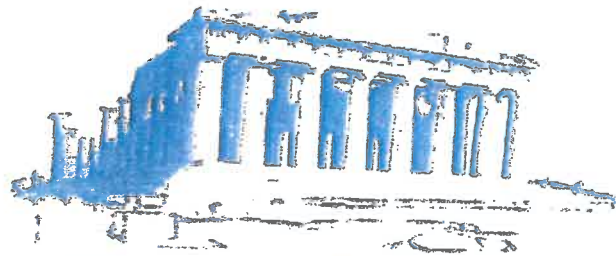


Athenian Academy Application

Attachments

Sample daily school schedule and annual school calendar

Athenian Academy



**Charter School
Est 2000**

Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense

Athenian Academy 2016-2017 Calendar

AUGUST

08/03/16 First Day for Instructional Staff
 08/08/16 KINDERGARTEN Orientation 3:00 PM
 08/08/16 NEW Families Orientation 1st-8th 5:00 PM
 08/09/16 Returning Families Open House 12:00-5:00 PM
 08/10/16 First Day for Students
 08/22/16 School Board Meeting 11:00 AM
 08/25/16 PTSA General Assembly 6:00 PM (Budget)

SEPTEMBER

09/05/16 Labor Day No School
 09/07/16 Movie Night
 09/09/16 Mid Term Progress Reports
 09/14/16 Astro Skate
 09/29/16 PTSA Family Event 6:00 PM

OCTOBER

10/05/16 Movie Night
 10/11/16 End of First Quarter
 10/12/16 No School – School Wide Conferences
 10/14/16 Hispanic Heritage (Time TBA)
 10/18/16 Grades Due in Portal
 10/24/16 Red Ribbon Week begins (Red Attire TBA)
 10/25/16 Report Cards Go Home K-8
 10/25/16 House Quarterly Champion Announced ***
 10/27/16 PTSA General Assembly 6:00 PM
 10/28/16 OXI Day (Event on Veterans Day)
 10/31/16 Costume Parade Trunk or Treat (Time TBA)
 10/31/16 Book Fair Begins

NOVEMBER

11/02/16-11/04/16 Charter School Conference
 11/04/16 Fall Festival 4:30-6:30 PM
 11/07/16 Book Fair Ends
 11/08/16 Election Day
 11/09/16 Astro Skate
 11/11/16 Mid Term Progress Reports
 11/11/16 Veterans Day (Red, White & Blue Attire) (Event TBA)
 11/16/16 Great American Teach-In
 11/17/16 PTSA Family Event 6:00 PM
 11/21/16 Thanksgiving Break Begins – **No School this week**
 11/28/16 **Students Return from break**

DECEMBER

12/07/16 Movie Night
 12/12/16 Holiday store starts
 12/12/16 Holiday Program KG 6:00 PM
 12/13/16 Holiday Program 1st & 2nd 6:00 PM
 12/14/16 Holiday Program 3rd & 4th 6:00 PM
 12/15/16 Holiday Program 5th – 8th 6:00 PM
 12/16/16 Pajama Day & Hot Cocoa
 12/16/16 End of First Semester
 12/19/16 Winter Break – **No School for two weeks**

JANUARY

01/02/17 Non Student Day – Staff Returns
 01/03/17 **Students Return from break**
 01/03/17 Second Semester Begins
 01/06/17 Grades Due In Portal
 01/11/17 Astro Skate
 01/13/17 Report Cards K-8
 01/13/17 House Quarterly Champion Announced
 01/16/17 MLK Day **No School**
 01/18/17 Movie Night
 01/26/17 PTSA General Assembly 6:00PM
 01/26/17 Science Extravaganza 4:00-6:00 PM

FEBRUARY

02/03/17 Mid Term Progress Report
 02/08/17 Movie Night
 02/14/17 Valentine's Day (Dress Red, White, Pink)
 02/20/17 President's Day - No School/Prof. Day
 02/23/17 PTSA Family Event 6:00 PM

MARCH

02/27/17-03/03/17 FSA Paper Based Writing Grade 4-7
 02/27/17-03/10/17 FSA Computer Based Writing Grade 8
 03/01/17 Movie Night
 03/08/17 Astro Skate
 03/10/17 End of 3rd Quarter
 03/10/17 House Quarterly Champion Announced ***
 03/13/17 Spring Break Begins – **No School**
 03/20/17 No School for Students / Teachers Return (Prof Dev)
 03/21/17 **Students Return from Spring Break**
 03/24/17 Grades Due In Portal
 03/24/17 Greek Independence Day Program (Time TBA)
 03/25/17 Greek Independence Day
 03/26/17 Greek Independence Day Parade (Tarpon Springs 1PM)
 03/27/17-03/31/17 FSA Paper Based Reading Grade 3
 03/30/17 PTSA Family Event 6:00 PM
 03/31/17 Report Cards Go Home

APRIL

04/05/17 Movie Night
 04/10/17-05/05/17 FSA Computer Based Testing Grade 3-8
 04/14/17 No School for Students or Staff
 04/21/17 Mid Term Progress Reports
 04/27/17 PTSA General Assembly 6:00 PM (Elections)

MAY

05/01/17-05/05/17 Science FCAT Paper Based 5th & 8th
 05/02/17 Teacher Appreciation Week
 05/05/17 Teacher Appreciation Luncheon
 05/05/17 FSA Testing Window Closed
 05/08/17 Spirit Week
 05/08/17-05/19/17 CIVICS 7th grade EOC
 05/12/17 Volunteer Breakfast
 05/15/17 House Champion Announced ***
 05/16/17 Finance Park
 05/17/17 Awards Ceremony Grades K-3
 05/18/17 Awards Ceremony Grades 4-8
 05/19/17 8th Grade Bash
 05/19/17 Grades Due in Portal
 05/21/17 8th Grade Graduation 10:00 AM
 05/21/17 KG Graduation 1:00 PM
 05/25/17 Last Day of School for Students
NOON DISMISSAL
 05/29/17 Memorial Day
 05/31/17 Last Day for Teachers

REPORT CARDS

10/25/16
 01/13/17
 03/31/17
 05/25/17

NO SCHOOL STUDENTS

9/5/16
10/12/16 (Conf)
 01/16/17
 02/20/17
 04/14/17
 11/21/16-11/27/16
 12/19/16-01/02/17
 03/13/17-03/20/17

DRESS DOWN

10/31/16 Costume No Masks)
 12/16/16 (Pajama Day)
 02/14/17 (Valentine, Red, White & Pink)
 05/08/17 Spirit Week – Themed Dress Down
 TBA Monthly House Champ **Fridays** - Royal Blue or White
 Or House Spirit Shirt

***More Information to Follow



Athenian Academy PTSA
 Athenian Academy Charter School



PCSB.Org (portal)



www.athenianacademy.org (website)

*ATHENIAN ACADEMY CHARTER SCHOOL
 2289 N. HERCULES
 CLEARWATER, FLORIDA 33763
 772-298-2718*

	KS01	KS02	KS03	KS04	1S01	1S02	1S03	1S04	2S01	2S02	2S03	
7:00-7:30	KG Reynolds KG Fullon	KG Noonan KG Rehtizil J. Poole	1- Miller	1- Bouliers	1- Roose	2-McKinney 2-TSA	2-Edge	5-Montague 5-Ausbouto				
7:30-8:00	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Science 30	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Science 30	Math Remil SS/H 15
8:00-8:30	PE ASST	PE	PE	PE	PE	PE ASST	Science 30	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Science 30	Math Remil SS/H 15
8:30-9:00	PE ASST	PE	PE	PE	PE	PE ASST	Science 30	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Science 30	Math Remil Lit 90/105
9:00-9:15	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
9:15-9:30	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
9:30-9:45	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
9:45-10:00	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
10:00-10:15	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
10:15-10:30	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
10:30-10:45	LUNCH	10:45 LUNCH	10:45 LUNCH	10:45 LUNCH	10:45 LUNCH	10:45 LUNCH	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
10:45-11:00	LUNCH	11:15 LUNCH	11:15 LUNCH	11:15 LUNCH	11:15 LUNCH	11:15 LUNCH	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
11:00-11:15	Spanish	GREEK	RECESS	RECESS	RECESS	RECESS	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
11:15-11:30	Spanish	GREEK	SS/H 15	SS/H 15	SS/H 15	SS/H 15	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
11:30-11:45	GREEK	RECESS	SS/H 15	SS/H 15	SS/H 15	SS/H 15	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
11:45-12:00	GREEK	Spanish	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
12:00-12:30	SS/H 15	SS/H 15	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
12:30-12:45	Lit Rem/En	Lit Rem/En	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
12:45-1:00	Lit Rem/En	Lit Rem/En	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
1:00-1:15	Math 75/60	Math 75/60	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
1:15-1:30	Math 75/60	Math 75/60	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
1:30-1:45	Math 75/60	Math 75/60	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
1:45-2:00	Math 75/60	Math 75/60	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
2:00-2:15	Math 75/60	Math 75/60	Lit 90/120	Lit 90/120	Lit 90/120	Lit 90/120	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
2:15-2:30	Science 30	Science 30	Science 30	Science 30	Science 30	Science 30	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
2:30-2:45	Science 30	Science 30	Science 30	Science 30	Science 30	Science 30	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math 75/60 Lit 90/105
2:45-3:00	Math Remil	Math Remil	Math Remil	Math Remil	Math Remil	Math Remil	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math Remil Lit Rem/Enr
3:00-3:15	Math Remil	Math Remil	Math Remil	Math Remil	Math Remil	Math Remil	Math 75/60	Math Remil Math Remil	Lit Rem/En Lit Rem/En	Lit Rem/En Lit Rem/En	Math 75/60	Math Remil Lit Rem/Enr

KEY :

ZIOGAS MARIVALZ GRANSALUI DEVLIN ROMAINE WHITFIELD ZOEI PROKOPIOS

	6B	6A	7B	7A	8B	8A	ROBLEDO	SEVASTI	PE
2016-2017	Landes	Johnson	Sayers	SHEENA	BARBER	Hockett			
8:15-8:30	ELA 8B	MATH 6A	Science 7B	Science 7A	ELA 8B	Math 8A (ALG 1)			Hackett - Math, Science, K-6
8:30-8:45	ELA 8B	MATH 6A	Science 7B	Science 7A	ELA 8B	Math 8A (ALG 1)			Johnson- Math, K-6
8:45-9:00	ELA 8B	MATH 6A	Science 7B	Science 7A	ELA 8B	Math 8A (ALG 1)			Sheena - Temp Science
9:00-9:15	AM Hist 8B	Math 7A	SCIENCE 6A	Science 6A	ELA 8B	Math 8A (ALG 1)	4th grade		Sayers - Science, Health
9:15-9:30	AM Hist 8B	Math 7A	SCIENCE 6A	Science 6A	ELA 8A	Math 7B	4th grade		Barber - ELA, SS
9:30-9:45	AM Hist 8B	Math 7A	SCIENCE 6A	Science 6A	ELA 8A	Math 7B			Landes - K-6, Reading
9:45-10:00	ELA 6A	Int Math 7B	Health 8B	Science 8A	Civics 7A	Science 8B			8th and 7th Health all year
10:00-10:15	ELA 6A	Int Math 7B	Health 8B	Science 8A	Civics 7A	Science 8B			6th one semester PE/one semester Health
10:15-10:30	ELA 6A	Int Math 7B	Health 8B	Science 8A	Civics 7A	Science 8B			
10:30-10:45	ELA 6A	Int Math 7B	Health 8B	Science 8A	Civics 7A	Science 8B			
10:45-11:00	Am Hist 6A	Math 8B	Health 7A	US Hist 8A	Civics 7B	Math 8B			
11:00-11:15	Am Hist 6A	Math 8B	Health 7A	US Hist 8A	Civics 7B	Math 8B			
11:15-11:30	Am Hist 6A	Math 8B	Health 7A	US Hist 8A	Civics 7B	Math 8B			
11:30-11:45	PLAN	Health 6A	Health 8A	US Hist 8B	ELA 7A	PLAN	Int Read 7B	PE 8B	
11:45-12:00	PLAN	Health 6A	Health 8A	US Hist 8B	ELA 7A	PLAN	Int Read 7B	PE 8B	
12:00-12:15	PLAN	Health 6A	Health 8A	US Hist 8B	ELA 7A	PLAN	Int Read 7B	PE 8B	
12:15-12:30	PLAN	Health 6A	Health 8A	US Hist 8B	ELA 7A	PLAN	Int Read 7B	PE 8B	
12:30-12:45	PLAN	Health 6A	Health 8A	US Hist 8B	ELA 7A	PLAN	Int Read 7B	PE 8B	
12:45-1:00	lunch	lunch	lunch	lunch	lunch	lunch	PHAMA	Workforce	
1:00-1:15	lunch	lunch	lunch	lunch	lunch	lunch	PHAMA	Workforce	
1:15-1:30	lunch	lunch	lunch	lunch	lunch	lunch	PHAMA	Workforce	
1:30-1:45	lunch	lunch	lunch	lunch	lunch	lunch	PHAMA	Workforce	
1:45-2:00	Int Read 8B	Int Math 8B	PLAN	PLAN	PLAN	Technology	Greek 1	Spanish 2	
2:00-2:15	Int Read 8B	Int Math 8B	PLAN	PLAN	PLAN	Technology	Greek 1	Spanish 2	
2:15-2:30	Int Read 8B	Int Math 8B	PLAN	PLAN	PLAN	Technology	Greek 1	Spanish 2	
2:30-2:45	READ 6A	PLAN	Elective	PLAN	ELA 7B	Int Math 8B	Workforce	Workforce	
2:45-3:00	READ 6A	PLAN	SAYERS	PLAN	ELA 7B	Int Math 8B	Workforce	Workforce	
3:00-3:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Int Read 8B	Workforce	
3:15-3:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Int Read 8B	Workforce	
3:30-3:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Int Read 8B	Workforce	
3:45-4:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Int Read 8B	Workforce	

8:00-8:15	Chris	Justin	Karey	Sevasti	Sc Prokopis	Zoei	Rayza	Lily
8:00-8:15	Car Circle	Car Circle	Planning	4th Beg 8:15-9:15 T,H	4th Adv 8:15-9:15 T,H		4th Beg 8:15-9:15 M, W	4th Int 8:15-9:15 T,H
8:15-8:30	PE Set UP	PE Set UP	Reynolds KS01	4th Beg 8:15-9:15 T,H	4th Adv 8:15-9:15 T,H		4th Beg 8:15-9:15 M, W	4th Int 8:15-9:15 T,H
8:30-8:45	Noonan KS03	Fulton KS02	Reynolds KS01	4th Beg 8:45-9:15 F	4th Int 8:15-9:15 M,W		4th Beg 8:15-8:45 F	4th Adv 8:15-9:15 M, W
8:45-9:00	Noonan KS03	Fulton KS02	Reynolds KS01	4th Beg 8:45-9:15 F				4th Adv 8:15-9:15 M, W
9:00-9:15	Rechnitzer KS04	Miller 1S02	Pooler 1S01					Boulieris 1S03
9:15-9:30	Rechnitzer KS04	Miller 1S02	Pooler 1S01					Boulieris 1S03
9:30-9:45	Edge 2S03	TBA 2S02	McKinney 2S01					Roose 1S01
9:45-10:00	Edge 2S03	TBA 2S02	McKinney 2S01					Roose 1S01
10:00-10:15	Lee 3	Darnold 3	Hinz 3					
10:15-10:30	Lee 3	Darnold 3	Hinz 3					
10:30-10:45	Roose 1S04	Boulieris 1S03	Cafeteria					
10:45-11:00	Roose 1S04	Boulieris 1S03	Cafeteria					
11:00-11:15	Spanish Lunch	Spanish Lunch	Cafeteria					
11:15-11:30	Spanish Lunch	Spanish Lunch	Cafeteria					
11:30-11:45	Spanish Lunch	Spanish Lunch	Cafeteria					
11:45-12:15	PE 6B	PE 6B	Cafeteria					
12:15-12:30	PE 6B	PE 6B	Cafeteria					
12:30-12:45	PE 7/8	PE 7/8	Cafeteria					
12:45-1:00	PE 7/8	PE 7/8	Cafeteria					
1:00-1:15	Fox 4	Reiff 4	Cafeteria					
1:15-1:30	Fox 4	Reiff 4	Cafeteria					
1:30-1:45	Planning	Planning	Planning					
1:45-2:00	Planning	Planning	Planning					
2:00-2:15	Planning	Planning	Planning					
2:15-2:30	Ascuitto 5	Montague 5	MS Elective					
2:30-2:45	Ascuitto 5	Montague 5	MS Elective					
2:45-3:00	Planning	Planning	Planning					
3:00-3:15	Planning	Planning	Planning					
	9 Classes	9 Classes	4 PE/1 MS	7 Classes	5 Greek Classes/1 PE Class	8 Classes	10 Classes	10 Classes

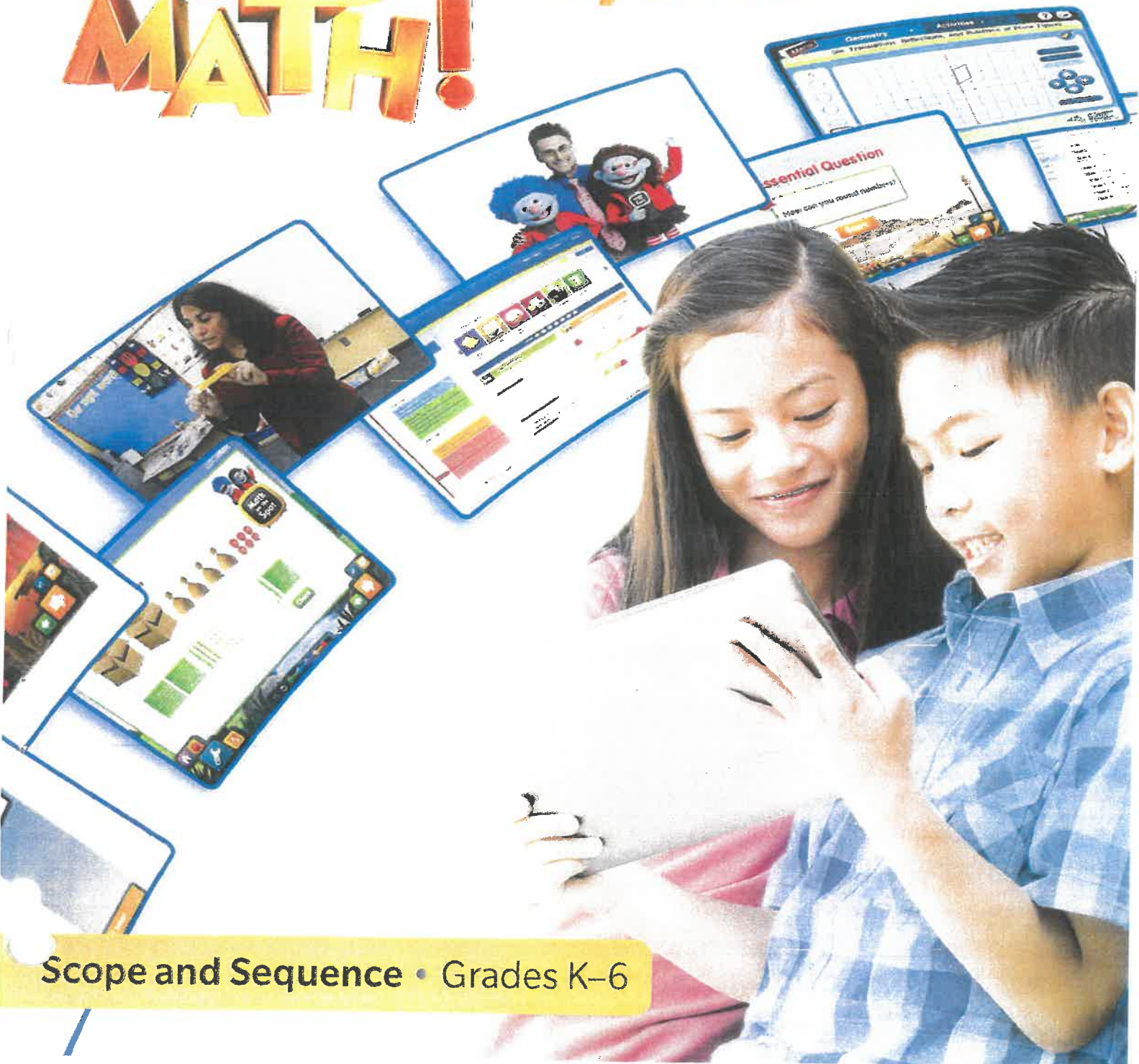


Houghton
Mifflin
Harcourt

hmhco.com

GO MATH!

*Anytime,
anywhere*



Scope and Sequence • Grades K–6

	K	1	2	3	4	5	6
Multiplication strategies				●	●		
Multiply decimals						●	◆
Multiply whole numbers				●	●	●	
Properties of multiplication				●	●	◆	◆
Place Value of Decimals							
Compare and order decimals						●	
Decimal notation						●	
Read decimals						●	
Round decimals					●	●	
Write decimals in different forms						●	
Place Value of Whole Numbers							
Compare whole numbers		●	●	●	●		
Decompose into tens and ones	●	●					
Expanded form				●	●		
Exponents						●	◆
Make a ten		●					
Model whole numbers	●	●	●				
Order whole numbers					●		
Place-value models	●	●	●				
Powers of ten						●	◆
Subtraction							
Estimate decimal differences						●	
Estimation in 3-digit subtraction			●				
Real-world problems						●	
Subtract decimals						●	
Subtract whole numbers		●	●	●	●		
Subtraction strategies		●	●	●			
Number and Operations— Fractions							
Addition with Fractions							
Add fractions					●	●	
Add mixed numbers					●	●	
Benchmark fractions						●	
Rename fractions and mixed numbers to add					●	◆	
Visual fraction models					●	◆	
Word problems					●	●	

	K	1	2	3	4	5	6
Subtraction with renaming					●	●	
Visual fraction models					●	●	
Word problems					●	●	
Understand Fractions							
Part of a group				●			
Part of a partitioned whole				●			
On the number line				●			
Unit fractions				●			
Whole numbers and fractions				●			
Ratios and Proportional Relationships							
Concept of Ratio							
Fractions and ratio							●
Model ratios							●
Notation for ratio							●
Rate language							●
Write ratios							●
Rate and Ratio Reasoning							
Convert measurements							●
Distance, rate, time formula							●
Equivalent ratios							●
Percent							●
Real-world problems							●
Unit rate							●
The Number System							
Addition and Subtraction of Decimals							
Add decimals							●
Subtract decimals							●
Common Factors and Multiples							
Greatest common factor							●
Least common multiple							●
Prime factorization							●
Division with Fractions							
Divide fractions							●
Divide mixed numbers							●

	K	1	2	3	4	5	6
Three addends		●	●				
Word problems		●	●	●			
Write number sentences		●	●				
Division							
Basic facts				●			
Division strategies				●			
Equations				●	●	◆	
Measurement quantities				●			
Model division				●	◆		
Multi-step word problems					●	◆	
Relationship with multiplication				●	◆	◆	
Remainders					●	◆	
Strategies to divide				●	◆		
Understand division				●	●		
Factors and Multiples							
Common factors					●		◆
Common multiples					●		◆
Divisibility rules					●		
Even and odd numbers					●		
Factors					●	◆	
Multiples					●		
Prime numbers					●		
Multiplication							
Arrays			●	◆			
Basic facts				●	●		
Equal groups			●	●			
Equations				●	●		
Even and odd numbers			●		◆		
Measurement quantities				●			
Model multiplication				●			
Multiplication strategies				●			
Multiplicative comparison					●		
Real-world problems				●	●		
Relationship with division				●			
Strategies to multiply				●			
Understand multiplication			●	●	●		

	K	1	2	3	4	5	6
Real-world problems	●	●	●	●	●		
Subtract whole numbers	●	●	●	●			
Subtract zero		●					
Subtraction strategies		●	●				
Word problems		●	●	●			
Write number sentences		●	●				
Expressions and Equations							
Algebraic Expressions							
Equivalent algebraic expressions							●
Evaluate algebraic expressions							●
Identify parts of expressions							●
Model algebraic expressions							●
Write algebraic expressions							●
Dependent and Independent Variables							
Analyze relationships between variables							●
Express relationships between variables							●
Graph relationships							●
Linear equations							●
Translate between equations and table values							●
Equations							
Linear equations on the coordinate plane							●
Meaning of equality							●
Model equations							●
Solve one-variable equations							●
Symbols showing relations							●
Inequalities							
Graph inequalities with one variable							●
Identify solutions							●
Solutions of inequalities on a number line							●
Solutions of inequalities using substitution							●

	K	1	2	3	4	5	6
Order weights	●						
Word problems				●	●	●	
Money							
Count coins and bills			●				
Decimal point in money amounts			●				
Decimals and money					●		
Fractions and money					●		
Identify coins and bills			●				
Operations with money					●		
Real-world problems			●		●		
Symbolic notation			●				
Time							
A.M. and P.M.			●	●			
Clocks		●	●	●			
Convert units						●	
Elapsed time					●	●	
Equivalent units			●				
Fractions and time					●		
Real-world problems		●	●	●	●	●	
Tell time		●	●	●			
Units of time			●		●		
DATA							
Classify and count objects	●						
Interpret Data							
Bar graph		●	●	●			
Compare data				●	●	◆	◆
Draw conclusions			●	●	●		
Frequency table				●	◆	◆	◆
Line plot			●	●	●	●	◆
Measurement data on a line plot			●	●	●	●	
Picture graph		●	●	●			
Real-world problems		●	●	●	●	●	◆
Tally chart		●	●	●			
Represent Data							
Bar graph		●	●	●			
Frequency table				●	◆	◆	◆

	K	1	2	3	4	5	6
Geometry							
Area							
Changing dimensions and area							●
Draw polygons on the coordinate plane							●
Find area of a composite figure							●
Find area of a parallelogram							●
Find area of a polygon							●
Find area of a trapezoid							●
Find area of a triangle							●
Formulas for area							●
Real-world problems							●
Coordinate Plane							
Define a coordinate system						●	
Graph in the first quadrant						●	
Ordered pairs						●	
Real-world problems						●	
Surface Area							
Find surface area of a cube							●
Find surface area of a prism							●
Find surface area of a pyramid							●
Nets							●
Real-world problems							●
Three-dimensional Shapes							
Attributes of three-dimensional shapes	●	●	●				
Classify shapes		●					
Compose and decompose shapes	●	●	●				
Identify and describe shapes	●	●	●				
Identify shapes in the environment	●						
Make and draw shapes		●	●				
Sort shapes	●	●	●				
Two-dimensional Shapes							
Angles				●	●	●	
Attributes of two-dimensional shapes	●	●	●	●			
Classify angles					●		

	K	1	2	3	4	5	6
Summarize Data							
Box plot							●
Describe data collections							●
Describe distributions							●
Dot plot							●
Effects of outliers							●
Frequency table							●
Histogram							●
Interpret data displays							●
Mean as fair share and balance point							●
Measures of central tendency							●
Measures of variability							●

	Integrated Math I	Integrated Math II	Integrated Math III
Number and Quantity			
The Real Number System (N-RN)			
Properties of exponents to rational exponents			
Properties of exponents		●	◆
Radical notation		●	◆
Properties of rational and irrational numbers			
Sum or product of (non-zero) rational number and irrational number		●	
Sum or product of two rational numbers		●	
Quantities (N-Q)			
Reasoning and units to solve			
Accuracy to limitation on measurement	●		
Data display	●	◆	◆
Graphical display	●	◆	◆
Interpret units in a formula	●	◆	◆
Scale and origin in graph	●	◆	◆
Units to solve multi-step problems	●	◆	◆
The Complex Number System (N-CN)			
Arithmetic operations			
$a+bi$ form of a complex number, a and b real		●	
Add complex numbers		●	
Complex number i such that $i^2=-1$		●	
Conjugate of complex numbers		●	
Multiply complex numbers		●	
Subtract complex numbers		●	
Complex numbers in polynomial identities and equations			
Fundamental Theorem of Algebra		●	◆
Polynomial identities to complex numbers		●	◆
Quadratic equation with real coefficient(s) and complex solution(s)		●	
Algebra			
Seeing Structure in Expressions (A-SSE)			
Function concept and function notations			
Coefficient	●	◆	◆
Factor	●	◆	◆
Product in an expression		●	◆
Rewrite an expression		●	◆
Term	●	◆	◆
Equivalent forms of expressions to solve problems			
Complete the square		●	
Equivalent form production		●	
Properties of exponents: exponential function transformation		●	◆
Properties of exponents: sum of a finite geometric series formula			●
Property of quantity explanation		●	
Quadratic factoring		●	◆

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	Integrated Math I	Integrated Math II	Integrated Math III
Arithmetic with Polynomials and Rational Expressions (A-APR)			
Arithmetic operations on polynomials			
Add polynomial expressions		●	◆
Multiply polynomial expressions		●	◆
Subtract polynomial expressions		●	◆
Zeros and factors of polynomials			
Factor to identify zeros		●	◆
Graph construction		●	◆
Remainder Theorem			●
Polynomial identities to solve problems			
Binomial Theorem			●
Polynomial identity proofs to describe numerical relationships			●
Rewrite rational expressions			
Add rational expressions			●
Computer algebra system			●
Divide rational expressions			●
Inspection			●
Long division			●
Multiply rational expressions			●
Rational expressions written in different forms			●
Subtract rational expressions			●
Create Equations (A-CED)			
Describe numbers or relationships			
Constraints by equations or inequalities	●	◆	◆
Constraints by systems of equations or inequalities	●		
Equation in one variable	●	◆	◆
Equation in two or more variables	●	◆	◆
Exponential functions	●		◆
Formula rearrangement to solve for a quantity of interest	●	◆	◆
Graph equations on coordinate axes	●	◆	◆
Inequality in one variable	●		
Linear functions	●		◆
Quadratic functions		●	◆
Rational functions			●
Viable/non-viable solutions for modeling	●	◆	◆
Reasoning with Equations and Inequalities (A-REI)			
Solving equations as a reasoning process			
Construct argument to justify solution method	●	◆	◆
Explain reasoning	●	◆	◆
Radical equation in one variable			●
Rational equation in one variable			●
Solving equations and inequalities in one variable			
Coefficients as a letter	●		

	Integrated Math I	Integrated Math II	Integrated Math III
Complex solutions		●	◆
Factorization		●	◆
Linear equation	●		
Linear inequality	●		
Quadratic equation: by inspection		●	◆
Quadratic equation: complete the square		●	
Quadratic formula		●	◆
System of equations			
Algebraic solution (exact)	●		
Graphical solution (approximate)	●		
Solution for two equations in two variables	●		
System of one linear equation and one quadratic equation		●	
System of two linear equations	●		
Graphical solutions for equations and inequalities			
Absolute value function		●	
Approximate solution from graph	●	◆	
Exponential function	●		◆
Graph on a coordinate plane	●	◆	◆
Intersection(s) as solution(s)	●		
Linear function	●		
Linear inequality solution as a half-plane	●		
Logarithmic function			●
Polynomial function			●
Rational function			●
Solution set to a system of inequalities as intersection of corresponding half-planes	●		
Table of values	●	◆	◆
Functions			
Interpreting Functions (F-IF)			
Function concept and function notations			
Element of the domain, x	●		
Element of the range, $f(x)$	●		
Function f	●		
Function notation	●		
Graph of f for equation $y=f(x)$	●		
Output of f corresponds to input x	●		
Sequence as a function	●		
Applications in context			
Average rate of change	●	◆	◆
Domain as related to graph	●	◆	◆
End behavior			●
Graph key features	●	◆	◆
Intercepts	●	◆	◆
Interval behavior (increase, decrease)			●
Periodicity			●
Relative maximum(s) and minimum(s)		●	◆
Symmetry		●	◆

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	Integrated Math I	Integrated Math II	Integrated Math III
Table key features	●	◆	◆
Function representation by graph			
Absolute value		●	
Compare function represented graphically to algebraically	●	◆	◆
Cube root			●
Exponent properties		●	◆
Exponential	●	◆	◆
Exponential growth or decay	●	◆	◆
Graph key features	●	◆	◆
Linear	●		
Logarithmic			●
Piecewise-defined		●	
Polynomial			●
Quadratic		●	◆
Quadratic function expressed factored, completing the square		●	◆
Square root			●
Trigonometric			●
Building Functions (F-BF)			
Relationship between two quantities			
Arithmetic sequence	●		◆
Calculation from a context	●	◆	◆
Combine function types arithmetically			●
Explicit expression	●	◆	◆
Geometric sequence	●		◆
Recursive process	●	◆	◆
New function from existing function			
Even function		●	◆
Graph effect from change	●	◆	◆
Inverse function expression		●	◆
Odd function		●	◆
Linear, Quadratic, and Exponential Models (F-LE)			
Construct and compare linear, quadratic, exponential models			
Constant percent growth or decay rate of change	●	◆	
Constant rate of change	●	◆	
Exponential function growth exceeds polynomial function growth	●	◆	
Exponential model function growth	●	◆	◆
Function construction from a graph, relationship description, input-output pairs (tables)	●	◆	◆
Linear model function growth	●	◆	
Parameter interpretation	●		
Trigonometric Functions (F-TF)			
Domain from unit circle			
Counterclockwise traversal around unit circle			●

	Integrated Math I	Integrated Math II	Integrated Math III
Radian measure as arc length subtended by an angle in unit circle			●
Unit circle in coordinate plane			●
Periodic phenomena			
Amplitude			●
Frequency			●
Interpret solution			●
Midline			●
Trigonometric identities			
Pythagorean identity proof		●	◆
Pythagorean identity to find trigonometric value		●	◆
Geometry			
Congruence (G-CO)			
Transformations in the plane			
Defined terms: angle, circle, perpendicular line, parallel line, line segment	●	◆	
Definition of rotation, reflection, and translation	●		
Draw transformed figure	●		
Rotation and reflection	●		
Sequence of a transformation	●		
Transformation as a function	●		
Transformation representation	●		
Translation versus stretch	●		
Undefined terms: point, line, distance along a line, distance around a circular arc	●	◆	
Rigid motion congruence			
Determine congruency	●		
Transform a figure	●		
Triangle congruency criteria (ASA, SAS, SSS)	●	◆	
Prove geometric theorems			
Line and angle	●	◆	
Parallelogram		●	
Triangle	●	◆	
Geometric construction			
Compass	●	◆	
Equilateral triangle, square, regular hexagon inscribed in a circle	●	◆	
Paper folding	●		
Reflective devices	●		
Software	●	◆	
Straightedge	●	◆	
String	●		
Similarity, Right Triangles, Trigonometry (G-SRT)			
Similarity transformations			
AA triangle criterion		●	
Definition of similarity		●	

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	Integrated Math I	Integrated Math II	Integrated Math III
Dilation given center and scale factor		●	
Similar triangles		●	
Prove similarity theorems			
Geometric figure relationships		●	
Triangles		●	
Trigonometric ratios and right triangles			
Cosine as ratio of adjacent to hypotenuse		●	◆
Pythagorean Theorem		●	◆
Sine and cosine relationship		●	◆
Sine as ratio of opposite to hypotenuse		●	◆
Solve right triangles		●	◆
Tangent as ratio of opposite to adjacent		●	◆
Trigonometric ratio definitions for acute angles		●	◆
Trigonometry in general triangles			
Area formula			●
Law of Cosines			●
Law of Sines			●
Non-right triangles			●
Right triangles			●
Circles (G-C)			
Circle theorems			
Angles of a quadrilateral inscribed in a circle		●	
Chords		●	
Circumscribed circle in a triangle		●	
Inscribed angle		●	
Inscribed circle in a triangle		●	
Radii		●	
Similarity		●	
Tangent line to a circle construction		●	
Arc length and area of sectors			
Arc length intercepted by an angle as ratio		●	
Area of a sector formula		●	
Radian measure		●	
Expressing Geometric Properties with Equations (G-GPE)			
Conic section equation and geometry			
Center		●	
Complete the square		●	
Directrix		●	
Equation of a circle		●	
Equation of a parabola		●	
Focus		●	
Radius		●	
Algebraic proofs of geometric theorems			
Area computation, triangle and rectangle	●		
Coordinates	●	◆	
Perimeter computation, polygon	●		
Segment partition for a given ratio		●	

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	Integrated Math I	Integrated Math II	Integrated Math III
Slope of parallel lines	●		
Slope of perpendicular lines	●		
Geometric Measurement and Dimension (G-GMD)			
Volume formulas			
Area of a circle		●	◆
Cavalieri's principle		●	
Circumference of a circle		●	
Problem solving		●	◆
Volume of a cone		●	◆
Volume of a cylinder		●	◆
Volume of a pyramid		●	◆
Volume of a sphere		●	
Two-dimensional and three-dimensional object relationships			
Cross-section of three-dimensional objects			●
Rotation of two-dimensional object			●
Modeling with Geometry (G-MG)			
Modeling situations			
Density based on area and volume			●
Describe objects			●
Design problem solutions			●
Statistics and Probability			
Interpreting Categorical and Quantitative Data (S-ID)			
Single count or measurement variable			
Box plot	●		
Compare centers and spreads of data sets	●		
Dot plot	●		
Effects of outliers	●		
Estimate area under the normal curve			●
Estimate population percentage			●
Histogram	●		
Interpret shapes, centers, and spreads of data sets	●		
Normal distribution			●
Two categorical and quantitative variables			
Fit a linear model to data	●		
Fit function to data (linear, quadratic, exponential)	●	◆	◆
Plot and analyze residuals	●		
Recognize associations and trends	●		
Relative frequencies (joint, marginal, conditional)	●		
Scatter plot	●		
Two-way frequency table	●		
Interpret linear models			
Correlation and causation	●		
Correlation coefficient for a linear fit	●		
Intercept (constant term)	●		
Slope (rate of change)	●		

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	Integrated Math I	Integrated Math II	Integrated Math III
Making Inferences and Justifying Conclusions (S-IC)			
Random processes			
Inferences about a population			●
Model consistent with results			●
Sample surveys, experiments, and observational studies			
Compare a randomized experiment			●
Evaluate a report			●
Margin of error			●
Population mean or proportion			●
Randomization			●
Simulations			●
Conditional Probability and the Rules of Probability (S-CP)			
Independence and conditional probability			
Conditional probability		●	
Independent and conditional probability		●	
Independent probability determination		●	
Sample space description		●	
Two-way frequency table for probability		●	
Union (or), intersection (and), complement (not)		●	
Rules of probability			
Addition Rule of probability		●	
Conditional probability of A given B as a fraction		●	
Multiplication Rule of probability		●	
Permutation and combination to compute probability of a compound event		●	
Using Probability to Make Decisions (S-MD)			
Evaluate outcomes			
Fair decision using probability		●	◆
Probability concepts for decision-making		●	◆

	Algebra 1	Geometry	Algebra 2
Number and Quantity			
The Real Number System (HSN-RN)			
Properties of exponents to rational exponents			
Properties of exponents	●		◆
Radical notation	●		◆
Properties of rational and irrational numbers			
Sum or product of (non-zero) rational number and irrational number	●		
Sum or product of two rational numbers	●		
Quantities (HSN-Q)			
Reasoning and units to solve			
Accuracy to limitation on measurement	●		
Data display	●		
Define quantities for descriptive modeling	●		◆
Graphical display	●		
Interpret units in a formula	●		
Level of accuracy	●		
Scale and origin in graph	●		
Units to solve multi-step problems	●		
The Complex Number System (HSN-CN)			
Arithmetic operations			
$a+bi$ form of a complex number, a and b real			●
Add complex numbers			●
Complex number i such that $i^2=-1$			●
Conjugate of complex numbers			●
Multiply complex numbers			●
Subtract complex numbers			●
Complex numbers in polynomial identities and equations			
Fundamental Theorem of Algebra			●
Polynomial identities to complex numbers			●
Quadratic equation with real coefficient(s) and complex solution(s)			●
Algebra			
Seeing Structure in Expressions (A-SSE)			
Function concept and function notations			
Coefficient	●		◆
Factor	●		◆
Product in an expression	●		◆
Rewrite an expression	●		◆
Term	●		◆
Equivalent forms of expressions to solve problems			
Complete the square	●		
Equivalent form production	●		◆
Properties of exponents: exponential function transformation	●		◆

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	Algebra 1	Geometry	Algebra 2
Properties of exponents: sum of a finite geometric series formula			●
Properties of the quantity represented	●		◆
Quadratic factoring	●		
Arithmetic with Polynomials and Rational Expressions (A-APR)			
Arithmetic operations on polynomials			
Add polynomial expressions	●		◆
Multiply polynomial expressions	●		◆
Subtract polynomial expressions	●		◆
Zeros and factors of polynomials			
Factor to identify zeros	●		◆
Graph construction	●		◆
Remainder Theorem			●
Polynomial identities to solve problems			
Binomial Theorem			●
Polynomial identity proofs to describe numerical relationships			●
Rewrite rational expressions			
Add rational expressions			●
Computer algebra system			●
Divide rational expressions			●
Inspection			●
Long division			●
Multiply rational expressions			●
Rational expressions written in different forms			●
Subtract rational expressions			●
Create Equations (A-CED)			
Describe numbers or relationships			
Constraints by equations or inequalities	●		◆
Constraints by systems of equations or inequalities	●		◆
Equation in one variable	●		◆
Equation in two or more variables	●		◆
Formula rearrangement to solve for a quantity of interest	●		
Graph equations on coordinate axes	●		
Inequality in one variable	●		
Viable/non-viable solutions for modeling	●		
Reasoning with Equations and Inequalities (A-REI)			
Solving equations as a reasoning process			
Construct argument to justify solution method	●		◆
Explain reasoning	●		◆
Radical equation in one variable			●
Rational equation in one variable			●
Solving equations and inequalities in one variable			
Coefficients as a letter	●		
Complex solutions	●		◆
Factorization	●		◆

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	Algebra 1	Geometry	Algebra 2
Linear equation	●		
Linear inequality	●		
Quadratic equation: by inspection	●		◆
Quadratic equation: complete the square	●		◆
Quadratic formula	●		◆
System of equations			
Algebraic solution (exact)	●		◆
Graphical solution (approximate)	●		◆
Solution for two equations in two variables	●		
System of one linear equation and one quadratic equation	●		◆
System of two linear equations	●		
Graphical solutions for equations and inequalities			
Absolute value function	●		◆
Approximate solution from graph	●		◆
Exponential function	●		◆
Graph on a coordinate plane	●		
Intersection(s) as solution(s)	●		◆
Linear function	●		◆
Linear inequality solution as a half-plane	●		
Logarithmic function			●
Polynomial function	●		◆
Rational function			●
Solution set to a system of inequalities as intersection of corresponding half-planes	●		
Table of values	●		◆
Functions			
Interpreting Functions (F-IF)			
Function concept and function notations			
Element of the domain, x	●		
Element of the range, $f(x)$	●		
Function f	●		
Function notation	●		
Graph of f for equation $y=f(x)$	●		
Output of f corresponds to input x	●		
Sequence as a function	●		◆
Applications in context			
Average rate of change	●		◆
Domain as related to graph	●		◆
End behavior			●
Graph key features	●		◆
Intercepts	●		◆
Interval behavior (increase, decrease)			●
Periodicity			●
Relative maximum(s) and minimum(s)			●
Symmetry	●		◆

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	Algebra 1	Geometry	Algebra 2
Table key features	●		◆
Function representation by graph			
Absolute value	●		◆
Compare function represented graphically to algebraically	●		◆
Cube root	●		◆
Exponent properties	●		◆
Exponential	●		◆
Exponential growth or decay	●		◆
Graph key features	●		◆
Linear	●		◆
Logarithmic			●
Piecewise-defined	●		
Polynomial			●
Quadratic	●		◆
Quadratic function expressed factored, completing the square	●		◆
Rational			●
Square root	●		◆
Trigonometric			●
Building Functions (F-BF)			
Relationship between two quantities			
Arithmetic sequence	●		◆
Calculation from a context	●		◆
Combine function types arithmetically	●		◆
Compose function (composite)	●		◆
Explicit expression	●		◆
Geometric sequence	●		◆
Recursive process	●		◆
New function from existing function			
Even function	●		◆
Exponent and logarithm inverse relationship			●
Graph effect from change	●		◆
Inverse function expression	●		◆
Odd function	●		◆
Linear, Quadratic, and Exponential Models (F-LE)			
Construct and compare linear, quadratic, exponential models			
Constant percent growth or decay rate of change	●		
Constant rate of change	●		
Evaluate logarithm using technology			●
Exponential function growth exceeds polynomial function growth	●		
Exponential model function growth	●		
Express the solution as a logarithm			●
Function construction from a graph, relationship description, input-output pairs (tables)	●		◆
Linear model function growth	●		

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	Algebra 1	Geometry	Algebra 2
Parameter interpretation	●		◆
Trigonometric Functions (F-TF)			
Domain from unit circle			
Counterclockwise traversal around unit circle			●
Radian measure as arc length subtended by an angle in unit circle			●
Unit circle in coordinate plane			●
Periodic phenomena			
Amplitude			●
Frequency			●
Midline			●
Trigonometric identities			
Prove addition and subtraction formulas			●
Pythagorean identity proof			●
Pythagorean identity to find trigonometric value			●
Geometry			
Congruence (G-CO)			
Transformations in the plane			
Defined terms: angle, circle, perpendicular line, parallel line, line segment		●	
Definition of rotation, reflection, and translation		●	
Draw transformed figure		●	
Rotation and reflection		●	
Sequence of a transformation		●	
Transformation as a function		●	
Transformation representation		●	
Translation versus stretch		●	
Undefined terms: point, line, distance along a line, distance around a circular arc		●	
Rigid motion congruence			
Determine congruency		●	
Transform a figure		●	
Triangle congruency criteria (ASA, SAS, SSS)		●	
Triangle congruency using corresponding pairs of sides and corresponding pairs of angles		●	
Prove geometric theorems			
Line and angle		●	
Parallelogram		●	
Triangle		●	
Geometric construction			
Compass		●	
Equilateral triangle, square, regular hexagon inscribed in a circle		●	
Paper folding		●	
Reflective devices		●	
Software		●	

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	Algebra 1	Geometry	Algebra 2
Straightedge		●	
String		●	
Similarity, Right Triangles, Trigonometry (G-SRT)			
Similarity transformations			
AA triangle criterion		●	
Definition of similarity		●	
Dilation given center and scale factor		●	
Similar triangles		●	
Prove similarity theorems			
Geometric figure relationships		●	
Triangles		●	
Trigonometric ratios and right triangles			
Cosine as ratio of adjacent to hypotenuse		●	
Pythagorean Theorem		●	
Sine and cosine relationship		●	
Sine as ratio of opposite to hypotenuse		●	
Solve right triangles		●	
Tangent as ratio of opposite to adjacent		●	
Trigonometric ratio definitions for acute angles		●	
Trigonometry in general triangles			
Area formula		●	
Law of Cosines		●	
Law of Sines		●	
Non-right triangles		●	
Right triangles		●	
Circles (G-C)			
Circle theorems			
Angles of a quadrilateral inscribed in a circle		●	
Chords		●	
Circumscribed circle in a triangle		●	
Inscribed angle		●	
Inscribed circle in a triangle		●	
Radii		●	
Similarity		●	
Tangent line to a circle construction		●	
Arc length and area of sectors			
Arc length intercepted by an angle as ratio		●	
Area of a sector formula		●	
Radian measure		●	
Expressing Geometric Properties with Equations (G-GPE)			
Conic section equation and geometry			
Center		●	
Complete the square		●	
Directrix			●
Equation of a circle		●	
Equation of a parabola			●

Big Ideas Math High School © 2015 *Algebra 1, Geometry, Algebra 2* Scope and Sequence

- Investigate and Analyze
- ◆ Apply and Extend

Note: Once a topic is investigated and analyzed, that topic is applied and extended throughout the book.

Big Ideas Algebra 1, Geometry and Algebra 2 © 2015

	Algebra 1	Geometry	Algebra 2
Focus			●
Radius		●	
Algebraic proofs of geometric theorems			
Area computation, triangle and rectangle		●	
Coordinates		●	
Perimeter computation, polygon		●	
Segment partition for a given ratio		●	
Slope of parallel lines	●	◆	
Slope of perpendicular lines	●	◆	
Geometric Measurement and Dimension (G-GMD)			
Volume formulas			
Area of a circle		●	
Cavalieri's principle		●	
Circumference of a circle		●	
Problem solving		●	
Volume of a cone		●	
Volume of a cylinder		●	
Volume of a pyramid		●	
Volume of a sphere		●	
Two-dimensional and three-dimensional object relationships			
Cross-section of three-dimensional objects		●	
Rotation of two-dimensional object		●	
Modeling with Geometry (G-MG)			
Modeling situations			
Density based on area and volume		●	
Describe objects		●	
Design problem solutions		●	
Statistics and Probability			
Interpreting Categorical and Quantitative Data (S-ID)			
Single count or measurement variable			
Box plot	●		
Compare centers and spreads of data sets	●		
Dot plot	●		
Effects of outliers	●		
Estimate area under the normal curve			●
Estimate population percentage			●
Histogram	●		
Interpret shapes, centers, and spreads of data sets	●		
Normal distribution			●
Two categorical and quantitative variables			
Fit a linear model to data	●		
Fit function to data (linear, quadratic, exponential)	●		◆
Plot and analyze residuals	●		
Recognize associations and trends	●		
Relative frequencies (joint, marginal, conditional)	●		
Scatter plot	●		

Big Ideas Math High School © 2015 *Algebra 1, Geometry, Algebra 2* Scope and Sequence

- Investigate and Analyze
- ◆ Apply and Extend

Note: Once a topic is investigated and analyzed, that topic is applied and extended throughout the book.

Big Ideas Algebra 1, Geometry and Algebra 2 © 2015

	Algebra 1	Geometry	Algebra 2
Two-way frequency table	●		
Interpret linear models			
Correlation and causation	●		
Correlation coefficient for a linear fit	●		
Intercept (constant term)	●		
Slope (rate of change)	●		
Making Inferences and Justifying Conclusions (S-IC)			
Random processes			
Inferences about a population			●
Model consistent with results			●
Sample surveys, experiments, and observational studies			
Compare a randomized experiment			●
Evaluate a report			●
Margin of error			●
Population mean or proportion			●
Randomization			●
Simulations			●
Conditional Probability and the Rules of Probability (S-CP)			
Independence and conditional probability			
Conditional probability			●
Independent and conditional probability			●
Independent probability determination			●
Sample space description			●
Two-way frequency table for probability			●
Union (or), intersection (and), complement (not)			●
Rules of probability			
Addition Rule of probability			●
Conditional probability of A given B as a fraction			●
Multiplication Rule of probability			●
Permutation and combination to compute probability of a compound event			●
Using Probability to Make Decisions			
Evaluate outcomes			
Fair decision using probability			●
Probability concepts for decision-making			●

Grades K–8 Science Curriculum | ScienceFusion From HMH



- Preview the K–5 Unit topics.

Grade K

Unit 1: Doing Science

Unit 2: Animals

Unit 3: Plants

Unit 4: Habitats

Unit 5: Day and Night

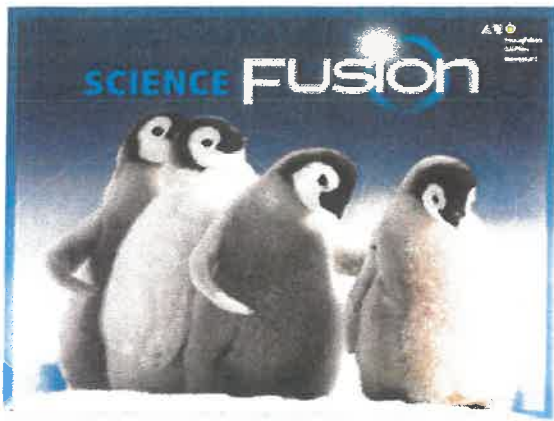
Unit 6: Earth's Resources

Unit 7: Weather and the Seasons

Unit 8: Matter

Unit 9: Energy

Unit 10: Motion



Grade 1

Unit 1: How Scientists Work

Unit 2: Technology All Around Us

Unit 3: Animals

Unit 4: Plants

Unit 5: Environments

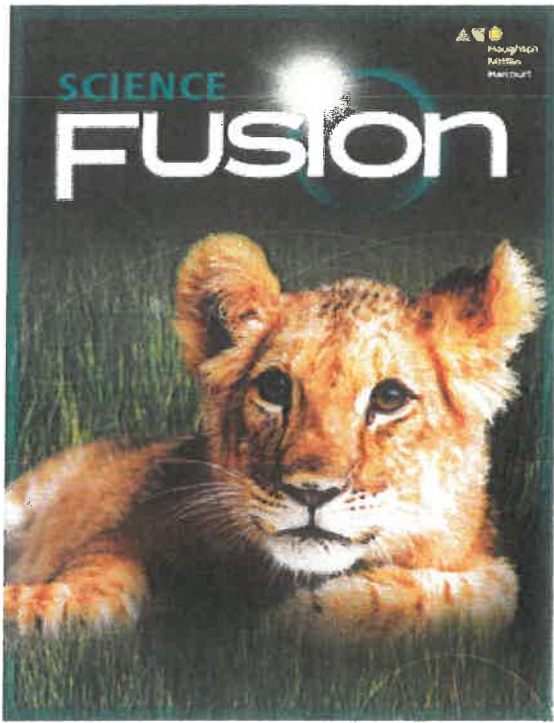
Unit 6: Earth's Resources

Unit 7: Weather and Seasons

Unit 8: Objects in the Sky

Unit 9: All About Matter

Unit 10: Forces and Energy



Grade 2

Unit 1: Work Like a Scientist

Unit 2: Technology and Our World

Unit 3: All About Animals

Unit 4: All About Plants

Unit 5: Environments for Living Things

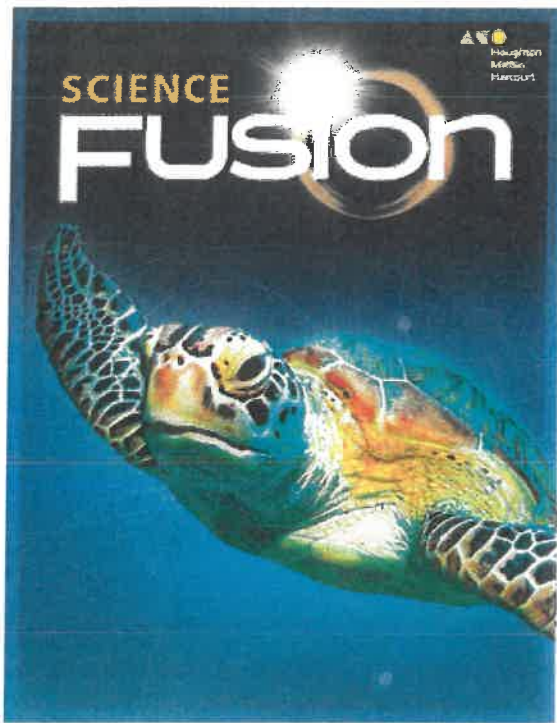
Unit 6: Earth and Its Resources

Unit 7: All About Weather

Unit 8: The Solar System

Unit 9: Changes in Matter

Unit 10: Energy and Magnets



Grade 3

Unit 1: Investigating Questions

Unit 2: The Engineering Process

Unit 3: Plants and Animals

Unit 4: Ecosystems and Interactions

Unit 5: Changes to Earth's Surface

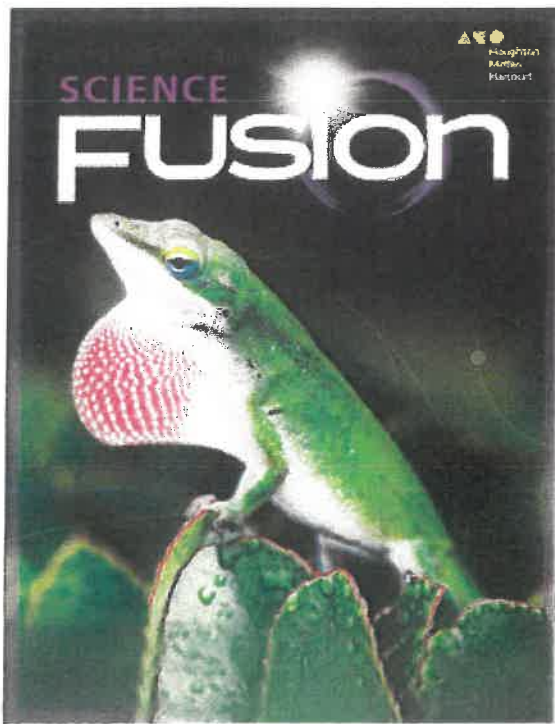
Unit 6: People and Resources

Unit 7: Water and Weather

Unit 8: Earth and Its Moon

Unit 9: Matter

Unit 10: Simple and Compound Machines



Grade 4

Unit 1: Studying Science

Unit 2: The Engineering Process

Unit 3: Plants and Animals

Unit 4: Energy and Ecosystems

Unit 5: Weather

Unit 6: Earth and Space

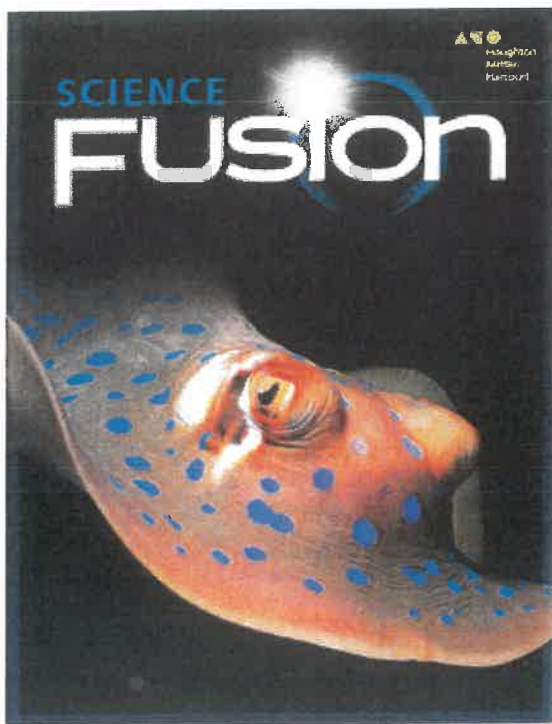
Unit 7: Properties of Matter

Unit 8: Changes in Matter

Unit 9: Energy

Unit 10: Electricity

Unit 11: Motion



Grade 5

Unit 1: How Scientists Work

Unit 2: The Engineering Process

Unit 3: Cells to Body Systems

Unit 4: Living Things Grow and Reproduce

Unit 5: Ecosystems

Unit 6: Energy and Ecosystems

Unit 7: Natural Resources

Unit 8: Changes to Earth's Surface

Unit 9: The Rock Cycle

Unit 10: Fossils

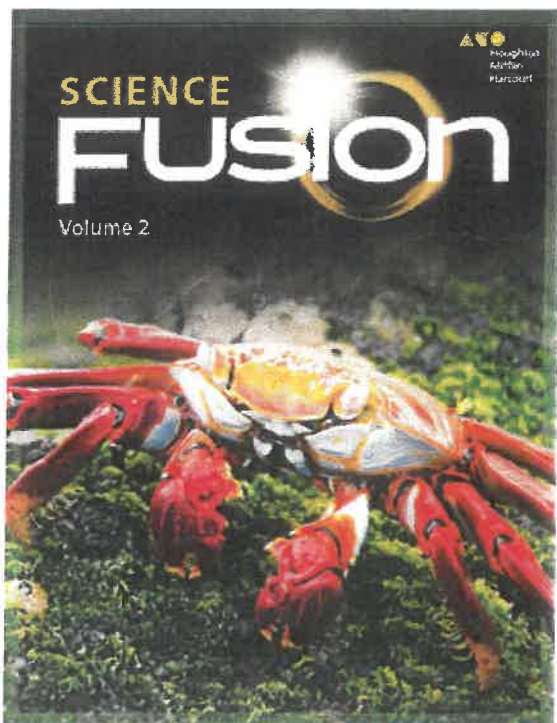
Unit 11: Earth's Oceans

Unit 12: The Solar System and the Universe

Unit 13: Matter

Unit 14: Light and Sound

Unit 15: Forces and Motion



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- **Table of Contents, Grades 6–8**
- **Authors**

Grades K–8 Science Curriculum | ScienceFusion From HMH



• Designed for Next Generation

ScienceFusion[®] is a comprehensive, state-of-the-art K–8 science program. The print, hands-on, and digital curricula provide student-centered options for all students, in any learning environment (home or school, traditional or paperless), and align to the Framework for K–12 Science Education, the foundation for NGSS*.

Multimodal Learning

ScienceFusion is a comprehensive print and digital curriculum solution that provides multimodal options for teachers to engage students in exciting, investigation-based learning. This effective, research-based program is easy to implement and fun for teachers and for students.

STEM and 21st-Century Skills

The [STEM program](#) in *ScienceFusion* provides real-world challenges, hands-on activities, and Video-based Projects that develop important critical-thinking skills that will prepare students for success in the workplace and in life. A new spiraled curriculum on Technology and Coding has been added for Grades 1–8, and Kindergarten has a new Technology and Engineering section.

Student-centered, Write-in Student Edition

ScienceFusion [Write-in Student Editions](#) promote a student-centered approach for:

- Learning science concepts and vocabulary
- Incorporating math and writing in each science lesson
- Incorporating graphic organizers for summary and organization
- Active reading with features to teach students how to analyze and interact with content

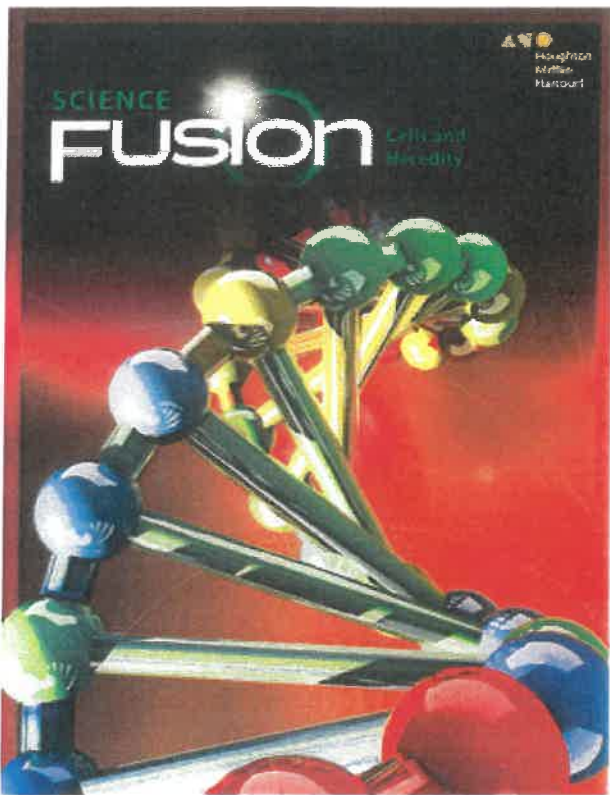
Virtual and Hands-on Labs for Every Lesson

The *ScienceFusion* lab program contains [hands-on activities and virtual labs](#) for every lesson or every day of the week. Inquiry lessons (Grades K–5) and labs (Grades 6–8) can be modified to provide three levels of inquiry: directed inquiry, guided inquiry, and independent inquiry.

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- **Table of Contents, Grades 6–8**

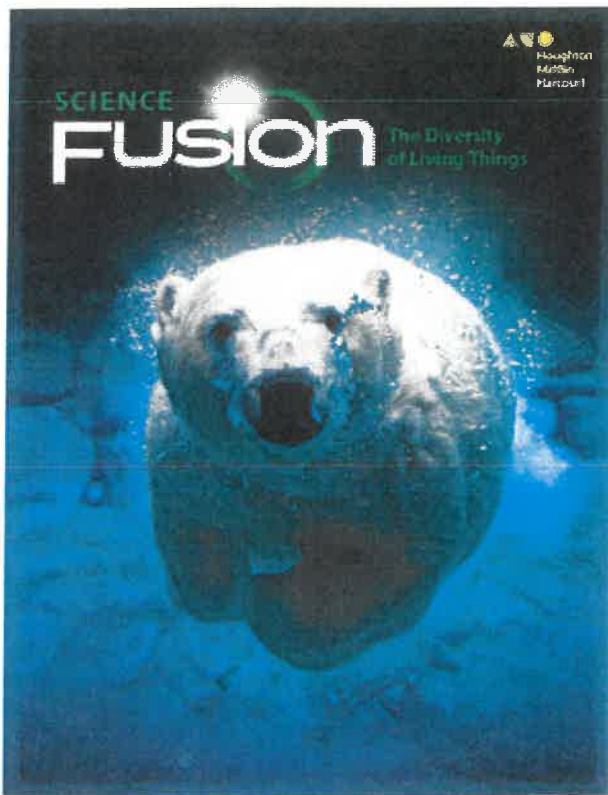
Preview the middle school science Module topics.



Module A: Cells and Heredity

Unit 1: Cells

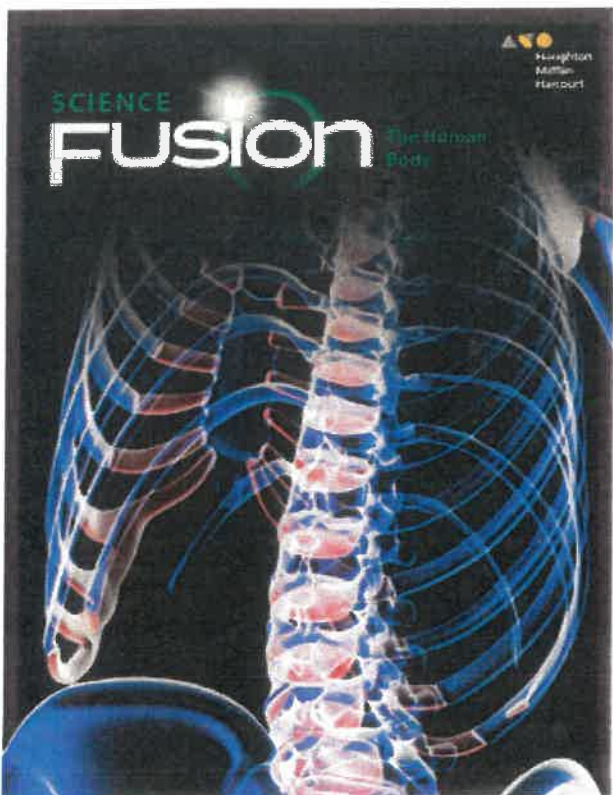
Unit 2: Reproduction and Heredity



Module B: The Diversity of Living Things

Unit 1: Life Over Time

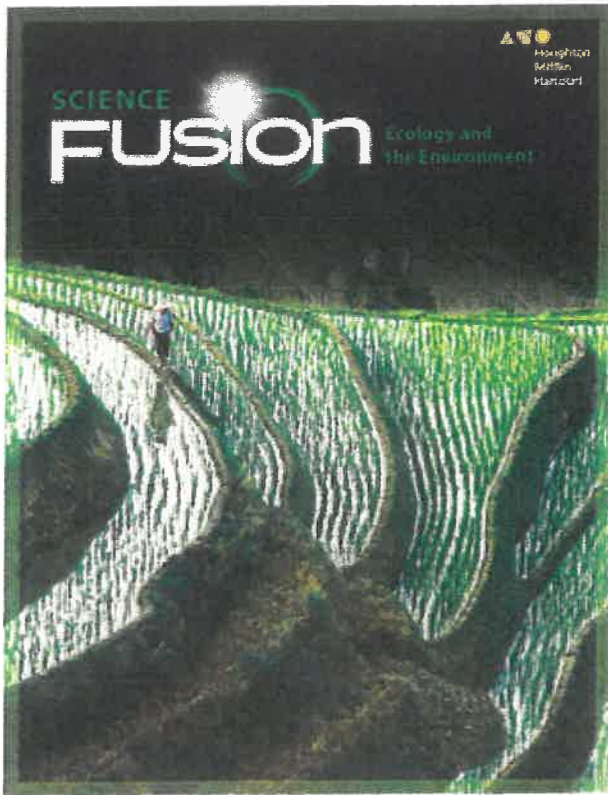
Unit 2: Earth's Organisms



Module C: The Human Body

Unit 1: Human Body Systems

Unit 2: Human Health



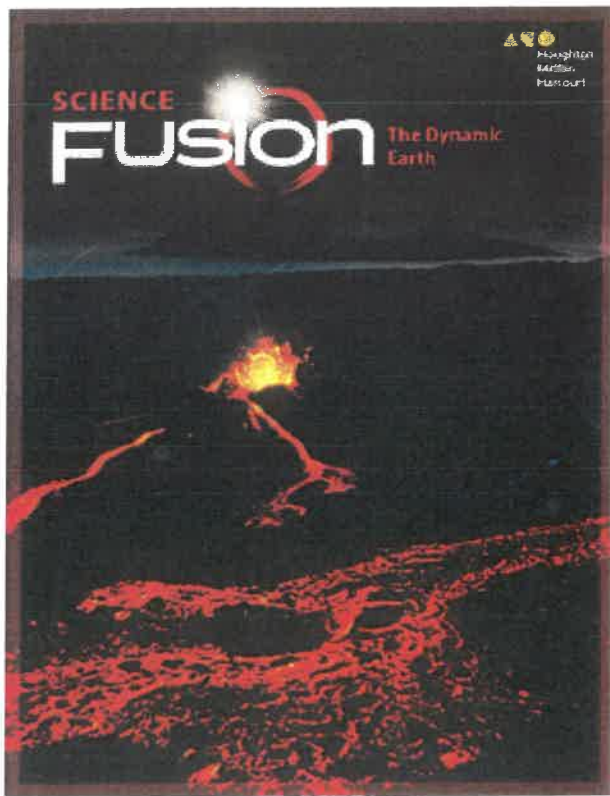
Module D: Ecology and the Environment

Unit 1: Interactions of Living Things

Unit 2: Earth's Biomes and Ecosystems

Unit 3: Earth's Resources

Unit 4: Human Impact on the Environment



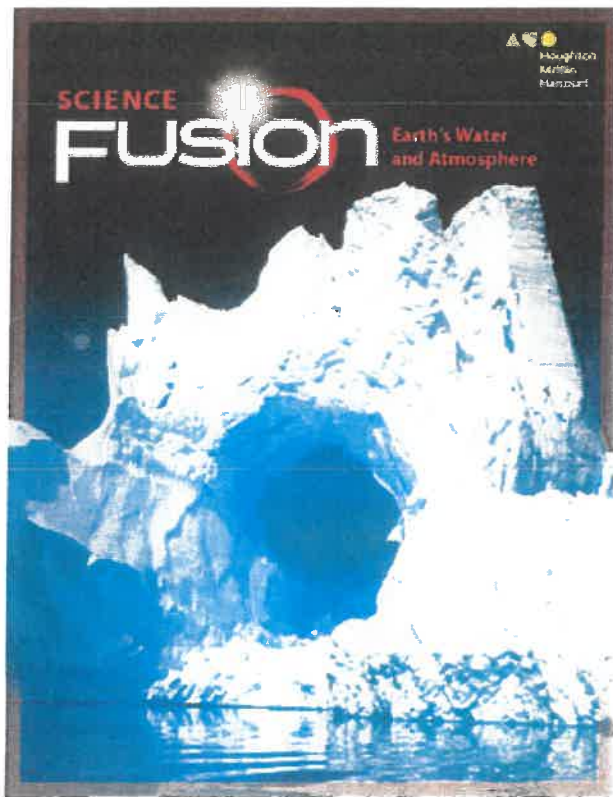
Module E: The Dynamic Earth

Unit 1: Earth's Surface

Unit 2: Earth's History

Unit 3: Minerals and Rocks

Unit 4: The Restless Earth



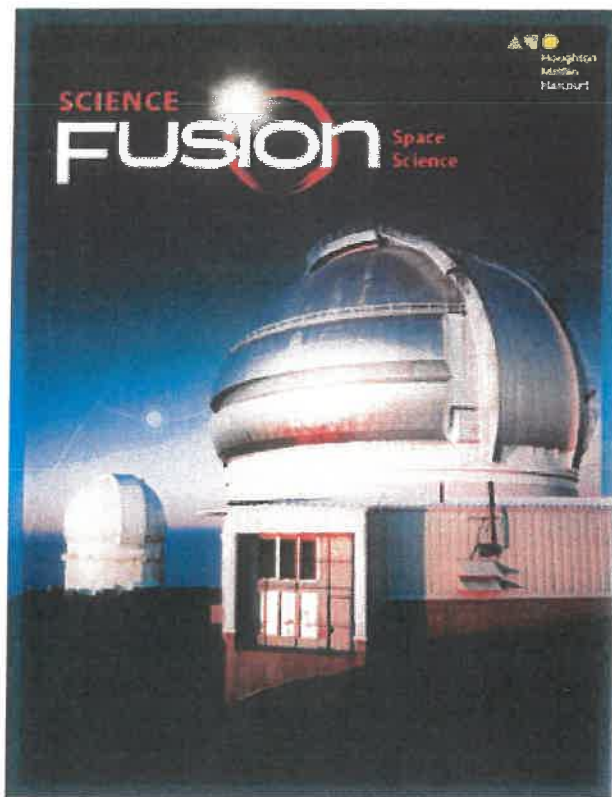
Module F: Earth's Water and Atmosphere

Unit 1: Earth's Water

Unit 2: Oceanography

Unit 3: Earth's Atmosphere

Unit 4: Weather and Climate



Module G: Space Science

Unit 1: The Universe

Unit 2: The Solar System

Unit 3: The Earth-Moon-Sun System

Unit 4: Exploring Space



Module H: Matter and Energy

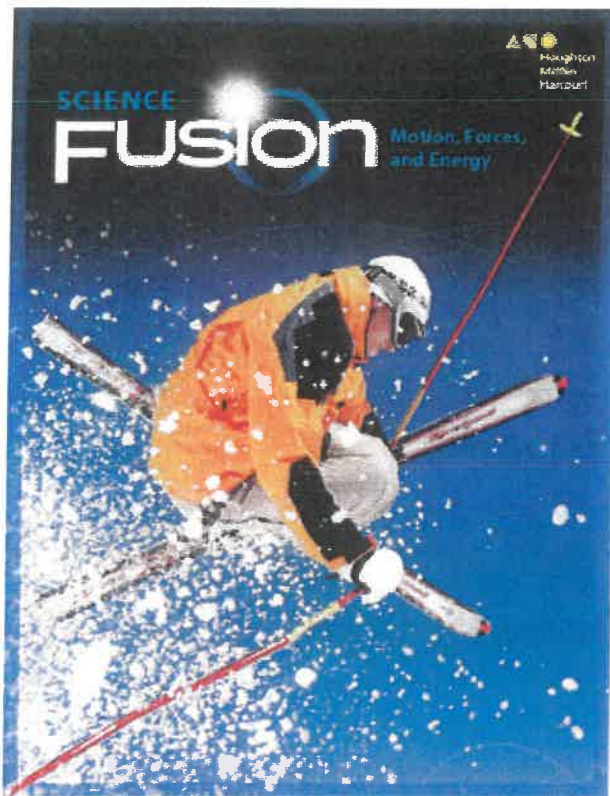
Unit 1: Matter

Unit 2: Energy

Unit 3: Atoms and the Periodic Table

Unit 4: Interactions of Matter

Unit 5: Solutions, Acids, and Bases

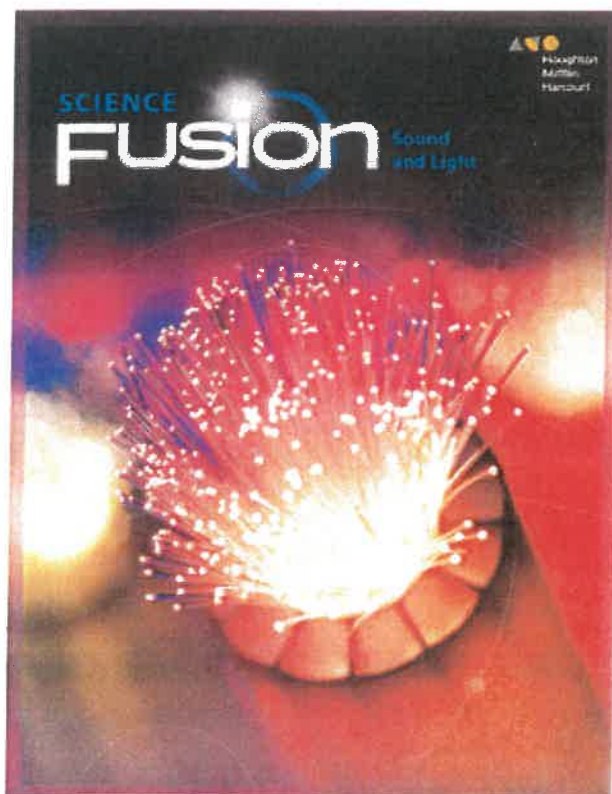


Module I: Motion, Forces, and Energy

Unit 1: Motion and Forces

Unit 2: Work, Energy, and Machines

Unit 3: Electricity and Magnetism



Module J: Sound and Light

Unit 1: Introduction to Waves

Unit 2: Sound

Unit 3: Light



Module K: Introduction to Science and Technology

Unit 1: The Nature of Science

Unit 2: Measurement and Data

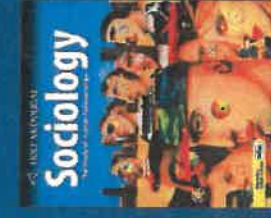
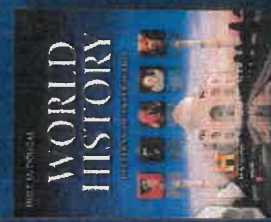
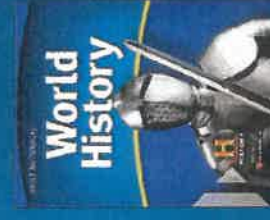
Unit 3: Engineering, Technology, and Society

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Social Studies Skills Scope and Sequence

Middle School and High School



6–12 Social Studies Skills Scope & Sequence

The following clusters from the Student and Teacher's Edition demonstrate where skills are taught and emphasized throughout each program and within the 6–12 vertically aligned curriculum.

READING AND CRITICAL THINKING SKILLS

	World History Survey © 2012	World History: Ancient Civilizations to the Renaissance © 2012	World Geography © 2012	Eastern World © 2012	Western World © 2012	Eastern Hemisphere © 2012	United States History: Survey © 2012	United States History: Beginnings to 1877 © 2012	United States History: Beginnings to 1914 © 2012	United States History: Civil War to the Present © 2012
Taking Notes with Graphic Organizers *	p. 72, 295, 489, 565	p. 74, 114, 194, 232	p. 4, 16, 126, 236, 296, 366, 450, 505, 567, 703	p. 16, 116, 291, 340	p. 10, 86, 129, 228, 350, 376, 415, 458	p. 26, 91, 220, 326, 510, 629, 775	p. 16, 278, 332, 463, 530, 670, 810	p. 16, 135, 234, 354, 461	p. 16, 135, 234, 354, 461	p. 528, 619, 725, 790, 844
Finding Main Ideas * ▲	p. 52, 80, 245, 394, 438, 532	p. 54, 88, 108, 240, 298, 352, 392	p. 15, 827, 7, 54, 146, 391, 419, 508, 626, 703, 671	p. 7, 137, 279, 350, 480, 671	p. 7, 85, 145, 316, 519	p. 15, 3, 82, 311, 415, 519, 619	p. 51, 110, 218, 333, 510, 671, 767	p. 51, 161, 282, 310, 395, 456	p. 51, 161, 282, 310, 395, 456	p. 530, 671, 764, 846
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Sequencing Events/Chronological Order * ▲	p. 26, 39, 236, 237, 392, 413, 623	p. 26, 39, 161, 301, 355	p. 34, 129, 175, 292, 340, 468, 523	p. 34, 138, 314, 445, 674, 686	p. 34, 150, 237, 324, 487	p. 18, 820, 828, 84, 138, 314, 489, 627	p. 39, 150, 360, 518, 733, 807	p. 150	p. 150	p. 518, 733, 807, 896
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6–12 Social Studies Skills Scope & Sequence

The following editions from the Student and Teacher Editions demonstrate where skills are taught and emphasized throughout each program and within the 6–12 vertically aligned curriculum.

READING AND CRITICAL THINKING SKILLS

	World History Survey © 2012	World History: Ancient Civilizations Through the Renaissance © 2012	World Geography © 2012	Eastern World © 2012	Western World © 2012	Eastern Hemisphere © 2012	United States History: Survey © 2012	United States History: Beginnings to 1877 © 2012	United States History: Beginnings to 1914 © 2012	United States History: Civil War to the Present © 2012
Making Inferences and Predictions *	p. 29, 46, 71, 122, 246, 621	p. 29, 126, 142, 335, 343	p. 88, 812, 55, 83, 424, 443, 519, 730	p. 41, 177, 282	p. 41, 171, 252, 364, 521, 525	p. 55, 131, 237, 316, 479	p. 20, 232, 357, 543, 731, 948	p. 41, 232, 419	p. 41, 232, 419	p. 543, 731, 948
Making Generalizations *	p. 66, 276, 504, 527, 596, 677	p. 68, 94, 185, 337	p. 117, 121, 125, 132, 191, 365, 414, 461	p. 88, 147, 407, 685	p. 88, 165, 237, 383, 490, 535	p. 119, 134, 128, 329, 443, 627, 648	p. 14, 287, 759, 936	p. 14	p. 14	p. 759, 781, 936
Drawing Conclusions *	p. 35, 64, 101, 295, 408, 505, 664	p. 86, 92, 107, 146, 207, 256	p. 830, 155, 415, 428, 451, 548, 645	p. 90, 161, 404, 692	p. 101, 193, 291, 370, 432	p. 126, 126, 233, 342, 571, 761	p. 7, 137, 320, 589, 649, 760	p. 7, 137, 242, 320, 459	p. 320	p. 566, 821, 705
Evaluating/Asking and Using Questions *	p. 352	p. 57, 116, 176, 183	p. 113	p. 140, 308, 679	p. 75, 128, 243, 339	p. 113, 830, 261, 612, 738	p. 64, 228, 419, 594, 667, 762	p. 31, 335, 442, 521	p. 31, 335, 442, 521	p. 521, 793, 875
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Distinguishing Fact from Opinion *	p. 200, 222	p. 224	p. 128, 688	p. 690	NA	p. 124, 590, 614	p. 474, 508, 634	p. 474	p. 474	NA
Recognizing Bias, Propaganda, and Stereotypes *	p. 20, 522, 641	p. 20, 406	NA	p. 320	NA	p. 320	p. 406, 436	p. 296, 406, 436	p. 296, 406, 436	p. 718
Identifying, Using, and Analyzing Primary and Secondary Sources *	p. 114, 119, p. 114, 201, 240, 466, 494, 660	p. 114, 119, p. 114	p. 14, 100, 129, 356, 386, 521, 733	p. 121, 304	p. 121	p. 304	p. 143, 498	p. 698	p. 498	p. 143-145

* 6–12 Social Studies Scope and Sequence

* Denotes 21st Century Skill ▲ Denotes EIA Common Core Standard

6-12 Social Studies Skills Scope & Sequence

The following citations from the Student and Teacher's Editions demonstrate where skills are taught and emphasized through our core program and within the 6-12 vertically aligned curriculum.

READING AND CRITICAL THINKING SKILLS

Understanding Specialized Vocabulary, Word Origins or Parts *

p. 4, 226, 254, 556, 586, 629

Using Context Clues and Supporting Details *

p. 372, 586

Linking Past to Present *

p. 134, 304, 398, 457, 599

Connecting to Literature/Using Prior Knowledge/Setting a Purpose for Reading/Re-Reading *

p. H10-H13, 70, 184, 300, 516, 602, 653

World History Survey © 2012	World History: Ancient Civilizations Through the Renaissance © 2012	World Geography © 2012	Eastern World © 2012	Western World © 2012	Eastern Hemisphere © 2012	United States History: Survey © 2012	United States History: Beginnings to 1877 © 2012	United States History: Beginnings to 1914 © 2012	United States History: Civil War to the Present © 2012
	p. H12-H13, 4, 252	p. H18-H19, R3, R14, R24, 45, 330, 576	p. H18, H19, 24, 689, 684	p. H18, H19, 24, 517, 532	p. R3, R18, R31, H1B, H19, 792, 816	p. H12, H13, 4	p. H12, H13, 4, 70	p. 4, 70	p. H12-H13
	H1-H9, p. 114	p. R10-R11, R15, R20, 23, R 28	p. 242, 677, 691	p. 224, 524	p. R11, 262, 616	p. 226, 344, 508, 668	p. 237, 408	p. 237, 408	p. 508, 668-869
	p. 33, 154, 271, 344	p. 217, 524, 567, 724	p. 120, 258, 332, 516, 650	p. 134-135, 336-337	p. 120, 258, 380, 650, 706, 804	p. 60, 217, 323, 405, 517, 694, 766, 871, 952	p. 19, 165, 286, 362, 415, 517, 563	p. 60, 186, 389, 465, 678, 705	p. 517, 647, 782, 874, 952
	p. H10-H13, 70, 184, 300, 516, 602, 653	p. R2, R18-R19, H14-H19, 73, 133, 248, 393, 430, 531, 634, 736	p. 2, 73, 214, 218, 387, 580, 668, 676	p. 2, 73, 222, 263, 381, 507, 516, 528	p. R2, R10, R27, 2, 73, 240, 387, 560, 678, 751, 877	p. 312, 482, 668, 795, 830, 892, H10-H13	p. H10-H13, 312, 446, 482	p. H10-H13, 312, 446, 482, 668	p. 636, 666, 727, 830

6-12 Social Studies Skills Scope & Sequence

The following chapters from the Student and Teacher Editions demonstrate where skills are taught and emphasized throughout each program and within the 6-12 vertically aligned curriculum.

READING AND CRITICAL THINKING SKILLS

	Geography ©2012	World History: Patterns of Immigration Survey © 2012	Modern World History: Patterns of International Interaction © 2012	Ancient World History: Patterns of Interaction © 2012	The American Survey © 2012	The American Experience 1914-2014	The American Revolution and the 18th Century © 2012	Circles in Practice © 2011	African American History © 2010	Economics: Concepts and Choices © 2011	United States Government: Principles in Practice © 2012	Psychology: Principles in Practice © 2010	Sociology: The Study of Human Relationships © 2010
Taking Notes with Graphic Organizers *	p. 25, 116, 235, 344, 502	p. 5, 119, 162, 247, 324, 433, 548	p. 5, 123, 246, 353, 446, 553, 663	p. 5, 123, 246, 353, 446, 553, 663	p. 25, 205, 317, 446, 537	p. 25, 205, 317, 446, 537	p. 53, 149, 271, 331, 427, 519, 621, 753, 833	p. 6, 93, 168, 278, 365, 450, 522, 586, 638	p. 8, 48, 110, 148, 176, 226, 260, 304, 344	p. 4, 48, 180, 214, 274, 382	p. 6, 69, 122, 137, 220, 267	p. 4, 106, 178, 257, 320, 431	p. 4, 95, 141, 186, 260, 342
Finding Main Ideas *	p. 13, 122, 213, 507, 661	p. R2, 86, 250, 327, 477, 575, 645, 750, 975	p. 82, 96, 357, 488, 578, 694, 847, 1075	p. 82, 96, 357, 488, 578, 694, 847, 1075	p. R2, 96, 357, 488	p. R2, 96, 357, 488	p. R2, 14, 197, 313, 434, 536, 616, 710	p. 35, 84, 170, 257, 321, 394, 463, 633	p. 108, 159, 257	p. 111, 151, 220, 289	p. 8, 249, 342, 363	p. 51, 6, 69, 107, 258, 309, 433, 509	p. 51, 27, 101, 190, 221, 269, 344
Summarizing/Paraphrasing *	NA	p. R4, 41, 271, 316, 489, 699, 792, 1018	p. 84, 7, 135, 312, 423, 596, 713, 878	p. 84, 7, 135, 312, 423, 596, 713, 878	p. R4, 7, 135, 312, 423	p. R4, 6, 122, 221, 310, 438, 567, 655, 799	p. 37, 113, 230, 298, 376, 489, 545	p. 11, 151, 220, 289	p. 13, 122, 210, 317	p. 15, 265, 337, 489	p. 12, 167, 257, 347	p. 17, 70, 160, 263, 312, 425, 520	p. 14, 111, 172, 224, 558
Sequencing Events/Chronological Order *	p. 230-231, 432-433	p. R3, 89	p. 18, 250, 404, 483, R4	p. 18, 250, 404, 483, R4	p. R3, 918, 954, 1010	p. R3, 299, 758, 804	p. 28, 122, 233, 325, 391, 498, 642	p. 60, 115	p. 60, 140, 211, 231, 345	p. 53, 298-299	p. 60, 140, 211, 231, 345	p. 73, 181	p. 22, 120, 235
Categorizing/Organizing Information *	p. 153, 357, 331, 397	p. R9	p. 30, 242, 327, 359, 543, R6	p. 30, 242, 327, 359, 543, R6	p. R7, 22, 330, 476, 809	p. 226, 368, 484, 669	p. 10, 97, 170, 281, 326, 374, 461, 588, 620	p. 11, 83, 219, 237, 357	NA	p. 83, 126, 302	p. 83, 126, 302	p. 14, 310, 462	p. 47, 237
Analyzing Causes and Effects *	p. 47, 171, 307, 531, 631	p. R6, 24	p. 24, R6	p. 24, R6	p. R7, 22, 330, 476, 809	p. R7, 35, 247, 349, 619	p. 128, 173, 399, 516	p. 10, 115, 479	p. 12, 73, 142	p. 10, 115, 479	p. H3, 50	p. 52, 337, 449, 191	p. 52, 41, 118, 128, 191
Comparing and Contrasting *	p. 164, 459, R3	p. R7, 112, 252, 430, 578, 706, 810, 1100	p. 112, 252, 430, 578, 706, R7	p. 112, 252, 430, 578, 706, R7	p. R8, 17, 247, 327, 641, 922, 1051	p. R8, 135, 615, 616, 640	p. 16, 139, 216, 286, 485	p. 77, 343, 475	p. 20	p. 128, 175, 186, 225, 253, 324	p. 128, 175, 186, 225, 253, 324	p. 24, 137, 318, 447, 418	p. 7, 116, 210, 278, 418
Identifying Problems and Solutions/Analyzing Costs and Benefits *	p. 97, 243, 457	p. R5, 29, 403, 816	p. 383, 532, R5	p. 458, 592, R5	p. R5, 116, 384, 567, 975	p. R5, 568, 688, 814	p. 292, 532	p. R18	NA	p. 363, 411, 457	p. 363, 411, 457	p. 53	p. 53

6–12 Social Studies Skills Scope & Sequence

The following editions from the Student and Teacher Editions demonstrate how each skill is addressed throughout the 6–12 vertically aligned curriculum.

READING AND CRITICAL THINKING SKILLS

	Geography 2012	World History: Patterns of Interaction 2012	Modern World History: Patterns of Interaction 2012	Ancient World History: Patterns of Interaction 2012	The Americans: Survey 2012	The Americans: Beginnings to 1914 2014	The Americans: Reconstruction to The 21st Century 2012	Christian Practice 2011	African American History 2010	Economics: Concepts and Choices 2011	United States Government: Principles and Practices 2012	Psychology: Principles in Practice 2010	Sociology: The Study of Human Relationships 2010
Making Inferences and Predictions *	p. 29, 130, 315, 572	p. R10, R14, 16, 215, 334, 451, 675	p. 54, 270, 330, 436, 544, R11	p. 64, 203, 325, 410, 554, 644, R10, R15	p. R10, R20, 9, 910	p. R10, R20, 7, 124, 351, 450, 703, 881	p. 20, 220, 360, 464, 487		p. 55, 125	p. 47, 137, 184	p. H9, H16, B9, 264	p. 99	p. 249
Making Generalizations *	p. 9, 153, 301, 639	NA	p. 263	p. 481	p. R21, 10, 235, 518, 631, 725, 833, 902	p. R21, 50, 177, 325, 425, 519, 734, 855	p. 127, 206, 577, 635		p. 193, 290	p. 41, 229	p. 204, 244	p. 26, 176, 347, 474	p. 73, 172
Drawing Conclusions *	p. 58, 215, 359, 490, 739	p. R11, 7, 207, 427, 575, 742	p. 107, 241, 416, 541	p. 7, 195, 229, 514, 667, R11	p. R16, 258, 415, 562, 677, 787	p. R18, 171, 376, 463, 741, 873	p. 354, 458, 580, 537		p. 19, 179	p. 11, 161, 329, 395	p. 19, 224	p. 54, 21, 83, 260	p. 54, 9, 113, 219
Evaluating/Asking and Using Questions *	p. 243, 397	p. 230, 511	p. 288, 439	p. 208, 380	p. 104, 223, 342, 450, 514, 633	p. 30, 127, 494, 574, 881	p. 46, 116, 365, 519, 550		p. 43	p. 17, 385	p. 27, 243	p. 149, 414	p. 18, 140
Analyzing Point of View/Forming and Supporting Opinions *	p. 162, 378	p. R20, 6, 305	p. 11, 658, R20	p. 6, 327, R20	p. R17, 62	p. R17	p. 8, 108, 332		p. 31, 292, 332	p. 230, 456	p. H4	p. 527	p. 120, 252
Distinguishing Fact from Opinion *	p. 729	p. R8	p. R8	p. R8	p. R9	p. R9	p. 178, 195		p. 147	p. 31, 236, 379	p. H2	NA	NA
Recognizing Bias, Propaganda, and Stereotypes *	NA	p. R18	p. 379	p. R18	p. R15	p. R9	p. 250, 316		p. 165, 171–173	NA	p. H5	NA	NA
Identifying, Using, and Analyzing Primary and Secondary Sources *	p. 182, 255, 329, 395	p. R22, 226	p. R22	p. 265, R22	p. R22, 58, 510	p. R22, 58, 510	p. 200		p. 108, 215	p. 158–159	p. H6, H7	p. 59, 510	p. 59, 510

10 6–12 Social Studies Scope and Sequence

* Denotes 21st Century Skill. ▲ Denotes ELA Common Core Standard

6–12 Social Studies Skills Scope & Sequence

The following objectives from the Student and Teacher Editions demonstrate where skills are taught and emphasized throughout each program and within the 6–12 vertically aligned curriculum.

READING AND CRITICAL THINKING SKILLS

	Geography < 2012	World History: Patterns of Interaction < 2012	Modern World History: Patterns of Interaction < 2012	Ancient World History: Patterns of Interaction < 2012	The Americans: Survey < 2012	The Americans: Beginnings to 1913 < 2013	The Americans: Reconstruction to the 21st Century < 2012	Civics in Practice < 2011	African American History < 2010	Economics: Concepts and Choices < 2011	United States Civics in Practice < 2012	Psychology: Principles in Practice < 2010	Sociology: The Study of Human Relationships < 2010
Understanding Specialized Vocabulary, Word Origins or Parts *	p. 37, 155, 705, 90, 95	p. 77, 542, 672	p. 12, 295, 424, 531	p. 14, 127, 253, 409, 589	p. 26, 274, 512, 737	p. 26, 274, 512	p. 21, 202, 578	p. 510, 29, 109, 365, 460, 534, 607	p. 9, 209	p. 12, 403	p. 70, 112, 200, 261, 337	p. 516, 306, 519	p. 115, 252, 327
Using Context Clues and Supporting Details *	p. 77, 82, 86, 90, 95	p. R22	p. R22	p. R22	p. R2, 933	p. R2	p. 129	p. 4	p. 106, 275	p. 126, 254, 378, 506	p. H6, H7, 110, 135	p. 21, 71, 79, 83, 88	p. 211, 217, 224
Linking Past to Present *	p. 150, 436, 578	p. 37, 223, 367, 483, 545, 657, 755, 893, 999	p. 85, 111, 203, 241, 304, 449, 547, 565	p. 37, 195, 223, 367, 519, 617, 637, 675	p. 99, 234, 370, 414, 526, 644, 824, 945	p. 99, 234, 370, 414, 526	p. 88, 284, 320, 438, 563, 642, 761, 840	p. 59, 161, 364, 477, 507, 547, 563, 583	p. 163, 257	p. 30, 178, 246, 425	p. 237	p. 89, 246	p. 220, 236, 255
Connecting to Literature/Using Prior Knowledge/Setting a Purpose for Reading/Re-Reading *	p. 86, 173, 227, 452	p. 84, 163-164, 264-264-265	p. 84, 163-164, 264-265, 300-302	p. 483	p. 246, 430, 664, 834, 968, 1080	p. 246, 430	p. 224, 326, 458, 628, 762, 874	p. 228, 231, 234, 239, 318, 323	p. 76, 172, 207, 248, 334, 349	p. 163, 349, 473	p. 88, 78, 84, 248, 254, 260, 267	p. 96, 101, 106, 111	p. 136, 141, 146, 158, 162, 168

6–12 Social Studies Skills Scope & Sequence

The following standards from the Student and Teacher Editions demonstrate where skills are taught and emphasized throughout each program and within the 6–12 vertically aligned curriculum.

GEOGRAPHIC LITERACY AND STATISTICAL ANALYSIS SKILLS

	World History Survey © 2012	World History: Ancient Civilizations Through the Renaissance © 2012	World Geography © 2012	Eastern World © 2012	Western World © 2012	Eastern Hemisphere © 2012	United States History: Survey © 2012	United States History: Beginnings to 1877 © 2012	United States History: Beginnings to 1914 © 2012	United States History: Civil War to the Present © 2012
Interpreting Maps/Creating Maps	p. H14-H17, 18-19, 58-59	p. H7, H14-H17, 18-19, 80	p. H4-H5, H8-H13, H23, 44, 56-57	p. H2-H5, H23	p. H2-H5, 44	p. H4, H5, H23	p. H16-H17, 289, 359, 517, 785	p. 13, 307, 495, H16, H17	p. 13, 307, 495, H16, H17	p. 511, H16-H17
Interpreting Charts, Tables, Lists, Graphs, and Statistics	p. 284, 578, 604	p. 68, 187, 310, 329, 418	p. 10, 74, 206, 328, 454, 574, 625, 87	p. H2, 238	p. H 22, 180, 392	p. H22, 238, 652	p. 430, 770	p. 430	p. 430	p. 736, 787, 829, 913
Analyzing Political Cartoons and Images	p. H1-H9, p. 8	p. 43	p. 12, 98, 234, 364, 496, 685	p. 3, 99, 287, 628	p. H10-H11, 63, 126, 230, 394	p. 5, 125, 287, 628	p. H9, 104, 544, 740	p. H9, 544	p. 544	p. H9, 544
Interpreting Diagrams/Cartograms	p. 152, 516, 518	p. 174	p. 425, 425, 504	p. 209, 360	p. 327	p. 209, 360	p. 30	p. 30	p. 30	p. 596, 962
Using Longitude, Latitude, Scale, Elevation, and Projection	p. H14-H19, H24-H25, 167	p. H14-H17, H18-H19, 227	p. 117, 226, 259, 476, 539, 719 H2-H5	p. H2, H3, H10, H11, 105, 280, 327	p. H2, H4, H5, H7, 117, 200	p. H2, H3, H6, 137, 201, 280, 401, 567	p. H14-H17, H19	p. H14-H17, H19, 285	p. H14-H17, H19, 285	p. H14-H17, H19
Connecting Ideas to Geography and Geographer's Practices (fieldwork, labs, experiments)	p. 116, 434	p. 60-61, 212, 260, 364	p. 102, 241, 552	p. 64, 120, 258, 332, 408, 470, 516, 650, 655	p. 66, 134, 138, 326, 336, 434	p. 218, 408, 470, 423, 712	p. 28, 156, 306, 526, 710, 964	p. 62, 288, 336, 525	p. 62, 288, 306, 526, 710	p. 526, 710, 966, 964

6–12 Social Studies Skills Scope & Sequence

The following citations from the Student and Teacher Editions demonstrate the geographic literacy and statistical analysis skills throughout each program and within the 6–12 vertically aligned curriculum.

GEOGRAPHIC LITERACY AND STATISTICAL ANALYSIS SKILLS

	Geography ©2012	World History: Illustrated Introduction Survey ©2012	Modern World History: Illustrated Introduction ©2012	Historical Overview of Interaction ©2012	The Americans: Survey ©2012	The Americans: Beginnings to 1914 ©2014	The Americans: Rise to the 21st Century ©2012	Civics in Practice ©2011	African American History ©2010	Economic Choices ©2011	United States Government: Principles in Practice ©2012	Psychology: Principles in Practice ©2010	Sociology: The Study of Human Relationships ©2010
Interpreting Maps/Creating Maps	p. 80, 142, 204, 554, 720	p. R25, R31, 137, 414, 685, 939, 994	p. 74, 240, 325, 418, 510	p. 45, 71, 237, 449, 570, 604, R25	p. R25, R32, 39, 288, 437, 1060	p. R25, R32, 39, 288, 437	p. R25, 368, 558, 856	p. 36, 62, 137, 262, 640	p. 7	p. 200, 279, 546	p. 35, 135, 301, 365, 422, 544	NA	p. 19, 149, 223, 328, 429
Interpreting Charts, Tables, Lists, Graphs, and Statistics	p. 82, 234, 377, 686	p. R27, R28	p. R27, R28	p. R27, R28	p. R27, R28, S14, S16, S18	p. R27, R28, S14, S16, S18	p. R27, R28, S14, S16, S18	p. 474, 502	p. 189	p. A13, A14, A15, S10	p. 7, 97, 149, 375, 383	p. S6, S7	p. S6, S7
Analyzing Political Cartoons and Images	p. S12, S13	p. R29	p. R29	p. R29	p. R24, S12, 315	p. R24, S12, 315	p. R24	p. 226	p. 86, 259	p. R26	p. H8, 119, 194	p. S11	p. S11
Interpreting Diagrams/Carograms	p. 38, 753	p. 289, 366, 388, 688	p. 138, 209, 386	p. 285, 464-465, 652	p. 60-61, 933	p. 60-61	p. 455, 647	p. 283, 390	NA	p. 112, 202, 430	p. 52, 91, 100	p. 20, 36, 69, 74	p. 41, 64, 166
Using Longitude, Latitude, Scale, Elevation, and Projection	p. 6, 17, 18-19	p. xxxv	p. xxxi	p. xxxv	p. S20, A4, A16, A20	p. S20, A4, A16, A20	p. S20, A4, A16, A20	p. R25-R40	NA	p. 200, 279, 546	p. 35, 301, 365, 544	NA	NA
Connecting Ideas to Geography and Geographer's Practices (fieldwork, labs, experiments)	p. 509	p. R34, 210, 406, 714	p. R34, 92, 280, 356, 528	p. R34, 2, 210	p. R31, 727, 138, 286, 440, 572, 856, 1052	p. R31, 727, 138, 286, 440, 572, 846	p. R31, 150, 234, 366, 520-521	p. R25-R40	NA	p. 57	NA	p. 90, 150, 440	p. 130, 226, 388

6–12 Social Studies Skills Scope & Sequence

The following editions from the Student Edition are available for purchase and are aligned with the 6–12 vertically aligned curriculum.

RESEARCH, WRITING, AND PRESENTATION SKILLS

	World History Survey © 2012	World History Ancient Civilizations Through the Renaissance © 2012	World Geography © 2012	Eastern World © 2012	Western World © 2012	Eastern Hemisphere © 2012	United States History: Survey © 2012	United States History: Beginnings to 1877 © 2012	United States History: Beginnings to 1914 © 2012	United States History: Civil War to the Present © 2012
Formulating Historical Questions *	p. 372	p. 426	p. 291, 386, 671	p. 261, 375	p. 364, 395	p. 170, 210	p. 64	p. 64	p. 64	p. 42, 234, 364
Conducting Research *	p. 605	p. 350	p. 104, 330	p. 100, 689, 537	p. 214	p. 454	p. 864	p. 316	p. 316	p. 856
Outlining *	p. 282	p. 322	p. 177	p. 190	p. 104	p. 190	p. 36	p. 36, 374	p. 36	p. 576-577
Constructed Response/Extended Response/Essay *	p. 11, 22, 24, 89, 224, 254, 394, 406, 520, 600	p. 52, 259, 282, 314, 424	p. H24, 78, 102, 104, 230, 374, 410, 556	p. H24, 45, 103, 194, 139, 345, 504	p. 2, 23, 77, 116, 199, 308, 341, 446, 465, 489	p. H24, 24, 103, 194, 216, 392, 539, 564, 710	p. 256, 265, 291, 954	p. 33, 292, 293, 409	p. 33, 292, 293, 409	p. 515, 546, 645, 714, 729
Learning to Write/Writing Process *	p. WW2-WW23	p. 48-49, 136-137	p. 343, 104, 272, 400, 480, 600, 740	p. 104, 264, 456, 666	p. 104, 296, 514	p. 104, 264, 456, 666, 827	p. 114, 376, 654, 836, 918, 970	p. 114, 376	p. 144, 376, 502, 654, 716	p. 576, 654, 744, 836, 918, 970
Creating an Oral Presentation (Speech or Debate) *	p. 176, 194	p. 187, 198	p. 374, 478, 534	p. 48, 242, 370, 540, 616	p. 464, 422, 466	p. 242, 370, 616, 792	p. 796, 886, 942	p. 108	p. 108	p. 796, 886

6–12 Social Studies Skills Scope & Sequence

The following citations from the Student and Teacher's Editions demonstrate the scope and sequence of the skills and the 6–12 vertically aligned curriculum.

RESEARCH, WRITING, AND PRESENTATION SKILLS

	Geography © 2012	World History: Patterns of Interaction © 2012	Modern World History: Patterns of Interaction © 2012	Ancient World History: Patterns of Interaction © 2012	The Americans: Survey © 2012	The Americans: Disruptives to 1914 © 2013	The Americans: Reconstruction to the 21st Century © 2012	Civics in Practice © 2011	African American History © 2010	Economics: Concepts and Choices © 2011	United States Government: Principles in Practice © 2012	Psychology: Principles in Practice © 2010	Sociology: The Study of Human Relationships © 2010
Formulating Historical Questions *	p. 124, 349	p. R13, 465	p. R14, R30	p. 217, R13	p. R12	p. R12	p. R12	p. 39, 67	NA	NA	p. 24, 275, 439	NA	NA
Conducting Research * ▲	p. 262, 334	p. 427, 769	p. R30	p. 319, 405	p. 189	p. 189	p. 889	p. 245	NA	p. 39, 230, 411	p. 245	p. 293, 385	p. 79, 161, 403
Outlining *	p. 359	p. R35	p. 411, R30, R35	p. R35	p. R34	p. R34	p. R34	p. 380-381	NA	p. 4, 48, 160	p. 92, 213	p. 329, 557	p. 176-177
Constructed Response/Extended Response/Essay * ▲	p. 530, 552, 591	p. 526, 528, 11	p. 526, 528, 107, R30	p. 526, 528, 11, 159	p. 526, 528, R34	p. 526, 528, R34	p. 526, 526, R34	p. 512	p. 15, 93, 249	p. 514	p. 29, 65	p. 29	p. 83
Learning to Write/Writing Process * ▲	p. 215, 331, 359	p. R30	p. R30	p. R30, R37	p. R34	p. R34	p. R34	p. 27, 291, 359, 473, 531, 605	p. 300	p. 57, 137, 433	p. 102, 213, 294, 347	p. 125, 163, 185, 269	p. 83, 179, 363
Creating an Oral Presentation (Speech or Debate) *	p. 229	p. R36, 634	p. 415, 467, 697, R36	p. 463, 634, R36	p. R36	p. R36	p. R36	p. 133, 177, 249, 379	p. 30	p. 127, 223, 443	p. 157, 275	p. 219, 387, 430, 514	p. 159, 225, 331

6-12 Social Studies Skills Scope & Sequence

The following citations from the Student and Teacher's Editions demonstrate where skills are taught and emphasized throughout each program and within the 6-12 vertically aligned curriculum.

MEDIA AND INTERNET SKILLS

	World History Survey © 2012	World History: Ancient Civilizations Through the Renaissance © 2012	World Geography © 2012	Eastern World © 2012	Western World © 2012	Eastern Hemisphere © 2012	United States History: Survey © 2012	United States History: Beginnings to 1877 © 2012	United States History: Beginnings to 1914 © 2012	United States History: Civil War to the Present © 2012
Using a Search Engine/Database *	p. 254, 316, 488	p. 183, 219	p. 596, 670	p. 114, 242, 348	p. 87, 348	p. 146, 410, 843	p. 652	p. 432	p. 432	p. 798
Evaluating Internet Sources *	p. 192, 320, 321	p. 350-351	p. 596, 726	p. 11, 32, 124, 316	p. 11	p. 11, 32, 124, 316	p. 652	p. 316	p. 316	p. 652
Doing Internet Research/ WebQuest *	p. 80, 116, 192, 286, 320, 346	p. 19, 214	p. 22, 46, 596, 726	p. 114, 242, 348	p. 287, 444	p. 452	p. 316, 412	p. 412	p. 412	p. 888
Analyzing Visual Media (Television, Film/Video, Internet)	p. 3, 257, 377, 493, 521, 585	p. 25, 119	p. 3, 187, 231, 411, 515	p. 49, 115, 277, 393, 452	p. 11, 32, 141, 205, 309	p. 195, 309, 413, 713	p. 3, 179, 343, 659, 769	p. 35, 231	p. 35, 231	p. 611
Creating a Multimedia Presentation *	p. 222, 374	p. 222	p. 114	p. 168	p. 204	p. 168, 434	p. 68, 748, 946	p. 68	p. 68	p. 748, 800, 946

6–12 Social Studies Skills Scope & Sequence

The following citations from the Student and Teacher's Editions demonstrate where skills are taught and emphasized in the program. Citations are given in the 6–12 vertically aligned columns.

MEDIA AND INTERNET SKILLS

	Geography 2012	World History: Patterns of Interaction, 2012	Modern World History: Patterns of Interaction, 2012	Ancient World History: Patterns of Interaction, 2012	The Americans: Survey, 2012	The Americans: Beginnings to 1914, 2014	The American Republic: Origins to 1877, 2012	Civics in Practice 2011	African American History, 2010	Economic Concepts and Choices, 2011	United States Government Handbook, 2012	Psychology: Principles in Practice, 2010	Sociology: The Study of Human Behavior, 2010
Using a Search Engine/Database *	p. R15	p. R24, R33	p. 125, R24, R33	p. 176, R33	p. 65	p. 65	p. 65	p. 226, 471	NA	p. R31	p. H13	p. 433, 435	p. 64, 188, 371
Evaluating Internet Sources * ▲	p. 151, 172, 209, 369	p. 25	p. 244, 430	p. 151, 526	p. R29, 533	p. R29, 533	p. R29	p. 175, 606	p. 165	p. R28	p. 118, 188, 244, 276	p. 515	p. 514
Doing Internet Research/ WebQuest ▲	p. 77, 331	p. 36, 234, 361, 564, 724, 1078	p. 113, 205, 335, 429	p. 152, 696, R24	p. 91, 333, 635	p. 91, 333	p. 41	p. 45, 151, 274, 390, 571, 634	p. 4, 131	p. 100, 259	p. 399, 371, 457, 514, 539	p. 57, 258, 353, 433, 481, 570	p. 101, 209, 385, 406
Analyzing Visual Media (Television, Film/Video, Internet) *	p. 551	p. R23	p. 116	p. R23	p. R23, 837, 1033	p. R23	p. R23, 153, 407	p. 32, 265, 308, 352, 458, 496	NA	p. 37, 257, 418	p. 83, 124, 237	p. 3, 157, 213, 305	p. 53
Creating a Multimedia Presentation *	p. 25, 254, 605	p. 57, 111	p. 271, 699	p. 57, 281, 549	p. R37	p. R37	p. R37	p. 335, 349, 473	p. 127, 334	p. 265	p. H15	p. 443	p. 179

6–12 Social Studies Skills Scope & Sequence

The following chapters from the Student and Teacher's Editions demonstrate where skills are taught and emphasized in each of the chapters and within the 6–12 Core Subject Editions.

TEST-TAKING STRATEGIES AND SKILLS

	World History Survey © 2012	World History: Ancient Civilizations Through the Renaissance © 2012	World Geography © 2012	Eastern World © 2012	Western World © 2012	Eastern Hemisphere © 2012	United States History: Survey © 2012	United States History: Beginnings to 1877 © 2012	United States History: Beginnings to 1914 © 2012	United States History: Civil War to the Present © 2012
Multiple Choice	p. 23, 195, 317, 435, 581	p. 47, 83, 117, 135	p. H20	p. H20, 103, 307	p. H20	p. H20, 77, 141, 307, 539	p. 227, 338, 341, 628	p. 33, 141, 257, 317, 471	p. 33, 141, 257, 317, 471	p. 547, 657, 773
Primary Source	p. H1-H9, 9, 15, 38, 73, 305, 426, 502, 541, 562	p. H3, 9, 15, 38, 192, 355	p. H21, 14, 100, 356, 386, 521, 733	p. 14, 100, 205, 297, 323, 411, 486, 503, 659	p. 50, 127, 334, 389, 470, 500	p. H21, 128, 297, 347, 480, 529, 704	p. H4, 67, 165, 268, 357, 426, 547, 660, 773, 861, 914	p. H3, 113, 281, 375, 485, 575	p. H3, 113, 281, 375, 485, 575	p. H3, H4, 531, 660, 700, 809, 945, 969
Secondary Source	p. H1-H9	p. H4	p. 598	p. 304	p. 598	p. 306	p. H5	p. H3, H5	p. H3, H5	p. H3, H5
Political Cartoon	p. H1-H9	p. 580	p. 15, 702	p. 320 (TE), 584 (TE)	p. 396	p. 764, 766	p. 281, 544, 663	p. 252, 281, 330	p. 252, 281, 330	p. 520, 663, 781
Charts	p. 165, 468, 506, 615, 616	p. 68, 187, 329, 418	p. H22, 112-114, 202	p. 177, 254, 459, 579, 606, 701	p. 56, 304-307	p. 128, 272, 675, 759	p. 202, 336, 416, 756, 955	p. 76, 202, 397, 416, 513	p. 76, 202, 397, 416, 513	p. 683, 787
Line and Bar Graphs	p. 578	p. 578	p. H22, 9, 70, 74, 114, 206, 262, 295, 325, 625, 712	p. 70, 74, 228, 383, 551	p. 9, 70, 114, 218, 236, 409, 474, 506	p. 9, 59, 74, 551, 638	p. 513, 603, 643, 701, 736	p. 63, 277, 416, 430, 513	p. 63, 277, 416, 430, 513	p. 513, 603, 643, 701, 736, 927
Pie Graphs	p. 578	p. 578	p. 115, 153, 328, 631, 723	p. 113, 206, 362, 422	p. 115, 245, 442	p. 113, 206, 362, 812	p. 90, 239, 639, 813	p. 88, 239, 288, 370	p. 88, 239, 288, 370	p. 639, 813
Political Maps	p. H20-H25, p. 400, R2-R3, R5, R7, R9, R11	p. H20-H25	p. H8-H13, 108-109, 123, 484, 579, 604	p. H8, 268, 349, 393, 460	p. H8, 108, 253, 300	p. H8, 108, 268, 460, 671	p. 299, R2-R3, R6-R7, R8-R13	p. R2-R15	p. R2-R15	p. R2-R13

6–12 Social Studies Skills Scope & Sequence

The following chapters from the Student and Teacher's Editions demonstrate where skills are taught and emphasized throughout each program and within the 6–12 vertically aligned curriculum.

TEST-TAKING STRATEGIES AND SKILLS

	World History Survey 2012	World History: Ancient Civilizations Through the Renaissance 2012	World Geography 2012	Eastern World 2012	Western World 2012	Eastern Hemisphere 2012	United States History: Survey 2012	United States History: Beginnings to 1877 2012	United States History: Beginnings to 1914 2012	United States History: Civil War to the Present 2012
Thematic Maps	p. H20-H25, 229	p. H20-H25	p. 110-111, 131, 290, 387, 486-487	p. H9, 151, 388	p. H9, 110, 111, 302	p. H9, 673	p. 96	p. 251, 416, 561	p. 251, 416, 561	p. 823, 911
Time Lines	p. 4, 24-25, 540, 566, 672	p. 24-25, 52-53, 372, R18-R23	p. 338-339	p. 138, 314	p. 317, 386-387, 452-453	p. 138, 144-145, 291, 510, 756	p. 24-25, 104, 294-295, 462-463, 832	p. 24-25, 104, 342-343	p. 104	p. 506-507, 676-677, 800-801
Document-Based Questions/Essays	p. 185, 654, 668	p. 75, 192, 335	p. 143, 185, 535	p. 377, 530	p. 100, 259, 389	p. 167, 297, 330, 377, 497, 759	p. 122, 248, 300, 935	p. 144, 258, 376, 502, 576	p. 122, 248, 300	p. 547, 935, R68-R75
Project-Based Assessment	p. 316, 462, 552	p. 118, 250, 348	p. 15, 270	p. 78, 114, 470, 640	p. 78, 246, 342, 490	p. 240, 410, 640, 834	p. 34, 318, 784, 866, 922	p. 148, 318, 410, 505	p. 34, 230, 434, 658	p. 506, 632, 774, 866, 922

6–12 Social Studies Skills Scope & Sequence

The following citations from the Student and Teacher's Editions demonstrate where skills are taught and emphasized throughout each program and within the 6–12 secondary subject curriculum.

TEST-TAKING STRATEGIES AND SKILLS

	Geography © 2012	World History: Information Survey © 2013	Modern World History: Patterns of Interaction © 2012	Ancient World History: Patterns of Interaction © 2012	The American Story © 2012	The Americans: Beginnings to 1914 © 2014	The Americans: Reconstruction to the 21st Century © 2012	Civics in Practice © 2011	World American History © 2010	Economics: Concepts and Choices © 2011	United States Governments: Principles in Practice © 2012	Psychology: Principles in Practice © 2010	Sociology: The Study of Human Relationships © 2010
Multiple Choice	p. 56	p. 56, 25, 297, 619	p. 56, 213	p. 56, 297, 375, 619	p. 56, 33, 301, 805, 995	p. 56, 33, 301	p. 81, 191, 697	p. 512, 51	NA	p. 56	p. 65, 119, 189	p. 494	p. 204
Primary Source	p. 58, 182, 328, 470, 535, 603, 670, 736	p. 59, 33, 310, 473, 409, 631, 754, 868, 1020, 1042, 1061, 627	p. 58, 135, 197, 320, 421, 454, 586, 608, 627	p. 79, 129, 310, 416, 509, 569, 631, 658, 687	p. 42, 224, 371, 447, 538, 662, 714, 867, 955	p. 42, 224, 371, 447, 538	p. 117, 236, 372, 440, 566, 670, 721, 848	p. 36, 92, 181, 633, R2-R13	p. 34, 74, 115, 179, 192, 218, 273, 310, 332	p. 317, 331, 445	p. 43, 88, 173, 239, 299, 311, 335	p. 59	p. 59, 253, 317
Secondary Source	p. 510	p. 510	p. 512	p. 510	p. R22	p. R22	p. R22	p. 200	NA	NA	p. 359, 445, 502	p. 510	p. 510
Political Cartoon	p. 512	p. 695, 769, 957	p. 218, 307, 647	p. 501, 668, 695	p. 233, 560, 699	p. 233, 560	p. 187, 354, 426	p. 31, 172, 381	p. 259, 265	p. 345, 411	p. 108, 154, 205	NA	NA
Charts	p. 514, 147, 259, 377, 551, 686	p. 61, 239, 449, 626, 946, 1102	p. 198, 258, 416, 505, 699, 714	p. 74, 174, 281, 401, 513, 638	p. 115, 285, 398, 426, 585, 706	p. 115, 285, 398, 426	p. 59, 182, 222, 491, 621	p. 46, 307	p. 36, 191	p. 59, 15	p. 17, 52, 182, 302, 442, 524	p. 83, 179, 308, 433, 508, 598	p. 39, 127, 201, 263, 361, 423
Line and Bar Graphs	p. 516, 69, 266, 313, 443, 546, 596, 629, 670, 737	p. 516, 121, 375, 491, 540, 602, 652, 748, 856, 903, 1099	p. 57, 188, 225, 320, 444, 474, 568, 604, 639, 655, 700	p. 17, 195, 375, 491, 556, 602, 659, 681, 516	p. 175, 216, 320, 540, 622, 714, 812, 867, 929, 1015	p. 175, 216, 320, 540, 622, 714, 812, 867, 540	p. 169, 427, 508, 636, 723, 814	p. 18, 277, 280, 319, 384, 479, 502, 535	p. 28, 90, 152, 188, 189, 228, 346	p. 3, 34, 71, 135	p. 149, 208, 230, 345, 527, R9, R11, R15, R21, R33	p. 31, 133, 203, 290, 448, 572, 611	p. 51, 289, 374, 428
Pie Graphs	p. 520, 140, 348	p. 518, 180, 271, 681	p. 518, 6, 314, 680, 700	p. 518, 271, 282, 491, 568, 652	p. 81, 251, 335, 648, 832, 929	p. 81, 251, 335	p. 147, 255, 442, 681, 723	p. 301, 353, 383, 480, 567, 621	p. 189, 228, 280	p. A12, 26, 90, 229, 437	p. 207, 210, 447	p. 56, 10, 329	p. 40, 133, 222
Political Maps	p. 522, A4-A5, A20-A21	p. A2, A8, A12, A18, A40, S20	p. A2, A6, A8, A12, A16, A18, A22, S20	p. A2, A6, A8, A10, A12, A16, A18, S20	p. S20, A4, A16, A20	p. S20, A4, A16, A20	p. S20, A4, A16, A20	p. R26-R27, R31, R33, R35, R37, R39	NA	p. A2-A3, A6-A7	p. R46-R49	NA	NA

* Denotes 21st Century Skill. ▲ Denotes ELA Common Core Standard

6–12 Social Studies Skills Scope & Sequence

The following choices from the Student and Teacher Editions demonstrate where skills are taught and emphasized throughout each program and within the 6–12 vertically aligned curriculum.

TEST-TAKING STRATEGIES AND SKILLS

	Geography © 2012	World History: Patterns of Interaction, Survey © 2012	Modern World History: Patterns of Interaction © 2012	Abundant World: History's Patterns of Interactions © 2012	The Americans: Survey © 2012	The Americans: Beginnings to 1789 © 2012	The Americans: The American West to 1877 © 2012	Civics in Practice © 2011	American History © 2010	Economics: Concepts and Choices © 2011	United States Government: Principles in Practice © 2012	Psychology: Principles in Practice © 2010	Sociology: The Study of Human Relationships © 2010
Thematic Maps	p. S26, A10–A11, A12–A13, 22–33	p. S22	p. S22	p. S22	p. S22, 67, 227, 1053	p. S22, 67, 227, 1053	p. S22, 67, 227, 1053	p. 36, 62, 137, 262, 640	p. 7, 18, 37, 66, 112, 210	p. A4, A5, A8, A9, A10, A11	p. 139, 301, 378	p. 58	p. 58, 95, 123, 181, 220, 365
Time Lines	p. 137, 230, 362, 455, 568, 652, 727	p. 26, 210, 320, 492, 526, 586, 714, 802, 994	p. S24, 70, 152, 272, 310, 430, 520, 596, 666	p. 113, 166, 260, 376, 438, 526, 620, 706, 924	p. 126, 334, 438, 786, 881, 970, 1104, 1112	p. 140, 558, 675, 764, 900, 910, 916	p. 12, 72, 120, 319, 544, 634	p. 12, 72, 120, 319, 544, 634	p. 63, 101, 117	p. 298–299	p. 35, 60, 139, 301, 365, 428	p. 64, 116, 235, 348, 380	
Document-Based Questioned Essays	p. S34	p. S30, 83, 473, 662	p. S30, 19, 126, 275, 403	p. 83, 177, 386, 560, 635, 662	p. 530	p. 530	p. 530	p. 38–41, 54–72	p. 172, 238, 273	p. 418, 575	p. 189, 311, 317	NA	NA
Project-Based Assessment	p. 31	p. 419, 655	p. 194, 317, 487	p. 98, 363	p. 373, 479	p. 373, 479	p. 251, 727, 827	p. 3, 157, 225, 447, 531, 605	p. 14, 126	p. 23	p. 364, 468, 540	p. 300–301, 416–417	p. 50, 106, 228, 361

Overview

SRA Early Interventions in Reading identifies at-risk children in Grades K-3 and provides the critical content and clear instruction needed to transform a struggling reader into a skilled reader. Through daily, explicit, and systematic instruction, the program addresses the needs of children who are not making adequate progress in their core reading program. NEW integrated technology tools support teacher instruction with Board Displays, Progress Monitoring and Assessment checks, interactive games, graphic organizers, and building background videos. See components for more information.

Build essential skills in key content strands and meet your Common Core State Standards!

- Oral Language and Vocabulary Development
- Phonological and Phonemic Awareness
- Letter-Sound Combination
- Concepts of Print
- Word Recognition and Spelling
- Fluency
- Vocabulary
- Comprehension Strategies

The program uses prescribed lesson plans to help you deliver explicit instruction which will assist students in the integrated and fluent use of alphabetic knowledge and comprehension strategies. The curriculum presents small-group instruction that prevents reading failure by providing:

- Explicit instruction in phonics, with an emphasis on fluency
- A carefully constructed scope and sequence which prevents possible confusions
- Systematic cueing of appropriate strategies to help children learn to apply new skills
- Suitable levels of scaffolding to promote independence
- On-going assessment so you can evaluate progress and make decisions about instructional needs

Results from federally-funded research studies using the program materials confirm that, after participating in *SRA Early Interventions in Reading* for one year, over ninety-nine percent of students at risk of reading failure at the beginning of the academic year were no longer at risk of failing in reading.

The combination of quality classroom instruction and systematic intervention positively affected reading skills of at-risk students.

Significant growth on measures of word attack, word identification, passage comprehension, and oral reading fluency were achieved.

SRA Early Interventions in Reading closed the gap between average performers and struggling readers. There was an overall positive impact on participating students.

[View Flyer](#)

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[View Flyer](#)

Components

Level K kit includes:

Teacher Editions A, B, and C, Picture Magnets, Stop and Go Game Set, Placement and Assessment Guide, Staff Development Guide, Read-Aloud Book, Letter-Sound Cards, Pictures for Language and Literacy Support, Student Activity Book, Puppet, ConnectEd 6-year subscription

Level 1 kit includes:

Teacher Editions A, B, and C, Challenge Stories, Story Time Readers Blackline Masters, Answer Key, Letter Sound Cards, Tricky Word Cards, puppet, Staff Development Guide, Placement/Assessment Guide, Pictures for Language and Literacy Support, ConnectEd 6-year subscription

Level 2 kit includes:

Teacher Editions A, B, and C, Student Edition, Answer key, Letter Sound Cards, Tricky Word Cards, Staff Development Guide, Placement and Assessment Guide, Building Background Knowledge, ConnectEd 6-year subscription

Read-Aloud Book (Level K):

Read poems, fiction, and nonfiction to students

Picture Magnets (Level K):

Manipulative images and words to sequence stories, learn sounds, and build sentences

Pictures for Language and Literacy Support (Level K-1):

Support vocabulary visually with nonfiction photographs

Building Background Book and Videos (Level 2):

Help students visualize concepts and vocabulary with short, theme-based videos and nonfiction photographs

Teacher's Edition (Level K-2):

Help students master skills with sequenced, teacher-directed instruction

Placement and Assessment Guide (Level K-2):

Evaluate and monitor student progress

Staff Development Guide and Teaching Tutor Professional Development Videos (Level K-2):

Provide overview of critical content strands and instructor demos

Letter/Sound Cards (Level K-2):

Teach and differentiate letter sounds through illustrations and poems—project, zoom, and highlight on your whiteboard!

Maxwell (Level K-1):

Teach and motivate students with fun hand puppet

Story Time Readers Blackline Masters (Level K):

Provide reading practice for stories in program

Tricky Word Cards (Level 1-2):

Offer easy way to teach tricky words—quickly click to review or shuffle words in each lesson online!

SCOPE AND SEQUENCE

Lesson	Letter-Sound Correspondences	Word Recognition and Spelling		Fluency	Vocabulary			Comprehension Strategies
		Word Types	Tricky Words		Morphographs	High-Impact Words	Contextualized Vocabulary	
1	• _ee	• CV Pattern • VCe Pattern • Adding _ed • Chunking Multisyllabic Words	• Review of Tricky Words • friend • saw • look	• Student Edition, "Is It a Bird?" • 40 wpm • Student Edition, "The Lonely Fox" • Student Edition, "A Home for Sasha" • 41 wpm				• Story Prediction • Oral Story Retell • Oral Sequencing of Events • Main Idea • Written Story Grammar • Written Sequencing of Events
2		• Compound Words • CVC Pattern	• blue • brown	• Student Edition, "A Special Card" • 42 wpm • Student Edition, "Bluebirds' Habitat" • Student Edition, "The Great Auk," Chapter 1 • 43 wpm				
3	• _ew (pronounced /oo/)		• good • good-bye • enough • beautiful • thought	• Student Edition, "The Great Auk," Chapter 2 • 43 wpm				
4								
5	• cy							
6								
7	• oi							
8		• Adding _ing						

Scope and Sequence (cont'd)

Lesson Introduced	Phonemic Awareness	Letter-Sound Correspondences	Word Recognition and Spelling		Fluency	Comprehension Strategies
			Word Types	Tricky Words		
13		• Nn			<ul style="list-style-type: none"> • Connected Text • Story-Time Reader 1, <i>The Baby</i>, Chapter 2 	
14			• VCC Words	• have	<ul style="list-style-type: none"> • Connected Text 	
15		• Ff			<ul style="list-style-type: none"> • Connected Text • Story-Time Reader 2, <i>A Table</i> 	
16				• she	<ul style="list-style-type: none"> • Connected Text 	
17		• Cc	• CVCC Words (continuous)		<ul style="list-style-type: none"> • Connected Text 	
18				• was	<ul style="list-style-type: none"> • Connected Text 	
19		• Ii (short)			<ul style="list-style-type: none"> • Connected Text 	
20				• his	<ul style="list-style-type: none"> • Connected Text 	
21					<ul style="list-style-type: none"> • Connected Text • Story-Time Reader 3, <i>The Egg</i> 	
22			• CVCC Words (stop)	• he • has	<ul style="list-style-type: none"> • Connected Text • 15 Words per minute (wpm) 	
23					<ul style="list-style-type: none"> • Connected Text 	
24			• VCC Words		<ul style="list-style-type: none"> • Connected Text • 16 wpm 	
25		• Hh			<ul style="list-style-type: none"> • Connected Text 	<ul style="list-style-type: none"> • Sentence Completion
26					<ul style="list-style-type: none"> • Connected Text • Story-Time Reader 4, <i>The Hat</i> • 17 wpm 	<ul style="list-style-type: none"> • Oral Sequencing of Events
27		• Gg			<ul style="list-style-type: none"> • Connected Text • Story-Time Reader 5, <i>Nan's Family</i>, Chapter 1 	
28				• with	<ul style="list-style-type: none"> • Connected Text • 18 wpm 	
29		• Oo (short)			<ul style="list-style-type: none"> • Connected Text • Story-Time Reader 6, <i>Pam and the Man</i> 	

Scope and Sequence (cont'd)

Lesson Introduced	Phonemic Awareness	Letter-Sound Correspondences	Word Recognition and Spelling		Fluency	Comprehension Strategies
			Word Types	Tricky Words		
30					<ul style="list-style-type: none"> • Connected Text • 19 wpm 	
31		• sh		• as	<ul style="list-style-type: none"> • Connected Text 	
32					<ul style="list-style-type: none"> • Story-Time Reader 7, <i>The Cat</i> 	
33	• CCVC Pattern	• Bb			<ul style="list-style-type: none"> • 20 wpm 	
34				• no	<ul style="list-style-type: none"> • Connected Text • Story-Time Reader 5, <i>Nan's Family</i>, Chapter 2 	
35		• ck	• CCVC Words (continuous)	• but	<ul style="list-style-type: none"> • Story-Time Reader 8, <i>The Tin Man</i> 	
36			• CCVC Words (stop)		<ul style="list-style-type: none"> • Story-Time Reader 9, <i>Tim Spins</i> 	
37		• ar			<ul style="list-style-type: none"> • Connected Text • Story-Time Reader 10, <i>Nat the Crab</i>, Chapter 1 	
38				• here	<ul style="list-style-type: none"> • Connected Text 	
39		• Xx			<ul style="list-style-type: none"> • Connected Text • Story-Time Reader 10, <i>Nat the Crab</i>, Chapter 2 	
40				• what		
41		• Ee (short)			<ul style="list-style-type: none"> • Story-Time Reader 10, <i>Nat the Crab</i> 	<ul style="list-style-type: none"> • Context Clues
42			• CCVCC Words (stop)	• to	<ul style="list-style-type: none"> • 21 wpm 	
43	• CCVC Pattern (continuous and stop)	• th (voiced)	• CVCCC Words (stop)		<ul style="list-style-type: none"> • Story-Time Reader 11, <i>Brad's Ram</i> 	
44	• CCVCCC Pattern		• Chunking Multisyllabic Words	• you • there • where	<ul style="list-style-type: none"> • Story-Time Reader 12, <i>Sis the Cat</i>, Chapter 1 • 22 wpm 	
45		• Lj			<ul style="list-style-type: none"> • Story-Time Reader 12, <i>Sis the Cat</i>, Chapter 2 • Story-Time Reader 13, <i>A Frog and a Dog</i> 	

Scope and Sequence (cont'd)

Lesson Introduced	Phonemic Awareness	Letter-Sound Correspondences	Word Recognition and Spelling		Fluency	Comprehension Strategies
			Word Types	Tricky Words		
46				<ul style="list-style-type: none"> • yes • said 	<ul style="list-style-type: none"> • Story-Time Reader 14, <i>A Fox and His Box</i> • 23 wpm 	
47		• Ww	<ul style="list-style-type: none"> • Slightly Irregular Words 		<ul style="list-style-type: none"> • Story-Time Reader 15, <i>Sinbad the Pig</i>, Chapter 1 • <i>Challenge Stories</i>, "Pat and Pam," Chapter 1 • <i>Challenge Stories</i>, "Pat and Pam," Chapter 2 • 24 wpm 	
48				• for		
49		• ch		• says	<ul style="list-style-type: none"> • Story-Time Reader 15, <i>Sinbad the Pig</i>, Chapter 2 • <i>Challenge Stories</i> • "Everyone Loves Pam and Sam," Chapter 1 • 25 wpm 	
50				• away		
51		• er	• Adding _er		<ul style="list-style-type: none"> • Story-Time Reader 15, <i>Sinbad the Pig</i> • Story-Time Reader 16, <i>Grab a Star</i> • 26 wpm 	<ul style="list-style-type: none"> • Reading for Meaning
52		• ed	• Adding _ed			
53		• ing	• Adding _ing	• of	<ul style="list-style-type: none"> • <i>Challenge Stories</i> • "Everyone Loves Pam and Sam," Chapter 2 	
54					<ul style="list-style-type: none"> • Story-Time Reader 17, <i>Panda Band</i>, Chapter 1 • 27 wpm 	
55		• Uu (short)			<ul style="list-style-type: none"> • Story-Time Reader 17, <i>Panda Band</i>, Chapter 2 • <i>Challenge Stories</i>, "At the Vet" • 28 wpm 	
56				• oh • oh no		
57		• th (unvoiced)			<ul style="list-style-type: none"> • Story-Time Reader 18, <i>The Spot</i> • Story-Time Reader 19, <i>Bob at Bat</i> • Story-Time Reader 20, <i>The Map</i> • Story-Time Reader 21, <i>Snap the Ant</i> • Story-Time Reader 22, <i>The Cab</i> • 29 wpm 	
58			• Words with /th/ (voiced and unvoiced)			
59		• ir			<ul style="list-style-type: none"> • Story-Time Reader 23, <i>Hip</i> • Story-Time Reader 24, <i>Picnic</i> 	

Scope and Sequence (cont'd)

Lesson Introduced	Phonemic Awareness	Letter-Sound Correspondences	Word Recognition and Spelling		Fluency	Comprehension Strategies
			Word Types	Tricky Words		
60		• ur			<ul style="list-style-type: none"> • Story-Time Reader 25, <i>The Bug</i> • Story-Time Reader 26, <i>My Trip</i> • 30 wpm 	
61		• Zz			<ul style="list-style-type: none"> • Challenge Stories, "Fang's Wish," Chapter 1 • Story-Time Reader 27, <i>Zip on the Run</i> • 31 wpm 	
62		• -le	<ul style="list-style-type: none"> • does • one 		<ul style="list-style-type: none"> • Challenge Stories, "Fang's Wish," Chapter 2 • Story-Time Reader 28, <i>Zack the One-Man Band</i> • 32 wpm 	<ul style="list-style-type: none"> • Following Directions • Written Sequencing of Events
63		• Yy	<ul style="list-style-type: none"> • two • three 		<ul style="list-style-type: none"> • Challenge Stories, "Where Is Matt?" Chapter 1 	
64		• wh	<ul style="list-style-type: none"> • four • five • too 		<ul style="list-style-type: none"> • Story-Time Reader 29, <i>In the Pond</i> • 33 wpm 	
65					<ul style="list-style-type: none"> • Challenge Stories, "Where Is Matt?" Chapter 2 	
66					<ul style="list-style-type: none"> • Story-Time Reader 30, <i>Meg's Sled</i> • 34 wpm 	
67		• ea (short e)	<ul style="list-style-type: none"> • could • would • should • onto 		<ul style="list-style-type: none"> • Challenge Stories, "Stuck!" Chapter 1 • Challenge Stories, "Stuck!" Chapter 2 • Challenge Stories, "Chirp and Scat" • 35 wpm 	<ul style="list-style-type: none"> • Written Story Grammar
68					<ul style="list-style-type: none"> • Story-Time Reader 31, <i>The Stand</i> • Challenge Stories, "Zack's Nap," Chapter 1 • 36 wpm 	
69	• VCVC Pattern	• ai, all	<ul style="list-style-type: none"> • me • my 		<ul style="list-style-type: none"> • Story-Time Reader 32, <i>Wendell's Pets</i>, Chapter 1 • Challenge Stories, "Zack's Nap," Chapter 2 	
70			<ul style="list-style-type: none"> • out 			
71		• or				
72			<ul style="list-style-type: none"> • want • eight 			
73		• tch				

Scope and Sequence (cont'd)

Lesson Introduced	Phonemic Awareness	Letter-Sound Correspondences	Word Recognition and Spelling		Fluency	Comprehension Strategies
			Word Types	Tricky Words		
74			• Adding _es	• pull • put	• Challenge Stories, "Big Bill and Little Bill," Chapter 1 • 37 wpm	
75	• a (long)	• Plurals—es • Kk			• Story-Time Reader 32, <i>Wendell's Pets</i> , Chapter 2 • Challenge Stories, "Big Bill and Little Bill," Chapter 2 • 38 wpm	
76					• Story-Time Reader 33, <i>What Is It?</i> • Story-Time Reader 34, <i>In a Jam</i> • 39 wpm	
77	• a (long and short)	• Jj			• Story-Time Reader 35, <i>Hen in a Pen</i> • Story-Time Reader 36, <i>Seth's Bath</i> • 40 wpm	
78						
79		• s (pronounced /z/)	• Rule about /z/ Spelled s			
80						
81		• Silent e Rule • a_e	• Chunking without Sounding Out Each Part	• be • do	• Story-Time Reader 37, <i>Patch Gets the Ball</i> • Challenge Stories, "Pick a Pet," Chapter 1 • 41 wpm	
82	• i (long and short)	• i (long)			• Story-Time Reader 38, <i>The Trash Slush</i> • Story-Time Reader 39, <i>Madge's Badges</i> , Chapter 1 • 42 wpm	
83		• dge		• half		
84				• I'm • today		
85		• ge • gi			• Story-Time Reader 39, <i>Madge's Badges</i> , Chapter 2 • Story-Time Reader 40, <i>Gull and Crane</i> • Challenge Stories, "Pick a Pet," Chapter 2 • 43 wpm	• Story Genre—Absurdity • Drawing Conclusions from a Story
86				• they • were		• Story Genre— Make-Believe/Real
87	• e (long)	• ee (long e)			• Challenge Stories, "Brave Liz," Chapter 1 • Story-Time Reader 41, <i>Jana and Jake</i> • 44 wpm	• Written Sequence of Main Events
88		• ea (long e)				

Scope and Sequence (cont'd)

Lesson Introduced	Phonemic Awareness	Letter-Sound Correspondences	Word Recognition and Spelling		Fluency	Comprehension Strategies
			Word Types	Tricky Words		
89		• l_e			• Story-Time Reader 42, <i>Magic Pages</i>	
90			• /l/ • /ge/ • /gl/		• <i>Challenge Stories</i> , "Brave Liz," Chapter 2 • 45 wpm	• Story Genre—Fantasy
91		• ce • ci	• VCe Pattern		• Story-Time Reader 43, <i>A Fine Parade</i> • 46 wpm • Partner Reading: Beat the Clock	
92	• CV pattern	• _e	• Rule about VCe Pattern		• Story-Time Reader 44, <i>Spice Cake</i> • Story-Time Reader 45, <i>The Spider Club</i> • 47 wpm	• Story Genre—Expository
93	• o (long)	• _o • o_e		• these • those		
94					• <i>Challenge Stories</i> , "A Bath for Beth," Chapter 1 • 48 wpm	• Review Sequencing "How to" Steps
95		• Vv		• wrote • once	• Story-Time Reader 46, <i>The Cold Troll</i> • Story-Time Reader 47, <i>The Surprise</i> • 49 wpm	
96		• ol			• Story-Time Reader 48, <i>Cupid the Mule</i> • <i>Challenge Stories</i> , "A Bath for Beth," Chapter 2 • 50 wpm	
97					• Story-Time Reader 49, <i>Steve's Secret</i> • Story-Time Reader 50, <i>Eva Uses Her Head</i> , Chapter 1 • 51 wpm	• Main idea
98		• _u	• Words with ai and ay		• Story-Time Reader 50, <i>Eva Uses Her Head</i> , Chapter 2 • Story-Time Reader 51, <i>Dragons Don't Get Colds</i> • 52 wpm	
99			• Words with qu		• Story-Time Reader 52, <i>Queen Squid and Her Sea Pals</i> • <i>Challenge Stories</i> , "Jan and Jack"	
100	• u (long)	• e_e • ai • ay				
101						
102						
103	• qu	• qu				
104						
105		• _eer • _ear				

Scope and Sequence (cont'd)

Lesson Introduced	Phonemic Awareness	Letter-Sound Correspondences	Word Recognition and Spelling		Fluency	Comprehension Strategies
			Word Types	Tricky Words		
106		• _y (long e)			<ul style="list-style-type: none"> Challenge Stories, "Quarter Pond" 53 wpm 	<ul style="list-style-type: none"> Written Summary of a Story
107				<ul style="list-style-type: none"> some your 	<ul style="list-style-type: none"> Story-Time Reader 53, <i>Sail Day</i> 	
108		• y Derivatives			<ul style="list-style-type: none"> Story-Time Reader 54, <i>Dog Dreams</i> 54 wpm 	
109		• _are	<ul style="list-style-type: none"> y Derivative Words 	<ul style="list-style-type: none"> Mr. Mrs. 	<ul style="list-style-type: none"> Challenge Stories, "Sailor Paul and the Crabs" 	
110				<ul style="list-style-type: none"> bear 	<ul style="list-style-type: none"> Story-Time Reader 55, <i>The Fancy Party</i> 55 wpm 	
111		• igh			<ul style="list-style-type: none"> Challenge Stories, "Lance's Dragon" 	<ul style="list-style-type: none"> Story Genre — Satire
112			<ul style="list-style-type: none"> Words with igh 	<ul style="list-style-type: none"> again tonight 	<ul style="list-style-type: none"> Story-Time Reader 56, <i>The Opossum</i> 56 wpm 	
113		• _y (long i) • _ie			<ul style="list-style-type: none"> Challenge Stories, "The Opossum at Night" 	
114					<ul style="list-style-type: none"> Story-Time Reader 57, <i>Why, Bly?</i> 57 wpm 	
115		• _ng	<ul style="list-style-type: none"> Words with _ong Words with _ang 		<ul style="list-style-type: none"> Challenge Stories, "Midge at the Farm," Chapter 1 Story-Time Reader 58, <i>Cranky Hank</i> 58 wpm 	
116					<ul style="list-style-type: none"> Challenge Stories, "Midge at the Farm," Chapter 2 	<ul style="list-style-type: none"> Compare and Contrast
117					<ul style="list-style-type: none"> Story-Time Reader 59, <i>Mail Train</i> 59 wpm 	
118					<ul style="list-style-type: none"> Story-Time Reader 60, <i>The King Who Was Late</i> 60 wpm 	<ul style="list-style-type: none"> Reading for Meaning Sequencing
119						
120						

JOURNEYS

Every Reader
Empowered. Inspired. Confident.



A RESEARCH-BASED APPROACH
GRADES K-5



Quality Content Rubric

At Houghton Mifflin Harcourt™, creating quality content is not merely a process but a habit: one rooted in years of expertise in K–12 curriculum architecture and pedagogy, instructional design, and digital learning technology.

The evidence suggests that using quality educational content provides numerous benefits including better learning engagement, greater skills mastery, and improved learner outcomes. So how do you know quality educational content when you see it? To help you, we've provided a list of criteria across six categories—based on the rubric we use.

Quality Content Evaluation Criteria	Not Evident	Somewhat Evident	Highly Evident
Pedagogical Credibility and Efficacy			

Is the content authoritative and reliable? Does it include the latest research, credible sources, and proper citations?

Is the content free of bias and pedagogically sound?

Is the content based on formative research with oversight from educational experts and authors?

Are there robust efficacy studies that provide research-based evidence of effectiveness and drive iterative improvement of instructional materials?

Does the content reflect domain expertise across the relevant discipline(s)?

Are there opportunities for users to submit comments or questions regarding the accuracy or intent of content?

Learner Engagement and Instructional Effectiveness

Is the product design visually exciting and user centric? Does it maximize student engagement and interest?

Are the visual and interactive elements differentiated across grades and aligned with cognitive development, reading abilities, and interests?

Is the visual design age-appropriate, culturally diverse, relevant, and fun (where appropriate)?

Quality Content Evaluation Criteria

Not
Evident

Somewhat
Evident

Highly
Evident

Learner Engagement and Instructional Effectiveness (continued)

Is there an integrated teaching approach that includes project-based activities, game- and interest-based assignments, and inquiry-based instruction to enhance engagement and higher order thinking?

Is the content optimized for its medium, be it print or digital, without compromising learner experience?

Is there high-quality, media-rich content? Does it work via multiple delivery formats including print and digital (e.g. mobile, desktop, online, or offline)?

Are there blended learning opportunities that combine classroom activities and the latest technology for enhanced learning experiences?

Learning and Teaching Support

Does the content offer opportunities for differentiated instruction to support on-level, struggling, and advanced learners? Are there opportunities for enrichment and remediation?

Are the needs of English language learners addressed?

Are teaching support materials provided at point-of-use within the content, or readily accessible via program resources sections?

Are teacher support materials aimed at promoting teacher efficacy and increasing student achievement?

Are there professional development resources for both teachers and administrators?

Assessment and Measurement

Are both formative and summative assessments within all programs closely aligned to the stated learning objectives?

Are assessment strategies, tools, and rubrics provided for the evaluation of student performance?

Do the assessments enable instructional decisions based on student responses?

Does the program offer opportunities for a variety of assessments, from tests and quizzes to performance- and project-based tasks and customized assessments?



Quality Content Evaluation Criteria

Not Evident

Somewhat Evident

Highly Evident

Standards Alignment

Are all the assigned activities, assessments, and content aligned with state standards and/or other appropriate educational standards?

Does the content support standards? Is it committed to promoting college- and career-readiness?

Smart Content (Technology-enhanced)

Does the online content support active learning with user-friendly and engaging interactive activities?

Are the online and offline learning experiences relatively comparable?

Is there flexible and modular content that allows teachers to create customized lesson plans and even add their own content?

Are there adaptive learning opportunities based on performance and learning preferences?

Is the content provider committed to developing real-time data systems for tracking student achievement and development? What about prescribing learning paths that are mapped to learning styles and pace?

To learn more about our content development process, visit hmhco.com/manifesto



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Every Reader

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Overview

Houghton Mifflin Harcourt™ Journeys is a core reading program for grades K–6. In the program, students develop reading comprehension skills as well as skills with critical thinking, writing, speaking, listening, and research. Journeys uses digital tools and results-driven instruction to build better readers, and to scaffold and differentiate to meet all students' needs. Houghton Mifflin Harcourt Journeys has long been a leader with demonstrated efficacy. Increased research into how learning occurs and how technology supports learning has revealed new understandings of how students learn and how teachers can support learning. For Houghton Mifflin Harcourt this deeper understanding presented a call and a challenge to build upon the strengths and the efficacy of Journeys, and create an even more effective program. Journeys © 2017 is designed to provide universal access to rigorous, standards-based learning.

The purpose of this document is to demonstrate clearly and explicitly the scientific research base for Journeys © 2017. The program is built around what we know about effective instruction for elementary readers—how to support students in learning to comprehend and communicate orally and in writing—and what we know about how best to meet the needs of all learners through differentiation, ongoing assessment, and 21st-century learning, including the use of technology. This report is organized around the key elements of effective and research-based instruction in reading and English language arts. Journeys integrates each of these key themes and approaches into a comprehensive program that research suggests will support students as they progress to higher academic levels.

To help readers of this document understand the research and how it connects to Journeys, this report is organized as follows for each strand:

- **Defining the Strand.** This section summarizes the terminology and provides an overview of the research related to the strand.
- **Research that Guided the Development of Journeys.** This section identifies subtopics within each strand and provides excerpts from and summaries of relevant research on each subtopic.
- **From Research to Practice.** This section explains how the research data are exemplified in Journeys.

The combination of the major research recommendations and the related features of Journeys will help readers better understand how the program incorporates research into its instructional design.

A reference list of works cited is provided at the end of this document.

Research on the Effectiveness of Journeys

This research base outlines the foundational research upon which the Houghton Mifflin Harcourt Journeys © 2017 program was developed. The scientifically-based research cited in this document provides evidence that Journeys was designed using the latest academic and scholarly work about what constitutes good reading and English language arts instruction. The evidence-based practices outlined here were incorporated into the program to provide educators with the most effective tools and strategies, shown by previous research, to help children become confident, skilled readers.

Houghton Mifflin Harcourt Journeys program's content and pedagogy were not only informed by academic research but also direct efficacy research. Since the first version of Journeys was created, over 25 research studies have been performed to evaluate the program's effectiveness, and findings of this research have been used to improve and refine the instruction and structure of this program.

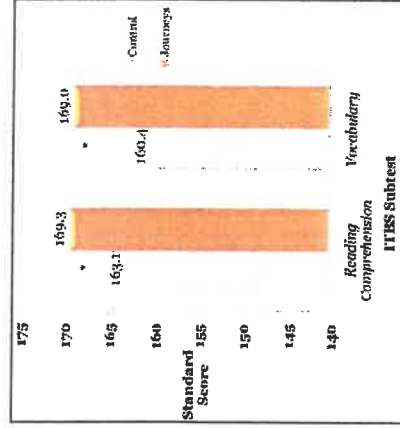
The overwhelming results of these studies indicates that usage of Journeys leads to improved student outcomes that are often greater than would be expected if students were exposed to other programs.

For example, early evidence of Journeys' impact on students' reading performance was provided in a statewide-comparative study including a total of 106 schools and over 18,000 students.¹ This research evaluated statewide student reading performance for schools using an early version of the Journeys program, to similar schools using alternative programs over the period of three years. The results of this quasi-experimental, "silver-standard" efficacy study clearly indicated student reading performance was improved for students using Journeys when compared to other students in the state using alternative reading programs.

Students using Journeys also witness significant increases in multiple reading skill domains, including reading comprehension, language, vocabulary, and word analysis.^{2,3} Such improvements, as measured by percentile gains, from the beginning of the year to the end of the year, have been larger than expected as students have improved their relative standing on national tests after only using Journeys for one academic year.²

FIGURE 1

Results from a Two-Year Study of Journeys Impact on Students' Iowa Test of Basic Skills Performance³



Note: * Indicates a significant difference at the $p < .05$ level. Adapted from Resendez and Adin (2013, October).

STRAND 1: TEXT

Reading is an active and complex process that involves: understanding written text; developing an interpreting meaning; [and] using meaning as appropriate to type of text, purpose, and situation.

National Association of Educational Progress Reading Frameworks, 2012, p. vi

Texts worthy of instruction...allow readers to reflect on themselves and their actions; invite them in the worlds of others; understand the biological, social, or physical world, or solve problems that are timely and important. Texts worthy of instruction also allow students to develop their literary prowess and become informed citizens.

Immer & Fry, 2012, p. 7

How is reading complex text like lifting weights? Just as it's impossible to build muscle without weight or resistance, it's impossible to build robust reading skills without reading challenging text.

Memorandum, 2010, p. 45

Proof of Journeys' effectiveness has also been demonstrated using randomized control trials, the "gold standard" research design for product evaluation. A total of 46 classrooms and over 700 students participated in this two-year, experimental study of Journeys. Tracking students over the study period, statistical analysis indicated that using Journeys caused students to perform better on tests of reading achievement than similar students using other programs.³ These effects were meaningful and conclusive, as this study design is the only research design that meets the What Works Clearinghouse's standards for program evaluation.⁴

The culmination of this research demonstrates that Journeys is an effective reading program that leads to better student outcomes. Research is ongoing as Houghton Mifflin Harcourt is committed to helping districts harness the power of Journeys in the classroom.

For more information on the efficacy research for Journeys, contact efine@hmc.com

Footnotes

1. Resendez, M., Azin, M. (2014, July). A Study on the Effectiveness of Journeys in Texas Using Existing Data Sources Jackson, WY. Author.
2. PRES Associates Inc. (2014, November). *Houghton Mifflin Harcourt Journeys Common Core Pilot Study Report*. Jackson, WY: Author.
3. Resendez, M., Azin, M. (2013, October). *A Study on the Effects of Houghton Mifflin Harcourt's Journeys Program: Year 2 Final Report*. Jackson, WY: PRES Associates, Inc.
4. For more information on the What Works Clearinghouse evidence standards, visit http://ies.ed.gov/nese/wwc/html/referenceresources.aspx#standards_of_evidence_standards

Defining the Strand

In the past, teachers may have adjusted the complexity of texts, to provide students with texts at their reading level, rather than expected all students to wrestle with complex texts. Teachers may have prompted personal connections with texts, rather than focused on textual analysis and synthesis. With a new focus nationwide on close reading and complex texts, teachers and students are now focusing their energies on building understandings and analyses of complex texts and engaging in repeated readings to explore multiple levels of meaning. Decoding and basic comprehension are the building blocks, but they are not enough. In today's rigorous classrooms, coherent and incisive spoken and written analytic responses are the ultimate means by which students demonstrate their proficiency in reading.

When selecting texts for instruction, Jones, Chang, Heritage, and Tobiaison (2014) remind educators that many factors must be considered:

It is important to make sure that there is sufficient richness and complexity in a selected text to stimulate close reading. Students should read a variety of texts, but not every text can be, or needs to be, analyzed and examined in the deep manner required for close reading. Texts not selected for close reading can be used for other reading purposes... Texts used specifically for close reading should enable students to gain new insight into the text each time they read it... (p. 6).

Houghton Mifflin Harcourt's Journeys © 2017 engages students with rich and varied texts. The program includes high-quality texts that are rich and complex, and worthy of reading and thoughtfully responding through high-quality, collaborative discussions and varied written responses. Different genres offer opportunities for students to build content knowledge and better understand genre structures.

Research that Guided the Development of Journeys

Complex and High-Quality Texts

Students read and write in Reading/Language Arts classes at every grade level—what changes is the complexity of the texts that they encounter and produce. This vision of text complexity is central to the progression of rigorous student standards which “hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life” (Coleman & Pimental, 2012, p. 3).

Elements of Text Complexity: In its research on reading and college readiness, ACT (2006) identified the following elements as central to making texts complex:

- **Relationships:** Interactions among ideas or characters in the text are subtle, involved, or deeply embedded.
- **Richness:** The text possesses a sizable amount of highly sophisticated information conveyed through data or literary devices.
- **Structure:** The text is organized in ways that are elaborate and sometimes unconventional.
- **Style:** The author’s tone and use of language are often intricate.
- **Vocabulary:** The author’s choice of words is demanding and highly context dependent.
- **Purpose:** The author’s intent in writing the text is implicit and sometimes ambiguous. (ACT, 2006, p. 17)

Measures of Text Complexity: The complexity of a text depends on more than a simple calculation of the length of words and sentences. One model of measuring a text’s complexity involves three factors—qualitative, quantitative, and in consideration of reader, text, and task:

1. A qualitative evaluation of text looks at the levels of meaning in the text, the text structure, the conventionality and clarity of the language, and the knowledge demands that the text’s content places on readers.
2. A quantitative evaluation examines readability measures and other calculations of text complexity based on word and sentence length and familiarity.
3. A matching of the text to the reader and task considers such variables as the reader’s motivation, knowledge, and experiences and the task’s purpose and complexity.

Importance of Complexity: Complexity matters. In its 2006 report, *Reading Between the Lines*, ACT, Inc. concluded that the main difference between students who reached the benchmark score level in their performance and those who did not was whether or not students could answer questions based on complex texts. Alarmingly, while the level of texts that students will encounter—in textbooks, journals, and the workplace—has increased over time, few students have been prepared to read, understand, and analyze these complex texts (ACT, 2009).



The Quality of Text: Texts selected for instruction must meet the criteria for appropriate text complexity (described above) as well as criteria for quality. Educators must ask the question: “Are these texts worth teaching?” In their qualitative study that examined the implementation of close reading instruction at the elementary level, Fisher and Frey (2012) found that the quality of texts mattered; teachers agreed that not all texts were worthy of a close reading.

In their study of research-based factors to improve reading comprehension in kindergarten through 3rd grade, Shanahan and colleagues (2010) found text selection to be a key factor, concluding that:

...early exposure to different types of text builds the capacity to understand the large variety of reading material that students will encounter as they move from grade to grade. Not only should teachers introduce students to a variety of texts, but teachers should also ensure that a selected text (1) is rich in depth of ideas and information, (2) has a level of difficulty commensurate with the students’ word-reading and comprehension skills, and (3) supports the purpose of the lesson ... Stories with strong literary merit and informational texts that are accurate, well-written, and engaging are consistently a good choice for teaching reading comprehension. (p. 30–31)

Supporting Students in Reading Complex and High-Quality Texts: To support students in reading complex and high-quality texts, a close reading approach can be effective (Coleman & Pimental, 2012). According to Cummins (2013), close reading is a word-, phrase-, paragraph-, and sentence-level analysis of text by which the reader can determine “which details are most important and how these fit together logically to convey the author’s central idea(s) or theme(s)” and then can begin “to critically evaluate these ideas or themes” (p. 1). In a qualitative study in which they looked at close reading instruction at the elementary level, Fisher and Frey (2012) found that students were able to approach complex texts with greater skill when they engaged in rereading and close reading procedures.

Teachers can also provide support for students by focusing on the various elements of text complexity and designing instruction accordingly. To identify which elements are likely to pose the most difficulty for students, educators must pre-read texts and map language features, identify new content and unknown vocabulary, and consider the students’ purpose for reading and tasks related to the reading. For example, texts that pose knowledge demands for students can be made more accessible with a content preview. Unknown vocabulary can be pretaught. Text structures can be made explicit, so that students can use the organization to monitor comprehension and predict what will come next.

For some students, leveled texts can act as a scaffold, helping to prepare students to read more complex texts. Levelling assists students in learning to read (Clay, 1991). Matching the instructional activity with the learner’s level has sometimes been referred to as the Goldilocks principle—activities should be not too hard or not too easy, but just right for learning to occur (VanLehn, Graesser, Jackson, Jordan, Olney, & Ross, 2007; Metcalfe & Kornell, 2005; Calkins, 2001; Wolfe, Schreiner, Rehder, Laham, Foltz, Kintsch, & Landauer, 1998; Morris, Blanton, Blanton, Nowacek, & Perney, 1995). Leveled texts can offer needed support for struggling readers and ELL students (Short & Fitzsimmons, 2007). According to Snow, Burns, and Griffin (1998) “regardless of a child’s reading ability, if too many of the words of a text are problematic, both comprehension and reading growth itself are impeded” (p. 213). Finely leveled texts can provide scaffolding and build confidence.

For English learners, teachers must pay particular attention instructionally to the third factor of text complexity: the match between the text and the reader. For English learners, if what is most “complex” about the text is the content for the reader, the task the reader must perform, and the context, then teachers must keep these in mind as they plan instructional responses for these students (Bunch, Walqui, & Pearson, 2014).

High-quality, complex texts should not be made available for only certain populations of students. In their study on discussion-based approaches in middle and high school English classrooms, Applebee, Langer, Nystrand, and

Gamoran (2003) found that “upper-track classes read more traditional literature and essays; lower-track classes read more young adult literature and poetry” (p. 714). These kinds of differences put students on a permanent track, with struggling learners never having the exposure to canonical texts that they need. For this reason, it is essential to provide complex, high-quality texts to all students.

A Balance of Literary and Informational Texts

Exposure to both literary and informational texts is important. Literature texts are the content of the English language arts classroom and play an essential role, but informational texts, too, are important for preparing students for success in school and work. Most of the content students will encounter in school, in work, on the Internet and elsewhere is informational. As Duke (2004) asserts: “We are surrounded by text whose primary purpose is to convey information about the natural or social world. Success in schooling, the workplace, and society depends on our ability to comprehend this material” (p. 40). Informational texts are those that are written to convey information to readers about the natural or social world, and are one way that most of us come to understand the world around us. In an effective literacy program, students need exposure to high-quality literary and informational texts.

Distribution of Text Types: Increasingly, states and districts recognize the importance of offering a balance of literary and informational genres in instruction in the reading and English language arts classroom.

In recognition that:

- “Literary and informational texts are marked by distinct structural characteristics that readers rely on as they seek to understand what they read” (p. 7)
- Readers “read literary and informational texts for different purposes” (p. 8)

The National Assessment of Educational Progress (NAEP) includes literary texts (fiction; literary nonfiction, such as essays, speeches, autobiographies, and biographies; and poetry) and informational texts (exposition, argumentation and persuasive texts, and procedural text and documents). The Reading Framework for the 2013 National Assessment of Educational Progress (NAEP) specifies the percentage balance of literary and informational texts required as students progress through the grade levels; in NAEP, the proportion of informational texts is high and increasing over time.

Distribution of Literary and Informational Passages by Grade Level in 2013 NAEP Reading Framework		
Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

(National Assessment Governing Board, 2012).

The Relationship of Text and Content: Teaching varied text types is crucial for student learning. Through reading, students build knowledge and understanding. Informational texts are particularly important for study because it is through these texts that students build their understandings of the world around them. Including instruction in arguments has also been shown to be beneficial. As part of a research study on teaching argument to young children, Riley and Reedy (2005) found that instruction in argument led to improved critical thinking.

Reading and content-building share a recursive relationship. Reading helps students build content knowledge; content knowledge helps students better comprehend new and complex texts. Numerous studies have shown that deepening students’ knowledge of a topic improves their comprehension (Graves, Cooke, & LaBerge, 1983; McKeown, Beck, & Blake, 2009).

In a study with students in grade 3, Best, Floyd, and McNamara (2008) found that while students’ comprehension of narrative text was most influenced by decoding skills, their comprehension of expository texts was most influenced by their knowledge base. From their research, “we can conclude that children with less prior knowledge will struggle to form a coherent situation model when reading expository texts because they are not able to generate the necessary inferences” (p. 153). Similarly, to teach argument writing, Farretti, Andrews-Weckerly, and Lewis (2007) recommend that teachers build students’ content knowledge.

In addition to building content knowledge of the content of texts, as they read students build knowledge of genres and structures of texts. This content helps them become better readers and writers. In *Writing Next*, Graham and Perin (2007) conducted a meta-analysis of research on the impact of specific types of writing instruction, resulting in the identification of 11 elements of effective writing instruction for adolescents. Among their findings? Adolescents benefit from “opportunities to read, analyze, and emulate models of good writing” and from the use of “writing as a tool for learning content material” (p. 5).

Teaching across Text Types: Research suggests that the approaches students take to reading and comprehending fiction and informational texts differ (Klingner, Vaughn, & Boardman, 2007). Because comprehension strategies do not necessarily transfer from one type of text to another, students need to be supported in learning how to read across multiple texts (Ogle & Blachowicz, 2002, p. 270). Williams (2005) conducted a series of studies and found that at-risk students were able to transfer what they learned to new texts when they were given explicit instruction with a focus on text structure. Readers need specific, advanced skills to comprehend content-area texts (Shanahan & Shanahan, 2008). Strategies instruction has been shown to be effective for content-area readers (see Cantrell, Almasi, Carter, Rintamaa, & Madden, 2010; Duke, 2004; National Institute for Literacy, 2007; National Institute of Child Health and Human Development, 2000; Hollingsworth & Woodward, 1993; Nokes & Dole, 2004; Snow, 2002; Underwood & Pearson, 2004).

Engaging Content, Topics, and Themes

When selecting texts for the classroom, educators must pay attention to elements discussed previously in this report—complexity, quality, and genre. Yet another element to consider is whether the text is of interest to students. Texts used in the classroom should engage students’ interest and motivate them to continue reading.

Characteristics of Engaging Texts: Well-written nonfiction texts on topics of interest and fiction with interesting characters, exciting plots, and familiar themes will engage readers. Other properties of texts that have been shown to increase student interest include interesting topics (Schiefele, 1999; Fountas & Pinnell, 1996, 2001, 2006), appealing format (Schraw, Bruning, & Svoboda, 1995), relevance (Schraw & Dennison, 1994), and appropriate language and complexity (Fountas & Pinnell, 1996, 2001, 2006). Particularly for those students who prefer to read nonfiction or who are interested in the topics of the texts, informational texts purposefully selected have been shown to engage and motivate readers (Caswell & Duke, 1998; Jobe & Dayton-Sakeri, 2002).

Instructional Benefits of Engaging Texts: Studies have shown a high correlation between personal interest and text learning—and these findings hold up “for both short and long text, narratives and expository text, younger and older students, and students with high or low reading ability” (Schiefele, 1999, p. 265). Students who are interested in what they are reading are mentally engaged (Hidi & Boscolo, 2006). Guthrie, Hoa, Wigfield, Tonks, Humenick, and Littles (2007) studied the connection between motivation and comprehension among elementary students and found that “interest and positive affect for reading invariably were associated with high cognitive recall and comprehension of text” (p. 306). Selecting texts of interest to students appears to increase their generalized motivation for learning (Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006) and their persistence in reading and completing text-related tasks (Ainley, 2012). Using students’ interests to guide text selection is particularly important with nonfiction texts; this as a starting point, followed by the teacher reading aloud while modeling strategy use is effective at developing non-fiction comprehension skills (Calkins, 2001).

From Research to Practice

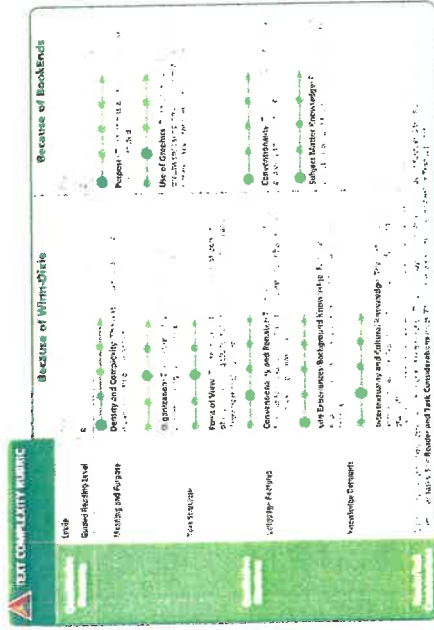
Complex and High-Quality Texts in Journeys

Houghton Mifflin Harcourt's *Journeys* © 2017 includes complex texts, appropriate for each grade level, with engaging themes, rich language, and elements of style. In *Journeys*, the texts offered at each grade level are appropriately complex, as based on:

- Quantitative measures of text complexity
- Qualitative measures of text complexity
- The match of tasks, texts, and readers

With each text, teachers are provided with the detailed information about complexity that will allow them to tailor instruction in focused ways to support readers in successful comprehension.

At the opening of each lesson, teachers are provided with a **Text Complexity Rubric** that visually identifies and describes the text-specific elements of text complexity for the **Anchor Text** and **Paired Selection**, such as in this example from the grade 4 Teacher's Edition:



Additionally, in the Teacher's Edition teachers are reminded of **Reader and Task Considerations** so that they can determine how much support their students will need to be successful in comprehending and analyzing the lesson's text. For an example of this feature, see this chart from grade 4:

READER AND TASK CONSIDERATIONS

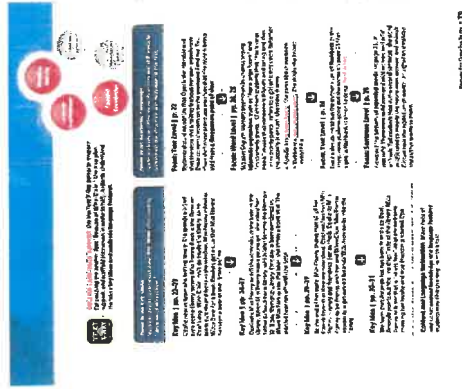
Determine the level of additional support that students will need to read and comprehend. Because of Winn-Dixie's success in

READERS

- Motivate** Have students read to find out what the book is about and why it is important.
- Talk It Over** Use the 10-15 minute discussion time to discuss the text.
- Access Knowledge and Experiences** If more students are having trouble with the text, have them read the text aloud together.

TASKS

- Increase Scaffolding** Give students the opportunity to read the text aloud together.
- Foster Independence** Encourage students to read the text on their own.



The varied supports and resources in *Journeys* help students prepare for reading, engage in multiple close reads for deep comprehension, and communicate their analysis of complex texts:

- The enhanced **Student eBook** offers annotation, highlighting, and commenting tools that help students to read closely and save and organize their notes in **myNotebook**.
- The **Prepare for Complex Texts** section offers specific supports for students.
- The **Be a Reading Detective** feature supports students' close reading.

The program's **First Read / Second Read** design helps readers engage in close reading. During multiple reads of the text, teachers are supported with appropriate scaffolds that prompt students to use text evidence to support their claims and conclusions, and to deeply analyze the text based on the target outcomes that frame the CA CCSS. In terms of responding, after the **First Read**, students engage in a **Collaborative Discussion**. After the **Second Read**, they **Dig Deeper** to analyze the text at high depth-of-knowledge levels, such as in the prompts and **Performance Task** from the grade 4 example (below). And, finally, students' third, independent read takes them to the **Reader's Notebook** to respond to the text.

Instruction in academic language builds students' access to complex texts. The **Text X-Ray** feature supports teachers in helping students deconstruct texts. The **Trade Book Connections** and expanded **Trade Book Lessons** at the end of units in grades 1 through 5 offer additional complex-text reading opportunities. Practice and exposure to extended texts help students build reading stamina. Digital tools enable students to capture their annotations and textual evidence via a digital notebook and then import it to online **Performance Tasks**.

Appropriate scaffolds are built into the reading process to support readers. Scaffolds include:

- Focused, text-dependent questions
- Multiple texts sequenced to build students' content knowledge
- Opportunities for rereading with the **First Read / Second Read** design
- Explicit instruction on related skills, such as annotation
- Sentence frames, cognate call-outs, idiomatic expression call-outs, linguistic transfer and non-transfer supports, and other in-time scaffolds for English language learners

This example from the grade 4 Teacher's Edition shows how one text is introduced for teachers, with specific suggestions for scaffolding students' close reading:

To help teachers support all students in developing their reading skills, the program offers **Leveled Readers** in addition to the core program texts. These texts offer leveled support that aligns with the core instruction for small groups, including:

- Struggling Readers
- On-Level Readers
- Advanced Readers
- English Learners

Each of these **Leveled Readers** is offered along with instructional suggestions in the Teacher's Edition for:

- Introducing the Text
- Supporting the Reading
- Discussing and Revisiting the Text

The Balance of Literary and Informational Texts in Journeys

High-quality literary and informational texts are at the center of Journeys © 2017. The Journeys texts offer engaging narratives and expository texts about interesting topics and offer an expanded focus on literary and informational texts across the grade levels.

At grade 4, for example, students read from a wide range of text genres including:

- Informational Text
- Historical Fiction
- Tall Tale
- Biography
- Play
- Fantasy
- Realistic Fiction
- Advertisements
- Fable
- Poetry
- Myth
- Narrative Nonfiction
- Science Fiction

Every text in *Journeys* © 2017 is introduced with a clear identification of its genre, and the features of that genre, such as in these examples from grade 4:

ANCHOR TEXT

GENRE

Realistic fiction has characters and events that are like people and events in real life. As you read, look for:

- ▶ a story of a boy who swam a crocodile
- ▶ characters who have feelings, thoughts, and feelings

INFORMATIONAL TEXT

GENRE

Informational text, such as this magazine article, gives facts and examples about a topic.

Engaging Content, Topics, and Themes in Journeys

The *Journeys* © 2017 program recognizes the reciprocal relationship between literacy and content knowledge. The more that students know about a topic the more easily they can comprehend texts about the content; the most students read about a topic, the more they build their knowledge of that topic. Through reading complex and high-quality literary and informational texts throughout *Journeys* © 2017, students strengthen their content knowledge and encounter engaging themes and texts. By building their content knowledge, students are better prepared to comprehend increasingly complex texts as they continue through school.

In *Journeys*, the content of lessons is carefully designed around themes and topics that support the essential building of students' knowledge of different domains.

Lessons are organized around specific **Topics**, such as in grade 4:

- Helping Others
- Civil Rights
- Raising Money
- Traditional Tales
- Visual Arts
- Research
- Performance Arts
- Hurricanes
- Forces of Nature
- Interdependence
- Insects
- The Environment
- Individual Contributions
- Service Animals
- Traditional Tales
- Agriculture
- Native American History
- Media
- Citizens' Rights
- Life Cycles
- Animal Behavior
- Inventions

In *Journeys*, **Unit Openers** describe the unit topic or theme, offer a hook to the content with a video or media connection that gives additional background or context, link to the **FYI Site** and **Channel 1**, and preview the **Unit Performance Task**.

The **FYI Site** for grades K through 5 is tied to unit topics and extends students' knowledge of new content and ideas. These links to vetted nonfiction articles connect to each unit's topic and provide opportunities for students to expand their understanding of the topic and use the articles as a source for research and writing. The **FYI Site** is continually updated with new content to support students' increased domain knowledge.

Interactive Lessons in Listening, Speaking, and Writing offer contemporary and engaging tutorials along with activities on topics of interest to students.

HMH's partnership with **Channel One News**® enables users of *Journeys* to access video clips related to social studies and science topics via links in the **Student eBook**. With these resources, students will build additional background and content-area knowledge.

STRAND 2: TECHNOLOGY AND MULTIMEDIA LEARNING

For hundreds of years the primary vehicle for instruction has been words, such as lectures or textbooks. Advances in computer and communication technologies now allow instructors to supplement verbal modes of instruction with visual modes of instruction, including dazzling graphics that students can interact with. Research on multimedia learning provides encouraging evidence that under appropriate circumstances, students learn better from words and pictures than from words alone...

Winter 2013, p. 285

Those who use blended approaches base their pedagogy on the assumption that there are inherent benefits to face-to-face interaction (both among learners and between learner and instructor) as well as the understanding that there are some inherent advantages to using online methods in their teaching. Thus the aim of those using blended learning approaches is to find a harmonious balance between online access to knowledge and face-to-face human interaction.

Cravellway & Cravellway, 2003, p. 25

Defining the Strand

Numerous studies have attested to the effectiveness of technology to facilitate student learning and increase achievement in the classroom (see syntheses and meta-analyses conducted by Cheung & Siavin, 2012a, 2012b; Goldberg, Russell, & Cook, 2003; Means, Toyama, Murphy, Bakia, & Jones, 2010; Waxman, Lin, & Michko, 2003; Tamim, Bernard, Borokhovichski, Abrami, & Schmid, 2011; and Teh & Fraser, 1994).

By using technology in and out of the classroom, teachers use a medium that meets the expectations and interests of 21st-century students. In studying technology use by young people, the Kaiser Family Foundation found that "media are among the most powerful forces in young people's lives today" (Rideout, Foehr, & Roberts, 2010, p. 1). Young people today have grown up with technology, leading to Prensky (2001) to use the term "digital natives" to describe them. Media has expanded our concept of literacy, redefining how we communicate and locate information (International Reading Association, 2009; Rhodes & Robnolt, 2009). Today's instruction must reflect these changes.

While studies attest to the positive impact of technology in the classroom, technology alone does not improve student learning. To be effective, technology must be used purposefully and meet specific design requirements (Mayer, 2001, 2005, 2013). In *Journeys*, technology is used intentionally to foster increased learning. Technology supports data-drive instruction with the program's numerous computer-based assessment tools. Multimedia presentations engage learners and enhance access to grade-level content. Easy-to-use interfaces, customizable options, and 24/7 access all mean that users can learn how they want whenever they want.

Research that Guided the Development of Journeys

Engagement via Technology

Researchers and educators recognize the important link between student engagement—their interest, enjoyment, and time on task—and student learning. In the English language arts classroom, student engagement is a "powerful determinant of the effectiveness of any given literacy approach" (Strangman & Dalton, 2006, p. 559). By identifying tools and strategies that promote engagement, teachers can increase motivation and improve learning and performance. An increasing body of evidence supports the idea that technology use in the classroom increases student engagement.

In their synthesis of research on improving student engagement, Taylor and Parsons (2011) found multimedia and technology use to be a key, shared element in engaging classroom environments. Chen, Lambert, and Guidry (2010) found that Web-based learning led to increased student engagement and learning outcomes in their study.

What is the nature of technology's engagement? Reinking (2001) attributes greater engagement in multimedia environments to the following factors:

- The interactive nature of technology
- Availability of embedded scaffolds
- The game-like nature of the delivery
- The social learning environment created through technology

Game-based learning in the classroom has particular implications for student engagement because engagement is intrinsic in game-playing. Computer-based games are powerful tools for learning that impact student engagement and motivation (Prensky, 2000).

Instructional Responsiveness via Technology

Technology has been shown to have particular benefits in English language arts, writing, and reading. "Computers help shorten the work of composing and revising. . .Technology also opens new opportunities for helping children learn the rudiments of grammar and composition, while encouraging them to share their work with one another" (National Commission on Writing, 2006, p. 60). Their review of research on technology-supported learning led Reimann and Aditomo (2013) to conclude that computer-assisted instruction had the highest impact on students' writing. Goldberg, Russell, and Cook (2003) conducted a meta-analysis of 26 studies that examined the performance of K-12 students who were taught writing with computers compared with those taught in paper-and-pencil conditions. The "results of the meta-analysis suggest that on average students who use computers when learning to write are not only more engaged and motivated in their writing, but they produce written work that is of greater length and higher quality" (online). Students in grade 8 "whose teachers more frequently asked them to use the computer to draft and revise their writing scored higher [on NAEP] than those whose teachers did so less frequently. Students whose teachers never asked them to draft and revise their writing on a computer scored the lowest" (National Center for Education Statistics, 2012b, p. 17).

Technology provides the means for teachers to increase their instructional responsiveness. With improvements in computer-based assessment practices and data collection and analysis, teachers can have up-to-the-minute data about student learning and performance enabling them to offer feedback and redirect instruction accordingly. "Technology can also analyze and provide immediate feedback on performance, and can suggest modifications in instruction where necessary to improve student achievement." (CEO Forum on Education & Technology, 2001). Computer-based assessments can support teachers and students with frequent, consistent, timely, diplomatic, and evaluative feedback (Bischoff, 2000).

Research shows the benefits of technology for many student populations:

Benefits to Lower Performing Students: Online learning approaches have been shown to be effective across types of learners, including lower-performing students. (Cheung & Slavin, 2012a, 2012b; Means, Toyama, Murphy, Bakia, & Jones, 2010) perhaps, in part, because of the power of technology to embed scaffolds at the point of use. In the 2011 computer-based administration of the NAEP writing assessment, students who took advantage of online tools and scaffolds outperformed those who did not. Those “who used the [online] thesaurus [tool] scored higher, on average, than students who did not use it, and students who used it two or more times scored higher than students who used it only once...” (p. 18). Similarly, the highest performers also used the backspace key and the spell-check tool more frequently than the lowest performers (National Center for Education Statistics, 2012b). As MacArthur (2009) discusses, outlining programs, word processing, spell checkers, and other applications can help struggling writers with all stages of the writing process—from drafting to revising.

Benefits to English Learners: Macaruso and Rodman (2011) found that computer-assisted instruction benefited young English learners, with a treatment group outperforming a control group across foundational reading skills. Similarly, Lopez (2010) found technology to have specific benefits for English learners. Cheng (2007) found that language learners who used simulation-based approaches in genre analysis improved their writing ability and enhanced their awareness of features of different genres. Hegelheimer and Fisher (2006) found that English language learners benefited from explicit grammar instruction and interactivity when using an online writing tool.

Benefits to Students with Different Learning Styles: Mayer (2001, 2005), a leading researcher in the field of multimedia learning, argues that student learning is increased in multimedia environments because information can be presented in multiple formats—including words, audio, and pictures. Students are able to learn more and retain information when they can access information using these different pathways. Multimedia learning environments reach students who learn in different ways—visual learners, auditory learners, kinesthetic learners.

Benefits to Advanced Learners: For advanced learners, technology offers the opportunity to increase the pace of learning, to access additional resources and information, and to collaborate with others.

Finally, technology is important in classroom assessment in order to prepare students for the next-generation assessments they will encounter as they continue through school.

According to the Smarter Balanced Assessment Consortium (SBAC), “... employing new technologies will allow the Smarter Balanced Assessment Consortium to:

- Accurately and efficiently measure student achievement and growth through computer-adaptive testing;
- Develop innovative and real-world test items that assess the breadth of the Common Core State Standards for virtually all students, including those with disabilities and English language learners; ...” (Smarter Balanced Assessment Consortium, 2014, online).

According to the Partnership for Assessment of Readiness for College and Careers (PARCC), the PARCC assessments will be much more interactive and engaging than traditional, on-demand assessments. “PARCC state know that in the 21st century students need to have access to technology in the classroom throughout the year, not just at testing time. Devices used for tests should also be used for instructional purposes” (PARCC, 2013). With the benefits of technology “PARCC will give students a chance to solve real problems...[and] they’ll not only have to solve complex problems, but show how they solved them” (PARCC, 2013).

Blended Learning

Fundamentally, blended learning is defined as the combination of face-to-face instruction with computer-enhanced instruction (Osguthorpe & Graham, 2003). The definition is both simple (physical + virtual learning) and complex—complex because of the myriad of design possibilities (Garrison & Kanuka, 2004). Whatever the specifics of the design, the advantages of blended learning formats is that they can join the best features of classroom teaching, while at the same time promoting active, flexible, self-directed learning online. Perhaps in part because blended learning teaches students through mediums and modes that engage them and fit with their daily practices and experiences, Uğur, Akkoyunlu, and Kurbanoglu (2011) found students to have very positive views on their experiences with blended learning.

Advantages of Blended Learning: Research points to numerous benefits for teachers and students using a blended learning environment.

A Community of Learners: “What makes blended learning particularly effective is its ability to facilitate a community of inquiry” (Garrison & Kanuka, 2004, p. 97). Computer-based collaborative tools allow for online interactions that can create and strengthen a community of learners. In a study of one classroom teacher’s experience, Tucker (2012) found that blended learning fostered students’ communication and collaboration skills.

Personalized Learning: Blended learning allows for a personalized learning experience for students (Imbrailo, 2013; Tucker, 2012), with learners driving the path and the pace of learning (Public Impact, 2013).

Active Learning: Tucker (2012) a classroom teacher who adopted a blended learning model, found that it engaged students as active participants.

Reflective Learning: Cooner (2010) found that blended learning can be designed to foster self-reflection on learning and can, thus, enhance the learning experience for students.

Increased Learning: According to the findings of Public Impact, “blended learning that combines digital instruction with live, accountable teachers holds unique promise to improve student outcomes dramatically” (2013, p. 1).

From Research to Practice

Engagement via Technology in Journeys

In Journeys © 2017, engagement via technology is a primary focus.

Program resources use technology smartly, for learning purposes. Research shows that when students are engaged in learning, they are motivated to persist. When they are motivated to persist, they learn more. So engagement is key to the ultimate goal of increased learning.

With the Journeys © 2017 enhanced **Student eBook**, new tools make access even easier. Students can access **myNotebook** and **myWritesSmart** at the point of use with links embedded in the eBook. The **myNotebook** feature allows students to personalize their learning, engaging them in learning.

Interactive Lessons tailored to instructional content are embedded at the point of use, and engage students in actively learning new content and skills.

The Journeys **Interactive Lessons in Listening, Speaking, and Writing** provide students with engaging tutorials on contemporary topics of interest to students—using an interactive, multimedia presentation that is designed to engage and motivate students.

Additional resources like the **HMH Decoding Power: Intensive Reading Instruction** resource purposefully employ techniques to engage students. This tool is built on gaming principles to engage students in building skills with phonemic awareness, phonics and word study, vocabulary, comprehension, and writing.

The **HMH Player** app offers offline access and functionality and collaboration, with easy-to-use interfaces and customizable options. Teachers can customize *California Journeys* lessons with simple drag and drop functions that enable them to combine their own created lessons, open source content, and Journeys lessons into customized plans.

Instructional Responsiveness via Technology in Journeys

In Journeys © 2017, technology is used to meet the needs of 21st century learners and teachers.

For students, the program's design offers multiple, varied options that support learning and allow for a personalized, adaptive learning experience.

Students can engage with content in different ways and express their understanding in varied modes. The technological tools in Journeys © 2017 provide multiple representations of information and content to students, differentiated ways for students to engage with the content, and varied ways for them to express what they learned. These dynamic interactions with the content lead to enhanced success and therefore, motivation to learn.

For teachers, the program supports professional learning and practice in varied ways.

- Using program tools like the **HMH Player™ App**, teachers can customize instruction by crafting unique lessons from favorite content, core program, and open-source resources.
- Teachers build skills in meeting the needs of all students through the HMH online **Professional Development** site with new author podcasts and model lessons.
- Digital assessment tools provide the information needed for data-based decision making and instruction. Together tools and resources and recording tools offer a better window into student needs, learning, and growth.

Blended Learning in Journeys

When offering blended learning opportunities, the challenge lies in determining the optimal blend for greatest learning. In Journeys © 2017, HMH integrates digital and print-based resources, offering connections at point of use, so that the blend becomes seamless and resources optimally enhance grade-level content for all learners.

The Journeys © 2017 program offers specific features, tools, and resources that extend the research-proven benefits of blended learning.

A Community of Learning: In Journeys © 2017, enhancements to **myWritesSmart** enable peer-to-peer and peer-to-teacher collaboration.

Personalized Learning: The program's **Assessment Hub** supports personalizing students' learning through data-driven instruction. Progress monitoring assessments provide ongoing information about student learning and performance.

Active Learning: Digital components of Journeys support interactive learning. The **myNotebook** component offers a place for students to record notes, annotate, and respond to readings—which they can then use in **myWritesSmart** when developing writing and performance tasks.

Reflective Learning: Ongoing assessments foster reflection on performance.

Increased Learning: The program's **Interactive Lessons in Listening, Speaking, and Writing** provide learners with rigorous, standards-aligned tutorials for additional practice and reinforcement.



STRAND 3: WRITING

...students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing instruction practices that provide adequate time for students to write.

Warriner, 2007, p. 6

We have long known that the amount of reading and writing children do is directly related to how well they read and write. Classrooms in which all the students learned to read and write are classrooms in which the teachers gave more than 'lip service' to the importance of actually engaging in reading and writing. They planned their time so that children did a lot of reading and writing throughout the day—not just in the 100 minutes set aside for reading and language arts.

Cunningham & Allington, 2007, p. 7

I've come to think that it's very important that writing is not only a process of recording, it is also a process of developing a story or idea....When writing begins with something that has not yet found its significance, it is more apt to become a process of growing meaning.

Coleman, 2001, p. 5

Defining the Strand

Along with teaching students to comprehend complex texts and explore a rich body of literary and informational texts, developing students' ability to communicate their thinking in writing is another important goal of the English classroom. Receptive processes—reading and listening—are only part of communication. Also crucial are the expressive processes of speaking and writing. Unless students communicate their understandings, we cannot know whether students understand. New assessments being used nationwide from SBAC and PARCC rely on writing to evaluate how much students have comprehended from texts. Moreover, there is synergy between receptive and expressive processes. When they are taught and applied together, growth in one area supports growth in the other. Finally, vocabulary and language structures that students have heard and read are only partly learned; to demonstrate full learning students must employ these in their own communication.

The ability to write well is crucial for students' social, academic, and professional advancement, in the 21st century (Partnership for 21st Century Skills, 2009). Helping students "to write clearly, logically, and coherently about ideas, knowledge, and views will expand their access to higher education, give them an edge for advancement in the workforce, and increase the likelihood that they will actively participate as citizens of a literate society" (Graham & Perin, 2007, p. 28).

Research suggests that supporting students' written language development is particularly crucial in the later elementary grades (Brisk, 2012). How best can teachers support students as writers? Time, effective models, and explicit instruction in skills and processes across varied genres are all needed and effective in improving students' communication.

Throughout *Journeys*, students have ample opportunities to write formally and informally, in varied contexts and for varied purposes. The program integrates literacy skills, emphasizing students' development across literacy skills and communicative processes. **Performance-Based Tasks** in *Journeys* provide opportunities for performance. Tools such as **myWritesMark** support students through every stage of the writing process.

Research that Guided the Development of Journeys

Varied Purposes and Forms

For students to develop the writing skills they will need in their future academic and work experiences, they must learn to write for varied meaningful and useful purposes (Kuhara, Graham, & Hawken, 2009; Applebee & Langer, 2006). Students must learn that:

...writing is used for a variety of purposes, such as conveying information, making an argument, providing a means for self-reflection, sharing an experience, enhancing understanding of reading, or providing entertainment....teachers should begin by teaching students the different purposes for writing and how specific genres, or forms of writing defined by specific features, can help students achieve their writing goals. When students understand the connection between different genres and writing purposes, they may be more likely to use different genres and think more critically about how to structure their writing. Students must also learn to adjust their writing to be most effective for their intended readers. (Graham et al., 2012, p. 12)

Varied Genres of Writing: Researchers have identified writing to persuade, to inform, to describe, and to convey research findings as essential purposes for writing for success in school and work (ACT, 2005; National Commission on Writing, 2004, 2005). The 2011 NAEP framework (National Assessment Governing Board, 2010) highlights the need for students to produce texts for varied purposes. In NAEP at the elementary level, students are asked to write to persuade, to explain, and to convey experience.

Distribution of Communicative Purposes by Grade
2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Why Writing Across Genres Is Important: The ability to think and write across disciplines is needed (Atwell, 1989) to meet 21st century demands that require that students become proficient writers able to flexibly adapt their writing to varied genres and contexts.

As students learn to write, and produce increasingly complex texts, they move from writing simple narrative sequences and explanations, to writing more in-depth, evidence-based informative essays and arguments. Involving students in varied, meaningful writing activities has been found to improve their writing skills. Applebee and Langer (2006) analyzed NAEP results and found a correlation between the quality of student writing and the types of writing they had been assigned to do in school.

Arguments specifically have been found to benefit students. Literacy in producing arguments has been shown to develop students' critical thinking skills (Riley & Ready, 2005) and to be essential to success in higher education (ACT, 2008). In their research on deeper learning and 21st century competencies, Pellegrino, Hilton, and colleagues on the committee found substantial support for the importance of students' "ability to construct and evaluate arguments in relation to evidence" (National Research Council, 2012, p. 139).

How to Teach Writing Across Genres:

Models: There is strong evidence that “examples of good writing and techniques for writing in specific genres can help students write more effectively for different purposes and audiences” (Graham et al., 2012, p. 12). Students are not equally familiar with all genres of writing (Downing, 1995; Lenski & Johns, 2000). Students who are exposed to different genres in reading and as models are able to analyze these examples and “to emulate the critical elements, patterns, and forms embodied in the models in their own writing” (Graham & Perin, 2007, p. 20). Teachers can help students learn the features and structures of different genres by “directing attention to textual features...to help children develop ‘genre awareness’...” (Chapman, 2006, p. 39). Research findings suggest that rereading a book supports students use of similar genre features in their own writing (for example, see Pappas, 1991) and that greater exposure to reading from a specific genre will lead to greater ability with those elements of writing (Duke & Kays, 1999; Donovan & Smolkin, 2006). Crowhurst (1991) conducted an experimental study and found that the treatment group who read persuasive texts prior to producing their own outperformed students who were given other kinds of texts to read or structures for writing without text models.

Text Structures: “Genre knowledge develops, in part, from experiences with text structures...” (De La Paz & McCutchen, 2011, p. 45) and, as such, exposing students to varied genres is important. To teach students to produce effective arguments, Ferretti, Andrews-Wackerly, and Lewis (2007) recommend that teachers provide clear guidelines for structure and questions to scaffold students in their production of their own texts. Taylor and Beach (1984) conducted an experimental study in which they compared students who received instruction and practice in analyzing text structure with students who answered and discussed questions after reading and with a control group who received no special instruction. They found that students who examined text structure produced higher-quality expository writing than students in the other groups.

Writing Process: In a synthesis of research on effective instructional strategies for teaching writing in the elementary grades, Chapman (2006) concluded that an emphasis on both process and product is essential for developing writers with the skills and flexibility to produce varied genres.

Connected Reading and Writing

Reading and writing together form the heart of the English Language Arts classroom. “We have long known that the amount of reading and writing children do is directly related to how well they read and write. Classrooms in which all the students learned to read and write are classrooms in which the teachers gave more than ‘lip service’ to the importance of actually engaging in reading and writing. They planned their time so that children did a lot of reading and writing throughout the day—not just in the 100 minutes set aside for reading and language arts” (Cunningham & Allington, 2007, p. 7).

The Connections between Reading and Writing: Reading and writing are connected—at the word level (word recognition, spelling) and at the text level (comprehension, composition) (Berninger, Abbott, Abbott, Graham, & Richards, 2002). Reading and writing share a bidirectional relationship—writing instruction improves reading comprehension and reading instruction improves composition (Shanahan, 2006). To be effective readers and writers, students must employ similar strategies—setting a purpose, activating relevant prior knowledge, constructing meaning, and revising hypotheses or understandings (Pearson & Tierney, 1984). Fitzgerald and Shanahan (2000) identified four types of knowledge essential to success in both reading and writing: (1) *Metaknowledge* about the processes involved in reading and writing; (2) *Domain knowledge*, or prior knowledge of a topic and vocabulary; (3) *Knowledge of text attributes*, from the word level to the larger genre or format level; and (4) *Procedural knowledge and skill to negotiate reading and writing*, or the ability to apply knowledge to practice.

The Benefits of Connecting Reading and Writing in the Classroom: Students who write about what they read show more evidence of critical thinking, and students who read show improved composition (Biancarosa & Snow, 2006). Integrating reading and writing has been shown to increase word learning (Baker, Simmons, & Kameenui, 1995b; Klesius & Sears, 1991); support English learners (Francis, Rivera, Lesaux, Kliefer, & Rivera, 2006a); improve revision (MacArthur, 2007); and positively impact students’ independent writing quality (Corden, 2007). Engaging in deep reading and research builds students’ content knowledge. In his research with students in grades 4, 6, and 8, McCutchen (1986) found that students with greater content knowledge of the subject of the writing produced more clearly organized and better-supported essays than did those with lower content knowledge. Reading and writing together improves achievement, enhances communication skills, and builds critical-thinking ability (Cooper, 2000). Tierney, Soter, O’Flahavan, and McGinley (1989) found that students who both read and wrote significantly outperformed those in read-only or write-only groups and concluded that “the present data support the view that reading and writing in combination have the potential to contribute in powerful ways to thinking” (p. 156).

In *Writing to Read: Evidence for How Writing Can Improve Reading*, Graham and Hebert (2010) describe the findings of a meta-analysis of research on reading and writing. They conclude that “the evidence is clear: writing can be a vehicle for improving reading. In particular, having students write about a text they are reading enhances how well they comprehend it” (p. 6).

Connecting Reading and Writing in the Classroom: Teachers can connect reading and writing in the classroom in multiple ways.

Writing to Sources: Students should be expected to support their oral and written communications with clear textual evidence. A body of research looks into the ways that students respond to texts and use evidence from texts to support those responses. In their study on students composing from sources, Spivey and King (1989) examined students in grades 6, 8, and 10 as they wrote informational reports from source texts. They found that “general reading ability and success at synthesizing overlap to a great extent” (p. 7). In her study that looked at how college students write from sources, Kennedy (1985) found that more fluent readers engaged in more rereading, notetaking, and planning prior to writing than did less-fluent readers—who planned mostly at the sentence level and referred back to the text during writing. Her findings suggest that less-fluent writers will be served by explicit instruction in thinking about and extracting information from source texts. To develop students’ skills with using textual evidence, technology has been shown to improve students’ ability to use source information. Britt and Aglinskas (2002) found that students who used the computer-based tutorial referenced more text-based evidence than did the group who engaged in more regular classroom activity.

Writing to Learn: Studies on the connection between reading and writing suggest that writing helps students more deeply understand what they read. In fact, “writing about a text proved to be better than just reading it, reading and rereading it, reading and studying it, reading and discussing it, and receiving reading instruction” (Graham & Hebert, 2010, p. 22). For their Carnegie report entitled *Writing to Read: Evidence for How Writing Can Improve Reading*, Graham and Hebert (2010) conducted a meta-analysis of existing research on the relationship between writing and reading and concluded that teachers should “have students write about the texts they read.” Research support for this is clear, “Students’ comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they respond to a text in writing.... write summaries of a text, write notes about a text, [and] answer questions about a text in writing or create and answer written questions about a text” (p. 5).

Research: Students learn best when they are actively engaged in learning—investigating topics and analyzing their findings. By researching, students become actively engaged in learning and build content knowledge—both of which have been shown to improve writing.

Performance-Based Assessments: Employing performance-based assessments, like those in the Smarter Balanced Assessment Consortium’s end-of-year summative assessments (Smarter Balanced, n.d.), or the PARCC assessments, is another way teachers can connect reading and writing in the classroom—and gain valuable insights into students’ learning and skills.

Research suggests that the time spent writing is important and that beginning in kindergarten, students benefit from short and frequent practice with specific writing skills (Graham et al., 2012; Purnik, Al Otaiba, Sidler, & Gresham, 2014). Instruction in the writing process has a strong level of research evidence supporting its use (Graham et al., 2012).

Collaborative Writing

“Teacher-student and peer conferences are at the heart of teaching writing. Through them students learn to interact with their own writing” (Calkins, 1994, p. 223). Learning together in cooperative learning group was one of the nine most effective instruction strategies identified by Marzano in his meta-analysis (2003). Research and cognitive theory suggest that when students work in groups toward a common goal, they support one another, model strategies, and provide context-appropriate explanations and immediate feedback (Slavin, 2002). Research has shown benefits to applying collaborative and cooperative learning practices to the writing process.

Collaborative Writing: According to Graham and colleagues (2012), after a review of research on how best to improve students’ writing skills in the elementary grades, there is evidence to suggest that creating an engaged community of writers will improve students’ writing outcomes.

Students and teachers also should have regular and structured opportunities to interact through giving and receiving feedback as well as collaborating on writing activities. Collaboration can increase the sense of community in a classroom, as well as encourage students to become engaged in the writing process with their peers. When students feel connected to one another and to the teacher, they may feel safe participating in the writing process and sharing their writing with peers. (p. 34)

Teachers can encourage students to collaborate throughout the writing process by brainstorming ideas about a topic, responding to drafts in a writing group, or helping peers edit or revise their work. Collaboration also can take the form of collaborative writing, whereby students jointly develop a single text. (p. 37)

In a study conducted by MacArthur, Schwartz, and Graham (1991) elementary school students with learning disabilities worked in pairs to support each other during the editing and revising stages of writing. Students in the experimental, collaborative-writing pairs made more revisions and demonstrated higher-quality writing performances than those in the control group. In their research, Yarrow and Topping (2001) employed a system of Paired Writing to examine whether more skilled writers could effectively tutor their less-skilled peers. Students in the paired groups showed greater gains from pre-testing to post-testing than did those who worked individually. Saddler and Graham (2005) looked at whether peer-assisted strategies would enhance instruction on sentence-combining techniques and found that 4th-grade students who participated in the experimental, peer-assisted group demonstrated (1) Improved story writing and (2) Improved use of grammatical structures as a result of sentence combining.

Skill-Based Instruction

While regular writing improves overall writing ability (Ball, 2006), instruction in the varied elements of quality writing, including grammar, must take place if students are going to be competent and effective communicators. Such instruction is most beneficial and effective when presented as part of writing assignments and activities that are meaningful to students (Fearn & Farnan, 2005; Hillocks, 1986; Polette, 2008; Weaver, 1997). According to Graham and colleagues (2012), who reviewed research on how best to develop students as writers in the elementary grades:

When basic writing skills become relatively effortless for students, they can focus less on these basic writing skills and more on developing and communicating their ideas. However, younger writers must typically devote considerable attention to acquiring and polishing these skills before they become proficient... (p. 27).

Basic Writing Skills: As writers develop, they work to convey increasingly complex ideas, employ different genres and structures, and meet the needs of their purposes and audiences more attentively. At the beginning, though, writers need a foundation of basic skills.

Handwriting, spelling, and sentence construction are all basic writing skills that students must draw upon to translate their thoughts and ideas into writing. Students also draw on typing and word processing skills when composing electronically (Graham, et al., 2012, p. 27).

Students who understand grammar understand the varied ways that they can combine words to make meaningful, effective sentences. Grammar and other basic skills of writing are important. When they follow conventions and rules of language and mechanics, writers “ensure understanding and avoid distractions...allowing the reader to focus on the writer’s thoughts and ideas” (ACT, 2007, p. 46-47).

The Benefits of Instruction In Basic Writing Skills: In their review of research, Graham and colleagues (2012) found that explicit instruction in basic skills has positive effects on the student outcomes, including improved spelling, handwriting, sentence structures, quantity of writing, and overall quality.

Grammar is the structure of language and the rules for making meaning in a language, but perhaps more importantly is a resource for meaning making; when students have skills with and knowledge of grammar, they can better communicate their ideas.

Teaching Basic Writing Skills: For all of these basic skills, teachers should connect explicit instruction into meaningful contexts of writing and communicating.

Spelling: Explicit instruction in spelling—through instruction in phonological awareness, phonics, and morphology—benefits students (Troia & Graham, 2003), as does teaching spelling in the context of writing, teaching directly the spelling of common words, and teaching students to use resources, such as dictionaries (Graham et al., 2012, p. 29-30).

Grammar: Teaching students to “construct sentences for fluency, meaning, and style” improves their grammar (Graham et al., 2012, p. 30). In *Writing Next*, Graham and Perin (2007) identified sentence combining as one of the 11 effective, research-based elements or strategies. The sentence-combining approach has been shown to be effective with elementary school students (Saddler & Graham, 2005) and English language learners (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006b).

Grammar and language instruction is most beneficial and effective when it is presented in relevant and meaningful contexts (Fearn & Farnan, 2005; Hillocks, 1986; Polette, 2008; Weaver, 1997). Students who are taught grammar when working on a specific piece of writing show a greater application than do those students taught grammar as a separate activity (Calkins, 1994; Spandel, 2001).

Grammar is important but should not be the primary focus of writing instruction. Several studies have found that grammar instruction is less effective in improving writing than other writing interventions (see, for example, Graham, McKeown, Kihara, & Harris, 2012). Teachers’ primary focus should always remain on language as a way to make meaning and achieve specific and powerful purposes.

Collaborative Writing in Journeys

Students have ample opportunities to collaborate throughout Journeys © 2017. Students engage in peer review for writing and collaborative conversations about texts that help them to generate evidence for writing about texts.

When students complete their **Performance Tasks**, they are guided through a process of collaboration to review, revise, and improve their writing. Suggestions in the Teacher's Edition help teachers walk students through a structured process of peer review and revision, such as in this example from grade 4:

Revise

Review Your Draft Read the top of p. 168 with students.

- Have partners think about the checklist questions as they take turns reading each other's story aloud. Both partners should pay special attention to whether the writing is interesting to the reader and how it can be made more interesting.
- Remind partners to ask questions to clear up any confusion about events in the story. Encourage partners to brainstorm ways to revise.

ENGLISH LANGUAGE SUPPORT Model a conversation to help students with the peer review.

Think Aloud
I like your choice of Thailand as the setting for your story. I would like to know what happens to the elephant team members when they try to deliver books to the children.

Provide sentence frames as needed, such as I like that you chose *security games*. I like the part where *.....*. I understand the part about *.....*, but I want to know what happens *.....*.

- As students revise, remind them to make their writing more interesting by elaborating. Have them review the photos from *My Labyrinth* is a Camelot to generate clear, concrete descriptions.
- If students are having difficulty elaborating, have them add adjectives to describe the way things look, smell, sound, and feel to expand their sentences.



Have a partner read or listen to your story aloud and give feedback on what you like and what you think could be improved.

myWriteSmart enhancements in Journeys © 2017 enable peer-to-peer and teacher-to-student collaboration.

Finally, three times per year, *California Journeys* provides students the opportunity to work collaboratively on a meaningful, topic-based project tied to a full-length trade book. Through these **Collaborative Projects**, students develop and build 21st-century skills, applying reading, writing, speaking, listening, research, and technology skills in the process.

The project is initiated with a launch, followed by discussion and preparation, during which the project is developed. Students present their projects to an audience, are assessed with a project rubric, celebrate, and, finally, reflect on the outcome of this interactive and engaging learning experience.

Skill-Based Instruction in Journeys

Developing students' grammar and language skills in the meaningful context of their own writing is a focus of the Journeys © 2017 program.

Each lesson has a grammar focus, presented in the context of the lesson's writing focus, such as these for a set of lessons in grade 4:

Lesson	Grammar	Writing
1	Sentences	Describe a paragraph
2	Types of Sentences	Story
3	Quotations	Dialogue
4	Sentence Fragments	Character Narrative
5	Proper Nouns	Character Narrative

Within the writing process, students are prompted to **Connect Grammar to Writing** by applying a specific grammar concept to their own writing through the revision process. This example is from grade 4:

Connect Grammar to Writing

As you revise your descriptive paragraph, make sure each sentence has a subject and a predicate. Add descriptive words to simple subjects to make them complete subjects.

The Journeys Teacher's Edition offers instruction in specific skills, like this example of spelling instruction from grade 4, which shows Day 1 and Day 2 of a five-day sequence of instruction that include teaching, guided practice, application, and assessment:

Spelling Short a and Long a

SHARE OBJECTIVES

- Identify the short and long vowel sounds in words.
- Identify the short and long vowel sounds in words.
- Identify the short and long vowel sounds in words.

Spelling Words

Basic

oat, top, stop, hot, not, lot, dot, pot, got, lot, dot, pot, got

Review

oat, top, stop, hot, not, lot, dot, pot, got


Challenge

oat, top, stop, hot, not, lot, dot, pot, got

DAY 1

1 TEACH THE PRINCIPLE

- Identify the short and long vowel sounds in words.
- Identify the short and long vowel sounds in words.



2 GUIDED PRACTICE

Model a Word Sort (see page 116) for the words oat, top, stop, hot, not, lot, dot, pot, got.

3 APPLY

Use the words oat, top, stop, hot, not, lot, dot, pot, got in a sentence.

DAY 2

3 TEACH WORD SORT

- Identify the short and long vowel sounds in words.
- Identify the short and long vowel sounds in words.

4 GUIDED PRACTICE

Model a Word Sort (see page 116) for the words oat, top, stop, hot, not, lot, dot, pot, got.

5 APPLY

Use the words oat, top, stop, hot, not, lot, dot, pot, got in a sentence.

Spelling instruction in Journeys is grounded in a focus on learning spelling patterns and word parts, rather than on rote memorization of unrelated words. This is because once students learn a spelling pattern, they can generalize and apply it to create numerous words.

Because encoding, decoding, and knowledge of word morphologies are interrelated processes, instruction in spelling also systematically connects to the decoding/word study and vocabulary strands in Journeys. In the primary grades for example, when students are learning to decode short /a/ words, short /a/ is also the spelling pattern on which they focus. As students progress, instruction and guided practice launch into increasingly challenging patterns, such as spelling common morphemes and then less common morphemes, or the spellings at syllable junctures and then multi-syllabic words. As vocabulary and spelling connections become stronger, the focus shifts to word derivations, because words related in meaning are also related in spelling.

STRAND 4: FOUNDATIONS OF READING

Learning to read is a complex task for beginners. They must coordinate many cognitive processes to read accurately and fluently, including recognizing words, constructing the meanings of sentences and text, and retaining the information read in memory.

Source: Collins, A. (2006). Reading: The Science of Learning to Read. In: The Science of Learning to Read. (Ed. by K. E. Nelson & R. L. Liberman). New York: Guilford Press, 2006, p. 20.

Defining the Strand

The goal of reading instruction is to develop students' skills so they can comprehend and analyze increasingly difficult texts. Meeting this goal is a complex task. As the National Reading Panel (2000) concluded in its seminal findings, learning to read requires developing multiple skills.

Comprehension—The primary goal of a reading program is to develop students' abilities to comprehend texts of varied genres and increasing complexity. Focusing on textual content, and asking students to make critical responses to that content, has been shown to be particularly effective in enhancing students' comprehension (Duffy, 2009; McKeown, Beck, & Blake, 2009).

Phonological Awareness and Phonics—Students' ability to comprehend is dependent on their ability to quickly and automatically decode words. Without sufficient skills in phonological awareness and phonics, students cannot read. Decoding must be included in any effective early reading program (Kendeou, van den Broek, White, & Lynch, 2009) and is essential in meeting the needs of older, struggling readers (Chard, Pikulski, & McDonagh, 2006; Moats, 2001).

Fluency—"Working to develop fluent reading is important for fostering more thoughtful literacy performances" (Allington, 2001, p. 14). The ability to read fluently involves the automatic recognition of words, ease of reading, appropriate rate, and expression that demonstrates comprehension. Because they spend less energy on decoding, fluent readers focus more energy on comprehension (Allington, 2001).

Vocabulary—Vocabulary knowledge and reading comprehension are closely connected (Baumann & Kameenui, 1991; Stahl & Fairbanks, 1986; Stahl & Nagy, 2006). Vocabulary is essential to early reading development (National Reading Panel, 2000) and in later grades, as the demands of content-area reading require high-level vocabulary skills.

Journeys develops students' skills in each of these areas, providing students with the building blocks for success. In *Journeys*, effectively sequenced, systematic, coordinated instruction develops students' foundational reading skills—in comprehension, phonological awareness and phonics, fluency, and vocabulary.

Research that Guided the Development of Journeys Comprehension

Comprehension is a complex process. While some students learn to read—and continue to comprehend texts with greater difficulty—without explicit instruction, most students benefit from instruction in reading comprehension processes and strategies.

The Importance of Comprehension: Readers must use a variety of strategies—such as making inferences, asking and answering questions, visualizing, determining main ideas and details, and so on—in order to make sense of the text. The high literacy demands placed on today's students mean that basic comprehension is insufficient; readers must engage in higher-order thinking.

How to Teach Comprehension: As with each of these building blocks for early reading, comprehension is impacted by the other building blocks. For students to comprehend, they must possess phonological and phonemic awareness, know phonics, demonstrate fluency, and, perhaps most importantly, have knowledge of a large vocabulary and of the strategies to understand unknown words. Results of the 2009 and 2011 NAEP Reading Assessments demonstrated that "at all three grades, students who scored higher on vocabulary questions also scored higher in reading comprehension" (National Center for Education Statistics, 2012a). So improving students' skills across the elements of early reading will improve their comprehension.

How else can students be taught to comprehend what they read? The Report of the National Reading Panel (2000) agreed with what reading teachers have known for years, offering "enthusiastic advocacy of instruction of reading strategies" (p. 4-46). Research shows that to be most effective, reading comprehension instruction must support students, directly and explicitly, with how to use the strategies needed to comprehend a text (Centrell, Almasi, Carter, Rittamaa, & Madden, 2010; National Reading Panel, 2000; Hollingsworth & Woodward, 1993). Teaching students specific strategies provides them with tools to use when they do not comprehend. This focus on comprehension must begin with the youngest readers. According to Shanahan and colleagues (2010) this focus on making meaning must begin with the earliest readers: "students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension particularly critical" (online).

Asking students good questions—and teaching students how to ask their own good questions—promotes deeper comprehension (Craig, Sullins, Witherspoon, & Gholson, 2006; Graesser & Person, 1994; King, 1994; Pressley et al., 1992; Rosenshine, Meister, & Chapman, 1996). Writing about reading and making connections led to higher student performance than a control group in Connor-Greene's 2000 study. Biancamasa and Snow (2006) concluded that students who write about what they read show more evidence of critical thinking.

Struggling readers often have trouble using strategies to comprehend (Dole, Duffy, Roehler, & Pearson, 1991). For these students, explicit instruction is particularly important (Nelson & Manser-Williamson, 2006). However, all students benefit from explicit instruction, modeling, and practice using reading comprehension strategies—poor and high achievers alike, as well as native speakers and non-native speakers of English (Alfaasi, 2004; Baumann, 1984; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a, 2006b; Klingner & Vaughn, 2004; Nokes & Dole, 2004; Rosenshine, Meister, & Chapman, 1996; Van Keer & Verhaeghe, 2005).

Phonological Awareness and Phonics

Phonological awareness—including phonemic awareness—and phonics together form the basic building blocks of learning to read. Phonological awareness is the ability to hear the sounds that are used in spoken language to make words. This includes the ability to recognize when two words rhyme or to decide when two words share the same beginning or ending sound. The term *phonemes* refers to the smallest unit of spoken language. Phonemic awareness is the ability to focus on and manipulate these sounds in words.

Possessing phonemic awareness is a precursor to decoding. Students who can isolate individual sounds in spoken words can better connect these sounds with specific letters. (The relationship is also recursive, however; phonemic awareness supports decoding, and reading helps to develop phonemic awareness.) Phonics refers to the correlation between sounds and the letters or groups of letters that represent those sounds. In phonics instruction, the focus is on printed language—initially on the correspondences between letters and sounds/phonemes, and then on applications to reading and spelling.

The Importance of Phonemic Awareness and Phonics: We know that instruction in phonemic awareness and phonics is important. After examining close to 100 studies, the National Reading Panel (2000) concluded that instruction in phonemic awareness and in phonics yields positive gains in early reading development, confirming the findings of earlier studies by Marilyn Adams (1990) and Jeanne Chall (1967).

The National Reading Panel (2000) meta-analysis found that phonemic awareness instruction was effective at improving the phonics, reading, and spelling skills of varied populations of learners at different grade levels. Results of the meta-analysis showed that teaching children to manipulate the sounds in language helps them learn to read. Phonemic awareness instruction helped all types of children improve their reading, including normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, kindergartners, 1st graders, children in 2nd through 6th grades (most of whom were disabled readers), children across various SES levels, and children learning to read in English as well as in other languages (Report of the National Reading Panel: Teaching Children to Read, Reports of the Subgroups, 2000, p. 2-5).

How to Teach Phonemic Awareness and Phonics: What does research suggest are particularly effective strategies for teaching phonemic awareness? Activities to teach phonemic awareness should include varied tasks, such as identifying words that share the same beginning sounds (*cat* and *car*), blending sounds to make words (*/h/ /u/ /n/* into *fun*), or isolating sounds in words (*dy-og*) (Phillips, Clancy-Mercetti, & Lonigan, 2008). Studies also point to the benefits of small-group instruction. Focusing on specific skills, fewer rather than more at a time, is also effective. Teaching phonemic awareness with graphemes, or symbols such as letter cards for sounds, has also been shown to be particularly effective. Effective phonemic awareness instruction can take a short amount of time (Reading & VanDeuren, 2007), but should be presented in a meaningful context, so that students can see the application and value of the skill (Cunningham, 1989). In terms of timing, phonemic awareness instruction should be included in kindergarten and grade 1 (National Reading Panel, 2000), and any needed intervention should be provided before students fall too far behind their peers (Schuele & Boudreau, 2008).

Research suggests that instruction in phonics is an important element in a balanced reading program. As described previously, phonics instruction involves teaching students letter-sound correspondences and spelling patterns, and providing practice on applying this knowledge to reading and spelling. Because phonics is the relationship between letters and sounds, beginning readers need systematic instructional experiences with letters and sounds (Pikulski, 2012).

A systematic approach to teaching phonics involves specifying a sequence of phonics elements, teaching these explicitly, and providing students with opportunities to practice decoding words. In its examination of 38 studies on instruction in phonics, the National Reading Panel (2000) concluded that students who were explicitly and systematically taught phonics progressed more quickly and made greater achievements in reading. “The conclusion supported by these findings is that various types of systematic phonics approaches are significantly more effective than non-phonics approaches in promoting substantial growth in reading” (2-93). Numerous independent studies, too, have supported explicit phonics instruction as an essential element of an effective early reading program (see, for example, Beverly, Giles, and Bruck, 2009, on benefits of explicit phonics instruction with grade 1 students; Fourman, Francis, Novy, and Libermann, 1991, on grade 1 classrooms with greater letter-sound instruction; Juel and Minden-Cupp, 2000, on specific benefits of direct phonics instruction for grade 1 students with low literacy).

Phonics instruction is most beneficial when it is provided in a systematic, sequential manner. In their 2009 study comparing systematic phonics instruction with a nonsystematic approach, de Graaf, Boerman, Hasselman, and Verhoeven found that systematic phonics instruction showed greater effects in kindergarten students’ phonemic awareness, spelling, and reading comprehension than did instruction in phonics that was nonsystematic. In terms of timing, research suggests that the teaching of phonics is most important in grades K through 2, but instruction in these skills is also important for poor readers in the intermediate and upper grades (Moats, 2001).

Fluency

When learning to read fluently, readers move from laboriously attending to each letter-sound association to decoding automatically and purposefully.

The Importance of Fluency: How well students recognize words connects to how well students understand words (Allington, 2001; Pulido, 2007) because “fast, accurate word recognition frees cognitive resources for reading comprehension” (Klauda & Guthrie, p. 23-24). The connection between fluency and comprehension is well documented (Allington, 2001). Researchers found that grade 5 students who had the highest performances in comprehension also were able to quickly recognize isolated words, process phrases and sentences as units while reading silently, and use appropriate expression when reading text aloud (Klauda & Guthrie, 2008). In a 2002 study, researchers found a close connection between fluency and comprehension—students who read more quickly and with greater accuracy also scored higher on the National Assessment for Educational Progress (NAEP) reading assessment (Daane, Campbell, Grigg, Goodman, & Oranje, 2005).

How to Teach Fluency: Research suggests that instruction in fluency should be part of a complete reading program for all readers (Shanahan, 2006; Chard, Pikulski, & McDonagh, 2006). To gain fluency, readers must “move beyond accuracy to automaticity—and automaticity is achieved only with practice” (Samuels, Schermer, & Reinking, 1992, p. 136). Thus, fluency development requires repeated practice (Keehn, 2003). Effective instruction in fluency, therefore, will likely involve increasing the amount of reading students do (Samuels, 2002) and engaging in repeated oral readings (National Research Panel, 2000; Pressley, Gaskins, & Fingert, 2006; Samuels, 2002). Repeated reading has been shown to impact students’ word recognition, reading speed, and comprehension (National Reading Panel, 2000). Repeated exposure to words leads to gains in fluency (Jenkins, Stein, & Wysocki, 1984; Topping & Paul, 1999).

For struggling readers, particularly, explicit and systematic instruction in fluency is important. According to Chard, Pikulski, and McDonagh (2006) “...research and theory suggest ... [an] eight-step program for struggling readers [that] ...

1. Builds the graphophonic foundations for fluency, including phonological awareness, letter familiarity, and phonics.
2. Builds and extends vocabulary and oral language skills.
3. Provides expert instruction and practice in the recognition of high-frequency vocabulary.
4. Teaches common word parts and spelling patterns.
5. Teaches, models, and provides practice in the application of a decoding strategy.
6. Uses appropriate texts to coach strategic behaviors and to build reading speed.
7. Uses repeated reading procedures as an intervention approach for struggling readers.
8. Monitors fluency development through appropriate assessment procedures” (p. 48-49).

Vocabulary

A student's vocabulary is the body of words that the students knows and can use. When discussing vocabulary for instruction, researchers often categorize vocabulary, distinguishing between words that are frequently used in conversational language and those that are used for more specific academic or content-area purposes. Education researchers and practitioners often refer to these categories as tiers, with Tier 1 being words from everyday speech; Tier 2 academic words; and Tier 3 content-area vocabulary.

The Importance of Vocabulary: Because of the documented connection between vocabulary and comprehension, building students' vocabularies is an important instructional goal. As Marzano and Pickering (2005) state, "given the importance of academic background knowledge and the fact that vocabulary is such an essential part of it, one of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms" (p. 3).

Research has documented the disparity between the vocabularies of disadvantaged students and those of socioeconomically advantaged student populations (Chall, Jacobs, & Baldwin, 1990; Hart & Risley, 1995; Snow, Burns, & Griffin, 1998). Without intentional and meaningful intervention, the disparity in vocabulary knowledge between these groups only increases over time (Baker, Simmons, & Kame'enui, 1995b). English language learners also benefit a great deal from explicit vocabulary instruction.

How to Teach Vocabulary: Effective instruction in vocabulary must help students acquire the depth and breadth of vocabulary knowledge required for access to the texts they will encounter and must teach students both the words themselves, as well as strategies to learn new words. Research establishes the following as essential elements of effective vocabulary instruction:

- Direct and indirect instruction (Baumann & Kame'enui, 1991; Baumann & Kame'enui, 2004; Graves, 2006; Nagy, 1988; National Reading Panel, 2000; Stahl, 1986);
- Multiple and varied exposures to words (Baumann & Kame'enui, 1991; Beck, McKeown, & Kucan, 2002, 2008; Blachowicz & Fisher, 2000; Fisher, Blachowicz, & Watts-Taffe, 2011; Graves, 2006; Kollich, 1988; National Reading Panel, 2000; Stahl, 1986; Stahl & Fairbanks, 1986; Stahl & Nagy, 2006);
- Frequent instruction (Beck, McKeown, & Kucan, 2002; National Reading Panel, 2000; Stahl & Fairbanks, 1986; Stahl & Nagy, 2006; Topping & Paul, 1995);
- Instruction in word morphology or structure (Aronoff, 1994; Bowers & Kirby, 2010; Kieffer & Lesaux, 2007; Nunes & Bryant, 2006; Templeton, 1989, 2004, 2012).

Research shows that while words can be learned incidentally, explicit instruction plays an important role in achievement (McKeown & Beck, 1988; National Reading Panel, 2000). Students benefit, too, from opportunities to use the words they have learned. Ranigan, Templeton, and Hayes (2012) suggest that generative vocabulary instruction, which focuses on word roots and affixes, can help students to use their current vocabulary base to build a more extensive academic and content-area vocabulary. Because most of the unfamiliar words students encounter are morphologically related to familiar words (Aronoff, 1994), morphology instruction helps students build vocabulary and comprehend complex texts (Carlisle, 2010; Kieffer & Lesaux, 2007). A recent meta-analysis found morphology instruction to be "particularly effective for children with reading, learning, or speech and language disabilities, English language learners, and struggling readers" (Goodwin & Ahr, 2010, p. 183).

While English language learners tend to acquire social or conversational language vocabulary and skills through incidental social interactions and conversations, the acquisition of an academic vocabulary requires explicit vocabulary instruction (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a). Struggling readers benefit from explicit instruction, making larger and faster achievement gains with the help of explicit vocabulary instruction (Sedlitz, 2005).

Choosing the right words is important as well. For students who struggle or who are learning English, instruction in academic vocabulary, and exposure through text reading, is important. Knowledge of these academic words open doors for students academically. As Nagy and Townsend (2012) put it, "words are tools; academic words are tools for communicating and thinking about disciplinary content" (p. 105).

From Research to Practice Comprehension in Journeys

In Journeys® 2017, students build their comprehension skills through:

- Explicit strategy instruction
- Text-dependent questioning
- Varied instructional supports

Journeys was designed to build the critical thinking skills needed for success in school and, later, in college, careers, and life. Students at work in Journeys are able to answer literal and inferential comprehension questions—who, what, where, when—as well as questions at higher-depth-of-knowledge levels that call for analysis and speculation questions—how, why, what-if.

In Journeys, students further develop their critical thinking by discussing texts and writing about what they have read, using textual evidence to support their ideas and claims.

In addition, the program provides scaffolded reading support with each lesson to support all readers in comprehending what they read. For English learners and others struggling with reading on-level or more challenging texts, the program offers scaffolds so that all students wrestle with the same high-quality texts and ultimately build comprehension skills for future independent reading.

Comprehension strategies are explicitly taught in Journeys in the context of meaningful reading situations. The program offers explicit strategy instruction and practices with comprehension strategies with the Target Strategy focus, such as in this example from grade 4:

TARGET STRATEGY

Summarize When you summarize a story, you tell who the characters are and briefly retell the main events. Summarizing can help you understand and remember a story. As you read "Because of Winn-Dixie," pause at the end of each page to summarize briefly what you have just read to make sure you understand it.

COMPREHENSION STRATEGIES

Comprehension Strategies call-outs in the Teacher's Edition offer additional support for teachers, as in this grade 4 example:

Use the following strategies flexibly, as you read with students to monitor their progress and to support their learning. See also the Strategy Projectables for additional strategies.

- Monitor/Clarify
- Summarize
- Infer/Predict
- Visualize
- Analyze/Evaluate
- Question

Use the Strategy Projectables, S1–S6 L1, for additional support.

To facilitate students' comprehension, readings are presented with a clear **First Read / Second Read** instruction design.

Before they read, students are prompted to be a **Reading Detective**—and find evidence, draw inferences, and ask questions.

Tools to help them are provided, with point-of-use links:



As you read, mark up the text. Save your work to myNotebook.

- Highlight details.
- Add notes and questions.
- Add new words to myWordList.

After their **First Read**, students engage in **Collaborative Discussion**.

During their **Second Read**, students **Dig Deeper** into the text, to study specific elements of the text.

Throughout each phase of the close reading process, the Teacher's Edition provides suggestions for teacher **Think Alouds**, so that teachers can be modeling the practices of successful readers.

The **Journeys Read and Comprehend** feature prompts students to discuss the topic collaboratively with peers and share what they know.

For English learners, multiple program features offer explicit instruction and scaffolded support towards comprehension. The program's **English Language Support** notes offer integrated support. **Sentence Frames** provide a scaffolded structure for students. The **Text X-Ray** tool gives teachers critical information about the Anchor Text's potential language-related challenges; for example, pointing out idioms, highlighting academic language challenges, noting genre features, and identifying cultural references.

The program's **HMH Decoding Power: Intensive Reading Instruction** resource provides additional, targeted instruction in comprehension and practice activities for comprehension.

Phonological Awareness and Phonics in Journeys

The Journeys © 2017 program reflects a legacy of effective pedagogy, already demonstrated by earlier versions of the program, and evidenced by efficacy reports on the program. Journeys provides systematic, sequenced instruction in phonemic awareness and phonics for early readers, and suggestions for supporting the needs of older readers as well.

New to the © 2017 program are quicker pacing for K students and a stronger foundational skills emphasis so that all students reach the outcomes needed for continued study beyond elementary.

At the early grades, students develop their foundational reading skills through activities that include:

- **Daily Phonemic Awareness**
- A weekly **Phonics** focus

A purposeful sequence of **Phonics** skills are introduced, with a five-day plan for instruction of each new skill.

As an added program resource, the Journeys **HMH Decoding Power: Intensive Reading Instruction** resource for struggling students provides explicit instruction and practice relevant to students' needs in phonemic awareness, phonics, and word study.

Fluency in Journeys

Shanahan (2006a) points out that "fluency instruction works best when it is part of a more complete regimen of reading and writing instruction" (p. 35-36). In Journeys, fluency is built into a comprehensive and integrated program for literacy.

In Journeys, students' fluency is built through instruction in decoding and word recognition, models of fluent reading, and regular opportunities for guided reading fluency practice—with support and feedback. Distributed practice for specific elements of fluency is given at each grade, and progresses in complexity as students move up the grade levels.

In the **Whole Group Teacher Read Aloud** sections in the Teacher's Edition, teachers are provided with specific suggestions for how to **Model Fluency**, as in this example from grade 4:

Model Fluency

- **Accuracy and Self-Correction** Explain that when older readers read aloud, they try to read each word accurately, or correctly. If they read a word incorrectly, they pause briefly to correct themselves.
 - Display Projectable 1.1.1 Read aloud the second paragraph, mispronouncing the word consisted as consistent. Model pausing to self correct.
 - Tell students that if they correctly read a word when they are reading aloud, they should pause to correct themselves: this will help both them and their listeners understand the text.
 - Reread the sentences together with students pausing to guide them to self correct as needed.

STRAND 5: EFFECTIVE INSTRUCTIONAL APPROACHES

Researchers have identified instructional strategies that show positive, measurable effects on student achievement.

Effective Instructional Strategies, 2005, p. 53

Further in-depth teaching support for planning, scaffolding, and supporting vocabulary instruction is found in the **Text X-Ray** in the Teacher's Edition. This time-saving tool offers suggestions for how to **Zoom In on Academic Language** in each Anchor Text by calling out terms that may cause difficulty for students and by providing up-front supports, such as in this example from grade 4:

Zoom In on Academic Language
Guide students at different proficiency and skill levels to understand the structure and language of this text.

Focus: Text Level | p. 22
Students should recognize that Opal is the narrator and that the story she is telling is about her own experiences. Have students' attention to the **pronouns** and **me**. Tell them that these pronouns are clues that the story is being told from a **first-person point of view**.

Focus: Word Level | pp. 24, 26
Support bring in learners and others in understanding idiomatic expressions, such as, "has a rope nose" and "mish-merryments." Elicit from students that "has a large rope" means that someone is fit and strong and that "mish-merryments" refers to a girl who acts smart, together she actually is or not. Use these examples:

- *Natalia has a large rope nose.*
- *Debbie is a mish-merryments. She thinks she knows everything.*

The program's **HMH Decoding Power: Intensive Reading Instruction** resource provides additional instruction and practice relevant to students' needs in vocabulary.

In addition, the **Literacy and Language Guide** offers additional practice related to vocabulary as well.



For additional practice with the skills in this guide, visit www.illustratedmathematics.com for activities on pages 100-117 of the Literacy and Language Guide.

- Phonics, Spelling, and Punctuation
- Readings and Writing Activities
- Vocabulary

Defining the Strand

Good teaching matters. Effective teachers use effective instructional approaches and techniques to support all students in learning and skill-development. Studies show that classroom teachers' instructional strategies have a direct impact on students' reading proficiency (Pennington, Whitaker, Gambrell, & Morrow, 2004). To be effective, teachers must select strategies for instruction that accomplish their instructional goals and best meet the learning needs of their students.

A large body of research has focused on identifying the most effective instructional strategies. The research of the RAND Reading Study Group (Snow, 2002) identified elements of effective instruction in the reading classroom. Among their findings were that cooperative learning and graphic organizers were two of the instructional strategies with a solid scientific basis; that motivation is essential to reading comprehension; and that successful reading depends on students' capacity with written and oral language. Studies like that of the RAND study group have identified a number of approaches that show positive and measurable effects on student learning and performance. Some of these approaches include use of and focus on:

- Scaffolding
- Integrating Speaking and Listening
- Fostering Collaboration across Whole- and Small-Group Settings
- Graphic Organizers
- Predictable Routines
- Engagement and Motivation

An effective instructional program uses approaches that have been proven effective by research. The Journeys © 2017 program was designed to support students as they develop as readers and writers. Lessons are organized in a systematic way and suggestions are given for providing instruction to the whole group and small groups for working together collaboratively. Ideas are presented visually to support students' connections. Throughout the program, scaffolds exist to help students solidify what they know in order to build on it. The types and topics of the texts—and the activities that students do around them—have all been designed for maximum student engagement and motivation.

Research that Guided the Development of Journeys

Scaffolding

Scaffolding is an instructional technique that involves providing support to students as they learn and reach competence, and gradually decreasing the amount of support provided until students are able to work independently. According to Vygotsky, scaffolding can be defined as the “role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level” (Raymond, 2000, p. 176).

The Importance of Scaffolding: Providing embedded scaffolds is an essential part of transitioning students to independence and “has repeatedly been identified as one of the most effective instructional techniques available” (Graves & Avery, 1997, p. 138). Numerous studies have shown that scaffolding can lead to improved student outcomes—including enhanced inquiry and higher achievement (Kim & White, 2008; Simons & Kleif, 2007; Fretz, Wu, Zhang, Davis, Krajcik, & Soloway, 2002; Rosenshine & Meister, 1992) and improved reading comprehension (Clark & Graves, 2008; Lutz, Guthrie, & Davis, 2006). Scaffolding students’ reading can “make the difference between a frustrating reading experience and one that is meaningful to students” (Graves & Avery, 1997, p. 138).

How to Scaffold: “Effective scaffolding aligned with the standards should result in the reader encountering the text on its own terms, with instruction providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle” (Coleman & Pimental, 2011, p. 7-8).

Instruction that scaffolds students’ learning includes these elements: a logical structure, carefully sequenced models and examples that reveal essential characteristics, progression from easier to more difficult content and from easier to more difficult tasks, additional information/elaboration as needed, peer-mediated instruction, and materials that guide students, such as key words, think sheets, and graphic organizers (Hillocks, 1993). The final element of scaffolding is independent work—scaffolding is removed and students apply what they have learned to new situations.

Scaffolding encompasses many different instructional strategies. Varying scaffolds can be used; what is important is that they consistently provide adequate support as needed. Research (Schunk, Pintrich, & Meece, 2008; Stone, 1998) suggests that scaffolds such as the following will support student independence: activating prior knowledge; reviewing previously learned material; modeling and thinking aloud; providing models and different representations; questioning; using cues or tools; and providing useful feedback. Anderson, Mitchell, Thompson, and Treitz (2014) found that digital technologies and tools for teaching writing (including online instructional presentations for use as needed, model texts, and links to academic vocabulary) helped to scaffold student learning.

In their discussion of scaffolds for English learners, Hammond and Gibbons (2005) distinguish between scaffolding at the macro level and scaffolding at the micro level, arguing that as lessons unfold, having an intentional macro-level structure (including carefully organized participation structures, sequenced tasks, and so on) enables on-the-spot, micro-scaffolding (prompting, cueing, connecting, and so on) to occur during instruction. To plan macro-level scaffolds, educators must consider the instructional goals, the sequence of tasks, structures of grouping and collaboration, opportunities to reinforce learning and, for ELs, ongoing support of both content and language learning.

Integrating Speaking and Listening into Collaborative, Whole- and Small-Group Learning

Learning together in collaborative and cooperative groups benefits students (Cotton, 1995; Johnson & Johnson, 1990) and was one of the nine most effective instructional strategies identified by Marzano in his meta-analysis (2003). Integrating speaking and listening is particularly important in English language arts classrooms because of the interconnectedness of reading and writing, speaking and listening, and viewing. Each of these elements of literacy is more readily learned and retained when skills are integrated, allowing students to create pathways of learning and remembering in their minds.

Research suggests that a balanced literacy program will include many varied reading, writing, speaking, listening, and viewing activities (Snow, Burns, & Griffin, 1998; Lyon & Moats, 1997).

General Benefits of Collaboration and Discussion: Among the benefits of collaborative learning for students are an increase in the following:

- 1. Understanding and application of concepts
- 2. Use of critical thinking
- 3. Sense of self-efficacy, or confidence in their ability to learn
- 4. Positive attitudes towards others (Vermette, 1998)

Fostering small-group discussions and collaboration have been shown to support deeper learning—and are important 21st century skills (National Research Council, 2012). How does collaborative learning increase learning? Learning is “profoundly influenced by the nature of the social relationships within which people find themselves” (Caine & Caine, 1997a, p. 105). Research and cognitive theory suggest that when students work in groups toward a common goal, they support one another, model strategies, and provide context-appropriate explanations and immediate feedback (Slavin, 2002).

Benefits of Collaborative Activities and Discussion in the Reading Classroom: Discussing ideas together in the reading classroom has been shown to deepen comprehension. “Discussion can be defined...as the open-ended collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students’ thinking, understanding, learning, or appreciation of text” (Wilkinson & Nelson, 2013, p. 239). After researching the most effective ways to improve early reading comprehension, Shanahan and colleagues (2010) recommend that:

...teachers lead their students through focused, high-quality discussions in order to help them develop a deeper understanding of what they read. Such discussions among students or between the students and the teacher go beyond simply asking and answering surface-level questions to a more thoughtful exploration of the text. Through this type of exploration, students learn how to argue for or against points raised in the discussion, resolve ambiguities in the text, and draw conclusions or inferences about the text. (p. 23)

Kamil and colleagues (2008) identified extended discussion of text and textual analysis as one of five research-based, best practices for improving adolescent literacy. Langer (1995, 2000, 2001), too, identified discussion—when used to develop students’ understandings rather than as an assessment of recall—as a particularly important element of effective English language arts classrooms. Nystrand (2006) found that “A number of studies show that reading comprehension is enhanced by the classroom interaction of students with their teachers and peers, including both small-group work and whole-class discussion” (p. 398). Murphy and colleagues conducted a meta-analysis of 42 studies on the effects of classroom discussion and concluded that “many of the approaches were highly effective at promoting students’ literal and inferential comprehension” (Murphy, Wilkinson, Soter, Hennessy, & Alexander, 2009, p. 759). Applebee, Langer, Nystrand, and Gamoran (2003) found that discussion-based approaches enhanced students’ understanding of complex texts, and were effective for low- and high-achieving students. Open discussion provides “spontaneous scaffolding or support for developing ideas” (Applebee, Langer, Nystrand, & Gamoran, 2003, p. 722).

Graphic Organizers

In its review of the literature on effective strategies for teaching reading comprehension, the National Reading Panel found graphic organizers an important strategy for improving students' comprehension (National Reading Panel, 2000). Numerous studies have come to this same conclusion (Dickson, Simmons, & Kameenui, 1996; Pearson & Fielding, 1991) and have found positive effects with all students, including those with learning disabilities (Kim, Vaughn, Wanzek, & Wei, 2004).

What makes graphic organizers so effective? Combining text with visuals engages students' multiple pathways to learning, as described in Paivio's (1979, 1983, 1986) dual-coding theory. A number of studies have demonstrated that students learn better when both pictures and words are used, than with text alone (Mayer, 2001; Mayer & Gallini, 1990; Levin, Anglin, & Carney, 1987; Levie & Lentz, 1982). Nonlinguistic representations are one of the nine most effective instructional strategies identified by Marzano (2003) and have been shown to help students better understand informational text (Center for Improvement of Early Reading, 2003).

Graphic organizers are particularly effective at helping students to focus on the structure of text and the relationship of ideas within text (Center for the Improvement of Early Reading, 2003; Robinson & Kiewra, 1995). The use of graphic organizers to graphically depict the relationships of ideas in texts has been shown to improve both students' comprehension of the text—and their recall of key ideas (Snow, 2002; National Reading Panel, 2000).

Predictable Routines

Predictability in well-organized, consistent classroom routines facilitates learning in a number of ways. Regular routines with consistent cues help smooth the transitions between one activity to another (Mace, Shapiro, & Mece, 1998) and reduce problem behaviors. When students can predict the routines of their school day, they develop a sense of security (Holidayway, 1994). Not only does student behavior improve, but students also show greater engagement with learning and achieve at higher levels (Kern & Clemens, 2007). Simonsen and colleagues (2008) reviewed evidence-based practices for classroom management and found well-structured, predictable routines to be a research-based best practice.

Teachers can increase predictability in their classrooms in many ways. Providing information about the content and duration of events and activities and visually displaying schedules have been shown to be effective (Kern & Clemens, 2007). Alternating the interactive settings—whole class, small group, individual—in a predictable way to best meet students' needs has been shown to be particularly effective (Reutzel, 2003).

This type of predictability in the instructional routine has been demonstrated to be particularly effective for struggling students and those with learning disabilities (Flannery & O'Neill, 1995; Tustin, 1995). Cartledge, Singh, and Gibson (2008) found that creating an orderly classroom helped to close gaps for culturally and linguistically diverse students.

Engagement and Motivation

Learning is an active process of engagement. If students are interested in what they are learning, they will persist in spending the time and energy needed for learning to occur (Hidi & Boscolo, 2006; Guthrie & Humenick, 2004; Eccles, Wigfield, & Schiefel, 1998). In this way, engagement leads to motivation leads to learning.

Engagement and motivation are particularly important in teaching reading (Stipek, 2002). Student engagement is a "powerful determinant of the effectiveness of any given literacy approach" (Strangman & Dalton, 2006, p. 559). Guthrie, Hoa, Wigfield, Tonks, Humenick, and Littles (2007) found a connection between student interest and increased comprehension and recall. Taylor, Pearson, Peterson, and Rodriguez (2003), too, found a connection between engaged learning and reading comprehension growth in low SES schools. Guthrie and Wigfield (2000) found that engaging reading instruction must:

- Teach and encourage use of strategies
- Increase students' conceptual knowledge
- Foster social interaction
- Foster student motivation

Motivation is the process by which a student engages in a task and persists towards completion. Research in cognitive science shows that humans are innately motivated to search for meaning (Caine & Caine, 1997b). The most effective instructional approaches are those that harness this natural inclination, and are motivating and engaging to the learners.

The level of a student's motivation to read has been shown to predict growth in reading comprehension (Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles, 2007).

To motivate their students, reading teachers should construct lessons that are interesting, match activities to students' abilities, and connect reading and writing and content-area learning (Bohn, Roehrig, & Pressley, 2004). In addition, the use of strategies also increases students' motivation to learn—because successful strategy use helps students to see that they have the ability to learn (Schunk, Pintrich, & Meese, 2008).

From Research to Practice Scaffolding in Journeys

To help all students reach independence and gain mastery of skills and content, the Journeys® 2017 program integrates scaffolding into the program design, and offers multiple, varied scaffolds as supports for student learning and mastery.

The program's **Text X-Ray** feature highlights the scaffolds that teachers can use to support students' reading of the complex texts in Journeys by breaking down the challenging structural and language features of every **Anchor Text**.

Suggestions in the Teacher's Edition offer guidance for teachers in how to **Teach** material and then give students the opportunity to **Apply** new skills and knowledge.

Essential to the success of scaffolds in the classroom is that they are provided, and then gradually removed, so that students learn to work independently. In Journeys, in small-group instruction for grades 3 through 5, suggestions are provided for this kind of a gradual release model of support through the form of activities organized by:

- **I Do It**
- **WE Do It**
- **YOU Do It**

In the Teacher's Edition, scaffolds for specific populations are seamlessly integrated into instruction, as in these examples for English learners from grade 4:

ENGLISH LANGUAGE SUPPORT

Use Sentence Frames

Emerging ... **Expanding** ... **Brigitting** ... **Combining** ...

ENGLISH LANGUAGE SUPPORT Scaffold Anchor

Text Before reading the selection, distribute ... and then have students ...

Review Story Structure Read a ... paragraph ...

Guided Practice Display a Story Map. During reading, complete the chart with students ...

... each character ...

Speaking and Listening in Collaborative, Whole- and Small-Groups in Journeys

In the Journeys® 2017 program, reading, writing, speaking, listening, viewing, and presenting are all connected. Students read to comprehend and make meaning—and then they communicate new understandings through meaningful performances and opportunities for **Collaborative Discussion**.

In Journeys, talking about texts is an important, recurring activity.

Your Turn

RETURN TO THE ESSENTIAL QUESTION

Classroom Conversation

Continue your discussion of "Back to the Bone" by addressing your answer to the essential question.

Why do you think the author chose to use a historical point of view? How do you think the author's choice of point of view affects the story? How do you think the author's choice of point of view affects the story?

Why do you think the author chose to use a historical point of view? How do you think the author's choice of point of view affects the story? How do you think the author's choice of point of view affects the story?

How do you think the author's choice of point of view affects the story? How do you think the author's choice of point of view affects the story? How do you think the author's choice of point of view affects the story?

A previous section of this report discussed some of the many ways that the Journeys® 2017 program supports collaborative writing and peer review and revision, with digital supports like those offered through **myWritesSmart**.

- In further support of collaborative practices, Journeys students are continually working together to share ideas about what they read:
- Features in the Student Book such as **Your Turn** invite students to **Turn and Talk** and engage in **Classroom Conversation** around specific focused questions and activities.
 - **Collaborative Discussion** prompts in the Student Book appear after students' **First Read** of a text and guide students in how to:
 - o Participate in collaborative conversations
 - o Support their positions with textual evidence
 - o Use good practices in discussing and sharing ideas
 - The Journeys **Performance Tasks** provide opportunities for students to integrate reading, listening, writing, and speaking in authentic performances.

All of these opportunities for collaboration help students work together to better comprehend and collect and recall text. Finally, three times per year, *California Journeys* provides students the opportunity to work collaboratively on a meaningful, topic-based project tied to a full-length trade book. Through these **Collaborative Projects**, students develop and build 21st-century skills, applying reading, writing, speaking, listening, research, and technology skills in the process.

The project is initiated with a launch, followed by discussion and preparation, during which the project is developed. Students present their projects to an audience, are assessed with a project rubric, celebrate, and, finally, reflect on the outcome of this interactive and engaging learning experience.

Graphic Organizers in Journeys

Graphic organizers are used throughout *Journeys* to provide a framework for students' understanding of text structures, to improve their comprehension, and to help students structure their own writing during the planning stage of writing.



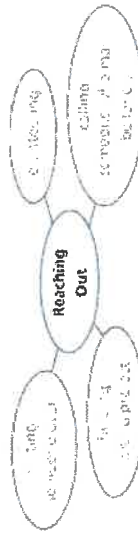
In grade 4, for example, students use a graphic organizer to plan for a **Performance Task**.

Gather Information Where do the children live? How will the books be carried? Revisit the texts as necessary. Which ideas can you use as you write your story?

Characters	Setting
Event Details	

In addition, in *Journeys*, students are provided with opportunities to analyze the graphic features they encounter in texts. Considering how model texts employ graphics can help students reflect on the value of graphical and visual presentations of information.

Teachers are provided with additional graphic organizers for use to support learning in each lesson, such as in this grade 4 example of a graphic organizer used to help students **Access Prior Knowledge** on the Unit's theme.



Predictable Routines in Journeys

Journeys provides the predictable structure that research shows learners need. Research has identified establishing predictable routines from the beginning of the year as one of the characteristics of highly effective teachers (Bohn, Koehrig, & Pressley, 2004), and the consistent structure of *Journeys* allows teachers to do just that—establish effective, predictable routines from Day 1.

The work of Rosenzweig and Stevens (1986) revealed that effective teachers in well-organized classrooms tend to follow similar predictable routines, including these:

- 1. Begin with a short review and statement of goals
- 2. Present new material in small steps
- 3. Give clear and detailed instructions and explanations
- 4. Provide time for guided and independent practice
- 5. Ask questions
- 6. Provide systematic feedback

Each of these steps is clearly supported by the organization and components of *Journeys*.

After reading the **Anchor Text** in each lesson, students respond to the text through the **Your Turn** writing and discussion activities so that they are regularly given a chance to apply their skills, ask questions, and reflect on their learning.

The program's well-designed, comprehensive assessment system—which includes the use of consistent rubrics for scoring students' writing—means that the predictable routines of instruction are punctuated by detailed feedback. So students learning with *Journeys* know what to expect instructionally—and know how they are performing.

STRAND 6: ASSESSMENT

Assessment...refers to all those activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities...

Stuck & Williams, *JEPB*, p. 144

Effective instruction depends on sound instructional decision-making, which, in turn, depends on reliable data regarding students' strengths, weaknesses, and progress in learning content and developing literacy.

Amirbaev, 2016, *National Academic Achievement*, 2017

Engagement and Motivation in Journeys

Journeys © 2017 is designed to engage and motivate learners.

Journeys engages and motivates students by including high-interest texts on relevant topics and themes and ample supports in the form of peer collaboration and other scaffolds to ensure that students feel that they can be successful in learning with Journeys.

Research supports the fact that highly effective teachers focus on supporting students' engagement and motivation in reading (Dolezal, Welsh, Pressley, & Vincent, 2003).

The many program features described in detail throughout this report contribute to students' engagement and motivation. Differentiated instruction; scaffolding; explicit strategies instruction; the combination of whole- and small-group learning activities; opportunities for collaboration and discussion; and the **Labeled Readers** all work together to ensure that students build a sense of independence and experience success as they work through the activities in the program. This sense of confidence ensures that students have the motivation to persist in learning.

High-interest and engaging texts throughout each level of Journeys draw readers in. The organization of multiple texts around topics/themes helps students to build knowledge of a topic over time and supports their continued interest in learning.

The organization by topics/themes, which spiral across the grade levels but are filtered through grade-appropriate lesson topics, provides a continuity and a meaningful progression as students build content knowledge through engaging complex texts.

Research also suggests the benefits of active learning for engagement and motivation. Tools like those in **myNotebook** and **myWriteSmart** invites students to actively engage in their learning by taking notes, annotating, organizing ideas, and tracking new vocabulary words.

Additionally, the **Journeys Interactive Lessons in Listening, Speaking, and Writing** provide students with engaging tutorials on contemporary topics of interest to students—using an interactive, multimedia presentation that is designed to engage and motivate students.

Research suggests that digital-based learning offers an increased opportunity for student engagement and motivation. The digital systems used with Journeys, such as with the **HMH Player App**, allow HMH to provide teachers and students with 24/7 access on any device, online or offline. Students can interact with content and stay motivated with the program's reward system.

Video clips provided through the HMH partnership with **Channel One** provide access to current events connections in Social Studies and Science. These kinds of multi-media, visual presentations of content will help to engage students and deepen their content knowledge. The opening pages to the unit in the Teacher's Edition provides suggestions for teachers to use videos, questions, and other approaches to engage students in the Unit's topic.

Motivate and Engage

Have students open to **Student Book p. 15** and read aloud the unit title. **Reaching Out**. Play the **Stream to Start** media  to spark curiosity about the unit topic and discuss it. Ask questions such as these: **ELA** **SL** **1.A** **1.B** **1.C** **1.D** **1.E** **1.F** **1.G** **1.H** **1.I**

- *Why is reaching out to others important?*
- *How can reaching out to someone lead to friendship?*

Defining the Strand

To best meet the needs of all students, teachers must have a deep and clear understanding of the needs of each. In successful classrooms, teachers use effective tools to collect data about students' knowledge and skills so that they can understand what is working instructionally—and what is not—and take precise, swift, and effective action in meeting the specific needs of students. In a data-driven system, clear and shared standards are important, so that students and teachers know the intended outcomes of instruction. Assessments aligned to the standards are essential, so that teachers can analyze how well students meet the goals for learning. Finally, aligned instruction is crucial, so that teachers have the instructional materials they need to address students' needs.

As noted by numerous research studies, the regular use of assessment to monitor student progress can improve student learning (Fuchs, 2004). Research attests to the positive effects that formative assessment has on learning (Black & William, 1998b; Cotton, 1995; Jerald, 2007). And in early reading, assessment is especially crucial, because the early literacy skills of children in kindergarten, first, and second grade are foundational for the development of subsequent comprehension and literacy skills, accurate and reliable assessment and effective instruction and intervention are imperative. As Coyne and Harn (2006) state, "By completing the link between assessment and instruction, schools can dramatically increase the number of students who become successful readers in the primary grades."

The Journeys © 2017 program offers varied and effective assessment tools and resources to support teaching and learning. The program's formative assessments and performance-based tasks provide teachers with regular and complete information about student learning and performance. Journeys uses technology to support data-driven instruction. Features like the program's **Assessment Hub** facilitate a cycle of regular, computer-based assessment and feedback.

Research that Guided the Development of Journeys Formative Assessment

The phrase *formative* encompasses the wide variety of activities—formal and informal—that teachers employ throughout the learning process to gather instructional data to assess student understanding and to make and adapt instructional decisions. Formative assessment is not an end in itself; the goal is not to assign a grade, for example, but rather, its purpose is to guide instruction. Formative assessment moves testing from the end into the middle of instruction, to guide teaching and learning as it occurs (Heritage, 2007). Effective teachers use formal tools (such as quizzes or homework assignments) and informal tools (such as discussion and observation) to regularly monitor student learning and check student progress (Cotton, 1995; Christenson, Ysseldyke, & Thurlow, 1998). When the Committee on Defining Deeper Learning and 21st-Century Skills sought to identify the central instructional approaches needed to ensure that students achieve 21st-century competencies, the group identified formative assessment as one of these key elements (National Research Council, 2012). Curriculum designed and developed for 21st-century learning should use formative assessment to “(a) make learning goals clear to students; (b) continuously monitor, provide feedback, and respond to students’ learning progress; and (c) involve students in self- and peer assessment” (National Research Council, 2012, p. 182).

The Impact of Formative Assessment on Student Learning: Educators agree on the benefits of ongoing assessment in the classroom. “Well-designed assessment can have tremendous impact on students’ learning . . . if conducted regularly and used by teachers to alter and improve instruction” (National Research Council, 2007, p. 344). In a study of student learning in a multimedia environment, Johnson and Mayer (2009) found that students who took a practice test after studying multimedia material outperformed students who studied the material again (without the assessment). Stecker, Fuchs, and Fuchs (2005) examined research on curriculum-based measurement, in which teachers used outcomes-based assessments regularly to monitor student progress, and found that the use of these assessments produced significant gains—when teachers used the data to make appropriate adjustments to instruction. Research shows that regularly assessing and providing feedback to students on their performance is a highly effective tool for teachers to produce significant—and often substantial—gains in student learning and performance (Black & William, 1998a, 1998b).

Research suggests that formative assessment is especially beneficial for lower-performing students, and, as a result, helps to lower achievement gaps and reduce overall achievement (Black & William, 1998b). After reviewing the body of research on strategies most effective with students with mild learning disabilities, researchers found regular formative assessment to be a shared element of effective interventions with this population (Christenson, Ysseldyke, & Thurlow, 1989).

The Importance of Formative Assessment for Foundational Reading: Formative assessment is particularly important in early reading instruction. Regular assessment and subsequent tailored instruction is necessary for foundational skills because of the interconnected and sequential nature of learning. “Because the ability to obtain meaning from print depends so strongly on the development of word recognition accuracy and reading fluency, both of the latter should be regularly assessed in the classroom, permitting timely and effective instructional response where difficulty or delay is apparent” (Snow, Burs, & Griffin, 1998, 7).

How Formative Assessment Helps Teachers: Formative assessment provides teachers with the information they need to make instructional decisions. “Effective instruction depends on sound instructional decision-making, which in turn, depends on reliable data regarding students’ strengths, weaknesses, and progress in learning content. . . .” (National Institute for Literacy, 2007, p. 27). An effective system of formative assessment increases teachers’ sense of self-efficacy, as Coyne and Horn (2008) argue, “Data from ongoing formative assessments reinforce teachers’ efforts as they see tangible evidence of student progress and, as a result, increase the social validity and perceived importance of systematic reading instruction and intervention” (p. 43).

Performance-Based Assessment

Performance-based assessments connect to the important content and process skills emphasized in instruction, and offer the opportunity for students to show how well they can use what they know to classify, compare, analyze, or evaluate (Hibbard, 1996) and create a response or product. Performance-based tasks may take different forms, require different types of performances, and be used for different purposes (formative or summative) but they are typically couched in an authentic or real-life scenario and require high-level thinking. Darling-Hammond (2010) studied the characteristics of assessment systems in high-performing nations and found that “they emphasize deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis, and critical thinking. As a large and increasing part of their examination systems, high-achieving nations use open-ended performance tasks . . . to give students opportunities to develop and demonstrate higher-order thinking skills. . . .” (p. 3)

The Benefits of Performance-Based Assessment: Their review of classroom assessment (CA) practices in an age of high-stakes testing led Schneider, Egan, and Julian (2013) to conclude that “the value of high quality performance tasks should not be diminished and should be encouraged as an important tool in CA” (p. 66). Performance-based assessments are beneficial in that they:

Reflect Authentic, Real-World Tasks: Performance-based assessments are positive because they look like what we want students to do in the classroom (Fox, 2004)—and, as a result, can inform classroom practice in positive ways. Performance tasks allow teachers to engage students in real-world activities; they “emulate the context or conditions in which the intended knowledge or skills are actually applied” (American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCME], 1999, p. 137). They model “what is important to teach and . . . what is important to learn” (Lane, 2013, p. 313).

Provide a Complete Picture: As Krebs notes in his 2005 article, using too narrow an assessment data point may lead to incomplete or inaccurate conclusions about student performance. Performance-based assessment allows for a fuller picture of what students’ know and can do. Marzano, Pickering, and McTighe (1993) see performance-based assessment as providing an opportunity to assess multiple dimensions of learning. Yang and Plakans (2012) agree, finding that integrated performance tasks assess comprehension and production, as well as regulation skills for managing, interactions between reading, listening, and writing.

Align with Standards: In defining the elements of an effective student assessment system, Darling-Hammond (2010) said that such a system must “address the depth and breadth of standards as well as all areas of the curriculum, not just those that are easy to measure” (p. 1). This calls for performance on challenging tasks. According to the Smarter Balanced Assessment Consortium, “performance tasks measure a student’s ability to integrate knowledge and skills across multiple standards—a key component in college and career readiness.”

Encourage Retention: Researchers comparing student performance on assessments that include open-ended written responses with performance on multiple-choice tests found that students who wrote responses retained information better than those who responded to multiple-choice items (Roediger & Karpicke, 2006; McDaniel, Roediger, & McDermott (2007)).

From Research to Practice Formative Assessment In Journeys

Journeys provides teachers and students with ongoing assessment opportunities so that learners have constant feedback about where they are and how far along they are towards meeting year-end learning goals.

In Journeys the program provides more formal, structured formative assessment options and also calls out more informal, classroom opportunities for assessment. Ongoing opportunities for **Formative Assessment** are called out in the Journeys Teacher's Edition, as in this example from grade 4:

FORMATIVE ASSESSMENT **RtI**

Summarize IF you are able to read and understand a story, you can **THEN** learn the main idea and supporting details.

Think Aloud

Opal goes to the library and leaves Winn-Dixie outside. Miss Franny sees Winn-Dixie and gets scared because she thinks he is a bear. Years ago, Miss Franny had a bad experience with a bear. Now she is telling Opal about her experience.

Can you summarize the story's main idea and supporting details? How do you know?

Differentiation: Throughout Journeys, the program provides small-group and reteaching suggestions to meet the needs of specific learners. The formative assessments throughout Journeys are presented with an **If...Then...** format for results, to respond with tailored instruction for learners across the spectrum, from struggling to advancing to excelling. For advanced learners, additional challenges are offered at the point-of-use in the formative assessments.

For example, see this **If...Then...** **Formative Assessment** response from grade 4:

FORMATIVE ASSESSMENT RtI	
Are students able to identify and analyze story structure?	
If...	THEN...
students struggle.	use Differentiate Comprehension for Struggling Readers, p. 164.
students are on track.	use Differentiate Comprehension for On-Level Readers, p. 164.
students excel.	use Differentiate Comprehension for Advanced Readers, p. 165.
Differentiate Comprehension pp. 164-165. Scaffold instruction to the English learner's proficiency level.	

Technology: The Journeys Assessment Hub offers technological tools in support of data-driven instruction. The hub provides technology-enhanced assessment items, screening and diagnostic assessments, formative and progress-monitoring assessments, and summative assessments. Online interactivity allows for a direct feed to a teacher hub for ease in scoring and reporting—providing the kind of immediate, regular feedback that research suggests is such an important component of a successful formative assessment system.

In addition, the computer-based assessments offered through the Journeys **Assessment Hub** provide practice for students who will encounter these types of items and **Performance Tasks** on the assessments developed by the Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC).

The **Common Core Practice and Assessment App** delivered via HMH Player provides additional, standards-based practice for students.

Response to interventions: Journeys offers embedded intervention as well as supplemental intervention. Clear labeling of Response to Intervention (RtI) and a clearly defined use of the **Write-In Reader** means that teachers can approach intervention in a purposeful and systematic way.

The new tier 3 intervention system, **HMH Decoding Power**, and other enhancements from previous editions have strengthened the Journeys © 2017 **Response to Intervention** (RtI) tools and resources even more. Tier 3 intervention includes a stronger connection to Journeys and more support for managing delivery of the interventions in conjunction with the core program.

STRAND 7: MEETING THE NEEDS OF ALL STUDENTS

Optimal learning takes place within students' "zones of proximal development"—when teachers assess students' current understanding and teach new concepts, skills, and strategies at an according level.

Wynneburg, 1978, p. 86

Today's schools are becoming increasingly diverse. Many teachers find that their classrooms are populated by English language learners, gifted students, students with disabilities, and students who are culturally diverse. Nearly half of all students in U.S. public schools (42 percent) are students of color, approximately 20 percent of students speak a language other than English at home, and approximately 14 percent of students have an identified disability ... To add to this diversity, approximately 12 percent of students in public schools are labeled as gifted and talented ... Like their peers with disabilities, gifted and talented students are also integrated into general education classrooms. All of these differences make teaching more interesting and exciting as well as more complex.

Voltz, Sims, & Nelson, 2010

Performance-Based Assessment in Journeys

In Journeys © 2017 students will encounter the kinds of performance-based assessment tasks that will require them to process content and communicate knowledge at high levels. Performance-based tasks throughout Journeys require students to study models, connect reading and writing, and use textual evidence when writing to sources.

Throughout Journeys, students will encounter **Performance Tasks**. With each task, students must synthesize information from texts and cite evidence in their writing.

Unit Performance Tasks provide performance-based assessments related to the content of each Journeys unit. Each **Performance Task** is organized around a specific writing genre that has been the focus of modeling and instruction throughout the unit:

Grade 4 Unit Performance Tasks – By Writing Genre	
Unit 1	Write a Story
Unit 2	Write a Literary Analysis Essay
Unit 3	Write an Opinion Essay
Unit 4	Write a Response to Literature Essay
Unit 5	Write a Research Report

Performance Tasks, independent of Journeys content, are offered to provide students preparation for actual testing conditions in formats like those that included in the Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC) tests. These in-depth exercises that serve as demonstrations of higher-level performance skills will benefit students—giving them practice and feedback about their skills and performance.

Defining the Strand

Huebner (2010) concurs with Voltz, Sims, & Nelson (above): "today's classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences" (p. 79).

Despite this "wide range of student differences—or perhaps because of it—there is an increased emphasis to have all students reach the same academic goals and standards... This [standards-based reform] movement holds many promises, such as:

- Helping educators focus on critical knowledge and skills.
- Enhancing the coherence and continuity of instruction...
- Addressing the soft bigotry associated with lower expectations for poor and minority students...." (Voltz, Sims, & Nelson, 2010)

Groups of students—English learners, struggling readers, advanced students—have specific needs. When teachers understand the needs of these groups, and tailor instruction accordingly, teachers better help these students reach high levels of achievement.

Journeys supports teachers and meets the needs of all students by providing specific suggestions for differentiation and intervention, and for meeting the needs of specific populations, including struggling readers, advanced learners, and English learners.

Research that Guided the Development of Journeys Intervention and Response to Intervention (RtI)

Effective intervention begins with high-quality instruction in the core program. With this strong foundation, instructional programs can offer support for differentiation and intervention that will enable teachers to help all students achieve at high levels. Curricular materials that align with rigorous standards, offer clear pathways for instruction and provide suggestions, tools, and resources for differentiation and intervention will meet the needs of all students.

The Response to Intervention (RtI) Model: Both differentiated instruction and Response to Intervention (RtI) “share a central goal: to modify instruction until it meets the needs of all learners” (Demirsky, Allen & Goddard, 2010). According to Demirsky, Allen and Goddard (2010), these two instructional approaches are complementary and share the premises that all students have different academic needs and that teachers must teach accordingly to meet these needs and to ensure student success. While differentiation is generally used to respond to the needs of diverse learners in the classroom, RtI is envisioned as a prevention system with multiple layers—a structured way to help students who are struggling before they fall behind their peers—and so it focuses on early, and ongoing, identification of needs and tiers of responses. In the elementary reading classroom, “RtI is integrally linked to the concept of providing intensive early intervention to prevent later reading failure” (Gersten & Dimino, 2006, p. 101).

Response to Intervention (RtI) is a model that integrates instruction, intervention, and assessment to create a more cohesive program of instruction that can result in higher student achievement (Wellard & Johnson, 2008). RtI is most commonly depicted as a three-tier model where:

- **Tier 1** (primary intervention) represents general instruction and constitutes primary prevention. Students at this level respond well to the general curriculum and learn reasonably well without additional support.
- **Tier 2** (secondary intervention) represents a level of intervention for students who are at moderate risk. Students at Tier 2 receive some supplementary support in addition to Tier 1 instruction.
- **Tier 3** (tertiary intervention) typically represents students who need more extensive, intensive, and specialized intervention, sometimes including special education services (Smith & Johnson, 2011).

In implementing RtI in the early reading classroom, the use of effective assessments is essential. As the International Reading Association (IRA) statement (2010) on RtI advises, “An RtI approach demands assessment that can inform language and literacy instruction meaningfully. Assessment should reflect the multidimensional nature of language and literacy” According to Griffiths, VanDerHeyden, Parson, and Burns (2006), an effective RtI model should include three elements:

1. Systematic assessment and collection of data to identify students’ needs
2. The use of effective interventions in response to the data
3. Continued assessment of students to determine the effectiveness of interventions—and the need for any additional intervention

The Benefits of RtI: Burns, Appleton, and Stehouwer (2005) conducted a meta-analysis to examine the relationship between Response-to-Intervention (RtI) and students’ achievement. From the existing research on large-scale models and research-context models, twenty-four effect sizes were computed. The researchers found strong positive effectives for student achievement across studies.

In an analysis of the findings of the first-grade longitudinal reading study of the National Research Center on Learning Disabilities, Fuchs and colleagues (2008) evaluated data from a large-scale, longitudinal, experimental study of RtI in reading for elementary school students. The findings demonstrated the effectiveness of RtI.

...students in our tutoring program out-performed controls on both a progress monitoring measure and several standardized reading tests. Findings extend the extant literature...in three ways: first, because our young students were both initially low-performing and non-responsive to primary intervention; second, because their gains during spring semester of first grade maintained throughout their second year; third...our results may be seen as support of the use of a standard treatment protocol during secondary intervention. (p. 434)

Meeting the Needs of English Learners

English learners (ELs) are one of the fastest-growing groups of students in the United States (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006b). For English learners, the challenge is that they must learn the content of instruction, while simultaneously learning the language of instruction. Generally speaking, effective instruction for native English speakers is similarly effective for ELs (Fitzgerald, 1995a), but some specific approaches are particularly effective for ELs. According to Huebner:

Research shows that instruction in the key components of reading identified by the National Literacy Panel—phonemic awareness, phonics, fluency, vocabulary, and text comprehension—has clear benefits for ELs as well as for other students (August & Shanahan, 2006). However, there is a growing consensus that ELs are less likely to struggle with the basic skills—phonemic awareness and phonics—than with the last three components—fluency, vocabulary, and comprehension. These are the areas that cause many students, especially ELs, to falter in mid-elementary school when they are expected to make the transition from “learning to read” to “reading to learn” (Francis et al., 2006a). When working with ELs to improve their literacy, it is important that teachers choose interventions that target the specific difficulties each student is experiencing. (p. 90)

Effective Instruction for English Learners: In reviewing the research on effective English language instruction in order to generate a set of recommendations for practitioners, Baker and his panel colleagues (2014) concluded that to enable English learners to be successful in school, educators should focus on academic vocabulary, integrate oral and written English language instruction; provide regular and structured opportunities for writing; and offer small-group, targeted interventions. These, and other specific research-based approaches for ELs are discussed here.

Vocabulary Instruction for ELs: “Many English learners lack opportunities to develop the sophisticated, abstract, academic vocabulary necessary to support reading, writing, and discussion of the academic topics covered in school” (Baker et al., 2014, p. 13). Explicit instruction in academic and content-area vocabulary may be necessary for students to succeed in school (Fitzgerald, 1995b).

Academic Language Instruction for ELs: One way we can look at conversational and academic English is with the image of a continuum. “Because conversational and academic language use can be seen as opposite ends of a continuum, from informal to formal, and from highly contextualized to highly academic, a key question...is *How can we use the conversational skills of English language learners to help them build the academic skills that they will increasingly need to be successful in school?*” (Waiqui & van Lier, 2010, p. 49). While the development of conversational English may take place naturally, through social interactions, English learners “will need support in learning academic language” (Schleppegrell, 2012, p. 413). Academic language is like a “third” language that takes students much more time to master than social English (DeLuca, 2010). According to Francis, Rivera, Lesaux, Kieffer, and Rivera (2006b), “mastery of academic language is arguably the single most important determinant of academic success for individual students” (p. 5). Teachers must provide instruction in academic language through direct, varied, frequent, and systematic instruction in words and word-learning strategies (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006b).

Comprehension Instruction for ELs: Their synthesis of research on the specific needs of English learners led Francis, Rivera, Lesaux, Kieffer, and Rivera (2006b) to conclude that explicit strategy instruction, teacher modeling, and practice opportunities benefited students' comprehension.

Genre Instruction for ELs: In studying the written products of English learners in grades 3 through 5, Brisk found that students lacked full understanding of the expected genres and the connection of audience, voice, and genres (as seen through the use of grammatical person) (Brisk, 2012). Her findings suggest that explicit study in genre, including the focus on the purpose, audience, and voice, can particularly benefit English learners. Similarly, close reading of discipline-specific uses of language appear to support English learners in comprehending academic texts (Fang & Schleppegrell, 2010). His synthesis of EL research led Fitzgerald (1995b) to conclude that explicit instruction on informational text structures facilitates content-area learning among ELs.

Speaking and Writing Instruction for ELs: Rigosus state standards have "increased expectations for students' oral and written academic communications..." (Baker et al., 2014, p. 31). For English learners, several instructional strategies can help to develop their speaking and writing. These include anchoring instruction with visuals and graphics to help students make sense out of content; providing regular opportunities for discussion and for writing; and including regular assessments with constructive feedback into the instructional cycle (Baker et al., 2014). Francis, Rivera, Lesaux, Kieffer, and Rivera (2006b) emphasize that ELs must receive intensive academic writing instruction through meaningful writing assignments with opportunities to see models and receive feedback.

High-Quality Interactions for ELs: Research suggests that incorporating ample opportunities for interacting supports language learning (Waiqui & van Lier, 2010).

High Standards for ELs: In their research on how best to scaffold the academic success of English learners, Waiqui and van Lier conclude that rather than meeting the needs of English learners with simplified instruction and lower expectations, it is imperative that educators sustain academic rigor and hold high expectations (p. 81). To enable ELs to learn in this "challenge zone" (Gibbons, 2009) teachers must provide adequate, targeted supports.

Technology for ELs: Using technology to deliver instruction to ELs can be particularly effective. In a study with 66 urban ELs, Silver and Repp (1993) found that students who used a word processor showed higher-quality writing than those who used a pen-and-paper. Lopez (2010) found benefits to using interactive whiteboard technology, finding that use helped to close the achievement gap between ELs and native speakers in the study. Another potential benefit of technology is the power to embed scaffolds at the point-of-use.

Meeting the Needs of Struggling Readers

Although students have made some gains in recent decades, results of the National Assessment of Educational Progress (NAEP) show that we still have far to go to meet the instructional needs of these students. In 2013, just 35% of students in grade 4 performed at or above the proficient level on NAEP and 36% of students in grade 8 performed at or above proficient (U.S. Department of Education, 2013).

Effective Instruction for Struggling Readers: Not all struggling readers struggle for the same reasons. They differ in their needs for instruction (Valencia, 2010). Some need additional instruction in phonics, decoding and word recognition. Others need instruction focused more closely on comprehension strategies (Pressley, Gaskins, & Fingeret, 2006). What these students do not need is slowed-down instruction, which will ensure that they remain behind their peers (Allington & Walmsley, 1995).

Vocabulary Instruction for Struggling Readers: As discussed in the section above, language exists on a continuum, with conversational language at one end and academic language at the other. Like ELs, struggling readers benefit from explicit instruction in academic language and academic and content-area vocabulary. Sedita (2005) found that struggling readers who received explicit vocabulary instruction made larger and faster literacy gains.

Strategy Instruction for Struggling Readers: Readers who struggle with comprehension struggle with using reading comprehension strategies, such as summarizing, making inferences, or monitoring their comprehension (Dole, Duffy, Roehler, & Pearson, 1991). Explicit strategy instruction can help. For students who need to develop strategic reading, demonstrations of effective strategy use and continued opportunities to apply strategies learned are essential components of effective instruction (Cunningham & Allington, 2007; Allington, 2001; Fielding & Pearson, 1994; Armbruster, Anderson, & Ostertag, 1987; Raphael & Pearson, 1985; Baumann, 1984; Pikulski, 1994). When students become more successful at using strategies, their motivation to learn increases because they see they have the ability to learn (Schunk, Pintrich, & Meese, 2008).

Intensive Skills Instruction for Struggling Readers: Struggling readers benefit from the same instructional strategies from which all learners benefit, but also benefit from more intensive instruction on skills (Au, 2002).

Graphic Organizers for Struggling Readers: Supporting students with more visual ways of accessing content can be effective with struggling readers. Graphic organizers have been shown to be effective with struggling learners (Collins, 1998; Cunningham & Allington, 2007).

Opportunities for Interaction for Struggling Readers: Providing ample opportunities for students to interact and discuss the content being learned can also benefit struggling readers (Strickland & Alvermann, 2004; Wigfield, 2004).

Engagement and Motivation for Struggling Readers: Increasing the motivation of struggling readers is particularly important because of the close connection between motivation and reading achievement. When students are interested and engaged, they will be motivated to persist in learning (Hidi & Boscolo, 2006; Guthrie & Hurnenick, 2004; Eccles, Wigfield, & Schiefele, 1998). Engagement and motivation are particularly important in reading instruction (Slupek, 2002). Guthrie and colleagues found student interest correlated with increased comprehension and recall (Guthrie, Haa, Wigfield, Tonks, Humaneck, & Little, 2007). Engagement connected with increased reading comprehension with low SES students in a study by Taylor, Pearson, Peterson, and Rodriguez (2003). Increasing conceptual knowledge increases engagement (Guthrie & Wigfield, 2000) as does setting authentic purposes for literacy activities (Cunningham & Allington, 2007). Finally, Wigfield (2004) argues that clear goals and expectations for performance increase motivation among this population.

Meeting the Needs of Advanced Learners

In almost any classroom, there will be a group of students who are ready to advance at an accelerated pace and face increased academic challenges.

Effective Instruction for Advanced Learners: Like English language learners and struggling learners, advanced learners require differentiation in their instruction as well.

Variable Pacing for Advanced Learners: Advanced learners benefit from opportunities to move at a different pace than other learners (Tomlinson, 1995) and to work independently (Rogers, 2007). Research suggests that "gifted learners are significantly more likely to prefer independent study, independent projects, and self-instructional materials" (Rogers, 2002).

Flexible Grouping for Advanced Learners: Employing flexible grouping practices has been shown to be effective for meeting the needs of advanced learners (Tomlinson, 1995). Rogers (2007) also emphasizes the importance of providing opportunities to work with peers and to work independently.

Engagement for Advanced Learners: Differentiation in activities and delivery can help to engage advanced learners (Rogers, 2007; Tomlinson, 1995, 1997; VanTassel-Baska & Brown, 2007), as can centering activities around issues, problems, and themes that are of interest and relevant to these students (VanTassel-Baska & Brown, 2007).

The Importance of Assessment for Advanced Learners: Tomlinson (1995) argues for the importance of ongoing assessment of advanced learners. She argues that providing ongoing assessments in varied modes is most likely to give students the most opportunity to demonstrate their knowledge and skill.

From Research to Practice

Intervention and Response to Intervention (RTI) in Journeys

Effective intervention begins with excellent instruction. Journeys © 2017 provides a high-quality core program that is the foundation for high-quality teaching. Journeys offers teachers clear curricular pathways, rigorous expectations for all students, ongoing instructional supports, and flexible options for differentiation. In these multi-faceted ways the program ensures learning for all.

Tier 1: Core Program: The Journeys © 2017 program gives all students the opportunity to learn. The program offers varied presentations of information and content; differentiated opportunities for students; and diverse approaches designed to stimulate student interest and motivation. Throughout Journeys lessons, teachers will find scaffolds, differentiated instruction, and options for reteaching so that learners at many levels can meet with success.

Journeys is customizable. The **Quick Start Pacing Guide** provides teachers with guidance on how best to deliver instruction based on teaching preferences and time frames. Digital tools allow for further customization.

The program's **Small Group Planner** provides guidance for differentiating instruction for **Struggling Readers, On-Level readers, and Advanced** students (as in this example from grade 4, showing plans for Days 1 through 3).

	DAY 1	DAY 2	DAY 3
Struggling Readers	Read: "The Boy Who Swam with Piranhas" (pp. 10-11)	Read: "The Boy Who Swam with Piranhas" (pp. 12-13)	Read: "The Boy Who Swam with Piranhas" (pp. 14-15)
On Level	Read: "The Boy Who Swam with Piranhas" (pp. 16-17)	Read: "The Boy Who Swam with Piranhas" (pp. 18-19)	Read: "The Boy Who Swam with Piranhas" (pp. 20-21)
Advanced	Read: "The Boy Who Swam with Piranhas" (pp. 22-23)	Read: "The Boy Who Swam with Piranhas" (pp. 24-25)	Read: "The Boy Who Swam with Piranhas" (pp. 26-27)

Tier 2: Core Program + Strategic Interventions: The program's intervention components link to the core instruction, with Strategic Intervention activities provided at point-of-use.

Strategic Intervention activities support students who are struggling with the core content and incorporate the use of the Journeys **Write-In Readers**. Selections in the **Write-In Readers** match the topics of the Journeys lessons and help students build the foundational and strategic skills for reading more complex texts.

Stop, Think, Write activities in the **Write-In Readers** are designed to support and reinforce the key skill or strategy. **Look Back and Respond** pages offer hints that help students search the text for key information. **Reading Detective** pages scaffold students in reading increasingly complex text by putting students in the role of reading detectives as they ask questions, look for clues, and write to demonstrate evidence-based comprehension of the **Anchor Text** in the Student Book.

The program's ongoing assessment system supports targeted intervention and is linked to intervention resources.

Tier 3: Core Program + Strategic Intervention + Intensive Intervention: Used in conjunction with Tier 1 and Tier 2 resources and tools, the Journeys Tier 3 resources offer targeted intensive intervention in specific skills.

The program's **HMH Decoding Power: Intensive Reading Instruction** resource supplements the scope and sequence in Journeys © 2017, as well as functioning as a stand-alone resource, offering teachers multiple options for use. This tool provides targeted intervention for students who need Reteaching and practice in one or more key foundational skills. The five "systems" of HMH Decoding Power provide explicit, sequential, and systematic instruction as well as practice and review in the critical areas of:

- Print concepts
- Letter knowledge
- Phonological Awareness
- Phonemic Awareness
- Phonics
- Word Recognition
- Fluency

The systems include instruction at multiple grade levels, enabling teachers to bring struggling readers up to grade level.

Meeting the Needs of English Learners in Journeys

Journeys © 2017 supports English learners every step of the way.

The program recognizes that English learners “may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content-area knowledge” (NGA/CSSO, 2010, Application of the Standards for English Language Learners). To this end, the program provides:

- Integrated English Language Development (ELD) support, such as with the **English Language Support** suggestions in the Teacher’s Edition, as in this example from grade 4.
- Specialized instructional support to develop academic English and content-area knowledge.
- Scaffolds at the point of use in lessons.
- Enhanced intervention instruction and labeling.
- Supports to allow English Learners (ELs) to interact with complex texts, such as a **Text X-Ray** with every lesson which breaks down the structural and language features of every **Anchor Text**, such as in this example from grade 4 where teachers are given suggestions for how to **Zoom In on Academic Language**.

ENGLISH LANGUAGE SUPPORT

Use Visuals

All Proficiency Levels | A graphic organizer according to the content and topic of the teacher read aloud, discuss the rich, high-level text on the lesson | Language Support Card

Zoom In on Academic Language

Guide students at different proficiencies and skill levels to understand the structure and language of this text.

Focus: Text Level | p. 22

Students should recognize that Opa is the narrator and that at the story she is telling is about her own experiences. Draw students’ attention to the **pronouns** I and me. Tell them that these pronouns are clues that the story is being told from a first-person point of view.



Focus: Word Level | pp. 24, 26

Support English learners and others in understanding idiomatic expressions, such as “has a big heart” and “miss smarty-pants.” Elicit from students that “has a large heart” means that someone is friendly and caring and that “miss smarty-pants” refers to a girl who acts smart. Whether she actually is or not. Use these “pairs.”

- *Natalie has a **big heart**. She talks about everyone.*
- *Debbie is a **miss smarty-pants**. She thinks she knows everything.*



Focus: Text Level | p. 24

Lead a discussion about the author’s use of **flashback** in the story. Have students point out the words on page 24 that signal a flashback is about to occur. **Back again**



Focus: Sentence Level | p. 26

Point out the pattern of **repeated words** on page 26. It is as if Opa, there were **old men** and **old women** and **the animals**. Tell students that in the second sentence, the word **and** is used to modify the nouns **men**, **women**, and **animals**. Discuss how the repetition of words can signal an emphasis the author wants to make.

• An extra hour of instruction for ELs

• Varied levels of EL materials, resources, and tools (for Emerging, Expanding, and Bridging levels), with substantial, moderate, and light support, in recognition of the diversity of this population

• Language awareness activities and purposeful, meaningful language-based activities

• Opportunities for meaningful interactions with peers, teachers, and texts

• Vocabulary and academic language instruction through the program’s **Words to Know** and **Vocabulary in Context** features, which appear along with activities for supporting English learners and the **Practice Vocabulary** opportunities to apply vocabulary knowledge

• Comprehension strategy instruction

• Opportunities for collaboration

In addition, *Journeys* offers a supplemental intervention program for long-term English learners, called **Escolote English**, which is thematically related to core *Journeys* unit topics and features:

- Extensive language modeling through audio, video, texts, and student writing models
- A variety of high-interest texts in multiple formats
- Clearly articulated diagnostic and progress monitoring assessments to ensure student mastery

Journeys provides supports for English Learners to reach learning targets. With these supports, the program is able to hold all learners to the same high expectations.

Meeting the Needs of Struggling Readers in *Journeys*

Students who struggle with reading, and their teachers, will find ample support throughout *Journeys* © 2017.

Journeys © 2017 does not slow down instruction for these students. Instead, the program supports students in meeting the same high expectations for reading, writing, speaking, and listening as their peers, in part, by providing accessible, just-in-time scaffolds within the program's overall design, and at point-of-reference in the lessons.

With *Journeys*, teachers know how to help students **Prepare for Complex Texts**.

The **Text & Ray** feature offers supports that call out and scaffold the most complex and challenging key ideas and academic language in each Anchor Text, so teachers have support for all potential stumbling blocks.

For students who benefit from the use of visuals, many activities are supported by **Graphic Organizers**, such as Story Maps and others, that help students organize ideas using a visual as support.

The program offers explicit strategy instruction and practice with comprehension strategies with the **Target Strategy** focus, such as in this example from grade 4:

TARGET STRATEGY

Summarize When you summarize a story, you tell who the characters are and briefly retell the main events. Summarizing can help you understand and remember a story. As you read "Because of Winn-Dixie," pause at the end of each page to summarize briefly what you have just read to make sure you understand it.

And, with the **Comprehension Strategies** call-outs in the Teacher's Edition, as in this grade 4 example:

COMPREHENSION STRATEGIES

Use the following strategies flexibly as you read with students by modeling the strategy, and use these more complex strategies as you scaffold support for the strategy during independent reading.

- Monitor/Clarify
- Summarize
- Infer/Predict
- Visualize
- Analyze/Evaluate
- Question

Use the *Strategy Projectables*, S1–S8 (L), for additional support.

Meeting the Needs of Advanced Learners in *Journeys*

Throughout, the *Journeys* © 2017 program provides suggestions to differentiate instruction to meet the needs of advanced learners.

Built-in program features offer additional opportunities for advanced learners. At the point-of-use in lessons and formative assessments, additional challenges are provided. Small-group lessons always differentiate for advanced learners.

Formative Assessment call-outs in the Teacher's Edition provide **If...Then...** suggestions and recommended tools and resources for meeting the needs of specific populations, including students who excel.

For example, see this **If...Then...** chart from grade 4:

FORMATIVE ASSESSMENT **RTI**

Are students able to identify and analyze story structure?

IF...	THEN...
students struggle.	use Differentiate Comprehension for Struggling Readers, p. 154.
students are on track.	use Differentiate Comprehension for On-Level Readers, p. 154.
students excel.	use Differentiate Comprehension for Advanced Readers, p. 155.

Differentiate Comprehension on p. 154–155.
Scaffold instruction to the English learner's proficiency level.



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Background In 1987, the artist Faith Ringgold created the quilt *A Quilt for Country*. The quilt is made of many different pieces of fabric, each with its own story. Ringgold's quilt is a powerful statement about the lives of African American women and the role of quilting in their communities.



Argument by Anne Quindlen

AS YOU READ Pay attention to the author's use of the word "quilt" in the text. How does the author use this word to create a sense of unity and shared experience?

A quilt is an incredible idea. A new quilt joins bits of old fabric, bits of old lives, bits of old stories. It is a way of saying that all of us are part of the same story. It is a way of saying that we are all connected. It is a way of saying that we are all part of the same quilt.

Argument by Anne Quindlen

Media as Text

COMPLETE TEXT AND MEDIA

Background In 1965, the artist Christo and Jeanne-Claude created the artwork *The Vietnam Veterans Memorial Wall*. The wall is a large-scale artwork that commemorates the lives of the soldiers who died in the Vietnam War.



Photo Essay

AS YOU VIEW AND READ Consider how both the photographs and the text explore the reactions of people to the Vietnam Veterans Memorial. What do you think about the reactions of people to the memorial?

Views of the Wall



Compare Text and Media

Informational Text

Background

Background In 1863, Abraham Lincoln delivered the Gettysburg Address at the dedication of the Soldiers' National Cemetery in Gettysburg, Pennsylvania. The address is a short speech that is one of the most famous in American history.



The Gettysburg Address

AS YOU READ Pay attention to the author's use of the word "dedicated" in the text. How does the author use this word to create a sense of purpose and commitment?

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

The Gettysburg Address



Topically linked, complex texts

drive instruction in close reading, drawing inferences and conclusions, citing specific textual evidence, and developing argument—all must have skills for tomorrow's college and career-ready students.

Dynamic digital tools

engage students in reading, re-reading and analyzing rigorous texts as they learn how authors use rhetorical tools to convey and inspire ideas.

Selection and Collection

Performance Tasks, a part of the integral assessment, require students to demonstrate careful analysis, well-defended claims, and synthesis of ideas, and develops their comfort and confidence with the process.



Your Intuitive Teacher Tools Provide a Clear Advantage

From your custom-tailored dashboard, see all your *Collections* content and navigate to any text, any lesson, and any media.

INTERACTIVE TEACHER'S EDITION Nothing Complex About It!

- Access your integrated list of contents and lesson-specific resources, like podcasts, FYI website, and Digital Lessons for Writing and Speaking & Listening.
- View students' close reading notes on their eBook pages for progress monitoring.
- Highlight and annotate your own eBook pages.
- Write and share comments with the whole class or specific students.
- Link to instructional resources, including Interactive Whiteboard Lessons and *Conducting Research on the Web*.

YOUR PERSONAL ASSISTANT mySmartPlanner

Everything you need for planning, researching, assigning, assessing, tracking—and managing it all—in one smart place.

- Consult your Text Complexity Rubric for quantitative and qualitative measures for each text.
- Schedule ready lesson plans or customize your own.
- View and assign activities, tasks, and media.
- Add links for websites you choose for students.



STEP 2 PRACTICE THE TASK
Should a business have the right to ban teenagers?

STEP 2 PRACTICE THE TASK
Should a business have the right to ban teenagers?

You will read:

- NEWSCLIP 1: *Snacky's Premium*
- NEWSCLIP 2: *Snacky's Premium*
- NEWSCLIP 3: *Snacky's Premium*
- NEWSCLIP 4: *Snacky's Premium*
- NEWSCLIP 5: *Snacky's Premium*

You will write:

- AN ARGUMENTATIVE ESSAY: *Should a business have the right to ban teenagers?*

STEP 3 PERFORM THE TASK
Should the minimum driving age be raised?

STEP 3 PERFORM THE TASK
Should the minimum driving age be raised?

You will read:

- NEWSCLIP 1: *Port 1: Road Sources*
- NEWSCLIP 2: *Port 1: Road Sources*
- NEWSCLIP 3: *Port 1: Road Sources*
- NEWSCLIP 4: *Port 1: Road Sources*
- NEWSCLIP 5: *Port 1: Road Sources*

You will write:

- AN ARGUMENTATIVE ESSAY: *Should the minimum driving age be raised?*

The Future of ELA Instruction Has Arrived

Collections, Student Edition

PRINT



- Streamlined size; focused and targeted for meeting Common Core State Standards

DIGITAL



- Enhanced digital edition with interactive notebook, scaffolded screencasts, and integrated assessment

Close Reader

PRINT



- Interactive text for application of close reading; includes 2-3 additional related texts per collection

DIGITAL



- Powerful digital tools for marking text, citing evidence, making notes, and preparing for performance tasks

Novel Options

- Selections address Common Core requirements, including novels, drama, poetry, informational texts, autobiography, biography.

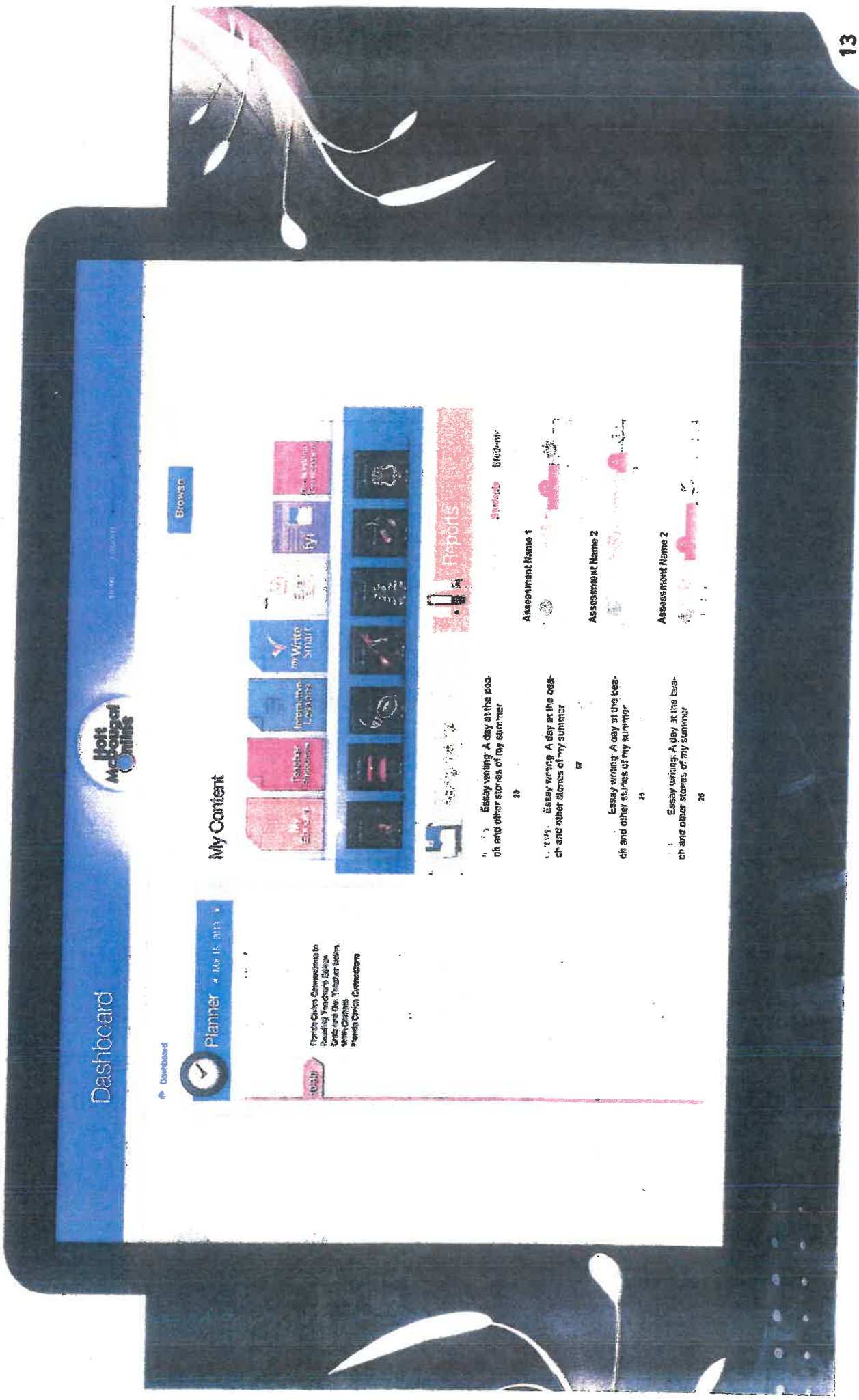


Common Core Assessment

- Additional texts and modeled practice for planning, organizing, and completing performance tasks—based on PARCC and SBAC performance-based assessments.



Your Personal Teacher Dashboard



Dashboard

Dashboard



Planner • Thu 15 Jun 2013

Florida Civics Connections to
Reading Teacher's Edition
and the Teacher Edition
and Civics
Florida Civics Connections

My Content

Browse

My Writing Smart
I Write the Lookups
I Write the Lookups
I Write the Lookups
I Write the Lookups

Reports

Assessment Name 1	Assessment Name 2	Assessment Name 3
Essay writing: A day at the beach and other stories of my summer 28	Essay writing: A day at the beach and other stories of my summer 27	Essay writing: A day at the beach and other stories of my summer 25

Teach the Thinking Required for Text Analysis

Collections gives you dynamic tools for teaching students how to do close, sustained readings of complex texts and opportunities for them to hone their skills.

- ❖ Provide consistent and extensive application of close reading strategies.

Annotate the Text

their work and shepherds gazed in wonder, thinking Doubtful and Icarus were gods.

Icarus did not fear the Scythian's Dike, which lay on his wings, but he did not heed the warning which he saw on the bird's breast. He flew higher and higher up into the blue sky until he reached the clouds. The father saw him and called out to Icarus, "Do not fly too high, Icarus, for the sun will melt the wax of your wings, and you will fall into the sea." But Icarus did not heed his father's warning, and he flew higher and higher until he reached the clouds. He flew so high that the wax of his wings melted, and he fell into the sea. He was bewitched by the detail that Icarus is getting caught up in the moment.

Student Note

The detail "bewitched by a sense of freedom" shows that Icarus is getting caught up in the moment.

Save to Notebook

Delete

Save

Cite Text Evidence

Analyzing the Text

Cite Text Evidence

1. Summarize the text.
2. Interpret the text.
3. Evaluate the text.

Close Read

Close Read Screencasts

The screencast is a video recording of a computer screen. It can be used to capture a student's work on a task, such as a close reading of a text. The screencast can be used to provide feedback to the student, to share the student's work with others, or to create a record of the student's work.

- ❖ Teach citing of text-evidence to support analysis, discussion, and writing to sources.

- ❖ Model conversations about text with audio and visual screencasts to make complex texts and analysis more accessible.

Close Reader

Background: Elton Panel believes that all citizens should have equal access to education. Inspired by both his Muslim faith and his Indian heritage, he founded the American Youth Council with a Jewish friend in Chicago in 2002 and later served on President Obama's Advisory Council on Faith, Ethics and Holy Scriptures. This entry was one of his last. Panel died in a plane crash on the way to a Washington University conference in 2011.

Video Title: Making the Future Better, Together

Annotations:

- 1. Lines 1-3:** As you read lines 1-3, begin to collect and cite text evidence.
 - Underline the two situations Panel is comparing.
 - Circle the words Panel thinks define the "balance of our nation".

Text Passage:

I thought about George Washington when I was at the airport this weekend, watching women in hijabs be hurled from the gates and scores of them of their fellow Americans on an anniversary so one will never forget.

I wonder if a similar feeling prompted Robert Smith, the leader of the 1849-50 Migration of pioneers. Rhode Island to write George Washington a letter shortly after he assumed the Presidency. It was a letter monthly asking whether Smith and his people—free—would be safe in this new nation, or if they would be branded and taxed, blamed for crimes they did not commit.

In his response, Washington put on paper words that I think still define the essence of our nation:

"The Government of the United States . . . gives to liberty no air-tight, no partition no accidents regulate only that they who live under its protection should demand themselves as good citizens."

Annotation: *to believe in a particular religion*

FYI Site

fyi *your world of information*

Should the Government Have a Say in Our Obedience?

Tips for Reading Nonfiction

Most help identify the author's purpose, but some are written on this page? Use them even the most complex information!

Risk and Explanation

Topically related texts reflecting today's headlines keep students connected to their world via the FYI site, hmfyi.com, curated monthly by HMH.

In the Close Reader, new and additional texts, linked in topic and form to anchor texts, provide opportunities for students to apply and practice close reading strategies with challenging content.

Apply the 3-Step Model in Common Core Assessment for Deep Understanding of Concepts

Collections uses a 3-Step Approach—Analyze the Model, Practice the Task, and Perform the Task—to help you teach the routines and your students apply the strategies.

STEP 1
ANALYZE THE MODEL
 Should high school start an hour later each day?

ASO
 A Thought
 Proven
 Harcourt

COMMON CORE ASSESSMENT TEACHER'S GUIDE

- Introduction to Common Core Assessments by Carol Jago
- Close Reading of Complex Texts
- Writing from Sources:
 - Argument, Literary Analysis
 - Research Simulation
- Performance Assessment Practice
- Answer Key

10

STEP 1
ANALYZE THE MODEL
 Should high school start an hour later?

Vocabulary of Argument
 Read each word and its definition. Then look back at the reading. How do you think the author uses each word? Write a sentence using each word in a way that shows you understand its meaning.

Argument
 A claim or statement that is supported by reasons and evidence.

Claim
 A statement that expresses an opinion or a position on an issue.

Evidence
 Information that is used to support a claim or argument.

Reason
 A statement that explains why a claim is true or false.

Support
 Information that is used to back up a claim or argument.

Text
 A written or spoken message that conveys information.

Writing from Sources
 A type of writing that uses information from one or more sources to support a claim or argument.

Argument, Literary Analysis
 A type of writing that uses evidence from a literary text to support a claim or argument.

Research Simulation
 A type of writing that uses evidence from research to support a claim or argument.

Performance Assessment Practice
 A type of writing that uses evidence from a performance to support a claim or argument.

Answer Key
 A key that provides the correct answers to the questions in the assessment.

You will read:

- ▶ *Should High School Start an Hour Later?* by [Author Name]
- ▶ *Should High School Start an Hour Later?* by [Author Name]
- ▶ *Should High School Start an Hour Later?* by [Author Name]

You will analyze:

- ▶ *Should High School Start an Hour Later?* by [Author Name]
- ▶ *Should High School Start an Hour Later?* by [Author Name]
- ▶ *Should High School Start an Hour Later?* by [Author Name]

10

Build Confidence for Assessment with Performance Tasks

Performance Tasks challenge students to respond creatively and analytically to complex, real-world tasks.

Performance Tasks

Reading Common Ground



PERFORMANCE TASK

At the end of this collection, you will have the opportunity to complete two tasks. Plan and deliver a speech about how people can learn to live together. Write an essay discussing how symbols or images can convey ideas about the individual's role in society.

ACADEMIC VOCABULARY

Study the words and their definitions in the chart below. You will use these words in your discussion and write about the term in this collection.

WORD	DEFINITION	TO USE IT IN
analyze	to study or examine in order to understand	credible evidence, evidence
analyze	to study or examine in order to understand	evidence
analyze	to study or examine in order to understand	credible evidence, evidence
analyze	to study or examine in order to understand	evidence
analyze	to study or examine in order to understand	credible evidence, evidence
analyze	to study or examine in order to understand	evidence

Plan

Analyze the Text: Choose three texts from this collection, including "Once Upon a Time" and identify a powerful symbol or image used in each text to convey an idea about the individual's role in society.

- Make notes about the symbol or image used in each text.
- Think about how each writer uses the symbol or image to develop the theme or central idea of the text.
- Compare and contrast the authors' views. Do the authors share a common view about the individual's role in society, or do they differ? Explain.

Get Organized! Organize your notes in an outline.

- Your introduction should
- begin with an engaging question or comment to help the audience connect to the topic
 - identify the authors and titles of each text
 - include a controlling idea that identifies the symbols or images each author uses to develop the theme or central idea

Produce

Write a Draft: Use your outline to write an analytical essay explaining how the authors use symbols or images to develop themes or central ideas in their work. Remember to

- provide a clear and cohesive introduction, body, and conclusion
- support your main points with evidence from the text
- explain how the evidence supports your ideas
- use language that is appropriate for your audience
- include transitions to link the major sections of the text

As you draft your analytical essay, remember that this kind of writing requires formal language and a respectful tone. Essays that analyze texts are expected to be appropriate for an academic context.

Present

Writing to Sources
Practice with tasks that require analysis, synthesis, and evidence.

Exchange Essays: When your new draft is completed, exchange your essay with a partner. Read your partner's essay and provide feedback. Reread the criteria for an effective analytical essay and ask the following questions

- What did your partner do well in the essay?
- How could your partner's essay be improved?

Keep Students Engaged and Encouraged

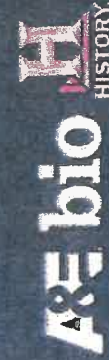
Collections helps you to speak to today's digital learners in a language—and through activities—they understand.



- Involve students in exploring media as complex text with digital Media Lessons such as news reports, literary adaptations, ads, and websites.



- Engage students with current, real-world texts on the FYI site, **hmhfyi.com**, updated monthly by HMH editors.



- Energize and extend text discussions with related videos from **A&E**, **bio**, and **HISTORY**.

myNotebook

- Utilize the personal **myNotebook** to collect, organize, and tag text evidence for writing assignments.



- Maximize support from **myWriteSmart**, a dynamic digital workspace for drafting, revising, collaborating, editing, and completing performance tasks.

Integrate Digital Collections for Writing, Speaking, Listening, Research, and Media

Interactive student-facing lessons and real-world tasks sharpen 21st-century skills.

Writing Argumentative Essays
 Address the issue of global warming.

Interactive Lessons

1. Introduction
2. Hook & Claim
3. Supportive Evidence and Analysis
4. Rebuttal & Concession
5. Concluding Paragraph
6. Concluding your response

Using Textual Evidence
 Put your research into writing.

Interactive Lessons

1. Introduction
2. Synthesizing Information
3. Writing an Outline
4. Supporting, Rebuttal, and Concession
5. Conclusion

Using Media in a Presentation
 Use pictures, videos, animations and words to illustrate what you say with evidence.

Interactive Lessons

1. Introduction
2. Use of Media Audio, Video, and Images
3. Using Presentation Software
4. Practicing Your Presentation

Interactive Writing Lesson

What Does a Strong Argument Look Like?

Pitching Perfect Pitch
 by Jack Alvarez

Did you know that when you are listening to your favorite vocalist, you might be hearing a computer-generated pitch? Many record companies use pitch-correction software to ensure that their performers are pitch-perfect. While perfectionism is an admirable goal, there is a fine line between using technology to enhance music and using it to make performers into something they're not. Whether recording in the studio or playing a live performance, musicians should not use pitch-correction software.

Music production has become a digital experience. Producers use software to cut and paste pieces of music together, just like you cut and paste words together in your word-processing software. When editing these different things together digitally, slight imperfections can occur where the pieces are joined. Enter the correction software. What began as a method to streamline the digital editing process has turned into an almost industry-wide standard of altering a musician's work. "Think of it like plastic surgery," says a Grammy-winning recording engineer.

Read the passage and discuss the questions about how the writer defines and supports his position.



What is the writer's position, or claim, on the use of pitch-correction software?

Musicians should learn to live with their imperfections.

Musicians should never use the software.

Musicians should use the software to enhance their performances only.

e-Rater® tools allow immediate feedback and scoring for writing drafts, while Turnitin® helps students understand, identify, and avoid plagiarism.



With its streamlined print components, robust digital resources, and comprehensive approach to the Common Core, **Collections** supports you and engages your students.

Teacher's Edition

PRINT



- ❖ Provides a Common Core instructional plan, point-of-use strategies, and links for online resources

DIGITAL



- ❖ Seamless transition between the Digital Teacher's Edition, online resources, and other source links

Online Teacher Dashboard Tools for Planning and Assessing

- ❖ Group resources by standard, topic, genre, or Lexile score
- ❖ Utilize progress monitoring, prescriptive remediation, tools for online feedback, and selection/collection assessments



Online Resources

- ❖ Digital Collections for Writing, Speaking & Listening, and Research
- ❖ Texts from today's headlines on the curated FYI site
- ❖ HISTORY videos, visuals, and related multimedia
- ❖ Professional Development Models and Podcasts
- ❖ e-Rator engine for online scoring and Turnitin for plagiarism checks



Houghton Mifflin Harcourt
collections

Online Editions Preview

Follow these steps to see how engaging
Houghton Mifflin Harcourt online programs can be:

1 VISIT:

Florida Customers:
use **FLELA15**
Georgia Customers:
use **GAELA15**
All Other States:
use **NAELA15**

2 ENTER SAMPLE WORD:

3 ENTER YOUR CONTACT INFORMATION

4 WRITE DOWN THE
SYSTEM-GENERATED
USER NAME AND
PASSWORD

(NOTE: UNLIKE OTHER USER NAMES
AND PASSWORDS, WE CANNOT
RETRIEVE LOGIN INFORMATION FOR
SAMPLE ACCOUNTS)

5 LOG IN AT:

Assessment Schedule

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

April 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
						2
3	4	5	6	7	8	9
FSA – Make-up Grade 3-4 ELA, Math	FSA – Make-up Grade 3-4 ELA, Math	FSA – Make-up Grade 3-4 ELA, Math	FSA – Make-up Grade 3-4 ELA, Math	FSA – Make-up Grade 3-4 ELA, Math	FSA – Make-up Grade 3-4 ELA, Math	FSA – Make-up Grade 3-4 ELA, Math
10	11	12	13	14	15	16
Grade 5 – ELA Computer-based	Grade 5 – ELA Computer-based	Grade 5 – ELA Computer-based	Grade 5 – ELA Computer-based	Grade 5 – ELA Computer-based	Grade 5 – ELA Computer-based	Grade 5 – ELA Computer-based
17	18	19	20	21	22	23
Grade 5 – Math Computer-based	Grade 5 – Math Computer-based	Grade 5 – Math Computer-based	Grade 5 – Math Computer-based	Grade 5 – Math Computer-based	Grade 5 – Math Computer-based	Grade 5 – Math Computer-based
24	25	26	27	28	29	30
Grade 4 – ELA Computer-based	Grade 4 – ELA Computer-based Grade 5 – Science Session 1	Grade 4 – ELA Computer-based Grade 5 – Science Session 2	Grade 4 – ELA Computer-based Grade 5 – Science Session 2	Grade 4 – ELA Computer-based Make-up until May 6	Grade 4 – ELA Computer-based Make-up until May 6	Grade 4 – ELA Computer-based Make-up until May 6

May 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Grade 5 – Science Makeups CBT make-ups - Grade 4-5	3 Grade 5 – Science Makeups CBT make-ups - Grade 4-5	4 Grade 5 – Science Makeups CBT make-ups - Grade 4-5	5 Grade 5 – Science Makeups CBT make-ups - Grade 4-5	6 Grade 5 – Science Makeups CBT make-ups - Grade 4-5	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Kindergarten Pre and Post Tests

All kindergarten students will be given an English Language Arts (ELA) pretest and posttest this year. The pretest and posttest will be given, respectively, at the beginning and the end of the school year. Pre and post testing is a reliable way to monitor a student's learning over the course of the year. In addition, teachers can use pretest data to identify knowledge and skills students bring with them to the kindergarten year and also use it to plan instruction for both whole and small groups.

Since the pre and post test will be used for the student growth score, a uniform administration is required. We will provide directions so that all teachers in the district administer and score these assessments consistently.

Kindergarten students will be assessed in the following areas for ELA during both the pretest and posttest.

- Letter Names
- Letter Sounds
- High Frequency Words
- Running Record Level
- Comprehension Questions
- Writing

Below is the schedule for administration of the pre and post test. All teachers will need to follow the schedule for administration. Teachers will need to bubble in scores for each student according to the criteria provided in the booklet. Answer sheets will be scanned into Performance Matters.

Kindergarten ELA Pre and Post Test Timeline 2015 – 2016		
Pre Test September 8 – 25		
Sept. 8 – 25 Testing Window	Sept. 8 – 11	<ul style="list-style-type: none"> • Begin administering assessment. • Administer writing assessment this week.
	Sept. 14 – 18	<ul style="list-style-type: none"> • Continue administering assessment. • 1st scorer scores writing assessment.
	Sept. 21 – 25	<ul style="list-style-type: none"> • Complete assessment this week. • 2nd scorer scores writing assessment.
	Sept. 28 – Oct. 2	<ul style="list-style-type: none"> • 3rd scorer scores writing, if needed. • Scan answer sheets into Performance Matters.
Post Test May 9 - 27		
May 9 – 27 Testing Window	May 9 – 13	<ul style="list-style-type: none"> • Begin administering assessment. • Administer writing assessment this week.
	May 16 – 20	<ul style="list-style-type: none"> • Continue administering assessment. • 1st scorer scores writing assessment.
	May 23 – 27	<ul style="list-style-type: none"> • Complete assessment this week. • 2nd scorer scores writing assessment.
	May 30 – June 1	<ul style="list-style-type: none"> • 3rd scorer scores writing, if needed. • Scan answer sheets into Performance Matters.

A total of 30 points is possible on the pre and post test. The list below shows the number of points possible for each area and corresponds to the numbered items on the bubble sheet.

1. Letter Names (4 points possible)
2. Letter Sounds (4 points possible)
3. High Frequency Words (4 points possible)
4. Running Record – Oral Reading Accuracy (4 points possible)
5. Comprehension Questions – Literal (2 points possible)
6. Comprehension Questions – Inferential (2 points possible)

Questions 7-10 correspond to the areas on the writing rubric:

7. Writing – Purpose, Focus, Organization (0-3 points possible)
8. Writing – Evidence and Elaboration (0-3 points possible)
9. Writing – Conventions – Spelling (0-2 points possible)
10. Writing – Conventions – Grammar, Capitalization, Vocabulary (0-2 points possible)

KINDERGARTEN COMMON ASSESSMENTS 2015-2016

Cycle	Window	Math Common Assessments	ELA Common Assessments	Data Entry?	
1	Aug. 24 – Oct. 5	FLKRS - Work Sampling System	FLKRS - Work Sampling System	PMRN	
	Sept 8-25.		Kindergarten PreTest	PM	
	Oct. 5-23	FORMATIVE ASSESSMENT CHECK – REPORT CARD DATA			Focus
		Enter into Focus by October 23: Counting forward Count, match, and write numerals Understand concept of “one larger” Compare groups of objects	Enter into Focus by October 23: Retell familiar stories Demonstrate understanding of print concepts Name upper and lower case letters Draw, dictate, and write to compose texts Participate in collaborative conversations		
	Also enter into Focus by October 23: Science; Social Studies; Motor Skills; Behavior and Social Growth				
2	Oct. 26 - 30		ELA Common Assessment B (Optional)		
	Dec. 7 – Jan. 8	FORMATIVE ASSESSMENT CHECK – REPORT CARD DATA			Focus
		Enter into Focus by January 8: Counting forward Count, match, and write numerals Understand concept of “one larger” Compare groups of objects Name 2-D and 3-D shapes Compare and analyze 2-D and 3-D shapes	Enter into Focus by January 8: Retell familiar stories Identify main topic/Retell key details (informational) Demonstrate understanding of print concepts Name upper and lower case letters Demonstrate letter sound correspondences Read common high frequency words Read emergent level texts Draw, dictate, and write to compose texts Participate in collaborative conversations		
		Also enter into Focus by January 8: Science; Social Studies; Motor Skills; Behavior and Social Growth			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> NOTIFY PARENTS OF POTENTIAL RETAINEE BY FEB. 19 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
3	Feb. 8 - 12		ELA Common Assessment D (Optional)		
	Feb. 29 - Mar. 18	FORMATIVE ASSESSMENT CHECK – REPORT CARD DATA			Focus
		Enter into Focus by March 18: Counting forward Count, match, and write numerals Understand concept of “one larger” Compare groups of objects Name 2-D and 3-D shapes Compare and analyze 2-D and 3-D shapes Use addition and subtraction	Enter into Focus by March 18: Retell familiar stories Identify main topic/Retell key details (informational) Demonstrate understanding of print concepts Name upper and lower case letters Demonstrate letter sound correspondences Read common high frequency words Read emergent level texts Draw, dictate, and write to compose texts Participate in collaborative conversations		
Also enter into Focus by March 18: Science; Social Studies; Motor Skills; Behavior and Social Growth					
4	May 9 - 13		ELA Common Assessment F (Optional)		
	May 9-27		Kindergarten Posttest	PM	
	May 9- June 1	FORMATIVE ASSESSMENT CHECK – REPORT CARD DATA			Focus
	Enter into Focus by June 1: Counting forward Count, match, and write numerals Understand concept of “one larger” Compare groups of objects Name 2-D and 3-D shapes Compare and analyze 2-D and 3-D shapes Use addition and subtraction Work with numbers 11-19	Enter into Focus by June 1: Retell familiar stories Identify main topic/Retell key details (informational) Demonstrate understanding of print concepts Name upper and lower case letters Demonstrate letter sound correspondences Read common high frequency words Read emergent level texts Draw, dictate, and write to compose texts Participate in collaborative conversations			
Also enter into Focus by June 1: Science; Social Studies; Motor Skills; Behavior and Social Growth					

Assessment Calendar for Elementary 2015-2016

Kindergarten

	Diagnostic	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Formative Assessment Check Report Card Data* (ELA/Math/Science)	Sept 8-25	Oct 5-23	Dec 7-Jan 8	Feb 29-March 18	May 9-27

State Standardized Assessments	
Assessment Name	Administration Window
Florida Kindergarten Readiness Screening (FLKRS)	First 30 days of school
ACCESS 2.0/Alternative ACCESS 2.0 (replaces CELLA) <i>ESOL Students Only</i>	Feb 8-March 25 (tentative)

*Assessments may be observational, administered individually, or administered in small groups.
Per student testing time varies.

Assessment Calendar for Elementary 2015-2016

Grade 1

	Cycle 1	Cycle 2	Cycle 3
ELA Module Progress Monitoring	Module B Nov 2-6 1 session, approx. 45 minutes	Module D Feb 8-12 1 session, approx. 45 minutes	
Running Record* Progress Monitoring	Sept 1 - Oct 2 Individual administration	Jan 5-29 Individual administration	May 2-27 Individual administration
Mathematics Progress Monitoring	Cycle 1 Oct 12-23 1 session, up to 60 minutes	Cycle 2 Dec 7-18 1 session, up to 60 minutes	Cycle 3 Feb 16-26 1 session, up to 60 minutes
Science Progress Monitoring	Cycle 1 Nov 16-20 1 session, up to 60 minutes	Cycle 2 Jan 25-29 1 session, up to 60 minutes	Cycle 3

State/Standardized Assessments	
Assessment Name	Administration Window
Stanford Achievement Test – 10th Edition (SAT-10)	March 9-16
ACCESS 2.0/Alternative ACCESS 2.0 (replaces CELLA) <i>ESOL Students Only</i>	Feb 8-March 25 (tentative)

*Per student testing time estimated at 10 minutes

Assessment Calendar for Elementary 2015-2016

Grade 2

	Cycle 1	Cycle 2	Cycle 3
ELA Module Progress Monitoring	Module B Nov 2-6 1 session, approx. 45 minutes	Module D Feb 8-12 1 session, approx. 45 minutes	
Running Record* Progress Monitoring	Sept 1 - Oct 2 Individual administration	Jan 5-29 Individual administration	May 2-27 Individual administration
	Cycle 1	Cycle 2	Cycle 3
Mathematics Progress Monitoring	Oct 12-23 1 session, up to 60 minutes	Dec 7-18 1 session, up to 60 minutes	Feb 16-26 1 session, up to 60 minutes
	Cycle 1	Cycle 2	Cycle 3
Science Progress Monitoring	Oct 12-16 1 session, up to 60 minutes	Feb 8-12 1 session, up to 60 minutes	

State/Standardized Assessments	
Assessment Name	Administration Window
Stanford Achievement Test – 10th Edition (SAT-10)	March 9-16
ACCESS 2.0/Alternative ACCESS 2.0 (replaces CELLA) <i>ESOL Students Only</i>	Feb 8-March 25 (tentative)

*Per student testing time estimated at 10 minutes

Assessment Calendar for Elementary 2015-2016

Grade 3

	Cycle 1	Cycle 2	Cycle 3 <i>Students without 4 portfolio checks only</i>
ELA Module Progress Monitoring Portfolio	Module B Nov 2-6 1 session, approx. 60 minutes	Module D Feb 8-12 1 session, approx. 60 minutes	Module F1 May 5-6 1 session, approx. 60 minutes
	Module C Dec 15-16 1 session, approx. 60 minutes		Module F2 May 26-27 1 session, approx. 60 minutes
Running Record** Progress Monitoring Portfolio	Sept 1 - Oct 2 Individual administration	March 1 - April 15 Individual administration <i>Students without 4 portfolio checks only</i>	
	Cycle 1	Cycle 2	Cycle 3
Mathematics* Progress Monitoring	Oct 12-23 1 session, up to 60 minutes	Dec 7-18 1 session, up to 60 minutes	Feb 16-26 1 session, up to 60 minutes
	Cycle 1	Cycle 2	Cycle 3
Science* Progress Monitoring	Nov 9 -13 1 session, up to 60 minutes	March 14-18 1 session, up to 60 minutes	

State/Standardized Assessments	
Assessment Name	Administration Window
Florida Standards Assessment (FSA) English Language Arts	March 28-April 8 (2 sessions, 80 minutes each)
Florida Standards Assessment (FSA) Mathematics	March 28-April 8 (2 sessions, 80 minutes each)
Florida Alternative Assessment (FAA) <i>Students with Significant Disabilities Only</i>	March – TBD by FL DOE
ACCESS 2.0/Alternative ACCESS 2.0 (replaces CELLA) <i>ESOL Students Only</i>	Feb 8-March 25 (tentative)

*Computer-based administration

**Per student testing time estimated at 10 minutes

Assessment Calendar for Elementary 2015-2016

Grade 4

	Cycle 1	Cycle 2	Cycle 3
ELA Module* Progress Monitoring	Module B Nov 2-6 1 session, approx. 60 minutes	Module D Feb 8-12 1 session, approx. 60 minutes	
Running Record** Progress Monitoring <i>Select students only</i>	Sept 8- Oct 16 Individual administration	Nov 30 - Jan 29 Individual administration	March 1 - May 20 Individual administration
	Cycle 1	Cycle 2	Cycle 3
Mathematics* Progress Monitoring	Oct 12-23 1 session, up to 60 minutes	Dec 7-18 1 session, up to 60 minutes	Feb 16-26 1 session, up to 60 minutes
	Cycle 1	Cycle 2	Cycle 3
Science* Progress Monitoring	Oct 22-28 1 session, up to 60 minutes	Jan 25-29 1 session, up to 60 minutes	

State/Standardized Assessments	
Assessment Name	Administration Window
Florida Standards Assessment (FSA) Writing Component	Feb. 29 - March 11 (1 session, 90 minutes)
Florida Standards Assessment (FSA) Mathematics	March 28-April 8 (2 sessions, 80 minutes each)
Florida Standards Assessment (FSA) English Language Arts	April 11-May 6 (2 sessions, 80 minutes each)*
Florida Alternative Assessment (FAA) <i>Students with Significant Disabilities Only</i>	March – TBD by FL DOE
ACCESS 2.0/Alternative ACCESS 2.0 (replaces CELLA) <i>ESOL Students Only</i>	Feb 8-March 25 (tentative)

*Computer-based administration

**Per student testing time estimated at 10 minutes

Assessment Calendar for Elementary 2015-2016

Grade 5

		Cycle 1	Cycle 2	Cycle 3
ELA Module* Progress Monitoring		Module B Nov 2-6 1 session, approx. 60 minutes	Module D Feb 8-12 1 session, approx. 60 minutes	
Running Record** Progress Monitoring <i>Select students only</i>		Sept 8- Oct 16 Individual administration	Nov 30 - Jan 29 Individual administration	March 1 - May 20 Individual administration
Mathematics* Progress Monitoring		Cycle 1 Oct 12-23 1 session, up to 60 minutes	Cycle 2 Dec 7-18 1 session, up to 60 minutes	Cycle 3 Feb 16-26 1 session, up to 60 minutes
Science* Progress Monitoring	Diagnostic Aug 31 - Sept 11 1 session, up to 60 minutes	Cycle 1 Oct 28 - Nov 3 1 session, up to 60 minutes	Cycle 2 Feb 1-5 1 session, up to 60 minutes	Cycle 3
Art Common Assessment* Outcome Measure				May 9-June 3 1 session, 45 minutes
Music Common Assessment* Outcome Measure				May 9-June 3 1 session, 45 minutes

State/Standardized Assessments	
Assessment Name	Administration Window
Florida Standards Assessment (FSA) Writing Component	Feb. 29 - March 11 (1 session, 90 minutes)
Florida Standards Assessment (FSA) English Language Arts	April 11-May 6 (2 sessions, 80 minutes each)*
Florida Standards Assessment (FSA) Mathematics	April 11-May 6 (2 sessions, 80 minutes each)*
Florida Comprehensive Assessment Test (FCAT 2.0) Science	April 11 – May 6 (2 sessions, 80 minutes each)
Florida Alternative Assessment (FAA) <i>Students with Significant Disabilities Only</i>	March – TBD by FL DOE
ACCESS 2.0/Alternative ACCESS 2.0 (replaces CELLA) <i>ESOL Students Only</i>	Feb 8-March 25 (tentative)

*Computer-based administration

**Per student testing time estimated at 10 minutes

Science Assessment Information 2015-2016

Grade Level	Beginning of Year Diagnostic Assessment	Cycle 1	Cycle 2
5 th	3 rd & 4 th Grade Diagnostic Assessment Aug. 31-Sept. 11 <i>Total Questions: 30</i>	Life Science: 15 questions NOS: 5 questions Oct. 28 – Nov. 3 <i>Total questions: 20</i>	Physical Science: 15 questions NOS: 5 questions Life Science: 5 question Feb. 1-5 <i>Total questions: 25</i>
4 th		Life Science: 15 questions NOS: 5 questions Oct. 22-28 <i>Total questions: 20</i>	Physical Science: 15 questions NOS: 5 questions Life Science: 5 question Jan. 25-29 <i>Total questions: 25</i>
3 rd		Life Science: 15 questions NOS: 5 questions Nov. 9-13 <i>Total questions: 20</i>	Physical Science: 15 questions NOS: 5 questions Life Science: 5 question Mar. 14-18 <i>Total questions: 25</i>
2 nd		Life Science: 15 questions NOS: 5 questions Oct. 12-16 <i>Total questions: 20</i>	Physical Science: 15 questions NOS: 5 questions Life Science: 5 question Feb. 8-12 <i>Total questions: 25</i>
1 st		Life Science: 15 questions NOS: 5 questions Nov. 16-20 <i>Total questions: 20</i>	Physical Science: 15 questions NOS: 5 questions Life Science: 5 question Jan. 25-29 <i>Total questions: 25</i>

Note:

- The Cycle 3 Earth Science Assessment is optional.
- Suggested window for this optional assessment is **May 9 - 13.**
- The third and fourth grade assessment can be accessed on Performance Matters.
- The optional first and second grade cycle 3 assessments must be printed at the school level. They will be available on Moodle.
- Literacy and Math assessment minutes should not be taken from core science time.
- A review plan should be developed based on the data from the Diagnostic Assessment in 5th grade. It is recommended that part of the plan include the assignment of **Think Central Digital lessons from 3rd and 4th grade.** This allows students to have access to 3rd and 4th grade content for homework and during Thanksgiving, winter and spring break.

Assessment Calendar

Middle school

	Cycle 1	Cycle 2		Final Exam
ELA -Common Assessments	Sept 22 – Oct 24 Progress Monitoring to inform instruction 1 class period	Dec 14 – Jan 23 Progress Monitoring to inform instruction 1 class period		May 27 – June 1 (Paper & Pencil) 90 minutes
	Cycle 1	Mid-Term Exam		Final Exam
Math - Common Assessment	Oct 6-17 (OLA) Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes
	Cycle 1	Mid-Term Exam		Final Exam
Science -Common Assessment	Oct 6-17 (OLA) Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes
		Mid-Term Exam		Final Exam
Social Studies Assessment		Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes
		Mid-Term Exam		Final Exam
End-of-Course All Other Courses		Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes

Grade 6

Standardized Assessment	
Assessment Name	Administration Window
CELLA Testing (ELL)	March 2 – April 3, 2015
FSA English Language Arts – Writing Component	March 2 – 13, 2015
FSA Mathematics	April 13 – May 8, 2015
FSA English Language Arts	April 13 – May 8, 2015

"This calendar will be updated periodically as additional information is obtained about state and/or national tests."

Assessment Calendar

Middle school

	Cycle 1	Cycle 2		Final Exam
ELA - Common Assessment	<u>Sept 22 – Oct 24</u> Progress Monitoring to inform instruction 1 class period	<u>Dec 14 – Jan 23</u> Progress Monitoring to inform instruction 1 class period		May 27 – June 1 (Paper & Pencil) 90 minutes
	Cycle 1	Mid-Term Exam		Final Exam
Math - Common Assessment	<u>Oct 6-17 (PM - OLA)</u> Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes
Algebra 1 - Common Assessment	<u>Oct 6-17 (PM - OLA)</u> Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes		
	Cycle 1	Mid-Term Exam		Final Exam
Science Common Assessment	<u>Oct 6-17 (PM - OLA)</u> Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes
	Cycle 1	Mid-Term Exam	Cycle 3	
Civics -Common Assessment	<u>Oct 6-17 (PM – OLA)</u> Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes	<u>March 17-27 (PM – OLA)</u> 7 th Grade Civics Progress Monitoring to inform instruction 1 class period	
		Mid-Term Exam		Final Exam
End-of-Course All Other Courses		Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes

Grade 7

Standardized Assessment

Assessment Name	Administration Window
SAT 7 th Graders	January 24, 2015
CELLA Testing (ELL)	March 2 – April 3, 2015
FSA English Language Arts – Writing Component	March 2 – 13, 2015
FSA Mathematics	April 13 – May 8, 2015
FSA English Language Arts	April 13 – May 8, 2015
FSA EOCs Algebra 1 & Geometry	April 20 – May 15, 2015
Civics EOC (NGSSS)	April 20 – May 22, 2015

"This calendar will be updated periodically as additional information is obtained about state and/or national tests."

Assessment Calendar

Middle school

		Cycle 1	Cycle 2		Final Exam
ELA - Common Assessment		Sept 22 – Oct 24 Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes
		Cycle 1	Mid-Term Exam		Final Exam
Math - Common Assessment		Oct 6-17 (PM - OLA) Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes
Algebra 1 - Common Assessment		Oct 6-17 (PM – OLA) Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes		
	Pre-Course	Cycle 1	Mid-Term Exam		Final Exam
Science - Common Assessment	Aug 25-29 (PM – OLA)	Oct 6-17 (PM - OLA) Progress Monitoring to inform instruction 1 class period	Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes
		Cycle 1	Mid-Term Exam		Final Exam
Social Studies Assessment			Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes
			Mid-Term Exam		Final Exam
End-of-Course All Other Courses			Dec 15 – 18 (Paper & Pencil) 90 minutes		May 27 – June 1 (Paper & Pencil) 90 minutes

Grade 8

Standardized Assessment

Assessment Name	Administration Window
CELLA Testing (ELL)	March 2 – April 3, 2015
FSA English Language Arts – Writing Component	March 2 – 13, 2015
FSA Mathematics	April 13 – May 8, 2015
FSA English Language Arts	April 13 – May 8, 2015
FCAT 2.0 Science (NGSSS)	April 13 – May 8, 2015
FSA EOCs Algebra 1 & Geometry	April 20 – May 15, 2015

"This calendar will be updated periodically as additional information is obtained about state and/or national tests."

Proposed discipline policy or student code of conduct

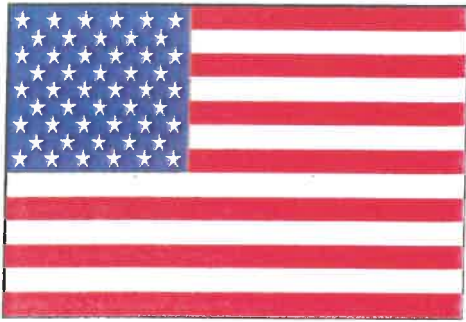
Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

Athenian Academy Charter School
Parent and Student Handbook
2015-2016



2289 N. Hercules
Clearwater, Florida 33763
727-298-2718
athenianacademy.org

Welcome to Athenian Academy!

As an Athenian Academy student and parent you are expected to learn the rules of your school. The best way to do so is to read the student parent handbook. Questions regarding this handbook should be directed to the administrative team.

Charter Schools, according to the Florida Statutes are designed to offer parents a "choice" for their child's education:

Charter schools are public schools of choice. They are very popular and among the fastest growing school choice options in Florida. Charter schools are largely free to innovate and often provide more effective programs and choice to diverse groups of students.

Florida Statute: **1002.33 Charter schools**

GUIDING PRINCIPLES; PURPOSE.—

(a) Charter schools in Florida shall be guided by the following principles:

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

Charter Schools offer a "free and public education" and do not discriminate:

(7) (d) A charter school shall not charge tuition or registration fees, except those fees normally charged by other public schools. However, a charter lab school may charge a student activity and service fee as authorized by s. 1002.32(5).

(e) A charter school shall meet all applicable state and local health, safety, and civil rights requirements.

(f) A charter school shall not violate the antidiscrimination provisions of s. 1000.05.

Charter Schools are operated by their "charter" which is an agreement between the PCSB (Pinellas County School Board) and The Athenian Academy offering "flexibility" within the public school system:

(16) EXEMPTION FROM STATUTES.—

(a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013:

1. Those statutes specifically applying to charter schools, including this section.
2. Those statutes pertaining to the student assessment program and school grading system.
3. Those statutes pertaining to the provision of services to students with disabilities.
4. Those statutes pertaining to civil rights, including s. 1000.05, relating to discrimination.
5. Those statutes pertaining to student health, safety, and welfare.

Charter Schools are "independent" from the local school board:

Charter schools are independent public schools operated by a non-profit organization. They hire their own teachers, design their own academic program, and control their own finances. They have their own board of directors that make decisions for the school. Florida Statute: 1002.33 Charter schools

(d) The sponsor shall not apply its policies to a charter school unless mutually agreed to by both the sponsor and the charter school. If the sponsor subsequently amends any agreed-upon sponsor policy, the version of the policy in effect at the time of the execution of the charter, or any subsequent modification thereof, shall remain in effect and the sponsor may not hold the charter school responsible for any provision of a newly revised policy until the revised policy is mutually agreed upon.

(h) The terms and conditions for the operation of a charter school shall be set forth by the sponsor and the applicant in a written contractual agreement, called a charter. The sponsor may not impose unreasonable rules or regulations that violate the intent of giving charter schools greater flexibility to meet educational goals.

Charter Schools are "accountable":

Charter schools are evaluated and assigned a school grade using the same standards and criteria as traditional public schools.

The Department of Education is statutorily required to annually provide an analysis and comparison of the overall performance of charter school students to traditional public school students.

It is the goal of The Athenian Academy to fulfill the following purposes as outlined in The Florida Statutes:

- Improve student learning and academic achievement.
- Increase learning opportunities for all students, with special emphasis on low-performing students and reading.
- Encourage the use of innovative learning methods.
- Require the measurement of learning outcomes.
- Create innovative measurement tools.
- Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.
- Create new professional opportunities for teachers, including ownership of the learning program at the school site.

Handbooks provide procedures for handling routine matters, clarify expectations and provide a unified approach to our service to students, to the community, and to the Athenian Academy governing board. Students and parents are responsible for all information in the handbook and the last page of this handbook requires a parent signature indicating that you have read the contents of this handbook with your child and agree to abide by the policies of Athenian Academy Charter School.

The Administrative Team Contact Information

Kathy Hershelman
School Leader
c.manriquek@pcsb.org

Paige Tavoularis
Assistant School Leader
c.tavoularisp@pcsb.org

Suzanne Mizzi
Middle School Dean
c.mizzis@pcsb.org

Penny Diamantakos
Technology Supervisor
Volunteer and Testing Coordinator
c.diamantakosd@pcsb.org

Jeanne Troglen
DMT / Office Manager
c.troglenn@pcsb.org

Alex Veloudos
Business Manager
c.veloudosa@pcsb.org

Pastor Benedict Williams
Governing Board President
bennywilliams@yahoo.com

Welcome To Athenian Academy Charter School

Meet The Administrative Team

Athenian Academy Governing Board

Ben Williams/ Board President

The Athenian Academy Charter School Governing Board is comprised of five volunteer members who are solely responsible for setting the guiding principles of our school. Acting in the best interests of the students, staff members and families of Athenian Academy, the board creates school policy that is in compliance with the State of Florida statutes for charter schools. The board is responsible for the financial stability of the school and the oversight of the school's operation. Athenian Academy Charter School's employees are independently employed by the school and are solely accountable to The Athenian Academy Governing Board.

School Leader

Mrs. Kathy Hershelman

Mrs. Hershelman is appointed by and accountable to the Governing Board of Athenian Academy. She is the direct supervisor to all staff members. In charge of communicating and implementing the Athenian Academy Governing Board's approved policies to the staff, students and parents. Directly responsible to seek out, and hire qualified staff members. Directly responsible to guide, direct, assist and oversee the day to day and overall successful social and educational operation of the school. Mrs. Hershelman is responsible for safety and well being of the staff and students of Athenian Academy. She is in charge of district and state compliance for charter schools. Mrs. Hershelman is the final onsite authority regarding student discipline and educational matters. Mrs. Hershelman is the school contact for parent concerns that can't be resolved directly with the teacher. Beginning in the 2015 school year, Mrs. Hershelman will continue to oversee the entire school program however, will have a primary focus on Kindergarten through grade four. Suzanne Mizzi has been appointed by Mrs. Hershelman to oversee and supervise grades 5-8. Mrs. Hershelman has been the school leader of Athenian Academy Charter School since 2007. Mrs. H. as many students and parents refer to her, prides herself on having an open door policy and sincerely means just that; if her office door is open, no appointment is necessary, simply come in, you are always welcome!

Assistant School Leader

Mrs. Paige Tavoularis

Mrs. Paige Tavoularis is the longest term Athenian Academy team member; she is second in charge and assumes Mrs. Hershelman's role in her absence. You can find her office directly beside the school leader's office as they work very closely monitoring and supervising the entire school program. Mrs. Tavoularis was promoted to Assistant School Leader beginning in the 2015 school year and will be stepping away from the majority of the data management and will assume a more hands on, administrative role both with the staff, students and our families.

Middle School Dean

Mrs. Suzanne Mizzi

Mrs. Suzanne Mizzi is the newly appointed, supervising authority, under the leadership of the school leader for grades 5 through 8. Mizzi, as we refer to her, is both a popular and talented teacher who has stepped into an administrative role beginning in 2015. Mizzi will be supporting and supervising the staff, students and families in grades 5-8. Parents should feel free to direct questions and concerns regarding middle school grades 5-8 to Mizzi. Mizzi works closely with Mrs. Tavoularis and Mrs. Hershelman and is a third of our 3 part leadership team. In the absence of both the school leader and assistant school leader, Mrs. Mizzi takes charge of the school operations.

Administrative Support Team

Mrs. Penny Diamantakos: Penny is our Technology Supervisor, Testing coordinator and Volunteer Coordinator. Penny assists parents with the appropriate paperwork to become a registered parent volunteer, parent portal registration as well as. Penny assists with onsite technology and performs a variety of duties to keep our school technology operations efficient and productive for our staff and students. The technology office is located in the portable building behind the main classroom building.

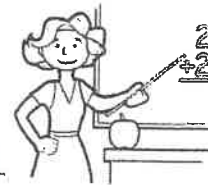
Mrs. Jeanne Troglen: Jeanne is fondly nick-named "the face of Athenian Academy" Jeanne seems to know every parent and student in the school. Jeanne's official title is now Data Management Technician / Office Manager and performs additional duties and is in charge of new student registration and enrollment. Among a variety of other vital school duties, Jeanne is the supervisor of the morning care program between the hours of 7AM-8AM.

Mrs. Sarah Wagner: Sarah is Athenian academy's bus driver and is in charge of transportation. Questions or concerns about bus routes, needs, etc. should be directed to Sarah. Sarah also supervises the school lunch program and can assist students and parents with food service issues.

Mrs. Sarah Hoffmeier: The newest of our office team, Sarah will be greeting all visitors to the school and performing the necessary identification procedures to keep our school campus safe. Sarah will keep a watchful eye on individuals entering and leaving our main classroom building and is also happy to answer questions, or relay information to the administrative team when they are unable to assist you immediately.



Instructional Team



Kindergarten

Michelle Reynolds
Georgia Boulieris
Stacie Rechnitzer
Tara Cline

Primary

Melissa Poole
Danielle Roose
Andrea Sandalic
Jackie Landes
Dee McKinney
Debby Plaszc

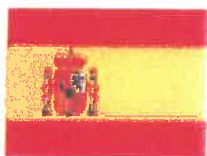
Intermediate

Donna Damon
Christy Reiff
Wendy Lee
Karen Hinz
Jeff Darnold

Grades 5-8

Ana Robledo
Cynthia Barber
Eric Addison
Patsy Sayers
Sheri-Masters Delaney
Susan Ascutto
Christine Gorecki

Foreign Languages



Spanish

Lilibeth Narvaez

Rayza Gransaul

Physical Education

Christopher Devlin



Greek

Sevasti Ziogas Varitimidis

Zoi Galani

Intervention and Support and Human Resources

Reading Specialist

Brenda Horan

ESE/Gifted

Eileen Hickman Sean Brooks

Plant Operations

Transportation

Sarah Wagner

Cafeteria

Angelica Bronisz

Business Manager

Alex Veloudos

"Alone we can do so little; Together we can do so Much"
-Helen Keller

The contents of this handbook are very important to a successful school year for both parents and students. Please read all of the contents of this handbook carefully and do not hesitate to contact the administration if you have any questions. Failure to read the contents of this handbook will not be considered an acceptable reason for failure to fully comply with its contents.

ABSENCES

The classroom experience is of unique value and cannot be duplicated by make-up work. The purpose of this attendance policy is to foster responsibility and reliability on the part of our students to attend all classes.

Parents should notify the front office (727-298-2718) after 8:00AM to report your child's absence. In addition, a note should be sent to school and turned into the office the day the student returns to school. Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

Florida law (Section 1003.26, Florida Statutes) specifies steps for enforcement of regular school attendance. It is the responsibility of the school to enforce school attendance of all children who are subject to compulsory school age requirements.

1003.24 Parents responsible for attendance of children; attendance policy.—each parent of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. The absence of a student from school is prima facie evidence of a violation of this section; however, criminal prosecution under this chapter may not be brought against a parent until the provisions of s. 1003.26 have been complied with. A parent of a student is not responsible for the student's nonattendance at school under any of the following conditions:

- (1) WITH PERMISSION.—The absence was with permission of the head of the school;
- (2) WITHOUT KNOWLEDGE.—The absence was without the parent's knowledge, consent, or connivance, in which case the student shall be dealt with as a dependent child;
- (3) FINANCIAL INABILITY.—The parent was unable financially to provide necessary clothes for the student, which inability was reported in writing to the superintendent prior to the opening of school or immediately after the beginning of such inability, provided that the validity of any claim for exemption under this subsection shall be determined by the district school superintendent subject to appeal to the district school board; or
- (4) SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION.—Attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a licensed practicing physician, or was impracticable because of some other stated insurmountable condition as defined by rules of the State Board of Education. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than the number of days permitted by the district school board.

ABSENCE (Defined)

A student who is not present in class at least one half of the class period shall be counted absent from that class. To be counted present for the school day, a student must be in attendance for at least one half of the class periods during the school day.

EXCUSED ABSENCES

Students must be in school unless the absence has been permitted or excused for one of the reasons listed below:

- A. The student is ill or injured.
- B. There is a major illness in the student's immediate family (this means parents, brothers, sisters, grandparents, or others living in the home).
- C. There is a death in the immediate family.
- D. The student attends religious instruction or there is a religious holiday in the student's own faith.
- E. The student is required by summons, subpoena or court order to appear in court. A copy of the subpoena or court order must be given to the school leader.
- F. Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. The student must get permission from the school leader at least five days prior to the absence.
- G. The student has a scheduled medical or dental appointment.
- H. Students having, or suspected of having, a communicable disease or infestation which can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard. Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo and scabies. Students are allowed a maximum of five excused days for each occurrence of head lice.

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

PENALTIES.—the penalties for refusing or failing to comply with this chapter shall be as follows:

(a) The parent.—

1. A parent who refuses or fails to have a minor student who is under his or her control attend school regularly, or who refuses or fails to comply with the requirements in subsection (3), commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

UNEXCUSED ABSENCES

Any absence which does not meet the criteria of an excused absence is an unexcused absence. The following are examples of unexcused absences:

1. out-of-school suspensions
2. family vacations
3. Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until this document is provided or a waiver is obtained. Absences due to non-compliance with immunization requirements shall be considered unexcused. However, students transferring into Pinellas County, including foster care students, or homeless students, a temporary 30-day waiver of both health examination documents and certificates of immunization will be granted. (F.S. 1003.22(1) (5) (e))

TARDIES

A student is tardy when the student is not in his or her assigned seat at 8:15AM. Students will be gathered in the auditorium until 8:10 am then will be escorted to classroom by their homeroom teacher. Students arriving after 8:15 will enter through the main front entrance and will require a tardy slip. It is advisable to drop off in the car circle between 7:45 and 8:10 AM to avoid being marked tardy.



UNEXCUSED TARDY

1. Oversleeping
2. Missing the school bus
3. Shopping trips
4. Pleasure trips
5. Car problems
6. Heavy traffic
7. Returned for forgotten items

Habitual tardiness is unacceptable and unfair to other students because instruction is interrupted every time a late student arrives. Every three (3) unexcused tardies within a grading period count as one unexcused absence.

EARLY SIGN OUT

Once students arrive on campus, they may not leave unless it is absolutely necessary. Students who must leave school during school hours must have their parent request this release by phone or in person to the office in order to obtain pre-approval.

A. EXCUSED EARLY SIGN OUT:

The same criteria used to determine an excused absence and an excused tardy will be used to determine whether an early sign out is excused.

B. AN UNEXCUSED EARLY SIGN OUT INCLUDES:

The same criteria used to determine an unexcused absence and an unexcused tardy will be used to determine whether an early sign out is unexcused.

Numerous incidents of early release are unacceptable and unfair to the other students whose instruction is interrupted each time a student leaves early.

We kindly request to avoid early sign out between the hours of 2:30 AND 3:15PM. This is a tremendously busy time of day and with the increased cars in the car circle, parking can be frustrating and more importantly, walking around the car circle can be dangerous.

MAKE-UP WORK-EXCUSED ABSENCES

Make-up work for credit and grade is allowed for all excused absences. It is the student's responsibility to get the missed work. The number of days allowed to make up the work shall be the same as the number of days the student was absent.

UNEXCUSED ABSENCES: (Out of school suspension)

Make-up work for credit and grade is not allowed unless approved by the school leader. If the school leader approves make up work during suspension, the following applies:

Work made up after suspension in elementary and middle school will be dropped a letter grade.

When a student is continually sick and repeatedly absent from school, the student must be under the supervision of a doctor in order to receive an excuse. The doctor's statement should confirm that the student's condition requires absence for more than the number of days permitted by the school policy.

Athenian Academy requires a student/parent to present a note from a licensed physician upon returning to school after 5 consecutive days absent.

ACCIDENT REPORT

When a minor accident occurs teachers or the office aid the student with an ice pack or band aide. We are only permitted to wash the wound with soap and water, we are not permitted to apply ointment or other first aide. Accident reports are written by the staff member supervising the student at the time of the accident any time a mark is left on the student. We make every effort to ensure that accident reports go home with the student the day the accident occurs. Please don't hesitate to call the office if your child reports an accident to you and you did not receive an accident report. In the case of a life threatening injury, the school office will call 911 and an immediate telephone call will be made to the parents.

As a precautionary measure, even when we suspect it is minor, any accident involving the head or neck will immediately be reported to the parents by telephone. Head and neck injuries are unpredictable and may become serious without any visible sign of injury.



ACCIDENT INSURANCE

The school has selected **The Student Insurance Plan** to make affordable coverage available to parents. If you don't have other insurance, this plan may be a resource to consider. Additionally, even if you have other coverage, this plan can help fill expensive "gaps" caused by deductibles and co-pays. **The Student Insurance Plan does not contain a deductible provision.** Coverage may be purchased at any time during the school year.

MANDATORY COVERAGE

The Athenian Academy, like most school boards in the State of Florida, requires students participating in certain school activities to purchase **The Student Accident Insurance Plan.**

ADDRESS UPDATES

Parents are required to inform the school when there is a change of address or telephone number. It is critical for the school to have **current and accurate emergency contact information** on file. In addition, parents are required to update contact information in the Pinellas County portal/focus program. Please let the office know if you do not have a portal/focus user name and password; this is a requirement for all parents. We are happy to assist you with this process.

ALLERGIES

If a student has allergies, particularly life threatening food allergies must be documented in the student's record AND the front office, food service staff and teacher need to be informed immediately.

ASSEMBLIES

The school holds several assemblies and cultural programs throughout the year. Many of the programs require additional **practice after school hours.** It is important that if your child is participating in a program, they be allowed to stay after school for practices. School bus transportation is not available for after school events or practices and parents must pick their children up after practices are completed.

Many of our **cultural programs are recorded.** It is impossible for us to guarantee a child will not be caught on camera therefore, only those students who have a current, signed media release on file will be allowed to participate in a recorded program. We respect your privacy and want to ensure that your child is not recorded against your wishes. **Please make sure that you indicate on the media release form if you do or do not give your permission for your child to be photographed or recorded.**

This also applies to school picture days; if you do not want your child to participate, you must include the information on the media release form.

ASSESSMENT

The State of Florida require several student assessments throughout the school year. The purpose for many of the assessments is to determine academic strengths and weaknesses. Teachers collect and analyze student test data in an effort to pin point gaps in knowledge and design future instruction. It is

important for students to be present at school on scheduled assessment days and this is particularly true in the Spring when state wide testing is done

Florida Statutes (f) "The sponsor shall ensure that the charter school participates in the state's education accountability system. If a charter school falls short of performance measures included in the approved charter, the sponsor shall report such shortcomings to the Department of Education".

ATTENDANCE

Attendance is taken in all homeroom classes every morning by 8:30AM. This is also the time when we get a lunch count (the number of hot lunches we order for the day) It is very important that if your child is tardy and arrives after 8:30AM, **a parent notifies the office immediately** if the student needs a hot lunch ordered for them. Lunch orders are called into the district no later than 9:00AM, orders made after 9:00AM are not guaranteed.

BOMB THREATS

If a student is involved in the making of a bomb, plans for a bomb or a fake bomb, for use at school or at a school activity or while the student is at school or a school activity, s/he will be suspended for ten (10) days, referred to the governing board and recommended for serious disciplinary action and reported to law enforcement for prosecution. The same actions will be taken if a student makes a bomb threat by any means that causes a disruption.

(1) It is unlawful for any person to make a false report, with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, other deadly explosive, or weapon of mass destruction as defined in s. 790.166, or concerning any act of arson or other violence to property owned by the state or any political subdivision. Any person violating this subsection commits a felony of the second degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

BOARD MEETINGS

Athenian Academy Board meetings are held at the school on the third Monday of each month. Board meeting times vary depending upon the availability of the board members. Meetings are open to the public. Meetings times will be posted at the school and whenever possible, posted on the school's website and PTA Face book page at least 48 hours prior to the meeting.

Sunshine Law:

Florida's Government in the Sunshine Law, s. 286.011, F.S., commonly referred to as the Sunshine Law, and provides a right of access to governmental proceedings of public boards or commissions at both the state and local levels. The law is equally applicable to elected and appointed boards, and applies to any gathering of two or more members of the same board to discuss some matter which will foresee ably come before that board for action. Members-elect to such boards or commissions are also subject to the

Sunshine Law, even though they have not yet taken office. There are three basic requirements of s.286.011, F.S.:

- (1) Meetings of public boards or commissions must be open to the public;
- (2) Reasonable notice of such meetings must be given; and
- (3) minutes of the meetings must be taken and promptly recorded.

BUILDING AND ROOM REGULATIONS

Students are expected to respect school property at all times. Part of respecting school property is being responsible for picking up after them. Students are expected to clean up their area by picking up loose paper or items off the floor, keeping books and personal belongings neatly stored in the appropriate, designated area, and when age appropriate, assisting with clean up of accidental food items fallen to the floor or liquid spills.

Vandalism is against the law. Any student caught intentionally vandalizing school property may be prosecuted and the parents will be responsible for restitution and replacement of damaged property.

Criminal Mischief

Most acts of vandalism, including graffiti, fall under the heading of criminal mischief. Damages of \$200 or less are classified as a second-degree misdemeanor, which can carry a sentence of up to 60 days in prison, unless the damage was inflicted upon a religious facility or other place of worship, in which case the classification is a third-degree felony, carrying a maximum sentence of five years in prison. Property damage between \$200 and \$1,000 is a first-degree misdemeanor, which may result in up to one year in prison. If damages exceed \$1,000, this is a third-degree felony. Placing any item on a railroad track or otherwise hindering railroad operation is classified as a third-degree felony. Graffiti carries monetary fines of \$250 for a first offense, \$500 for second and \$1,000 if it is a third or greater conviction. All graffiti convictions result in at least 40 hours of community service. Minors of driving age may have their driver's licenses revoked for up to one year.



What Bully Behavior IS

Bullying is the use of force, threat, or coercion to abuse, intimidates, or aggressively impose domination over others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion, and such acts may be directed repeatedly towards particular targets. Justifications and rationalizations for such behavior sometimes include differences of class, race, religion, gender, sexuality, appearance, behavior, body language, personality, reputation, lineage, strength, size or ability.

Athenian Academy takes true cases of bullying seriously; the school has a zero tolerance bully policy. Proven cases of bullying can result in referral to the governing board for serious disciplinary action.

Athenian Academy is required by law to report documented cases of bullying to The State of Florida through an online data base. Reports of bullying immediately become a part of the student's permanent school record. In addition, there are potential serious legal ramifications for true bully behavior.



What Bully Behavior is NOT

When it comes to bullying, no one would disagree that bullying behavior is unkind. But, did you know that not every unkind behavior is bullying?

In fact, kids, especially young kids, are still learning how emotions work and how people get along with others. They need parents, teachers and other adults to show them how to be kinder, how to resolve conflicts, how to be inclusive and how to grow into responsible adults. Immediately labeling them a bully doesn't help them grow and learn.

Remember there will be times when kids will do or say something that is hurtful. Although being unkind should never be ignored, be careful not to lump all inappropriate behavior into bullying. Instead, try to distinguish between hurtful or unkind behavior and bullying behavior.

Here are some examples of what is not considered bullying:

Expressing Negative Thoughts and Feelings

Children, especially elementary school children, often are very open and honest with their thoughts and feelings. And although it may be uncomfortable for another child to hear what another person thinks, it is not always bullying to share thoughts and feelings.

Being Left Out

Remember, it is natural for kids to be close friends with certain people and want to spend time with them. Although children should be friendly and kind toward everyone, it's unrealistic to expect them to be close friends with every child they know.

It's also normal that a child won't be invited to every function or event. There will be times when they are left off the guest list for birthday parties, outings and play dates. This is not the same thing as ostracizing behavior.

Experiencing Conflict

It's a known fact that kids will bicker and fight. In fact, conflict is a very normal part of growing up. The key is that children learn how to solve their problems peacefully and respectfully.

A fight or a disagreement does not represent bullying – even when unkind things are said. Remember, bullying is about a lack of power. A spat or disagreement is not bullying.

Teasing

Most children have been teased by a friend or a sibling in a playful, friendly or mutual way. They both laugh and no one's feelings get hurt. Teasing is not bullying as long as both kids find it funny. But when teasing becomes cruel, unkind and repetitive, it crosses the line into bullying.

Joking and teasing becomes bullying when there is a conscious decision to hurt another person. For instance, making demeaning comments, name-calling, spreading rumors and making threats all constitute bullying.

Not Playing Fair

All children, at one point or another, will want to play a game according to their "rules." To their friends, they may even appear "bossy." Although playing with someone like this can be unpleasant, it is important to remember that kids are still learning how to play fair.

Instead, they need an adult to help them learn how to take turns and how to cooperate with others. If your children have bossy friends, teach them how to respond to the bossy behavior. For example, your child could say: "Let's play your way, the first time. Then, let's try my way."

Remember, wanting games to be played a certain way is not bullying. Only when a child begins to consistently threaten other kids or physically hurt them when things don't go his way does it start to become bullying.

Learning to be kind is a process. But with guidance children can get rid of inappropriate and unkind behaviors and learn how to interact with others around them without wearing the label of bully.

Students should immediately report unkind behavior to their teacher or school leader. Unkind behavior will be investigated and appropriate school consequences will be issued to the offending student.

If a student feels they are being bullied; they should discuss it with their parents to determine if it is a true case of bullying. If after having a discussion with your child parents believe their child is being bullied, it should be immediately reported to the administration.



BUS

Parents are responsible for their child's behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if a student is at the bus stop and violates the school rules, the school can still discipline the student for his/her behavior. Students are to be on time and stand off the roadway. An adult must be present at the bus stop when children are dropped

off unless the school has written permission to walk home alone from the bus stop. If no written permission is on file, the bus driver will take your child back to school and you will be responsible to pick them up as soon as the bus arrives back at the school upon completion of the bus route.

Athenian Academy seeks to ensure the safety of all students who ride buses and staff who operate them. Unauthorized individuals including, but not limited to: parents, students, and siblings may not board a school bus or attempt to conference with a bus driver or authorized rider, while en route to or from

school. Any concerns related to transportation should be communicated to the Sarah Wagner or the administration.

If a student causes any damage to the bus or another vehicle, the student's parent will be responsible to pay for the damage. A student can be disciplined for doing anything at the bus stop that s/he can be disciplined for if they did that same thing at school.

Things a Student Cannot Bring on the Bus

- Sharp objects
- Bats
- Roller skates
- Skateboards
- Cutting instruments of any kind
- Any large or bulky item that interferes with proper seating of students
- Any animal

BUS (Rules)

The bus driver is in charge and the student must obey the driver at all times. The student can be disciplined if s/he does not follow all school rules and the following special rules:

- Sit in the student's assigned seat and use the seat belt if available
- Stay seated at all times while the bus is in motion
- Do not put any part of a student's body outside the bus windows
- Do not distract the driver with loud conversation or noises
- Do not eat or drink on the bus
- Maintain absolute silence at all times when the overhead dome lights are on for railroad crossings
- Do not throw any items on the bus or out of the bus windows
- Do not mark, cut or damage bus seats or the bus itself
- Do not display signs from the bus
- Do not use obscene language or gestures

BUS (Discipline)

If a student misbehaves, s/he may be removed from the bus. If a student commits minor infractions, the school bus driver has the authority to address his/her behavior.

If a student causes repeated problems on the bus by doing something the bus driver considers a more

serious rule violation, the bus driver will report the student to the school office. The bus driver will give the school a written referral about what the student did.

School administrators can take any of the following disciplinary steps against a student for misbehaving at a bus stop or on a bus, and will notify the student's parents:

- Warn the student that his/her behavior is not allowed and if repeated, may result in further discipline as well as suspension of his/her bus riding privilege.
- Discipline the student the same as if s/he had misbehaved at school (detention, in school, suspension, out of school suspension etc).
- Suspend the student from riding the bus. The student can be suspended for up to ten (10) days
- Revoke the student's privileges from riding a school bus if previous discipline has not worked or if s/he commits a serious offense.

CALENDAR

A calendar is attached to this handbook. An updated calendar is sent home after the students return from winter break.

CELL PHONES and ELECTRONICS

Students are permitted to bring cell phones and electronics to school however, **recreational use during school hours is prohibited**. Students may use electronics in the classroom under the direct supervision of the teacher and for specific purposes related to the curriculum. Students are not permitted to use electronics during school hours without the teacher or administration's permission.

Telephones are located in every classroom and administrative offices. **Students are not permitted to use cell phones for personal business during school hours** and are expected to ask permission to use a classroom or office telephone for any necessary telephone call during school hours.

Parents are asked to support this policy by refraining from sending text messages or calls to your child on their cell phone during school hours. Violation of the school electronic policy will result in the confiscation of the electronic device. Confiscated devices will be held by administration until a parent comes to the school to retrieve them.

Students who brings a cellular telephone or other electronic device to school does so at his/her own risk. The student who possesses a cellular telephone or other electronic device is responsible for its care. The School staff is not responsible for preventing theft, loss, damage, or vandalism to cellular telephones or other electronic devices brought onto school property, including any electronic devices confiscated due to inappropriate use. Students using electronics are required to have parent permission an sign an "acceptable use policy".

CHEATING

Cheating (teacher will record a "zero" for each act of cheating)

CHEWING GUM

Students are not permitted to chew gum at school. Please make sure that students dispose of chewing gum prior to entering the school building.



CHILD ABUSE

Child abuse is the physical, sexual or emotional maltreatment or neglect of a child or children. Child abuse can occur in a child's home, or in the organizations, schools or communities the child interacts with. There are four major categories of child abuse: neglect, physical abuse, psychological or emotional abuse, and sexual abuse.

To comply with appropriate Florida law which makes mandatory the reporting of child abuse, abandonment, and/or child neglect; teachers or other school employees of Athenian Academy who knows or has reasonable cause to suspect that a child has been subject to abuse, abandonment or neglect will immediately without notice to the parents will report such knowledge or suspicion to the Pinellas County Sheriff's department. In addition, concern that a child has been sexually or physically abused by a person who is not a parent, legal custodian, caregiver, or other person responsible for a child's welfare shall be reported to law enforcement immediately.

Parents need to understand that Florida law states : a person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the first degree.

School employees will not make judgment calls in regard to suspected child abuse. We understand that in the majority of reported cases, qualified investigators find no evidence of child abuse or neglect however; the school will always error on side of caution in an effort to prevent possible harm to a child. We understand that the report of suspected child abuse or neglect can cause disruption and embarrassment to parents and do not take our reporting obligations lightly.

CLASSROOM VISITS

Parents are welcome at Athenian Academy. We want you to participate in your child's education as much as possible and you are encouraged to volunteer a minimum of 20 hours per school year. Following a few guidelines and safety measures will make your visits to the school a pleasant experience for you and your child. All visitors to the school are required to sign in at the front office, present a valid form of identification and acquire a visitor's badge. For the safety of our students, adults will not be permitted to access the main classroom area without a visitor's badge. Visitor's badges are required anytime you come to the school and plan to access the main classroom area.

Exceptions to this rule are:

1. **On the FIRST DAY of school** at morning drop off; additional staff members are posted around the school to monitor extra parent traffic. We allow parents to walk their children to class the first day of school without a visitor badge. Beginning the second day of school, parents will not be permitted to access the main classroom building for purposes of walking their child to the classroom unless they have obtained a visitors badge and only for special circumstances. This is a safety measure to protect our students. Understandably, it is not possible for all staff members to recognize all of our parents, therefore this policy will be strictly enforced and your cooperation is expected and appreciated.

2. **Assemblies and Cultural Programs;** parents are not required to sign in or wear a visitor badge if attending a program in the auditorium.. Parents are asked to use the auditorium doors and proceed directly to a seat. Special programs will not be held in the main classroom building, therefore, parents will not be permitted to gain access to the main building in relationship to attending a special event being held in the auditorium.

Please note that if a special event is being held in the classroom, parents ARE required to sign in and acquire a visitor's badge before proceeding to the classroom.

CLASSROOM AND FIELD TRIP CHAPERONES

Recent laws require parent volunteers to complete a volunteer form, authorizing a criminal background check. Volunteer forms are available in the front office. In addition to the criminal background check, parents are required to be fingerprinted. Once both the criminal background check and your fingerprints have cleared, you will be qualified as a LEVEL II Parent volunteer. As a level II volunteer you are legally permitted to supervise children in the absence of a school employee. To obtain specific information regarding this process, and LEVEL I volunteer screening, not requiring fingerprinting, please contact Penny Diamantakos, our volunteer coordinator.

Please note that ONLY cleared, fingerprinted and background checked volunteers are permitted to work with students one on one, drive or supervise students on a field trip, supervise students during special school related assemblies or programs and any other time when there is any possibility that the teacher or school staff member does not have direct vision of the students.

CODE OF CONDUCT

Athenian Academy will adhere to the applicable policies of Sponsors Student Code of Conduct. Athenian Academy is governed by the governing board of directors and operates under the authority of its charter and the Florida Statues 1002.33



COMPUTER USE

Technology is becoming a prevalent part of our daily lives. Athenian Academy has a new state of the art, 64 station computer lab on the second floor of the main classroom building as well as computer centers in the primary classrooms. Students in all grade levels are exposed to computers for testing, they are used for additional curriculum tools, research, and various projects throughout the year. Safeguards and blocking software is placed on our computers for security purposes and in an effort to protect our students from objectionable internet content. Students are closely supervised when using school computers however, if in the event a student intentionally misuses, modifies or damages our computers, they will be issued a (3) day suspension. In addition, the parent will be held financially responsible for any permanent damage to our equipment. Parents and students are required to sign an "acceptable use policy" and follow the guidelines for proper use of the school's computer equipment and technology.

Please Communicate with us

CONFERENCES

Teachers will contact parents any time there is a problem with a student whether it is academic, social, or behavioral. We understand that parents want to know how their child is doing at school. We will make every effort to maintain frequent parent contact to keep you informed and strengthen the relationship between the school and home. Positive calls home will be made as well, we want you to know when your child deserves special recognition. We understand that parents do not like surprises, we will attempt to contact before progress or report cards come out if there is a problem. Teachers will make it their goal to contact 100% of the parents by telephone or email at least four times during the year.

In addition to frequent email or telephone communication, the school holds school wide parent teacher conference days for all grade levels. An invitation to attend a conference will be sent home with your child and we strongly encourage attending the face to face school wide conference days. School wide conference days are listed on the school calendar. Please check the calendar in the event you have not received an invitation to a conference.

CONFIDENTIALITY

Athenian Academy respects your right to privacy and we ask that both students and parents respect the privacy rights of others.

The school will not reveal confidential information regarding students or parents as follows:

1. Address and telephone information will not be released without parent permission
2. Forms involving accidents or discipline will only include the name of your child; offending names or information regarding other students involved in an accident will not be revealed.
3. Personal contact information for staff members will not be given without their permission; parents may contact staff members at school (727-298-2718) during school hours by leaving a message for them with the front office. School email addresses are provided to parents for all Athenian Academy staff members.
4. School staff will not reveal any information of a personal nature, medical, social or psychological nature without parent permission or a legal obligation for the safety or well-being of a student
5. Please do not hold personal conversations with anyone where a student may overhear it

CORPORAL PUNISHMENT

The use of corporal punishment is prohibited. However, school personnel may use reasonable force to maintain a safe and orderly learning environment. The prohibition against the use of corporal Punishment also extends to parents or guardians on school grounds.

DETENTION

Detention is assigned by the administration and is held on Wednesday afternoon between 3:15PM and 3:55PM. If a student is assigned to detention, parents will be notified in writing on a sign and return form. Parents are responsible for the transportation of a student assigned to detention. **Students must serve the detention when it is assigned and failure to serve the assigned detention will result in an automatic (1) day in school suspension.**

DISCIPLINE

Students are expected to demonstrate appropriate behavior to maintain a safe and productive learning environment. The school follows an age appropriate, school wide, classroom management plan. The school wide plan is designed for minor classroom issues; they maintain order by holding students accountable for their own behavior. In addition, they teach children appropriate boundaries for social interaction, cooperative learning and ensure a safe classroom environment.

The goal of discipline is to train children to respect boundaries to avoid negative consequences by monitoring and regulating their own behavior. At Athenian Academy, we firmly believe in rewarding students for following the rules and demonstrating appropriate behavior. We want students to enjoy their school day experience and rather than forcing appropriate behavior, we choose to "motivate" appropriate behavior.

2015-2016 Athenian Academy Behavior Motivation Plan **KINDERGARTEN- GRADE 4**

On Monday morning the words FANTASTIC FRIDAY will be written on the classroom white board. The class will work as a team to follow the classroom rules:

Kindergarten – Grade 4 CLASSROOM Rules

Respect yourself, your classmates and your classroom environment.

Raise your hand before speaking when directed

Stay in your seat when directed

Follow Directions

Clean up your own area

Keep hands and feet to yourself

Make Good Choices

When a student in the **classroom** breaks one of the rules listed above, a letter will be removed from the words FANTASTIC FRIDAY. **The group goal, working as a classroom team**, is to have at least (1) letter of the words remaining on the board on Friday at 2PM. If (1) or more letters remain, the class will be rewarded with a predetermined fun activity the last 30 minutes of the day every Friday. The activity will be drawn by a student on Monday morning and written on the board so the class knows the goal they are working toward that week. If no letters from the words FANTASTIC FRIDAY remain on the board at 2PM on Friday, the

class will put their heads down and sit silently or read a book silently for the last 30 minutes of the day on Friday. The schedule has been designed to accommodate FANTASTIC FRIDAY events.

FANTASTIC FRIDAY ACTIVITIES

Popcorn Party	Homework Pass & Free Time
Free Time (inside)	Classroom Dress Down Day (Free) & Free Time
Free Time (outside)	(3) Extra Pride Tokens for each student in the class & Free Time
Computer Time	Student "Choice" activities
Board Games	Art Activities
Music Activities	Teachers, Parents and Students may suggest additions to this list

Kindergarten-Grade 4 INDIVIDUAL Student Rules

On Monday morning, every student will be given (5) Pride Tokens. Teachers of the younger students will keep tokens in the token pocket chart so the little ones don't lose them throughout the week. When one of the individual student rules is broken, the student will give up (1) token per infraction. Students will need at least (1) token to use the slide on the classes designated day or time. If the student has no token, they may not use the slide until they have earned the token to ride. Students may also "save" tokens from week to week for purchases from the School Store or Homework Passes. K-4 Tokens will be color coded and are non-transferable.

Be Responsible for your own actions.

- The planner is signed by an adult every day
- Class work and Homework is completed and turned in on time
- Arrive to class on time
- Wear the proper uniform
- Be Honest in all matters and make good choices
- Use respectful words at all times

This plan will be used by all teachers except PE teachers, serving students in Grades K-4, including Greek and Spanish.

Please Note* this plan will eliminate and replace color charts, number charts, communication logs, and/or any other previously used classroom behavior plans.

Physical Education Rules for Kindergarten-Grade 4

- Students will participate in all activities to the best of their ability
- Students will follow directions
- Students will not break physical contact policies
- Students will use respectful words and tone of voice with adults and classmates
- Students will demonstrate good sportsmanship
- Students will stay with their group as directed

- Physical Education Coaches will inform the classroom teacher if a PE rule is broken and the student will forfeit (1) Pride token for each infraction.

GOLDEN TOKENS

- Administration ONLY may award a PRIDE Token to any K-4 student at random for:
- Acts of Kindness
- Going out of the way to be helpful
- Volunteering to be of some sort of service to another student or adult
- Demonstrations of respect above the normal expectations
- Any "Caught you doing good" act from a student

Office Referrals

If in the event a student has lost all of their tokens and then has an additional rule infraction, teachers are to write a referral and send the student to the Assistant School Leader. The Assistant School Leader will review the cause for the referral and act within her parameters by issuing appropriate discipline or will refer the student to The School Leader for further action.

If a student breaks school policy in regard to:

- Bullying
- Physical Contact (Fighting)
- Illegal Substance
- Weapons
- Profanity
- Cheating

Teachers are to immediately write a referral and send the students to the appropriate administrator. All other cases of infractions are covered within the parameters of classroom and individual student behavior.

This new plan focuses on both individual behaviors and the teamwork concepts in the classroom. In addition, this plan offers more immediate rewards and consequences.

The success of the plan is determined by the following:

Enthusiasm: This plan is an enthusiastic approach to motivate positive behavior results.

Complete Cooperation: Everyone being on the same page, doing the same thing, school wide eliminates confusion regardless of the teacher or assigned classroom.

Consistency: It is really simple, these are the rules, these are the rewards, and these are the consequences. There is little to no room for confusion by the students or the parents.

Reasonable Expectations: Everything is reasonable and predictable

Teachers who "take the attendance" in the morning are the teachers considered the homeroom teachers and FANTASTIC FRIDAY events will be held with the homeroom teachers in the homeroom class.

Grade 3 & 4 are unique because there are groups of students traveling to and from classes however, because the rules and the consequences are the same no matter what classroom the student is in, it should not be an issue. The students learn to work together as a *grade level, not as individual classes when they move from room to room.*

3R's MODIFIED

The former 3R club concept has been eliminated. There will no longer be monthly celebrations however, a 3R special event will be planned after each report card period. Students will be required to save a predetermined number of tokens if they want to attend the 3R event.

PLANNERS and PARENTS K-4 Parents will be informed in the planner on Friday if a student ended the week with ZERO Pride Tokens. In extreme cases where a student forfeits all of their tokens in the same day, parents should be informed and a conference will be planned to avoid future misbehavior.

Middle School (5th-8th) Behavior Plan Variations

On Monday morning the words **FUN FRIDAY** will be written on each teachers white board for the homerooms only. For example: Mrs. Barber will designate a spot to display the three (3) homerooms that she meets with (two 6th Grade, one 8th Grade class) and 5th grade will display the two (2) homerooms. The class will work as a team to follow the classroom rules:

5th through 8th Grade CLASSROOM Rules

Respect yourself, your classmates and your classroom environment.

- Raise your hand before speaking when directed
- Stay in your seat when directed
- Follow Directions and on task
- Clean up your own area
- Keep hands and feet to yourself
- Make Good Choices

When a student in the **classroom** breaks one of the rules listed above, a letter will be removed from the

words FUN FRIDAY for that homeroom class. **The group goal, working as a classroom team,** is to have at least (1) letter of the words remaining on the board in each of their core subject classes on Friday at 12 PM. If (1) or more letters remain in each of the groups classes, the class will be rewarded with a predetermined fun activity the last 30 minutes of the day every Friday. The activity will be drawn by a student on Monday morning and written on the board so the class knows the goal they are working toward that week. If in any one of the group's core classes, no letters from the words FUN FRIDAY remain on the board at 12 PM on Friday, that class forfeits the FUN FRIDAY activity and class will continue as normal. The schedule has been designed to accommodate FUN FRIDAY events.

Earned ACTIVITIES

Popcorn Party	Homework Pass & Free Time
Free Time (classroom)	Classroom Dress Down Day (Free) & Free Time
Music/Tech free time	(3) Extra Pride Tokens for each student in the class & Free Computer Time
Student "Choice" activities	
Board Games	Teachers, Parents and Students may suggest activities to be added to this list
Art Activities	Music Activity

5th Grade – 8th Grade INDIVIDUAL Student Rules

On Monday morning, every student will be given (5) Pride Tokens. If one of the individual student rules is broken, the student will give up (1) Pride token per infraction. Students will need at least (1) Pride token to use the slide on the classes designated day or time and (3) Pride tokens for student lounge time. Students will be allowed to eat lunch on designated days in the student lounge. If the student has no Pride token, they may not use the slide until they have earned the token to ride. Students may also "save" Pride tokens from week to week in the OLYMPIAN BANK for purchases from the School Store, Homework Passes or other scheduled events that require Pride tokens (3R's). K-4 and 5-8 Tokens will be color coded and are non-transferable.

Be Responsible for your own actions.

- Class work and Homework is completed and turned in on time
- Arrive to class on time
- Wear the proper uniform
- Be Honest in all matters and make good choices
- Use respectful words at all times
- This plan will be used by all teachers except PE teachers, serving students in Grades 5-8

Physical Education Rules for 5th through 8th Grade

- Students will participate in all activities to the best of their ability
- Students will follow directions
- Students will not break physical contact policies
- Students will use respectful words and tone of voice with adults and classmates
- Students will demonstrate good sportsmanship
- Students will stay with their group as directed
- Physical Education Coaches will inform the students homeroom teacher if a PE rule is broken and the student will forfeit (1) Pride token for each infraction.

GOLDEN PRIDE TOKENS

- Administration ONLY may award a Golden PRIDE Token to any K-8 student at random for:
- Acts of Kindness
- Going out of the way to be helpful
- Volunteering to be of some sort of service to another student or adult
- Demonstrations of respect above the normal expectations
- Any "Caught you doing good" act from a student

Office Referrals

If in the event a student has lost all of their tokens and then has an additional rule infraction, teachers are to write a referral and send the student to the Assistant School Leader. The Assistant School Leader will review the cause for the referral and act within her parameters by issuing appropriate discipline or will refer the student to The School Leader for further action.

If a student breaks school policy in regard to:

- Bullying
- Physical Contact (Fighting)
- Illegal Substance
- Weapons
- Profanity
- Cheating

Teachers are to immediately write a referral and send the students to the appropriate administrator. All other cases of infractions are covered within the parameters of classroom and individual student behavior.

PARENTS

Parents will be informed in the planner or on Newschoolnotes.com on Friday if a student ended the week with ZERO Pride Tokens. In extreme cases where a student forfeits all of their tokens in the same day, parents should be informed and a conference will be planned to avoid future misbehavior.



"We're concerned about your son. He's the only one at school who treats everyone with respect."

DISCIPLINE (Administrative):

When behavior at school cannot be handled by the teacher in the classroom, students are referred to the Assistant School Leader, Middle School Dean or School Leader. It is the responsibility of the administrative leadership to uphold the policies of school and ensure a quality learning environment for all students. **Repeated misconduct disrupts the classroom, is unfair to the other students and teacher in the classroom and creates an unsafe or unproductive learning environment.**

Student referrals to the Administrative Leadership are serious. Depending upon the behavior or infraction of a rule or policy, the administration will determine the appropriate consequences including but not limited to: after school detention, in school suspension, out of school suspension or in severe cases, the administrative leadership will call a conference with parents to discuss future options and alternatives. In cases of serious and repeated misconduct, lack of student or parent support and cooperation, both the student and parent(s) will be referred to the governing board to discuss additional, alternate, options.

1003.32 Authority of teacher; responsibility for control of students; district school board

A teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.

(5) If a teacher removes a student from class under subsection (4), the principal may place the student in another appropriate classroom, in in-school suspension, or in a dropout prevention and academic intervention program as provided by s. 1003.53; or the principal may recommend the student for out-of-school suspension or expulsion, as appropriate. The student may be prohibited from attending or participating in school-sponsored or school-related activities.

DOCUMENTS

The majority of the forms we use are sign and return forms. If parents are sent a form requiring a signature, it is critical that the form be signed, dated and returned to school **the following school day or as requested on the form.**





Uniforms are Mandatory

DRESS (Uniforms)

As in the world of work, clean and appropriate clothing and good personal hygiene are expected. A correlation exists between good grooming/personal attire and student achievement. A similar relationship exists between student dress and acceptable standards of conduct. Recognizing these relationships, the following dress practices **ARE REQUIRED IN SCHOOL:**

Parents choosing to enroll their child in Athenian Academy have done so understanding that the school has a uniform policy. Our uniform policy is mandatory and both students and parents are expected to support the uniform policy by strictly adhering to the policy rules. Uniforms are to be purchased according to the school's authorized policies and worn according to the following:

- Uniforms are to be clean and free from rips or holes.
- Uniforms are to be the proper size for your child; they should not be too big or too small.
- Uniform shorts for both girls and boys are to be fingertip length.
- Uniform skirts or jumpers for girls are to be fingertip length.
- Uniforms are to be worn on Monday through Friday with the following exceptions:

Wednesday is Dollar Dress Down Day*

Students are permitted to pay \$1.00 to their classroom teacher and may wear appropriate casual clothing to school. Dollar Dress Down is **completely optional; students not wishing to participate must wear the standard school uniform on Wednesday.**

Friday is School Spirit Day*

Students are permitted to purchase from the school, an authorized school spirit shirt and wear them on Friday. Appropriate casual pants, shorts and jeans may be worn with a Spirit Shirt or Uniform shirt on Friday. **Spirit Day is completely optional and students not wishing to participate must wear the standard uniform on Friday.**



Uniform Policy Violations

- **DRESS (Prohibited):**

- Clothing or uniforms of improper size or length
- Excessively dirty, torn or damaged uniforms
- Jeans or casual clothing except on school designated days
- Multi Color sweaters, jackets or cover ups; outer wear must be (solid color) Royal Blue, Black or White and may not have writing greater than the size of an index card
- Hats inside the school building
- Fashionable clothing with large holes
- Low cut, or revealing clothing including strapless, and spaghetti straps
- Clothing with offensive writing or designs
- Open Toe shoes, beach style flip flops or sandals
- Jeans or casual clothing worn due to cold weather absolutely are not acceptable.
- Clothing with large or concealed pockets

Athenian Academy reserves the right to decide what school appropriate is. Violation of the school uniform policy is prohibited. Consequences for uniform policy violation include but are not limited to:

DRESS (Consequences for violation)

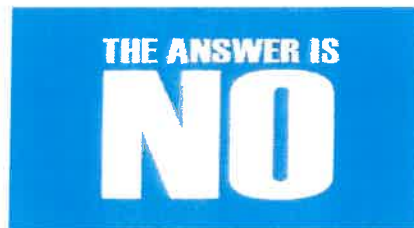
- For a first offense, a student will be given a verbal warning and the school leader (or designee) will call the student's parent or guardian.
- For a second offense, tokens are forfeited and the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school leader (or designee) will meet with the student's parent or guardian.
- For a third or subsequent offense, a student will receive an in-school suspension for a period not to exceed 3 days, the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school leader (or designee) will call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

Wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment not be tolerated.

Appropriate Uniform

DRESS (Appropriate)

- Authorized/Logo school uniform polo shirts in colors of royal blue and light blue K-4, Red and White 5-8 and Black 8th grade only
- Uniform style shorts and pants in colors of navy blue, black and khaki
- Solid color sweaters and jackets and outer wear in colors of navy blue, white and black
- Solid color leggings or tights in colors of royal blue, white or black
- Closed toe shoes.
- Proper undergarments are to be worn at all times
- Hats may be worn during outside P.E.



An Important Note About Jeans and Winter:

DRESS (Cold Weather)

Authorized school uniforms are available for cold weather. Long sleeve shirts and jackets are available for purchase. Parents are expected to be prepared for occasional cold weather and plan ahead by purchasing long pants and outer wear following the school guidelines listed in this handbook. Jeans and other casual long pants are not permitted for cold weather wear. Every year, parents become very upset when the school calls them to come to school and provide "proper uniform pants" for their child on cold days. Please understand and be informed that our school uniform policy does not change on cold weather days.



DISMISSAL:

- Dismissal begins at 3:15PM for all students. The following rules and guidelines apply to dismissal procedure:
- Students who walk or ride a bicycle to or from school must have **written parent permission on file**. This information must be updated at the beginning of each school year and as necessary throughout the school year. **Students will not be permitted to leave campus without written parent permission**
- Parents must provide **written notification** to the school for students who are picked up by off campus after school vans
- Changes to the standard form of student transportation must be submitted to the school **in writing**. Telephone calls are not permitted for transportation changes unless it is an emergency
- Students will only be released to a parent, legal guardian or other individuals listed on emergency contact information cards; **for the safety of our students**, any individual picking up a child may be asked to present proper identification. If proper identification is unavailable or does not match the information on file, the student will be held at school until an authorized individual can be identified.
- Only students assigned to our bus will be allowed to ride the school bus; **seating is not available** for additional students in the case of students visiting each other after school
- Students are not permitted to talk, play with toys, take items out of their back pack or have food during dismissal procedures; classroom consequences are assigned to students failing to follow dismissal procedures designed for safety.
- Parents are not permitted to park and walk to the auditorium to pick up a student during dismissal when the car line is in progress, this causes a dangerous situation for you, your child and school staff members.
- Parents who have after school business are asked to conduct your business after dismissal has been completed or when absolutely necessary, use extreme caution; and park in the lot furthest from the dismissal area and proceed in the safest route to the main classroom building.
- Parents are expected to follow the directions of staff members during dismissal; entering and exiting only in designated areas.
- **Students are not permitted to use cell phones during dismissal without a staff member's permission.**



DISMISSAL (Important Reminders):

- Staff members are required to **follow dismissal guidelines** for the safety of your child
- **All safety** guidelines must be followed
- Parents must **display** the "pick up number" assigned to your child on the car window most visible to staff members when picking up your child in the car circle; signs will be distributed to parents at open house or on the first day of school
- **Please adhere to staff directions** and proceed to the designated pick up space; avoid stopping early and delaying the cars waiting behind you
- Parents **must pick up their children promptly**; habitual late pick up may result in your child being sent to the on sight afterschool program and be held responsible for the associated fees.



DRUGS and ALCOHOL

Violation of school policy in regard to drugs or alcohol will lead to serious disciplinary measures.

A student may not possess illegal drugs (including prescription drugs that are not the student's own) or alcoholic beverages use them or are under the influence of them:

- on school property
- on a school bus or at a bus stop
- at any school activity
- before a student arrives on school grounds
- before a student arrives at any school activity
- on any field trip



EDUCATION

Excellent education is our priority. It is imperative that parents and students follow all school guidelines and policies in an effort to promote a safe and high quality learning environment. In exchange for your support and cooperation, Athenian Academy will provide your child with; a safe learning environment, highly qualified teachers, an interesting education and rigorous curriculum, kind and fair treatment, supportive and understanding staff members and a fun place to learn.

EMAIL

Parents are provided with all school staff email addresses. We encourage you to communicate with us through email when possible. It is difficult and often impossible for teachers to take telephone calls during school hours. Instructional time is protected from interruptions whenever possible by using email as your first form of communication.

Email communication from teachers to parents or students is limited to the authorized school email address and teachers are required to **copy the appropriate administrative supervisor on all parent and student email communication.**

ESE/IEP/504 PLANS

Florida charter school law Section 1002.33 Subsection (10) Eligible students (f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.

FILMS/MOVIES

All films or movies are previewed by the teacher. Movies/films should reflect the curriculum unless special permission is granted by the school leader. In general, only movies with "G" ratings should be shown. If a film is rated PG or PG 13 parents will be notified and a permission slip will be sent home. This policy also applies to afterschool and PTA sponsored activities.

EMERGENCY PROCEDURES DRILLS

Students are required to participate in emergency drills and are expected to follow all directions. Students are trained to follow proper procedure. The drills are as follows:

Lockdown:

Under no circumstances will anyone be allowed to enter or leave the school campus during a lockdown until authorized by administration.,

Tornado/Hurricane and Fire

FUNDRAISING

The school and PTA hold fundraisers throughout the school year. Participation in fundraisers is optional however much appreciated.

GIFTED PROGRAM

The School offers gifted classes for all qualified students a half day each week. A list of these students will be distributed to the staff. Students will not be held responsible for any work missed in classes on days they attend gifted class. If you would like a student to be tested for gifted classes, please see the gifted teacher (Eileen Hickman)

GRADES (Portal)

The teacher's grading system will be explained to students and parents. It is important to remember student grades and attendance can be accessed by parents via portal. Parents and students are required to have a portal account. A portal account requires a user name and password. Please see the administrative staff for assisting you in setting up your portal account.

GRADES (Scale)

All grades are recorded in Focus.pcsb.org utilizing the **POINT** system.

Factors used to determine student grades must include the following items

- | | | |
|-------|----------------------|--|
| • 30% | Tests/Projects | A minimum of 3 grades per marking period |
| • 25% | Quizzes | A minimum of 3 grades per marking period |
| • 25% | Homework/Class work | A minimum of 3 grades per marking period |
| • 20% | Participation/Effort | A minimum of 1 grades per week |



GRADES: (Report Cards)

The school will use (4) report card periods. Progress reports and Report card dates are listed on the school wide calendar. If you have not received your child's report card according to the date listed on the calendar, please contact the school.

Recording Grades

- Teachers will maintain a record of each student's work, progress, and attendance on a daily basis in Focus.
- Teachers must assess a variety of student performances such as written assignments, homework, projects, classroom participation/class work, quizzes, tests, and end of quarter/course

examinations. Teachers should consider such factors as preparation, daily work habits, quality, and completeness of assignments in evaluating student performance.

- Teachers must record a minimum of two grades per week in Focus; more than two is highly recommended. If a class meets once per week then only one grade per week minimum is required.
- Teachers must return graded papers and assignments in order to provide on-going, timely feedback to students and parents. A portfolio assessment of each student's work is required as additional documentation of student performance to be kept in each classroom.
- Teachers will grade and give a score for all student assignments.

A student will receive a failing grade for assignments, tests, or quizzes when the following occurs:

- A student has cheated on a test, quiz, or assigned project.
- A student fails to produce work within an assigned timeframe.
- A student who has been lawfully absent fails to produce make-up work in a reasonable timeframe.
- A student has been unlawfully absent.
- A student does not demonstrate satisfactory progress at the level of instruction indicated (below 60%).
- If a student does zero work on the task/assessment, the teacher will assign a zero. If a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign a zero. This does not preclude teachers from giving daily markdowns to give students every opportunity to complete an assignment before giving a zero for the assignment.

Please remember that teachers do not "give grades" to students; Students "earn the grades" that are recorded.



GRIEVANCE PROCEDURES (How a student can resolve a problem)

If parents or students have a problem with a teacher or an administrator, or disagrees with their decision on some matter other than detentions or suspensions, they are encouraged to attempt to solve the problem or disagreement directly with the teacher or administrator. Decisions involving detentions and suspensions are at the sole discretion of the administration.

- The student should first talk courteously to the teacher or administrator to attempt to solve the problem. This should be done outside of regular class time
- If the student does not believe the problem has been solved after talking with the teacher the student should speak to the school leader or may describe the problem in writing and give it to the school leader within three (3) school days of when the problem occurred.
- The administration will investigate the student's problem and give the student a decision on how she will resolve the problem.
- If a student is not satisfied with the way that the administration has resolved the problem, the student may request a conference with the parents and school leader or other administrative leader.
- If the student's problem originally was with the administrative leadership and the student does not believe the problem was solved after talking with them, the parent may submit a written statement to the Athenian Academy Governing Board to seek a resolution.

GUNS

Any student who brings a gun to school, to any school function, or on any school-sponsored transportation, or any student who possesses or exhibits a gun at school, at any school function, or on any School-sponsored transportation may be suspended for a minimum of ten (10) days and a conference will be called with parents, leadership and governing board to discuss options and alternatives.

790.115 Possessing or discharging weapons or firearms at a school-sponsored event or on school property prohibited; penalties; exceptions.—

For the purposes of this section, "school" means any preschool, elementary school, middle school, junior high school, secondary school, career center, or postsecondary school, whether public or nonpublic.

(b) A person who willfully and knowingly possesses any electric weapon or device, destructive device, or other weapon as defined in s. 790.001(13), including a razor blade or box cutter, except as authorized in support of school-sanctioned activities, in violation of this subsection commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(c)1. A person who willfully and knowingly possesses any firearm in violation of this subsection commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084

HALL PASSES

The teacher is responsible to see students do not leave class without permission. It will be assumed students unaccompanied by an adult or without a hall pass have left your supervision without adult knowledge and they will be sent to the teacher for a written explanation. With the exception of older students, a buddy system will be used for safety. Students in grades 5-8th MUST have a hall pass when unaccompanied by an adult.

HARRASSMENT

It is the policy of Athenian Academy that all of its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment of any kind. The School will not tolerate harassment of any type. 1006.147 Bullying and harassment prohibited.

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

- Places a student or employee in reasonable fear of harm to his/her person or damage to his/her property
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits
- Has the effect of substantially disrupting the orderly operation of a school.



HOMEWORK

Teachers will decide on a reasonable amount of homework to assign students and only when designed for reinforcement or practice of instruction. Homework is never assigned to introduce a new concept. Homework should enhance the lessons in the classroom, and be given for a specific reason. When homework is assigned, students are expected to complete it and turn it in to the teacher as directed.

Make-up work will generally be assigned after the student is absent from school. Students will have one day for each day of absence to complete the work, unless there are extenuating circumstances. It is the administration's belief homework not be assigned for completion during school holidays and/or long weekends, as this is family time. There is also a school wide no homework policy in effect during statewide assessments. This includes all grade levels to accommodate siblings of testing students.



HOURS AND TIMES

Morning Before Care:	7:00AM-8:10AM
Administration:	8:00AM-4:00PM
Student:	8:15AM-3:15PM
Morning Team Staff	7:45AM-3:30PM
Afternoon Team Staff	8:00AM-3:45PM

LOST AND FOUND

Coats, jackets, other clothing, and lunch boxes misplaced will be turned into the office. Cell phones, other electronic equipment, purses, and jewelry will be kept in the office. Please write student names on all possessions, and to keep a close eye on them.



LUNCH

The Athenian Academy participates in the National School Lunch/School Breakfast Program. Nutritious meals are served every school day. All meals served must meet patterns established by the U.S. Dept. of Agriculture.

Students may qualify for free or reduced-price meals. One family application must be submitted each year listing every child in the family. Applications are available throughout the school year from the school. Questions regarding free and reduced-priced meals should be directed to the food service the office. Lunch monies can be prepaid and put into your child's account online through your parent portal account. If a student has special dietary needs, please let the office know.

Students are also permitted to bring a packed lunch from home. We appreciate your cooperation with sending only nutritious lunch items that can be easily opened by your child and do not require heating. We apologize for the inconvenience; microwave and refrigeration services are not available. We request that parents avoid sending excess amounts of high sugar items for snacks and lunches. Please join the school in encouraging healthy eating habits.

Soda decaffeinated or otherwise is not allowed on a daily basis however, on special occasions and for celebrations, parents may treat their children with items that are otherwise discouraged.

LUNCH (Conduct)

Appropriate conduct is expected in the lunchroom. We serve a large amount of students in a short period of time and understandably, it becomes loud and noisy. By following a few simple guidelines, lunchtime will be an enjoyable break in the school day.

- Follow the directions of staff members when proceeding through the hot lunch line. Sit in your assigned area and raise your hand if you need assistance.
- Once seated, do not leave your seat without permission; students are required to take a pass if they need to use the restroom during lunch.
- Do not bring non-food items to the lunchroom.
- Use indoor voices at all times.
- Clean up your area and throw your trash away in the appropriate containers.
- Use walking feet at all times.

If the lunchroom becomes too loud it can be dangerous; staff members are busy assisting students and should a student become ill or choke, excessive noise may prevent a staff member to respond quickly. Cafeteria staff participates in the school wide behavior motivation plan and in addition, have special rewards for consistent, appropriate lunchroom behavior.



MONEY

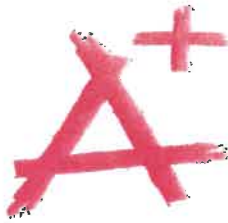
All money received by clubs, classes, or any organization under the direction of the school is classified as school money according to law and must be accounted for within the school bookkeeping system. Students should not bring money to school unless it is a small amount and for designated purposes. All money sent to school for field trips, fundraisers etc. should be turned into the classroom teacher according to the instructions for the particular event. **The Athenian Academy cannot be responsible for lost or stolen money.**

PARENT CONTACT

Teachers are to make contact with parents every few weeks, and record the communication in their communication log. This documentation is needed to avoid misunderstandings in communication. Teachers and parents are very busy, it is our policy to keep constant contact with our families however, if you are not hearing from us frequently, please feel free to contact us anytime.

PARENT CONTACT (PART II)

- Parents are encouraged to maintain communication with the school through the following avenues:
- Website: athenianacademy.org
- Email: School Staff Emails are provided for all parents
- Portal: All parents are required to have a portal account
- Student Planner
- **Please note* communication with parents or students through personal email or social media is forbidden during the school year with the exception of the PTA Face book page**
- To avoid interruption of instruction, telephone calls will not be transferred to teachers while students are present in the classroom.
- PTA Face Book Page- this page is for general information and is not intended for individual concerns



MIDDLE SCHOOL COURSE REQUIREMENTS

Athenian Academy follows applicable policies of PCSB in regard to student progression.

The basic course requirements are listed below for middle school student progression. Students must pass all twelve (12) of these courses or higher level courses:

- Language Arts: Grades 6, 7, 8
- Mathematics: Grades 6, 7, 8
- Science: Grades 6, 7, 8
- Social Studies: Grades 6, 7, 8

MIDDLE SCHOOL GRADES

The grading system and interpretation of letter grades used in middle and high school shall be as follows:

A = 4 grade points	(90%-100%) (Outstanding progress)
B = 3 grade points	(80%-89%) (Above average progress)
C = 2 grade points	(70%-79%) (Average progress)
D = 1 grade point	(60%-69%) (Lowest acceptable progress)
F = 0 grade points	(0-59%) (Failure)
I = 0 grade points	(Incomplete)

GRADE: (Final Computation)

The four (4) quarter marking period grades shall be used to formulate the final grade for the yearlong course. In the case of semester courses, the two (2) quarter marking period grades will be used to determine the final grade. Final grades are computed by summing the grade point value (A=4, B=3, C=2, D=1, F and I=0) for each grade and dividing by the number of grades. The resulting final grade average is converted to a letter grade based on the scale below:

A =	3.5 - 4
B =	2.5 - 3.5
C =	1.5 - 2.5
D =	.5 - 1.5
F =	0 - .5

Additional Requirements

Physical education is required in grades 6, 7, and 8 for a minimum of one (1) semester. Any student having written parental consent or who is enrolled in a remedial class may be exempt from the physical education requirement.

Health is required in grades 6- 8th

MIDDLE SCHOOL PROMOTION

For promotion to high school, an eighth grade student must successfully complete three (3) courses in Language Arts, three (3) courses in Science, three (3) courses in Social Studies, and three (3) distinct courses in Math.

All courses must be at the middle school level or higher. To be considered for promotion, an eighth grade student must also successfully complete a career planning course (currently embedded in US History and Adv. US History) or career themed course and a personalized academic and career plan.

The promotion of a student from a regular middle school to high school is also based upon successful completion of all state required mandates.

8th Grade Graduation

8th grade students must successfully complete all middle school course requirements to be eligible for graduation and promotion to 9th grade. If an 8th grade student is in danger of failure of a core academic, required for promotion, we will follow the procedure listed below:

- Mid-way through the 4th grading period, parents will receive a certified letter informing them of the student's possible failure.
- Upon receipt of the letter, parents should immediately contact the teacher and set up a conference.
- During the conference, parents will be given information on course recovery options through Florida Virtual School.
- It is the student and parent's responsibility to contact FLVS and enroll the student in the class that is required for promotion.
- Please note that FLVS credit recovery classes cannot be completed in time for graduation, making the student ineligible for the following:
- Graduation Field Trip
- Commencement
- Special Commencement Activities
- Return to Athenian Academy to repeat failed courses; students may not repeat grade 8 at Athenian Academy.

It is important to note that there should be no surprises regarding danger of failing a core academic. Throughout the entire school year, teachers send home a notice to the parent anytime a student falls below a C average in any class. In addition, parents are required to have an active portal/focus account, giving parents the opportunity to track student grades on a frequent basis. Additional safeguards are attending scheduled parent/teacher conferences and frequent contact with the teacher(s).

Parent Responsibilities

Athenian Academy school staff and parents must work together in order to maximize a student's success at school. The school commits to working with and supporting families and the school needs parents to work with and support the school.

- Get to know the people at their child's school by going to teacher conferences and school-parent activities like PTA meetings.
- The parent must complete the clinic card annually. Promptly notify your child's school of any change in your telephone numbers, including home phone, cell phone, work phone, emergency contact number, or home address.
- Understand and support the rules of this handbook and talk to their child about them
- Teach their child to dress neatly and appropriately in school uniform.
- Make sure their child arrives at school on time every day.
- Will not leave their child at school more than thirty (30) minutes after school is dismissed unless the parent has made special arrangements with a teacher, administrator, or a before/after school care program. Supervision will not be provided beyond that time. This also includes school activities outside the regular school day.
- Contact the school within forty-eight (48) hours after their child is absent to tell them the reason for that absence.
- Tell the school if there is a change in residence or custody of the student.
- Work with school staff members to solve any discipline or problems. The parent should let the school know if something has happened at home that could affect how their child does in school.
- Present a photo ID and sign in at the office upon entering the school while school is in session.

When parents are divorced or separated, both parents have full rights to participate in the child's school activities and know what is happening at school unless there is a court order limiting that access. If such an order exists then the school leader must have a certified copy.

Parent Rights

- You have a right to look at your school records. To look at your records you should give the school leader a written request listing the records that you want to see.
- You have a right to request changes in your school records if you believe the records are inaccurate, misleading, or that they violate your privacy rights. If you want to change your records you should tell the school leader in writing what you want changed and why you think it ought to be changed. If the school leader agrees with you, your records will be changed.
- Your consent is required before others may see your school records; however the law authorizes some people to see your records without your consent. One example is a school official with a legitimate educational interest in the record. A school official includes an administrator, attorney, supervisor, instructor, or support staff member; adult school volunteer; and a person or company with whom the Athenian Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- You have a right to file a complaint with the U.S. Department of Education if you believe the school has violated any of your rights with respect to school records.
- Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access to school records.

Absolutely Not Tolerated

Athenian Academy will not tolerate the following activities under any circumstance:

- An incident involving illegal substance at school or at a school event
- Involvement in the making of a bomb threat or a bomb
- Possession of a gun, as defined in F.S. 790, at school, a school function, school bus or at a bus stop
- Possession of any knife with a blade longer than four (4) inches or a non-foldable knife regardless of length, excluding a butter knife or dull table knife
- Possession of other dangerous objects brought with the intent to do harm to others or for self-defense
- A violent act resulting in a serious injury
- Conviction of certain off-campus felony charges
- Repeated misconduct

PLANNERS

Students in grades Kindergarten through grade 4 are required to purchase a school planner for \$3.00 through the school office. The planner is an excellent communication tool. Planners are required to be checked and signed by a parent on a daily basis.

PTA

The Athenian Academy PTA is like none other! Our PTA is a vital part of student life at our school. PTA members contribute money, time, support and child advocacy programs at our school. PTA membership is required for parents and staff members. We encourage you to attend PTA meetings and work alongside these awesome individuals. PTA meeting dates and times are listed on the school wide calendar.

Immunizations

RECORDS

It is imperative that the school receives all of your child's medical and educational records in a timely manner. Please check with the front office to ensure that we have all appropriate records on file. Please note that students must have current immunization and physical records on file in the school office. In some cases, as required by law, students will not be permitted to return to school without required documents.

FL 1003.22 School-entry health examinations; immunization against communicable diseases; exemptions; duties of Department of Health.—

(1) Each district school board and the governing authority of each private school shall require that each child who is entitled to admittance to kindergarten, or is entitled to any other initial entrance into a public or private school in this state, present a certification of a school-entry health examination performed within 1 year before enrollment in school. Each district school board, and the governing authority of each private school, may establish a policy that permits a student up to 30 school days to present a certification of a school-entry health examination.

64D-3.046 Immunization Requirements: Public and Nonpublic Schools, Grades Preschool, Kindergarten Through 12, and Adult Education Classes.

(1)(a) Immunization and Documentation Requirements –

(b) A student may attend a public or non-public school, grades preschool through 12 or an adult education class if younger than 21, if prior to admittance, attendance or transfer, they present one of the following for inspection for validity by an authorized school official:

1. DH Form 680, Florida Certification of Immunization (January 2007), incorporated by reference, available from Department of Health (DOH) county health departments (CHDs) or physicians' offices.

2. Documentation of receipt of or exemption from must be noted for the following immunizations: diphtheria, tetanus, pertussis, poliomyelitis, measles (rubeola), rubella, mumps, varicella and hepatitis B. The manner and frequency of administration of the immunizations shall conform to recognized standards of medical practice.

(2) Specific immunization requirements by grade, in addition to those in paragraph (1)(a), which must be documented prior to admittance, attendance or transfer:

(a) Preschool – Completion of Haemophilus influenzae type b vaccination.

(b) Preschool or kindergarten effective with the 2001/2002 school year – completion of varicella vaccination. Each subsequent year thereafter the next highest grade will be included in the requirement so that students transferring into Florida schools are added to the varicella immunized cohort.

1. 7th Grade – Completion of a tetanus-diphtheria booster.

2. Additional Documentation Requirements for Exemptions.

3. For exemption from the rubeola immunization the practitioner must include with DH Form 680, Florida Certification of Immunization, incorporated by reference in subsection 64D-3.046(1), F.A.C., documentation on their own stationery of the physician's request for exemption, asserting that the student had an illness comprised of a generalized rash lasting three or more days, a fever of 101 degrees Fahrenheit or greater, a cough, and/or coryza, and/or conjunctivitis and, in the physician's opinion, has had the ten-day measles (rubeola) or serologic evidence of immunity to measles.

(c) Forms are to be fully executed by a practitioner licensed under Chapters 458, 459, 460, F.S., or their authorized representative (where permitted in the particular certification) per instructions for the appropriate school year as provided in DH Form 150-615, Immunization Guidelines- Florida Schools, Child Care Facilities and Family Day Care Homes (March 2007), incorporated by reference, available online at: www.doh.state.fl.us/disease_ctrl/immune/schoolguide.pdf.

(d) Florida SHOTS (State Health Online Tracking System) Electronically Certified DH Form 680 produced by a CHD or a physician's office, as provided in (7), may be utilized.

(e) DH Form 681, Religious Exemptions for Immunizations (English/Spanish/Haitian-Creole) (February 2002), incorporated by reference, available at DOH CHDs, must be issued and signed by the local county health department medical director or designee.

(f) Otherwise, required immunizations not performed must be accounted for under the Temporary or Permanent Medical Exemptions, DH Form 680, Florida Certification of Immunization, Parts B and C, incorporated by reference in subsection 64D-3.046(1), F.A.C.

(3) Documentation Requirements for Schools:

(a) The original of the form(s) required under paragraph (1)(a) shall remain in the student's cumulative health record.

(b) Antigen doses by dates of immunization shall be transferred as data elements through the Florida Automated System for Transferring Education Records (FASTER).

(c) Compliance Reporting:

1. Each public and nonpublic school with a kindergarten and/or seventh grade shall submit an annual compliance report. The report shall be completed on DH Form 684, Immunization Annual Report of Compliance for Kindergarten and Seventh Grade (January 2007), incorporated by reference, available at DOH CHDs. The report shall include the immunization status of all children who were attending kindergarten and seventh grades at the beginning of the school year. The report shall be forwarded to the CHD director/administrator no later than October 1 of each school year where the data will be compiled on DH Form 685, Kindergarten and Seventh Grade Annual Report of Compliance County Summary (November 2006), incorporated by reference, available at DOH CHDs; or electronically generated by the Department of Education.

2. After consultation with the Department of Education, the Department of Health shall require compliance reports from public and nonpublic schools and preschools for selected grades (K-12 and preschool) in special situations of vaccine preventable disease outbreak control or identified need for monitoring through

surveys for immunization compliance levels. Such reports shall include the status of all children who were attending school at the beginning of the school year. Reports shall be forwarded to the CHD director/administrator within a specified period, as determined by the DOH.

(4) Homeless, Transfers and Juvenile Justice – A temporary exemption to requirements of subsection (2) above not to exceed 30 days may be issued by an authorized school official for any of the following, consistent with the definitions in Section 1003.01, F.S.:

(a) A homeless child.

(b) A transfer student.

(c) A student who enters a juvenile justice education program or school.

(5) Notwithstanding subsection (2), the Department may:

(a) Designate any required immunization as unnecessary or hazardous, according to recognized standards of medical practice.

(b) Upon determination that a shortage of vaccine exists, approve issuance of temporary medical exemption with extended expiration dates by practitioners or authorized school officials until such time as, in the DOH's opinion, vaccine will be available in sufficient quantity for such deferred vaccinations to be completed.

(6) Florida SHOTS (State Health Online Tracking System) Opt Out Provision – Parents or guardians may elect to decline participation in the Florida immunization registry, Florida SHOTS, by submitting a Florida SHOTS Notification and Opt Out Form to the DOH. The form, either a DH Form 1478 (English) or DH Form 1478S (Spanish) or DH Form 1478H (Haitian-Creole), incorporated by reference, is available from the DOH, Bureau of Immunization, 4052 Bald Cypress Way, Bin # A-11, Tallahassee, FL 32399-1719. The immunization records of children whose parents choose to opt-out will not be shared with other entities that are allowed by law to have access to the child's immunization record via authorized access to Florida SHOTS.

(7) Florida SHOTS Private Provider Participation – Any health care practitioner licensed in Florida under Chapter 458, 459 or 464, F.S., may request authorization to access Florida SHOTS by filling out a DH Form 1479, Authorized Private Provider User Agreement for Access to Florida SHOTS (January 2007), incorporated by reference, available from the DOH Bureau of Immunization, 4052 Bald Cypress Way, Bin # A-11, Tallahassee, FL 32399-1719. The DH Form 1479 will be returned to the Department of Health for processing and authorization to access Florida SHOTS. Notification of access approval and instructions for accessing Florida SHOTS will be provided by the DOH. The authorized user and the applicable licensing authority or agency shall notify the DOH, Bureau of Immunization Florida SHOTS personnel when an authorized user's license or registration has expired or has been suspended or revoked.

(8) Florida SHOTS School and Licensed or Registered Child Care Facility Participation – Any public or nonpublic school, or licensed or registered child care facility may request authorization to access Florida SHOTS by completing a DH Form 2115, Authorized School and Licensed or Registered Child Care Facility User Agreement for Access to Florida SHOTS (January 2007), incorporated by reference, available from the DOH, Bureau of Immunization, 4052 Bald Cypress Way, Bin # A-11, Tallahassee, FL 32399-1719. The DH Form 2115 will be returned to the DOH for processing and authorization to access Florida SHOTS. Notification of access approval and instructions for accessing Florida SHOTS will be provided by the DOH. The authorized user and the applicable licensing authority or agency shall notify the DOH, Bureau of Immunization Florida SHOTS personnel when an authorized user's license or registration has expired or has been suspended or revoked.

Specific Authority 381.0011(13), 381.003(1), (2), 381.005(2), 1003.22 FS. Law Implemented 381.0011(4), 381.003(1), 381.005(1)(i), 1003.22 FS. History—New 11-20-06, Amended 7-15-07.

Editorial Note: Formerly 10D-3.88, 10D-3.088 and 64D-3.011.

REMOVAL FROM CLASS

A teacher may require that a student be removed from class if it has been documented that his/her behavior has seriously disrupted the teaching or learning in the classroom. If a student is removed from a class the administration may place the student in another appropriate classroom.

SCHOOL WIDE MOTIVATIONAL BEHAVIOR PLAN

Athenian Academy believes that good behavior and following the rules is not only expected, but should be rewarded. Our School Wide Motivational Behavior Plan was designed to recognize and reward students who demonstrate the qualities of a good student. Excellent education, combined with Respect, Responsibility and Ready to Learn will produce not only educated students but also excellent citizens. Please see the specific plan listed under "discipline" in this handbook. There are 2 plans, each age appropriate for K-4 and Grades 5-8.

SCHOOL STORE

The Athenian Academy school store is located in the modular building behind the cafeteria. School Store hours of operation will be determined upon available staffing and posted in the front office. School uniform shirts, school spirit shirts and other school spirit gear is also available for purchase.

Youth Shirts \$13.00

Adult Shirts \$15.00

PRIDE TOKENS may also be used by "students" for school store purchases

SEXUAL HARASSMENT

Teacher-student sexual relationships and student-student sexual harassment are prohibited. The Office of Civil Rights is becoming more involved in these cases, and this area is constantly being defined by the courts. Harassment of any kind will not be tolerated.

SLIDE WITH PRIDE Athenian Academy's **BIG BLUE SLIDE!** A two story, 14 foot, SLIDE designed to promote fun at school and reward positive behavior. The slide is connected to our school wide behavior motivation plan and has strict safety guidelines. Parents will be required to sign a liability waiver as part of the student's permanent record. A waiver, detailing the safety rules and policies for the slide will be provided to all parents.

SNACKS

The teacher will inform students and parents if classroom snacks are permitted. **The only liquid allowed to be consumed in the classroom is WATER.** We appreciate your cooperation in helping us encourage a healthy lifestyle and good eating habits by sending only nutritious snacks.

Please note that carbonated drinks and soda are not permitted for snacks and lunch. We appreciate your cooperation by limiting excess sugar and peanut items. **High allergy items may be forbidden in the classroom in the event that it would potentially cause harm to a student. We will ALWAYS adopt the "better safe than sorry" approach, even if it appears inconvenient.**

SOCIAL NETWORKING SITES

Teachers are forbidden to communicate with students through social networking and are subject to immediate termination of employment for violation of this policy. The only exception to this rule is communication through the PTA approved Face book page.

STEP PARENTS

In order for a stepparent who is not the legal guardian of the child to have information about a student or sign forms related to the student there must be, on file, written permission from the parent or legal guardian. This permission must be updated annually.

STUDENT ACCIDENT INSURANCE

Student accident insurance is affordably available through Pinellas County Schools. Applications for student accident insurance will be sent home the first week of school. Student accident insurance is required for any student participating in any school sponsored event on or off campus.

Please note that if parents do not have private healthcare or accident insurance and student accident insurance is not purchased through insurance provided by Pinellas County Schools; Athenian Academy will not be responsible for any accident or injury to students on or off campus. Further, Athenian Academy will not financially assist with costs related to student injury in the absence of student accident insurance.

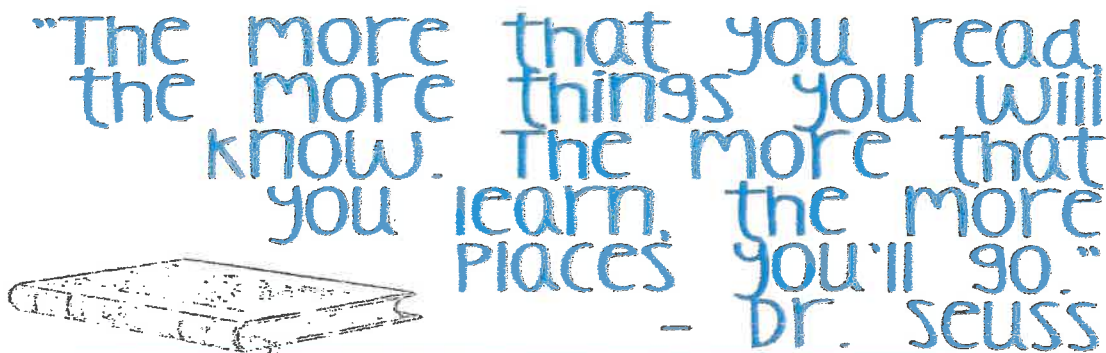
STUDENT RESPONSIBILITIES

To be successful and to help maintain an orderly learning environment, the student should:

- attend school each day
- arrive on time
- be prepared with proper materials and supplies
- keep a planner/agenda
- complete all assignments including homework to the best of his/her ability and on time;
- dress in school uniform
- be tolerant of and respectful to self and others
- see teachers about makeup work and complete it in a timely manner

SUSPENSION (In School)

A student can be assigned and sent to designated rooms or program in his/her school during the school day. A student will receive full credit for class work completed while serving an in school suspension.





SUSPENSION (Out of School)

Students may be suspended from (1) to (10) days at the discretion of the administration. Students suspended out of school will not be given credit for missed assignments or be allowed to make up class or homework. Suspended may not attend any on or off campus school event. Students can be suspended for the following:

- Improper use of computers or electronic devices
- Interference with the movement of another student
- Bullying
- Gambling
- Trespassing
- Defiance
- Verbal abuse of another
- Profanity
- Threatening to hurt someone
- Hitting someone
- Using physical force against someone
- Stealing
- Fighting
- Extortion
- Blackmail
- Repeated misconduct
- Arson
- Vandalism
- Participation in disruptive demonstration
- Leaving school grounds without permission
- Sexual activity at school, at a school activity, or on a school bus
- Sexual or other harassment
- Possession of toy or replica gun or knife with intend use to harm
- Possession of drug paraphernalia
- Possession of tobacco



TOBACCO: Use of tobacco and nicotine products on school grounds is a violation of school police

WATER

Parents are encouraged to send bottled water to school with their children. Water is allowed to be consumed at will unless there is a specific reason it is not permitted at a particular time for example; while in the computer lab

ZERO TOLERANCE

In complying with law, Athenian Academy defines zero tolerance to mean that certain kinds of misconduct will always lead to a disciplinary consequence. For certain misconduct, the school leader has discretion as to discipline. All of these policies have been enacted to ensure that your child is safe and has every opportunity to benefit from instruction.

Included as part of this handbook:

1. School Wide Calendar
2. Report Card Schedule
3. Disciplinary Referral
4. Teacher Conference Form
5. Administrator Conference Form
6. School Staffing Organizational Chart

Signature and Agreement

1. I have read the entire contents of this handbook
2. I have discussed all relevant information with my child(ren)
3. I promise to support and adhere to all school policies
4. I understand that Charter Schools are "choice" schools and my choice to enroll my child at Athenian Academy indicates that I am in agreement with the school's policies and procedures outlined in this 2015-2016 Parent Handbook.

Student(s) Name _____

.Articles of incorporation

Athenian Academy



Charter School
Est 2000

Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniensis

State of Florida



Department of State

I certify from the records of this office that THE ATHENIAN ACADEMY, INC. is a corporation organized under the laws of the State of Florida, filed on March 16, 1999 .

The document number of this corporation is N99000001772.

I further certify that said corporation has paid all fees due this office through December 31, 2000, that its most recent annual report/uniform business report was filed on April 18, 2000, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.



CR2EO22 (1-99)

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capitol, this the
Fifth day of May, 2000

Katherine Harris

Katherine Harris
Secretary of State

501(c)(3) tax-exempt status
determination letter

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**



Consumer's Certificate of Exemption

DR-14
R. 04/11

Issued Pursuant to Chapter 212, Florida Statutes

85-8013711566C-3	11/30/2011	11/30/2016	501(C)(3) ORGANIZATION
Certificate Number	Effective Date	Expiration Date	Exemption Category

This certifies that

THE ATHENIAN ACADEMY INC
2817 SAINT MARKS DR
DUNEDIN FL 34698-1920

is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.



Important Information for Exempt Organizations

DR-14
R. 04/11

- You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (F.A.C.).
2. Your *Consumer's Certificate of Exemption* is to be used solely by your organization for your organization's customary nonprofit activities.
 3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization.
 4. This exemption applies only to purchases your organization makes. The sale or lease to others of tangible personal property, sleeping accommodations, or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, F.A.C.).
 5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third-degree felony. Any violation will require the revocation of this certificate.
 6. If you have questions regarding your exemption certificate, please contact the Exemption Unit of Account Management at 800-352-3671. From the available options, select "Registration of Taxes," then "Registration Information," and finally "Exemption Certificates and Nonprofit Entities." The mailing address is PO Box 6480, Tallahassee, FL 32314-6480.

Governing board by-laws

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

BYLAWS FOR ATHENIAN ACADEMY, INC.

ARTICLE 1

PROVISIONS

Section 1.1. Authority to Adopt. By-Laws have been adopted pursuant to authority evidenced by the Articles of Incorporation issued by the State of Florida.

Section 1.2. Name. The name of this Corporation is ATHENIAN ACADEMY, INC.

Section 1.3. This Corporation is organized and to be operated exclusively for educational and charitable purposes. It is not organized for profit nor shall any of its net earnings inure in whole or part to the benefit of private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate one or more charter schools.

Section 1.4. Prohibited. No substantial part of the activities of this Corporation shall attempt to influence legislation by propaganda or otherwise, nor participate in any political campaign on behalf of any candidates for public office.

Section 1.5. Corporate Seal. This Corporation shall have a common seal being a circular seal of the following description: ATHENIAN ACADEMY, INC. around the circle, and the date of organization in the inner circle. The seal shall be in the custody of the Secretary or the Secretary's designate,

ARTICLE 11

ORGANIZATION

Section 2.1. Statement of Purposes. The purpose of this Corporation, as expressed in its Articles of Incorporation, shall be to operate a Florida public charter school, and to distribute the whole or any part of the income therefrom and the principle thereof exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution In the event of the dissolution of the Corporation, the Board of Trustees ("Board") shall, after paying or making provision for the payment of all liabilities of the Corporation, and after disposing of all remaining assets according to applicable Florida law, shall dispose of all. of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or

scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501 (c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III

MEMBERSHIP

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Trustees of this Corporation serving from time to time.

ARTICLE IV

BOARD OF TRUSTEES

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval (hereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.2. Number of Trustees. The Board shall consist of no less than three (3) and no more than eleven (11) members and it shall have two (2) classes of members; Class I Members shall be appointed by the Board and Class 2 members shall be nominated by a representative body of parents with children enrolled in the charter school and appointed by members of the Board.

Section 4.3. Nomination of Trustees. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the Trusteeships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named. Class 2 members shall be nominated by parents with children enrolled in the school and voted upon by the parents. The members of the Board shall accept the nomination and election of the parents for Class 2 Board members unless the Boards appointment of a Class 1 member selected by such method shall cause a breach of any lawful requirement of the charter school. There shall be no more than two Class 2 members of the Board of Trustees.

Section 4.4. Election of Trustees. Trustees shall be elected by the Board by a majority vote of the Board at any regular or special meeting where a quorum is present.

Section 4.5. Limits of Term. Class I Trustees shall be eligible to serve consecutive year terms as warranted. Class 2 Trustees shall be eligible to serve two (2) consecutive one (1) year term, but shall be ineligible for reelection until one year has elapsed.

Section 4.5. Vacancies. Vacancies occurring during the term of an elected Trusteeship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove.

Section 4.6. Resignation or Removal of Trustees. A Trustee of the Corporation may resign at any time by tendering his or her own resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business, The Board, by a majority vote, may remove, with or without cause, any Trustee and specifically, but not by way of limitation, may remove any Trustee from the Board for failing to attend three (3) consecutive meetings of the Board.

Section 4.7. Compensation of Trustees. Trustees will not receive compensation for services rendered in their capacities as Trustees. However, nothing herein contained shall be construed to preclude any Trustee from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Trustee or in any other capacity.

Section 4.8. Annual meeting of the Board. The annual meeting of the Board shall be held on August 1 of each year, unless the President, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. All meetings of the Board of Trustees and its committees are subject to the "Sunshine Law" Chapter 286, Florida Statutes.

Section 4.9. Special Meetings. Special Meetings of the Board may be called at any time by the President of the Corporation. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Trustees. Written notice of special meetings shall be given to each Trustee not less than two (2) days prior to such meeting, The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10. Regular Meeting. The Board shall meet at least four (4) times each year.

Section 4.11. Quorum and Action of the Board. A majority of Trustees equal to two (2) persons in the case of a five member Board or three (3) persons in the case of a five member Board or five (5) persons in the case of an eleven member Board must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.1.12. Duties of the Board of Trustees.

- a. Establish and approve all policies which implement the objectives for the Corporation,
- b. Keep and maintain a membership book containing the names and addresses of each member. Termination of each member must be recorded in this book.
- c. Keep and maintain a Corporate Minute Book and Books of Accounts including any and all records of account including the minutes of the proceedings of its members, board of trustees, and committees having any of the authority of the Board of Trustees.
- d. Submission the annual report to the Department of State
- e. Elect the Officers of the Corporation as provided in these bylaws,
- f. Review and approve all fund raising plans and budgets,
- g. Approve the selection of all institutions with which Corporation funds may be entrusted, including any policies for the investment of funds, .
- h. Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation.
1. Insure that the Corporation carries out he fiduciary responsibility of a not-for-profit tax-exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws, and
- j-Consider and act on any matter presented by a Trustee.

ARTICLE V
OFFICERS

Section 5.1. Number. The Corporation may have a Chairman, Vice Chairman, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant's officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation. The President, if appointed, shall serve as the Chief Executive Officer.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.4 herein above at the annual meeting of the Board. All trustees shall hold office until others are chosen and qualified in their stead.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.4 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of Officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the President or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a majority vote of the Board as set forth in Section 4.4 hereinabove.

Section 5.5 Chairman. The Chairman shall preside at all meetings of the Trustees and shall by virtue of the office, is a member of all committees.

Section 5.6 Vice-President. The Vice-Chairman shall act in the place and stead of the Chairman in the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7 Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Trustee. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8 Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9 President. The President shall be nominated by the Trustees and be elected by the Trustees. The President shall serve as an ex-officio member without vote on the Board of Trustees, and all committees appointed by the Trustees and shall have direction and management of the business and affairs of the Corporation. With the advice and consent of the Board of Trustees, the President shall formulate and implement matters of policy and perform such duties as may be assigned by the Board of Trustees. The President shall have the authority and power to purchase and contract on behalf of the organization on all matters deemed needful and convenient for the organization with the exception of real property. The President shall be responsible to the Board of trustees and report to them at regular intervals, If the President's position is unfilled for any reason then the Chairman shall act in the place of the President until the Board shall nominate and appoint as President.

Section 5.10 Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude and officer from receiving compensation from the Corporation for other services

actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE VI

COMMITTEES OF THE BOARD

Section 6.1 Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the President shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the President shall be made at the annual meeting of the Board. In addition, the President may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairman appointments must be approved by the Board.

Section 6.2 Standing Committee. Standing Committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3 Special Committees. Special Committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4 Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5 Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6 Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering in writing to the Chairman of the Board. The Board, by a majority vote, may remove, with or without cause, any member from a

committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII

INDEMNIFICATION OF TRUSTEES AND OFFICERS

Section 7.1 Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Trustees, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a Trustee or officer, against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he or she is or is threatened to be made a party because he or she is or was a Trustee, officer, employee, or agent of this Corporation. He or she shall have no right to reimbursement, however in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition 10 and not exclusive of all other rights to which such trustee, officer, employee or agent may be entitled.

Section 7.2 Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation. as a Trustee, officer, employee or agent against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE V111

CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1 Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2 Loans. No loans shall be contracted in behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3 Checks Drafts Etc. All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5 Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6 Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

ARTICLE IX

FISCAL YEAR

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30 of each year.

ARTIXCLE X

NOTICE

Section 10.1 General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Trustee or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post box office in a postpaid envelope or by electronic transmission, in either case addressed to such Trustee or officer at his address as the same appears in the records of Corporation; and three (3) days after the same shall be so mailed or delivered to the Trustee or officer shall be deemed to be the time of the giving of such notice.

Section 10.2 Waiver. Whenever by law, the Article of Incorporation or these Bylaws notice is required to be given to any Trustee or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE XI AMENDMENTS

Section 11.1 By Trustees. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting by an election of two-thirds (2/3) of the current membership of the entire Board.

These Bylaws adopted this 1st day of August 2005.

Alex Veloudos
Printed Name of Chairperson

Governing board code of ethics and conflict of interest policy

Athenian Academy



**Charter School
Est 2000**

**Αθηναϊκή Ακαδημία Τσάρτερ
Σχολείο
Academia Atheniense**

Conflict of Interest Statements, Code of Conduct, Annual Disclosure Statement, Board Confidentiality Policy, Board Liability Questionnaire, Disclosure Form:

Conflict of Interest Statement for Athenian Academy Charter School

The Board of Directors is appointed/elected to serve the School and its constituencies. The men and women who accept this position are expected to carry out their duties in a manner that inspires and assures the confidence of the school and the broader community.

The Directors shall exercise the utmost good faith in all transactions touching upon their duties to the charter school and its property. In their dealings with and on behalf of the school, they are held to a strict rule of honest and fair dealing between themselves and the school. They shall not use their positions as trustees, or knowledge gained therefrom, so that a conflict might arise between the school's interest and that of any individual Director.

A conflict of interest arises in any situation in which a Director (and his or her immediate family) is involved in an activity that could adversely affect his or her judgment with respect to the business of the school or otherwise diminish the interest of the school. When such a conflict arises, the individual with a conflict is expected to disclose in writing the existence of the conflict. A board member will abstain from voting in the event that a conflict of interest or the appearance of a conflict of interest exists.

Directors' Code of Conduct

The board expects of itself and its members ethical and businesslike conduct. This commitment includes proper use of authority and appropriate decorum in group and individual behavior when acting as directors.

1. Directors must represent unconflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any director acting as an individual consumer of this agency's services.

2. Directors must avoid any conflict of interest with respect to their fiduciary responsibility. There must be no self-dealing or any conduct of private business or personal services between any director and the agency except as procedurally controlled to assure openness, competitive opportunity and equal access to otherwise "inside" information. Directors must not use their positions to obtain for themselves or for their family members employment within the agency. Should a director be considered for employment, s/he must withdraw from board deliberation, voting and access to applicable board information.

3. Directors may not attempt to exercise individual authority over the agency except as explicitly set forth in board policies. Directors' interaction with staff must recognize the lack of authority in any individual director or group of directors except as noted above. Directors' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any director or directors to speak for the board. Directors will make no judgments of the executive director or staff performance except as that performance is assessed against explicit board policies by the official process.

4. Directors will deal with outside entities or individuals, with clients and staff and with each other in a manner reflecting fair play, ethics and straightforward communication.

Concerning Possible Conflict Of Interest

In order to implement the board conflict of interest policy, board directors of the charter school will annually complete the following form to disclose real and potential conflicts of interest. The completed forms will be reviewed by the entire board, which will attempt or resolve any actual or potential conflicts.

The undersigned person acknowledges receipt of a copy of the Charter School Policy Concerning Conflict of Interest dated ___/___/___. By my signature affixed below I acknowledge my agreement with the spirit and intent of this board policy and I agree to report to the President of the Board of Directors any possible conflicts (other than those stated below) that may develop before completion of the next annual statement.

_____ I am not aware of any conflict of interest.

_____ I have a conflict of interest in the following area(s):

Signed _____

Type or Print Name _____

Date _____

Board Confidentiality Policy

Directions: Read this policy, and then sign at the bottom acknowledging you read, understand and agree to follow it.

No board director at this charter school shall knowingly disclose confidential information gained by reason of information shared at a board meeting. This includes details about:

- Children enrolled and their families
- Property
- Operations
- Personnel
- Policies
- Affairs of the charter school

Board directors shall not use information to advance any personal interest, financial or otherwise.

The charter school shall maintain confidentiality of employee and student records, and no board director shall accept employment or engage in any business or professional activity that might be expected to induce him or her to disclose confidential information acquired by reason of serving this board. A breach of this policy will be reviewed by the Board and, in accordance with the provisions of the By-laws, may result in dismissal from the Board.

Board Director's Signature

Date

Board Liability Questionnaire

Directions: Ask yourself these questions to help you decide if a decision your board makes could create potential liability for the charter school. If in doubt, talk to the board chair or charter school administrator, who can contact your board's attorney for guidance.

Does this decision have:

- A financial impact on any people or businesses we deal with? How?
- A physical or mental impact on any of the children and families we serve? How?
- Legal implications for the charter school or the children and families we serve? How?

How could this decision affect our nonprofit?

Can we reduce the risks? How?

Can we avoid the risks? How?

Can we insure the charter school to protect us from the risk(s)?

Is the benefit to the charter school greater than the potential harm if we accept the risks that come with this decision?

Disclosure Form:

I recognize that all information submitted with this disclosure form or gathered by the School Board as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold _____ Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan;
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of

a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));

11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules; (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded;
13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the
14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws;
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting;
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board;
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board;
21. not being an employee of the school while a member of the governing body;
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds;
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting at least five (5) days prior to the meeting;
25. striving affirmatively to provide equal opportunity in employment;
26. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

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I understand that it is my obligation to notify the Charter School and Charter School Operations of _____ Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.

Signature

Date

Employee Interviewed: _____, _____
(Title)

Interviewed By: _____

Interview Date: _____

STEP A.

1. Are you aware of any actual instances of fraud occurring within the Charter school?
2. Do you have any suspicions that fraud may be occurring within the Charter school? If so, where and how?
3. Have you received any communications from employees, former employees, regulators, or others alleging fraud?

STEP B

1. Do fraud risks exist or are they more likely to exist in particular types of transactions, account balances, financial statement classifications, or locations?
2. Have you identified any specific risks of fraud within the Charter school?
3. What would be the easiest way for someone to misstate the financial statements or misappropriate assets without getting caught?
4. Does the Charter school use source documents that could be easily accessed and forged?
5. How could a false entry be entered into the accounting system to hide a defalcation?

6. What departures from Generally Accepted Accounting Principles are most likely to occur at the Charter school?

7. Where are the weaknesses in the Charter school's internal control?

8. Which internal controls can be bypassed or overridden? Are there instances where controls have been bypassed or overridden in the past?

STEP C

1. What instructions do you give employees about how they are expected to perform their duties?

2. How do you ensure that employees understand that fraudulent or unethical behavior is not appropriate and will not be tolerated?

STEP D

1. What steps have been implemented to address specific risks of fraud within the Charter school that have been identified?

2. In instances where a segregation of incompatible duties is not practical, what controls has the Charter school implemented which would prevent an employee from perpetrating and concealing a fraud?

3. What procedures has the Charter school implemented for initiating, approving, and processing non-routine transactions?

4. Has the Charter school implemented any other programs or controls which would help prevent, deter, or detect fraud?

5. What procedures does the Charter school have in place to monitor its antifraud programs and controls?

STEP E

1. Are certain locations of the Charter school's operations more susceptible to fraud than other locations?

2. How are the Charter school's operating locations monitored for fraud?

3. Are reports provided to the Board (audit committee, if applicable) explaining how the Charter school's internal control serves to prevent, deter, and detect material misstatements resulting from fraud?