCAS Specific Topics</td>
</tr>
<tr>
<td>2.P.3</td>
<td>Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10…; or 25, 23, 21…</td>
<td>Level D</td>
</tr>
<tr>
<td>2.P.4</td>
<td>Skip count by twos, fives, and tens up to at least 50, starting at any number.</td>
<td>T1 W8 Concepts 50-52, T3 W6 Concept 90</td>
</tr>
<tr>
<td>2.P.5</td>
<td>Construct and solve open sentences that have variables, e.g., ( \Box + 7 = 10 ).</td>
<td>T1 W4 Concepts 31-33, T2 W3 Concept 60, T3 W3 Concept 82</td>
</tr>
<tr>
<td>2.P.6</td>
<td>Write number sentences using +, −, &lt;, = , and/or &gt; to represent mathematical relationships in everyday situations.</td>
<td>T1 W8 Concept 49, T2 W4 Concepts 62-64, T2 W7 Concepts 69-71, T3 W1 Concept 78, T3 W5 Concept 89, T3 W7 Concepts 93-96</td>
</tr>
<tr>
<td>2.P.7</td>
<td>Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel or four cups make one quart.</td>
<td>T1 W9 Money Unit, T2 W9 Customary Units of Measurement, T3 W8 Money and Fractions Revisited</td>
</tr>
</tbody>
</table>

### Geometry = G

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Unit/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.G.1</td>
<td>Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides</td>
<td>T2 W5 Concepts 65-67</td>
</tr>
<tr>
<td>2.G.2</td>
<td>Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.</td>
<td>T1 W2 Concept 17, T2 W5 Concepts 65-67, T3 W9 and W10 Skittles Unit</td>
</tr>
<tr>
<td>2.G.3</td>
<td>Recognize congruent shapes.</td>
<td>T2 W5</td>
</tr>
<tr>
<td>2.G.4</td>
<td>Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged. Describe direction of translations, e.g., left, right, up, down.</td>
<td></td>
</tr>
</tbody>
</table>
### Mathematics Level C Term 3

| 2.G.5 | Identify symmetry in two-dimensional shapes. | T2 W5 Concept 67  
T3 W9 and W10 Skittles Unit |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.G.6</td>
<td>Predict the results of putting shapes together and taking them apart.</td>
<td>T2 W5</td>
</tr>
<tr>
<td>2.G.7</td>
<td>Relate geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.</td>
<td>Level D</td>
</tr>
</tbody>
</table>

**Measurement = M**

<table>
<thead>
<tr>
<th>2.M.1</th>
<th>Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.</th>
<th>T2 W11 Concept 75</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.M.2</td>
<td>Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.</td>
<td>T2 W10 Concept 74, T2 W11 Concept 74</td>
</tr>
<tr>
<td>2.M.3</td>
<td>Compare the length, weight, area, and volume of two or more objects by using direct comparison.</td>
<td>T1 W6 Concept 39, T3 W2 Concept 79, T3 W9 and W10 Skittles Unit</td>
</tr>
<tr>
<td>2.M.4</td>
<td>Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.</td>
<td>T3 W2 Concept 80</td>
</tr>
<tr>
<td>2.M.5</td>
<td>Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.</td>
<td>T3 W2 Concept 80</td>
</tr>
</tbody>
</table>
| 2.M.6 | Make and use estimates of measurement, including time, volume, weight, and area. | T2 W8 Concepts 72-73  
T2 W9 Customary Units of Measurement  
T3 W2 Concept 81 |

**Data Analysis, Statistics, and Probability = D**

<table>
<thead>
<tr>
<th>2.D.1</th>
<th>Use interviews, surveys, and observations to gather data about themselves and their surroundings.</th>
<th>T2 W6 Concept 68</th>
</tr>
</thead>
</table>
| 2.D.2 | Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations. | T2 W3 Concept 61  
T2 W6 Concept 68  
T3 W9 and W10 Skittles Unit |
| 2.D.3 | Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data. | T2 W6 Concept 68 |
| 2.D.4 | Decide which outcomes of experiments are most likely. | T3 W9 and W10 Skittles Unit |

**MATHEMATICS LEVEL C BOOKS 1, 2, AND 3 & THE REVISION WORKBOOK**

**DATES**

<table>
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<tr>
<th>Dates</th>
<th>SABIS® MATHEMATICS LEVEL C BOOKS 1, 2, AND 3 &amp; THE REVISION WORKBOOK</th>
<th>MENTAL MATHEMATICS</th>
<th>EXAMS</th>
<th>STANDARDS PRACTICED</th>
</tr>
</thead>
</table>

Final Application – November 7, 2011 244
<table>
<thead>
<tr>
<th>Week 1</th>
<th>March 19-23</th>
<th>Review and celebrate the End-of-Term Two exam results! Please distribute Level C Part 3: Sections 76-77: Subtract two digit numbers without trading. Explain why one subtracts the units digits before the tens digits. Subtract a one-digit number from a two-digit number. Solve story problems that require the student to subtract 2-digit numbers (no trading.) Add or subtract problems written on the same page, so that students learn to watch the signs. Decide whether to add or to subtract to solve story problems.</th>
<th>Mental Mathematics Exercise 18</th>
<th>2.N.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>March 26-30</td>
<td>Level C Part 3: Sections 78-81: Compare length and height of objects. Classify objects as longer / taller / shorter and as longest / tallest / shortest. Use a centimeter ruler to find lengths. Use an inch ruler to find lengths. (The text doesn’t mention inches, but the students need to learn about them.) Estimate lengths of objects in centimeters and inches. Measure paths using a centimeter or an inch ruler.</td>
<td>Mental Mathematics Exercise 19</td>
<td>2.N.2 2.M.3 2.M.4 2.M.6</td>
</tr>
<tr>
<td>Week 3</td>
<td>April 2-5 4 day week</td>
<td>Sections 82-84: Subtract differences through 20. Find the missing subtrahend. Solve story problems using subtraction. Choose between the ≠ symbol and the = symbol to complete true sentences. Compare 2 digit numbers using the &gt; and &lt; symbols. Simplify expressions and then compare them using the &gt; and &lt; symbols.</td>
<td>Mental Mathematics Exercise 19</td>
<td>2.N.4 2.P.5</td>
</tr>
<tr>
<td>Week 4</td>
<td>April 9-13</td>
<td>Sections 85-86: Match the multiples of tens’ written names with their numerical counterparts. Use place value to write numerals up to 99 to represent pictures of bundles of tens and units. Given the number of tens and the number of units, write the number. Given the number, tell how many tens and units are in it. Write any 2-digit number in words. Given the English word for a whole number from zero to 99, express it numerically.</td>
<td>Mental Mathematics Exercise 20</td>
<td>Exam 1 Sections 76-78 2.N.1</td>
</tr>
<tr>
<td>April 24-27 4 day week</td>
<td>Sections 87-89: Add 1-digit numbers to 2-digit numbers with trading! Add two 2-digit numbers with trading! (Please note that the sum never exceeds 99. They are not trading tens to hundreds yet!) Solve story problems that involve one-step trading. First graders are trading!!</td>
<td>Mental Mathematics Exercise 20</td>
<td>2.P.6</td>
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<tr>
<td>Date</td>
<td>Sections</td>
<td>Activities</td>
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<td>April 30-</td>
<td>90-92</td>
<td>Review skip counting by 2’s, 5’s and 10’s. Solve addition and subtraction</td>
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<tr>
<td>May 4</td>
<td></td>
<td>problems where you are adding or subtracting 3’s from multiples of 3.</td>
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<td></td>
<td>(e.g. 30 + 3 or 15-3) Skip count by 4’s. Find sums of a multiple of 4 and</td>
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<td>4. Find the difference when 4 is subtracted from a multiple of 4.</td>
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<td>(The point of all of this is to familiarize the student with the multiples</td>
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<td>of 3 and 4, priming them for learning the multiplication facts in the next</td>
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<td>two years.) Define an even number. Tell what digits an even number may end</td>
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<td>in. Decide if a number is even. List the even numbers from x to y.</td>
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<td>Tell what digits an odd number has in the unit’s place. Identify an odd</td>
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<td>number. List the odd numbers from x to y. Rewrite an addition problem</td>
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<td>horizontally using vertical notation.</td>
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<td></td>
<td><strong>Mental Mathematics</strong></td>
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<tr>
<td></td>
<td>2.N.5</td>
<td><strong>Exercise 20</strong></td>
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<tr>
<td></td>
<td>2.P.4</td>
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<tr>
<td>May 7-11</td>
<td>93-96</td>
<td>Add three 2-digit or 1-digit numbers with and without trading. Solve story</td>
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<tr>
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<td></td>
<td>problems that involve adding three numbers. Say subtraction problems like 9-</td>
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<td>4 in 4 different ways using the terms subtract, difference, take-away,</td>
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<td>and minus. Translate English expressions to math expressions. Rewrite a</td>
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<td>subtraction problem written horizontally using vertical notation. Given</td>
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<td>two addends and their sum, write 4 related equations called a fact family.</td>
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<td>Solve two-step story problems.</td>
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<td><strong>Mental Mathematics</strong></td>
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<td></td>
<td>2.N.7</td>
<td><strong>Exercise 21</strong></td>
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<td></td>
<td>2.N.11</td>
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<td></td>
<td>2.N.12</td>
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<td>2.P.6</td>
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<tr>
<td>May 14-18</td>
<td><strong>Money &amp; Fractions Revisited:</strong> Add collections of quarters, dimes,</td>
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<td>nickels, and pennies. Find coins that total any given amount less than or</td>
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<td>equal to a dollar. Show that sometimes the same amount can be formed by</td>
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<td>different sets of coins.</td>
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<td><strong>Fractions:</strong> Given a set of objects, circle or color ( \frac{1}{2}, \</td>
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<td>\frac{1}{3}, \frac{1}{4}, \frac{1}{5} ), etc. of the objects. Given a</td>
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<td>set of objects, circle of color ( \frac{m}{n} ) of the set. For example:</td>
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<td>Circle ( \frac{2}{3} ) of this set of triangles: ( \bigstar \bigstar</td>
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<td>\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar \bigstar \bigstar</td>
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<td>. Tell what fraction of a set of objects has been circled or colored or</td>
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<td>has some given characteristic. For example, tell what fraction of the</td>
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<td>faces is smiling: ( \smiley \smiley \smiley \smiley \smiley \smiley</td>
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<td>\smiley \smiley \smiley \smiley \smiley \smiley \smiley \smiley \smiley</td>
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<td><strong>Mental Mathematics</strong></td>
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<td></td>
<td>2.N.3</td>
<td><strong>Exercise 15</strong></td>
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<td>2.N.6</td>
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<td>2.P.7</td>
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<tr>
<td>May 21-25</td>
<td><strong>Skittles Unit:</strong> We use Skittles to emphasize and review many ideas</td>
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<td>learned this year. Please ask each child to bring in a regular sized bag</td>
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<td>of plain Skittles (not the snack size or the 1 pound bag!, but the one</td>
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<td>in between that costs about 45 cents). We will use the candies to work</td>
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<td>with fractions, graphing, symmetry, probability, addition, subtraction,</td>
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<td>plane shapes, and weight. Packets have been sent along.</td>
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<td><strong>Mental Mathematics</strong></td>
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<td>2.N.3</td>
<td><strong>Exercise 16</strong></td>
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</tr>
</tbody>
</table>

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Springfield Preparatory Charter School

<table>
<thead>
<tr>
<th>May 29-31</th>
<th>3 day instruction week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>with this chart.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 1-7</th>
<th>Revision Week One- Be sure to use the Level C Revision Book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 8-14</td>
<td>Revision Week Two</td>
</tr>
</tbody>
</table>
| June 15-21| *End of Year Exams Week*  
*Best wishes on all your final exams, but especially on your math final!* |
|           | End-of-Year Exam  
Concepts 1-96  
& Money Unit & Customary Measures |

Massachusetts Level C Learning Standards

<table>
<thead>
<tr>
<th>Number Sense and Operations = N</th>
<th>Term, Week, and Concepts (i.e. T1 W1 is Term 1 Week 1, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.N.1</td>
<td>Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.</td>
</tr>
<tr>
<td>2.N.2</td>
<td>Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.</td>
</tr>
<tr>
<td></td>
<td>T1 W1 Concepts 1-10 , T1 W3 Concepts 24-26 , T1 W8 Concept 48 , T2 W9 Customary Units of Measurement , T2 W10 and W11 Concept 74 , T3 W2 Concepts 80-81</td>
</tr>
<tr>
<td>2.N.3</td>
<td>Identify and represent common fractions (1/2, 1/3, 1/4) as parts of wholes, parts of groups, and numbers on the number line.</td>
</tr>
<tr>
<td></td>
<td>T2 W1 Concept 53 , T2 W12 MCAS Specific Topics , T3 W8 Money and Fractions Revisited , T3 W9 and W10 Skittles Unit</td>
</tr>
<tr>
<td>2.N.4</td>
<td>Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (&lt;, =, &gt;).</td>
</tr>
<tr>
<td></td>
<td>T1 W2 Concept 15 , T1 W4 Concept 29 , T1 W6 Concept 37 , T2 W2 Concept 56 , T3 W3 Concepts 83-84</td>
</tr>
<tr>
<td>2.N.5</td>
<td>Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.</td>
</tr>
<tr>
<td></td>
<td>T2 W12 MCAS Specific Topics , T3 W6 Concept 91</td>
</tr>
<tr>
<td>2.N.6</td>
<td>Identify the value of all U.S. coins, and $1, $5, $10, and $20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to $5. Use appropriate notation, e.g., 69¢.</td>
</tr>
<tr>
<td></td>
<td>T1 W9 Money Unit , T1 W10 Money Unit</td>
</tr>
</tbody>
</table>
### 2.N.7
Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

- Level D
- T2 W4 Concept 64, T3 W7 Concept 94

### 2.N.8
Understand and use the inverse relationship between addition and subtraction (e.g., \(8 + 6 = 14\) is equivalent to \(14 - 6 = 8\) and is also equivalent to \(14 - 8 = 6\)) to solve problems and check solutions.

- T1 W3 Concept 21

### 2.N.9
Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.

- T1 W2 Concepts 11-14, T3 W9 and W10 Skittles Unit

### 2.N.10
Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.

- Level D

### 2.N.11
Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).

- T2 W7 Concept 71
- T3 W7 Concepts 94-96

### 2.N.12
Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

- T2 W7 Concept 69-70, T3 W1 Concepts 76-77
- T3 W7 Concepts 93-96

### Patterns, Relations, and Algebra = P

#### 2.P.1
Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.

- T1 W5
- T2 W12 MCAS Specific Topics

#### 2.P.2
Identify different patterns on the hundreds chart.

- T2 W12 MCAS Specific Topics

#### 2.P.3
Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10…; or 25, 23, 21….

- Level D

#### 2.P.4
Skip count by twos, fives, and tens up to at least 50, starting at any number.

- T1 W8 Concepts 50-52, T3 W6 Concept 90

#### 2.P.5
Construct and solve open sentences that have variables, e.g., \(\square + 7 = 10\).

- T1 W4 Concepts 31-33, T2 W3 Concept 60
- T3 W3 Concept 82

#### 2.P.6
Write number sentences using +, −, <, =, and/or > to represent mathematical relationships in everyday situations.

- T1 W8 Concepts 49, T2 W4 Concepts 62-64
- T2 W7 Concepts 69-71, T3 W1 Concept 78
- T3 W5 Concept 89, T3 W7 Concepts 93-96

#### 2.P.7
Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel or four cups make one quart.

- T1 W9 Money Unit
- T2 W9 Customary Units of Measurement
- T3 W8 Money and Fractions Revisited

### Geometry = G

#### 2.G.1
Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides

- T2 W5 Concepts 65-67

#### 2.G.2
Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.

- T1 W2 Concept 17, T2 W5 Concepts 65-67
- T3 W9 and W10 Skittles Unit

#### 2.G.3
Recognize congruent shapes.

- T2 W5

#### 2.G.4
Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged. Describe direction of translations, e.g., left, right, up, down.

- T2 W9
2.G.5 Identify symmetry in two-dimensional shapes.  
2.G.6 Predict the results of putting shapes together and taking them apart.  
2.G.7 Relate geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.  

**Measurement = M**

2.M.1 Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.  
2.M.2 Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.  
2.M.3 Compare the length, weight, area, and volume of two or more objects by using direct comparison.  
2.M.4 Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.  
2.M.5 Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.  
2.M.6 Make and use estimates of measurement, including time, volume, weight, and area.  

**Data Analysis, Statistics, and Probability = D**

2.D.1 Use interviews, surveys, and observations to gather data about themselves and their surroundings.  
2.D.2 Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.  
2.D.3 Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.  
2.D.4 Decide which outcomes of experiments are most likely.  

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**LEVEL: I**

**MATHEMATICS Level I – Algebra**

**Texts needed:**  
SABIS® Algebra 1 Part 1, SABIS® Algebra 1 Part 2, SABIS® Algebra 1 Questions, SABIS® Algebra 1 AMS Sample Questions  
SABIS® Fractions, SABIS® Decimal Fractions, SABIS® Simplifying Numerical Expressions, & SABIS® Topics in Math 3

Always discuss the “Challenging Exercise” and “Critical Thinking” problems in the workbooks as they are necessary preparation for the MCAS exam.

In general, students should do every problem in the workbook. The workbook explores topics in more depth than the textbook.

<table>
<thead>
<tr>
<th>Term I</th>
<th>DATES</th>
<th>5 weeks of Arithmetic Review</th>
<th>SABIS® ALGEBRA I TEACHING POINTS</th>
<th>AMS exams</th>
<th>PERIODIC EXAMS</th>
<th>STANDARDS PRACTICED</th>
</tr>
</thead>
</table>

Final Application – November 7, 2011
| Week 1 | September 5-8 4 day week | Fraction review – Use the SABIS® Fractions booklet in its entirety. Stress Sections 17, 19, and 30. | Chapter 1 Sections 1.1-1.3  
Realize that set is an undefined term. Represent sets and draw Venn diagrams of sets. Use the symbols ∈ and ∉ accurately. Represent a set using the roster method. Express a set using the property method. (Doing this provides us a chance to review a lot of math terminology - primes, composites, evens, integers less than or equal to… etc.) Use the phrases “for every” and “there exists at least one” (∀, ∃) to make true statements. Define the cardinality of a set. Find the cardinality of sets given in comprehension (via the property method). Use the symbols ⇔,⇒, ↵ to create true sentences showing whether statements are equivalent or not, or whether one statement does or doesn’t imply the other. | No AMS |
|---|---|---|---|---|
| 2 | September 11-15 | Decimal review – Use SABIS® Decimal Fractions booklet in its entirety. Stress Section 15. | **Chapter 1 Sections 1.4-2.3**  
Define and recognize a singleton set. Define the empty set and give a synonym for the empty set. Symbolize the empty set in two different ways. Define equal and unequal sets. Give examples of equal sets. Recognize that the order of listing elements is insignificant. Define unequal or distinct sets. Determine whether two sets are equal or distinct. Define a subset. Use subset notation. Determine whether one set is a subset of another or not. ∅ is a subset of every set. A set is a subset of itself. Define a proper subset of a set. Define, denote and recognize elements of the famous subsets of ℜ. List the sets of naturals, wholes and integers by roster. Define the whole numbers, integers, real numbers, irrationals, and rational numbers. Diagram ℜ. Represent different sets on the number line. Recognize a subset of ℜ from its number line graph. Use universal set builder notation in combination with knowledge of the infinite subsets of ℜ to write sets using the property method. Define the power set of a set. List the power set of any set with cardinality ≤ 5. Students should discover the formula for the cardinality of the power set of a set of cardinality n. | No AMS |

7.N.1  
7.N.6  
7.N.7  
7.N.9  
7.D.1  

7.N.1  
7.N.7  
7.N.9  
7.D.1
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Sections</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 3</td>
<td>Order of Operations review—SABIS® Simplifying Numerical Expressions Sections 1-7</td>
<td>Chapter 1 Section 2.4 – Chapter 2 Section 2.2</td>
<td>Define the complement of a subset. Find complements. Determine that the complement of the null set in set A is set A. Reason that the complement of set X in set X is the empty set. The complement in set B of the complement of set A is set A. Define and denote the intersection of two or more sets. Draw Venn diagrams of the intersections of sets. Accept no blurry versions of the definition of intersection! The intersection of sets is commutative and associative. The intersection of two sets is a subset of either set. One set is a subset of another if and only if it is the intersection of itself and the other. Define disjoint sets. Give examples of several pairs of disjoint sets. Define the union of two or more sets. Represent unions (and more involved series of unions and intersections) via Venn diagrams. Define a variable. Define the domain of a variable. Given a specific domain, determine the least (greatest) value an expression may assume. Find the average value of an expression over a finite domain. Identify the base and the exponent in an exponential expression. Be sure to assign the critical thinking and challenge questions from Chapter 2.</td>
</tr>
<tr>
<td>September 4</td>
<td>Order of Operations review—SABIS® Simplifying Numerical Expressions Sections 8-13</td>
<td>Chapter 2 Sections 3.1-3.4: Define and notice the distinction and relationship between algebraic and numerical expressions. (Which is a subset of the other?) Express the product of two variables in at least 6 different ways. Define and locate the coefficient of a monomial in an algebraic expression. Know that the coefficient of x is 1. Memorize and use the Substitution Principle to evaluate expressions.</td>
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<tr>
<td>October 5</td>
<td>Order of Operations review – Use SABIS® SIMPLIFYING NUMERICAL EXPRESSIONS SECTIONS 14-21</td>
<td>Chapter 2 Section 4.1 – Chapter 3 Section 2: Recognize when expressions are already in simplest form and if they are not, simplify them. Define and graph the positive and negative real numbers. State that zero is neither positive nor negative. Utilize the 1-1 correspondence of ℜ and the points on the line to graph different sets. Define the additive inverse of a real number. Find the opposite of any real number; Give many examples of values of x for which –x is a positive number.</td>
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</table>

The 5 weeks of arithmetic review is officially over and the focus is now fully on algebra.
<table>
<thead>
<tr>
<th>Week</th>
<th>DATES</th>
<th>SABIS&lt;sup&gt;®&lt;/sup&gt; Algebra 1 Teaching Points:</th>
<th>AMS EXAMS</th>
<th>PERIODIC EXAMS</th>
<th>STANDARDS PRACTICED</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>October 10-13</td>
<td>Chapter 3 Sections 3.1-3.3 Define absolute value in two different ways. Find the absolute value of numerical expressions. Define non-negative. Simplify expressions involving absolute values using the proper order of operations. For all real values of x, (</td>
<td>x</td>
<td>) is non-negative and (</td>
<td>x</td>
</tr>
<tr>
<td>7</td>
<td>October 16-20</td>
<td><strong>Chapter 3 Section 3.4</strong> Solve inequalities of the form (</td>
<td>x</td>
<td>&lt; a ) or (</td>
<td>x</td>
</tr>
<tr>
<td>8</td>
<td>October 23-27</td>
<td><strong>Chapter 3 Section 4 Axioms of the Real Numbers!</strong> Define axiom, postulate, and theorem. Define what it means for a set to be closed under a given operation. Determine if specific sets are closed under specific operations. Memorize, state, recognize in action, and give examples of the three axioms of Equality, the two axioms of Closure, and the Commutative and Associative axioms of ( \mathbb{R} ).</td>
<td>No AMS</td>
<td>PERIODIC EXAM 3 SNE Sections 13-21 &amp; Algebra 2.3-3.2</td>
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<tr>
<td>9</td>
<td>October 30-November 3</td>
<td><strong>Chapter 3 Section 4 Axioms of the Real Numbers!</strong> Name the additive and multiplicative identity elements. Give a synonym for a real number’s additive inverse. Give a synonym for a nonzero real number’s multiplicative inverse. Memorize, state, recognize in action, and give examples of the two Identity Axioms, the two Inverse Axioms and the Distributive Axiom of ( \mathbb{R} ). Justify steps in the simplification process by naming the axiom that was applied. Simplify algebraic expressions showing and justifying all steps used.</td>
<td>AMS 0506-07905 2.4.2-3.3.4</td>
<td>7.N.6</td>
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<tr>
<td>10</td>
<td>November 6-8</td>
<td><strong>Chapter 4 Section 1 Addition “Week!”</strong> Represent the addition of two integers on a number line. Write the equation represented by a diagram on a number line. Complete the following statements: The sum of two non-negative numbers is always blank. The sum of two negative numbers is always blank. The sum of a positive number ( a ) and a negative number ( b ) depends on blank. If ( a + b = 0 ), then blank. Depict addition problems on a number line. Simplify sums of rational numbers. Simplify algebraic expressions involving sums. Evaluate algebraic expressions involving sums.</td>
<td>AMS 0607-07906 3.3.1-3.4</td>
<td>PERIODIC EXAM 4* ALGEBRA 3.3-3.4</td>
<td>7.P.2</td>
</tr>
<tr>
<td>11</td>
<td>November 10-15</td>
<td>Revision Week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>November 16-22</td>
<td>Best wishes on your End of Term Exams! <strong>Happy Thanksgiving!</strong></td>
<td></td>
<td></td>
<td>End of Term Exam covers: All 3 Arithmetic booklets &amp; Algebra Chapters 1 – 4.1 &amp; Topics in Math 3 Section 5.2</td>
</tr>
</tbody>
</table>
### Number Sense and Operations = N

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Term, Week, and Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.N.1</td>
<td>Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.</td>
<td>T1 W1 Fractions, T1 W2 Decimal Fractions</td>
</tr>
<tr>
<td>7.N.2</td>
<td>Use ratios and proportions in the solution of problems involving unit rates, scale drawings, and reading of maps.</td>
<td>Workbook Section 6.3.2 #3</td>
</tr>
<tr>
<td>7.N.3</td>
<td>Represent numbers in scientific notation (positive powers of ten only) and use that notation in problem situations.</td>
<td>Workbook Section 2.2 Critical Thinking #13, Workbook Section 7.3.1 Critical Thinking #24, Workbook Section 8.2.2 Critical Thinking #7, Workbook Section 8.5.1 Critical Thinking #18</td>
</tr>
<tr>
<td>7.N.4</td>
<td>Demonstrate an understanding of absolute value, e.g.,</td>
<td>-3</td>
</tr>
<tr>
<td>7.N.5</td>
<td>Apply the rules of positive integer exponents to the solution of problems. Extend the Order of Operations to include positive integer exponents.</td>
<td>T1 W4 SNE 8-9, T2 W2 Section 4.3</td>
</tr>
<tr>
<td>7.N.6</td>
<td>Use the inverse relationships of addition and subtraction, and of multiplication and division, to simplify computations and solve problems, e.g., multiplying by 1/2 or 0.5 is the same as dividing by 2.</td>
<td>T1 W1 Fractions 28-29, T1 W5 SNE 17, T1 W9 Section 3.4, T2 W3 Section 4.4</td>
</tr>
<tr>
<td>7.N.7</td>
<td>Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1).</td>
<td>T1 W1 Fractions, T1 W2 Decimal Fractions, T1 W3 SNE 1-7, T1 W4 SNE 8-13, T1 W5 SNE 14-21</td>
</tr>
<tr>
<td>7.N.8</td>
<td>Determine when an estimate rather than an exact answer is appropriate and apply in problem situations.</td>
<td>Workbook Section 7.3.1 Critical Thinking #24</td>
</tr>
<tr>
<td>7.N.9</td>
<td>Select and use appropriate operations—addition, subtraction, multiplication, division, and positive integer exponents—to solve problems with rational numbers (including negatives).</td>
<td>T1 W1 Fractions, T1 W2 Decimal Fractions, T1 W5 SNE 20</td>
</tr>
</tbody>
</table>

### Patterns, Relations, and Algebra = P

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Term, Week, and Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.P.1</td>
<td>Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions, e.g., compounding.</td>
<td>T2 W11 Topics 2.1</td>
</tr>
<tr>
<td>7.P.2</td>
<td>Evaluate simple algebraic expressions for given variable values, e.g., 3a^2 – b for a = 3 and b = 7.</td>
<td>T1 W4 Section 2.3, T1 W10 Section 4.1, T2 W1 Section 4.2, T2 W2 Section 4.3, T2 W3 Section 4.4</td>
</tr>
<tr>
<td>7.P.3</td>
<td>Create and use symbolic expressions for linear relationships and relate them to verbal, tabular, and graphical representations.</td>
<td>Workbook Section 2.1 Critical Thinking #9, Workbook Section 2.3.1 Critical Thinking #17</td>
</tr>
<tr>
<td>7.P.4</td>
<td>Solve linear equations using tables, graphs, models, and algebraic methods.</td>
<td>T2 W12 Sections 5.1-5.2</td>
</tr>
<tr>
<td>7.P.5</td>
<td>Identify, describe, and analyze linear relationships between two variables. Compare positive rate of change, e.g., y = 3x + 1, to negative rate of change, e.g., y = –3x + 1.</td>
<td>Workbook Section 2.1 Critical Thinking #9</td>
</tr>
<tr>
<td>7.P.6</td>
<td>Use linear equations to model and analyze problems involving proportional relationships. Use technology as appropriate.</td>
<td>Workbook Section 6.3.2 #3 and #9</td>
</tr>
</tbody>
</table>

### Geometry = G

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Term, Week, and Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.G.1</td>
<td>Analyze, apply, and explain the relationship between the number of sides and the sums of the interior angle.</td>
<td>T2 W8 Section 9.2</td>
</tr>
<tr>
<td>Course</td>
<td>Standards</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>7.G.2</td>
<td>Measure polygons.</td>
<td>Classify figures in terms of congruence and similarity, and apply these relationships to the solution of problems.</td>
</tr>
<tr>
<td>7.G.3</td>
<td>Demonstrate understanding of relationships of angles formed by intersecting lines, including parallel lines cut by a transversal.</td>
<td>Demonstrate an understanding of the relationships of angles formed by intersecting lines, including parallel lines cut by a transversal.</td>
</tr>
<tr>
<td>7.G.4</td>
<td>Graph points and identify coordinates of points on the Cartesian coordinate plane (all four quadrants).</td>
<td>Graph points and identify coordinates of points on the Cartesian coordinate plane (all four quadrants).</td>
</tr>
<tr>
<td>7.G.5</td>
<td>Use a ruler, protractor, and compass to draw polygons and circles.</td>
<td>Use a ruler, protractor, and compass to draw polygons and circles.</td>
</tr>
<tr>
<td>7.G.6</td>
<td>Predict the results of translations and reflections of figures on unmarked or coordinate planes and draw the transformed figure.</td>
<td>Predict the results of translations and reflections of figures on unmarked or coordinate planes and draw the transformed figure.</td>
</tr>
<tr>
<td>7.G.7</td>
<td>Identify three-dimensional figures (e.g., prisms, pyramids) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces.</td>
<td>Identify three-dimensional figures (e.g., prisms, pyramids) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces.</td>
</tr>
<tr>
<td><strong>Measurement = M</strong></td>
<td></td>
<td>Workbook Section 7.3.1 Critical Thinking #24 Workbook Section 9.4.2 Critical Thinking #6</td>
</tr>
<tr>
<td>7.M.1</td>
<td>Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.</td>
<td>Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.</td>
</tr>
<tr>
<td>7.M.2</td>
<td>Given the formulas, convert from one system of measurement to another. Use technology as appropriate.</td>
<td>Given the formulas, convert from one system of measurement to another. Use technology as appropriate.</td>
</tr>
<tr>
<td>7.M.3</td>
<td>Demonstrate an understanding of the concepts and apply formulas and procedures for determining measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms and cylinders. Use technology as appropriate.</td>
<td>Demonstrate an understanding of the concepts and apply formulas and procedures for determining measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms and cylinders. Use technology as appropriate.</td>
</tr>
<tr>
<td><strong>Data Analysis, Statistics, and Probability = D</strong></td>
<td></td>
<td>T1 W1 Section 1.1, T1 W2 Sections 1.1-1.2 T1 W3 Sections 1.2-1.3, T2 W4 Section 10.2 T2 W5 Section 10.2, T2 W7 Topics 5.3</td>
</tr>
<tr>
<td>7.D.1</td>
<td>Select, create, interpret, and utilize the following tabular and graphical representations of data: circle graphs, Venn diagrams, stem-and-leaf plots, tables, and charts.</td>
<td>Select, create, interpret, and utilize the following tabular and graphical representations of data: circle graphs, Venn diagrams, stem-and-leaf plots, tables, and charts.</td>
</tr>
<tr>
<td>7.D.2</td>
<td>Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.</td>
<td>Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.</td>
</tr>
<tr>
<td>7.D.3</td>
<td>Use tree diagrams, tables, organized lists, and area models to compute probabilities for simple compound events, e.g., multiple coin tosses or rolls of number cubes.</td>
<td>Use tree diagrams, tables, organized lists, and area models to compute probabilities for simple compound events, e.g., multiple coin tosses or rolls of number cubes.</td>
</tr>
</tbody>
</table>
# ATTACHMENT 10: ACTION PLAN

<table>
<thead>
<tr>
<th>Action Items</th>
<th>State Date</th>
<th>Completion Date</th>
<th>Point Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit an organizational chart to the CSO</td>
<td>March 15</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Approve by-laws (BOT) and submit to the CSO</td>
<td>March 15</td>
<td></td>
<td>SABIS/BOT</td>
</tr>
<tr>
<td>Approve Complaint Procedure (BOT) and submit to CSO</td>
<td>August 1</td>
<td></td>
<td>SABIS/BOT</td>
</tr>
<tr>
<td>Set board meeting calendar</td>
<td>March 1</td>
<td></td>
<td>BOT</td>
</tr>
<tr>
<td>Secure legal counsel</td>
<td>March 1</td>
<td></td>
<td>BOT</td>
</tr>
<tr>
<td><strong>Enrollment and Admission</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approve Enrollment Policy (BOT) and submit to CSO</td>
<td>February 28</td>
<td></td>
<td>SABIS/BOT</td>
</tr>
<tr>
<td>Create recruitment materials</td>
<td>January 1</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Conduct recruitment outreach</td>
<td>January 1</td>
<td>March 10</td>
<td>SABIS</td>
</tr>
<tr>
<td>Hold enrollment lottery and notify families of results</td>
<td>March 10</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Submit Pre-Enrollment report to CSO</td>
<td>March 15</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Request student records</td>
<td>March 30</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Conduct diagnostic testing</td>
<td>June 15</td>
<td></td>
<td>SD</td>
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<tr>
<td>Plan student orientation</td>
<td>July 15</td>
<td>August 15</td>
<td>SD</td>
</tr>
<tr>
<td>Host parent orientation</td>
<td>August 15</td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>Host student orientation</td>
<td>August 20</td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td><strong>School Policies and Practices</strong></td>
<td></td>
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<tr>
<td>Set up student information database</td>
<td>August 1</td>
<td>August 15</td>
<td>SABIS</td>
</tr>
<tr>
<td>Order non-instructional supplies, furniture, equipment and materials</td>
<td>June 1</td>
<td></td>
<td>SABIS/SD</td>
</tr>
<tr>
<td>Approve school calendar and submit to CSO</td>
<td>August 1</td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>Approve code of conduct (BOT) and submit to CSO</td>
<td>August 1</td>
<td></td>
<td>SD</td>
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<tr>
<td>Submit contact information for School to CSO</td>
<td>August 1</td>
<td></td>
<td>SD</td>
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<tr>
<td>Submit School Health and Medications Administration Plan to CSO</td>
<td>August 1</td>
<td></td>
<td>SD</td>
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<tr>
<td>Submit Nutrition Services Plan to CSO</td>
<td>August 1</td>
<td></td>
<td>SD</td>
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<tr>
<td>Submit Wellness Policy to CSO</td>
<td>August 1</td>
<td></td>
<td>SD</td>
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<tr>
<td><strong>School Facility and Building Safety</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secure site</td>
<td>April 1</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Oversee renovations</td>
<td>April 1</td>
<td>August 15</td>
<td>SABIS</td>
</tr>
<tr>
<td>Submit a copy of the signed lease</td>
<td>August 1</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Submit written assurance that the facility is accessible</td>
<td>August 1</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Submit multi-hazard evacuation plan to CSO</td>
<td>August 1</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Submit current Certificate of Occupancy and required safety inspections to CSO</td>
<td>August 1</td>
<td></td>
<td>SABIS</td>
</tr>
<tr>
<td>Secure janitorial services</td>
<td></td>
<td></td>
<td>SABIS</td>
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<tr>
<td><strong>Staff Recruitment, Evaluation and Professional Development</strong></td>
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<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>Develop job descriptions and postings</td>
<td>January 1</td>
<td>February 15</td>
<td>SABIS</td>
</tr>
<tr>
<td>Recruit and hire staff (hire school director/principal by NLT February)</td>
<td>February 15</td>
<td>August 1</td>
<td>SABIS/SD</td>
</tr>
<tr>
<td>Set staff salaries and benefits</td>
<td>February 15</td>
<td>SABIS</td>
<td></td>
</tr>
<tr>
<td>Develop staff policies and handbook</td>
<td>April 1</td>
<td>SABIS</td>
<td></td>
</tr>
<tr>
<td>Plan staff orientation</td>
<td>June 1</td>
<td>July 1</td>
<td>SABIS</td>
</tr>
<tr>
<td>Hold staff orientation</td>
<td>August 13</td>
<td>SABIS/SD</td>
<td></td>
</tr>
<tr>
<td>Submit summary of staff’s qualifications to CSO</td>
<td>August 1</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Submit signed letter of agreement with special education administrator to CSO</td>
<td>August 1</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Obtain access to CORI and approve CORI policy (BOT)</td>
<td>June 1</td>
<td>SD</td>
<td></td>
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<tr>
<td>Submit staff performance criteria and evaluation plan to CSO</td>
<td>August 1</td>
<td>SD</td>
<td></td>
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<tr>
<td>Submit CORI assurance for all employees</td>
<td>August 1</td>
<td>SD</td>
<td></td>
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<tr>
<td>Submit written documentation of physician and nurse relationship to CSO</td>
<td>August 1</td>
<td>SD</td>
<td></td>
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<tr>
<td>Submit professional development plan to CSO</td>
<td>August 1</td>
<td>SD</td>
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<thead>
<tr>
<th><strong>Educational Program and Curriculum</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Develop curriculum</td>
<td>March 1</td>
<td>August 1</td>
<td>SABIS</td>
</tr>
<tr>
<td>Order materials, supplies, equipment</td>
<td></td>
<td>Spring/Summer</td>
<td>SD</td>
</tr>
<tr>
<td>Contract with special education consultants</td>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>Submit District Curriculum Accommodation Plan to CSO</td>
<td>August 1</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Submit Special Education Program Plan to CSO</td>
<td>August 1</td>
<td>SD</td>
<td></td>
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<tr>
<td>Submit Title I Plan to CSO</td>
<td>August 1</td>
<td>SD</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Transportation and Food Services</strong></th>
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</thead>
<tbody>
<tr>
<td>Submit Transportation Services Plan to CSO</td>
<td>August 1</td>
<td>SABIS/SD</td>
<td></td>
</tr>
<tr>
<td>Contract with food service provider</td>
<td>August 1</td>
<td>SABIS/SD</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Financial Systems</strong></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Apply for tax exempt status and ID</td>
<td>March 1</td>
<td>SABIS</td>
<td></td>
</tr>
<tr>
<td>Secure independent auditor</td>
<td>June 1</td>
<td>BOT</td>
<td></td>
</tr>
<tr>
<td>Establish financial management systems</td>
<td>March 1</td>
<td>April 1</td>
<td>SABIS</td>
</tr>
<tr>
<td>Establish payroll</td>
<td>April 1</td>
<td>SABIS</td>
<td></td>
</tr>
<tr>
<td>Set up bank accounts</td>
<td>March 1</td>
<td>SABIS/BOT</td>
<td></td>
</tr>
<tr>
<td>Approve Fiscal Policies and Procedures and submit to CSO</td>
<td>August 1</td>
<td>BOT</td>
<td></td>
</tr>
<tr>
<td>Approve annual budget (BOT) and submit to CSO</td>
<td>July 1</td>
<td>BOT</td>
<td></td>
</tr>
<tr>
<td>Obtain insurance and provide evidence of coverage to CSO</td>
<td>August 1</td>
<td>SABIS</td>
<td></td>
</tr>
</tbody>
</table>

Key: SABIS® = SABIS® Business Development Department and/or other SABIS® departments; SD= School Director (“Principal”); BOT = Board of Trustees; CSO = Charter School Office
ATTACHMENT 11: LETTERS OF SUPPORT