

CHARTER SCHOOL APPLICATION

Pinellas Primary Academy



Submitted by Pinellas Preparatory Academy, Inc.

July, 2010

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Pinellas Primary Academy

NAME OF FLORIDA NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER:
Pinellas Preparatory Academy, Inc.

The Corporation has applied for 501-C3 Non-profit Status: Yes ☒ No ☐

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

NAME OF CONTACT PERSON: Curtis Fuller E. Patrick Buntz

TITLE/RELATIONSHIP TO NONPROFIT: Principal Board Chairperson

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NAME OF EDUCATION SERVICE PROVIDER (if any): None

NAME OF PARTNER ORGANIZATION (if any): Pinellas Preparatory Academy

Projected School Opening: Fall ☒ Spring ☐ School Year 2011-2012

Term of Charter Requested 5 Years

School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-4	174
Second Year	K-4	246
Third Year	K-4	263
Fourth Year	K-4	297
Fifth Year	K-4	314

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


Signature

E. Patrick Buntz
Printed Name

Board Chairperson
Title

July 23, 2010
Date


IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Pinellas Primary Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Curtis Fuller (name), Principal (title) to sign as the legal correspondent for the school.



Signature

July 23, 2010

Date

E. Patrick Buntz

Printed Name



Pinellas Primary Academy

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Pinellas Primary Academy



Part 1

Educational Plan

CHARTER SCHOOL APPLICATION

I. EDUCATIONAL PLAN

- ❖ Mission, Guiding Principles and Purpose
 - The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.
- ❖ Describe how the school will utilize the guiding principles found in section 1002.33(2) (a), F.S.
 - In accordance with the law, charter schools shall be guided by the following principles:
 - Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.
 - Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.
 - Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.
- ❖ Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.
 - In accordance with the law, charter schools shall fulfill the following purposes:
 - Improve student learning and academic achievement.
 - Increase learning opportunities for all students, with a special emphasis on low -performing students and reading.
 - Encourage the use of innovative learning methods.
 - Require the measurement of learning outcomes.
- ❖ Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S.
 - In accordance with the law, charter schools may fulfill the following purposes:
 - Create innovative measurement tools.
 - Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.
 - Expand the capacity of the public school system.
 - Mitigate the education impact created by the development of new residential dwelling units
 - Create new professional opportunities for teachers, including ownership of the learning program at the school site.

***Pinellas Primary Academy's mission will be to provide a
nurturing and creative environment for motivated students,
where together they can rise to their potential.***

While the mission is simple, the application and theory behind the mission of Pinellas Primary Academy is by no means simple. Schools throughout the country are struggling to ensure no student is left behind, and that all students receive the education they deserve, but the truth is that large schools who serve a variety of needs are not able to provide the specialized instruction that some students need. Too often classroom demands can be too much for a single teacher. While all teachers have the best of intentions, more often than not their time is monopolized by students who are struggling either academically or behaviorally. Motivated students continue to do well because they are motivated to do so and will fill in the blanks for themselves. These students will do well within any environment, but imagine the potential and the amount of growth they could achieve in an environment specifically designed for them, with their desire to learn the centerpiece in their education. This is what Pinellas Primary Academy will do for students in the primary years of their education.

Pinellas Preparatory Academy [PPA], a charter school authorized by Pinellas County Schools, started in 2002 with a very similar mission. The school has thrived by providing a creative environment with a focus on cooperative learning. Pinellas Primary Academy [PPA, Jr.] will take the lessons learned from PPA, and apply those successful practices to students in Kindergarten through Fourth grades.

There are five key points highlighted in our mission statement:

- **Nurturing** - A huge part of PPA's success has been the small school environment and focus on the individual students. However, this individualized, nurturing environment is even more essential for younger students. The school will be designed with relationships between students and staff in mind so that all of the students feel a part of the school family, with connections to not only other students but the staff. Relationships with the parents will also be stressed by setting systems in place to emphasize the importance of home-school communication to ensure the students are wrapped in a nurturing environment that is an extension of their home. Research has identified that focusing on social development and the emotional needs is especially important with younger students (Goleman, 2006; Neuharth-Pritchett, 2006; Swick & Brown, 1999).
- **Motivated** - PPA, Jr. will be designed for students who are eager to learn, want to succeed, and are willing to put forth the effort required to succeed. Intelligence is an important factor in how well students do, but research has shown that praising students' efforts over intelligence is far more effective (Pink, 2009; Truby, 2010; Bronson & Merryman, 2009; Faber, 1997; Parenting Tips, 2009; Dweck, 2007). Students who are willing to work hard are far more likely to succeed than those who have an innate intelligence but a lack of effort or motivation. Effort and motivation will be topics discussed regularly and emphasized with the staff and the students.
- **Creative** - The driving principle behind the creative approach to educating students at PPA, Jr. will be that it is far more important for students to be able to think well than to memorize a great deal of facts and figures. The amount of information available in today's society is growing at an exponential rate. Productive citizens in the new economy need to be able to access information when needed and to know how to critically analyze and synthesize that information into meaningful pieces. The foundation for this starts by providing an out-of-the-box education where students are actively engaged in their education through a creative classroom approach. Students need to be exposed to information in unique ways, such as, role playing, simulations, hands-on-activities, and real world application of the information they are learning. Too often schools stifle creativity through mandated curriculum or even unintentionally through teacher suggestions (Geist & Hohn, 2009; Epstein, 2008). The goal of PPA, Jr. will be to encourage students to use their own interests and natural talents to drive their learning.
- **Together** - Cooperative learning is an essential component of the success at PPA and will be a key element in the design of PPA, Jr. Students will learn how to work with others in productive ways and they will do much of their daily work in cooperative learning groups. It is our goal that they will be learning how to converse about what they are studying while using the information presented to them from other cooperative learning groups. This will not only help transfer the information to their own long-term memory, but also help the other students within their learning groups to understand material more effectively. Unlike group work, cooperative learning allows each student to have positive interdependence, individual accountability and equal participation while having simultaneous interaction. Starting in Kindergarten students will learn valuable cooperative strategies such as group imaginative play, jigsaw problem solving, and team mind mapping. These strategies and

skills will continue all the way through the upper grades to ensure that all students will learn to work collaboratively.

- **Potential** - Every student is capable of learning and growth. Thus, each student must be examined as an individual and given the opportunity to succeed. Our small school design and individualized atmosphere will allow us to get to know every student well and learn what their strengths and challenges are, allowing us to tailor the education to meet that individual student's needs far more effectively than can be done in larger, more traditional schools. Differentiated instruction will allow us to ensure students are working at their own academic level while moving all students forward and following the Next Generation Sunshine State Standards.

We believe that by incorporating these five key elements into the daily education of younger students, they will thrive and it will allow our school to meet the legal requirements for charter schools in the state of Florida.

MEET HIGH STANDARDS OF STUDENT ACHIEVEMENT WHILE PROVIDING PARENTS FLEXIBILITY TO CHOOSE AMONG DIVERSE EDUCATIONAL OPPORTUNITIES WITHIN THE STATE'S PUBLIC SCHOOL SYSTEM.

Pinellas County has many high quality charter schools for families to choose from, however, most are either North County or South County. Until recently, PPA was the only charter school located mid county, and none had served students in the primary grades. While there is another charter school that was recently approved in the general vicinity, the focus of that school is Greek language and culture and serves a clientele that is different from PPA's. The purpose of Pinellas Primary Academy will be distinctly different from these other options and will offer families an additional choice in trying to find an elementary school that will be the best match for their children. Furthermore, it will prepare students to segue into Pinellas Preparatory Academy, our original charter school. With the educational excellence learned from PPA, Jr. and PPA, students will be prepared for any high school of their choice.

PROMOTE ENHANCED ACADEMIC SUCCESS AND FINANCIAL EFFICIENCY BY ALIGNING RESPONSIBILITY AND ACCOUNTABILITY.

By providing students with a creative, nurturing and cooperative environment, PPA, Jr. students will experience a high degree of success and will be able to meet their individual potentials. Students will individually be held accountable to learning standards each year to ensure they are meeting the Next Generation Sunshine State Standards. Please see the section of this application regarding the educational plan and assessment to learn more about how PPA plans to monitor the progress of each individual child. Additionally, the funding of charter schools requires financial efficiency. By remaining small and focused on our core mission, we believe that we can provide an excellent education at a per-pupil cost that is less than that of the local public school district. PPA has been a financially viable school and we believe our strong management skills and academic success will allow us to successfully operate a primary school as well.

PROVIDE PARENTS WITH SUFFICIENT INFORMATION ON WHETHER THEIR CHILD IS READING AT GRADE LEVEL AND WHETHER THE CHILD GAINS AT LEAST A YEAR'S WORTH OF LEARNING FOR EVERY YEAR SPENT IN THE CHARTER SCHOOL.

Assessment will be an important part of the operation of PPA, Jr. Through both formalized and informal assessments, student progress towards meeting the Next Generation Sunshine State Standards will be thoroughly documented. An online grading system will allow parents and teachers to communicate regarding their child's progress on classroom projects. A formal assessment (such as the Stanford 10) will be administered twice annually to gauge student progress each year. Additionally, PPA, Jr. will participate in the state's PRMN assessment of students in reading progress. PPA, Jr.'s third and fourth graders will also participate in the FCAT. One point that we pride ourselves on in our current operations is the strong connections and communication systems we have built with our families. Our online grading system, calendars, website and communication tools allow us to stay in contact with our families, and we always maintain an open-door policy so that the progress being made at school is always accessible to parents.

DESCRIBE HOW THE SCHOOL WILL MEET THE PRESCRIBED PURPOSES FOR CHARTER SCHOOLS FOUND IN FLORIDA STATUTES, SPECIFICALLY:

- *Required (Section 1002.33(2)(b) F.S.):*
 - *Improve student learning and academic achievement*
 - *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading*
 - *Encourage the use of innovative learning methods*
 - *Require the measurement of learning outcomes*
 - *Optional (Section 1002.33(2)(c) F.S.):*
 - *Create innovative measurement tools*
 - *Expand the capacity of the public school system*
 - *Create new professional opportunities for teachers, including ownership of the learning program at the school site*
-

While the ideas of project-based learning are not new, they have rarely been implemented on a consistent school-wide basis nor heavily at the primary level anywhere else in Pinellas County. We believe that a curriculum focused on project based learning is an innovative concept at the primary level. We also perceive that by embedding instruction into real world, project-based experiences, students will be able to learn more efficiently than with a typical curricular approach which segments a student's days into regimented subject area content. Much of the education system currently utilized within the United States was developed for the Industrial Era, where segmented subjects and content area may have been effective. However, we are now preparing students for a new world, where creativity and the ability to think are more important than segmented pieces of information. Many of the jobs for which we are preparing our students do not even exist today. Our students need to be able to look at a problem and find ways to resolve that problem by incorporating a multi-disciplinary perspective. They need to not only have the basic educational foundation with facts and knowledge, but even more importantly, students must be able to apply this knowledge and understand how to utilize tools to acquire, create and develop a more cohesive

understanding. They must also have the interpersonal skills necessary to work cooperatively with others to achieve results.

PPA, Jr. will employ an instructional model that will allow students to do just that. Students will be posed with problems and guiding questions which they must solve, and along the way, through mini-lessons and guidance from their highly qualified teachers, students will acquire the learning objectives as outlined in the Next Generation Sunshine State Standards. More on how this instructional method will be employed and planned can be found in the curriculum section of this application. The problems and questions will be designed in such a way, and revolve around grade level themes, that will ensure students receive the necessary academic instruction. Infused within the instruction will be many of the same instructional tools utilized at PPA currently, as well as most PCSB schools. For example, in the Pinellas County Schools Language Arts curriculum documents, it suggests teachers use a variety of reading strategies including Choral Reading, Cloze Reading, Silent Reading with a Clear Task, Echo Reading/Alternate Reading, Partner Reading, etc. All of these types of reading strategies will be used; however, they will be applied under the pretense of an over-arching theme which gives the students a purpose for learning, which is something they need to accomplish as a result of using the reading strategy.

In the early grades, many of the projects that students will work on will be classroom focused, but as students progress through their time at PPA, Jr. the questions and problems that they will tackle may move beyond the walls of our school. For example, in fourth grade the social studies curriculum focuses on Florida government and how citizens can influence the public sphere, while part of the Science curriculum focuses on human and animal affects on the environment and the use of natural resources. It is conceivable that the teacher could combine these areas along with the reading stories: *The Power of Oil*, *Adelina's Whales*, *At Home in the Coral Reef*, and *Exploring the Undersea Territory*. Combining these areas along with current events (such as the BP Oil crisis currently occurring at the writing of this application), the teacher could present the problem to the students such as: "What effect will the oil spill have on Florida and what can we (and other citizens) do to help?" As part of this lesson students would be studying current events, modern research resources, natural resources, the affects of humans on the environment, citizen involvement, Florida geography, etc. The teacher could build in mini-lessons from math about volume and comparing large numbers, geometry as well as other essential fourth grade math standards.

As students research the issue to learn the background that they need, develop their plan and conduct their project, they will be utilizing many interdisciplinary skills. Through the use of mini-lessons, the teacher will be able to specifically teach some or all of the following Next Generation Sunshine State Standards to help students accomplish their project:

SS.4.A.8.4 - Explain how tourism affects Florida's economy and growth

SS.4.A.9.1 - Utilize timelines to sequence key events in Florida history.

SS.4.G.1.1 - Identify physical features of Florida.

SS.4.G.1.3 - Explain how weather impacts Florida.

SS.4.G.1.4 - Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

SS.4.E.1.2 - Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

SS.4.C.1.1 - Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

SS.4.C.2.1 - Discuss public issues in Florida that impact the daily lives of its citizens.

SS.4.C.2.2 - Identify ways citizens work together to influence government and help solve community and state problems.

SS.4.C.2.3 - Explain the importance of public service, voting, and volunteerism.

SS.4.C.3.1 - Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

SS.4.C.3.2 - Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

SC.4.N.1.1 - Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

SC.4.N.1.3 - Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

SC.4.N.1.4 - Attempt reasonable answers to scientific questions and cite evidence in support.

SC.4.N.1.5 - Compare the methods and results of investigations done by other classmates.

SC.4.N.1.6 - Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

SC.4.N.1.7 - Recognize and explain that scientists base their explanations on evidence.

SC.4.N.1.8 - Recognize that science involves creativity in designing experiments.

SC.4.N.2.1 - Explain that science focuses solely on the natural world.

SC.4.N.3.1 - Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

SC.4.E.6.3 - Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

SC.4.E.6.4 - Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).

SC.4.E.6.5 - Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

SC.4.E.6.6 - Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

SC.4.P.8.1 - Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

SC.4.P.8.2 - Identify properties and common uses of water in each of its states.

SC.4.P.9.1 - Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

SC.4.P.10.4 - Describe how moving water and air are sources of energy and can be used to move things.

SC.4.L.17.2 - Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

SC.4.L.17.4 - Recognize ways plants and animals, including humans, can impact the environment.

MA.4.A.1.2 - Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.

MA.4.A.2.1 - Use decimals through the thousandths place to name numbers between whole numbers.

MA.4.G.3.2 - Justify the formula for the area of the rectangle "area = base x height".

MA.4.G.3.3 - Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.

MA.4.A.4.1 - Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns.

MA.4.A.4.2 - Describe mathematics relationships using expressions, equations, and visual representations.

MA.4.A.4.3 - Recognize and write algebraic expressions for functions with two operations.

MA.4.A.6.1 - Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.

MA.4.A.6.3 - Generate equivalent fractions and simplify fractions.

MA.4.A.6.4 - Determine factors and multiples for specified whole numbers.

MA.4.A.6.5 - Relate halves, fourths, tenths, and hundredths to decimals and percents.

MA.4.A.6.6 - Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.

MA.4.G.5.3 - Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.

The list above are the standards from Math, Science and Social Studies which could be specifically taught as part of engaging students within the current events related to the oil spill. Language Arts was intentionally omitted from this list as we recognize that reading instruction is the primary focus of primary education, and statutorily of charter schools, and therefore, we wish to address Language Arts separately.

EJ Hirsh (2010) writes that "to be fully literate is to have the communicative powers of language at your command--to read, write, listen and speak with understanding." This sentiment is expanded upon later in this application, however, provides the framework for the Language Arts instruction and central core concepts of PPA, Jr. In order to truly learn and be able to apply the standards of the Language Arts curriculum, students need a realistic purpose and audience for applying the standards. In the example above, the Language Arts materials would be utilized by incorporating the same lessons used by Pinellas County Schools from Unit 4 (weeks 3 through 5) and Unit 5 (week 4) as the shared reading selections are incorporated. More importantly, students will apply their language skills and learning to their project through writing letters to their elected representatives, writing and producing public service announcements, interviewing experts in the field, creating print materials to distribute, etc. Their reading skills will be enhanced as they read real world documentation about the oil spill, the legislative sessions regarding banning offshore drilling, and more. This real life application of their learning will motivate and engage students to more effectively apply and retain the essential skills they are learning. Language Arts will be infused at the heart of all projects partaken at PPA, Jr.

Often students who are “low-performing” are labeled as such due to their lack of interest in an academic area or their inability to see the relevance of what they are learning as it relates to their daily lives. The setup and application of the curriculum at PPA, Jr. will solve this issue for many of our students. All learning will be practical and applied to the projects they are participating in. Therefore, achievement will be demonstrably more significant at PPA, Jr. Conversely, we recognize the need to proactively plan for those students who may struggle academically. Our staff will be structured in such a way as to support professional collegiality in working with individual students. While classroom placement will be done relatively traditionally for a primary school (students will have a single generalist homeroom teacher whom they will receive the majority of their instruction from), grade level classes will be physically adjoined, and teacher collaboration / team teaching will be required. Teachers will work together to plan projects and lessons, thus allowing classes to work together. In the facility’s design (Appendix XI), one can see that adjoining classrooms have been included in the design of the facility. This will mean that during comprehensive projects teachers can work together to group students who may need specific instruction. If there are a small group of students struggling with a specific component or task, a small group can be made and one teacher can work more directly with that group, while the other teachers at that grade level help the other groups. Additionally, assessments described in the assessment section of this application will provide valuable data to determine which students need additional interventions, and staff specialists (such as the reading specialist) will be available to provide individualized instruction when necessary for those students who are struggling with individual concepts or who have been determined to be at Level 1 or Level 2 in Reading. Students who qualify for ESE services will also receive services from qualified staff members both through the inclusionary model and through pull out instruction based on the services and identified needs of their IEPs.

Authentic assessment will be built into projects throughout the development and implementation of classroom projects. Please see the curriculum section of this application to learn more about the project development process and how assessment will drive the development of individual projects. To facilitate authentic and standards based assessment, the school will work during the planning phase of the charter to develop a standards based assessment protocol and database. This system will allow teachers to develop their projects around the core grade level standards and will then allow teachers to mark off the proficiency level individual students demonstrated as part of their project results. This will also highlight standards which need to be covered more in-depth during the development of future projects. For example, the database will report which standards have not been touched on and those standards which students have yet to demonstrate mastery. The system will also print individual student reports to be included in progress report / report cards for parents in order to highlight student progress. Once this system has been developed, it will be made available to other schools interested in implementing a similar system, building upon the capacity of public schools.

Teacher empowerment is an important component of the design of PPA, Jr. Teachers will be seen as professionals who are the experts. PPA does not believe that education can be a scripted experience whereby lessons can be prescribed. Teachers need to gauge student abilities, interests, and prior knowledge and then design appropriate individualized lessons for that particular group of students. Teachers will have the authority to plan lessons within the general themes set within the school curriculum (see the curriculum section of this application), so long as they can justify the standards and objectives of individual projects using the tool described in the previous paragraph. Teachers will be grouped together in grade level teams both physically and organizationally. This will allow teachers to work together to plan projects and meet the needs of their students.

Additionally, teachers will have a voice in the administration and leadership of the school through the School Advisory Council (see the management section of this application). When teachers are held accountable for their students instruction, and have the ability to make decisions in their students' best interest, phenomenal things are possible.

2. TARGET POPULATION AND STUDENT BODY

- ❖ Describe the anticipated target population to be served.
 - If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.
 - Provide the following for each year of proposed operation: the grades that the school will serve, the number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

Pinellas Primary Academy will focus our recruiting efforts on students who fit well within the mission of the school. Pursuant to Florida Statute 1002.33(10)(e)(5), "Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter..." Pinellas Primary will be a very academically focused school. While classes will be conducted in creative and innovative ways, in order to be successful, students must be willing to work hard and put forth a great deal of effort. Research has demonstrated that when students are held to high expectations they rise to meet those standards. Parents will be made aware of these expectations during their tour and initial meeting with school staff members prior to applying for admission. The mission of the school, the academic focus, and the limitations inherent in a small-school environment will be made clear to parents. From that point, parents must choose whether their child is motivated enough, and the family committed enough, to supporting the student to succeed at Pinellas Primary Academy.

While we will focus our recruitment efforts, it is important to also note that PPA, Jr. will accept all eligible students who reside in the county. In accordance with federal and state anti-discrimination laws and in accordance with the Florida Education Equity Act, PPA, Jr. will not discriminate on the basis of any legally protected category in the admission of students.

The character traits of students who will particularly excel at PPA, Jr. are students who:

- Are willing to put forth effort into their own education;
- Generally are well behaved and do not excessively allow behavior to interfere with their own learning or that of their fellow classmates;
- Work well, or show a propensity to work well, with other students;
- Able or willing to look at tasks in creative and unique ways (problem solving);
- Have supportive families who are willing to commit to ensuring that students are present at school and complete their homework.

While not all students will meet these criteria, these are areas that will be focused on, and families who are not willing to support these ideals should not consider PPA, Jr. as a good fit for their family. Parents will be informed of the school's mission, expectations, strengths and limitations so that they can make an educated decision. We want attendance at Pinellas Primary Academy to be a positive experience for both students and families, and we believe in full disclosure of the school's mission, strengths and limitations so that families can make an educated decision prior to applying for the school. To every extent possible, we wish to avoid a family applying for admission and being accepted, only to later discover that the school is not a good match. This is counter-productive for both the student and the school. When students are accepted at the school these points will be a central component of the instruction and environment at PPA.

Our target enrollment for the first five years of the school is listed below:

TABLE I Estimated Enrollment Projections					
	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	51	68	68	68	68
1 st Grade	51	51	51	68	68
2 nd Grade	34	51	51	51	68
3 rd Grade	17	34	51	68	68
4 th Grade	21	42	42	42	42
Total Enrollment	174	246	263	297	314

Fourth grade will be taught at both PPA, Jr. as well as Pinellas Preparatory Academy. Students completing third grade will be evaluated based on their classroom performance, FCAT scores, and other school assessments to determine their readiness for more advanced work. Those students who would fit into the “Honors” classes of Pinellas Preparatory Academy will be advanced to that school, where as those students who would benefit from the slightly more nurturing environment at PPA, Jr. will remain until fifth grade.

We request that our charter limit our enrollment to 350 students in grades Kindergarten through Fourth grade.

3. EDUCATIONAL PROGRAM DESIGN

- Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.
- Describe the proposed charter school's educational program and/or curriculum approach, emphasizing the innovative instructional methods or approaches to be used.
- Describe the research base for the educational program and/or curriculum approach.
- Explain how the educational program aligns with the school's mission.
- Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State Standards, as required by section 1002.33, F.S.
- ❖ If the school intends to replicate an existing school design:
 - Provide evidence that the existing design has been effective and successful in raising student achievement.
 - The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.
 - Describe the applicant's capacity to replicate an existing school design.
 - The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

CALENDAR

Pinellas Primary Academy will follow the same academic calendar as Pinellas County Schools regarding which days schools are in session. However, the school will determine its own hours of operation. For example, the school does not intend to follow the early release days every week that Pinellas County Schools currently observe.

SCHEDULE / INSTRUCTIONAL TIME

While the exact time schedules will be determined and set during the planning and implementation phase over the next year, we are considering something similar to the following schedule:

TABLE II Possible Daily Student Schedule	
Kindergarten – 2 nd Grade	3 rd – 4 th Grade
8:10 Classes Start (Drop off between 7:50-8:10)	
8:10 – 9:40 First Block	8:10 – 8:40 Specials
9:40 – 9:55 Recess I	8:40 – 10:10 First Block
10:00 – 11:30 Second Block	10:10 – 10:35 Recess II
11:30 – 12:00 Lunch I	10:35 – 12:05 Second Block
12:05 – 1:35 Third Block	12:05 – 12:35 Lunch II
1:35 – 2:30 Specials	12:35 – 2:05 Third Block
	2:05 – 2:30 Specials
2:30 Dismissal (Pick up between 2:30-3:00)	

This schedule is a general guideline that will be used when developing the master schedule. A few key points that will be taken into consideration when scheduling instructional time are:

- Uninterrupted blocks for reading and math of at least 90 minutes (during which time these subject areas will be the primary focus, within the context of the overall projects currently being completed by the class).

- Science and Social Studies content will be integrated into the other content areas to allow for as much instruction as possible.
- Class schedules will be optimized for the use of a reading specialist (so that reading specialists can work with as many students as possible).
- Creative / constructive play and expression is essential in the development of children, and, therefore, we do plan to have a recess time built into the day, preferably breaking apart the two main academic blocks.

EDUCATIONAL PROGRAM / CURRICULAR APPROACH AND RESEARCH BASE

The main educational approach of Pinellas Primary Academy will be Project Based Learning. Students will be actively engaged in various projects and educational pursuits, while at the same time learning the essential components as outlined in the Next Generation Sunshine State Standards. A more in-depth explanation of how this will be carried out is included in section 4 (Curriculum Plan) of this application.

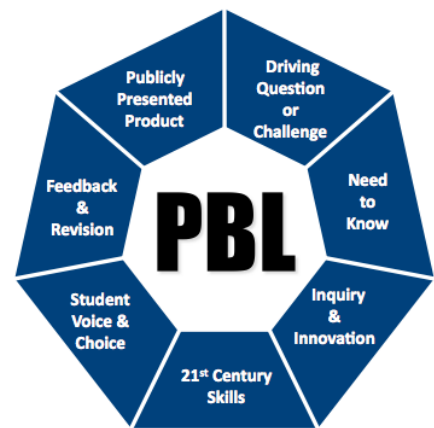
Project Based Learning has been around for many years. The ideas of experiential learning were advocated by William Kilpatrick as early as 1918 and John Dewey in 1938. A great deal of research has been reviewed, although not necessarily quoted, throughout this application. An extensive bibliography is included prior to the appendixes of this application.

Possibly the most extensive definition of Project Based Learning is that presented by the Buck Institute for Education which focused on Project Based Learning for the 21st century. Their model, borrowed from their website

(http://www.bie.org/about/what_is_pbl/) is as follows:

Rigorous and in-depth Project Based Learning:

- **is organized around an open-ended Driving Question or Challenge.** These focus students' work and deepen their learning by centering on significant issues, debates, questions and/or problems.
- **creates a need to know essential content and skills.** Typical projects (and most instruction) begin by presenting students with knowledge and concepts and then, once learned, give them the opportunity to apply them. PBL begins with the vision of an end product or presentation which requires learning specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts.
- **requires inquiry to learn and/or create something new.** Not all learning has to be based on inquiry, but some should. And this inquiry should lead students to construct something new – an idea, an interpretation, a new way of displaying what they have learned.



- **requires critical thinking, problem solving, collaboration, and various forms of communication.** Students need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st Century Skills".
- **allows some degree of student voice and choice.** Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
- **incorporates feedback and revision.** Students use peer critique to improve their work to create higher quality products.
- **results in a publicly presented product or performance.** What you know is demonstrated by what you do, and what you do must be open to public scrutiny and critique.

ALIGNMENT TO SCHOOL'S MISSION

PPA, Jr's mission will be to provide a nurturing and creative environment for motivated students, where together they can rise to their potential. Through the use of Project Based Learning we will be able to engage and motivate students to apply their education to real world purposes, even at the very early primary grade levels. Much of the research quoted in the bibliography talks about the ability for Project Based Learning to maintain the high motivation levels of students. Our staff will act as facilitators during the process of student learning, nurturing them along the way.

CAPACITY TO FULFILL THESE GOALS

PPA, Jr.'s core values mirror the values which guide Pinellas Preparatory Academy. PPA has successfully operated as a charter school in Pinellas County since 2002, showing solid growth and exemplary educational performance. Our organizational structure, fiscal management, and academic focus are clearly demonstrated, and we believe that this experience will allow us to operate a successful primary school, mirroring the core academic values of PPA, but with a more clearly defined instructional method and approach (Project Based Learning). Referenced throughout this application are three separate names: Pinellas Preparatory Academy, Inc., Pinellas Preparatory Academy [PPA], and Pinellas Primary Academy [PPA, Jr.]. For a more detailed explanation of the organizational structure, please see the management section of this application. However, by way of a brief explanation Pinellas Preparatory Academy, Inc. refers to the incorporated non-profit agency which holds the contract with the school district that operates the charter schools. The agency refers to the Board of Directors, and the superintendent who will oversee both

PPA School Grades	
2002-03	A
2003-04	A
2004-05	A
2005-06	B
2006-07	A
2007-08	A
2008-09	A

schools. PPA refers to the currently operating 4th-8th grade Charter School, and PPA, Jr. refers to the planned school for which this application represents.

In the operation of PPA, we have demonstrated our capacity to fulfill the goals outlined within this application. We have been consistently rated an A or B school every year of our existence. Our scores on the Florida Comprehensive Assessment Tests have consistently outscored those of the district and state averages. Our parent satisfaction surveys annually show that our parents are pleased with the education their students are receiving, that students feel safe, and that they are academically challenged. As an organization, PPA has demonstrated fiscal responsibility, been diligent about responding to district inquiries, and has met or exceeded all mandates of a public charter school. We have no reason to believe that we could not continue to exceed expectations with the approval of this application.

CAPACITY TO FULFILL THESE GOALS

PPA, Jr.'s core values mirror the values which guide Pinellas Preparatory Academy. The organization structure and academic team have already created one positive school where students are successful, and believe this can be carried over to the operation of the primary school. Please see the section later regarding staff and organization structure which outlines how this will be overseen.

4. CURRICULUM PLAN

- ❖ Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Standards. If the curriculum has not been developed, describe how the plan for curriculum development shows how students will be prepared to attain the Next Generation Sunshine State Standards. For schools that will serve high school students, the proposed curriculum must describe the major areas of interest as required by section 1003.428, F.S.
- ❖ Describe the research base and foundation materials that were used or will be used to develop the curriculum.
- ❖ Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.
 - The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research. Information no reading requirements maybe accessed at www.justreadflorida.com/docs/reading_programs.pdf
- ❖ Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.
- ❖ Describe how the effectiveness of the curriculum will be evaluated.

The main drive for the educational program of Pinellas Primary Academy will be ensuring that students obtain the essential elements of the Next Generation Sunshine State Standards through the use of Project Based Learning. This style incorporates real-world experiences, tied with a strong degree of cooperative learning and the incorporation of multiple intelligences. We have made many of the preliminary decisions regarding curriculum, but know that we still have more to do. The Principal of Pinellas Preparatory Academy, Curtis Fuller, who will be moving up to the position of Superintendent of Pinellas Preparatory Academy, Inc., has a Master's Degree in Educational Leadership and a license as a Curriculum Director from the state of Wisconsin (no equivalent license exists in the state of Florida). As is indicated in the action plan listed later in this document, once a new principal has been hired for Pinellas Preparatory Academy, Mr. Fuller will dedicate his time to refining and clearly laying out the specific scope and sequence tied in with the curriculum identified within this application. This will be done by forming academic teams to review the curriculum in comparison to Next Generation Sunshine State Standards, finding what additional resources above and beyond what is listed below will be necessary, and writing a specific scope and sequence to be used by teachers.

The main thrust of the educational program of Pinellas Primary Academy will be to engage the multiple intelligences that students possess and to allow them to work cooperatively and collaboratively with their peers to master content. We believe strongly in the ideals of Project Based Learning. For example, our Kindergarten program hopes to emulate the program being carried out at Auburn Early Education Center (www.edutopia.org/kindergarten-project-based-learning-video). It is our belief that learning needs to be authentic and integrated for students to truly understand and ingrain the lessons taught into their everyday lives. While we do not intend to become an official Core Knowledge® school, the ideals written by EJ Hirsch (2010) regarding the necessity for literacy instruction to include real-world, applicable instruction, we believe is essential. Therefore, it will be integrated into the curricular approach. Hirsch writes that "to be fully literate is to have the communicative powers of language at your command--to read, write, listen and speak with understanding," but he breaks the process of reading into two distinct parts: decoding and comprehension. Much of a primary student's instruction focuses almost exclusively on the decoding. In order to comprehend the text, students need to have prior knowledge to tie their reading to in order to make sense of the text. We believe by tying together all instructional areas through the use of Project Based Learning, PPA students will see a purpose for their reading and they will be able to build a more significant base of background knowledge, which will enable them to be more successful with their reading and truly succeed in all communicative tasks.

While we hope to spend the planning year working out the specific details of our curriculum, along with detailed scope and sequence documents, we intend to use similar curricular materials to what is used at Pinellas Preparatory Academy in an attempt to provide continuity for those students who stay with our schools through eighth grade. Below is a list of the four main curricular areas and the materials that we intend to use for each area. Correlations between the textbook series and the Sunshine State Standards are included within the Appendixes of this application. Due to the recent update in some of the standards, the correlations may be based on the previous version; however, we are aware of and will ensure compliance with the Next Generation Sunshine State Standards.

LANGUAGE ARTS

Language Arts: Our initial plan is to utilize the Macmillan/McGraw-Hill Treasures series, which is the same curricular material package used by Pinellas County Schools. We have found it helpful to try to follow the same series as the district in regard to Language Arts, due to the wealth of materials we then can access from the district (i.e. trainings, teacher created materials, etc.). While we will utilize the materials and curriculum provided by the publisher, we will be rearranging the stories into themes that are more integrated with the interdisciplinary, Project Based Learning model we will be using at PPA, Jr. Please see Table 3 for an example of how the curriculum might be rearranged. Stories will be interwoven into the instruction during the project portions of the day, and the supporting lessons that go along with the units (such as the word study skills, fluency instruction, oral language, shared reading and reading/writing workshops) will be included as mini lessons to be used to support and enhance the work students are completing as part of their overall projects. The research listed in the bibliography supports that by infusing literature instruction into more real world scenarios, students will be more engaged in and retain their instruction more effectively.



In addition to the materials provided by the Treasures series, we plan to ensure our teachers have training in the utilization of the “6+1 Trait® Writing” program as has been developed by Education Northwest. This program breaks writing into six (plus one) components as a way of teaching and evaluating student writing:

- **Ideas** (the main message);
- **Organization** (the internal structure of the piece);
- **Voice** (the personal tone and flavor of the author’s message);
- **Word Choice** (the vocabulary a writer chooses to convey meaning);
- **Sentence Fluency** (the rhythm and flow of the language);
- **Conventions** (the mechanical correctness);
- and **Presentation** (how the writing actually looks on the page)

MATH

Math: Our initial plan is to utilize the Saxon Math series, published by Houghton Mifflin Harcourt. We have utilized this series at PPA for the last 5 years with extremely positive results. Unlike traditional math series, Saxon is designed in a way that is extremely repetitive and



cyclical ensuring students are frequently reintroduced to and practice the math skills as they cycle through their math training. Math skills will be integrated into the project based learning, but a separate time will be given to math instruction, as many of the math skills required in the primary years are primary skills and as such, are unable to be built into the project based schedule. However, certain projects will lend themselves to some of the tasks highlighted in the Next Generation Sunshine State Standards more than others. For example, in Table 3 you will see that in the first grade project/theme “Community Helpers” we intend to focus more heavily on the math skills of currency, while during the theme of “Mapping” we intend to focus on measurements, units of measuring and comparing/order items based on measurement.

SOCIAL STUDIES

Social Studies: Too often in the reality of high stakes testing, the Humanities and Arts are neglected in schools today. Often times parents coming to us from other schools have complained to us that their students haven’t had Science or Social Studies lessons until the last few weeks of school; after the FCAT has been completed. We maintain that instruction should be based on more than just basic skills; it should be founded in the roots of essential and real life knowledge and feel much of this comes from the areas that are so often dropped from the curriculum. As a result, Social Studies and Science instruction will be an instrumental part of the academic program at PPA, Jr. and will be the driving force behind many of the project based themes that the school will utilize. Initially, we intend to use two curricular material sets for Social Studies. Most students will utilize the History Alive series, published by TCI. The History Alive series offers a great deal of hands on experiences, actively engaging students in simulating what they are studying. One downfall of the TCI materials is that they do not have a specific Florida Studies textbook for fourth graders. As a result, we like the Houghton Mifflin Florida Studies Fourth Grade textbook to help our fourth graders learn more about Florida history, as aligned to the Next Generation Sunshine State Standards.



SCIENCE

Science: The science program we intend to initially use is the Scott Foresman Science series published by Pearson. This program offers many opportunities for students to participate in hands on experiences related to the subjects they are studying. The program aligns well with the Sunshine State Standards, and is also the program used at both PPA and the Pinellas County School Board. The actual sequence of the instruction will be modified to incorporate the project based themes being used within the school. Scientific inquiry and the science standards will be heavily infused into the project designs to ensure students are meeting the required standards.



In developing the project based themes, correlations between the standards and content to be taught at each grade level will be analyzed and put together. From there, teachers will work with the students, using their knowledge of students' abilities and interests as well as current events and curricular materials to develop individualized projects for groups of students. During the planning year of the school these themes and possible projects will be more thoroughly developed and laid out. Some of the work has already been done. For example, Table 3 shows an example of major themes for First Graders. Drafts of similar charts for additional grade levels are included as Appendix XII.

TABLE III First Grade Thematic Units for Project Based Study					
Language Arts	Social Studies	Science	Math	Health	Core Knowledge
Below are the story units/lessons and story titles from the curricular materials that would be taught within each thematic unit.	Below are the chapter titles from the History Alive textbook that would be covered within each unit.	Below are the chapter titles from the Scott Foresman Science textbook that would be covered within each unit.	Below are the math standards (SSS) that would be specifically highlighted during the unit. Other math concepts will be spread throughout the year.	Below are the health standards (SSS) that would be specifically highlighted during the unit. Other health standards will be spread throughout the year.	Below are areas of study we feel essential (as defined by the Core Knowledge Institute) that would be included in each unit.

Getting to Know Each Other Theme					
1/1: Pam & Sam 1/3: How You Grew 1/4: Pet Tricks 1/5: Soccer	Ch.1: How do we get along in school? Ch.2: Why is it important to learn from each other? Ch.3: Why do schools have rules?	Ch.1: Living and Nonliving Ch.2: Habitats Ch.3: How plants and animals live Ch.12: Science in our world			

Community Helpers					
1/2: I Can! Can You? 2/2: Little Red Hen 3/1: Kate's Game 3/2: Kids Can Help 6/3: Cool Jobs	Ch.4: Who helps us at school? Ch.5: How are we good helpers at school?	Ch.4: Life cycles Ch.5: Food chains		HE.1.C.1 (Health promotion, disease prevention) HE.1.B.2 (Communication skills to enhance health and avoid risk) HE.1.C.2 (Advocate for good health)	Science: Human Body (Systems, preventing illness) Math: Currency

Mapping					
4/2: June Robot Cleans Up 2/3: A Prairie Dog Home 2/5: On My Way to School 6/1: Dot and Jabber and the Big Bug Mystery	Ch.4: What is a map? Ch.14: What do good neighbors do?	Ch.6: Land, Water and Air	MA.1.G.5.1 (Measure and group with units) MA.1.G.5.2 (Compare and order based on measurements)		

Weather / Astronomy

4/3: Stormy Weather 5/4: Whistle for Willie 5/5: A Fruit is a Suitcase for Seeds		Ch.11: Day and Night Sky Ch.7: Weather			
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Historical Perspectives

5/3: Kids' Inventions 4/4: Meet Ben Franklin 5/2: The Kite	Ch.7: What was school like long ago?				SS: Early people and civilizations SS: Early World Civilizations (Mesopotamia, Ancient Egypt)
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Community Service and Groups

2/4: The Fun Kids Band 4/1: Pelican Was Hungry 4/5: The Rabbit	Ch.8: What groups do we belong to?				
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Families / Supporting Each Other

2/1: Animal Moms and Dads 3/5: Gram and Me 6/5: Sand Castle	Ch.9: How are families special? Ch.10: What do families need and want?			HE.1.C.2 (Analyze factors on health behaviors)	
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Being Observant and Scientific

6/4: A Tiger Cub Grows Up		Ch.8: Observing Matter Ch.9: Movement and Sound	MA.1.G.3.1 (Vocabulary to compare shapes) MA.1.G.3.2 (Compose and decompose shapes)		
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Traditions

3/4: Smile, Mike! 5/1: Olivia	Ch.11: How do family members care for each other? Ch.12: How do families change? Ch.13: What are family traditions?				SS: Modern world civilization (Mexico)
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Energy / Space

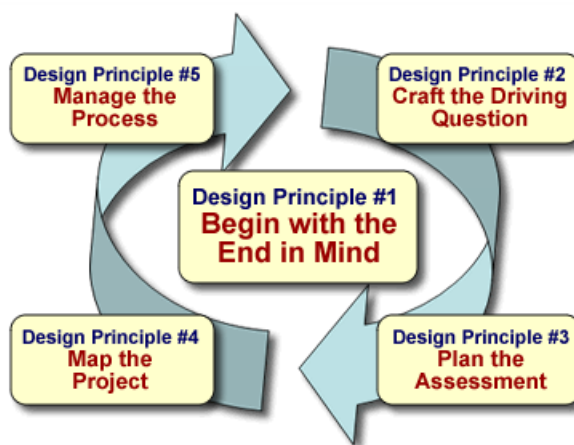
3/3: Short Shadows, Long Shadows 6/2: Blue Jay Finds A Way		Ch.10: Learning about Energy			Sci: Astronomy
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As can be seen from Table III, the core themes for first grade are:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Getting to Know Each Other • Community Helpers • Mapping • Weather / Astronomy • Historical Perspectives | <ul style="list-style-type: none"> • Community Service and Groups • Families / Supporting Each Other • Being Observant and Scientific • Traditions • Energy / Space |
|--|--|

In general, about three themes will be covered in each nine-week grading period, leaving approximately three weeks per theme. Some themes will take longer to cover than others (for example, “Getting to Know you,” is the theme where the classroom community, rules and structure will be instituted, and will, therefore, probably take closer to five weeks to cover).

During the planning phase of the charter, various project types will be researched and provided as examples to teachers. These can then be drawn upon by the teachers in developing a specific project for students. Most projects cannot be completely designed prior to the school year, as they will be individualized based on the needs and interests of the students in the class. A model such as the one described by The Buck Institute (“Designing Your Project”) will be used to develop the individual projects. This process encourages starting with the end in mind. First, the teacher or designer would develop the objectives students should have at the end of the project. From there a question that the students must try to answer is posed. Once the question has been developed, a method of assessment is devised that will encompass the learning objectives. The teacher then works with the students to develop a map with deadlines and steps along the way to completion of the overall project. Once the actual student work begins, the teacher then becomes a facilitator helping the students stay on track and find the information they need, offering mini-lessons and support along the way.



How would this work for a First Grade classroom? Let’s take the first general theme, “Getting to Know Each Other,” and break down how this process might work for a first grade classroom.

Step 1 - Begin with the End in Mind - The primary objective for this lesson is to develop a sense of community within the classroom and to establish classroom procedures and expectations that will help the rest of the year go successfully. Students need to become aware of how the class will be working together, project based, and how they are expected to participate and contribute to the classroom community.

Step 2 - Craft the Driving Question - Given that first graders attention span will not allow for a full 4-5 week project, especially when they are first getting used to this style of learning, students will engage in several questions and projects as part of this overall theme. Some of the potential questions that the teacher may want to address may be:

- What do we have in common as a community?
- How can we work together?
- What do we expect from each other?
- How do guidelines/expectations (rules) help us succeed?
- How do other groups get along with each other and work together?
- What happens if everyone doesn't do their jobs?

Step 3 - Plan the Assessment - Each project will have its own assessment rubric. Students will be taught how to utilize rubrics as a planning guide. For the purposes of this demonstration, let's focus on the fifth question, "How do other groups get along with each other and work together?" A teacher may want to assess based on the following criteria:

- Students will describe two situations where living beings interact-one human, one animal
 - Able to describe situation
 - Able to answer two questions from either peers or teacher about their situations
- Students will imagine a situation that did not go well due to a lack of cooperation
 - Students will write, draw or record a story where a group didn't get along
- Students will explain why they feel it is necessary to get along in class
 - Engage in small group discussion regarding classroom cooperation

Step 4 - Map the Project - The teacher may choose to begin the unit with the story "Soccer" from Unit 1 of the first grade Treasure's textbook. While teaching this lesson during the language arts block, the typical lessons from this unit are included (such as read aloud strategies, phoneme categorization, phoneme segmentation, phoneme deletion, final blends and CVCC words, high frequency words, fluency cues, etc.). While reading the story, the teacher would also highlight the importance of team, discuss if any of the students have ever played soccer and how they had to work together as a team. From there, the teacher can ask for examples of other teams. The teacher will then explain how the students will be investigating teams to discover ***how other groups get along with each other and work together***. The teacher will incorporate chapter three of the science book in regards to how animals live and will encourage the students to think of groups of people and groups of animals that they might like to learn more about. Based on interest, the students can then be grouped together and each group can decide what they will research. To ensure that each student is equally participating and getting the maximized learning, cooperative learning strategies will be used. Each student will be given a specific job in each group (ex: researcher, writer, reader, or presenter). The teacher will help to guide them in the right direction. The teachers will explain their time lines, explaining what they will do today and tomorrow during the project time, and how on the following day they will need to be able to describe their situations and to answer questions about them. They will then discuss the culmination of the project and how they will be writing a story about a group that didn't get along.

As the teacher is mapping the plan for the project, at the same time they will be employing the use of the standards based assessment program eluded to in section one of this application. The system will allow the teacher to pick specific standards which will be covered through the mini-lessons and completion of the project.

Step 5 - Manage the Process - The teacher then allows the students to work together on their question. The students can use the classroom library, computers, and other available resources; students will learn more about their subject. Throughout the process the teachers will use mini lessons to individual groups or to the whole class when the need arises to find specific information. For example, at one point, the teacher may pause the work time to incorporate a lesson from chapter one of the social studies book about getting along in school, or from chapter three of the science book about other living animals and how they coexist. How the teacher manages this is based on their training and the needs of the students as they progress through their learning experience.

Using this five step approach to designing projects and questions which guide the instruction, teachers will be able to ensure that students are receiving a balanced education. Reading and writing will be the essential components of the instructional design of Pinellas Primary Academy. We believe that by integrating the various subject areas into projects, additional time will be able to be devoted toward the teaching of reading and writing skills and will provide for a more well-rounded and effective education for the students.

Classes at Pinellas Primary Academy will be grouped heterogeneously. We believe that through the use of cooperative learning and differentiated instruction we can meet the needs of both those advanced students who need additional challenge in the classroom, and those who may be struggling academically and need additional assistance. In addition we plan to hire a reading specialist to work with students who are struggling with reading. We also will eventually have a full time staff person who will work with both the ESE students, as well as students who may be struggling academically in other areas. We also intend to have on-site gifted instruction for those students who qualify for Gifted Services. This will consist of a thematic supplemental program two to three times per week, similar to the structure that has worked for Pinellas Preparatory Academy. In addition to these services, the evaluation of the instructional materials selected by the school will include a weighting for supplemental materials which provide additional assistance to students who are either struggling or advanced.

Another key component in the design of the school both physically and operationally is the use of grade level teams. Teachers will plan their units collaboratively and will be located within adjoining rooms. This will allow teachers to team teach projects and open up teachers to work more effectively within small groups of students. It is our intention to hire at least one staff member on each grade level team who has been trained in the Content Area Reading-Professional Development (CAR-PD) program, to assist with facilitating lower level readers within the grade level team. The expectation is that all staff will work towards this certification.

As students progress through their years at PPA, Jr., they will begin to be prepared for the possibility of entering the honors program at Pinellas Preparatory Academy. The primary determination for students in the Honors program is their ability in mathematics. The math curriculum within that program is advanced by one year. Therefore, starting about half way through the second grade year, the instruction of math will be differentiated in such a way that students who may potentially be going into the Honors program will receive accelerated math instruction, moving more quickly through the curriculum than other students. By the time they enter the fourth grade, they will be prepared for the fifth grade curriculum.

ONGOING REVISIONS

After the first year of instruction with the curriculum, teachers and the school principal will evaluate the effectiveness of the scope and sequence, and they will provide modifications as are necessary to best improve the education of students at Pinellas Primary Academy. The effectiveness of the curriculum will be decided based on the assessment data available, which could include the following:

- Standardized Test Data (Stanfords, FCAT, etc.)
- Our internal database correlating projects with standards and student achievement
- PEER Reading Assessments
- Informal Classroom Assessments
- Teacher Observations / Anecdotal Records
- Common Assessment Data

Throughout the entire process, the idea of “beginning with the end in mind” will be essential. As described by Wiggins and McTighe in Understanding by Design (2005), the point at which students need to be at the end of each year will be the starting point and the curriculum development will work backward from that point, breaking down the essential components that students need to be successful.

5. STUDENT PERFORMANCE, ASSESSMENT AND EVALUATION

- State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student success will be evaluated, and the specific results to be attained.
- Describe the school's student placement procedures and promotion standards.
- If the school will serve high school students, describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, F.S., and any proposed additional requirements.
- Describe how baseline achievement data will be established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.
- Identify the types and frequency of assessments that the school will use to measure and monitor student performance. Include a description of how students will participate in the statewide assessment program and what other assessments will be used to document student progress.
- Describe how student assessment and performance data will be used to evaluate and inform instruction.
- Describe how student assessment and performance information will be shared with students and parents.
- Describe, to the extent possible, how student progress and performance will be evaluated and compared to closely comparable student populations.

Assessment of students and data driven decisions will be an essential component in the operation of Pinellas Primary Academy. Assessment is the means by which we can measure and ensure student growth. Within the educational climate that exists today, much focus is placed on state-wide formal assessments. While third and fourth graders at Pinellas Primary Academy will participate in the FCAT, it will not be the central component of instruction as it has become in some schools. Pinellas Primary Academy will provide a holistic approach toward education that educates students in all areas, not just those tested on the FCAT.

The staff of Pinellas Primary Academy will utilize data in decision making, and teachers will be selected partially on their abilities to informally assess student abilities and make appropriate educational decisions based on those needs. During the planning phase of the charter, and while developing the grade level themes, a comprehensive database system will be designed and developed to be used in the planning and assessment phases of instruction. This system will allow teachers to identify which specific state standards are being covered during individual projects, and afterwards, will allow the teacher to identify the mastery level of individual students in regards to each standard. This data will then be able to be extracted in such a way as to provide individual assessment of student progress, class-wide planning for standards which have not been mastered and administrative oversight of the progress of individual classes. The system will be developed in conjunction with the finalization of the themes so that individual benchmarks can be identified for each theme within the scope and sequence of the curriculum. When students are not meeting the required benchmarks, they will receive focused assistance in those areas through tutoring, individualized instruction, and work with staff members (such as the Reading Specialist, ESE specialist, or with lessons prescribed by the teacher and carried out by educational assistants). These benchmarks and assessments thereof will be comparable to Pinellas County School's Common Assessment schedule. The assessments will be developed in-house, and assess the benchmarks which will be identified in the curriculum documents.

As a more formal assessment, Pinellas Primary Academy students will participate in the FAIR testing, developed by the State of Florida, three times each year. This data will help to show strengths and weaknesses of individual students and will allow teachers to customize their instruction more directly towards those students who need additional assistance in core areas.

At the beginning of each year, students will also participate in a Stanford Achievement Assessment (or equivalent assessment). This assessment will again be measured in the Spring, within a month of the last day of school, to show student growth from the start of the year to the end of the year. This assessment will provide a baseline set of data which can be compared over the course of the year as well as year after year. The Stanford Achievement Assessment is a norm-based assessment, which provides data with how our students are performing in comparison to other comparable students.

We feel that this assessment regiment assures that we have a series of measures which ensure validity and reliability amongst of our student assessments with both nationally norm referenced assessment, as well as the standards based Florida assessment.

Additionally, we plan to develop a planning and assistant system which will allow teachers to identify core standards that each individual project being used with the students will address. During the evaluation of their project, teachers will be able to identify which standards individual students have demonstrated mastery of during the project. This system will then print individual student reports which will identify standards that still need to be worked on with individual students, so that during the planning of future projects, the teacher will be able to focus instruction based on the skills students have yet to master from the Next Generation Sunshine State Standards. This system will also provide clear documentation of classroom progress in order to identify where class interventions may be necessary or where level two or three (as defined by the PS/RtI system) interventions may be necessary for individual students.

Informal assessments, such as the use of running records, class work and other teacher created activities will also play a vital role in allowing the teachers to form a comprehensive understanding of student abilities.

Formal assessment data, such as those acquired from the Stanford Achievement Test, will be sent home with students for their families to review, as well as possibly made available through an online grading system. Informal assessment data will be scored and shared with parents through the online grading system. Pinellas Preparatory Academy currently uses Gradebook Wizard, an online grading system, which allows parents access to grades, testing information, messaging features, and more. It is presumed that Pinellas Primary Academy will use the same or a similar package.

Student promotion will be based on readiness to complete the next academic year. Within the curriculum document, a core set of benchmarks that students must demonstrate mastery of each year will be identified. Within that document, we anticipate having “non-negotiable” benchmarks identified, as well as a number of other goals which must be met in order to be promoted to the next grade level. For example, in First grade math, it is conceivable that there may be 12 benchmarks identified within the curriculum document. Six of these benchmarks may be identified as “non-negotiable” and the document may lay out that four of the remaining six objectives must be met in order to be promoted to the second grade. Given these parameters, if a First grader does not meet any one of the six non-negotiable items, they will be retained in the First grade the next year. If they meet all six of the non-negotiable items, and at least four of the other benchmarks, they will be deemed ready to move on to the following grade level.

Pinellas Preparatory Academy, Inc. also plans to develop a summer program for students. We have successfully run summer camps in the past and we continue to work to improve and build upon this

program. Our hope is that by the summer of 2012 the program will be developed sufficiently to offer remediation courses which will allow students to focus on individual benchmarks they may have missed from the curriculum in order to facilitate their promotion to the next grade level.

Our goals for student achievement include:

- Each year, 90% of Pinellas Primary Academy students will show an annual average increase of at least 0.9 in their grade level equivalency [GLE] scores on the Stanford Achievement Assessments (or similar assessment package).
- All students who do not meet annual expectations (i.e. 0.9 GLE increase, at or above grade level on FCAT, Yellow or Green level in FAIR, etc.) will be identified and a plan developed for peer-coaching, tutoring, or small group instruction as a form of remediation.
- Pinellas Primary Academy students will score in the top 25% of students within Pinellas County Schools as ranked by the FCAT.

6. EXCEPTIONAL STUDENTS

- ❖ Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and 504 plans, and providing a full range of services.
- ❖ Identify the staffing plan for the school's special education program, including the number and qualifications of staff.
- ❖ Describe how the school will serve gifted and talented students.
- ❖ Describe how the school's effectiveness in serving exceptional education students will be evaluated.

We realize that our target population of students who are motivated and willing to put forth effort will include those students who have ESE needs. We are prepared to offer services to those students to ensure that their needs are met. We assume that initially our ESE and Gifted population will be limited. Currently, about 17% of Pinellas Preparatory Academy's students qualify for either ESE or Gifted services. It is likely that this percentage will be lower, given the primary stage of this population. Therefore, as a starting point for our planning, we are projecting the following percentage of students will be in need of these services:

TABLE IV ESE/Gifted Estimates	
Grade	% Students Who Qualify
Kindergarten	5%
1 st Grade	10%
2 nd Grade	10%
3 rd Grade	10%
4 th Grade	10%

Based on these numbers, we assume we will open our school with approximately 10-15 students with ESE services, and eventually, once we reach capacity, we will have around 25 students who qualify. Given the staffing models and experience we have with Pinellas Preparatory Academy, this same model could apply where a specific staff person, working approximately 15-20 hours per week will be able to meet the needs of our students initially. Within the budget described later in this application, you will see that we have initially structured our ESE staffing so that there is one full-time staff person at PPA, one part time (.4 FTE) person at PPA, Jr. and another person for which half of the time will be split between the two schools offering support to both. We also have a plan in place to increase the ESE staffing at PPA, Jr. over time (as needed), and anticipate having a full-time ESE specialist exclusively on the PPA, Jr. staff by 2014-15.

Pinellas Primary Academy plans to work closely with the Pinellas County Schools' Certified Educational Diagnostician assigned to our school to ensure compliance with applicable state and federal guidelines regarding ESE services. We acknowledge that Pinellas County Schools will serve as the Local Education Agency (LEA), and that we will do everything possible to support the district in that role. Our staff will regularly attend trainings to ensure compliance. The structure of running both schools will also allow for flexibility and collaboration amongst special education staff members. As described later in this application, we anticipate that there may be some job sharing which may occur in regard to ESE/Gifted staff members.

For impairment disabilities such as vision, speech, deaf and hard of hearing, occupational therapy, etc., PPA, Jr. will contract with outside agencies to provide certified individuals to administer direct services, assessments and progress monitoring for these students. Progress monitoring of each student's IEP will be case managed by a certified ESE staff member of PPA, Jr. through collaboration with the contracted service provider.

PPA, Jr. will also implement a strong Response to Intervention [RtI] model. Given that Pinellas Primary Academy's curriculum and design is being developed as a new system, we have the unique opportunity to develop RtI structures into the very fabric of the school. Research based interventions, whereby a philosophy advocating an educational process of continuous reflection, rethinking, and restructuring of strategies will be afforded to students throughout their experience at Pinellas Primary Academy. PPA, Jr., will have a solid RtI School Based Leadership Team to apply the process of progressive system change utilizing consensus building, infrastructure development and implementation. The School Based Leadership Team will be a model of consensus building utilizing participation from all levels of its system. The system will revolve around the study and optimization of the interactions of curriculum, instruction, students and learning environments.

As the work on the specific scope and sequence in relation to the curriculum is being developed, attention will be given to identifying key indicators for students who may need additional services. Research based interventions will be incorporated into those documents for whole-class applications, consistent with the Tier 1 model. Through the use of the innovative database system described earlier in this application, the identification of classrooms in need of Tier 1 interventions and individual students in need of Tier 2 or 3 interventions will be more clearly identified through the progression of the curriculum.

The primary model of ESE services to be provided at PPA, Jr. will be small group sessions with a focus on specific learning goals and objectives. However, the individual needs of students will be addressed through the IEP process and services will be provided as identified. While small learning groups may be the primary model, inclusive ESE instruction and support will also be provided to students within their typical classroom environment, ensuring that students are serviced in accordance with their individual needs within the least restrictive environment. The ESE specialist will also meet with the general education teacher(s) on a regular basis to ensure compliance with the IEP services and accommodations.

With regard to Section 504 of the Rehabilitation Act of 1973, when a 504 Plan is warranted, teachers, parents and related support personnel will collaborate to develop individual plans outlining appropriate accommodations to be applied within the general education setting.

We also intend to have an on-site Gifted Education teacher and classroom for those students who qualify for Gifted Services. Our Gifted Enrichment model will offer differentiated instruction to these students. Gifted classes will convene two to three times per week, similar to the model that has worked for Pinellas Preparatory Academy. In the gifted classroom, a topic is thoroughly explored allowing students to develop a depth and breadth of information pertinent to the content being covered that is not normally possible in a traditional classroom. The program that we currently use is one where there is an annual curriculum theme and that the activities of the year focus on that theme (i.e., last year the curriculum theme was Socratic Seminars, and the previous year's was Global Issues and Sustainable Solutions). Our Gifted Education model will take into account the Gifted student's need to explore and develop higher order thinking skills as well as their need to associate with their like-minded peers.

7. ENGLISH LANGUAGE LEARNERS

- ❖ Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.
- ❖ Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

Pinellas Primary Academy will ensure equal access to educational opportunities for those students who are English Language Learners, as defined by Florida statute and administrative rule. Upon being admitted to PPA, Jr., all students will be given a Home Language Survey, as developed by Pinellas County Schools, unless such a form already exists in that student's cumulative records. If the parent indicates a positive response to either that the student's first language is a language other than English, or that the most frequently spoken language is one other than English, the student shall begin receiving English for Speakers of Other Languages [ESOL] services, and will be scheduled for more formalized assessment within twenty (20) days of admission.

The assessment will be in the form of the Comprehensive English Language Learner's Assessment [CELLA] or subsequent assessment approved by the school district. A staff member trained in administering this assessment shall be responsible for the administration and interpretation of the results to determine if the student will continue to qualify for ESOL services as determined by Florida Administrative Rule 6A-6.0902. If a student is labeled as an English Language Learner [ELL] and qualifies for services, a plan will be written to ensure the student receives the services necessary.

The primary method of providing these services shall be through an inclusionary model. It is our plan to ensure at least one teacher per grade level will hold the ESOL endorsement. Potential staff members holding the endorsement will be given extra weight on the hiring assessment rubric. If a staff member is chosen who does not have the endorsement, they shall be required to complete the ESOL program offered through the county's LMS system, or complete three credit hours through a university of coursework in regards to the instruction of ELL students before September 15 of the following year. The school principal shall work with the personnel department of the county to ensure certification requirements are met. As a result of at least one teacher per grade level team holding the ESOL endorsement, PPA, Jr. will ensure that all ELL students are placed in a class with an appropriately certified teacher. This teacher will then provide the necessary differentiated instruction and support within the classroom to the student as needed, and as defined, by the student's plan.

If an ELL student requires services beyond what is currently available at PPA, due to the complete lack of English skills, the school will work with the district to provide an alternative situation, such as dual-enrollment for services which are allowed for under rule 6A-0904(3)(b). However, given the hands-on nature of the project based curriculum that we intend to implement, we do not foresee this being necessary.

Certified ESOL teachers will ensure that the annual CELLA testing for ELL students is complete and that ELL students receive necessary accommodations on other assessments. The teacher(s) shall also coordinate ELL Committee meetings and ensure that parent notification is completed appropriately, and that meetings are held in accordance to state requirements. The teacher(s) shall so ensure that state rules are followed regarding promotion and assessment requirements.

8. SCHOOL CLIMATE AND DISCIPLINE

- ❖ Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.
- ❖ Describe the school's philosophy regarding student behavior.
- ❖ Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.

TYPICAL INSTRUCTIONAL SCHEDULE

Pinellas Primary Academy will follow the same academic school year calendar as developed by Pinellas County Schools so that we will be in session on the same days as Pinellas County, ensuring the required 180 days of instruction. School will begin at 8:10 AM and be released at 2:30 PM, allowing for 380 minutes each day (335 academic minutes after recess and lunch are accounted for). Please see Table II in section three of this application for a sample schedule.

Given the philosophy of the school with the intention to incorporate interdisciplinary approaches to instruction, we do not believe a rigid class schedule to be in the best interest of the educational approach. However, we acknowledge the statutory requirements to provide specific amount of instruction in specific areas. Table V indicates the dedicated core instructional minutes that will be provided throughout each day, as well as a breakdown of the specialists who will work with each class of students throughout the week. PPA has experience in working with the FTE office to ensure compliance with state reporting, and we are confident that we will find a way to accurately report the number of minutes of instruction which appropriately reflects the instruction the students are receiving.

TABLE V Instructional Minutes					
	Kind	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
Dedicated Core Academic Instructional Minutes					
Language Arts Instruction	120	120	110	100	90
Math Instruction	90	90	90	90	90
Weekly Minutes With Specialists (Per classroom)					
Reading Specialist	90	90	60	45	30
Spanish Teacher	45	60	60	60	60
Physical Education	150	150	150	150	150
Art Teacher	45	45	45	45	45
Music Teacher	45	45	45	45	45

CHARACTER DEVELOPMENT AND STUDENT BEHAVIOR

Through the development of the curriculum, each year students will participate in a unit of study about character development (this will probably be one of the, if not the, first units of study at each grade level). Through this study we hope to emphasize a positive culture and attitude among the

students of PPA, Jr. Nevertheless, we realize that the culture of the school goes far beyond academics; it is inclusive of staff attitudes, parents' contributions, and much more. Being a school of choice, charter schools are forced to walk a tight line between parent and student satisfaction and academic rigor. We believe by focusing on a rigorous academic plan, parents that select our school will be pleased not only with the education their children are receiving, but the cultivation of a positive school culture.

Staff culture will also be a focus for the administration. The leadership and decision making structures are described in the management section of this application. We believe that this structure will help to build a positive school culture as well.

Going back to the school's mission, we will provide a nurturing and creative environment for motivated students. This means that we will focus on effort, motivation and academics. By providing an engaging curriculum and targeting students who are motivated to do well, we will significantly reduce the number of behavioral issues that exist at most schools. However, we plan to proactively deal with any behavioral issues that may arise with students. The focus on the behavior plan of the school will be on providing a safe atmosphere where students feel comfortable participating and engaging in their education.

A system similar to that which has evolved at Pinellas Preparatory Academy will be utilized at PPA, Jr. As is common in all schools, each teacher will have their own classroom policies in regard to misbehavior. If a child disregards these classroom guidelines, parents will be notified and this will be documented. After three such parent notifications, the office will become involved in the next incident. The principal or designee will talk with the student to try to ascertain the root of the problem and help to find ways of resolving the issue. Together, the student will work with the Principal or adult working with him or her to develop an action plan (which may actually be written out) to curb this problem from continuing. The school is designed to provide a nurturing environment where we attempt to solve the cause of the problem so that students feel safe and can return to participating in the academic program of the school. If, however, after numerous attempts to resolve the conflict, parents have been involved in attempts to resolve the conflict, increasingly more severe consequences have been issued, and the issues continue to occur and disrupt the education of other students, the parents will be asked to find a school that is better able to meet the needs of their child. During the planning stages of the charter (see the action plan), a specific set of policies will be developed outlining how this process will work. The plan developed will align with the Pinellas County Schools Code of Student Conduct, and will be shared with parents prior to the first day of school. The policy will be similar to the behavior policy of Pinellas Preparatory Academy (included as Appendix VII), but will be modified to make it more appropriate for primary students. We expressly acknowledge the fact that we are unable to expel students from Pinellas County Schools, and that our policies must align to the Pinellas County Code of Student Conduct.

Pinellas Primary Academy



Part 2

Organizational Plan

II. ORGANIZATIONAL PLAN

9. GOVERNANCE

- Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)
- Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.
- Provide a description of the responsibilities and obligations of the governing board as a whole, individual members, and officers of the board.
- Describe the policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and meeting schedule.
 - Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.
- Explain how the founding group for the school intends to transition to a governing board.
- Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.
- List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.
- Explain how parents and the community will be involved in the governance of the school.
- If the school is filing the application in conjunction with a college, university, museum, educational institution, and/or other nonprofit organization or any other partner, provide the following information:
 - ❖ Name of the partner organization.
 - Name of the contact person at the partner organization and that person's full contact information.
 - A description of the nature and purpose of the school's partnership with the organization.
 - An explanation of how the partner organization will be involved in the governance of the school.

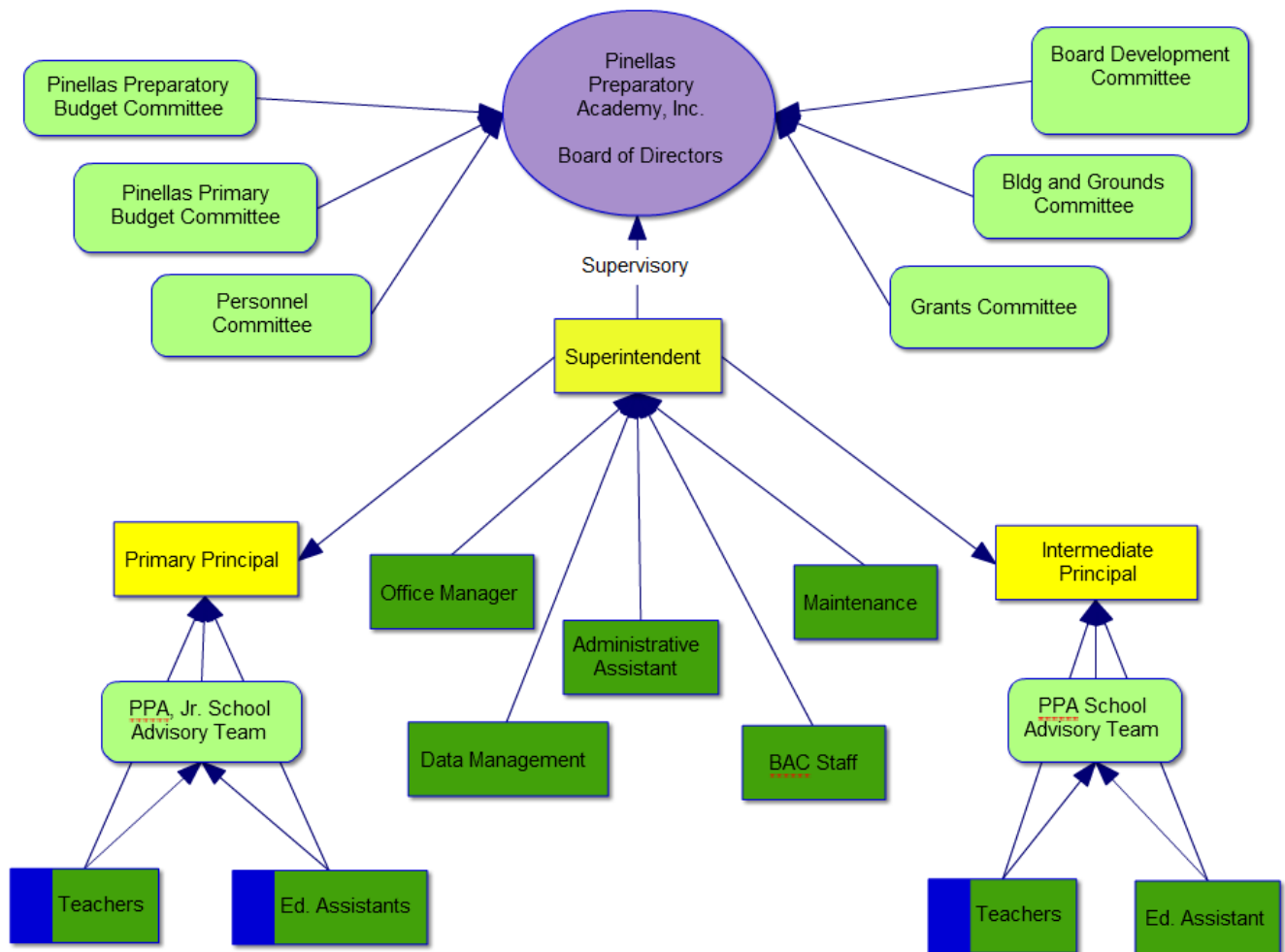
Pinellas Preparatory Academy, Inc. is a not-for-profit agency incorporated in the State of Florida in 2000, whose not-for-profit status was officially approved by the IRS in July of 2002 (see Appendix V for a copy of the Letter of Determination).

Pinellas Preparatory Academy, Inc. currently operates Pinellas Preparatory Academy, a charter school authorized by Pinellas County Schools. Pinellas Preparatory Academy, Inc, its Board of Directors and organizational structure will be the operator of Pinellas Primary Academy, if authorized.

The current administration will be modified slightly in order to accommodate the operation of the new school. Figure III illustrates the organizational structure of the agency, and both schools.

FIGURE III

Proposed Pinellas Preparatory Academy, Inc. Organizational Chart



As can be seen from the chart, the Board of Directors holds the ultimate responsibility for the operations of the agency. The Board of Directors will be responsible for establishing and maintaining the Policy and Procedures of the agency and setting the annual budgets (each school will be operated by a separate budget). The Board will establish committees to work on specific tasks (i.e. Personnel for developing job descriptions, conducting the annual evaluations of the Superintendent and providing direction regarding the staffing needs of the agency; budget (one for each school) along with developing working budgets to present to the Board of Directors, facilities for overseeing the operation and financing of the physical plant, etc.). The Board of Directors is made up of three to nine individuals who can be any member of the community with an interest in seeing the schools succeed (this could include parents, community members, civic leaders, etc.). A list of current Board Members is attached as Appendix VI. If this application is approved by the county, our general goal for Board membership will be three (3) parents from PPA, Jr., three (3) parents from PPA, and an additional three (3) members of the community to ensure equal representation on the Board of Directors.

One of the committees appointed by the Board of Directors is the Board Development Committee. This committee is responsible for assessing the needs of the Board and the skill sets brought by the individual Board members. Should a need be unmet, the committee tries to identify individuals who may be able to fill the needs of the Board. The Board Development Committee is currently working on creating a promotional type packet to share with community members about Pinellas Preparatory Academy, Inc. to be used to help recruit non-parent Board members from the community. Once individuals are interested in serving on the Board of Directors, they present a letter of interest to the Board explaining their qualifications and the skill sets they would bring to the Board. The Board then decides whether or not to add this individual as a member. Terms are for two years and re-appointments are allowed. Typically, Board members are added during the June meeting, however, if there are vacancies, positions may be filled when an individual is interested. The expiration of the terms for Board Members is staggered to ensure continuity during transitions. Additionally, all new Board Members go through an online training system through a state-approved trainer for Charter Schools, and every three years the Board will undergo training as a group by a state-approved trainer.

The responsibilities for individual Board members include attendance at all Board Meetings, contributing to the discussions and efforts of the Board, and serving on at least one Committee. Board members have no authority over the school or individual staff members outside of the collective of the Board at scheduled public meetings.

The day-to-day operations of Pinellas Preparatory Academy, Inc. will be overseen by the Superintendent who will regularly report back to the Board of Directors. The Superintendent will be responsible for the management of the agency, including adherence to the policies and budgets set by the Board of Directors as well as any applicable state and federal laws. This person will coordinate and ensure for the fiscal management, human resources management, contractual agreements, facilities upkeep, etc. The Superintendent will oversee the Principal of each school, as well as staff members who are shared between the schools (i.e. office staff, maintenance staff, etc.). The Superintendent will be an ad-hoc member of all committees providing the staff support to each committee and the Board of Directors as a whole. This individual will work closely with the Board and Committees to set agendas, publicly post all meetings, ensure legal requirements are met and ensure the smooth operations of the agency. A tentative version of the Superintendent's job description is attached as Appendix VIII.

Each school shall have its own Principal who will be responsible for the academic and student operations of each respective school. Currently, the Principal of Pinellas Preparatory Academy is responsible for not only the academic operations, but all other aspects of the school including legal, fiscal, operational management, etc. Once approved, and the new staffing structure takes place, much of these responsibilities will be relieved from the Principal, allowing the Principal to become a true educational leader managing the curriculum and educational program at each respective school. The Superintendent will oversee much of the management of fiscal resources and human resources, such as payroll processing, state and district reporting, etc. Each Principal will be responsible for the evaluations of staff members at their individual school. The Principal will also be responsible for handling student concerns that may arise and ensuring the smooth operation of the school. The Principals will report directly to the Superintendent, and will also provide reports to the Board of Directors. A tentative copy of the Principal's job description is attached as Appendix VIII.

Each school shall have a School Advisory Team which shall be made up of a representative sample from each of the schools (i.e. a representative from each grade level, support services, etc.). The School Advisory Team shall meet bi-weekly to assist the Principal with the operations of the school. The advisory team will be a way of ensuring staff input in the decision making process. Using online tools, the agendas of the advisory teams will be available to all staff members so input and advice can be provided to their representatives. For important discussions affecting the school, members of the School Advisory Team will be encouraged to seek out input from the staff members who they represent to ensure staff have a voice in the decision making process.

Pinellas Preparatory Academy, Inc. has two sets of policy manuals. The first are related to organizational and employee issues. This is referred to as the Corporate Policies and Procedures and are set and modified by the Board of Directors. Additionally, there is an Administrative Policy manual which is set currently by the Principal of Pinellas Preparatory Academy, however, after the transition, the Administrative Policy manual will be set by the Superintendent with consultation from the Principals of each school. The Administrative Policy Manual deals with day-to-day and academic operations (such as homework policy, discipline policy and grading policies). Both of the current documents are attached as Appendixes I and II. Upon the approval of this Charter, and during the planning phase, both policy manuals will be reviewed and edited to incorporate the administrative structure described within this application. One important decision that will need to be made is whether to have two separate administrative policies, one for each school, or to incorporate them into one manual. This decision will be made in conjunction with the Principals of each school and the School Advisory Teams.

Parent and Community involvement will be an important component to the success of Pinellas Primary Academy. Currently, the Board is made up of a majority of parents from Pinellas Preparatory Academy. Parent participation in the governance and committee structure of the agency will continue to be emphasized. In addition, our Parent Teacher Enrichment Group (similar to a PTA) will continue to exist. Our PTEG is a separate entity, with its own organizational structure. The PTEG will continue to play an important role of providing additional services and academic tools to the school. By incorporating additional students, parent involvement in this organization will increase. Additionally, we feel that transitioning to two separate schools will enable more community involvement. Separating the management tasks of the agency from the educational leadership roles of the Principals will allow more time for seeking out and nurturing community partnerships. These community partnerships will be a joint effort of the Principals and Superintendent.

10. MANAGEMENT

- ❖ Describe the management structure of the school. Include job descriptions for each
- ❖ Outline the criteria and process that will be used to select the school's leader and the process by
- ❖ Provide a staffing plan for each year of the charter term.
- ❖ Explain the school's plan for recruitment, selection, development and evaluation of staff.

The top staff person in the organizational charter (see Figure III) is the Superintendent. This individual will be responsible for the daily operation and management of Pinellas Preparatory Academy, Inc. and overseeing the Principals of each school. The Superintendent will be accountable for the entire operation of both schools and shall report directly to the Board of Directors. The Personnel Committee of the Board of Directors shall conduct the annual evaluation of the Superintendent's performance. The Personnel committee shall consult with the Principal of each school, as well as random staff members regarding the performance of the Superintendent. A copy of the first draft of the evaluation form is included as Appendix IX.

The next level on the organization chart shall be the Principal of each school. The Principal shall be the instructional leaders at each school, providing for the development and oversight of the academic program at their respective school. The Principals shall be supervised and evaluated by the Superintendent using criteria and a format that shall periodically be reviewed by the Board of Director's Personnel Committee. The Principal shall be evaluated based on the State of Florida's Principal Leadership Standards (www.floridaschoolleaders.org):

- Instructional Leadership
- Managing the Learning Environment
- Learning, Accountability, and Assessment
- Decision Making Strategies
- Technology
- Human Resource Development
- Ethical Leadership
- Vision
- Community and Stakeholder Partnerships
- Diversity

A draft of the rubric used for the assessment of the current Principal is attached as Appendix IX.

Staff members who are shared between schools (i.e. office manager, data management technician, plant operator, etc.) shall be overseen by the Superintendent. The Superintendent shall conduct the annual evaluations of each of these individuals.

Teachers at each school shall be overseen by the Principal of that school. Teachers will be evaluated based on the Florida Educator Standards (<http://fldoe.org/dpe/publications.asp>) and on their incorporation of the mission of the school. The current teacher evaluation matrix is attached as Appendix X.

As an additional measure of accountability, staff members at Pinellas Primary Academy will have their compensation computed based on a pay-for-performance system, described in the employment section of this application.

Staffing at Pinellas Primary Academy shall be based on student enrollment over the first five years of the school, with a goal of gradually increasing our enrollment over the charter's term. Enrollment and specific staffing numbers are spelt out in detail within the preliminary budget projections for the school, however, a brief summary follows as Table VI:

<p style="text-align: center;">TABLE VI</p> <p style="text-align: center;">Staffing Summary for Pinellas Primary Academy</p> <p style="text-align: center;"><i>(Numbers are averaged, see the preliminary budget for complete numbers)</i></p>					
	2011-12	2012-13	2013-14	2014-15	2015-16
Target Student Enrollment	174	246	263	297	314
Superintendent	0.31	0.39	0.40	0.43	0.45
Principal	1.0	1.0	1.0	1.0	1.0
Classroom Teachers	10.0	14.0	15.0	17.0	18.0
Reading Specialist	0.6	0.8	0.8	0.9	0.9
Spanish Teacher	0.5	0.6	0.7	0.8	0.8
Physical Education Teacher	1.1	1.6	1.7	1.9	2.0
Art Teacher	0.4	0.5	0.5	0.6	0.6
Music Teacher	0.4	0.5	0.5	0.6	0.6
ESE/Gifted Specialist	0.56	0.59	0.6	1.0	1.0
Office Staff	0.89	1.11	1.16	1.25	1.29
Maintenance	0.92	1.16	1.20	1.30	1.34
Educational Assistants	2.3	3.2	3.4	3.8	4.0

We anticipate some staff members will be shared between Pinellas Primary Academy, and Pinellas Preparatory Academy. For example, we anticipate having one Data Management Technician for both schools. The first year, approximately 30% of this person's salary will be paid from Pinellas Primary Academy, and the remaining 70% will be paid from Pinellas Preparatory Academy. In this situation the percentage is based on the enrollment at each school (170 students at Pinellas Primary, and 396 at Pinellas Preparatory Academy will mean 566 students, the 170 students at Pinellas Primary Academy represents 30% of the total students, thus 30% of the Data Management Tech's salary). The superintendent's salary will be paid in a similar matter. Other staff members may be shared based on time, such as the ESE/Gifted Specialist. Currently Pinellas Preparatory Academy needs about 1.5 FTE for ESE/Gifted specialist. One of the teachers could be shared between the two schools, and their salary calculated based on the percentage of time spent at each school. It will also be possible that some other positions can be shared. For example, if a teacher can be hired who holds or can obtain certification in both art and music, one person could potentially fill both positions.

Pinellas Preparatory Academy has had success in using only online recruiting tools for recruiting staff members (such as www.teachers-teachers.org, where all Florida Charter Schools have been offered free accounts thanks to the State of Florida). Similar methods will be utilized by Pinellas Primary Academy. Should additional avenues be necessary for recruitment, the school shall participate in employment fairs and seek partnerships with local universities who prepare teachers.

11. EDUCATION SERVICE PROVIDERS

- ❖ If the school intends to enter into a contract with an Education Service Provider (ESP)
 - Describe the services to be provided by the ESP.
 - Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).
 - Explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection.
 - Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.
 - Explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.
 - Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.
 - Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Pinellas Primary Academy does not intend to use any educational service providers.

Pinellas Preparatory Academy, Inc. does contract with a few outside services providers for special education therapy providers, such as Speech and Language and Occupational Therapy. These contracts are negotiated based on student need. See the Exceptional Student Education section above.

12. EMPLOYMENT

- ❖ Explain the school's compensation plan, including whether staff will be publicly or privately employed.
- ❖ Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

Pinellas Preparatory Academy, Inc. is a private employer, and our employees are therefore privately employed by the agency. We utilize an employee leasing company to ensure compliance with employment laws, managing employee benefits, workers compensation administration, etc. We currently use Gevity (part of TriNet) to provide such service. This contract is periodically reviewed for satisfaction and cost effectiveness.

We currently have a comprehensive set of policies in regards to employee issues (see Appendix I). Our policies are periodically reviewed by an employment attorney to ensure compliance with applicable state and federal laws.

Continuous growth is an important component of employment with Pinellas Preparatory Academy, Inc., and employees of PPA, Jr. will be expected to participate in professional development opportunities that are offered. The school will plan its own professional development activities related to the academic program being offered and identified needs (based on assessment data), and teachers will also be allowed to participate with the selection of courses offered through Pinellas County Schools through their LMS system.

Pinellas Primary Academy will be working to establish a pay for performance compensation plan for its employees. The system will include a base pay that teachers and the Principal will receive, and then criteria upon which the performance of their students will be measured. The plan will not be competitive, such as the current MAP program by the State of Florida, which only allows for 25% of the staff members to receive the bonus. The plan incorporated at PPA, Jr. will be a combination of a set salary schedule and a pay-for-performance rubric. The set salary schedule will be based off of the structure of Pinellas County School's salary schedule, but approximately \$5,000 less. The money saved from the \$5,000 less will be put into a fund that will be used to fund the pay-for-performance part of salaries, and all teachers (not just the top performers) will have access to these funds. Each teacher will receive points based on a set of criteria (which will be formalized during the planning phase, please see the Action Plan below). The total sum of all points earned by all teachers will be calculated, and the money available will be divided by the points received, and then each teacher will receive a bonus based on the amount for each point. For example, please consider this hypothetical example using a sample of how the criteria will be developed, and assuming there only four teachers at the school:

TABLE VII Sample Pay-For-Performance Rubric				
	Teacher One <i>4th Grade</i>	Teacher Two <i>3rd Grade</i>	Teacher Three <i>3rd Grade</i>	Teacher Four <i>Art Tchr</i>
FCAT Scores: Points earned are the percentage of students who scored at or above grade level in the subject you taught. Non FCAT Testing teachers shall be given the AVERAGE of all FCAT testing teachers.	93	94	92	93* (Averaged)
Stanford 10 Scores: Points earned are the percentage of students who made at least a .9 Grade Level Equivalency increase from the fall to spring testing. One-half extra additional point(s) for every student who scored more than a 1.6 increase (up to 25 points). Teachers who teach a subject not tested on the Stanford Achievement Test will receive the AVERAGE points of all other teachers.	106	96	92	98* (Averaged)
Teacher Evaluation Criteria Points earned are the number of points the teacher received on their Annual Performance Assessment (See Appendix VIII).	114	120	105	126
Participation in Professional Development Teachers receive one point for every hour of Professional Development over and above the required annual hours (40 hours required).	10	20	15	25
Extra-Curricular Participation Teachers receive one point for every hour of extra-curricular supervision (i.e. clubs, sports, dances, tutoring, etc.) provided.	25	50	30	72
Total Points Received	348	380	334	414
Amount Per Point	\$20,000 Available / 1,166 points awarded = Each point: \$17.15			
Bonus Amount	\$4,715	\$5,149	\$4,526	\$5,610
Base Pay from Salary Schedule	\$35,843	\$33,792	\$32,859	\$32,486
New Salary Amount	\$40,558	\$38,941	\$37,385	\$38,096

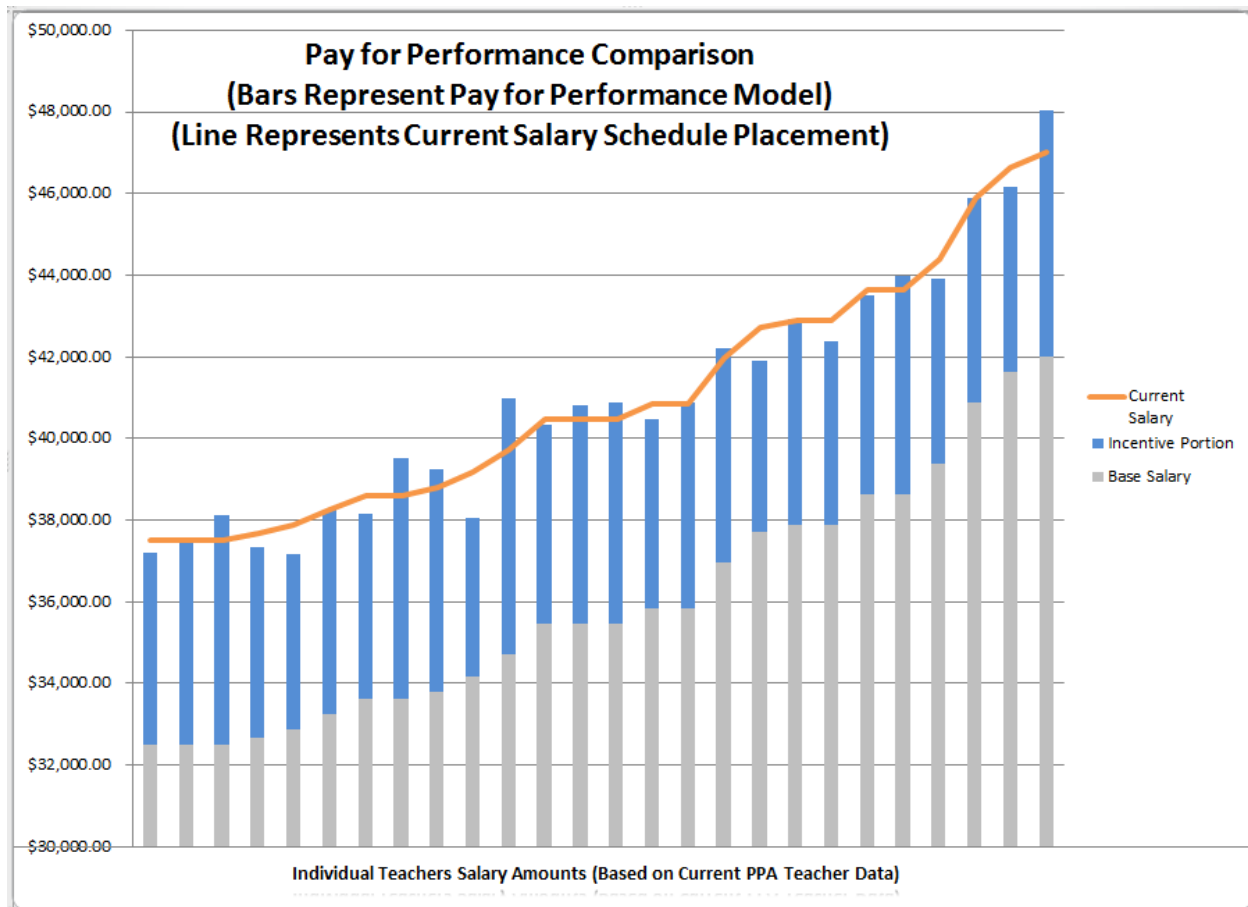
The example above assumes that all of the staff members are performing fairly equitably, here is another example using the same calculations where one staff member was clearly underperforming:

<p>TABLE VIII</p> <p>Sample Pay-For-Performance Rubric</p> <p>Where One Teacher Is Underperforming</p>				
	Teacher One <i>4th Grade</i>	Teacher Two <i>3rd Grade</i>	Teacher Three <i>3rd Grade</i>	Teacher Four <i>Art Tchr</i>
FCAT Scores:	93	94	72	86*
Stanford 10 Scores:	106	96	60	87*
Teacher Evaluation Criteria	38	40	18	42
Participation in Professional Development	10	20	4	25
Extra-Curricular Participation	25	50	18	72
Total Points Received	348	380	208	396
Amount Per Point	\$20,000 Available / 1,056 points awarded = Each point: \$15.02			
Bonus Amount	\$5,225	\$5,706	\$3,123	\$5,946
Base Pay from Salary Schedule	\$35,843	\$33,792	\$32,859	\$32,486
New Salary Amount	\$41,068	\$39,498	\$35,982	\$38,432

In this example, it is clear to see how Teacher Three's salary is diminished by their underperformance, and the other three teachers receive slightly more. In order to examine how this type of a plan would affect a real life staff, we ran the calculations based on the current staff of Pinellas Preparatory Academy. Figure IV shows the pay difference between the current salary schedule model and what would have happened if this pay for performance plan were in place for PPA.

FIGURE IV

Pay for Performance Comparison



As the final touches of the pay-for-performance plan are ironed out over the next year, there are several key components which will drive the development of the final product:

- All PPA, Jr. staff members (including non-instructional staff) will be allowed to participate in some way
- All PPA, Jr. instructional staff will receive equal opportunity to receive the performance pay (i.e. specialists will have equal opportunity to classroom teachers)
- Plan will not be competitive (some teachers get a lot, others get none)
- Student Assessment scores will not be the only scoring criteria, but will play a large role in the scoring process
- FCAT will not be the only student assessment data used
- Criteria may be different for administrators and non-instructional staff than they are for instructional staff

Each year, the employees' salary will be based on the points the employee earned in the previous year. During the first year of operation, and during an employee's first year of employment in subsequent years, the base salary shall be supplemented by $\frac{1}{2}$ of the amount set aside for pay-per-performance, likely about \$2,500), and the employee will be able to earn the other half as a bonus at the end of the year if the employee meets a set criteria (which will be determined in the final plan, to be developed during the planning phase for the school).

13. PARENT AND COMMUNITY SUPPORT AND PARTNERSHIPS

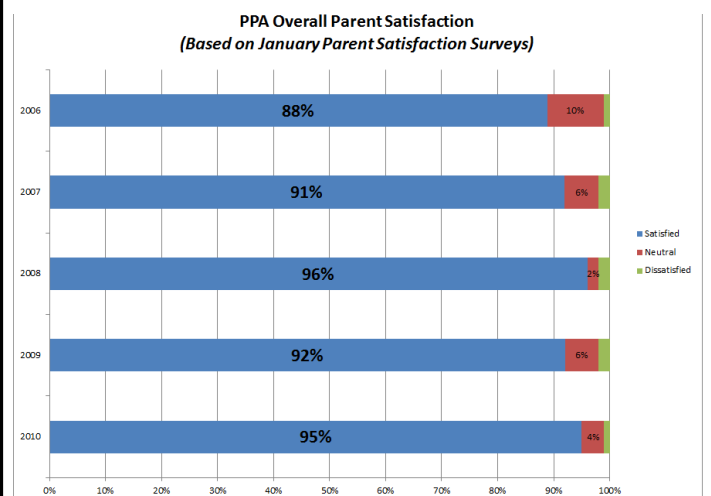
- ❖ Describe how the school will involve parents in its operations.
- ❖ Describe any community partnerships.
- ❖ Outline the methods that will be used for resolving disputes between parents and the school.

Pinellas Preparatory Academy has a Parent Teacher Enrichment Group that operates in much the same way as a traditional PTA, offering opportunities for parents to get to know each other, activities for parents and students, and fund raising for the school. The PTEG is a separate entity from the school, having incorporated and filed for and has received a separate IRS 501(c)(3) classification. The group's mission is to support and promote the welfare of the children and youth of PPA in the community, home, and school as well as to have a closer relationship between home and school, where parents and teachers work together for the education and enrichment of the youth of PPA. Once approved, and we begin planning for Pinellas Primary Academy, PTEG will expand to incorporate support for both schools.

Currently, Pinellas Preparatory Academy has not sought out community partnerships, primarily due the lack of human capital to make the connections necessary to build such partnerships. It is our plan that with the delegations of responsibilities from the Principals and the Superintendent, that seeking out and building community relationships will be more plausible. Located mid-county, there are many businesses located near our facility, as well as many resources amongst our parents that we would like to tap into for forming relationships. Our hope is to encourage volunteering to help provide tutoring and support to students, and to provide additional financial opportunities to improve on the instructional resources we have to offer our students.

We realize that inevitably conflicts will arise between the school and parents. Pinellas Preparatory Academy has done an exceptional job of resolving these conflicts by offering several levels of 'appeals' in regards to decisions that may occur, and also by working with parents and keeping them well informed of what is happening at school. Through our experience, the conflicts tend to arise from two areas: academic concerns (i.e. "my child did this homework assignment and the teacher lost it", or "my child did not deserve an 'F' on this paper"), or behavioral concerns (i.e. "There is no way my child would have acted in that way.") Each of these concerns will be addressed in different ways; however both start by being proactive. In both cases, parents will be made aware of the procedures used by the school beforehand. During open houses, parents will receive information from their children's teachers about class homework and assignments and classroom procedures, how they can access information online about their child's progress, and how to contact the teacher with questions. Within summer mailings to families, and during orientation, parents will be made aware of the process we will use to deal with

FIGURE V
PPA Parent Satisfaction



misbehavior.

Beyond being proactive, parents will be encouraged to first address academic concerns with the teacher, and to try to resolve issues there before going to administration. If the teacher is unable to resolve the conflict, the parent can discuss the issue with the Principal and the Principal will try to help the parent understand the issue, and work as a mediator between the teacher and parent to resolve the issue.

In regards to behaviors, parents can discuss the issue with the reporting staff member (in the case of less serious notifications, it would be the teacher, in the case of office referrals it would be the Principal). A structure will be put in place which will allow the parents to appeal the decision of the Principal to the Superintendent, and if that does not resolve the conflict, to a Behavioral Committee. Further appeals would only be allowed on procedural grounds, if the parent does not feel that procedures were followed.

Being a school of choice, parent satisfaction is something that will be a top priority. Pinellas Preparatory Academy regularly receives satisfactory marks from families in the mid-90% on parent surveys. We believe the same will be possible at Pinellas Primary Academy.

14. STUDENT RECRUITMENT AND ENROLLMENT

- ❖ Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.
- ❖ Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.
- ❖ Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.
- ❖ Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

Pinellas Primary Academy will be a school for students who are motivated and willing to put forth the effort required to achieve excellence. This will be a key component of all student recruitment and school advertising while trying to increase student enrollment. We believe that the successful track record and reputation of Pinellas Preparatory Academy will help to attract many new students in the primary grades to Pinellas Primary Academy. A Master's Thesis research study done by Curtis Fuller, Principal of Pinellas Preparatory Academy, found that word of mouth is by far the most effective form of advertising of charter schools. While thousands of dollars could be spent on traditional forms of advertising, they typically yield dismal results. Our reputation will speak for itself, especially after the first year of operation.

During the initial planning and recruitment phase, other forms of marketing will include utilizing online social networking tools to help spread the word about our school, using videos, online communities, etc. We also have plans to visit pre-school day care programs to share information about our school with families considering where to send their children for Kindergarten. We believe that it will be easiest to recruit these first-time students rather than trying to convince families to move from a school they have already been attending. We will also look to purchasing marketing mailing lists to do a direct mailing to send information out to families who are likely to have students in the primary grades to invite them to one of several open houses which will talk about the academic program that Pinellas Primary Academy will have, and to engage them in the exciting opportunity of starting a new school with high expectations for their children.

We also realize the importance of participating in the avenues available through Pinellas County Schools, such as the annual magnet fair, and being included in the district's choice information and on their website.

We believe that our school will attract students from all racial and ethnicity groups, and anticipate that specific targeting of these subgroups will not be necessary, since our recruitment avenues listed above are devoid of any targeting of specific groups, we hope that it will reach all groups equally. However, should we find that students applying to Pinellas Primary Academy seem to be lacking in a specific racial or ethnic category as compared to other area schools, we will work to encourage members of those diverse backgrounds to apply. This will include utilizing current families from those backgrounds to help spread the word, contacting community organizations that represent those minority groups, and directing mailings or information to neighborhoods which traditionally have the minority groups we may be targeting.

The application process will include the parent visiting the school site to meet with school staff and discuss the pros and cons of our school. We believe in full disclosure of both the strengths and limitations that our school will offer. We want our parents and students experience to be a positive one so that they will spread positive comments about our schools throughout the community. If a

parent chooses our school only to later realize we do not have a service or program that they thought we could offer, it not only harms the reputation of the school, as the parents speak about us, but it also is detrimental to the education of the student. We feel this situation can be avoided by parents making an educated choice, especially after the school is set up, giving the perspective student the opportunity to shadow. Either way, after all aspects have been discussed, if the parent is still interested in applying for the school they will complete an application packet which will include:

- Demographic information on the student and parents
- Any necessary information regarding the child's special needs
- Narrative responses about the student to share with the teachers (i.e. strengths, areas of challenge, other things the parents feel the staff should know)
- An agreement about expectations of the school, students, and staff
- If the student is not current a Pinellas County School student, we will also ask for copies of a report card and any standardized testing which has been completed for inclusion in their records
- A parent agreement which states that families will do the following:
 - Contribute at least 20 hours per family of volunteer time to the school
 - Share any concerns the parents may have with the teacher in a proactive and positive way
 - Provide a regular time and quiet place for the student to do their homework if they have any
 - Sign the student's agenda daily

Another component of the application will be a short academic achievement assessment. This academic assessment will have no bearing on the student's acceptance in the student lottery, however, will provide the school staff the opportunity to meet with the parents and discuss any concerns prior to the parent deciding to send their child. If for example, the child is applying for fourth grade, but does not score past the second grade on a math assessment, the Principal can meet with the parent to explain that the academics are going to be extremely challenging for that child, and discuss what steps will be put in place to help their child and what the parents will need to do to assist in those steps. Additionally, it is the responsibility of the Principal to decide which grade level new students are placed into. If a child scores significantly below grade level, a more appropriate grade level placement will be made. It is extremely important to note that these assessments in no way promote or hinder a student's chance of being chosen in the student lottery. It is one more way of helping us to ensure parent satisfaction with our program, by being forthright about student performance and academic focus.

Once the application packet has been completed, the information will be entered into our student database and the computer will generate a random number for that child. This random number will then be saved for the lottery. Applications will generally be accepted from October through March of the year prior to enrollment. Early in April a lottery will be held to select students for the following year. The process by which the lottery will be conducted is as follows.

1. Students who are exempt from the lottery will be accepted, if there is room (if there is not room for all of the following students, they will be ranked based on the random number generated during the application process). Lottery exemption is applicable to:
 - a. Students who have a parent who is a staff member of Pinellas Preparatory Academy, Inc.
 - b. Students who have parents on the Pinellas Preparatory Academy, Inc. Board of Directors
 - c. Students who have a sibling at either PPA, Jr. or Pinellas Preparatory Academy
2. All students remaining in the lottery will be rank ordered based on first the grade level they will be entering in, and then the random computer generated number assigned during the application process.
3. Starting with the lowest grade level, the number of positions remaining available will be filled from the first ranked students in that grade level.
4. All siblings of any students selected in step 3 will then be accepted (or if the class is full, they will be moved to the top of the waiting list).
5. Return to step three for each of the remaining grade levels.
6. Once all spots have been filled, the remaining students will stay in their rank order, and be added to the waiting list for each grade level.

Pinellas Primary Academy



Part 3

Business plan

III. BUSINESS PLAN

15. FACILITIES

- ❖ If the site is secured:
 - Describe the proposed facility, including location, size and layout of space.
 - Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.
 - Describe how the facility will meet the school's capacity needs for students to be served.
 - Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.
 - The financial plan for the proposed school should align with the facilities-related costs described.
 - Describe the back-up facilities plan.
 - What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?
- ❖ If the site is not secured:
 - Explain the school's facility needs, including desired location, size, and layout of space.
 - Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
 - The financial plan for the proposed school should align with the facilities-related costs described.
 - Explain the strategy and schedule that will be employed to secure an adequate facility.
 - Describe the back-up facilities plan.
 - Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.
 - "The Quality Education Act" establishes limits on the number of students in core curriculum classes by grade level. Annually, compliance with the Act's standards progressively ratchet up through 2010-11 when full compliance is mandated. All school districts have been notified of how they will be expected to ensure compliance, and as student subscription rates vary from district to district, charter school applicants should consult with the respective district officials regarding how best to design their plan for compliance with the Act.

Pinellas Preparatory Academy, Inc. is in the process of attempting to purchase the building located at 2300 S. Belcher Rd., Largo, FL (where Pinellas Preparatory Academy is currently housed). Currently about 34,000 square feet of the 70,000 square-foot building is used for Pinellas Preparatory Academy. The remaining space is currently a self-storage facility, owned by the owner of the building. Once the purchase is complete, the self-storage business will be closed, and construction will begin on renovating the second half of the building into usable school space based on the applicable building codes. We have already been working with an architect to design this space, tentative designs are included as Appendix XI.

The facility is being designed as a closed in facility, to ensure the security and safety of our students. The design of the building provides a separation of the middle school section to be used by Pinellas Preparatory Academy, and the primary section to be used by Pinellas Primary Academy.

Highlights of the facilities design which will make it particularly useful for the education of students will be:

- 43 Classrooms (between PPA and PPA, Jr.)
- Pods of adjoining classrooms for Kindergarten, 1st and 2nd Grade allowing for easy collaboration among the teaching staff
- While connected, there is a high degree of separation between the middle school (south side) and elementary (north side) part of the building
- Closed, secure campus
- Separate before and after care facility areas for middle school and primary students
- A full sized gymnasium with regulation-sized basketball court
- A stage for performances and special events

Given that the financing and plans for purchasing the building are well underway, we anticipate that the purchase will be closed by February 1 of 2011, allowing us nearly five months to complete the construction prior to the opening of Pinellas Primary Academy in August of 2011. To give a comparison, the lease with the current facility was signed toward the end of May of 2006, and we were able to open the school to students by September.

We are working with several financiers to purchase the building, looking at traditional mortgage packages as well as bonding options which will provide the Pinellas Preparatory Academy, Inc. with a stable lease payment. As you will see from the budget section of this application, this purchase is only possible thanks to the pooling of resources between the two schools. The financial package had been previously pre-authorized by Regions Bank, however, we will need to reapply once this charter application has been approved. All details of the finances are clearly described within the budget section of this application.

16. TRANSPORTATION SERVICE

- ❖ Describe the school's plan for transportation, including any plans for contracting services. Please refer to Appendix A for a detailed list of issues related to transportation. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plan.

Pinellas Primary Academy does not plan to provide transportation to our students. Families who need assistance with transportation will be encouraged to complete a car pooling questionnaire, which will be compiled and inputted into a mapping program. All families who complete this survey will then have access to the map of other families who wish to establish a car pool or agreement to assist with transportation. If families who require transportation are not able to find a car pool arrangement that will assist them with transportation, the school will meet with the families to develop some form of an arrangement to assist the family. Some of the arrangements which Pinellas Preparatory Academy has used in the past have been:

- Public Transportation (PSTA)
- Contacting other families who did not complete the car pooling agreement to see if they would be willing to assist
- Parent volunteers who were willing to pick the student up
- Staff volunteers who were willing to pick the student up

17. FOOD SERVICE

❖ Describe the school's plan for food services, including any plans for contracting services.

Pinellas Primary Academy will be focused on providing a high quality education to our students, and does not wish to be in the business of food preparation and service. As a result, we plan to continue to contract with the district to provide lunch service to our students. The current agreement between Pinellas County Schools and Pinellas Preparatory Academy works well and we would hope to continue it. The agreement is that in the morning, after we take attendance, we call Frontier Elementary School and provide them with a count of lunches needed. They prepare the lunches and we pick them up right before lunch time to serve to our students. We anticipate continuation of this agreement between Frontier and both of our schools, should this application be approved. We have developed internal computer systems which allow for the easy taking of attendance, reporting of students who have ordered lunch, and accounting for lunch distribution, and have a positive relationship with the staff at Frontier Elementary School. Continuing with this arrangement will allow PPA, Jr. to provide free and reduced lunches to students who require that service, while allowing all students access to a nutritious meal, and allowing PPA, Jr. staff to stay focused on its core mission.

18. BUDGET

- ❖ Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.
- ❖ Provide a start-up budget (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains revenue projections, expenses and anticipated fund balances.
- ❖ Provide a detailed narrative description of the revenue and expenditure assumptions on which the opening and start-up budget are based.
 - The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.
- ❖ Explain the school's spending priorities.
- ❖ Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) and each year of the requested charter term.
- ❖ Describe the school's fundraising plan. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

Pinellas Preparatory Academy, Inc. takes its responsibility as a steward of public funds extremely seriously and great care is put into the budgeting process and in developing reasonable and responsible operating budgets. A detailed set of budgets are included as Appendix XVIII of this application. Pinellas Preparatory Academy, Inc. has amassed a cash fund balance of approximately \$300,000 as a result of conservative spending and accurate planning over the last seven years.

STARTUP BUDGET

Pinellas Preparatory Academy, Inc. intends to apply for a federal start-up grant should this application be approved. We believe that the innovative project-based approach that we intend to use will be an excellent model school which the state will choose to fund. These funds will be used to cover the initial costs during the startup year. However, realizing the current economic distress, there is a possibility we may not be awarded a startup grant, in which case the cash fund balance acquired by Pinellas Preparatory Academy, Inc. will be used to offset the costs involved with the start-up of PPA, Jr.

Much of the startup work of PPA, Jr. will be conducted by current PPA staff members. As described in the action plan section of this application, we intend to transition the current Principal into the role of Superintendent during the last quarter of the fiscal year to devote more time to focusing on hiring staff, recruitment and finalizing the development of the curriculum for PPA, Jr. Table IX provides a summary of the budget for startup costs, and a more detailed breakdown is included in the full budget documentation within the Appendix. The budget included as Appendix XVIII assumes that we will not receive the federal start up grant, as it is our practice to plan as conservatively as possible when budgeting. However, should we be awarded the federal start up grant, we will be able to free up approximately \$46,000 additional from our general operating budget, and will be able to more completely furnish and supply the new classrooms initially, rather than needing to put together additional funds for furniture and equipment in future years.

TABLE IX Start Up Expenditures Budget		
	Assuming Planning Grant Is Received	Assuming No Planning Grant
Income		
PPA Fund Balance	\$0.00	\$100,992
PPA, Jr. Operating Budget	\$52,575	\$98,578
Federal Start Up Grant	\$250,000	\$0.00
Total Income	\$302,575	\$199,570
Expenses		
5100-110 Academic Supplies	\$29,750	\$15,375
5100-644 Computers/Technology	\$83,900	\$27,450
5100-520 Instructional Materials	\$84,300	\$63,225
7900-642 Furniture	\$65,911	\$56,556
7900-510 Facilities Supplies/Equip.	\$3,500	\$1,750
7300-510 Administrative Supplies	\$2,950	\$2,950
7300-730 Administrative Services	\$1,800	\$1,800
7300-110 Administrative Staffing	\$30,464	\$30,464
Total Expenses	\$302,575	\$199,570

Pinellas Preparatory Academy, Inc. is fortunate in that we have a sufficient cash reserve so that we do not need to budget accounts month to month, but instead look at funds over the course of the fiscal year. In either of the two situations presented in Table IX, funds will not be expended until approximately April, 2011, and the funds either come from the lump sum federal grant or from cash reserves, we have not provided a detailed month-by-month breakdown of these funds.

Additionally, it is worth pointing out that while PPA has conducted fund raising activities in the past, we do not plan for or depend on fund raising monies in the development of the general budget. When we are able to collect these funds or additional grant money, they are put to use for the purpose in which they were collected, but we do not budget assuming we will get funds we have not been promised. Therefore, while there are differences in what we would be able to purchase to outfit the building if we were awarded the federal planning grant and what we are currently budgeting for, we will seek other sources of fund raising such as additional grants and capital drives to help offset the differences. The budget was based on a scenario, in which these funds were not available, and therefore the school would only be outfitted to fit the classes that would start initially in 2011, and additional materials would need to be purchased in subsequent years (i.e. additional textbooks, tables, chairs, etc.) as the enrollment of the school increases.

DESCRIPTIVE NARRATIVE AND SPENDING PRIORITIES

The budget included as Appendix XVIII is the entire budget projection for Pinellas Preparatory Academy, Inc. (and is inclusive of both schools as well as our before and after care program). The budget must be taken in its entirety to truly understand how the finances of the agency will work,

how the sharing of the facility costs, shared staff members, and the additional income allow for a balanced number.

The budget is based on the past practice of PPA, and we believe is an accurate description of the costs of running a school. The primary budget priority is classroom instruction. Every effort is taken to reduce the administrative and overhead costs in order to provide for sufficient salary and supplies within the classroom. Individual line items are typically built on a variety of decisions. For example, academic salaries are based on the salary schedule, the number of PTO days allowed, the number of days we assume teachers will take off, the cost of substitutes, the benefit amounts, and the costs of the employee leasing company, etc. Each of these decisions is identified on various pages of the budget. If, as a reader, you wish to explore more in-depth the calculations the excel spreadsheet is available for download at PPA, Jr.'s website <http://www.pinellasprimary.org/>

In order to assist with reading the various budget pages included, here is a list of the various sheets and the purpose of each:

- **Combined Budget Amounts** - The sheet lists the income and expenses from each of the three programs run by Pinellas Preparatory Academy, Inc. (PPA, Jr., PPA, and our Before/After Care Program). This sheet gives a summary of the expected net income for the agency each year from 2010-2017.
- **Estimated Fund Balance** - Lists PPA's previous Audited numbers, as well as projections of income/expenses and the anticipated cash fund balance at the end of each year. Bear in mind this estimate assumes we will not be awarded the federal start up grant. Should we be granted the startup grant, the dip in cash fund balance during the 2010-11 school year would not occur.
- **Income Estimates** - This section highlights the assumptions being made in regard to income, including FEFP, Capital Outlay, and Teacher Lead funds. We anticipate a 0% increase in FTE funds for the next two years, and then a 1% increase starting in 2012-13.
- **Building Purchase Estimates** - Next to staff, our largest expense is currently our lease, but with the approval of this charter and finalizing the purchase of our building, will be payment on the lease. We have not finished negotiating the terms of the purchase, however, this section of the budget highlights the assumptions we are making concerning the cost of the facility.
- **Facilities Cost Estimate** - This page takes the cost of the building, and adds in the costs of operating the facility (maintenance staff, supplies, equipment, etc.) and breaks it out between the two schools. These are considered shared expenses which are proportionally assigned to each school (i.e. if PPA has 55% of the overall student population, and PPA, Jr. has 45%, then PPA, Jr. pays for 45% of the facility costs).
- **Corporate Staffing** - This page highlights the assumptions made in regard to staff who will be shared between the two schools (i.e. the superintendent, office manager, data management tech, etc.). Again, the costs of these staff members are prorated between the two schools.
- **Complete Corporate Staffing Summary** - This page summarizes all staff members both assigned to individual schools and those shared between the two.
- **Before / After Care Projections** - We operate our own before and after care program which brings in a profit that allows our operations to continue. This page highlights the assumptions made for calculating the cost and income for this program.

- **Pinellas Primary Academy Startup Costs** - This page highlights the assumed startup costs to furnish the buildings and get the school up and running prior to the first day students walk into the building. Facility costs (construction, etc.) are not included in this summary, and are instead included within the Building Purchase Estimates.
- **Pinellas Primary Academy - Staffing Worksheet** - This page highlights the assumptions on enrollment and necessary staff that were made to calculate the number of employees needed, their percentage of full time equivalency, and the costs for those employees. Also important to note, this is the area where we attempt to be conservative with our budgeting numbers. In order to error on the safe side, we assume that we will not be at capacity, and have left seats open in each class. There are two classroom assignment numbers, one is labeled as “Maximum Assumption” and the other as “Conservative Assumption” the entire budget is based upon the “Conservative Assumption” numbers.
- **Pinellas Primary Academy General Questionnaire** - This page highlights decisions made in regard to general budget items (supplies, insurance, services, etc.). Some costs, such as insurance, are annual assumptions, where as some costs, such as supplies, are estimated based on a per-student calculation. For example, we assume \$40.20 per student for academic supplies. As the student enrollment increases, this budget item then goes up as well.
- **Pinellas Primary Academy Budget Projections** - This is the actual budget projection for PPA, Jr. for the next seven years. It collates and summarizes all of the decisions that have been made on the previous sections.
- **Pinellas Preparatory Academy - Staffing Worksheet** - The assumptions made regarding enrollment and staffing at PPA.
- **Pinellas Preparatory Academy General Questionnaire** - The general budget assumptions made in regard to costs for PPA.
- **Pinellas Preparatory Academy Budget Projections** - The actual budget projections for PPA for the next seven years.
- **Pay Scale Calculations** - This section explains the PPA salary schedule, how the average teacher salary was calculated and the actual salary for current employees by way of comparison and calculation for the PPA budget. The assumptions included do not represent the pay-for-performance model of pay described earlier in this application. The average teacher salary is shown as an amount that includes the amount that will be reduced to pool for the pay-for-performance plan. The end-results of the costs involved should come out to be the same.

After completing all of the assumptions made on the above pages, we find that as an agency, Pinellas Preparatory Academy, Inc. will be operating without running deficits. The only exception would be the initial dip into cash reserves should we not be granted the federal start up grant. We acknowledge that the budget is considerably tighter for the first two years than we would normally be comfortable with, but due to the costs of construction and taking on the purchase of the building prior to the enrollment of students, we are aware of the initial costs and feel we have budgeted as reasonably as is possible.

FUNDRAISING PLAN

The majority of fundraising efforts conducted on behalf of PPA have been conducted by the Parent Teacher Enrichment Group. These funds are then distributed by that agency based upon priorities they have established for the year. For example, in the past they have sponsored art programs, field trips, special events, etc.

Pinellas Preparatory Academy, Inc.'s Board of Directors has formed a "Grants" committee, this year, which is more comprehensively looking for and applying for grants to support programs of the school. For example, the Grant's Committee is currently putting together a \$300,000 grant request to allow PPA to become a 1:1 laptop initiative school. If this charter is approved, the Grants Committee will also explore the possibility and/or necessity of applying for additional grants to support the startup and design of PPA, Jr.

19. FINANCIAL MANAGEMENT AND OVERSIGHT

- ❖ Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.
- ❖ Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and projected enrollment trends.
- ❖ Describe the method by which accounting records will be maintained.
- ❖ Describe how the school will store student and financial records.
- ❖ Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.

The Pinellas Preparatory Academy, Inc. Board of Directors takes extremely seriously the wise use of public resources and have put in place many safeguards and procedures to ensure the proper use and oversight of school finances. These safeguards and procedures will also be applied to the operation of Pinellas Primary Academy. Below is an explanation of the entire fiscal process:

Development of Initial Budget: In April of each year the budgeting process for the following year begins. The Principal (and Superintendent) will develop a questionnaire to set budget priorities. This questionnaire will be completed by the School Advisory Team and the Board of Directors to determine a starting place for the budget. The Budget Committee will then begin by reviewing the questionnaires and developing their own priorities based on the input from the other entities. Over the course of April and May a tentative projected budget is setup and at either the May or June meeting of the Board of Directors, the committee presents the proposed budget for consideration. The Board then discusses the projections, makes any necessary modifications, and adopts the proposed budget. This provides a guideline for the Principal and Superintendent in the operations of the school starting July 1.

Fiscal Operations: The Superintendent will ensure that the school district is properly invoiced and that state funds are deposited into the school's accounts within appropriate time frames. Separate accounts will be maintained for each of the schools, to ensure proper accounting between the two schools in compliance with each individual school's budget. As bills come in, the Office Manager will review invoices to ensure they are due and appropriated. The Office Manager will then prepare the checks, code them into the appropriate line item accounts based on the guidelines of The Red Book, and give them to the Superintendent for review and signatures. Any checks exceeding \$500 also require the signature of a Board member (Chairperson, Secretary and Treasurer have check signing abilities). The Office Manager then makes two copies of each check and invoice and mails them. One copy of each check and invoice is kept in a binder of all checks. The second copy is kept in a vendor file, which contains all checks and invoices for that specific vendor. The school will utilize Quickbooks Online or another comparable product. The benefits of this program to operation include:

- Each Board member has a report account, so they are able to monitor all transactions in and out of school accounts, as well as have instant access to balance sheets, profit and loss statements, and other valuable financial data to ensure proper oversight of school funds.
- The school's accountant has a special access account to the system to be able to oversee our financials and conduct regular checks of our accounts, including monthly reconciliations.
- The system automatically sends reports such as Balance Sheet and Profit and Loss Statements to anyone necessary (such as the financial managers at Pinellas County Schools).
- Access by staff members can be limited to their specific tasks and responsibilities.

Fiscal Oversight: Every month the bank statements are delivered to an accountant who conducts monthly reconciliations and provides a report to the Board of Directors that the accounts are in order without any material deficiencies. At each meeting of the Board of Directors a complete financial report is presented to the Board which outlines the fund balances as well as the percentage of each line item of the budget which has been spent to date. And finally, annually, the Board of Directors contracts with an accounting firm to conduct an annual audit of the books to ensure compliance and accuracy.

Budgeting Adjustments: At each meeting of the Board of Directors a financial report is presented which compares the operating expenditures to the budget for that year. At various points throughout the year the Principal and Superintendent will make recommendations for modifications to the budget as they become necessary. This typically happens in November and March, after the October and February FTE counts.

Year End Modifications and Review: In May of each year, the Board typically looks at the expenditures compared to the budget and makes any necessary modifications. Due to conservative budgeting and spending, Pinellas Preparatory Academy generally has a surplus available around this time of the year. The Board then decides how much money they would like to carry forward in Fund Balances, and then solicits input from staff members about any surplus money which may be available for instructional materials.

Audit: At the completion of each fiscal year, the Board of Directors contracts with an accounting agency to conduct an audit of that year's financial records to ensure accuracy and compliance.

Care is also given to the security and storage of student records. Annually, the Data Management Technician receives training from the district regarding the proper storage, transfer, disposal and destruction of student records to the students' new schools. All policies put in place by Pinellas County Schools are followed in relation to these.

Pinellas Preparatory Academy, Inc. is also careful to ensure that proper insurance coverage is kept in place to protect the school in the event of unfortunate circumstances. Workers compensation and employee liability insurance are held through our employee leasing company. Property, liability, director's and officer's, student accident insurance, flood insurance, and an umbrella policy are all currently held with Bradenton Insurance Company, and periodically reviewed for service needs and competitive pricing.

20. ACTION PLAN

❖ Present a timetable for the school's start-up.

The following table provides a detailed breakdown of the major tasks that need to be completed prior to the first day of school for Pinellas Primary Academy. Each task lists an individual or group responsible for overseeing that task in the "Who" column, a number, which corresponds to this list:

1. Board of Directors
2. Policies and Procedures Committee
3. Facilities Committee
4. Curtis Fuller, Principal of Pinellas Preparatory Academy (Superintendent in April, 2011)
5. Principal of Pinellas Primary Academy
6. Board Development Committee
7. Grants and Fundraising Committee
8. Budget Committee

TABLE X
Action Plan

Activity	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Application Written & Presented to PPA Board	4	↑														
PPA Board Review and Approve Application	1	•														
Submit Application for Pinellas Primary Academy	4	•														
Pinellas County Schools Approval for PPA, Jr.	1		↓	•	•	↑										

FACILITIES

	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Complete negotiations and close on purchasing facility	3/1			↓	•	•	•	↑								
Construction / Renovation of facility	3								↓	•	•	•	•	↑		

STAFFING NEEDS																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Hire Principal for Pinellas Preparatory Academy	2/4								⬇	●	⬆					
Transition Curtis Fuller to Superintendent	4										⬇	⬆				
Hire Principal for Pinellas Primary Academy	2/4									⬇	●	⬆				
Post Teaching Positions for Pinellas Primary Academy	4/5											●				
Conduct interviews and hire preliminary teachers	4/5											⬇	⬆			
Hire any extra teachers/staff needed based on enrollment	4/5													⬇	⬆	

STUDENT RECRUITMENT																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Develop promotional materials	4/1					↓	●	↑								
Distribute promotional materials	4							↓	●	●	↑					
Conduct open houses and hours	4/5								↓	●	●	●	●	●	●	↑
Present at community events for parents	4/5						↓	●	●	●	↑					
Conduct student lottery	4/5										●					

CURRICULUM DEVELOPMENT																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Develop curriculum guidelines	4						↓	●	↑							
Review guidelines in comparison to sunshine standards	4/5							↓	●	↑						
Review instructional materials	5/4								↓	●	↑					
Select instructional materials	5/4										●					
Develop units of study	5										↓	●	●	↑		

POLICY REVIEW AND DEVELOPMENT																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Review current Policies and Procedures to update administrative structure and separating the two schools	6/1					⇓	●	⇑								
Review and update Principal Evaluation Matrix	6/4						⇓	●	⇑							
Develop Superintendent Evaluation Matrix	6/4						⇓	●	⇑							
Develop Behavioral Guidelines for PPA, Jr.	4											⇓	●	⇑		
Develop Pay for Performance Guide	4								⇓	●	⇑					
Decide if one administrative policy manual or two	4/5											●				
Finish adjustments to administrative policy manual(s)	4/5											⇓	●	⇑		

FISCAL AND BUDGET CONCERNS																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Develop and apply for Federal Start Up Grant	7/4				⇓	●	⇑									
Seek out other grant opportunities	8/4				⇓	●	●	●	●	●	●	●	●	●	●	●
Setup bank accounts	4					●										
Establish banking protocols and systems	4/8				⇓	⇑										
2011-12 Budget Development / Revisions	8/1											⇓	●	⇑		
Begin developing corporate partnerships	4											⇓	●	●	●	●

Pinellas Primary Academy



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Pinellas Primary Academy



Appendixes

APPENDIXES:

- I. PPA Corporate Policy and Procedures
- II. PPA Administrative Policy Manual
- III. PPA Articles of Incorporation
- IV. PPA Bylaws
- V. IRS Letter of Determination (IRS Name Change Confirmation)
- VI. Board Member Biographies
- VII. PPA Behavior Plan
- VIII. Job Descriptions
- IX. Administrative Job Evaluation Matrices
- X. Teacher Evaluation Matrix
- XI. Potential Facility Design Drawings
- XII. Thematic Units of Study (Drafts)
- XIII. Textbook Correlations to Sunshine State Standards: Language Arts - Treasurer's Series
- XIV. Textbook Correlations to Sunshine State Standards: Math - Saxon Math
- XV. Textbook Correlations to Sunshine State Standards: Science - Scott Foresman Science
- XVI. Textbook Correlations to Sunshine State Standards: Social Studies - History Alive
- XVII. Textbook Correlations to Sunshine State Standards: Social Studies - Houghton Mifflin Florida
- XVIII. Pinellas Preparatory Academy, Inc. Seven Year Budget Projections
- XIX. Pinellas Preparatory Academy 2008-09 Audit
- XX. Florida DOE School Choice New Applicant Training Certificates of Participation
- XXI. PTEG Bylaws

Pinellas Primary Academy



Appendix I

PPA Corporate Policy and Procedures



PINELLAS PREPARATORY ACADEMY

Corporate Policies & Procedures

Amended on January 5, 2010

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WELCOME & INTRODUCTION

This handbook is intended to help you get acquainted with Pinellas Preparatory Academy. It explains some of our philosophies and beliefs and describes, in general terms, some of our employment guidelines. We hope that it will serve as a useful reference document throughout your employment with Pinellas Preparatory Academy. Also, please understand that the handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Pinellas Preparatory Academy or its employees. This handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Because Pinellas Preparatory Academy is a growing and changing Charter School, the Board of Directors reserves full discretion to add to, delete or modify any and all policies, from time to time. At all times, these policies will be construed and applied in a manner consistent with all applicable local, state, and federal laws and regulations.

For this reason, we urge you to check with the Principal to obtain current information regarding the status of any particular policy, procedure, or practice.

This handbook is intended for your personal use and reference as an employee of Pinellas Preparatory Academy.

Please sign the acknowledgement form at the back of this handbook, tear it out, and return it to the Human Resources Department. This will provide Pinellas Preparatory Academy with a record that you received the handbook.

Chapter 1: Foundation

1. Foundation
 - 1.1. Mission Statement
 - 1.2. Organizational Structure
 - 1.3. Decision Making
 - 1.4. Non-discrimination
 - 1.4.1 – Non-discrimination
 - 1.4.2 – Retaliation is Prohibited
 - 1.4.3 – Report Procedures and Investigation
 - 1.4.4 – Responsive Action
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-

- (1.1) **Mission Statement:** Pinellas Preparatory Academy strives to provide a creative and positive environment for emotionally mature children. Our excellent faculty shares with

parents and the community the responsibility to prepare each child for secondary education and beyond.

- (1.2) **Organizational Structure:** The Board of Directors sets policies and guidelines for the school and delegates to staff day-to-day responsibility for operational matters. The Principal consults with the staff members in order to allow for the greatest possible staff participation in the decision making of the school.
- (1.3) **Decision Making:** The Board of Directors is responsible for setting the budget, establishing school wide policies and overseeing the general operation of the school. It is the Principal's responsibility to ensure these policies are carried out, and to develop a system that ensures the input of school staff, students and community.
- (1.4) **Non-Discrimination:**
- (1.4.1) **Non-Discrimination: :** Pinellas Preparatory Academy does not discriminate against anyone, to general operations of the school, and to any basis prohibited by applicable law or regulation.

Pinellas Preparatory Academy is committed to an environment in which all individuals are treated with respect and dignity. We believe that each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, Pinellas Preparatory Academy expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice and harassment. Thus Pinellas Preparatory Academy does not and will not tolerate discrimination against or harassment of or by our employees, students, vendors, or other person. The term "harassment" includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual's race, color, sex (including discrimination against or harassment of individuals of the same sex), pregnancy, religion, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or any other protected status. "Harassment" may include a range of subtle and not so subtle behaviors and also includes unwelcome or unwanted sexual advances, requests or demands for favors, offensive touching, and other types of conduct whether it be physical, verbal, graphic, or electronic communication (including e-mail and facsimiles) of a harassing or sexual nature involving individuals of the same or different gender. This includes, but is not limited to:

- Unwelcome or unwanted physical contact or sexual advances including, but not limited to, patting, grabbing, pinching, brushing-up against, hugging, cornering, kissing, fondling, or any other similar physical contact.
- Unwelcome requests or demands for favors including, but not limited to, subtle or blatant expectations, pressures, requests or demands for sexual, unethical or illegal favors; or unwelcome requests for dates or contacts. Such unwelcome requests or demands may or may not relate to an implied or stated promise of preferential treatment, or a threat of negative consequences concerning employment, including, but not limited to, promotion, demotion, transfer, layoff, termination, pay or other form of compensation, and selection for training.

- Verbal and written abuse or unwelcome kidding including, but not limited to, that which is sexually-oriented, including same-sex harassment; commentary about an individual's body, sexual prowess or sexual deficiencies; inappropriate comments about race, color, religion, sex, pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected status; dirty jokes or other jokes which are unwanted and considered offensive or tasteless; or comments, innuendoes, epithets, slurs, negative stereotyping, leering, catcalls or other actions that offend, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment.
- Any form of behavior that unreasonably interferes with work performance, including, but not limited to, unwanted sexual attentions, comments, interruptions, or other communications, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment, that reduces productivity or time available to perform work-related tasks or otherwise interferes with work performance.
- Actions that create a work environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts or attentions, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment.
- The distribution, display, or discussion of any written or graphic material, including calendars, posters, cartoons, or names, that belittles or shows hostility or aversion toward an individual, his/her relatives, friends or associates or a group because of race, color, religion, sex (including same sex discrimination or harassment), pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected status.

All employees and applicants are covered by this policy and are strictly prohibited from engaging in any form of discriminatory or harassing conduct. Further, no employee has the authority to suggest to another employee or applicant that the individual's employment, continued employment, or future advancement will be affected in any way by entering into, or refusing to enter into, a personal relationship. Such conduct is a direct violation of this policy.

Conduct prohibited by this policy is unacceptable in the workplace and in any work-related setting outside the workplace, such as business trips, business meetings and business-related social events.

Violation of this policy will subject an employee to disciplinary action, up to and including immediate discharge.

- (1.4.2) Retaliation is Prohibited:** : Pinellas Preparatory Academy prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or

discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action, up to and including termination.

- (1.4.3) **Reporting Procedures and Investigation:** : Pinellas Preparatory Academy strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct they believe is contrary to Pinellas Preparatory Academy's policy or who have concerns about such matters should file their complaints with the Principal, any Member of the Board of Directors, or the Board's designee, whereupon the matter will be discreetly and thoroughly investigated. Pinellas Preparatory Academy will then take immediate steps to stop any behavior which violates this policy and see that it does not repeat itself. Disciplinary action, up to and including termination, calculated to end the discrimination or harassment, will be taken, when appropriate, against the offender(s).

Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing any claim.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of discrimination or harassment. Therefore, while no fixed reporting period has been established, Pinellas Preparatory Academy strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

- (1.4.4) Responsive Action:** : Conduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Pinellas Preparatory Academy believes appropriate under all of the circumstances.

Any person utilizing this complaint resolution procedure will be treated courteously, and the problem will be handled swiftly and as confidentially as possible in light of all the circumstances, with appropriate corrective action being taken. The registering of a complaint will in no way be used against that individual, nor will it have an adverse impact on their employment status. A record of the complaint and findings will become a part of the complaint investigation record and that file will be maintained separately from the personnel files.

- (1.4.5) Conclusion:** : Individuals who have questions or concerns about this policy may talk with the Principal or any member of the Board of Directors.

Please keep in mind that the very nature of discrimination, harassment and retaliation makes it virtually impossible to detect unless a complaint is appropriately reported. Do not assume that Pinellas Preparatory Academy is aware of your problem! It is your responsibility to bring this information to the attention of Pinellas Preparatory Academy so the issue can be resolved.

- (1.4.6) **Training:** New employee orientation training shall include a component on the harassment policy. All administrators are responsible for assuring that their staff members are familiar with the policy on harassment and that new employees are orientated as necessary throughout each school year. As part of the review of the Code of Student conduct at the beginning of the school year, this policy will be discussed in student classes, school advisory councils, and parent and teacher associations. Students enrolled after the beginning of the school year will be provided a copy of the Code of Student conduct and advised of this policy.
- (1.5) **Parental Involvement:** We believe that educating a child is not something that can happen in only one environment, and requires the active participation of adults from various perspectives to best influence children. As such, we believe parental involvement in a child's education and in the school itself is essential for promoting a positive learning atmosphere.

Parents are actively encouraged to participate within the school in any way possible. This could include volunteering to assist in the classroom, volunteering to chaperon events for the school, assisting in the office, volunteering for the Parent Teacher Enrichment Group or by serving on the Board of Directors. Parents should seek ways to involve themselves within the school.

Chapter 2: Board of Directors

- 2. Board of Directors
 - 2.1. Board of Directors
 - 2.2. General Powers
 - 2.3. General Responsibilities
 - 2.4. Governance Meetings
 - 2.5. Board of Director's Officer Duties
 - 2.5.1 Chairman
 - 2.5.2 Vice Chairman
 - 2.5.3 Treasurer
 - 2.5.4 Secretary
 - 2.5.5 Role of the Principal
 - 2.6 Board Membership
 - 2.6.1 Membership Criteria
 - 2.6.2 Membership Terms
 - 2.6.3 Board Powers
 - 2.6.4 Conflict of Interest
 - 2.6.5 Confidentiality
 - 2.6.6 Financial Interest
 - 2.6.7 Application Process
 - 2.6.8 Election Process
 - 2.6.9 Orientation for New Board Members
 - 2.6.10 Removal Process
 - 2.7 Operational Procedures
 - 2.7.1 Meetings
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 - 2.7.3 Audience Participation
 - 2.7.4 Voting By Proxy
 - 2.7.5 Committees
 - 2.7.5.1 Development of Committees
 - 2.7.5.2 Committee Reports
 - 2.7.5.3 Authority
 - 2.8 Employer Responsibilities
 - 2.8.1 Purview of Private Employer Matters
 - 2.8.2 Private Employment Matters

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- (2.1) **Board of Directors:** The Board of Directors is a legal requirement for a charter school organized as a not for profit organization and ensures its operations continue to focus on service to the public. In addition to its legal responsibilities the Board of Directors supports the School's mission and seeks to promote it by advocating its educational philosophy.
 - (2.2) **General Powers:** All affairs of the School shall be overseen by the Board of Directors. The Board of Directors primary duties include but are not limited to the hiring and

evaluation of the Principal, setting of Policies and Procedures, strategic planning and assessment of the school in accomplishing the mission of the School and oversight of the public trust.

- (2.3) **General Responsibilities:** In exchange for direct and indirect financial assistance from state and federal governments, state charter school legislation, as well as non profit corporate law requires the Board of Directors to serve as guardians of the “public trust”. This structure makes the schools management accountable to the Board of Directors, who due to their voluntary nature, can effectively provide financial oversight since no personal gain is involved.

Election to the Board of Directors carries with it a responsibility of stewardship. The directors are the custodians of the integrity of the school; they hold in trust the school’s reputation as created by its founders, and as developed by those who have shaped the school in the past. Current directors accept the obligation to not only preserve, but also add to this organization. In this way board members help form not only the present, but also the future composition of the school.

- (2.4) **Governance Meetings:** The Board of Directors shall fulfill these duties by meeting no less than every other month. In compliance with the Florida Law the Board publishes the schedule of its meetings and holds them in open session. The Board will meet in accordance with the Florida Sunshine Law, Section 286.011 and shall meet in executive session only when and to the extent permitted by Florida law.

(2.5) **Board of Director’s Officer Duties**

- (2.5.1) **Chairman:** The Chairman as the chief officer of the non profit School shall preside at all meetings of the Board. He or she will sign, along with the Principal of the school all teacher contracts. He or she will sign, along with the Principal and Secretary of the Board of Directors, or any other proper agent of the School authorized by the Board, any deeds, mortgages, leases or other instruments which the Board authorizes to be executed. The Chairman, at the conclusion of his or her term, will serve as immediate Past Chair until the office is filled and the successor trained.
- (2.5.2) **Vice Chairman:** The Vice Chairman fills in for the Chairman and performs all duties as assigned by the Chairman.
- (2.5.3) **Treasurer:** The Treasurer shall be responsible for overseeing all funds and securities of the School and perform all duties incident to the office of Treasurer and other duties assigned to him or her by the Chair or Board of Directors. The Treasurer is responsible, with the Principal for ensuring the monthly financial reports and the end of the year audit are completed and filed with the county in a timely manner.
- (2.5.4) **Secretary:** The Secretary shall keep minutes of the meetings of the Board of Directors in a book provided for that purpose and maintained at the school, be custodian of the School’s records and such duties as assigned by the Chairman or Board of Directors, and other duties incident to the office of Secretary.

(2.5.5) **Role of the Principal:** The Principal shall be chief administrator of the school and shall in general direct the day-to-day operational and educational affairs of the School, including but not limited to, upholding the schools mission, recruitment and supervision of teachers, school curriculum, admission standards, supervision of students, financial matters within the budget as set forth by the Board of Directors. The Principal will ensure the Board of Directors is informed on a report of revenue and expenses compared to the budget, a cash flow projection update from the accountant, a balance sheet showing the financial position of the organization at the time, a report on the number of students currently enrolled compared with the number projected and compared with the number in the same time period last year, a report on fund raising activities and results, and a list of critical issues that might affect the financial stability of the charter school.

(2.6) **Board Membership**

(2.6.1) **Membership Criteria:** The Board of Directors shall consist of no less than three (3) and no more than nine (9) voting members. Potential members for the Board shall be nominated and selected by the Board from a pool of parents, past parents, grandparents, alumni, patrons, and community members.

(2.6.2) **Membership Terms:** All newly elected Board members shall serve for an initial term of twelve (12) to twenty-four (24) months beginning on the first day of the month following their fingerprinting and background check and ending on the July 31 following the anniversary of the beginning of the term, unless filling a vacancy. Following the first term of service, directors may be re-elected to serve a second term.

(2.6.3) **Board Powers:** The Board of Directors affirms that the directors, officers, administrators, faculty and other employees of the school have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the school. Directors must avoid conflicts of interest. A Board Member must avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of the school.

(2.6.4) **Conflict of Interest:** Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the circumstances resulting in the potential conflict. The Board of Directors can provide such guidance and take action as it shall deem appropriate. Each Board member will sign the Conflict of Interest Statement.

(2.6.5) **Confidentiality:** Each Board member will sign the Confidentiality Policy ensuring all private employment or student matters will remain confidential and will not be used to advance personal interests.

(2.6.6) **Financial Interest:** Members of the Board shall not receive any monetary compensation for their services nor shall they have any financial interest in the school other than their own monetary donations to the School.

(2.6.7) **Application Process:** Any person wanting to apply to serve as a member of the Board of Directors shall submit a letter of intent which shall be submitted to the Board of Directors for review and consideration. The applicant will agree to follow all Board policies and to

submit to fingerprinting and a background check.

The Board of Directors may recruit members based on the identification of strategic needs of the Board and school and solicit nominees who are natural matches.

- (2.6.8) **Election Process:** The Directors of the School shall be elected annually by the Board of Directors at the annual meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is convenient. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. When a newly elected Board member is filling a vacancy, that member shall fill the remainder of the original member's term, and then be eligible for reelection to continue on the Board. Each officer shall hold office until his or her successor shall have been duly elected.

The Board will evaluate the needs of the Board of Directors at the annual meeting of the Board for the coming school year. After review of all nominees and applicants the Board shall vote on the acceptance or denial of present nominees.

(2.6.9) **Orientation for New Board Members:**

Upon the election or appointment of new board members, the Principal shall provide the new Board member with copies of important documents such as: Florida School Laws relating to charter schools, State Board of Education Rules relating to charter schools, Articles of Incorporation, Bylaws, Policies and Procedures, current Charter contract, current annual budget, and other documents the Principal deems essential to an understanding of the operation of the school.

The Principal shall set aside such time as is necessary to answer any questions arising from the study of these documentations and shall cooperate fully in assisting the new member to become an informed and active Board member.

The School shall provide the new Board member opportunities to attend a charter school conference or other training opportunities in regards to the responsibilities of Charter School Board Members.

- (2.6.10) **Removal Process:** Any Director or agent elected or appointed by the Board of Directors may be removed by the Board whenever, in its judgment, the best interests of the School would be served thereby, but such removal shall be without prejudice. In order to remove a director, the Board must vote on the issue and must have quorum to take the vote.

(2.7) **Operational Procedures:**

- (2.7.1) **Meetings:** The annual meeting of the Board of Directors shall be held in July of each year. Operational Board Meetings will be scheduled annually by the Board of Directors. Notice of the meeting and agenda shall be posted no less than three (3) calendar days prior to each meeting. The agenda will be prepared by the Principal with input from the

Chairman. Input into the agenda should consist only of the placement of items on it and not used as a means to circumvent the sunshine law. A working agenda will be distributed to Board members seven (7) calendars prior to the meeting for input prior to the distribution of the final agenda. These meetings will be held at 2300 S. Belcher Road #100, Largo, FL 33771 or other such place as designated by the Chair.

(2.7.2) **Special Meetings:** Special Meetings of the Board may be called by the Chairman or any two voting members of the Board. The person(s) calling such meeting may set the location of the meeting as a conveniently accessible place for all Board members and the public. Special Meetings must be scheduled with no less than one (1) day prior notice and must be established to discuss only a single issue.

(2.7.3) **Audience Participation:** At all Operational Board Meetings any non Board member may elect to speak on each agenda item for up to three minutes. Any audience member who becomes unruly or disruptive to the proceedings may be removed from the meeting in accordance with Pinellas County School Board Policy and Procedures.

(2.7.4) **Voting By Proxy:** Board Members may not vote by proxy. In circumstances where attendance at the meeting is impossible, the Board member may be present by speaker phone where he/she can hear the motion and all present can hear their vote.

(2.7.5) **Committees:**

(2.7.5.1) **Development of Committees:** The Board of Directors by resolution adopted by a majority of voting members may designate one or more committees, each of which shall consist of at least one voting Board member, plus any non-board members as the Board sees fit to appoint.

(2.7.5.2) **Committee Reports:** All Board Committees are subject to the direction and control of the Board and a designated Board member serving on that committee will serve as chairman or appoint a chairman who will report directly to the Board in the public Operational Board meeting, unless a Special Meeting is called and lends itself to the function of the committee.

(2.7.5.3) **Authority:** The designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual member thereof of any responsibility imposed on it, him, or her by law. Committee recommendations are not binding until and unless adopted by a majority vote of the Board of Directors in session, provided a quorum is present.

(2.8) **Employer Responsibilities:**

(2.8.1) **Purview of Private Employer Matters:** Although the Principal is responsible for all faculty hiring and evaluations the Board sets general guidelines for the qualifications of staff, terms of contracts, performance evaluation expectations, administrative grievance procedures, non-renewal and termination processes.

(2.8.2) **Private Employment Matters:** Most private employment matters will be effectively handled by the Principal of the school. On occasion, should the Principal need additional

advice or recommendations, the Principal will consult with either the employee leasing company's HR department, or an employment attorney.

Chapter 3: Employment Manual / Human Resources

- 3 Employment Manual / Human Resources
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(3.1) **Personnel Records:** Personnel records shall be maintained in accordance with State and Federal Laws. The following records for each employee shall be maintained in a secure file:

- a) Evidence of successful completion of required education
- b) Florida Teaching Certificate, certificate of law for the position
- c) Employee assessments
- d) Signed contract (if required)
- e) Signed loyalty oath if required by the State of Florida or the Federal Government.

- f) Withholding allowance certificate (W-4)
- g) Copy of Social Security Card
- h) Benefits enrollment documentation
- i) Background verification (results of School District fingerprint test)
- j) Letters of reprimand and information regarding any disciplinary action taken
- k) Personal Data Sheet
- l) Employment Eligibility Verification (I9 Form)
- m) Arrest and Conviction Record
- n) Drug-Free Workplace Policy.

It is the responsibility of the employee to obtain and submit these documents:

- a) Florida Certificate: the employee must submit the original. A copy shall be made to keep within the file, and the original shall be returned to the employee.
- b) Health Certificate: Prior to initial employment and re-employment following a termination, some employees may be required to submit a certificate of health signed by a licensed medical practitioner attesting to the employee's freedom from contagious and infectious diseases and other physical and medical impairments which would prevent the applicant from performing the duties for whom an employment contract is required.
- c) Contracts: Each employee shall sign the offered contract and submit it to the school office within the specified time.
- d) Certificate Extensions/Additions: Other official correspondence with the state Department of Education and any other documents which may be requested shall be copied in the school office. Copies shall be retained and the originals shall be returned to the employee.
- e) Criminal Records: The school shall determine if the prospective employee has an arrest/conviction record.

Personnel records shall be open for inspection and copying consistent with Florida law, Chapter 119 and Federal laws. Social Security numbers will not be disclosed to the public. Evaluations shall be confidential and not open to the public until the end of the school year immediately following the school year in which the evaluation was made. The following payroll deductions are not open to the public: credit union cards, W-4's, tax shelter information, tax levy, court records.

Compensation and Benefits

- (3.2.1.1) **Salaried Employees:** Instructional and administrative staff members shall be salaried employees. Salaries shall be made in accordance with schedules adopted by the Board of Directors of the school, and in accordance with state and federal law.
- (3.2.1.2) **Hourly Employees:** Non instruction and non administrative employees shall be paid hourly. Hourly rates will be set by the Board of Directors of the school and in accordance with state and federal law.

- (3.2.2) **Dual Employment and Compensation:** An employee may provide services regarding a non-school developed curriculum or program or participate in programs sponsored by other agencies when approved in writing by the Principal or his designee. An employee who chooses to request temporary paid leave when engaged in such activities must remit to the School any remuneration (honorariums, stipends, consultant service fees, etc.) received. In addition, the employee shall remit any travel expense reimbursement provided by the sponsoring agency to the School when the School is liable for travel expenses authorized by the approved request.

An employee may not retain such compensation without utilizing personal leave chargeable to Paid Time Off (PTO), or personal leave without pay. An employee wishing such compensation must request the leave through the submittal and approval of the prescribed forms. The School will not be responsible for workers' compensation or liability protection or any benefits for employees on personal leave.

A School employee providing consultation concerning a school developed curriculum or program must remit to the School any remuneration received.

(3.2.3) **Vacations / Paid Time Off**

- (3.2.3.1) **Salaried Employees:** Salaried employees will be granted Paid Time Off (PTO) within the contract/agreement with the School.

- (3.2.3.2) **Hourly Employees PTO:** All full-time employees are eligible. Temporary, part-time and PRN employees are not eligible. PTO accumulates in relationship to all regular hours you actually work. PTO does not accumulate on overtime hours or on hours not worked, such as when you are using PTO or are on a leave of absence. You may begin using your PTO at any time after it accumulates, however you may not use PTO in advance of any accumulation of it.

Years of Experience	Accumulation Multiplier	Approximate Weeks Off for Full Time Employees
Year 1	0.042017	(2 Weeks)
Years 2 - 5	0.064378	(3 Weeks)
Years 6 -	0.087719	(4 Weeks)

- (3.2.3.3) **Hourly Employees Paid Holidays:** Hourly employees who normally work during the following times will be provided holiday pay for the following days. The amount to be paid will be based on the annual average hours worked per day, which is calculated by finding the sum of hours in the work agreement with the employee divided by 52, divided by 5.

Paid Holidays Time

- Independence Day
- Labor Day
- Thanksgiving (total of 3 days)
- Winter Break (total of 5 days - Schedule to be determined by the Principal)

- Martin Luther King, Jr. Day
- Memorial Day

(3.2.3.4) **Approval:** PTO requests must be approved by the Principal prior to the absence, unless the absence is a sick-day and prior notification is not possible.

(3.2.3.5) **Substitutes:** Staff members who require substitutes are responsible for making arrangements for substitutes themselves. A list of potential substitutes will be supplied to staff members annually.

(3.2.3.6) **Overuse of PTO:** If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated and the employee will be expected to pay back over-used PTO.

(3.2.3.7.1) **Unused PTO for Salaried Employees:** PTO remaining at the end of the year will be paid back to salaried employees at the end of the fiscal year (July 1 – June 30). For salaried employees, the amount to be paid back will be calculated by taking the employee's salary, divided by the number of days to be worked during the year, times the number of PTO days remaining.

(3.2.3.7.2) **Unused PTO for Hourly Employees:** Hourly employees are encouraged to use their PTO time during the fiscal year in which it accrues (July 1 – June 30), however, up to fourth (40) hours of accrued PTO time may be carried forward to the following fiscal year. No more than forty (40) hours may be carried forward into the next year.

(3.2.4) **Leaves (General):**

(3.2.4.1) **Military Leave:** If you enter military service while working for Pinellas Preparatory Academy, you will not lose your status as a regular employee. You will be given an unpaid leave of absence for the duration of your initial tour of duty and your time in the service will count toward your length of service with the School. If you are a member of a reserve component of the armed forces, you will be granted unpaid leaves necessary to fulfill the requirements of this affiliation. You may use your vacation time instead of leave time for this purpose if you prefer, but you are not required to do so.

IF YOU APPLY FOR REEMPLOYMENT WITHIN THE TIME SPECIFIED BY FEDERAL LAW FOLLOWING AN HONORABLE DISCHARGE FROM THE SERVICE, YOU WILL BE GIVEN EMPLOYMENT COMPARABLE TO THE POSITION YOU PREVIOUSLY HELD.

(3.2.4.2) **Personal Leave:**

(3.2.4.2.1) **Leave of Absence without Pay:** Should a situation arise that temporarily prevents an employee from working, he/she may be eligible for a Personal Leave of Absence without pay not to exceed 12 continuous weeks. However, employees must be employed for at least 12 months prior to the requested leave. Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and it will be reviewed on a case-by-case basis by the Principal. The decision to approve or

disapprove is based on the educational requirements of the students, the business needs of the school, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the effect the employee's absence will have on the work in the department and the expectation that the employee will return to work when the leave expires. Leaves of absence will be considered only after all PTO leave has been exhausted.

(3.2.4.2.1.1) Salary Action; Any planned salary increase for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

(3.2.4.2.1.2) Returning/Not Returning From a Leave: Due to the nature of our business, the School cannot guarantee either that an employee's job will remain available or that a comparable position will exist when return from an unpaid leave is sought. When an employee is ready to return from a leave of absence without pay, the School will attempt to reinstate the employee to his/her former position or to one with similar responsibilities. If the position or a similar position is not available, the School will search for a suitable position for 30 days from the date the unpaid leave was to officially end. The employee will not be paid for this time. If the employee has not been placed by the end of this period, he/she will be administratively terminated.

An employee who returns to work following an unpaid leave will be considered as having continuous service. If an employee does not return from an unpaid leave of absence without pay, the termination date is the last day of the authorized leave period or the date the employee notifies the Principal that he or she is not returning, whichever is earlier. Employees who have been administratively terminated pursuant to this paragraph may be considered for reemployment.

(3.2.4.3) General Medical Leave (Including Pregnancy And Illnesses)

(3.2.4.3.1) Eligibility: General Medical Leave is separate from PTO or other leave pursuant to the School's paid time-off policy. Full-time employees who have completed their initial introductory (probationary) period are eligible for unpaid General Medical Leave not to exceed 12 continuous weeks.

Exceptions to this full-time employment requirement may be made where required by law to accommodate pregnancy related disabilities, on-the-job injuries or illness, or to accommodate an employee with a disability under the Americans with Disabilities Act.

You may request a General Medical Leave of Absence when you are unable to work due to a medical condition and you have exhausted (or are expected to exhaust) all available PTO, yet you are still unable to return to work.

(3.2.4.3.2) Duration: General Medical Leave, if granted, is granted only for the period of inability to work due to a medical condition, not to exceed 90 days during any "rolling" 12-month period (measured backward from the date the General Medical Leave sought by the employee would begin).

- (3.2.4.3.3) **Request and Approval:** Requests for General Medical Leave should be submitted to the Principal.

Requests for General Medical Leave must be accompanied by a *Certification of Health Care Provider* form (available from the Principal) whenever such leave is foreseeable. In cases where the leave is not foreseeable, a *Certification of Health Care Provider* must be provided within fifteen (15) calendar days of the request or as soon as reasonably practicable.

Properly supported and timely requests for General Medical Leave from eligible employees will be considered on a case by case basis subject to the educational requirements of the students, the business needs of the school and the durational limits stated above.

- (3.2.4.3.4) **Reports on the Employee's Status and Intent to Return to Work:** If you are on approved General Medical Leave, you are required to keep the School advised of your status and intent to return to work. While on leave, you must contact the Principal every 2 weeks and inform him/her of your status and intent to return, unless other reporting arrangements have been expressly made. Your failure to keep the School advised of your status and intent to return to work may be considered a resignation from employment.

- (3.2.4.3.5) **Continuing Medical Coverage:** While on a personal or medical unpaid leave of absence, the employee's medical coverage will continue during the length of the leave not to exceed 12 continuous weeks.

- (3.2.4.3.6) **Other Benefits:** While on a personal or medical unpaid leave of absence, Pinellas Preparatory Academy will continue the employee's medical coverage to the extent normally paid on a monthly basis by the school. However, during the unpaid leave of absence, Pinellas Preparatory Academy will not continue to make payments towards the employee's other benefits, such as, but not limited to, retirement, dental coverage, vision, or disability benefits.

- (3.2.4.3.7) **Appeal:** If an employee's request for personal or medical unpaid leave is denied by the Principal, an employee may appeal the decision to the Personnel Committee by submitting a written request to the Principal within five (5) business days.

The Personnel Committee will endeavor to schedule a meeting with the employee within 5 business days. A decision to overturn the Principal's decision must be made by a majority of the Personnel Committee present.

- (3.2.4.4) **Leave for Jury Duty:** If an employee is called for jury duty during a period you are regularly scheduled to work, you are not required to use PTO to cover your absence. When you are not impaneled for actual service and only on call, you shall report back to work unless authorized by your supervisor to be absent from your work assignment.

(3.2.4.5) **Bereavement Leave:** When a death occurs in a regular full-time employee's immediate family, that employee may take up to three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled work day. The school reserves the right to require verification of the need for the leave. For the purposes of this policy, immediate family is defined as employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparent, father-in-law, mother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild. Should additional time off be needed, the employee may make arrangements with the Principal for additional PTO or unpaid days off.

(3.2.5) **Employee Benefits:** The School provides a comprehensive Benefit Plan which may vary from year to year as determined by the Board of Directors.

(3.2.5.1) **Eligibility:** Regular employees who work at least thirty (30) hours per week including job-share employees are eligible for benefits, per individual contracts.

Initial Enrollment: Enrollment and change forms are due in the office within thirty (30) calendar days of hire or change of eligibility status. Coverage becomes effective the first day of the month following thirty (30) days of employment in an eligible benefit status.

Open Enrollment: The Board provides an annual open enrollment period during which an employee may add, cancel, or change coverage. If no action is taken by the employee to change coverage, previous coverages will continue for the next calendar year.

(3.2.5.2) **School Contribution:** The School contributes toward the cost of certain employee benefits each pay period during the school year in which a paycheck is earned. In any period during which a paycheck is not earned, the employee will owe both the School contribution amount and the normal insurance deductions. School contribution amounts vary and are determined by the Board annual.

(3.2.5.3) **Termination of Coverage:** Insurance coverage ends the last day of the month in which an employee no longer meets eligibility requirements or terminates employment.

(3.2.5.4) **Leaves of Absence:** While on an approved, unpaid leave of absence, employees are required to pay the entire cost of all insurance plans, including the School paid portion in order for coverage's to continue. The appropriate person(s), agencies, School, and/or organizations must receive payment by the first of each month. Insurance coverage will be canceled for nonpayment if full payment is not received by the due date. When an employee is on an approved leave, the employee is responsible only for payment of the portion of premium(s) the employee normally pays. Nonpayment of premiums will result in cancellation of coverage.

Suspension Without Pay: While on suspension without pay, an employee is considered to be on unpaid leave of absence. As such, the employee is entitled to maintain insurance coverage by paying the total cost of insurance. If the employee elects to

continue insurance and is reinstated, the employee will be refunded the School contribution paid during the period of suspension. If the employee elects to continue insurance and is not reinstated, the insurance will terminate the last day of the month in which the employee is dismissed. If the employee chooses not to continue insurance and is reinstated, insurance will be reinstated the first of the month following the date of the final order and the employee will be responsible for any regular employee contributions.

(3.2.5.5) **Worker's Compensation:** The School provides Workers' Compensation benefits pursuant to Florida law.

(3.2.5.6) **Benefits Payback Option:** If an employee decides not to participate in the benefit options provided, the school agrees to provide the amount allowed as an addition to the employee's paycheck. The employee must acknowledge that his amount would then become a taxable amount on their paycheck. If an employee elects this option, the school shall provide a form during the open enrollment period for the employee to make this election. The school will also deduct employer costs from the amount it adds to the employees pay check (federal employment taxes, insurance costs, administrative fees, etc.).

Employee Behavior

(3.3.1) **Personal Financial Obligations:** Employees are expected to handle their personal financial obligations in such manner as to prevent the involvement of the school.

(3.3.2) **Conflicts of Interest:** No employee or directors of the School shall solicit students, employees, or the School for the selling of goods and services, other than as part of a school or PTEG activity.

No employee shall accept any gift, favor, or service of value from companies or organizations that now are engaged in, or are being considered for, doing business with the school, with the exception of the Parent Teacher Enrichment Group.

Expenses for trips to evaluate products or equipment shall be paid by the School if previously approved by the Principal or his designee. However, once equipment is purchased or leased, personnel may attend training sessions at the expense of the School if training is included as a service within the purchase or lease price, and is approved by the Principal.

When a seminar, training, or educational meeting or session is provided by an industry representing more than one company and offered at no cost, or at reduced or partial costs, to staff, and the resulting knowledge or training is judged by the Principal (or designee) to be in the School's interest with no advantage or obligation given to an individual company, and to be no conflict of interest, the Principal (or designee) may authorize attendance.

No employee shall accept other employment which might impair the employee's

independence of judgment in the performance of duties for the School.

Violation of this policy may constitute grounds for dismissal from employment.

- (3.3.3) **Political Activities:** *Leaves of absence:* The School recognizes the right of its employees to campaign for and to hold elective public office, except as prohibited under 112.313(10) F.S. and any other provisions under the statutes and laws of Florida. Accordingly, the School authorizes both short term and long term personal leaves of absence, without pay, for its employees in order that such employees abstain from conflicts which may arise between the employees' performance of their official duties in this School and their political activities.

Protection against conflicts: The Principal (or designee) is directed to provide procedures that will guarantee such employee rights, while at the same time protecting the school system against any conflicts that might arise, such as interferences with the normal discharge of one's duty, as the result of an employee's engaging in political activities and/or while holding public office.

General Regulations:

- a) School employees engaging in political activities shall make it clear that their utterances and actions are theirs as individuals and that they in no manner represent the views of the School.
- b) Employees are prohibited from engaging in political activities on School premises.
- c) Employees requesting personal leaves of absence for political activities shall apply in writing to the Principal, giving full particulars for such requests for leave. The Principal (or designee), shall, within a reasonable period of time, advise the employee of the decision concerning the employee's request for leave.
- d) Employees engaging in political activities or in the holding of public office shall not use time, facilities, or personnel of the School to engage in such activities. Specifically, the use of copy reproduction equipment or other machinery or supplies, the use of secretarial help, or any other school facilities or personnel is strictly prohibited. Telephone use for such political activities during duty hours shall be confined to emergencies only, and then only in such a manner as shall not conflict with the employee's school related duties. Such office holder, or other politically active employees, are expected to discourage constituents, or other persons with whom they are associated in their political capacities, from making telephone calls to them, during duty hours.
- e) Any employee who has been suspended or removed from public office, the grounds for which have been as those provided within 1012.795 F.S., shall not return to duty with the School until such charges against the employee have been dismissed or otherwise legally terminated in the employee's favor.

Campaigning:

- a) Employees who confine campaign activities to off-duty hours, as provided above shall not be required to take personal leave.

- b) Employees who desire to take personal leave for campaign activities shall make a request to the Principal for personal leave for a definite period of time, not to exceed ninety (90) calendar days.
- c) Upon expiration of their personal leaves, employees shall be returned to their same positions.
- d) Employees desiring to return to their positions earlier than specified, as provided above, may be returned to their positions, upon written request to do so, provide that it is convenient for the School; otherwise, they shall be returned to their positions when the leave expires or as soon as it is convenient for the school.

Employees Holding Part Time Public Office

- a) Employees who have been elected to public office for duties which do not require full time responsibilities may be permitted to make personal arrangement for intermittent leave(s), without pay, with the Principal's (or designee) approval, provided such leave(s) does not conflict with the employee's School-related duties, and provided especially that the interests of students are not impaired.
- b) The School reserves the right to deny or to terminate such personal arrangements, as are provided above, when, in the judgment of the Principal (or designee), such arrangements are in conflict with, or are not in the best interests of, the School or its students.
- c) Any employee whose personal leave arrangements have been denied or terminated, as provided above, shall be permitted to take an extended personal leave, as provided below.

Employees Holding Full Time Public Office

- a) Employees who have been elected to public office which requires full time responsibilities shall, upon written request to the Principal, as provided above, be granted a personal leave of absence when such leave does not create an undue hardship for the School.
- b) Employees whose terms of elected office extend beyond one (1) year shall be required to request a leave of absence each year during their terms of office.
- c) Upon termination of the personal leave for the holding of public office, the employee shall be assigned to the same or similar position held prior to the personal leave, if possible. Reemployment shall be dependent upon the needs of the School at the time.

- (3.3.4) **Academic Freedom:** It is the rightful duty of a qualified teacher to encourage within students a never-ending search for truth in its many forms. Such a search may inevitably lead to areas of controversy. It is the belief of the School that discussion of such issues, dealing with local, state, national and international affairs, shall be encouraged. Free, logical, and intelligent dialogue within the classroom is a necessity in the search for truth. Such freedom of expression should be viewed, not simply as a constitutional guarantee, but as a fundamental necessity for the successful practice of scholarship in a free society. All sides of such controversial issues shall be presented where reasonable and feasible in the judgment of the teacher and principal.

It is recognized that the application of this principle in a K-12 program differs somewhat from its application at higher educational levels. Teachers shall consider the relative level of maturity of their students and their need for guidance in the study of such issues to arrive at objective and balanced views.

Teacher use of potentially controversial materials: It is the responsibility of the teacher (or other instructional staff member) that intends to use materials that may be considered offensive to reasonable persons within the community, to notify the principal of the potentially controversial materials. It is the Principal's responsibility to insure that the materials used are at grade level or below, and appropriate and consistent with the Sunshine State Standards. If the materials are potentially controversial, a notice will be sent home to the parents giving them the opportunity to allow their student to do an alternative project.

- (3.3.5) **Hours Of Duty:** Each teacher shall be on duty not less than eight (8) hours per day. Teachers shall not leave school during duty hours for any reason without permission of the principal except during lunch period provided regular classes are not interfered with, provided further that the office is notified, and provided further that the teacher does not have any duties that are expected to be performed during such lunch period(s). If it is absolutely necessary that a teacher leave during duty hours, the teacher must first submit such a request to the Principal in writing identifying how coverage of that time will be conducted. The Principal will decide if the request will be approved.
- (3.3.6) **Professional Conduct:** Employees shall not use the classroom, nor any other part of school facilities, as a platform for making disparaging remarks against students, parents, teachers or administrators. Conduct contrary to this policy may constitute grounds for disciplinary action up to and including dismissal.
- (3.3.6.1) **Ethical Standards:** All employees are required to comply with SBE Rule 6B-1.001, Code of Ethics of the Education Profession in Florida and SBE Rule 6B-1.006, Principles of Professional Conduct for the Educational Profession in Florida.
- (3.3.6.1.1) **Reporting Requirements:** It is the duty of all employees to promptly report to the Principal, or the Board Chairperson in the event that the violating employee is the Principal, any alleged misconduct by any employee that affects the health, safety or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action. The report may be made verbally, however, the Principal or Board Chairperson may request written a explanation, which the employee shall be required to provide.
- (3.3.6.1.2) **Investigation:** The Principal shall investigate any allegation of misconduct by an employee that affects the health, safety or welfare of a student. In the event that the allegation is made against the Principal, the Board Chairperson, who may contact the Pinellas County Schools to assist with investigating the situation.

Upon receiving a complaint of misconduct, a prompt preliminary investigation will be undertaken to determine if a reasonable basis exists. If the allegation warrants further investigation, the employee who is alleged to have committed such misconduct shall be

reassigned to a position not requiring direct contact with students, or shall be placed on administrative leave with pay pending the outcome of the investigation.

Information related to the alleged misconduct shall be confidential during the investigation.

- (3.3.6.1.3) **Legally Sufficient Complaint:** The Principal (or Board) shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the school became aware of the subject matter of the complaint. A complaint is considered to be legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.
- (3.3.6.1.4) **Resignation or Retirement in Lieu of Termination:** The school, or any of its employees, shall not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or school administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel with employment references or discuss the personnel's performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct.
- (3.3.6.1.5) **Training:** All employees shall be offered the opportunity to go through training on the Code of Ethics and Principles of Professional Conduct. Annually employees will be reminded of the reporting requirements of this policy, and participate in a refresher discussion regarding the Code of Ethics and Principles of Professional Conduct.
- (3.3.6.2) **Policy:** Employees are expected to observe certain standards of job performance and good conduct. When performance or conduct do not meet School standards, Pinellas Preparatory Academy will endeavor when it deems appropriate to provide the employee a reasonable opportunity to correct the deficiency. If, however, the employee fails to make the correction, he or she will be subject to discipline, up to and including termination.

The rules set forth below are intended to provide employees with notice of what is expected of them. Necessarily, however, such rules cannot identify every type of unacceptable conduct and performance. Therefore, employees should be aware that conduct not specifically listed below but which adversely affects or is otherwise detrimental to the interests of Pinellas Preparatory Academy, other employees, students or parents may also result in disciplinary action.

- (3.3.6.2.1) **Job Performance:** Employees may be disciplined for poor job performance, including but not limited to the following:
- Below-average work quality or quantity;
 - Poor attitude (for example, rudeness or lack of cooperation);
 - Excessive absenteeism, tardiness, or abuse of break and lunch privileges;
 - Failure to follow instructions or School procedures; or

- Failure to follow established safety regulations.

(3.3.6.2.2) **Misconduct:** Employees may be disciplined for misconduct, including but not limited to the following:

- Insubordination;
- Dishonesty;
- Theft;
- Discourtesy;
- Misusing or destroying School property or the property of another on School premises;
- Violating conflict of interest rules;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering School records, including the application for employment;
- Interfering with the work performance of others;
- Altercations;
- Harassing, including sexually harassing, employees, students or parents;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on School property or while conducting School business;
- Gambling on School premises or while conducting School business;
- Sleeping on the job or leaving the job without authorization;
- Possessing a firearm or other dangerous weapon on School property or while conducting School business; [or]
- Being convicted of a crime that indicates unfitness for the job or raises a threat to the safety or well-being of School, its employees, students, parents or property; or
- Refusing to submit to testing for drugs and/or alcohol.

(3.3.6.2.3) **Attendance:** In addition to the general rules stated above, employees may be disciplined for failing to observe the following specific requirements relating to attendance:

- Reporting to work on time, observing the time limits for rest and lunch periods, and obtaining approval to leave work early; and
- Notifying the Principal in advance of anticipated tardiness or absence.

(3.3.6.3) **Discipline Procedure:** Except as set forth below, discharge for poor performance ordinarily will be preceded by an oral warning and a written warning.

Pinellas Preparatory Academy reserves the right to proceed directly to a written warning for either misconduct or performance deficiency, or to terminate for misconduct without resort to prior disciplinary steps, when Pinellas Preparatory Academy deems such action appropriate.

(3.3.6.4) **Employment At Will:** Nothing in this Guideline is intended to alter the at-will status of employment with Pinellas Preparatory Academy.

(3.3.7) **Reporting Legal Infractions:** All employees are required to promptly notify the Principal if they are arrested or given a Notice to Appear for any criminal offense,

including driving under the influence (DUI) and other criminal traffic offenses and local ordinance violations punishable by any period of incarceration, or charged in any way with such offenses. In the event that the employee in question is the Principal, he or she shall report said legal infraction(s) to the Chairman of the Board. Once a report has been made, the supervisor shall determine whether this offense could make the employee ineligible for employment under § 1012.315, F.S., and take such actions as are deemed necessary.

School Rights

- (3.4.1) **Employment Of Relatives:** No prospective employee shall be hired in which a close relative holds an administrative or supervisory position that directs an employee directly or indirectly.

No prospective employee shall be hired without disclosure of a close relative holding any position within the school or as a member of the board of directors.

If a close relative is employed by Pinellas Preparatory Academy both parties shall agree in writing to maintaining professional conduct while on duty or at school related activities.

If the close relative is a member of the board of directors, the board member shall abstain from any motions that directly involve employment matters or financial gain for the specific relative employee.

Close relative shall be defined as the first degree of kindred: Husband, wife, father, mother, brother, sister, son, daughter, and in-laws of the same degree.

- (3.4.2) **Pre-Work Physical Examinations:** Pre-work physical examinations are required of some employees, as mandated by Florida Law, and as prescribed by the School.

- (3.4.3) **Requirements And Procedures For Initial Appointment:** Except as otherwise provided for in Florida Statute, applicants for teaching positions must be eligible for a Florida Certificate and qualified for the positions for which they are recommended.

Appointments shall be made only by the Principal (or designee). The School may offer contracts to outstanding applicants as early as November in anticipation of openings for the following school year. Priority shall be given to the employment of elementary teachers who are competent to teach reading and/or mathematics skills and concepts. Teachers who profess such competencies but do not or cannot demonstrate them, whether deliberately or not, may be terminated at the discretion of the Principal. The School may require newly appointed teachers to participate in staff development activities up to 40 hours in reading, language arts, mathematics, science and social studies. Such training shall be given outside regular school hours at no cost to the teacher.

An adjunct instructor may be employed on an annual, daily, or part-time hourly basis, and shall not be eligible for a professional services contract.

Employment decisions shall be made by the Principal, subject to guidelines and requirements set forth by the Board of Directors and to the annual budget.

(3.4.3.1) **Background Screening:** Prior to employment, candidates must be screened by the school using the Department of Education's electronic screening tools. The school shall also check each reference from the prospective employee's previous employers and character references when provided and reasonably feasible. All employment candidates that pass the screening shall undergo a level 2 background check with the school district to ensure they are eligible for employment under § 1012.315, F.S.

(3.4.4) **Assessment Of Instructional, Administrative And Supervisory Personnel:**

(3.4.4.1) **Intent:** It is the intent of the School that assessments of personnel be used for two reasons:

- 1) Determining the suitability for retention of the continuing and professional service of contract personnel.
- 2) Method of assisting staff in their professional development to best impact the education of students and operation of the school.

(3.4.4.2) **Frequency:** An assessment of the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel shall be made each year. Supervisors shall be frank and honest with the persons they supervise. Employees have the right to be treated fairly by their supervisor. Such a relationship between and among the supervisor and the persons being supervised should bring about an atmosphere of pleasant working conditions, good employee morale, and the kind of atmosphere that is best for the students of the School.

(3.4.4.3) **Unsatisfactory:** Any employee failing to meet standards expected by the School and thus receiving an unsatisfactory assessment will receive assistance from the administration in an attempt to improve the areas of weakness. If, with these supports, the performance does not improve, the employee may not be retained as a member of the staff.

(3.4.4.4) **Miscellaneous:** The following policies are also in place in respect to assessment of employees:

- a) A written record of the assessment of each employee may be made at least once a year and maintained in the personnel file.
- b) Such assessment shall be made by the Principal or person directly responsible for the supervision of the employee. The Principal (or designee) shall make at least two (2) formal observations of each employee during the fiscal year.
- c) The evaluation of the Principal will be conducted by the Board led by the Chairman. To complete the Principal's evaluation, surveys will be collected from Board and staff members as well as observations conducted by the Chairman (or designee).
- d) During the pre-school period each year the Principal (or designee) shall explain to the entire staff the criteria, purpose and procedure for assessment.

- e) At least one personnel conference shall be held with each employee during the school year prior to submitting the written assessment.
 - f) The written report of the assessment for each employee shall be shown to, and discussed with, the employee by the person responsible for preparing the report. Each report shall be signed by the Principal and any other person who has prepared the assessment.
 - g) The signature of the employee on the written report of the assessment shall indicate only that the person who has been assessed has read the report. It does not indicate that the employee agrees with the content of the report. Refusal to sign shall be documented by the supervisor and shall not invalidate the assessment.
 - h) Employees have the opportunity to respond in writing to each evaluation, provided that such a response is submitted within one week of the receipt of the evaluation. If additional time is needed due to extenuating circumstances, the employee must request additional time from the principal.
 - i) The assessment of each employee shall include discussion of the employee's strengths and weaknesses in application and knowledge of school policy.
- (3.4.5) **Initial Probationary Period:** Employees shall be subject to an initial probationary period of ninety (90) calendar days. Should the employee be discharged for unsatisfactory performance during such initial probationary period, as provided in Section 443.131, Florida Statutes, the School will not be liable for any unemployment compensation benefits.
- (3.4.6) **Reappointment Or Non-Reappointment Of Certificated Personnel Not Under Continuing Contract:**
- If an employee has received an unsatisfactory performance assessment, the Principal or supervisor shall confer with the employee and shall make specific recommendations for actions the Principal or supervisor believes should result in improvement.
- Teachers under contracts will receive notification by April 15 if they are being asked to return the following school year.
- (3.4.7) **Suspension And/Or Dismissal Of Instructional And Administrative Support Personnel During Contractual Period:** Suspension of instructional and administrative personnel during the contractual period shall be by the Principal. Whether such suspension will be with or without pay will be at the discretion of the Principal. The Principal (or designee) shall promptly notify each employee in writing who has been suspended or dismissed and set forth the basis for suspension or dismissal.

Employee Rights And Responsibilities

- (3.5.1) **Professional Education:** The School and the Pinellas County School Board conduct various types of professional education which shall serve to increase the efficiency of all staff members, instructional, administrative and supportive. Staff members are expected to participate in such professional education activities. Days and times

designated as pro-ed or training must be used as such unless Principal agrees to another use of the time in writing.

- (3.5.2) **Copyrights and Patents:** In those instances in which a product is clearly outside the job description of an employee, the results of those employee's work are the employee's private property. School employees have the privilege to do research, write articles, pamphlets and books, and to present papers before learned societies, to enter into contracts for the publication of their works, to procure copyrights and patents for their products, and to receive royalties that may accrue to them as a result of the sale of such works. Such work may not interfere with the performance of the employee's regular or assigned duties.

When such a product is connected with the employee's work assignment, and the employee desires to obtain a copyright or patent, a written outline of the project and a statement of the employee's intent to acquire a copyright or patent shall be presented to the Principal (or designee) who shall have sixty (60) days to determine whether the school shall have an interest in such a product. If, at the end of such a sixty (60) day period, the employee has received no such statement from the Principal (or designee), the employee shall be free to consider such a product as personal property. In the event the Principal informs the employee that the School has an interest in such product, the employee and the School may enter into whatever contractual agreement(s) may be in their mutual interests.

- (3.5.3) **Reproduction of Copyrighted Materials:** School employees are expected to be familiar with and adhere to the provisions of the copyright laws currently in force under Title XVII of the United States Code. Any reproduction of copyrighted materials shall be done either with permission of the copyright holder or within the bounds of the "fair use" doctrine of the copyright law; otherwise, the individual responsible for reproduction may be liable for breach of copyright under existing laws.
- (3.5.4) **Transporting Students:** Unless an employee is transporting a student at the direction of the Principal during an emergency or during an officially approved trip in accordance with School procedures, such transportation shall be furnished at the employee's own risk or liability. The school does not expect employees to transport students except when such transportation is provided during an emergency or an officially approved trip. An employee who provides such transportation except for an emergency or during an officially approved trip shall be acting outside the scope of that employee's employment.

Each employee must provide a copy of a valid driver's license and proof insurance to the school prior to transporting any student for any reason.

- (3.5.5) **Smoking Of Tobacco Products On School Property:** The purpose of this policy is to comply with the "Florida Clean Indoor Air Act" in protecting the public health, comfort and environment by creating areas in all school facilities that are free from tobacco smoke. No person may be in possession of a lighted cigarette, lighted pipe, lighted cigar, or any other lighted tobacco product, in any school facility, including the outside grounds, or within 100 feet of any building or area used by the School. No areas for

smoking shall be designated on school property, or within 100 feet of any building or area used by the School.

- (3.5.6) **Drug-Free and Alcohol-Free Workplace:** This policy is derived from, and complies with, the Drug-Free Workplace Act of 1988. Additionally, the purpose of this policy is to comply with the Federal Highway Administration (FHWA) regulations for the establishment and implementation of anti-drug programs in the motor carrier industry as set forth in Title 49 of the Code of Federal Regulations (CFR) Parts 391 “Qualifications of Drivers” and 394 (Notification and Reporting of Accidents.” These parts of the CFR include, by reference, the requirements of 49 CFR Part 40 “Procedures for Transportation Workplace Drug Testing Programs” which apply to all Department of Transportation regulated industries and set forth the procedural requirements for testing, from urine sample collection through analysis and verification of test results.

- (3.5.6.1) **Prohibition:** Employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, being under the influence of, or use of alcohol and/or a controlled substance (as defined in Chapter 893 of the Florida Statutes): in the workplace; or during the workday; or when on duty; or in the presence of students or students’ families as part of any school or work-related activities. Violation of this prohibition shall result in appropriate disciplinary action up to and including termination and referral for prosecution.

- (3.5.6.2) **Drug-Free and Alcohol-Free Workplace:** A drug-free and alcohol-free workplace shall be maintained. Each employee shall be given a copy of this policy as part of this Policy Manual. Additionally, each employee shall be notified that, as a condition of employment, the employee will abide by the terms of this policy and notify the employer of any criminal drug and/or alcohol statute conviction for a violation occurring in the workplace no later than five days after such conviction. The employer will initiate certification/revocation proceedings pursuant to Section 1012.795 F.S. for certificated employees convicted of criminal charges. Within thirty (30) days of notification, appropriate personnel action against such an employee shall be taken, up to and including termination. Employees can also be required to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

- (3.5.6.3) **Drug and Alcohol Testing:** The School retains the right to perform testing for Drugs and Alcohol at the following times:

Pre-employment testing: All individuals whom the School intends to hire on a permanent or temporary basis may be tested at the discretion of the School.

Reasonable Suspicion Testing: When a covered employee’s conduct or appearance is directly observed as indicative of being under the influence of a drug or alcohol during on-duty time.

Post-Accident Testing: As soon as practicable following an accident, a driver (unless deceased) shall be tested for alcohol and controlled substances when any person

involved in the accident has been fatally injured or the covered employee received a citation for a moving traffic violation arising from the accident. Testing will be conducted not later than thirty-two (32) hours after the accident for drugs and not later than eight (8) hours after the accident for alcohol. For the purpose of this rule an accident is defined as an incident involving a commercial motor vehicle in which there is either a fatality, an injury treated away from the scene, or a vehicle is required to be towed from the scene.

Follow-Up Testing: As part of or as a follow-up to counseling or rehabilitation the covered employee is subject to unannounced follow-up drug or alcohol testing. The covered employee shall be subject to a minimum of six (6) follow-up drug or alcohol tests in the first twelve (12) months.

Random Testing: Random testing can be performed at any point in time at the discretion of the Principal.

Return to Duty Testing: Before a covered employee returns to duty requiring the performance of a safety-sensitive function after engaging in a prohibited conduct the covered employee shall undergo a return-to-duty test. In the event a return-to-duty test is required, a substance abuse professional (SAP) must also evaluate the covered employee and the employee must participate in any assistance program prescribed.

(3.5.6.4) **Testable Substances:** Individuals shall be tested for the following drugs: marijuana, cocaine, opiates, amphetamines, phencyclidine (PCP), alcohol, and all other illegal or controlled substances. Covered employees who engage in prohibited drug and/or alcohol related conduct must be immediately removed from duties. Such removal shall be affected for the following, in addition to other actions deemed dangerous or improper by the Principal.

- a) Using alcohol while performing safety-sensitive functions.
- b) When required to take a post-accident alcohol test, using alcohol within eight (8) hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.
- c) Refusing to submit to a drug or alcohol test required by post-accident, reasonable suspicion or follow-up test requirements.
- d) Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the covered employee uses any drug, except when instructed by a physician who has advised the covered employee that the drug does not adversely affect the covered employee's ability to safely operate a CMV.
- e) Reporting for duty, remaining on duty or performing a safety-sensitive function, if the covered employee tests positive for drugs.

(3.5.6.5) **Disciplinary Consequences If Positive Results:** Disciplinary action up to and including termination may be instituted against covered employees who have violated

the standards of conduct cited in this policy. Nothing will preclude the School from seeking prosecution for violation of this policy where the Board deems appropriate. An employee who receives a positive drug test result or an alcohol test result (.04 or greater concentration) from a required test during on-duty time will be immediately suspended without pay and recommended for dismissal. An employee who refuses to submit to a required alcohol or controlled substances test will be immediately suspended and recommended for dismissal. Refusal to submit to an alcohol or controlled substances test is defined as: (1) failing to provide adequate breath for testing without a valid medical explanation after the employee has received notice of the requirement for breath testing; (2) failing to provide adequate urine for controlled substances testing without a valid medical explanation after the employee has received notice of the requirement for urine testing; or (3) the employee engaging in conduct that clearly obstructs the testing process. The employee will be provided with the name(s) of a qualified substance Abuse Professional (2) (SAP) and resources available from which the employee may choose to seek assistance.

An offer of employment will be withdrawn for any individual who receives a positive drug test result or who receives a result showing an alcohol concentration of .02 or greater on a required pre-employment test.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Disciplinary action will be taken in accordance with the School's policies.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required post-accident test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Any covered employee who is cited and found guilty of a violation as a result of involvement in an accident will also receive a letter of reprimand. Disciplinary action for subsequent incidents will be taken in accordance with the school's policy.

An employee who is convicted of felony driving under the influence (DUI) or any drug related offense will be recommended for dismissal. As used in this policy, conviction is defined as a finding of guilt, a plea of guilt, a plea of Nolo Contendere, or entering a Pre-Trial Intervention (PTI) program, whether or not there is a formal adjudication of guilt.

- (3.5.6.6) **Confidentiality:** The laboratory may disclose test results only to the Principal (or designee). Any positive results which the School justifies by acceptable and appropriate medical or scientific documentation to account for the result as other than the intentional ingestion of an illegal drug will be treated as a negative test result and may not be released for the purpose of identifying illegal drug use. Test results will be protected under the provision of the Privacy Act, U.S.C. Section 552 a et seq., and Section 503(e) of the Act, and may not be released in violation of either Act. The School may maintain only those records necessary for compliance with this order. Any

records of the School, including drug test results, may be released to any management official for purposes of auditing the activities the School, except that the disclosure of the results of any audit may not include personal identifying information on an employee.

The results of a drug test of a School employee may not be disclosed without the prior consent of such employee, unless the disclosure would be:

- a) To the Principal (or designee), who has authority to take adverse personnel action against such employee; To any supervisory or management official within the School having authority to take adverse personnel action against such employee.
- b) Pursuant to the order of a court of competent jurisdiction or where required by the School to defend against any challenge against any adverse personnel action.

Any covered employee who is the subject of a drug or alcohol test shall, upon written request, have access to any records relating to the employee's drug test, the results of any relevant certification, review or revocation of certification proceedings as referred to in 49 CFR Part 40 of this Act. Except as authorized by law, an applicant who is the subject of pre-employment drug testing, however, shall not be entitled to this information.

All drug testing information specifically relating to individuals is confidential and should be treated as such by anyone authorized to review or compile program records. In order to efficiently implement this order and to make information readily retrievable, the Principal shall maintain all records relating to reasonable suspicion testing, suspicion of tampering with evidence, and any other authorized documentation necessary to implement this order. Such shall remain confidential and maintained in a secure location with limited access. Only authorized individuals who have a "need to know" shall have access to them.

- (3.5.7) **Teacher Certification Standards:** In the absence of Florida Statutes or State Board of Education Rules mandating teacher certification requirements, the Principal is directed to establish and keep in force procedures for appropriate certification guidelines. The provision of the Standards shall apply to all teaching certificates issued for grades K-12. When state-mandated certificates are available, all such certificates issued by the School shall become null and void.
- (3.5.8) **Familiarity Of Instructional Personnel With Statutes, Rules And Policy:** All instructional personnel are expected to be familiar with Florida Statutes, State Board of Education Rules, and Policies of the School, which have particular reference to their responsibilities as educators. When in doubt about the existence or applicability of any such statute, rule or policy, personnel should check with the School Principal. Copies of Florida Statutes and State Board of Education Rules can be obtained from county law libraries, courthouses in St. Petersburg and Clearwater and the Internet.

- (3.5.9) **Tutoring:** No teacher shall receive compensation for tutoring a student who is enrolled in the teacher's class during the regular school term. No tutoring by teachers for compensation is allowed on School property. Tutoring is defined as reviewing curriculum that is taught within the classroom.
- (3.5.10) **Membership In Organizations:** Membership in any organization shall not be a condition for employment in the School.
- (3.5.11) **Extra-Curricular Activities:** Every administrative and instructional staff member is expected to assume a reasonable share of the activities assigned by the Principal. Failure to assume these duties may be cause for disciplinary action.
- (3.5.12) **Professional Development Trade Days:** In an attempt to encourage instructional and administrative staff members to participate in outside professional development activities, the school agrees to offer Professional Development Trade Days [PDTD] to employees. Periodically throughout the year professional development days are scheduled, staff members may utilize accumulated PDTD so that they may not report to work on some professional development days, or be allowed to leave early on early release days. If a staff member wants to participate in a professional development activity outside of their normal work hours, and count the training as a PDTD, the employee will ask the Principal for permission to attend the training as a PDTD. The Principal has the discretion to allow or disallow the training to be used as PDTD. The Principal also has the option to disallow specific professional development days to be missed by staff members if the offering on that day is important to the mission of the school.

Chapter 4: Student Manual

- 4 Student Manual
 - 4.1 Administrative Policy Manual
 - 4.2 Admission of Students
 - 4.2.1 Lottery Procedures
 - 4.3 Attendance
 - 4.4 Releasing A Student From School
 - 4.5 Code of Student Conduct
 - 4.6 Child Abuse, Molestation, Neglect
 - 4.7 School Calendar
 - 4.8 Security of Student Records
 - 4.9 Up-To-Date Records
-

Admissions and Attendance

- (4.1) **Administrative Policy Manual:** The School Administration shall develop and make available an Administrative Policy Manual which shall include (but not be limited to) the following topics:

- Student conduct and behavior
- Student and parent expectations
- Acceptable use of computers and the Internet
- Grading guidelines
- Emergency procedures (i.e. fire, tornado, hurricane, intruder)
- Fund Raising
- Religious Holiday Exemptions
- Photographing of students
- Gift collection

Any changes to the Administrative Policy Manual shall be reported to the Board of Directors at the regularly schedule Board meetings, but not require Board approval prior to implementation.

- (4.2) **Admission of Students:** Pinellas Preparatory Academy is a public charter school that receives its Charter from the Pinellas County School Board, and as such, complies with all applicable requirements of state law and the public school system as well as its Charter. As such, we must admit all students based on space availability. Prior to enrollment, parents shall meet with the Principal to discuss the student and how they would fit within our school. The parent will receive a tour, information about the school, and share information regarding the student that would assist us in meeting the student's needs. Provided that we are able to meet the child's needs, and that we have seats available, the children will be admitted based on availability for the current year. If they are applying for the following year, they will follow the lottery procedure as described in section 4.2.1.

- (4.2.1) **Lottery Procedures:** In the event that more students have enrolled to the school than there are spots available by the deadline established by the School, a lottery will be held to determine which students will be accepted. The following students will be allowed to bypass the lottery and will be automatically accepted:

- a) Students who were enrolled at Pinellas Preparatory Academy the year before.
- b) Students who have siblings enrolled at Pinellas Preparatory Academy.
- c) Students whose parents are on the Board of Directors of Pinellas Preparatory Academy.
- d) Students whose parents are staff members at Pinellas Preparatory Academy.

In the event that there are more students that are to be automatically accepted than there are spots available, two separate lotteries will be held as described below. The first lottery will create a primary list of students and the initial waiting list from the students who are to be automatically accepted. The second lottery will be for all other students, to be added to the waiting list in rank order.

Once the deadline has past, all students will be assigned a number. Numbers will be randomly chosen to decide which students will be accepted into the school. All students will be ranked based on these random numbers. All students who are granted acceptance will be notified, and asked to respond whether they will be attending. If not, the next student on the list will be granted that position until the entire list has been accepted. If there are still openings, the will be awarded on a first come first serve basis.

- (4.3) **Attendance:** Florida Statutes 1003.21 mandates that all students are required to attend school, and sets forth specific requirements for the school. Parents and students can be held legally accountable for truancy.
- (4.4) **Releasing A Student From School:** Pinellas Preparatory Academy is concerned about the safety of our students. Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult. In the case of divorce or separation of the parents, both parents shall have full rights until legal notification is provided to the school limiting the rights of either parent.
- (4.5) **Code of Student Conduct:** Unless otherwise spelled out within these policies or the Administrative Policy manual of Pinellas Preparatory Academy, the School will adhere to the Pinellas County Schools Code of Student Conduct. Copies of the Code of Conduct will be distributed to all parents and students at the beginning of the year.
- (4.6) **Child Abuse, Molestation, Neglect:** Pinellas Preparatory Academy considers the welfare of students to be of paramount concern in its responsibilities. Therefore, all district employees and volunteers are directed to take whatever action may be necessary as required by Chapter 39, and 827 F.S. and all statutes and laws of the State of Florida as regards to all instances of suspected child abuse, molestation and child neglect.

Any district employee or volunteer who has reasonable cause to suspect child abuse

shall immediately make an oral report to the Department of Children and Families Abuse and Neglect Hotline. 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, punishable as provided in s. 775.082 or s. 775.083. Further, a person who does make a report of suspected abuse in good faith has immunity from civil and criminal liability pursuant to § 39.203, F.S. The person making the call (if other than the building administrator) shall notify the building administrator immediately. Any person who reports should keep a record of the date and time they made the report, whom they spoke to and the general information they provided to the Abuse Hotline. The building administrator should maintain records of the report but these should not be placed in a student cum folder.

The report shall be made under the following circumstances: When there is reasonable cause to suspect that child abuse or maltreatment has been inflicted through willful or negligent acts which result in neglect, malnutrition, sexual abuse, physical injury, or mental injury. Neglect is a failure to provide sustenance, clothing, shelter or medical condition. Abuse of maltreatment may also include aiding, abetting, counseling, hiring or procuring a child to perform or participate in any photographic motion picture, exhibition show, representation or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement or masochistic abuse involving a child as defined by law.

(4.7) **School Calendar:** Pinellas Preparatory Academy follows the Pinellas County School District annual school calendar. The School will, however, set its own start and stop times.

(4.8) **Security of Student Records:** All student information is considered confidential and will be maintained as such in compliance with all applicable laws and regulations. Such information shall be available to the parent or guardian or to the student himself who has attained the age of eighteen (18) years. Professionally competent personnel shall be available for interpreting any data with the student's cumulative folder. Copies of such contents shall also be made available to parents/students at cost, within the limitations of copying facilities.

The school may, without the consent of the student or his parents, release student records contained within the cumulative folder or any supplementary classifications to school officials who have a proper educational purpose in examining such information.

No other person may have access to or copies of a student's records, except under the following circumstances:

- a) The consent must be given by the student's parent or guardian except when a student reaches the age of eighteen (18) or is married, at which time his consent and not that of his parents shall be obtained in order to release the

information; and a student who meets the foregoing requirements shall consent to parental access to his records.

- b) The consent shall be written and shall specify the records to be released and to whom they are to be released. Each request for consent shall be handled separately; blanket permission for the release of information shall not be acceptable.
- c) Under compulsion of law: courts, law enforcement agencies, agencies subpoenaing such records.
- d) When data for outside purposes is released in such form that no individual student is identifiable.
- e) When the principal determines the release of specific information as described by the Family Education Rights and Privacy Act of 1974 is in the best interests of the student, provided such information has not been disallowed by the parents.

The parent or guardian, or an eighteen (18) year old or older student, shall have the right to challenge the accuracy and authenticity of data recorded within the student's cumulative folder. Any such data that is determined by the principal to be inaccurate shall be expunged from the record; and an appeal from the decision of the Principal shall be made to the Board of Directors.

In each instance in which a student's record is transferred out of the school, the school shall retain a complete copy of the student's academic record, together with all other confidential information and reports. After three (3) years this material will be sent to Central Files with Pinellas County Schools.

- (4.9) **Up-To-Date Records:** It is the parent/legal guardian's responsibility to keep the school office informed and up to date regarding any changes of names, addresses, telephone numbers, email addresses, etc. so that important student information may be received from or provided to the parent/legal guardian in a timely manner for the benefit and well-being of the student.

Chapter 5: Teaching And Learning

- 5 Teaching and Learning
 - 5.1 Teaching and Learning
 - 5.2 Curriculum
 - 5.3 Exceptional Student Education
 - 5.3.1 Acceptance of Students
 - 5.3.2 Limitation of Services
 - 5.3.3 Dual Enrollment
 - 5.4 Section 504 Policy
-

- (5.1) **Teaching and Learning:** At Pinellas Preparatory Academy we believe that high quality teaching results in a positive learning environment for our students. We believe that an interdisciplinary approach to education is more productive for students. An approach the intertwines subject areas in a cohesive way for students allows them to build connections which helps them learn content more effectively and prepares them for their future lives. We also believe non-academic values such as creativity, leadership, and emotional growth are essential to the development of our students.

We believe teaching is only effective if students are learning. Teachers much not only teach in an integrated, multi-disciplinary way, but also regularly assess the achievement of students to ensure understanding and that effective learning is occurring. Without learning, teaching cannot be considered effective.

Pinellas Preparatory Academy encourages teachers to use authentic assessment regularly in their lesson plans. Additionally, teachers are expected to include the use of portfolios in their instruction. Formal assessments are also conducted three times a year. The Stanford-9 is administered at the start and end of the academic year to provide a baseline and a clear demonstration of the growth of each individual student. Additionally, the Florida Comprehensive Assessment Test (FCAT) is administered to assess student achievement and demonstrate the success of the school.

- (5.2) **Curriculum:** The curriculum of Pinellas Preparatory Academy strives to prepare students for a successful high school curriculum and a successful life. The curriculum will follow the Sunshine State Standards and will strive to exceed the standards of the Pinellas County School Board. All teachers will be expected to follow the schools curriculum guide so as to ensure all standards are met and to reduce repetition among grade levels.

Exceptional Student Education

- (5.3.1) **Acceptance of Students:** Pinellas Preparatory Academy is a public school that is required to admit all students, based on space availability. The school does not however serve the broad array of all exceptional educational needs. We provide SLD services, and contract with providers for SL and OT. If additional services are required that we

are unable to provide, we will consider the option of dual enrollment at another Pinellas County Public School.

- (5.3.2) **Limitation of Services:** Pinellas Preparatory Academy strives to meet the needs of all of our students. We attempt to provide individualized instruction to all of our students. The school hires an ESE teacher to assist with working with children who have special needs. Pinellas Preparatory Academy does not, however, provide the full-range of ESE services that are available from other counties school. When a child with special needs is considering enrolling at PPA, the family will be informed of the services provided by the school and our current staffing levels.
- (5.3.3) **Dual Enrollment:** If a child has special needs that are not able to be met by the staff at Pinellas Preparatory Academy, prior to enrollment, or during the staffing process for new referrals, PPA staff will work with the Pinellas County School District's area ESE staffing specialist to find a nearby school which provides the required services. Should the parents choose to do so, the child could be dual enrolled between PPA and the PCS school providing ESE services. The student would receive regular education services from PPA and would be transported by PPA to the PCS school.
- (5.4) **Section 504 Policy:** Pinellas Preparatory Academy provides a free and public education to each student who is disabled within the definition of Section 504 of the Rehabilitation Act of 1973 regardless of the nature of severity of the disability.

Chapter 6: Management

- 6 Management
 - 6.1 Supervision of Students
 - 6.2 Monetary
 - 6.3 Capitalization Policy
 - 6.4 Video Surveillance

Emergency Procedures

- (6.1) **Supervision of Students:** Students are to be supervised at all times while under the control of Pinellas Preparatory Academy. This includes the time students are attending school, while away from the school on school-sponsored events, or while participating in extracurricular activities, such as clubs. Supervision will be provided for 15-minutes prior and 15-minutes after the start and end of school. Parents will be notified of supervision times at least twice per year in writing through the school's newsletter. Students may not be left alone without supervision.
- (6.2) **MONETARY:** In order to ensure the responsible handling of school resources, the following points will be considered policies of Pinellas Preparatory Academy:
 - Purchases exceeding \$500 require two signatures on any checks applied towards that purchase.
 - Purchases above and beyond what has been approved in the budget by the Board of Directors must be taken to the Board before they can be made.
 - The following individuals (by position) will have authority to sign financial documents: School Principal, Chairman of the Board, Treasurer of the Board, and Secretary of the Board.
 - In order to maintain a consistent accounting system the Principal must see all expenditures prior to be made.
 - The Principal and/or the Treasurer shall make reports on the fiscal status of the school to the Board of Directors at each regularly scheduled Board meeting.
 - The Principal and any other individual authorize by the Board of Directors will have access to the school's credit card.
 - Any individual wishing to utilize the School's credit card must sign an agreement that they will do the following:
 - Not utilize the credit card for personal purchases. If an error is made, and the card is used for personal purchases, the individuals must reimburse the school for the purchase within three (3) business days.
 - The individual must submit all receipts for purchases within three (3) business days of the purchase being made. If the individual does not submit this receipt, the individual will be required to pay for the entire purchase.
 - E-payments are allowed to be made with the parameters identified within the budget.

- (6.3) **CAPITALIZATION POLICY:** The general capitalization policy is that all equipment and other fixed assets costing in excess of \$500 will be recorded as an asset. All capital assets will be depreciated over their estimated useful lives, based on the table below. The straight line basis will be used with depreciation charged beginning in the month that the asset is placed in service. All capital assets over will be cataloged.

Computers	3-5 Years
Equipment	7 Years
Furniture	7 Years
Leasehold Improvements	39 Years
Phone System	7 Years
Software	3 Years

- (6.4) **Video Surveillance:** The safety and wellbeing of the students at Pinellas Preparatory Academy is a top priority, and as such, the school utilizes video surveillance on school grounds. The following guidelines shall govern the use of video cameras for surveillance:
- The school shall notify students, parents/guardians, and staff that video surveillance occurs on school property. The school shall incorporate notice in the student materials given to students at the start of every year, and to new families joining the school.
 - The use of video recordings from surveillance equipment shall be subject to other Board policies, including policies concerning the confidentiality of student and staff records.
 - The use of video surveillance equipment on school grounds shall be supervised and controlled by the school Principal or designee.
 - Video surveillance shall only be used to promote the order, safety and security of students, staff and property.
 - Parents/Guardians have a right to receive, or be informed of, only that portion of the videotape that pertains to his or her child. Third parties, including law enforcement, have no right to see or receive videotapes, or any portion thereof, in absence of a lawfully issued subpoena or order of the court with jurisdiction. In the case of a court order or subpoena, the parent/guardian shall be given reasonable written notice prior to the compliance date of the court order/subpoena.
 - Exceptions to advance parental notification: an emergency where the health and safety of the students, staff and other individuals are at risk.
 - The Principal or designee of Pinellas Preparatory Academy will maintain custody of any video that has been requested by parents/guardians, law enforcement, other governmental agency, court order, subpoena or may be the subject of litigation until such time that all decisions or legal avenues have been exhausted.

- All recorded footage is the property of Pinellas Preparatory Academy.

Chapter 7: Facilities

Chapter 8: Before / After Care

- 8 Before / After Care
 - 8.1 General Operation
 - 8.2 Administrative Policies

- (8.1) **General Operation:** Pinellas Preparatory Academy provides before- and after-care service for families to assist with transportation and timing issues to make the School more accessible to families.
- (8.2) **Administrative Policies:** If the school runs a before and after care service the administration shall develop and maintain policies relating to the program within the Administrative Policy Manual, said policies shall include (but not be limited to):
 - Hours of operation
 - Fee structure
 - Behavioral expectations
 - Staff structure

ACKNOWLEDGMENT FORM

The employee handbook describes important information about this organization, and I understand that I should consult the with either the Principal, the Board of Directors or their designee, regarding any questions not answered in the handbook.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only the Board of Directors has the ability to adopt any revisions to the policies in this handbook.

I acknowledge that his handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S SIGNATURE

DATE

EMPLOYEE'S NAME
(TYPED OR PRINTED)

TAMPA:260638.1

Pinellas Primary Academy



Appendix II **PPA Administrative Policy Manual**



PINELLAS PREPARATORY ACADEMY

Administrative Policy Manual

Amended on June 24, 2010

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Section A:

EMPLOYEE POLICIES

(A.1) **Staff Teams**

- (A.1.1) The Principal shall designate specific teams of staff members to accomplish various tasks throughout the year. The following are required staff teams that will be set each year:
 - (A.1.1.1) School Advisory Team – The advisory team will consist of representatives from various teams of staff members throughout the school. The advisory team will advise the Principal as part of a decision making process to ensure staff participation in decision making.
 - (A.1.1.2) Staff Behavior Team – The behavior team will review the school’s behavior policy, matrix, and consequences annually and advise the Principal on necessary changes to these documents. The behavior committee shall also serve as an appeal board when a parent wishes to appeal a referral or decision made by administration, as outlined in policy B.5.5. The team shall be comprised of at least five members in addition to the Principal and Dean of Students. A staff member shall be appointed as chair, who shall not be the Principal or Dean of Students.
 - (A.1.1.3) School Based Leadership Team– The School Based Leadership Team shall be a group of experienced educators who come together to brainstorm researched based interventions to assist specific students and student groups who are struggling. The school based leadership team is further defined in policy C.4, and may also be referred to as “Student Success Team.”.
 - (A.1.1.4) Master Schedule Team – The master scheduling team shall annually meet with the Principal to provide advice on the development or modification to the school’s master schedule.
- (A.2) **Student Led Conferences:** Pinellas Preparatory Academy hosts two Student Led Conferences during the school year, which are scheduled by the Principal at the start of the year. Teachers are required to attend the conferences. If a teacher fails to attend the conference, they will be considered absent, and will loose one-half day of Paid Time Off.

Section B:

STUDENT POLICIES

(B.1) Attendance:

(B.1.1) Legal Foundation: Florida Statutes 1003.21 mandates that all students are required to attend school, and sets forth specific requirements for the school. Parents and students can be held legally accountable for truancy. In order to manage the attendance of our students Pinellas Preparatory Academy will follow the following procedures:

(B.1.2) Parental Reporting: Within 48 hours of a student's absence, the parent will send a note or call the school explaining the absence. If that contact does not occur, the absence will be recorded as unexcused. Under some circumstances, more than parental notification may be required by the Principal.

(B.1.3) Excused Absences: The following absences will be considered excused:

- a) Student is ill. (If illness persists for three or more consecutive days, or requires numerous nonconsecutive absences, a doctor's note may be required, as requested by the Principal).
- b) Major illness in the family. (If illness persists for three or more consecutive days, or requires numerous nonconsecutive absences, a doctor's note may be required, as requested by the Principal).
- c) Death in the immediate family of the student. A student's immediate family includes biological parents, grandparents, siblings or adults, and siblings from an immediate extended family unit, at Principal's discretion.
- d) Religious holiday of the student's faith. This requires a parent's note *three days prior* to the absence.
- e) Religious institutes, conferences, or workshops (only two days allowed if the request is signed by a parent and given to the school before the absence).
- f) Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons will be given to the Principal (or designee). This includes detention at a juvenile center in which the student continues his/her education.
- g) Mental health counseling for the student. A note on business stationery from the mental health facility or personnel may be required by the Principal.
- h) A major disaster as decided by the administration.
- i) Any absence, including those for field trips or other parental requests as judged appropriate by the Principal, provided that the request is submitted to the Principal forty-eight (48) hours in advance of the absence. The principal may waive the requirement for advance notice if extenuating circumstances exist.

(B.1.4) Tardiness: Pinellas Preparatory Academy believes it is extremely important that students arrive at school on time and ready to learn. We recommend parents attempt to arrive at school by 7:55am. We have created strict guidelines in regards to students who are tardy to school in the morning:

- a) Students who are not in class by 8:00am will be considered tardy.
- b) A child who accumulates three tardies in a quarter will be issued a consequence of action with a silent lunch assigned. This consequence becomes part of and is subject to the Behavioral Guidelines and Matrix for subsequent general behavioral management.
- c) For the legal purposes of truancy, as provided by Pinellas County School Board's policies, numerous tardies can be equated to absences. If a student is excessively tardy (defined as an hour or more late to school), three (3) such events will equate a single absence. Six (6)

occurrences of tardiness less than one hour will equate to a single absence. The Principal can disallow individual instances of being tardy from this rule if a written explanation is provided to the school upon the return of the student.

- (B.1.5) **Early Removal:** Students are expected to attend the entire day of school. Students who are removed early from school are missing valuable instruction time, and this will be treated in the same manner as tardiness. A student who is removed an hour or more early from school three (3) times will be equated to one (1) absence. Six (6) occurrences of being removed from school less than an hour will equate to a single absence.
- (B.1.6) **Make Up Work:** Students who miss school for any reason (excused or not) will be expected to make up all work missed during their absence, tardiness, early removal from school, or suspensions. Parents may contact the school to request work, but should provide at least a 24-hour turn around to prepare such materials.
- (B.1.7) **Truancy Consequences:** If a student has at least five (5) unexcused absences within a thirty (30) day period, or ten (10) days out of ninety (90), the student's homeroom teacher shall report to the Principal that there may be a pattern of absence existing. After this referral the Principal will consider referring the student to the Student Success Team. The team will identify potential remedies to the absence behavior. The Principal will also notify a representative of the Pinellas County School District's superintendent of the pattern of absence, as well as legal authorities if appropriate. If the remedies do not resolve the problem, additional consequences, such as alternative placement, changes to the learning environment, etc. may be considered. Additionally, legal authorities will be notified if the problem is not corrected.
- (B.1.8) **Excessive Absences:** Students who miss more than twenty-five (25) days of school during a given school year (regardless of whether they are excused or unexcused absences), may be retained based solely on excessive absences. If a student reaches 20 absences, the student shall be referred to the Student Success Team to determine why the absences are occurring, and to work with the parents to improve school attendance. If the student then reaches 25 absences, the Student Success Team shall again meet to determine whether or not the student will be retained.
- (B.2) **Enrollment**
- (B.2.1) **Late Entries:** Students who enroll into Pinellas Preparatory Academy after the start of a term will need to work with each teacher to determine what back work, if any, needs to be completed. Some assignments or testing which are essential to the completion of the Sunshine State Standards may be required. Teachers will give students until the end of the current term to complete assignments.
- (B.2.2) **Withdrawals:** Students who choose to leave Pinellas Preparatory Academy will be assisted in their transition to their new school by having the School create a report indicating the student's performance and current grade in each class. These reports can be provided twenty-four (24) hours after the parent provides notification of the withdrawal. Pinellas Preparatory Academy reserves the right to follow up with the student's future placement to ensure compliance with compulsory attendance laws.
- (B.3) **Academic**
- (B.3.1) **Grading Policy:** Teachers will grade assignments within a reasonable time and provide feedback to students on their progress in class. The following grade scale will be used by Pinellas Preparatory Academy teachers:

A	90% - 100%	Superior
B	80% - 89%	Above Average
C	70% - 79%	Average
D	60% - 69%	Below Average

F 0% - 59% Unsatisfactory
I Incomplete

In addition to the feedback teachers provide to the students, grades are posted online for parents, and progress reports will be sent home regularly.

- (B.3.2) **Honor Roll:** Any student who receives all As & Bs on their report card will be considered to be on the Honor Roll for Pinellas Preparatory Academy. Any student who receives all As will be added to the “Principal’s List.”
- (B.3.3) **Homework Policy:** Pinellas Preparatory Academy believes that homework provides students the opportunity to learn important lessons in responsibility and accountability. Therefore, homework is assigned to reinforce the learning that is taking place within the classroom. Homework is an integral part of the students’ education.
- (B.3.3.1) **Approximate Time Guidelines:** In general, the staff of Pinellas Preparatory Academy attempts to assign approximately ten minutes of homework per grade level to students. Therefore, the following chart is an approximate estimation of the daily homework load students should expect:

Approximate Homework Expectations	
Grade	Approx. Daily Time
4 th Grade	40 minutes
5 th Grade	50 minutes
6 th Grade	60 minutes
7 th Grade	70 minutes
8 th Grade	80 minutes

While we strive to use these guidelines, we like to make clear that it is impossible to gauge perfectly how long an assignment will take a given child, as some students take longer to complete tasks than others.

- (B.3.3.2) **Late Homework:** One of the primary responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. If homework is completed late the grade the student receives will be impacted as follows:

Elementary Students:

- 1 Day Late – Loss of 10% – Graded no higher than a B
- 2 Days Late – Loss of 20% – Graded no higher than a C
- 3 Days Late – Loss of 30% – Graded no higher than a D
- 4 Days Late – Loss of 40% – Graded no higher than an F

Middle School Students

- 1 Day Late – Loss of 20% – Graded no higher than a C
 - 2 Days Late – Loss of 40% – Graded no higher than a F
- Work more than three days late will not be accepted unless there was an excused absence.

Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days. Any assignment not turned into a teacher will receive a 0.

- (B.3.3.3) **Posting of Homework:** All students will be required to use a daily agenda book to write their homework in, reinforcing the idea of teaching our students responsibility. Additionally, teachers will post their homework assignments to the online grading system utilized by the School.
- (B.3.4) **Dual Enrollment:** Pinellas Preparatory Academy understands that the services of one school may not be able to completely address the needs of every student, and recognizes the value of Dual Enrollment. Given the academic structure of our school and the scheduling concerns, we do not permit students to be enrolled at PPA part-time as the result of a dual enrollment agreement, except for as allowed below.
- (B.3.4.1) **Florida Virtual School:** Students whose academic needs are more advanced than the course selections available at Pinellas Preparatory Academy will be allowed to enroll in courses through the Florida Virtual School. For example, in the rare situation that a student needs to be accelerated an additional year in mathematics, they will be allowed to partake in dual-enrollment with the Florida Virtual School in their eighth grade year to complete the Geometry course offered by FVS.
- (B.3.4.2) **Extracurricular Activities:** Students attending Pinellas Preparatory Academy for academic classes may be allowed to request Dual Enrollment at other schools for extracurricular activities. Additionally, former students of PPA who wish to participate in extracurricular activities at PPA with the Principal's permission, if they meet the requirements and qualifications for that activity, will be allowed to do so.
- (B.4) **Extra Curricular Activities**
- (B.4.1) **Clubs:** Pinellas Preparatory Academy offers clubs to students as extracurricular activities. These clubs cover a variety of areas and provide extra benefits to students who attend our school. Clubs will begin about a month after the start of school. A catalog of clubs that are available will be sent out prior to when they start so children can decide which clubs they wish to be in. Students with academic or behavioral concerns may be disallowed from participating in clubs.
- (B.4.2) **Field Trips, Off Campus Events:** Field trips are school-related events for which school staff arranges transportation and ensures an appropriate number of chaperones. All trips shall be subject to prudent safety precautions and conducted according to the rules established by the School. Every effort should be made to schedule field trips without interrupting other school functions.
- (B.4.2.1) **Approval:** All trips off campus must be approved by the Principal at least two weeks prior to the event occurring. Field trips should have an educational purpose to be approved. All trips must be conducted under the supervision of a certified School employee, and additional chaperones may be necessary to maintain an adult to student ratio of 1:10. If the circumstances of the field trip require more supervision, the principal may require additional chaperones. The request for approval must include all locations the students will visit while on the trip, the details of transportation, and any other logistical issues the Principal requests.
- (B.4.2.2) **Behavioral Exclusion:** Field trips can be a valuable learning opportunity for students; however, behavioral expectations are even more important when students are taken off campus. As a result, if a child has demonstrated an inability to control their behavior in school, extra steps may need to be taken to ensure the student has a successful experience.
- a) The school reserves the right to require parents or guardians of some students to attend the field trip to provide supervision for their children. In such cases, if a parent is unable to attend, the student will be required to remain at school.
 - b) If a student has received a referral, or has demonstrated unsafe behavior, the student's parent or guardian may be required to attend as a chaperone.

- c) End of the year class field trips are reserved for students who show responsibility during the school year and meet school expectations. Students who have been issued a suspension during the year will be disallowed from attending the end of the year field trip.
 - a. Parents or guardians of students who have earned only one (1) suspension have the option of asking the staff behavioral team for an exception to this rule. They can present the reasons they feel their child should be allowed to attend. The staff behavioral team can decide to 1) disallow the student from attending, 2) allow the student to attend unaccompanied, or 3) allow the student to attend with conditions, possibly including requiring the student to be accompanied by a parent.
 - b. Teachers will not be allowed to assign more stringent requirements to end of the year field trip attendance.

(B.4.2.3) **Financial Limitations:** Students cannot be excluded from a field trip based on the inability to pay the accompanying fee. If a family is facing financial difficulties and unable to pay the accompanying fee, the student's parent or guardian must contact the Principal (or designee) prior to the date the field trip permission slip is due back to school to make alternative arrangements.

(B.4.2.4) **Student Supervision:** While attending field trips students will be closely monitored and supervised. Each student shall be directly assigned to a staff person or chaperone for the duration of the trip.

(B.4.2.5) **Chaperones:** Chaperones for field trips must follow the volunteer guidelines found within the policies of Pinellas Preparatory Academy. Chaperones must be registered with the school prior to attending the field trip. All chaperones must be provided with a detailed list of the students they are responsible for, as well as emergency contact information to reach the teacher in charge as well as students parents if the need arises.

(B.4.2.6) **Teacher Check Ins:** While attending field trips where groups are separated from one another, the teacher in charge of the trip will coordinate times and locations where all staff and chaperones shall rendezvous periodically throughout the day.

(B.4.2.7) **Student Counts:** Before transporting students to or from any field trip the teacher and at least one other adult will do a complete head count to ensure all students are accounted for. At any given time each staff member and chaperone should know the number of students they are currently responsible for.

(B.5) **Behavioral**

(B.5.1) **Foundation** Pinellas Preparatory Academy believes that children learn in a variety of ways, and that our teachers provide an environment that meets the multi-intelligences needs of our students. By using this unique approach to education, we believe we reduce the number of behavioral concerns within the classroom. However, we realize that when dealing with children issues may arise which may require the school to address student behavior. In doing so, the school believes behavioral correction should be a learning opportunity, where students are given the opportunity to learn and demonstrate appropriate behavior, and cooperatively accept responsibility and be accountable for their actions. PPA believes we have a unique partnership with like-minded parents who share this philosophy of behavioral management and positive parental role modeling.

(B.5.2) **Removal of Students from Class:** On occasion, a student's behavior may require that he or she be removed from a class to ensure either the academic growth of other students or the safety of everyone involved. Due to the small nature of our school, teachers do not have the option of requesting permanent removal from class. If a teacher removes a student from a class due to behavioral concerns, the student may use a 10-15 minute cooling-off period in the office to reflect and regroup, regain both self-control and a cooperative attitude and return to class, or may meet with the Principal, Dean of Students (or designee) to discuss the concern and ways of remedying the situation. If necessary, the Principal, Dean of Students (or designee) may meet with the student,

other involved or uninvolved students, and/or the teacher(s) to identify ways to rectify the situation, towards allowing the student to return to class. Parents will receive notification by either a telephone call and/or something in writing (e.g.email) if a child is removed from class for serious or repetitive behavioral concerns.

- (B.5.3) **Referral Matrix:** Students are expected to behave in a respectful manner while under the responsibility of school staff (this includes during the school hours, after school activities or any activity in which school staff members are responsible for the students). Pinellas Preparatory Academy uses a matrix to assist in classifying and addressing inappropriate behaviors of students. When a student misbehaves beyond the scope of a teacher's classroom management program, and the misconduct requires administrative attention or an office referral, the teacher will send the student to report to the Principal (or designee) to discuss the behavior. The Principal (or designee) will decide at which level the behavior shall be considered (Levels 1-3, 1 being for lesser offenses, such as insubordination, and level 3 being for the more serious violations, such as physical assault or possession of illegal materials). For each level the continuum of consequences is different. Each year, the school staff shall review the matrix and may make appropriate revisions. The matrix along with an explanation will be sent home at the start of each school year to inform and obtain both parent and student signatures.
- (B.5.4) **Behavioral Consequences:** The following is a list of possible consequences that may be given to students for inappropriate behavior. In certain instances, other consequences that appropriately match the misbehavior may also be used.
1. **Verbal Warning:** If a student is exhibiting a relatively minor behavioral infraction, the staff at their professional discretion, should give the child several verbal warnings that their behavior is inappropriate, and the warning may be documented by that staff member for future reference.
 2. **Written Warning:** If the behavior was a minor infraction and/or was the first or second occurrence, the student may receive a written warning, called a "Consequence of Action" [COA]. COAs let the student know that if similar inappropriate behavior continues there will be similar and more significant consequences in the future. On occasion, staff members may also assign an additional consequence such as an after-school detention to a COA. Parents will receive email and hard copy notification of the issuance of a COA and will be required to acknowledge (preferably by email) that they are aware of the situation. COAs are designed as warnings and as a communication tool to parents, and are not kept as part of the student's permanent file.
 3. **Referral To Permanent File:** A referral to a permanent file will be a paper that is completed by the Principal, Dean of Students, or administrative designee after an internal investigation, including the student's comments regarding the misbehavior. This hard copy must be taken home, signed by the parent, and returned to school the next school day. Indication of the incident will be recorded within the student's permanent school records, and appropriate sanctions levied according to existing behavioral matrix guidelines. If the student does not return the referral with a parent signature, they may receive additional detentions or other sanctions, and the parent will be called.
 4. **Detention:** A detention is an extension of the school day where the students will be expected to stay after school. The student must report immediately after school and stay until 3:30 p.m. If the student does not report immediately on the assigned school day, and is absent for any reason (except having an official doctor's note on physician stationery), that detention will be rescheduled and an additional penalty detention added. Detentions will typically be scheduled on a regular common day once per week. Alternate detention requests can not be entertained due to established supervising staff schedules and other responsibilities. Students

attending detention may be assigned a Learning Packet designed to address the specific type of misbehavior and encourage positive alternative behaviors to accomplish the same goal.

5. **In School Suspension:** An in school suspension is a consequence which secludes a student from his or her peers and allows the student time to reflect on his or her misbehavior. If a child is assigned an in school suspension the student will also be given a task to complete (such as writing an essay related to the infraction which caused the suspension). Once this task is satisfactorily completed to the expectations of the Principal or designee (typically the child's homeroom teacher, the child may return to their normal school routine. If the student does not complete and hand in the assignment within 1.5 school days within school, the child will receive an out of school suspension for a length of time to be determined by the Principal (or designee). Students will be located and must remain in an area outside of the common areas where students are typically present. While suspended, students are not allowed to participate in any school related activities, including common lunch room. In school suspensions shall not be considered an absence from school. Students are required however to complete on their own time all make up work from the time missed. Computers may not be used by students in ISS unless a teacher gives specific permission. When returning to normal class schedules, the student will not be allowed to participate in extra curricular activities or non-educational field trips for thirty (30) days following the suspension.
6. **Out of School Suspension:** An out-of-school suspension will be time away from school to consider misbehavior. When suspended, a student is not allowed on school property, and if seen on school property, will be considered trespassing. While suspended, students are not allowed to participate in any school related activities. Out-of-school suspensions will be considered unexcused absences, and the student will be required to make up on their own time all work from time missed. When returning, students will not be allowed to participate in extra curricular activities or non-educational field trips for thirty (30) days following the suspension.
7. **Parent Shadowing:** If a student is issued an out of school suspension more than once, the school may require that the child's parent(s) report to school to shadow their child to ensure they are behaving appropriately in school. PPA sees this shadowing as a positive experience for both parent and child. Although PPA attempts to work with parents in scheduling parental shadowing, fulfilling this consequence in a timely manner naturally creates the expectation that the parent make any needed arrangements and return with their child on the first day back after the suspension to both shadow, monitor, and assess their child's behavior. If a parent is reluctant or unable to schedule and experience this shadowing opportunity, the child shall return to an in-school suspension, as described in sub-paragraph 5 above. Additionally, the student will be unable to participate in any extracurricular activities or field trips for the remainder of the year until the parent fulfils this obligation.
8. **Recommend Reassignment:** Under rare, serious circumstances, the School may consider recommending the student be reassigned to another school by Pinellas County Schools. The procedure for doing so is as follows:
 - a. Any recommendations for reassignment will align with the requirements identified by the Pinellas County School's Code of Student Conduct.
 - b. Once a student has reached a point on the behavioral matrix that warrants a possible reassignment, the School Principal will meet with various staff members to discuss the student's behavior, attitude and motivation, examine parental compliance with PPA school policies, prior educational and other related remedial suggestions, review

how the school has been or could support this child's behavior, and consider whether a reassignment is indicated.

- c. If the Principal, in conjunction with the staff behavioral team, decides to recommend reassignment, all documentation of previous behavioral concerns along with anecdotal notes from involved staff members will be compiled along with the district's form for reassignments. This packet will be submitted to the school district through the appropriate channels. A copy of this packet will also be given to the parents/guardians of the student.
- d. Parents may not appeal a reassignment; however, they may appeal the suspension that led to the recommendation for reassignment through the procedures identified within the policies of Pinellas Preparatory Academy. If the suspension is withdrawn through the appeal process, the recommendation for reassignment will also be retracted.

(B.5.5) Appeal Process

- (B.5.5.1) Foundation** – Every effort is taken to ensure students are treated equitably and fairly when investigating a behavioral concern and issuing referrals. However, should a parent/guardian feel that such issuance is unwarranted; they may use the following procedure to appeal the referral.
- (B.5.5.2) Requesting An Appeal:** If a parent/guardian wishes to request an appeal to a referral, the parent/guardian must submit such a request in writing to the Principal within four (4) calendar days of the issuance of the referral. Failure to make a written appeal will forfeit the parent/guardians right to any further appeal hearing. Upon receipt of the request, the Principal shall decide if the request is warranted. If the Principal decides to overturn the referral he or she may do so. If not, the appeal will be referred to the staff behavior team.
- (B.5.5.3) Student Consequences:** During the appeal process, the consequences the student was issued will stand and must be met by the student while any final decision is pending. If the student was suspended, he or she must also honor the terms of the suspension including accompanying consequences until the behavior team makes its decision. If the referral is appealed successfully all record of the consequence will be expunged and the students will be excused from any missed work during that time.
- (B.5.5.4) Behavior Team Meeting:** After receiving a request and deciding not to overturn the referral personally, the Principal shall notify the chair of the staff behavior team, and work to schedule a team meeting, making an effort to schedule the meeting at a time that is convenient for all involved, including the parent/guardian who requested the appeal. The meeting shall be scheduled within four (4) business days of receiving the request. At the meeting the parent/guardian will be allowed the opportunity to present their case as to why the referral is being contested. The Principal (or designee) shall provide information regarding the investigation and justifications for why the referral was earned by the student. The behavior team can ask questions of either the parent, Principal or Dean of Students in clarifying the issue. At the appeal meeting the Principal and Dean of Students will serve as non-voting members of the committee, and will leave with the parents during the committee's deliberation of the appeal and decision-making process. After gathering information, the team's deliberation shall be limited to the following:
 - 1. Deciding whether the student's behavior or act was in clear violation of the Pinellas County School's and PPA's code of conduct, the PPA Policies & Procedures Manual, PPA's Pride, Principles & Accountability Character Education program, and/or the mission of the school and the parameters indicated in the Behavior Program & Expectations of the school;
 - 2. Deciding whether the student(s) is/are known to have committed the violation;

3. Deciding whether to uphold the initial findings and decision, or whether an appropriate alternate sanction should be issued based on established parameters of the Behavior Program for the school.

(B.5.5.5) **Reporting of Decision:** Under most circumstances, the behavior team will make a decision at the initial meeting, however, the team reserves the right to meet within four (4) business days to review and make a final decision. The final decision will be determined by a simple majority vote and will be presented to the Principal. The decision of the committee will be documented and a copy of the decision will be mailed to the parent/guardian within four (4) business days of the completion of the appeal committee's hearing. The decision of the behavior team is considered a final decision. In all cases, members' individual votes remain confidential.

(B.5.5.6) **Further Appeals:** Should a parent/guardian be dissatisfied with the decision of the behavior team, they may further appeal the decision only on the grounds that the school violated a procedural safeguard. The parent/guardian may submit a written request to the Principal requesting an appeal to the Board of Directors. The Board of Directors will only consider whether procedures were followed, and will not address questions or concerns regarding the appropriateness of a consequence.

(B.6) General

(B.6.1) **Dress Code:** Pinellas Preparatory Academy adheres to the Pinellas County School District dress code, although we have amended it slightly for clarity and specification:

- a) Clothing will be neat and clean.
- b) Appropriate footwear must be worn. No shoes with wheels of any kind are allowed at school unless permission to store such shoes at school is granted by the Principal. No bedroom slippers are allowed. Sandals and flip flops in good repair are allowed if the student has alternatives for PE classes.
- c) Clothing must be appropriate size, with the waist of the garment worn at the student's hip or above.
- d) Clothing not properly buttoned, zippered, fastened, or with inappropriate holes or tears shall not be worn.
- e) No midriff shirts or blouses are allowed. Shirts must cover waist when hands are extended above head.
- f) No spaghetti straps, halters, strapless, or backless clothing is allowed. All shirts must have sleeves, which are defined as fabric beyond the hem. See through or mesh garments must have proper undergarments (not suggestive or revealing in any way).
- g) Form fitting leotard/spandex type clothing (including sports bra) is not allowed unless proper outer garments cover it.
- h) Shorts, skirts, divided skirts, dresses and culottes are allowed but they must be hemmed and not disruptive or distracting as determined by the Principal. Shorts, skirts, etc. must be long enough to reach the student's finger tips when held straight at the sides of the body.
- i) No clothes or tattoos that show profanity, violence, sexually suggestive phrases or pictures, gang related symbols, alcohol, tobacco, drugs, or advertisements for such products or other phrases or symbols deemed unduly distracting or inappropriate by the Principal are allowed.
- j) No sunglasses may be worn inside unless the parent provides a doctor's note.
- k) Hats and bandanas are not allowed on school grounds unless approved in advance by the Principal. Hats, caps, inappropriate clothing items, toys, and other distracting items will be confiscated and parents may be required to retrieve such items from the front office at their convenience.
- l) No underwear, including bras and boxer shorts, may show. Baggy or low hanging pants are not permitted. Belts are expected on pants with belt loops.
- m) Students are encouraged to wear school T-shirts on Fridays, and whenever else they see fit.

- n) Special dress requirements may be imposed by the Principal for special events such as field trips.
- o) No jewelry shall utilize body piercing other than ear piercing. No more than two earrings per ear are permitted. The Principal will have the final say in whether any piece of jewelry is permitted.
- p) No chains of any type are allowed on or off clothing.
- q) In compliance with state and federal law, the School will make a reasonable effort to accommodate the religious beliefs of its students and recognizes that there may be times when a student may request an accommodation to wear certain types of clothing due to religious beliefs.

- (B.6.2) **Cell Phone Policy:** Students of Pinellas Preparatory Academy are allowed to have cellular phones at school only if parental permission is given to have the telephone at school, and with the Principal's approval, and if updated cell phone numbers are provided to the school office. Once approved, students must keep their phones turned off and in their lockers or cubbies, unless they receive permission from their current teacher to use the phone for educational purposes. Without teacher permission, cell phones are not permitted in backpacks, book bags or on the student's person. If a phone is seen or heard while under school supervision without teacher permission, they will be taken away and existing behavioral sanctions will apply. All confiscated cell phones or other electronic devices will be made available only to the parent/legal guardian for direct pick-up at their convenience to allow parents. When a student needs to make a call during the school day, they may use a school telephone, provided they obtain permission from a staff member prior to use. Parents who need to contact their children during the school day for valid emergencies should contact the school office to relay a message, and that message will be relayed to your child in a timely fashion.
- (B.6.3) **Games and Electronic Devices:** Toys, games, playing cards, electronic devices and other non-academic items or games are not allowed on school property without specific permission from a staff member (for example, clubs or special events). Any approved items (e.g., show and tell, skit props, etc.) by a staff member must be brought and left with the staff member giving permission for the item during the day. The student may retrieve the item from the staff member for the event and must return it immediately after the event, for pick-up again at the end of the school day. Any items found without permission will be confiscated and made available to parents for direct pick up. Items not picked up within five (5) school days may be discarded or given to charity.
- (B.6.4) **Text Book Policy:** Students will be issued books in most of their classes, which remain the property of the school. Text books include either the physical copy of the book itself, or the digital version (i.e. CD-Rom). Any lost, stolen, or damaged books are the sole responsibility of the student whom the book has been checked out to. If something occurs to this property, the incident must be reported immediately. Students not returning books or returning severely damaged books or digital media will be required to make payment for the replacement or repair costs to the school.
- (B.6.5) **Computers and Internet Acceptable Use Policy:** Pinellas Preparatory Academy requires that every child, in order to gain access to computers and the Internet, must obtain parental permission as verified by the signatures on the Acceptable Use Policy form (see policy D.8.3) being sent home at the beginning of the school year. Students will not be permitted to use computers until that form is completed and returned.
- (B.6.6) **Dances:** Pinellas Preparatory Academy periodically sponsors dances for students. Attendance is limited to those students who are achieving academically and following the rules of conduct set forth by the School and Pinellas County School District. Dances may be held separately for different age levels. Students are required to follow the rules and regulations of Pinellas Preparatory Academy while attending any dance. All Dress Code restrictions and intent for modest and acceptable fashion wear would apply. Parents are encouraged to attend as chaperones.

- (B.6.7) **Movies in the Classroom:** Pinellas Preparatory Academy emphasizes the use of engaging the multiple intelligences of students, and as such will use various media to educate students. Teachers are welcome to occasionally use videos in the classroom and at school sponsored events, providing that the following policies are adhered to:
- (B.6.7.1) **Copyright:** Teachers are required to follow the legal copyright requirements of videos and media within the classroom.
- (B.6.7.2) **Elementary Students:** Elementary students may be shown “G” rated movies without parental permission. Movies which are “PG” require that the teacher notify parents at least one week in advance using the school’s online communication system, giving parents the option to opt- their students out of watching the video.
- (B.6.7.3) **Middle School Students:** Students in grades six through eight may be shown “G” or “PG” rated movies without parental permission. Movies with are rated “PG-13” require that the teacher notify parents at least one week in advance using the school’s online communication system, giving parents the option to opt- their students out of watching the video.
- (B.6.7.4) **“R” Rated Movies:** No “R” rated movies may be shown during school events to students Pinellas Preparatory Academy.
- (B.7) **Safety**
- (B.7.1) **Car Circle:** Most students who attend Pinellas Preparatory Academy are transported by private vehicles, which makes drop off and pick up difficult. Students are allowed to be dropped off 20 minutes prior to the start of school, and should be picked up within 15 minutes of the ending of the school day. The school’s administrator will develop procedures for the safe and orderly drop off and pick up of students, and disseminate this information to parents periodically throughout the year. Arrival and dismissal times during inclement weather frequently require a change from established procedures. Greater flexibility and patience in dropping off and picking up your child is respectfully requested during these difficult times, especially during lightning storms, as safety for all students and staff alike is paramount. Parking and again exiting the lot as quickly as possible may be necessary and is greatly appreciated. On normal days, all parents are required to follow all safety and traffic guidelines without exception for the safety of all students, parents and staff, and the neighboring commercial and residential community in general.

Section C:

TEACHING AND LEARNING

(C.1) **Teacher's Lesson Plans:** Teachers will be expected to hand in lesson plans that correlate with both the Pinellas Preparatory Academy Curriculum Guide and the Florida Sunshine State Standards to the Principal. Lesson plans will be reviewed to ensure compliance with school and state requirements. Plans will be kept on file for five years before being destroyed.

(C.2) **Reporting Student Progress:** Pinellas Preparatory Academy believes parents are an integral part in their child's education. To keep parents informed, students' progress will be formally reported eight times per year. Midway through each marking period a progress report will be sent home with students. At the end of each quarter report cards will be distributed documenting student progress.

Additionally, Pinellas Preparatory Academy will utilize an online grading system. Using this system, teachers will update student grades at least weekly onto the internet so that parents can stay up-to-date about the progress of their children.

(C.3) **Section 504 Plans**

(C.3.1) **When a 504 Plan will be considered:** Pinellas Preparatory Academy will consider a 504 plan for accommodations if a Student Success Team feels that the child may have a disability which would meet the criteria for such a plan. This can occur when a teacher identifies a student who is having difficulties, a parent requests a team to consider the needs of a student, or if a medical report has been submitted identifying a student as having a disability.

(C.3.2) **Meeting to consider 504 Plan:** If a Student Success Team recommends a student be considered for a 504 plan, the student's homeroom teacher will coordinate a meeting among the student's teachers and school specialist. The teacher will also ensure the parents have been notified and invited to the meeting. While at the meeting, the team members will consider whether the student's disabilities qualify them for accommodations under Section 504 of the Rehabilitation Act. If so, the team will identify the accommodations necessary to allow the student to be successful within the school environment. Pinellas County School Board forms will be used for both determination and the actual 504 Plan.

(C.3.3) **Eligibility:** To determine if a child has a disability that qualifies them for a 504 Plan, the team will utilize the policies of Pinellas County School Board in regards to eligibility. (PCS Policies: 5.504(5)-(7)).

(C.4) **Student Success Team**

(C.4.1) **Purpose:** The purpose of the Student Success Team is to have a diverse group of professionals sit down to discuss issues that may have arisen in regards to specific students. The team will brainstorm strategies and research based interventions to use with students who may be having academic, behavioral or other concerns within school.

(C.4.2) **Membership:** The Principal shall, at the start of each school year, assign members to the Student Success Team. Membership will consist of the Principal, ESE Coordinator(s), and a careful selection of other staff members who represent a variety of backgrounds and expertise. Members shall serve for the entire school year. Additionally, the specific team of teachers who work with an individual student will be requested to attend when that specific student is being discussed.

(C.4.3) **Procedure:** If a staff member wishes to seek the advice of the Student Success Team, they shall complete a request form and forward to the Principal. The Principal shall then schedule a team meeting and distribute the relevant information to the team members. When the staff member requesting the meeting completes the form, they shall indicate whether or not they feel it would be beneficial to invite the parents to the meeting. The Principal shall make the determination whether parents will be invited and will coordinate their attendance if requested.

When the Student Success Team meets the staff member requesting the meeting has the responsibility to explain what the key issues or concerns are, and the team shall work together to brain storm a list of action items to be attempted with the student. One staff member will be assigned to follow up at a specified time interval after the meeting to see how the recommendations are working.

Section D:

MANAGEMENT POLICIES

(D.1) **Emergency Procedures**

(D.1.1) **Fire Drill Procedures:** Pinellas Preparatory Academy will maintain an evacuation plan to be used in the case of fire or other emergency situations. This plan will be reviewed annually by the school administration for effectiveness. All students and staff members will be made aware of the plan, and maps highlighting the escape routes will be posted in all school rooms. Fire drills will be conducted at least once per month. Drills will be held at various times throughout the day and will test various types of fire emergencies. Documentation of the drills will be maintained in the school office.

(D.1.2) **Tornado Drill Procedures:** The school will maintain an emergency plan for use during tornado and inclement weather. This plan will be reviewed annually. All staff and students will be made aware of this plan. The plan will be practiced at least twice per year as is required by Florida law. Documentation of the drills will be maintained in the school office.

(D.1.3) **Hurricane Closures:** Pinellas Preparatory Academy will follow the same emergency closures as the Pinellas County School District. Parents should monitor local news outlets during inclement weather. If the public Pinellas County Schools are closed, Pinellas Preparatory Academy will also be closed. In the event that too many closures occur, and time must be made up, the Pinellas County School District's schedule will continue to be followed by Pinellas Preparatory Academy.

(D.1.4) **Intruder / Lock Down Procedures:** Pinellas Preparatory Academy will maintain an emergency Intruder / Lock Down Procedure. This plan will be reviewed annually for effectiveness and to ensure compliance by school personnel. All staff and students will be made aware of the procedures. The procedures will be practiced at least twice per year, and documentation of such will be maintained in the school office.

(D.2) **Fund Raising:** Pinellas Preparatory Academy is a nonprofit organization which relies on governmental funds and contributions to effectively educate our students. As a result, fundraising is necessary to help support the educational programs offered. The principal shall approve all fund raising activities and ensure that families are not being asked to contribute excessively at any given time. Efforts will be made to ensure only one fund raiser occurs at a time. All fundraisers will identify the purpose for the money raised.

(D.3) **Photographs of Students:**

(D.3.1) **Portraits:** Pinellas Preparatory Academy will sponsor one or two formal portrait days for students. PPA will utilize a company which best meets the needs of the families for a reasonable cost. These photos will be utilized for the creation of the yearbook in addition to being sold to the families.

(D.3.2) **Snapshots:** Frequently throughout the school year school staff take pictures of events that happen during the school day. Should a parent not want their child photographed in such a way, they must submit written notification of their request to the Principal. This request will then be passed along to school staff. Snapshots may periodically be used for promotional materials for the school. Every attempt will be made to receive parental permission prior to the publishing of promotional materials which include the photograph of students. Additionally the school reserves the right to utilize such snapshots through electronic media which do not individually identify any specific student. If a parent or guardian requests the removal of such a photograph, the school staff will comply with the request within 72 hours.

- (D.4) **Gifts:** Collections of funds from students by students for the purpose of giving gifts to a staff member of Pinellas Preparatory Academy will be discouraged.
- (D.5) **Volunteers:**
- (D.5.1) **Background Checks:** All individuals who are not employed by Pinellas Preparatory Academy must enter through the main office. Should they wish to go beyond the main office, their identification must be scanned by the background check system, and printed a badge to wear, identifying that they have properly checked in through the office. It is the responsibility of all staff members to help police the halls to ensure that all visitors have properly checked into the office. Any individual who does not have an appropriate name badge must be walked back to the office to ensure they are signed in properly.
- (D.5.2) **Background Check Concern:** If, during the background check, an individual is identified as having a background as a sexual predator, the Principal will immediately be notified by the system. The person running the check should call the Principal or designee to decide what to do about the situation. The following guidelines are in place:
- If the person trying to gain entry has a relative who is a student attending the school, and there are no outstanding court orders barring that person from having contact with the child, the person may enter the school only with a staff member escort. The individual may not be left alone with any student on school property.
 - If the person trying to gain entry has a relative who is a student attending the school, and there are restrictions on the visitation, the appropriate action will be taken as identified by the court documents. In most situations, the Largo Police Department will be notified.
 - If the person trying to gain entry does not have any relatives attending this school, they will not be permitted access to the building, and the Largo Police Department will be notified.
 - If the person trying to gain access is a volunteer, the person will not be granted entry until after their information has been entered into PCSB's volunteer background check system, and a clearance is given from the offices of Professional Conduct through the PCSB.
- (D.5.3) **Student Supervision Background Checks:** If an adult will be alone with students (such as field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. This information will be shared with Pinellas County Schools. The district will run a complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.
- (D.6) **Policy Against Bullying And Harassment**
- (D.6.1) **Statement prohibiting bullying and harassment:** It is the policy of Pinellas Preparatory Academy that all of its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment and bullying of any kind. The school will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
- (D.6.2) **Definition of bullying and definition of harassment:** Bullying means intentionally and repetitively inflicting physical hurt or psychological distress on one or more students or employees and may involve but is not limited to:
- a) Teasing
 - b) Social Exclusion
 - c) Threat
 - d) Intimidation
 - e) Stalking, including cyber stalking as defined herein

- f) Physical violence
- g) Theft
- h) Sexual, religious, racial or gender orientation harassment
- i) Public humiliation
- j) Destruction of property

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:

- a) Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property.
- b) Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.
- c) Has the effect of substantially disrupting the orderly operation of a school.

Bullying and harassment also encompasses:

- a) Retaliation against a student or employee by another student or employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
- b) Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - Incitement or coercion
 - Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the school
 - Acting in a manner that has an effect substantially similar to the effect of bullying or harassment
- c) Cyber stalking, which is defined as engaging in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose. See s. 784.048(1)(d), F.S.

(D.6.3) **Expected Behavior:** The School expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The School believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members. Since students learn by example, school administration, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate harassment or bullying.

The School upholds that bullying of any student or employee is prohibited:

- a) During any education program or activity conducted by the school;
- b) During any school-related or school-sponsored program or activity;
- c) On a school bus; or

- d) Through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the district school system.

- (D.6.4) **Consequences for an act of bullying or harassment:** Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or reassignment, as outlined in school's policies. Consequences and appropriate remedial action for an employee found to have committed an act of bullying or harassment may be disciplined in accordance with school policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate. (See State Board of Education Rule 6B-1.006, FAC, The Principles of Professional Conduct of the Education Profession in Florida.) Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials. Accusations made in good faith, even though subsequently determined to be false, shall not be subject to discipline consequences or remedial action as called for by this section.
- (D.6.5) **Consequences for intentional misreporting:** Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or reassignment, as outlined in school's policies. Consequences and appropriate remedial action for an employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with school policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- (D.6.6) **Reporting an act of bullying or harassment:** The Principal, or the Principal's designee, is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Principal or the Principal's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the Principal or Principal's designee.

In order to report incidents of bullying, individuals may meet with either the Principal or the Principal's designee to make the report. Any report in person should be followed within one day with a written report or a written explanation to the school's office. Should the Principal wish, other forms of reporting may be created. The methods of reporting bullying will be prominently publicized to students, staff, volunteers, and parents/legal guardians, as well as how the report will be acted upon. The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying. An employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate official and who makes this report in compliance with the procedures set forth in the school policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

- (D.6.7) **Investigation of whether a reported act is within the scope of the school:** A Principal or designee will investigate procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the school.

The trained designee(s) will provide a report on results of investigation with recommendations for the Principal to make a determination if an act of bullying or harassment falls within the scope of the district and will act according the following protocols:

- a) If it is within the scope of the school, further investigation will commence in accordance with subsection (D.6.8) herein;
- b) If it is outside scope of the school, and determined a criminal act, refer to appropriate law enforcement.
- c) If it is outside scope of the school, and determined not a criminal act, inform parents/legal guardians of all students involved.

- (D.6.8) **Prompt investigation of a report of bullying or harassment:** The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act.

The Procedures for Investigating Bullying and/or Harassment include:

- a) The principal or a designee employed by the school will be assigned to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.
- b) Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately.
- c) The investigator shall collect and evaluate the facts including, but not limited to:
 - Description of incident including nature of the behavior; context in which the alleged incident occurred, etc.;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;
 - The relationship between the parties involved;
 - The characteristics of parties involved (i.e., grade, age, etc.);
 - The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment;
 - The number of alleged bullies/harassers;
 - The age(s) of the alleged bullies/harassers;
 - Where the bullying and/or harassment occurred; and
 - Whether the conduct adversely affected the student's education or educational environment.
- d) Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
 - Recommended remedial steps necessary to stop the bullying and/or harassing behavior
 - A written final report to the Principal.

Where the victim is a student, according to the severity of the infraction, the principal or designee shall promptly notify the parent/legal guardian of the victim via telephone or personal conference of any actions being taken to protect the victim. The frequency of notification will depend on the severity of the bullying incident.

The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

(D.6.9) Determination of consequences and due processes for a perpetrator:

- a) Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the school.
 - 1) Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, or reassignment as outlined in the school's policies and Pinellas County School's Student Code of Conduct.
 - 2) Consequences and appropriate interventions for an employee found to have committed an act of bullying will be instituted in accordance with school policy. Additionally, egregious acts of bullying by certified educators may result in a sanction against an educator's state issued certificate (Rule 6B-1.006 F.A.C.).
 - 3) Consequences and appropriate intervention for a visitor or volunteer, found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
 - 4) These same actions will apply to persons, whether they are students, school employees, or visitors/volunteers/independent contractors, who are found to have made wrongful and intentional accusations of another as a means of bullying.
 - 5) If a complaint of bullying or harassment is made by the alleged victim during or after the commencement of an investigation into employee or student misconduct, it shall not be a defense to the allegations of employee or student misconduct but may be considered as a mitigating factor under school policy, if appropriate.

(D.6.10) Providing immediate notification to the parents/legal guardians of a student victim:

The principal, or designee, shall by telephone and in writing, report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation determines that an act of bullying has occurred. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

If the bullying incident results in the perpetrator being charged with a crime, the Principal, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states "A student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Once the investigation has been completed, appropriate local law enforcement agencies will be notified by telephone and/or in writing to determine whether to pursue criminal charges.

- (D.6.11) Referral of victims and perpetrators of bullying or harassment for counseling:** After an investigation has determined that an act of bullying has occurred, as defined herein, the school shall discuss with both the victim's and perpetrator's parents/legal guardians options available for counseling. This may include referrals to community agencies or partner agencies the school has relationships with. Parents/legal guardians will be notified that the school does not have a counselor or mental health specialists on staff.

The Principal (or designee) shall also refer the perpetrator to the school's Student Success Team in an attempt to develop strategies to be used within school to prevent the bullying behavior from continuing. The Principal (or designee) shall decide if a similar recommendation would be prudent for the victim.

- (D.6.12) **Providing instruction regarding bullying and/or harassment:** The school seeks to ensure that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying. This requires the efforts of everyone in the school environment including all school staff, parents/legal guardians, students and school volunteers.

Students, parents/legal guardians, all school staff and, and school volunteers shall be offered instruction at a minimum on an annual basis on the school's Policy and Regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying in schools.

- (D.6.13) **Regularly reporting of actions taken to protect the victim:** The Principal (or designee) shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has determined an act of bullying has occurred. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

- (D.6.14) **Publication of the policy:** At the beginning of each school year, the Principal shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of this policy. The Principal shall also make all contractors working with students aware of this policy.

The Principal shall ensure the development an annual process for discussing the policy on bullying and harassment with students in a student assembly or other reasonable format.

- (D.7) **Returned Checks :** Occasionally payments must be made to the school for such things as before and after care, field trips etc. If a check is written to the school care should be taken to ensure that there are sufficient funds in your account to cover the check. If a check is returned to the school as unable to be cashed, the family may be charged a fee of \$25 to cover the cost of the returned check. If an individual writes more than four such checks to the school, the school reserves the right to request cash for all transactions.

- (D.8) **Computer, E-Mail and Cell Phone Usage :** Computers, computer files, the E-mail system, and software furnished to students and employees remain the property of Pinellas Preparatory Academy, and are intended for school use only. Students and employees should not use a password, access a file, or retrieve and stored communication without authorization. To ensure compliance with this policy, computer and E-mail usage may be monitored, and therefore users should not expect privacy in their use of school provided equipment or services. Individuals who have personal computing or internet enabled devices who connect their device to Pinellas Preparatory Academy's network are subject to the same rules as school owned equipment.

Pinellas Preparatory Academy strives to maintain an environment free of harassment and sensitive to the diversity of its employees. Therefore, Pinellas Preparatory Academy prohibits the use of computers and the E-mail system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

E-mail may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-business matters.

Pinellas Preparatory Academy purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software nor its related documentation. Unless authorized by the software developer, Pinellas Preparatory Academy does not have the right to reproduce such software. Employees may only use software on local area networks or on multiple machines according to the software license agreement. Pinellas Preparatory Academy prohibits the illegal duplication of software and its related documentation.

Employees should notify the Principal or designee upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment. Students who violate this policy will be subject to disciplinary action as defined in section B.5.

- D.8.1. **School Telephones :** Telephones are provided for business use only. Personal use of telephone systems should be for emergency use only. Staff members shall refrain from making or receiving outside calls while they are responsible for the supervision or education of students.
- D.8.2 **Personal Cell Phone Use :** Student use of cell phones are not allowed within the school building without the expressed permission of the teacher in charge. Teachers are allowed to permit cell phone usage for educational purposes. Staff members use of personal cell phones are prohibited while responsible for the supervision or education of students. Staff may use personal cell phones during scheduled breaks, planning time, etc.
- (D.8.3) **Acceptable Use Policy :** Pinellas Preparatory Academy offers Internet access for student use at school and various online tools for parent and student use. This document is the Acceptable Use Policy for your use of our online tools and internet use at the school. The Internet system and online tools have been established for a limited educational purpose to include classroom activities, career development, and limited high quality, self-discovery activities as well as research. It has not been established as a public access or public forum and Pinellas Preparatory Academy has the right to place reasonable restrictions on the material you access or post, the training you need to have before you are allowed to use the system, and enforce all rules set forth in the school code and the laws of the state of Florida. Further, you may not use this system for commercial purposes to offer, provide, or purchase products or services through the system or use the system for political lobbying. Access to the Internet is available through this school only with permission of the principal or his or her designee and your parents. This policy applies to the use on school equipment at school, or the use of services established or maintained by the school which may also be used off property.

The following uses of the PPA Internet are unacceptable:

- 1. **Personal Safety**
 - a. You will not post contact information (e.g., address, phone number) about yourself or any other person.
 - b. You will not agree to meet with someone you have met online without approval of your parents. Any contact of this nature or the receipt of any message you feel is inappropriate or makes you feel uncomfortable should be reported to school authorities immediately.
- 2. **Illegal Activities**
 - a. You will not attempt to gain unauthorized access to this or any other computer system or go beyond your authorized access by entering another person's account number or accessing another person's files.
 - b. You will not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means.

- c. You will not use our system to engage in any other disruptive or illegal act, such as cyberbullying, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
- 3. System security
 - a. You are responsible for your individual accounts and should take all reasonable precautions to prevent others from being able to use your accounts. Under no condition should you give your password to another person.
 - b. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not look for security problems; this may be construed as an illegal attempt to gain access.
 - c. You will avoid the inadvertent spread of computer viruses by following the district virus protection procedures when downloading software.
- 4. Inappropriate Language
 - a. On any and all uses of the Internet, whether in application to public or private messages or material posted on the Web pages, you will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. You will not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks. You will not harass another person by a persistent action that distresses or annoys another person and you must stop if asked to do so.
- 5. Respect for Privacy
 - a. You will not repost a message that was sent to you privately without permission of the person who sent you the message.
 - b. You will not post private information about yourself or another person.
- 6. Respecting Resource Limits
 - a. You will use the system only for educational and career development activities and limited, high quality, self-discovery activities.
 - b. You will not post chain letters or engage in “spamming” (that is, sending an annoying or unnecessary message to a large number of people).
- 7. Plagiarism and Copyright Infringement
 - a. You will not plagiarize materials that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
 - b. You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Direct any questions regarding copyright to a teacher.
- 8. Inappropriate Access to Material
 - a. You will not use the PPA computer system to access material that is profane or obscene (pornography) or that advocates illegal acts or violence or discrimination toward other people (hate literature). A special exception may be made for hate literature if the purpose of the access is to conduct research with both teacher and parental approval.
 - b. If you mistakenly access inappropriate information, you should immediately tell your teacher or another staff member. This will protect you against a claim of intentional violation of this policy.
 - c. Your parents should instruct you if there is additional material they think would be inappropriate for you to access. The school fully expects that you will follow your parents’ instruction in this matter.
- 9. Your Rights
 - a. Free Speech. Your right to free speech, as set forth in the school disciplinary code, applies also to your communication on the Internet. The Internet is considered a limited forum, similar to the school newspaper, and therefore the school may restrict

- your right to free speech for valid educational reasons. The school will not restrict your right to free speech on the basis of its disagreement with the opinions you express.
- b. Search and Seizure. You should expect no privacy of the contents of your personal files on the school system. Routine maintenance and monitoring of the system may lead to discovery that you have violated this policy, the school code, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this policy, the school disciplinary code, or the law.
 - c. Due Process. The school will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the PPA Internet system. In the event of a claim that you have violated this policy, the school disciplinary code, or the law in your use of our system, you will be given written notice of suspected violations and an opportunity to present an explanation according to school code and/or state and federal law. Additional restrictions may be placed on your use of your Internet account.

The school makes no guarantee that the functions or the services provided by or through the system will be error free or without defect. The school will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information attained through or stored on the system. The school will not be responsible for financial obligations arising from unauthorized use of the system.

Anyone caught breaking these rules will be subjected to disciplinary procedures depending upon the severity of the infraction. Additionally, any student caught intentionally damaging or vandalizing a school computer may be disallowed from utilizing computer resources. Any such act may result in partial or full restitution being required by the student and/or family.

Section E:

FACILITIES POLICIES

(E.1) **Animals In School:**

- (E.1.1) **Special Events:** Special events involving animals must be approved by the Principal at least two weeks prior to the event. If such an event is approved, a list of all animals to be present must be sent home to parents so as to ensure that no students will have allergies to the animals. If a student has allergies to an animal, the teacher is responsible for finding another environment for that student and providing opportunities to gain from the learning experience as other students who do not have allergies.
- (E.1.2) **Classroom Pets:** Teachers will be allowed to have classroom pets if such pets pertain to the curriculum the teacher is offering. The teacher will be responsible for the care, clean up and well being of classroom pets. Prior to bringing the pet into the classroom, the Principal must approve of the proposed animal, then signed consent forms must be obtained from the parent/guardian of each student who would access the classroom. These forms must be submitted to the Principal prior to bringing the animal into the school. The Principal has the right to ask that the animal be removed at any time.
- (E.2) **Classroom Decor: :**
- (E.2.1) **Custom Paintings/Murals::** Prior to any staff member permanently affixing any design or color to a classroom wall (i.e. painting, permanent markers, etc.), a plan for the design must be submitted to the Principal for approval. The Staff member should also be prepared to paint over any designs should the Principal deem they are a distraction or no longer appropriate for the classroom.
- (E.2.2) **Affixing Items To Walls::** Methods for affixing any items to common school areas, such as hallway walls, etc., shall be prior approved by the principal. Methods of affixing typically approved would be sticky materials or tape which can be removed without leaving any holes of any kind or defacing walls by paint removal, etc. Methods of affixing requiring approval include, but are not limited to, staples, nails, tacks, or any objects requiring repairing, patching, or rebuilding surface areas to restore ready for painting.

Section F:

BEFORE AND AFTER CARE

(F.1) General

- (F.1.1) **Hours of Operation:** Before-care begins accepting students at 6:30am, and will release students for school when it begins. After-care accepts students at the end of the school day and will supervise students until 6:00pm. Students will be accepted 15 minutes after school is let out. Before- and after-care will only be provided on days when school is in session.
- (F.1.2) **Emergency closings / delays:** If school is delayed due to emergency or severe weather conditions, before-care will be delayed for the same amount of time as the school opening. If school is released or canceled due to severe weather or emergencies, after-care will also be canceled. If severe weather develops after after-care has begun, parents will be expected to make arrangements to pick up children as soon as possible.
- (F.1.3) **Registration:** Students wishing to enroll in before- or after-care must complete a registration form which documents important information which may be needed by before- and after-care staff. These forms should be completed prior to the student started the program.
- (F.1.4) **Consistent Use:** When a family signs up for Before- and After-care, they are expected to have consistent use of the service. Each child will have fifteen (15) days throughout the year, taken in one-week increments, where they are able to not use the service and not be charged. However, should they utilize more days than this they will either lose their spot or must pay for the service even if not used.
- (F.2) **Fees:** The following fees are in affect for before- and after-care program.
- (F.2.1) **Before Care:** Before-care is provided for \$10 per week. Weeks with days where there is no school, and therefore no before-care, parents will receive a \$2 per day off discount for the week. (\$8 for four day weeks, \$6 for three day weeks, etc.)
- (F.2.2) **After Care:** After-care is provided for \$50 per week. Weeks with days where there is no school, and therefore no after-care, parents will receive a \$10 per day off discount for the week. (\$40 for four day weeks, \$30 for three day weeks, etc.). Students who regularly use after-care will not be charged extra for weeks with early release days.
- (F.2.3) **Both Before and After Care:** Children choosing to utilize both before- and after-care will be charged \$60 per week for service. Weeks with days where there is no school, and therefore no before- and after-care will receive a \$12 per day off discount for the week (\$48 for four day weeks, \$36 for three day weeks, etc.).
- (F.2.4) **Drop In:** Students who wish to utilize before- or after-care services on a drop-in basis will be charged \$5 per morning or \$15 per afternoon for this service. This service is subject to availability and the completion of paperwork. If a child is using after-care on an early release day, and does not regularly use the service, but is utilizing the drop-in service, they will be charged \$25 for the day.
- (F.2.5) **Late Pick Up:** Students who are picked up from after-care after 6:00pm will receive additional charges.

6:00pm – 6:14pm – Additional \$10

6:15pm – 6:29pm – Additional \$20

After 6:30pm An additional \$1 per minute past 6:00pm

- (F.2.6) **Due Date:** Fees should be paid weekly using either cash or check made out to Pinellas Preparatory Academy. All fees are due the Friday preceding the week of service. Payments not received by 6:00pm on Monday may be subject to a \$10 late fee.
- (F.2.7) **Discounts:** Families enrolling more than one student in before- and after-care will receive a 20% discount for the second and third child. If a family wishes to enroll more than three (3) students in before- and after-care, the additional children will be enrolled at no charge. Discounts are not available for students utilizing the drop-in service.
- (F.2.8) **Returned / NSF Checks:** Returned checks will be subject to an additional \$25 fee due immediately upon the return of the check. Multiple returned checks may require cash payments as decided by the Principal.
- (F.2.9) **Free and Reduced Services:** Students who are eligible for the free and reduced lunch program will be provided a discount on the before / after care services. Students who are eligible for reduced lunch will receive a 50% discount on before and after care services. Students who receive a free lunch will receive a 75% discount on before and after care services.
- (F.3) **Student Expectations**
- (F.3.1) **Student Rules:** Students are required to follow the rules of the before- and after-care program that will be distributed at the commencement of the school year and signed by the student and the parent(s).
- (F.3.2) **Consequences for Misbehavior:** Students who disregard the rules shall receive consequences within the program that will be identified on the rules that are distributed. Should the student's behavior not improve, the parents shall be given written warning advising them that the student is at risk of no longer being allowed to utilize the before- and after-care services should their behavior not improve. If a student exhibits a behavior that would fall within Level 2 or Level 3 of the Pinellas Preparatory Academy's behavior matrix, the Principal (or designee) may consider a school referral and/or related consequences.
- (F.4) **Staffing:** Before- and after-care shall always have two (2) staff persons on duty while children are present. The staff will ensure that all children are supervised at all times. Procedures in effect during the normal school day regarding the supervision, safety, and accountability of staff and students remain in effect for before- and after-care.

Pinellas Primary Academy



Appendix III

PPA Articles of Incorporation

RESTATED
ARTICLES OF INCORPORATION
OF
Pinellas Preparatory Academy, Inc.

ARTICLE I
Name

The name of the corporation is: Pinellas Preparatory Academy, Inc.
(Formerly known as Love of Learning, Inc. herein after referred to as the “Corporation”).

ARTICLE II
Purpose

A. **General:**

The purposes for which the corporation is organized are:

1. To Provide:
 - a. A quality education for all student enrolled in the program that prepares graduates for success in secondary and post secondary education.
 - b. This corporation is a nonprofit public benefit corporation, is not organized for the private gain of any person, and is organized exclusively for educational purposes, including for such purpose the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code. It is organized under the Florida Not For Profit Corporation Act.
 - c. The specific purpose of this corporation is to operate a charter school program based on the creativite learning emotional intelligence, and multiple intelligence concepts combined with Florida Sunshine State Standards. The educational philosophy of this corporation shall be based upon the students’ love of learning, together with a concentration in core subject areas, and additional emphasis on music, art, international relations, and foreign language. The programs will be purely educational and include in the teachings strong ethical values with an emphasis on human rights. The corporaton shall limit its’ operations to grades no higher than Grade 8.
2. To enhance generally the lawful purposes, interests, and objectives of the educational community within the overall development of Pinellas County and the State of Florida.
3. To perform any of the foregoing activities directly or through the medium of donations, grants, loans, and assessments or other expenditures made to or for the benefit of individuals or organizations developing or performing services of a nature related to the purposes described; hereinabove, either by the expenditure of

the corporations income or principal assets, but always subject to the provisions of Section B of this Article II.

4. To do all other acts and things and carry on and conduct all other activities necessary, suitable, convenient, useful or expedient in connection with or incidental to the accomplishment of any of the purposes set forth herein to the fullest extent permitted by the laws of the State of Florida, but always subject to the provisions of Section B of this Article II.

B. Tax Exempt Requirements:

1. Notwithstanding any other provision of these articles, this corporation will not conduct any activity not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal code of 1986 or the corresponding provision of any future United States Internal Revenue law.
2. All of the funds and assets of this Corporation, together with the net earnings thereof and income realized thereon, shall be exclusively devoted to the purposes expressed herein.
3. No director or officer of the corporation or any other private individual may receive or be entitled to receive, under any circumstances, any pecuniary benefit from the operations or liquidation of the Corporation.

ARTICLE III

Membership

The qualification, manner of admission to the governing board shall be set forth in the By-Laws of this Corporation.

ARTICLE IV

Board of Directors

Rob Mattingly, Chairman, 8354 76th Ave. N. Seminole Fl. 33777 727-463-0176 (cell)
rsmgni@tampabay.rr.com

Lynn Matter, Treasurer, 338 Old Oak Cir Palm Harbor, Fl. 34683 727-787-1087
Matfam6@AOL.com

Carrie Williams, Secretary, 1009 Varona St. Belleair, Fl 33756 727-585-6260
Cwilli80@tampabay.rr.com

James Gregg, Church Liason, 9615 104th Av. Largo, Fl. 33773

Sara Kemker, PTEG Liason, 12811 Harborwood Dr. Largo, Fl 33774 596-9977
Sara_Kemker@hotmail.com

ARTICLE V

Management

1. The affairs of the Corporation shall be managed by a Board of Directors who shall be selected as provided by the By-Laws. The number of directors shall be established in the by-laws, but shall not be less than three (3).
2. The Corporation, by direction of its Board of Directors, has the power to do any and all things necessary to carry out the purposes of the corporation and possesses all rights and privileges and immunities and enjoys all benefits granted not for profit corporations of similar character under the laws of the State of Florida, including the right to hold and convey title to property whether real, personal, tangible, intangible or mixed.
3. No persons shall be authorized to act for the corporation except as specifically provided by its Board of Directors, or in the by-laws.

ARTICLE VI

Officers

The officers of the Corporation shall be those specified in the By-Laws, and officers shall be elected as provided in the By-Laws.

ARTICLE VII

Directors

The corporation shall be governed by a Board of Directors, as specified in the By-Laws, consisting of at least three (3) persons.

ARTICLE VIII

By-Laws

The By-Laws of the Corporation shall be made, and may be altered or rescinded as provided in the By-Laws.

ARTICLE IX

Articles of Incorporation

The Articles of Incorporation of the Corporation may be amended in accordance with the laws of Pinellas County and the State of Florida.

ARTICLE X

Location of Office and Agent

1. The street address of this corporation's initial principal and registered office in the State of Florida is Terry W. Schlesinger, 12760 Indian Rocks Rd. Suite 558 Largo, Fl. 33754
2. The name of this corporation's initial registered agent at the above address is Terry W. Schlesinger, 12760 Indian Rocks Rd. Suite 558 Largo, Fl. 33754

ARTICLE XI

Dissolution

In the event of dissolution, the residual assets of the corporation will be turned over to one or more organizations which are exempt as described in Section 501(c)(3) and 170 (c)(2) of Internal Revenue code of 1954, or corresponding sections of any prior or future law, of to the federal, state, or local government public purposes.

Pinellas Primary Academy



Appendix IV **PPA Bylaws**

Pinellas Preparatory Academy, Inc.

(A Not-For Profit Organization)

BYLAWS:

ARTICLE I – Name, Address, and Purpose:

Name

The name of the Corporation is Pinellas Preparatory Academy, Inc. (hereinafter referred to as the “Corporation”).

Address

The Corporation is registered within the City of Largo, County of Pinellas, and State of Florida. The mailing address of the Corporation is 403 First Ave SW, Largo FL 33770. The Corporation may also have offices at such other places within Pinellas County as the Board of Directors may from time to time determine or the business of the Corporation may require.

Purpose

The purposes for which this Corporation has been organized are those listed in the Articles of Incorporation.

ARTICLE II – Membership

The Corporation has no members. The rights which would otherwise vest in the members vest in the Board of Directors for the Corporation (hereinafter referred to as the “Board” for the entire entity or “Directors” for the individuals).

ARTICLE III – Board of Directors

Number

The number of Directors of the Corporation shall not be fewer than three (3) and shall not exceed nine (9), including the Officers of the Board. The Board shall fix the exact numbers of Directors, within these limits, by Board resolution or amendment of the Bylaws.

Term

Each Director shall serve for a period of two (2) years, which under such time the Board may decide to re-elect the said Director.

Vacancies

Vacancies may be filled or new Officers created and filled at any meeting of the Board of Directors. Each Officer shall hold office until their successor has been duly elected.

ARTICLE IV – Officers of the Board of Directors

The officers described in this section shall be elected annually by a majority vote of a duly constituted quorum of the Board. All officers must be Directors of the Board. The President of the Board shall be the Chairman of the Board (hereinafter referred to as “Chairman”). The Board may remove any Officer, with cause, at any time. Any Officer may resign at any time by given written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

The Officers of the Board shall be as follows: President, Vice-President, Secretary and Treasurer. The duties of such Officers shall be outlined in the Policies and Procedures of the Corporation.

ARTICLE V – Operation of Board of Directors

The Board shall have control and jurisdiction over the affairs and business of the Corporation, subject to the Corporation’s Charter, the Corporation’s Articles of Incorporation and these Bylaws. This shall include but is not limited to, all questions related to policy, any issue related to finances of the Corporation, any other material policy issues of the Corporation and the employment of the Principal. The Board shall hire and set the compensation, the expectations, the authority and duties for the Principal. The Principal with approval by the Board, in turn, shall issue contracts for the hiring, setting of the compensation, expectations, duties, and requirement of adherence to the School policies, the laws of the State of Florida and the United States of America for all other employees, pursuant to the Boards approval of the annual budget. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised under the Board’s ultimate jurisdiction. Subject to the Articles of Incorporation, the laws of the State of Florida and the United States of America, the Board of Directors is authorized to adopt such policies, rules and regulations as may be necessary and appropriate to implement the provision of these Bylaws to achieve the purpose and goals of the Corporation. The Board is authorized to take such other action as may be required by the State of Florida and the United States of America; or as may be directed by a court of competent jurisdiction. It shall be the duty of the Board to evaluate the progress of the Corporation and to ensure that the policies, rules and regulations of the Corporation are properly implemented.

ARTICLE VI – Committees and other Advisory Bodies

The Board, by majority vote, may create committees or other advisory bodies for any purpose, provided that a quorum is present. The Board shall appoint the Committee Chairs and members thereafter. The committee members or advisory bodies need not be Directors of the Board.

There shall be a Parent Teacher Enrichment Group (hereinafter referred to as the “PTEG”). The PTEG shall organize itself, set its own budget, raise its own funds and work closely with the Board.

ARTICLE VII – Meetings, Voting, Quorum, and Order of Business

Meetings

Board meetings shall be held at the Corporation’s principal office or at any other reasonably convenient location as the President of the Board may designate. The meetings of the Board of Directors shall be held at least every other month, or more often if the Chair or a majority of the Board calls for a meeting in writing. The Board shall schedule a mutually agreeable meeting time. The Board may authorize participation in meetings by telephone for a Director.

Special Meetings

Special meetings of this Corporation may be called by the Chairman or any two (2) of the Directors for urgent business. The reason for such meetings shall be announced at such time of the notification of the meeting not less than twenty (24) hours prior. Only one item of business shall be transacted at any special meeting.

Voting

Each Director shall have one vote and such voting may not be done by proxy. At all meetings, all votes shall be by voice or show of hands.

Quorum

The presence of not less than fifty-one percent (51%) of the Directors of the Board shall constitute a quorum. A quorum shall be necessary to conduct the business of the Corporation at all meetings.

Order of Business

The order of business for all Board meetings shall be followed in this order: 1. Roll Call. 2. Approval of the minutes of the preceding meeting. 3. Reports 4. Old and unfinished business. 5. New business. 6. Adjournments.

The presiding Officer at each meeting may choose to change the order of business.

ARTICLE VIII - General

Amendments

These Bylaws may be altered, amended, or rescinded by an affirmative vote of not less than 51% of the Board.

Fiscal Year

The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Termination

If any Director of the Board shall at any time be guilty of a malicious or detrimental act to the Corporation or to the purpose for which it is formed, such person shall be notified and given the opportunity to present their case before the Board at a designated time not less than thirty (30) days after such notification. By the majority vote of the Board present at the meeting, provided that there shall be a quorum present, the membership of such person in the Board may be terminated.

Financial Matters

Directors of the Board shall not be entitled to receive any salary or compensation for their work on the Board.

Directors of the Board or members of their immediate family shall not enter into any business relationship with the Corporation that has the potential for financial gain for said persons.

Approved: October 13, 2005 by a vote of 3-0



Rob Mattingly
President/Chair

Pinellas Primary Academy



Appendix V **IRS Letter of Determination**

Internal Revenue Service

**Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201**

Date: October 10, 2006

Person to Contact:

Stephanie Swartzbaugh 31-07594
Customer Service Specialist

**PINELLAS PREPARATORY ACADEMY INC
2300 S BELCHER RD 100
LARGO FL 33771**

Toll Free Telephone Number:

877-829-5500

Federal Identification Number:

91-2104700

Dear Sir or Madam:

This is in response to your request of October 10, 2006, regarding your organization's tax-exempt status and change of address. We have updated our records to reflect the information as shown above.

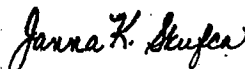
In May 2002 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

501(c)3 Determination Letter from IRS (3 pages)

Attachment to Form DR-504

1/21/03

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **JUL 26 2002**

THE LOVE OF LEARNING INC
C/O TERRY W SCHLESINGER
403 FIRST AVE SW
LARGO, FL 33770

Employer Identification Number:
91-2104700
DLN:
17053110708002
Contact Person:
GARY MUTHERT ID# 31518
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
March 31
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

THE LOVE OF LEARNING INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

THE LOVE OF LEARNING INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

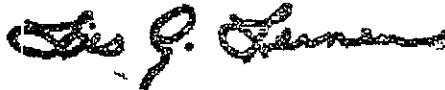
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations

Addendum

Letter 947 (DO/CG)

Pinellas Primary Academy



Appendix VI

Board of Directors Biographies



Pinellas Preparatory Academy, Inc.

Board of Directors

E. Patrick Buntz <i>Chairman</i> Member since September 1, 2007 Reappointed August 1, 2009 Term Expires July 31, 2011	Charles Catanese <i>Vice-Chair</i> Member since July 1, 2007 Reappointed August 1, 2009 Term expires July 31, 2011	George Brydon <i>Treasurer</i> Member since July 1, 2010 Term expires June 30, 2012
Patricia Rawda <i>Secretary</i> Member since October 1, 2009 Reappointed July 1, 2010 Term expires July 31, 2012	Tammy Babitzke <i>Board Member</i> Member since January 1, 2008 Reappointed July 1, 2010 Term expires July 31, 2012	Michael Schulz <i>Board Member</i> Member since July 1, 2008 Reappointed July 1, 2010 Term Expires July 31, 2012
Mario Biagini <i>Board Member</i> Member since June 1, 2009 Term expires July 31, 2011	Addie Romanowski <i>Board Member</i> Member since August 1, 2009 Term expires July 31, 2011	Ellen Zinzeleta <i>Board Member</i> Member since August 1, 2009 Term expires July 31, 2011

E. Patrick Buntz

Chairperson

Mr. Buntz has been a member of the PPA Board of Directors since September, 2007. He is the proud parent of one present PPA student and one recent PPA graduate. Mr. Buntz has previously served as the secretary, and is currently the chairperson of the Board. He is a practicing attorney with an office in Tampa and resides in Pinellas County. Mr. Buntz is able to contribute a legal, analytical and management experience to the Board.

Charles Catanese

Vice Chairperson

Mr. Catanese has a degree in Mathematics from Rollins College in Winter Park, Florida. Having been raised in NY, and moved to Florida for college. He worked in pharmaceutical sales for six years in the Orlando market, and in 2006 switched careers to join the banking field, and is currently a branch manager in Belleair for Fifth Third Bank. While in college he was a member of several boards, and is currently a member of Rotary International. Mr. Catanese brings to the Board experience in both business and management.

George Brydon

Treasurer

Mr. Brydon is the owner and founder of Cleankpak products, a 10 year old company that manufacturers janitorial and packaging products for distribution throughout Florida, Georgia and Alabama. His 40+ years in business has primarily been in senior management in the paper, packaging and janitorial industry throughout the eastern United States. Mr. Brydon is married and has one child, who is attending PPA. He has served on a variety of boards including the Historic Petersburg Foundation, Virginia; Beach United Methodist Church, The Woods Homeowners Association in Jacksonville, Florida and the Bayboro Yacht Club, St. Petersburg, Fl., where he served as the Commodore. He is currently serves as the Treasurer on the PPA Board.

Patricia Rawda

Secretary

Ms. Rawda holds a B.A. in History and Political Science from the University of Miami, and a MBA in Organizational Management from Nova Southeastern University, along with certification as a computer programmer. She currently works as a Senior Buyer and planner for ConMed Linvatec Corporation, a manufacturer of medical devices. Prior to that, she spent over 21 years with Uniweld Products, a manufacturer in Fort Lauderdale, in a senior management position. Patricia brings to the Board her many years of experience in purchasing, administration, human resources, and project management; along with her volunteer work, including being a certified mentor for Pinellas County. She was on the board of the SAC at Ozona Elementary School for three years, and joined the Board of Directors of PPA when her son enrolled in sixth grade.

Mario Biagini

Board Member

Mr. Biagini is a retired U.S. Merchant Marine Captain with 32 years maritime experience. Maritime experience included managing an ocean going Tug/Barge unit and crew, with operating equipment valued at \$50 million dollars and cargoes valued at \$30 million per voyage. As a Captain, he was responsible and accountable for the proper navigation of the vessel, the cargo, the vessel's operating budget, safety of the vessel and crew and customer relations at various ports. His maritime experience included an Operations position ashore as the Company Safety and Security Officer where he managed multiple fleet vessels and crews. Mr. Biagini's experience has prepared him to serve on the PPA board where integrity, ethical behavior and good judgment are all required qualities. He has worked in team settings for many years, and has been a leader and facilitator in small groups and as an instructor and speaker in groups up to 200. Mr. Biagini has also served as Vice President on a Homeowner's Association for two years. He is married, has four children, and six grandchildren. One of his granddaughters has been a student at PPA since 2008. Mr. Biagini also serves as Chaplain for a local chapter of the Christian Motorcyclists Association.

Tammy Babitzke

Board Member

Mrs. Babitzke has been a member of the PPA Board since 2007. She has a daughter attending PPA, and another at Plumb Elementary. She serves as chairman of the Plumb Elementary SAC, and has been an active member of that school's PTA serving on their Board as Legislative Representative, County Council Representative and the PTA/SAC Liason. She also is a member of the Newpoint Prep High Board of Directors which has applied to start a high school charter. Mrs. Babitzke is a Senior Manager of the Home Shopping Network Off Air Sales department and is responsible for a \$150-million annual sales budget. Her background is in retail sales, marketing and has a strong emphasis on sales budgets and fiscal oversight.

Michael Schulz

Board Member

Mr. Schulz has been a member of the PPA Board of Directors since 2008. He has been a member of the local community since 1966. His daughter is currently a student at PPA. He was attracted to joining the board in order to help grow and evolve what he saw as an excellent school. Mr. Schulz owns an automobile repair business which has been in business since 1978 and is an active member in the Indian Rocks Beach Rotary club. He brings to the board an analytical approach and strong management experience.

Ellen Zinzeleta

Board Member

Dr. Zinzeleta earned her doctoral degree in maternal and child health from the Johns Hopkins University School of Public Health in 1986. She possess extensive experience designing, obtaining funding for, and directing programs for parents and or children from birth through the middle school years. Dr. Zinzeleta has conducted evaluative research on numerous educational programs. Her areas of interest include continuous quality enhancement (using evaluative methods to inform program practice), and literacy. She is currently the chair of the newly formed Grants Committee for Pinellas Preparatory Academy, and has been working to obtain additional funding to support various programs for the school.

Addie Romanowski

Board Member

Ms. Romanowski has been a member of the PPA Board since 2009, before which she was a member of the school's Budget Committee. She is a financial advisor for John Hancock Financial Network, and brings with her a wealth of information about business and finances. She currently has two daughters who attend PPA. She is a member of the Tarpon Springs Chamber of Commerce Board as well as the chairperson of the Education Committee.

Curtis P. Fuller

1650 S. Betty Lane
Clearwater, FL 33756
(727) 437-2878
curt@fullerfamily.ws

Education

Cardinal Stritch University, Milwaukee, WI
Masters of Educational Leadership, Graduation: May, 2004
GPA: 4.0

University of Wisconsin Oshkosh, Oshkosh, WI
Bachelor of Science Education, Graduation: June, 2000
Major: Dual Education (Elementary Education, Cognitive Disabilities), GPA: 3.45

Licenses Held

Administrative:

- Florida DOE License: Educational Leadership, Expires: 2015
- Wisconsin DPI License: 10: Director of Instruction (K-12), Expires: 2014
- Wisconsin DPI License: 51: Principal (PreK-12), Expires: 2014

Teaching:

- Florida DOE License: Elementary & Exceptional Student Education, Expires: 2015
- Wisconsin DPI License: 42-116: Elementary Education (1 – 6), Expires: 2014
- Wisconsin DPI License: 47-806: Cognitive Disabilities (Pre K – 9), Expires: 2014

Leadership Experiences

2005—present	Pinellas Preparatory Academy , Principal <ul style="list-style-type: none">• Serve as the sole administrator in a 4th-8th grade public charter school with 37 employees.• Educational leader supervising a creative education for creative students• Over see the daily operation, promotional needs, and fiscal management of the school• Managed the not-for-profit agency overseeing the school• Expanded from 197 to 390 students, including the design and move to new facility
2002—2004	Administrative Leadership Practicum , Cardinal Stritch University <ul style="list-style-type: none">• Assisted with the development of data collection system for AASD elementary participation in co-curricular activities• Developed a computer system to assist with staff reconfiguration at McKinley• Participation in AASD district committees (Teacher Induction, Technology Staff Dev.)
2002—2004	Active Hands Academy , AASD Charter School <ul style="list-style-type: none">• Initiated proposal through meetings with district administrators and the school board• Applied for and received a \$10,000 planning grant• Recruited and led planning committee for the development of the charter school
2001—2002	Professional Practices Steering Committee , CESA 6
1995—2000	Student Wisconsin Education Association , Professional Education Association Primary Leadership Positions: State President, State President-Elect / State President, National Committee Member, State Public Relations Coordinator, Local President
1999	State Professional Standards Council for Teachers , Secretary, WI DPI

Curtis P. Fuller

1650 S. Betty Lane
Clearwater, FL 33756
(727) 437-2878
curt@fullerfamily.ws

Education Experience

2005 – Present

Pinellas Preparatory Academy, Largo, FL Principal

- Overall operation of a charter school for approximately 390 students in grades 4-8
- Leadership, supervision and professional development of 37 staff members
- Redeveloped schools curriculum to align to Sunshine State Standards
- Oversee the adoption of curricular materials, software and services

2000 – 2005

Appleton Area School District, Appleton, WI

• **Edison Elementary School**

Fourth & Fifth grade combination classroom (regular education) (2004-2005)

• **McKinley Elementary School**

First—Sixth grade class for students with Moderate Cognitive Disabilities (2000-2004)

Additional Responsibilities:

- Working to establish a new charter school
- District Technology Professional Development Committee
- District Teacher Induction Committee
- District Communicative Arts Curriculum Committee
- Supervised university practicum students
- Senior Building Representative
- Chair of Technology Committee
- School Improvement Committee
- Staff Development Committee
- Student Council Advisor
- Sign Language & Deaf Clubs Advisor
- Talent Show Committee
- Participation in Data Retreats
- Developed and maintained websites
- Coordinated school-wide events

Skills

- Excellent leadership abilities
- Efficient time management and organizational skills
- Excellent oral and written communication skills
- Ability to work with a diverse group of people to achieve a common goal
- Proficient in American Sign Language (Previously WITA certified)
- Have produced 2 national award-winning publications for future teachers
- Highly skilled in most computer applications including: word processing, spreadsheets, database, presentations, desktop publishing, WWW publishing

Other Work Experience

All Saints Lutheran Church, Oshkosh, WI, 1993—2005, Sign Language Interpreter

Deaf Empowerment, Neenah, WI, 2002—2005, Business Manager (volunteer)

Foster Parent, Winnebago County, 2001-2005

Landmark Staffing Resources, Appleton, WI, April 2001—August 2002, Computer Trainer

CESA 6, Oshkosh, WI (Worked in Appleton, WI), Summer 2002, Educational Interpreter

United Cerebral Palsy, Oshkosh, WI, December 1988—October 2000, House Manager,

Camp Director, Program Assistant, Camp Counselor, Social Development Coordinator

Oshkosh Community Foundation, Oshkosh, WI, Sept. 1998 – July 1999, Program Assistant

Miles Kimball Co., Oshkosh, WI, June 1997 – Sept. 1998, Customer Service Representative

Neenah Citizen, Neenah, WI, March 1996 – June 1997, Production Assistant

Pinellas Primary Academy



Appendix VII **PPA Behavior Plan**



PINELLAS PREPARATORY ACADEMY

Behavioral Program & Expectations

RATIONALE

Pinellas Preparatory Academy strives to provide a creative and positive environment for emotionally mature children. Our excellent faculty shares with parents and the community the responsibility to prepare each child for secondary education and beyond.

We are proud of our students and recognize that the vast majority of our students are exceptional young people who follow the rules and expectations of our school. Our behavior and character education programs are developed to help our students become role models within the community. We realize that high standards and clear boundaries will help every member of the school community experience a sense of safety and happiness within school.

Our character education program assists students developing a sense of Pride Pinciples, and Accountability through instruction in specific character traits each month (caring, citizenship, cooperation, courage, fairness, honesty, integrity, leadership, loyalty, perseverance, respect, and responsibility). We strive to include these traits in our daily life at school, and expect that parents will join us in modeling these traits with their children as well.



While our students are typically very well behaved and demonstrate the emotional maturity standards our school was founded on, we realize that clear boundaries are necessary to help them feel successful and understand expectations. Therefore our behavior program has been developed to provide opportunities for students to learn, and to change any negative behaviors they may be exhibiting. We also realize that consequences need to be reasonable, clear, and administered fairly with the intention of creating positive change.

When a student exhibits misbehavior, there are several avenues we can use within the school setting to help students change their behavior, and keep parents informed of what is happening. Each of our teachers have their own classroom system they use to work with students, which will typically involve several warnings when students begin to misbehave. If these classroom systems fail to curb the misbehavior, the first written step for minor issues is typically a "Consequence of Action" [COA]. COA's are developed as warnings and as a communication tool with parents. While consequences can be assigned (such as an after school detention), it is primarily meant as a way to keep parents informed of misbehavior, and does not go into a students permanent record. When issued, the COA is both emailed to the parent and printed off for the student to bring home. We must receive verification from the parents that you are aware of the situation, and would prefer that parents respond by using the "Reply to All" feature of their email, to let both the staff member who issued the COA and the office staff know that it has been received.

The next step in our process is that if a student continues to exhibit misbehavior they will receive an office referral. We use a 'behavior matrix' (attached) as a *guideline* in classifying the behavior into one of three levels. Infractions are then assigned an appropriate consequence based on the level, and the number of times a student has received a referral. We encourage you to spend time reviewing this matrix along with the accompanying chart of consequences with your child. A detailed explanation of the consequences is available

within our “Administrative Policy Manual” which is available at on our website; however, here is a brief summary of the five consequences which will typically be used:

Detention – Detentions are held on Tuesdays after school from 2:45pm – 3:30pm. Detentions must be served on the day they were issued, unless the student has a doctor’s note on that physician’s office stationery excusing them from being at school during the detention. If a student does not show up or is late for a detention, they will be issued a second detention, and still need to re-serve the initial one. During detention, students may be asked to complete tasks which relate to their misbehavior, provide restitution to the school for the misconduct, or may be asked to complete work, at the discretion of school staff. This should not be seen as a time for students to complete their normal homework. After a detention, a student should be promptly picked up by at 3:30. If they are not, they will be asked to go to after-care, for which the parent would receive the normal charge.

In-School Suspension – In-School Suspensions are designed to allow students the opportunity to reflect on the misbehavior which caused the student to receive the referral. During the in-school suspension a student will be secluded from his or her peers, and will be given a task to complete. This task may be an essay related to their misconduct, completing homework, restitution to the school, etc. Once the task has been completed to the satisfaction of school staff, they may return to the typical daily schedule. If the child does not complete the task within a reasonable time frame (typically no more than one and one-half days), he or she may be assigned an Out-of-School suspension. Following a referral with a suspension students are placed on extra-curricular probation for 30-days.

Out-of-School Suspension – An Out-of-School suspension is time away from the school. Again our hope is that the student will use this time to reflect on the misbehavior. While suspended, students are not allowed on PPA or any public school property, and to do so is considered trespassing. Out-of-school suspensions will be considered unexcused absences, and the student will be required to make up on their own time all work from time missed. When returning, students will not be allowed to participate in extra curricular activities for thirty days following the referral.

Parent Shadowing – With repetitive misbehavior from the student, the school staff will require assistance from the students’ parents in order to help the child behave more appropriately. The parent will be notified and expected to attend school with the child when he or she returns from suspension. We will attempt to work with the parents to find a reasonable time for this shadowing. However, it is expected that this will happen as soon as the student returns to school. This provides the parent an opportunity to see what we are experiencing with the student in the classroom, and demonstrates to the student that staff and parents are willing to work together for positive results.

Recommendation of Reassignment – In rare circumstances, if the school’s repeated attempts to help a child experience behavioral success have failed, a child may be recommended for reassignment. The school’s behavioral team will discuss the student and the issues that have been occurring. The team may recommend to the school district that the student be reassigned to another Pinellas County public school.

While we hope that these consequences will not be necessarily, we want students and families to understand that they are in place to ensure a safe and cooperative learning environment at school. We also realize that while the school can impose the various consequences, the only way true change and learning is possible is if the students internalize the circumstances and learn from the situation. We expect that parents are spending time discussing the situations with their children as they may occur throughout the school year, and helping them to reflect upon and devise strategies to deal with future situations more appropriately. When a student receives an office referral, the office will send home (and email) a formal referral, which will include a description of the specific event that occurred, notes from the conversation we had with the student, as well as reports from the investigation while speaking with staff members and other individuals who were present or involved. This form must be physically signed and returned to school the next day.

For further information on the behavioral policies of the school, you are encouraged to read Administrative Policy B.5 which outlines the specific implementation of the behavioral program, consequences, and the appeal process should a parent feel that a specific situation was handled incorrectly.



BEHAVIOR EXPECTATIONS

AND INCIDENT REFERRAL PROCEDURES

The following list is representative, but not all-inclusive, of misbehaviors that will be used by Pinellas Preparatory Academy to determine appropriate consequences. Please bear in mind that all criminal offenses will be reported to law enforcement officials.

<u>LEVEL 1</u>	<u>LEVEL 2</u>
<input type="checkbox"/> Bullying <input type="checkbox"/> Teasing or harassment of any kind <input type="checkbox"/> Defiance or disrespect (words/gestures) <input type="checkbox"/> Offensive language or gestures <input type="checkbox"/> Being in an inappropriate/unsupervised location <input type="checkbox"/> Vandalism (restitution may be required) <input type="checkbox"/> Lying, cheating <input type="checkbox"/> Generally unsafe behavior <input type="checkbox"/> Theft (level to be determined by circumstances) <input type="checkbox"/> Inappropriately or unsafely throwing objects <input type="checkbox"/> 3 Consequence of Actions per quarter <input type="checkbox"/> 2 skipped/missed unexcused detentions <input type="checkbox"/> Skipping class <input type="checkbox"/> Repetitive misbehavior of any kind (PDFA, dress code, etc.)	<input type="checkbox"/> Verbal/physical threats with or without intent to bodily harm <input type="checkbox"/> Endangerment to persons/property <input type="checkbox"/> Encouraging, aiding, enabling violence <input type="checkbox"/> Assault <input type="checkbox"/> Fighting <input type="checkbox"/> Truancy/leaving school grounds without permission <input type="checkbox"/> Hate speech (referencing race, creed, gender orientation) <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Intentional plagiarism <input type="checkbox"/> Visiting inappropriate websites <input type="checkbox"/> Offensive language or gestures directed towards staff persons <input type="checkbox"/> Use of photo or recording equipment without permission
<u>LEVEL 3</u>	
<input type="checkbox"/> Threatening someone's life <input type="checkbox"/> Possession of illegal substances (medication <u>must</u> be kept in the office) <input type="checkbox"/> Possession of weapons or facsimile <input type="checkbox"/> Sexual assault	<input type="checkbox"/> Bomb/fire threat or serious disruption of school order/safety <input type="checkbox"/> Lewd or lascivious behavior <input type="checkbox"/> Inappropriate physical contact <input type="checkbox"/> Public display of sexual body parts

Misbehavior	First Incident	Second Incident	Third Incident	Fourth Incident	Fifth Incident
Level 1 Offense	Based on situation: <ul style="list-style-type: none"> Detention In-School Suspension, or Out-of-School Suspension 	In-School (I.S.) Suspension and referral to permanent file	Out-of-School (O.S.) Suspension and referral to permanent file	O.S. Suspension (parent may be required to shadow their student upon returning) and a referral to permanent file	Recommend reassignment to another school
Level 2 Offense	Out-of-School Suspension	O.S. Suspension (parent may be required to shadow their student upon returning) and a referral to permanent file	Recommend reassignment to another school		
Level 3 Offense	Recommend reassignment to another school				



PINELLAS PREPARATORY ACADEMY

School Expectations

Use kind, respectful words and behaviors

Be prepared for class

Walk in the hallways

Hall passes are required during the day

Follow the dress code

Keep your gum at home

Water is the only beverage allowed outside of lunch

Do not demote others to promote yourself

Cell phones should be kept off and put away

Toys & Electronic devices should be kept away

Phone calls home are for emergencies only

Pinellas Primary Academy



Appendix VIII **Job Descriptions**



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

SUPERINTENDENT

Major Function

The Superintendent performs responsible administrative and supervisory work in the area of the organization, from setting instruction goals and providing academic oversight, personnel, curriculum, budget, purchasing, public relations, plant operations, and all other daily operations of the organization. Works to maintain the integrity of the organization as a place for high achieving students which incorporates a creative, hands on education.

Duties and Responsibilities:

Leadership:

- Developing, implementing, and evaluating school philosophy, goals and objectives reflecting organization and state goals.
- Developing and maintaining a positive school/community climate and a safe and healthy environment.
- Maintain liaison with outside agencies, including, but not limited to, the Florida Board of Education and the Pinellas County School Board.

Instructional:

- Establish instructional priorities and goals in conjunction with school Principals.
- Oversee and ensure the successful implementation of educational programs at each of the organization's schools.
- Ensure the proper acquisition of educational materials aligned to the Sunshine State Standards

Administrative:

- Determining staffing needs including selection, supervision, staff development and evaluation of all organizational personnel.
- Oversee the hiring, evaluation and termination of all agency employees.
- Managing finances including the budget and record keeping processes, and inventory control of all organizational resources.
- Maintaining records and necessary reports for efficient operation of organization and compliance with federal, state, and local requirements.
- Planning and managing for efficient utilization and maintenance of the organization's facilities.
- Arrange for the publicity of the organization and recruit students and faculty as needed.
- Assure that all terms of the charter contracts held by the organization are being met.
- Maintain the organization's website(s) in conjunction with the advisory teams of schools.
- Enforce the Policies and Procedures of the organization as set by the Board of Directors.
- Develops and implements rules and regulations in keeping with the Policies and Procedures.

Not-For-Profit CEO:

- Arrange for legal and financial assistance whenever necessary.
- Recommend changes in Bylaws and Policies and Procedures to the Board of Directors.
- Schedule meetings of the Board of Directors, prepare agendas for such meetings and provide public notice as required by law.
- Attends and participates in all meetings of the Board and its committees, except when excused by the Board.
- Arrange for all required government documents to be timely filed to maintain the status of the school as a tax-exempt organization, to maintain up-to-date tax returns, and to maintain any other documents required by the Pinellas County School Board, the State of Florida, and the Federal Government.
- Direct fund-raising activities, including grant applications and maintain liaison with parent-teacher fund-raising efforts.
- Ensure that the Board of Directors is informed of the operations of the school and any problems which arise.

Minimum Qualifications:

Master's degree. Florida certification as either School Principal or Educational Leadership. Five (5) years related professional experience.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. The Principal is allowed twenty Personal Time Off days per year. . Benefits shall be paid monthly at a rate of 15.5% of the average pay received during the year. This is a 12-month position, with the possibility of working less or more flexible hours during the summer.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

PRINCIPAL

Major Function

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students that incorporates multiple intelligences and a creative education.

Duties and Responsibilities:

Leadership:

- Developing, implementing, and evaluating school philosophy, goals and objectives reflecting organizational and state goals.
- Developing and maintaining a positive school/community climate and a safe and healthy environment.
- Maintain liaison with outside agencies, including, but not limited to, the Florida Board of Education and the Pinellas County School Board.

Instructional:

- Planning, implementing, and evaluating the school instructional program based on student needs and within state guidelines.
- Review teacher lesson plans and instruction to ensure they match with the Sunshine State Standards.

Administrative:

- Planning, implementing, supervising, and evaluating all other programs, i.e., PTEG, Athletics, Extra-Curricular, Co-Curricular.
- Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel.
- Recommends to the Superintendent the appointment or dismissal of all employees of the school.
- Managing finances including the budget and record keeping processes, and inventory control of all school resources.
- Maintaining records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements.
- Arrange for the publicity of the school and recruit students and faculty as needed.
- Assure that all terms of the school's charter are being met.
- Enforce the Policies and Procedures of the organization as set by the Board of Directors and Superintendent.
- Develops and implements rules and regulations in keeping with the Policies and Procedures.
- Attends and participates in all meetings of the Board and its committees, except when excused by the Board.
- Ensure that the Superintendent is informed of the operations of the school and any problems which arise.

Minimum Qualifications:

Completed or nearly completed Master's degree. Florida certification as either School Principal or Educational Leadership required within the first year of employment. Five (5) years related professional experience.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. The Principal is allowed twenty Personal Time Off days per year. . Benefits shall be paid monthly at a rate of 15.5% of the average pay received during the year. This is a 12-month position, with the possibility of working less or more flexible hours during the summer.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

OFFICE MANAGER

Major Function

To perform highly responsible, varied and complex secretarial, clerical, accounting and delegated administrative duties. Considerable knowledge of the organizations and programs is required. Functions are varied and the level of difficulty ranges from performance of routine clerical assignments to relieving the Superintendent and Principals of administrative work as assigned. Work is performed as assigned and often requires the use of independent judgment and the application knowledge of the organization's policies and procedures in a variety of work situations. Work is performed under general direction and is reviewed through observation and audit of records.

Duties and Responsibilities:

- Types and format letters, memoranda, forms, reports, newsletters, flyers, handbooks and other materials; composes and signs routine correspondence.
- Acts as a receptionist, makes appointments; greets, announces, and routes visitors; receives and routes mail.
- Receives makes and transfers telephone calls as appropriate.
- Answers inquiries and provides information which may involve interpretation of school policies and procedures.
- Maintains and independently researches and assembles information from files and records; prepares reports and summaries requiring specialized knowledge.
- Makes arrangements for meetings, conferences, appointments and administrative travel; prepares agendas and compiles/distributes appropriate materials.
- May be required to take and transcribe dictation and minutes at meetings.
- Maintains complex set of confidential school records, property files, financial records, and monthly reports.
- Applies knowledge of school policies and procedures in making decisions, solving work problems and providing information.
- Utilizes computer for activities such as data entry, word processing, generation of reports, desktop publishing, communication, and scheduling.
- May provide lead direction to other clerical personnel and volunteers.
- Applies knowledge of bookkeeping principles and practices; of office procedures, terminology, equipment, Business English and math in performance of job duties.
- Maintain accounting system by entering checks, filing financial paperwork, checking invoices and preparing financial reports.
- Process bi-weekly payroll to employee leasing company.
- Assist with the daily attendance and lunch orders.
- Performs related work as assigned.

Minimum Qualifications:

Graduation from a standard high school or possession of a GED, and an Associates Degree from an accredited institution or four (4) years of advanced secretarial experience. Must be proficient with Microsoft Word, Excel and Outlook and have a working knowledge of Publisher and Access. Able to type at least 40 words per minute.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Time off is accrued at an initial rate of .042017 per hour worked. Benefits shall be paid monthly at a rate of 15.5% of the average pay received during the year. This is a 12-month position, with the possibility of working less, and/or more flexible hours during the summer.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

DATA MANAGEMENT TECH

Major Function

Performs complex diversified clerical and data processing-related duties pertaining to the preparation, input, storage, retrieval and reporting of student and class-related data. Work is performed independently and reviewed through observation and results obtained.

Duties and Responsibilities:

- Utilizes computer for data entry/retrieval and to produce lists and generate reports.
- Proofreads material and corrects errors.
- Prepares or assists in the preparation of specialized reports such as FTE, fall survey, and/or economic survey, which may require statistical compilation and mathematical calculations.
- Performs clerical and data entry activities related to preparation and maintenance of master schedule.
- Maintains student information for school records and as source data for FTE reporting.
- Audits FTE reports and makes corrections as needed.
- Processes monthly attendance sheets and paperwork to add or drop classes and students.
- May perform a wide variety of other clerical duties such as greeting visitors, maintaining records and files, answering telephone, typing or word processing, and distributing mail.
- Complete lunch counts daily and order lunches for students.
- May assist and train other clerical personnel.
- Enters volunteer background check information into computer system and periodically checks for clearance.
- Performs related work as required.

Minimum Qualifications:

Graduation from a standard high school or possession of a GED, and an Associates Degree from an accredited institution or two (2) years of progressively responsible clerical office experience. Must be computer proficient and either have completed or willing to complete training with SASI. Able to type at least 30 words per minute.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Time off is accrued at an initial rate of .042017 per hour worked. Benefits shall be paid monthly at a rate of 15.5% of the average pay received during the year. This is a 10-month position, which begins two weeks prior to students returning from summer vacation and extends at least one week after students leave.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

ADMINISTRATIVE ASSISTANT

Major Function

To perform complex and diversified clerical and data related duties pertaining to the overall operation of the school. Will provide direct assistance to the Principal and other administrative and office staff to complete routine office and technical tasks. Functions are varied, may be technical in nature requiring familiarity with terminology used in specialized work and requiring application of independent judgment. Strong computer skills are essential. Work is performed under the general direction and is reviewed through observation and results obtained.

Duties and Responsibilities:

- Types and format letters, memoranda, forms, reports, newsletters, flyers, handbooks and other materials; composes and signs routine correspondence.
- Provide administrative support to the Principal, which may include filing, scheduling, correspondence, and other related duties.
- Receives makes and transfers telephone calls as appropriate.
- Answers inquiries and provides information which may involve interpretation of school policies and procedures.
- Maintains and independently researches and assembles information from files and records; prepares reports and summaries requiring specialized knowledge.
- Makes arrangements for meetings, conferences, appointments and administrative travel; prepares agendas and compiles/distributes appropriate materials.
- May be required to take and transcribe dictation and minutes at meetings.
- Maintains complex set of confidential school records, property files, financial records, and monthly reports.
- Utilizes computer for activities such as data entry, word processing, generation of reports, desktop publishing, communication, and scheduling.
- Assist with the daily attendance and lunch orders.
- Maintaining and interacting with online resources for communication and operations.
- Proof reading and updating of materials.
- Performs related work as assigned.

Minimum Qualifications:

Graduation from a standard high school or possession of a GED, and an Associates Degree from an accredited institution or at least one year of advanced secretarial experience. Must be proficient with Microsoft Word, Excel and Outlook and have a working knowledge of Publisher and Access as well as various online tools as well as have good communication skills and the ability to juggle multiple tasks at once. Able to type at least 40 words per minute.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Time off is accrued at an initial rate of .042017 per hour worked. Benefits shall be paid monthly at a rate of 15.5% of the average pay received during the year. This is a 10-month position.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

CLASSROOM TEACHER

Major Function

Instructional position responsible for the educational leadership of students in a group or class in a intermediate elementary and middle school setting. The educational leader is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

Duties and Responsibilities:

- Understands central concepts, tools of inquiry, and structure of the discipline(s) taught and makes the subject matter meaningful to students.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Engages every student in grade level appropriate learning experiences that promote performance.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the school's goals and guide classroom decisions, and uses data for continual improvement.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides opportunities for students to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.
- Provides students and parents with timely data for improvement in student achievement.
- Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.
- Understands how students learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Promotes independent and collaborative work ethic.
- Develops and manages human resources within the classroom by maintaining a professional development plan and engaging in professional development activities, recognizing students and parents for contributions to goal achievement.
- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Seeks resources necessary to achieve classroom and school goals, such as; course materials that match the reading level of students.
- Uses classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-student and student-student conversations about the learning.
- Uses appropriate technology in teaching and learning processes.
- Demonstrates positive classroom results and trends.
- Performs other related duties as required.

Minimum Qualifications:

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught. Preferred FL certification are the Elementary Education and/or the Middle Grades Integrated Curriculum (grades 5-9) licenses.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Teachers are allowed ten Personal Time Off days per year. Benefits shall be paid monthly at a rate of 15.5% of salary during the year.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

ART TEACHER

Major Function

This position has responsibility for designing significant learning experience in art for the individual child. These experiences include the development of the student's perceptual and community skills through the use of visual art. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

Duties and Responsibilities:

- Plans, in cooperation with other staff members, a program, which includes the of art objectives in the Sunshine State Standards.
- Guides the students to visualize, understand, appreciate, interpret, and enhance artistic values in their daily lives.
- Encourages the students to develop their own creativity rather than imposing upon them any style or adult standard.
- Encourages and promotes the coordination of art with other subject areas in the curriculum.
- Assists in planning, preparing, and presenting programs, exhibits, field trips, and festivals for the individual school or on an area or county level.
- Plans a sequential program in art concepts by identifying, implementing, and evaluating concepts appropriate to the child.
- Plans in-depth experiences for special groups or individuals based on student need.
- Holds individual and group conferences with classroom teachers in preparing and evaluating a planned long-range program.
- Assists the principal and staff in inventorying, organizing, ordering, and caring for art materials.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides students and parents with timely data for improvement in student achievement.
- Promotes independent and collaborative work ethic.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Performs other related duties as required.

Minimum Qualifications:

Bachelor's degree from an accredited college or university. Certification and competency in art education, K-12. Understanding and knowledge of child development.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Teachers are allowed ten Personal Time Off days per year. Benefits shall be paid monthly at a rate of 15.5% of salary during the year.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

MUSIC TEACHER

Major Function

This is an instructional position with responsibility for establishing music as a vital living experience in the life of each child. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

Duties and Responsibilities:

- Plans a program that incorporates and teaches the Sunshine State Standards.
- Guides the student to enjoy, appreciate and interpret music in his/her daily life.
- Encourages and assists the student to acquire skills in music through a series of sequential experiences.
- Encourages the student to develop his/her own creativity by providing opportunities for creativity in each experience area.
- Encourages and promotes the coordination of music with other subject areas in the curriculum.
- Determines the materials to be used in instruction and plans the best methods for presenting them.
- Assists in planning, preparing, and presenting programs, field trips, and festivals for the school.
- Evaluates the student's performance in music.
- Plans in-depth experiences for special groups or individuals based on student needs.
- Assists the principal and staff in inventorying, organizing, ordering, and caring for music materials and equipment.
- Maintains students grades
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides students and parents with timely data for improvement in student achievement.
- Promotes independent and collaborative work ethic.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Performs other related duties as required.

Minimum Qualifications:

Bachelor's degree from an accredited college or university. Certification and competency in music education, K-12. Understanding and knowledge of child development.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Teachers are allowed ten Personal Time Off days per year. Benefits shall be paid monthly at a rate of 15.5% of salary during the year.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

PHYSICAL EDUCATION / HEALTH TEACHER

Major Function

Instructional position responsible for conducting, planning and organizing a sound physical education and health program in an intermediate elementary and middle school. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

Duties and Responsibilities:

- Coordinates program which meets the requirements of the Sunshine State Standards for physical education and health standards.
- Plans for and directs the physical education program.
- Recommends the purchase of physical education supplies and equipment.
- Participates in in-service programs for physical education and/or health specialists.
- Works with the principal to establish schedules.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides students and parents with timely data for improvement in student achievement.
- Promotes independent and collaborative work ethic.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Performs other related duties as required.

Minimum Qualifications:

Bachelor's degree from an accredited college or university. Certification and competency in Physical Education and Health. Understanding and knowledge of child development.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Teachers are allowed ten Personal Time Off days per year. Benefits shall be paid monthly at a rate of 15.5% of salary during the year.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

GIFTED / ESE SPECIALIST

Major Function

Responsible for the educational leadership of students placed in exceptional education programs, including gifted students and students with disabilities. The specialist is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

Duties and Responsibilities:

- Works cooperatively with assigned county staffing specialist and ADAPT (Admissions Diagnostics and Placement Team) to initiate and complete pre-referrals for ESE, utilizing pre and post test assessments, interventions and observations in areas of concern.
- Works cooperatively with parents and teachers to identify students sited as potentially eligible for Gifted Program services. Conduct screenings to determine need for further evaluation for eligibility; collects characteristics data and administers Kaufman Brief Intelligence Testing. Develops appropriate Individual Educational Plans (IEPs), Gifted Educational Plans (EPs) or Academic Improvement Plans (AIPs), and Behavior Success Plans (BSPs), including determining present levels of performance, annual goals, and benchmarks or short-term objectives.
- Collects student performance data and reports student progress toward IEP/EP goals.
- Supports general education teachers in implementing appropriate accommodations or enrichment/acceleration strategies.
- Schedules and conducts IEP/EP meetings with parents and appropriate school and agency personnel. Completes matrix of services if required.
- Maintains and/or oversees specialized therapists' (i.e. SP, OT) maintenance of ESE case management records.
- Regularly reviews and provides updated information for SASI.
- Reports Full Time Equivalency (FTE) accurately.
- Participates in eligibility determination meetings.
- Serves as Local Education Agency (LEA) Representative, if designated by administrator.
- Participates in Professional Development activities relating to performing job responsibilities.
- Demonstrates knowledge of Individuals with Disabilities Education Act (IDEA) and implements all requirements.
- Demonstrates knowledge of Special Diploma Sunshine State Standards (SDSSS) and Alternate Assessment.
- Plans and delivers instruction designed to assist students with disabilities in mastering the Sunshine State Standards.
- Plans and develops curricula designed to address the Sunshine State Standards for Gifted Students and delivers instruction that effectively challenges their higher level thinking skills.
- Assists in the development of appropriate interventions for students suspected of having a disability.
- Participates in developing Functional Behavior Assessments (FBAs) and implementing Behavior Improvement Plans (BIPs) for students with disabilities.
- Participates in Manifestation Determination meetings.
- Supervises teacher assistant in providing instruction for students, as required.
- Consults regularly with school administrators on ESE issues.
- Performs other related duties as assigned.

Minimum Qualifications:

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida Educators certificate required by the Florida Department of Education (ESE, EH, EMH, MH, MR or SLD, and a Gifted endorsement). This includes both certification in the appropriate exceptional student area(s) and any content certification required by No Child Left Behind (NCLB).

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Teachers are allowed ten Personal Time Off days per year. Benefits shall be paid monthly at a rate of 15.5% of salary during the year.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

EDUCATIONAL ASSISTANT

Major Function

Performs instructional support work assisting classroom teachers in general clerical and administrative tasks as well as in certain daily classroom activities. Implements goals and objectives established by certified teachers and works directly with children to that end. Work is performed under close supervision of a classroom teachers and administrators and is reviewed in progress and upon completion.

Duties and Responsibilities:

- Carries out clerical duties related to classroom teaching
- Prepares instructional materials based on teacher directions
- Assists with attendance reports, class reports; collects and accounts for monies
- Grades homework and tests based on teacher instructions
- Maintains supplies and equipment for classroom use
- Monitors students
- Files records and materials
- Types from rough drafts or final copy
- Escorts children to classes or specialized functions
- Performs related work as required
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Performs other related duties as required.

Minimum Qualifications:

Graduation from high school or possession of a GED, plus one (1) year of experience with children.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Time off is accrued at an initial rate of .042017 per hour worked. Benefits shall be paid monthly at a rate of 15.5% of the average pay received during the year. This is a 10-month position, which begins five days prior to students returning from summer vacation and extends approximately 3-days after students leave.



PINELLAS PREPARATORY ACADEMY, INC.

JOB DESCRIPTION

MAINTENANCE

Major Function

Performs moderately heavy routine manual work in housekeeping and janitorial cleaning tasks within the facility. Performs semi-skilled and skilled manual work by performing preventative maintenance tasks, general maintenance tasks and repair of building, equipment and systems involving a wide variety of trade areas. Work is performed under independently and reviewed through results obtained.

Duties and Responsibilities:

- Scrubs, mops, waxes floors; dusts and polishes furniture, washes windows, woodwork, toilets, blinds, washrooms, fixtures and related items.
- Empties waste baskets; takes trash to designated areas for disposal.
- Applies knowledge of cleaning materials and equipment used in janitorial work in public buildings.
- Follows instructions and deals courteously with others.
- Performs strenuous tasks on a daily basis, including routine heavy lifting.
- Applies knowledge of multi-trades areas in preventative maintenance, general repair, and minor construction duties involving school building structures; heating/air conditioning, electrical and plumbing systems; and related interior/exterior equipment and furnishings.
- Diagnoses problems for referral to a higher skilled maintenance trade when necessary.
- Performs emergency repairs such as removing and replacing broken glass or securing openings when necessary, unstopping toilets, unclogging drain and sewage lines, stopping leaks.
- Applies knowledge of electrical repair and necessary safety precautions in performing duties such as repairing broken wires, replacing light switches and electrical outlets and changing ballasts.
- Utilizes plumbing knowledge in the maintenance and repair of plumbing fixtures such as replacing washers and valve stems and rebuilding flushometers.
- Maintains a maintenance log of projects to be completed and works on them during available times.
- Sets priorities based on maintaining a safe and sanitary environment for the welfare of the students.
- Applies knowledge of standard tools, materials, equipment, and methods of multi-trades areas in the performance of daily work assignments; cleans tools and work area upon completion of project.
- May participate in general building upkeep such as painting and removal of graffiti from exterior and interior structures.
- May be required to act as liaison with outside.
- Performs related work as required.

Minimum Qualifications:

Graduation from a standard high school or possession of a GED. Previous school experience preferred. Skilled person able to handle multiple tasks and assignments.

Salary and Benefits:

Salary is set by the Board of Directors during the annual budgeting process. Time off is accrued at an initial rate of .042017 per hour worked. Benefits shall be paid monthly at a rate of 15.5% of the average pay received during the year. This is a 12-month position, full time while students are present, and 20-hours per week while students are not present.

Pinellas Primary Academy



Appendix IX

Administrative Job Evaluation Matrixes

PINELLAS PREPARATORY ACADEMY, INC.

SUPERINTENDENT PERFORMANCE ASSESSMENT

<i>Superintendent Name</i>	
<i>School Year</i>	<i>Year With School</i>

#1 – Leadership

Objective	Level	Comments
Develops and monitors the organization's mission and goals in alignment with the charters which apply to each individual school.		
Focuses on continuous improvement in the daily administration of the school.		
Uses collaborative leadership style to involve stakeholders in establishing and achieving the organization's mission and goals.		
Establishes and utilizes processes that ready the organization and its community for change.		
Develop and maintain an atmosphere conducive to learning and student achievement.		
Communicates organizational information, goals and student learning and behavior expectations to all stakeholders.		

#2 – Information & Analysis

Objective	Level	Comments
Collects and maintains information/data appropriate to the monitoring of progress towards mission and goals of the school.		
Analyzes and uses data for decision-making to review or improve actions, plans, process and systems.		
Uses benchmarks and comparison data in the analysis of results.		
Makes data accessible to all stakeholders.		

Pinellas Preparatory Academy Teacher Performance Assessment

E = Exceeds Expectations

M = Meets Expectations

I = In Progress of Meeting

O = Not Observed/Applicable

N = Needs Improvement

#3 – Strategic Quality Planning

Objective	Level	Comments
Develops long and short term plans and goals within and to achieve the organization's mission and Strategic Plan.		
Communicates overall progress in meeting annual and long range goals to all staff so they can describe how the goals and plans relate to their work.		
Allocate resources consistent with the implementation of the annual Budget and in obtaining the school's mission and Strategic Plan.		
Utilizes a systematic process for collecting input from stakeholders and incorporates their requirements in development of the organization's annual goals.		

#4 – Customer Focus

Objective	Level	Comments
Develops positive relationships with stakeholders (students, parents, teachers and the community)		
Establishes processes and methods to respond to concerns and issues that arise.		
Establishes processes to determine what students, parents, staff and the community need, and to gauge their overall satisfaction.		
Provides leadership to support activities community involvement programs and business partnerships at the school level.		

#5 – Human Resources

Objective	Level	Comments
Analyzes data and information to plan training to accomplish school goals.		
Builds a community and environment which supports learning and growth for everyone toward realization of the school's mission.		
Uses team approach in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.		
Contributes to positive staff morale through flexibility, support and recognition of groups and individuals working toward organizational improvement.		
Deals appropriately and professionally with personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offers assistance to strengthen weaknesses in performance.		
Assess the expertise and developmental needs of others and self and considers the aspirations of others in relation to the jobs and tasks assigned.		

#6 – Management of Processes

Objective	Level	Comments
Identifies the needs of the school in regards to managing the organization to meet the school's mission, and articulates these needs to parents, staff, community and vendors.		
Employs an improvement cycle that analyzes results and identifies root causes of operational problems and makes corrections.		
Regularly reviews the effectiveness of the instructional and curricular tools being used to meet academic goals of the organization.		
Has knowledge of supports and implements the requirements of the schools' Charter, Policies, State and Federal Policies, procedures, and laws.		

#7 – Operational Results

Objective	Level	Comments
Maintains data over time which align to the goals to be used in improvement in the areas of:		
Student Achievement		
Employee Well Being		
Safe Learning Environment		

#87 – Not-For-Profit CEO

Objective	Level	Comments
Provides support and logistical oversight for the Board of Directors (i.e. preparing agendas, ensuring reports are submitted, timely public notice for meetings).		
Regularly attends and participates in the meetings of the Board of Directors.		
Arranges for all required reports and documents to be filed with the School Board, State of Florida and the Federal Government.		
Ensures the Board of Directors receives information regarding the general operation of the school and any problems which arise.		
Coordinates and oversees the annual budget, audit process, maintenance of financial accounts.		

Additional Comments

Date Completed:	
Superintendent Signature:	Board Chairperson Signature:

By signing this form, the Principal indicates only that he/she has received a copy of this form, and does not indicate agreement with the ratings.

Pinellas Preparatory Academy Teacher Performance Assessment

E = Exceeds Expectations

M = Meets Expectations

I = In Progress of Meeting

O = Not Observed/Applicable

N = Needs Improvement

PINELLAS PREPARATORY ACADEMY, INC.
PRINCIPAL PERFORMANCE ASSESSMENT

<i>Principal Name</i>	
<i>School Year</i>	<i>Year With School</i>

#1 – Leadership

Objective	Level	Comments
Develops and monitors the school's mission and goals in alignment with the school's charter.		
Focuses on continuous improvement in the daily administration of the school.		
Uses collaborative leadership style to involve stakeholders in establishing and achieving the school's mission and goals.		
Establishes and utilizes processes that ready the school and its community for change.		
Develop and maintain a school atmosphere conducive to learning and student achievement.		
Communicates school information, goals and student learning and behavior expectations to all stakeholders.		

#2 – Information & Analysis

Objective	Level	Comments
Collects and maintains information/data appropriate to the monitoring of progress towards mission and goals of the school.		
Analyzes and uses data for decision-making to review or improve actions, plans, process and systems.		
Uses benchmarks and comparison data in the analysis of results.		
Makes data accessible to all stakeholders.		

Pinellas Preparatory Academy Teacher Performance Assessment

E = Exceeds Expectations

M = Meets Expectations

I = In Progress of Meeting

O = Not Observed/Applicable

N = Needs Improvement

#3 – Strategic Quality Planning

Objective	Level	Comments
Develops long and short term plans and goals within and to achieve the School's mission and Strategic Plan.		
Communicates overall progress in meeting annual and long range goals to all staff so they can describe how the goals and plans relate to their work.		
Allocate resources consistent with the implementation of the annual Budget and in obtaining the school's mission and Strategic Plan.		
Utilizes a systematic process for collecting input from stakeholders and incorporates their requirements in development of the school's annual goals.		

#4 – Customer Focus

Objective	Level	Comments
Develops positive relationships with stakeholders (students, parents, teachers and the community)		
Establishes processes and methods to respond to concerns and issues that arise.		
Establishes processes to determine what students, parents, staff and the community need, and to gauge their overall satisfaction.		
Provides leadership to support activities community involvement programs and business partnerships at the school level.		

#5 – Human Resources

Objective	Level	Comments
Analyzes data and information to plan training to accomplish school goals.		
Builds a school community and environment which supports learning and growth for everyone toward realization of the school's mission.		
Uses team approach in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.		
Contributes to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.		
Deals appropriately and professionally with personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offers assistance to strengthen weaknesses in performance.		
Assess the expertise and developmental needs of others and self and considers the aspirations of others in relation to the jobs and tasks assigned.		

#6 – Management of Processes

Objective	Level	Comments
Identifies the needs of the school in regards to managing the school to meet the school's mission, and articulates these needs to parents, staff, community and vendors.		
Employs an improvement cycle that analyzes results and identifies root causes of operational problems and makes corrections.		
Regularly reviews the effectiveness of the instructional and curricular tools being used to meet academic goals of the school.		
Has knowledge of supports and implements the requirements of the schools' Charter, Policies, State and Federal Policies, procedures, and laws.		

Pinellas Preparatory Academy Teacher Performance Assessment

E = Exceeds Expectations

M = Meets Expectations

I = In Progress of Meeting

O = Not Observed/Applicable

N = Needs Improvement

#7 – Operational Results

Objective	Level	Comments
Maintains data over time which align to the goals to be used in improvement in the areas of:		
Student Achievement		
Employee Well Being		
Safe Learning Environment		

Additional Comments

Date Completed:	
Principal Signature:	Board Chairperson Signature:

By signing this form, the Principal indicates only that he/she has received a copy of this form, and does not indicate agreement with the ratings.

Pinellas Preparatory Academy Teacher Performance Assessment

E = Exceeds Expectations

M = Meets Expectations

I = In Progress of Meeting

O = Not Observed/Applicable

N = Needs Improvement

Pinellas Primary Academy



Appendix X

Teacher Evaluation Matrix

PINELLAS PREPARATORY ACADEMY
TEACHER PERFORMANCE ASSESSMENT

<i>Teacher Name</i>		<i>Supervisor</i>	
<i>School Year</i>	<i>Position</i>	<i>Year With School</i>	
<i>First Observation</i>		<i>Second Observation</i>	

Teacher hands materials in on time <i>(Lesson plans, substitute folder, surveys, etc.)</i>		<i>Professional Development Opportunities Attended This Year</i>
Number of PTO days used		
Will this teacher be asked to return next year?		

#1 – Delivery of Instruction

Objective	Level	Comments
Develops lessons which reflect opportunities for students to learn from each other.		
Plans and conducts learning activities that provide opportunities for students to learn higher-order thinking skills by posing problems, dilemmas, and questions.		
Plans and conducts lessons that are interdisciplinary and which use content from other subject areas.		
Uses learning time effectively, provides clear directions for instructional activities and routines, maintains instruction momentum, and makes effective and efficient use of time required in the learning environment for administrative and organizational activities.		
Maintains academic focus and engages multiple intelligences of the students by use of varied motivational devices.		
Recognizes students' behavioral problems, utilizes appropriate resources, and devises solutions.		
Modifies instruction based upon assessed student performance		
Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected problems.		
Teaches students to use available computers and other forms of technology as they relate to curricular activities.		

#2 – Student Assessment

Objective	Level	Comments
Assesses individual and group performance to provide instruction that meets students' needs in the cognitive, social, linguistic, cultural, emotional, and physical channels of development.		
Employs performance-based assessment strategies to determine students' performance of specified outcomes and to modify subsequent instruction.		
Assists students in maintaining methods of assessment of individual work, in guiding them through a self-assessment process, and in designing personal plans for reaching the next performance level.		
Can differentiate the developmental level of students using behaviors, writing, drawings, and other sources.		
Systematically obtains information and analyzes classroom results.		

#3 – Environment

Objective	Level	Comments
Arranges and manages the physical environment to facilitate student learning outcomes.		
Has shared the learning environment management responsibilities with students, has learned its potential benefits, and has learned techniques to do so.		
Develops a culture of openness, fairness, mutual respect, support and inquiry		
Provides a safe place for students to take risks and monitors learning activities by providing feedback and reinforcement to students.		
Provides opportunities for students to be accountable for their own behavior.		

#4 – Knowledge of Subject

Objective	Level	Comments
Communicates knowledge of subject matter in a manner that enables students to learn.		
Uses her/his breadth of subject matter knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area.		
Shows a professional interest in the subject being taught.		

#5 – Professional Development & Practice

Objective	Level	Comments
Participates in the development and implementation of improvement plans that increase the effectiveness of our school.		
Seeks to increase her/his own repertoire of professional experiences, e.g., participating in inservice activities and professional associations and utilizing research appropriately.		
Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.		
Models and reinforces self-discipline and responsibility.		
Serves as an advocate for her/his students.		
Serves professionally, ethically and honestly in all situations.		

#6 – Relationships & Communication

Objective	Level	Comments
Establishes positive interactions between the teacher and student that are focused upon learning rather than procedures or behavior.		
Challenges students in a positive and supportive manner.		
Communicates individual student progress based upon appropriate indicators to the student, families, and colleagues.		
Works with colleagues to meet identified educational, social, linguistic, cultural, and emotional needs of students.		
Regularly utilizes all available resources to communicate with stakeholders (agenda, telephone, email, internet, etc.)		

Teacher Comments

Date Completed:	
Teacher Signature:	Supervisor Signature:

By signing this form, the teacher indicates only that he/she has received a copy of this form, and does not indicate agreement with the ratings.

	1	2	3	4	5
DELIVERY OF INSTRUCTION					
Develops lessons which reflect opportunities for students to learn from each other.	Students impede each other's learning, or no attempt is made to allow students to interact with one another during typical instruction. No attempt at cooperative learning has been made.	Instruction is primarily large group instruction with students participating in the large group. There are occasional group activities but they are not structured in a way to ensure student success.	Instruction often will use group activities, however the group structure is not always successful. Students are often off task, or disengaged in the activity. Sufficient structures have not been established for the group activities.	There are frequent group activities, where students interact with one another, and they are generally successful. Groups work together relatively well with minimal conflict, and generally stay on task.	Cooperative learning is used regularly, students understand and have been taught how to work together effectively, and when cooperative learning activities take place students quickly and efficiently get into their groups and work together.
Plans and conducts learning activities that provide opportunities for students to learn higher-order thinking skills by posing problems, dilemmas, and questions.	The teacher tends to present information, rarely posing questions to the student.	Teacher asks primarily fact-recall type questions which do not require the student to analyze the information being presented.	Teacher regularly asks probing questions during lesson that require students to think about the topic being discussed.	Teacher regularly asks higher-order thinking skills type questions or poses problem after a concept has been explained as a way of reinforcing a concept so that students must analyze and construct a better understanding of the topic.	Teacher usually uses inquiry based learning styles where a higher-order thinking skill type question is asked and students must construct the content knowledge based on the problem that was presented.
Plans and conducts lessons that are interdisciplinary and which use content from other subject areas.	Teacher focuses on only the subject area he or she teaches, never or very seldom incorporating items related to their subject during normal instruction.	Teacher will occasionally relate their subject area to real world experiences which may involve some subject carry over, but does not make this an active part of their daily planning.	Teacher will apply their subject matter to other areas as they come up in the classroom, but in general stays focused on the subject they are teaching. Teacher does not reach out to other teachers to plan interdisciplinary lessons or projects.	Teacher tries to incorporate other subject areas into their learning, makes attempts to reach out to other staff members, and has done an occasional lesson or project in conjunction with another staff member.	Teacher usually incorporates multiple subject areas into their daily instruction, and regularly works with other staff members to align the instruction to what is occurring in other classroom. Interdisciplinary projects in conjunction with the other teachers is a normal occurrence.

Uses learning time effectively, provides clear directions for instructional activities and routines, maintains instruction momentum, and makes effective and efficient use of time required in the learning environment for administrative and organizational activities.	The teacher has not established routines for students which allow them to effectively use their time, or the time structures are not followed or unsuccessful. Much of the class period is wasted on maintenance or transitions, and there seems to be no momentum in the lessons.	The teacher has attempted to establish routines but they are ineffective, time consuming or unsuccessful. Several minutes are wasted at the start of the class period to do daily routines, transitions are not efficient and much classroom time is wasted.	The teacher has a few routines in place that the students generally follow which help to make the class run smoothly. Students spend several minutes during each class period during transition or maintenance tasks where they are not engaged or no clear directions exist.	The teacher has setup effective routines that mean the students are usually engaged. Few minutes are wasted during the class where students are disengaged or clear directions are not present for what they should be doing. The teacher has a momentum to the lessons that keeps students engaged.	The teacher has established routines and expectations that from the moment students sit down in their seat until they leave the classroom there are engaged and active in learning activities, through the use of tools such as bell work, and effective classroom procedures. The lessons have a strong plan, transitions are smooth and no time is wasted.
Maintains academic focus and engages multiple intelligences of the students by use of varied motivational devices.	Teacher only uses one learning style with students, not experimenting with other modalities during typical instruction.	Teacher seldom conducts activities which incorporate various learning styles into typical classroom instruction. Tends to rely heavily on a single style.	Teacher will occasionally incorporate various intelligences into their instruction on a semi-regular basis (once or twice a week), but does not generally incorporate this into their daily planning.	Teacher appears to often use various styles in the classroom which focus on multiple intelligences (several times per week). Will occasionally consider this the modalities while planning.	Teacher plans with the multiple intelligences in mind and nearly everyday incorporates various intelligences into their lessons to engage students in various ways.
Recognizes students' behavioral problems, utilizes appropriate resources, and devises solutions.	Student behaviors frequently disrupt classroom instruction. Students are frequently off task. Teacher either is unaware of the off task-behavior or is unable to bring the students back in order. Teacher does not seem to be able to control classroom. Teacher either inappropriately ignores classroom behaviors or often yells at class.	Student behavior regularly will disrupt the classroom, while the teacher deals with them in such a way as to refocus the class back to instruction, regularly several minutes of instructional time is lost. Teacher seems unable to control the classroom.	Student behavioral generally does not impede the progress of the class, but may occur rather frequently. Occasionally time is taken away from classroom instruction to deal with misbehaviors. Teacher attempts to deal with misbehavior, but the behaviors frequently reoccur. Teacher will occasionally yell at or in front of class.	Student behavior seldom interrupts class instruction, and the teacher deals effectively with issues when they arise. Teacher is respectful with the students, and deals with the behaviors, but behaviors may reoccur.	Teacher has routines and activities planned which keep students engaged and student behavior almost never disrupts the education of the other students in the class. Teacher respectfully deals with students who misbehave, and effectively determines why and diminishes the negative behaviors.
Modifies instruction based upon assessed student performance.	Teachers plans and delivers instruction that in does not tie to student assessment or needs. They continue to push forward with lessons even if the majority of their students do not seem to be understanding the concept.	Teacher has a general idea of where students are, but may not have any data to back this up. They gear their lesson entirely at the whole group, usually not providing for any variations based on student needs.	Teacher provides various levels of requirements for individual students (i.e. some students have more spelling words then others) while students continue to work at the same projects. Teacher has a clear understanding of the class as a whole and paces lessons accordingly.	Teacher differentiates lessons for individual students who may be struggling or need significantly more challenges. Teacher has a very good understanding of the abilities of the class and the lessons normally reflect this.	Teacher develops lessons that are differentiated for individual students needs where all students are doing projects activities that are based on their individually assessed needs.

Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected problems.	Teacher does not stop the progression of a lesson to capitalize on teachable moments. Continues to push through the lesson plans regardless of what other opportunities may be occurring.	Only occasionally will interrupt a lesson to deal with issues that may come up. Or does so too often or ineffectively in a way that instructional time is lost due to the frequent interruptions.	Will respond to issues as they arise. Occasionally these teachable moments become distracting to the overall lesson, and objectives can be missed due to how these moments were handled. Does not usually incorporate current events into the classroom.	Will regularly respond to issues as they arise, and will occasionally deal with current events as they happen in the world. Is able to balance between doing so too often and ignoring needs in a way that ensures lesson objectives can be met.	Regularly will pause a lesson to discuss the "teachable moments," will modify lessons to incorporate previous conversations, problems, or current events. Regularly uses current events as part of their instruction. Is able to do all of this without affecting the normal flow, and still meeting required standards.
Teaches students to use available computers and other forms of technology as they relate to curricular activities.	Teacher almost never uses technology as either a presentation tool, or for students involvement.	Teacher typically uses new technology primarily as a replacement for old technology (i.e. Document camera is the new overhead). Normally does not incorporate student use of technology.	Teacher uses technology to improve presentation of material. Student use of computers tends to be word processing or presentation only.	Teacher regularly uses technology to improve presentation of material. Encourages the use of the internet for research, and completion of assignments. Does not necessarily incorporate media creation or collaboration online.	Teacher has embraced digital learning, normally posting materials online, using online resources, encouraging students to create and collaborate on media as part of their learning, encourages the use of 21st century tools, and seeks out ways to incorporate available technology as a tool to meet the standards.

STUDENT ASSESSMENT

Assesses individual and group performance to provide instruction that meets students' needs in the cognitive, social, linguistic, cultural, emotional, and physical channels of development.	Teacher rarely conducts student assessments and lesson plans are not based on student assessment data.	Teacher only occasionally conducts student assessments, or the assessments that are used do not adequately represent the student's abilities. Additionally the teacher rarely uses this data (if available) to create plans.	Teacher regularly conducts student assessments and seems to have a good understanding of student's academic abilities, but rarely modifies lesson plans based on the collected data.	Teacher regularly conducts student assessment (both formal and informal) and lesson plans occasionally develop or modify their plans to address the student needs based on collected data.	Teacher regally conduct students Assessment (both formal and informal) to determine student progress. All, or at least a majority of lessons are specifically based on the collected data. Teacher assess the "whole child" by assessing such things as the emotional IQ, learning styles, or creativity.
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Employs performance-based assessment strategies to determine students' performance of specified outcomes and to modify subsequent instruction.	Teacher relies on traditional assessments never or rarely using performance-based measures.	Teacher occasionally but infrequently uses performance based measures.	Teacher occasionally uses performance-based assessments as part of normal classroom routines and lessons.	Teacher uses about an equal mixture of traditional and performance based assessments to measure student achievement.	Teacher uses primarily performance based assessments (i.e. performance rubrics, projects, etc.) to document student achievement and determine future lessons.
Assists students in maintaining methods of assessment of individual work, in guiding them through a self-assessment process, and in designing personal plans for reaching the next performance level.	Students are not asked to assess their own work, grades are based entirely on teacher evaluation of work.	Teacher asks students to comment on their work or provide feedback, but does not do in a structured or deliberate way.	Teacher provides students with the rubric before grading, but does not necessarily require that the assess themselves or use their assessments as part of the final grade.	Teacher regularly uses rubrics and have the students assess themselves. If the teacher has the students set goals, they are not regularly reviewed or held accountable for those goals.	Teacher has taught the students to grade their own projects using a rubric, and self assessments are used as part of the final grade. Students regularly set personal goals and evaluate those goals in either writing or conversation to be held accountable for their progress.
Can differentiate the developmental level of students using behaviors, writing, drawings, and other sources.	Teacher is unable to provide information on the levels of the students in his/her classroom.	Teacher is able to provide a vague explanation of student levels, but generally do not have artifacts to demonstrate the reasons for the assessment.	Teacher is able to provide an adequate explanation of student ability levels, but generally does not have artifacts to demonstrate the reasons for the assessment.	The teacher is able to provide a reasonable perspective of student abilities and levels, and usually has limited artifacts to demonstrate the reasoning for the perspective.	Teacher has a detailed perspective of student abilities and levels. The teacher has collected artifacts that demonstrate the levels of their students and can show and explain why they feel a student is at a certain level.
Systematically obtains information and analyzes classroom results.	Teacher does not utilize data to determine performance or plan for future lessons.	Teacher attempts to use data but may incorrectly interpret the data, or does not use the data to plan for future lessons.	Teacher uses a limited amount of data such as classroom assessments to determine student performance. Generally does not use the data to make plans for future lessons.	Teacher uses data from various sources to assess classroom progress. Attempts to apply the data to determining future lessons, but may not do so in a systematic way.	Teacher efficiently uses data from multiple sources, such as assessments, student self-assessment, standardized test, and classroom data to determine student performance, and make decisions about both short- and long-term planning.

ENVIRONMENT

Arranges and manages the physical environment to facilitate student learning outcomes.	Room is static, and may be arranged in a way that makes it difficult to conduct lessons. Student misconduct may be occurring due to student placement.	Room is arranged in an acceptable fashion, but remains static and/or is uninviting (i.e. no instructional aids, posters, etc.). Student misconduct may occur due to student placement.	Room is generally arranged in a way that allows for the academic needs in the classroom. Teacher may not systematically arrange students in a way to promote classroom management.	Teacher arranges the room in a way that meet the needs of the objectives of the lesson. Visual aides generally remain static throughout the school year. Teacher is careful to arrange students in a way to promote a positive classroom management.	Teacher demonstrates that they put a great deal of consideration into how the room is arranged, where students are seated, what visual aides are displayed throughout the classroom, and regularly modifies the classroom as needed to fit the objectives of lessons.
Has shared the learning environment management responsibilities with students, has learned its potential benefits, and has learned techniques to do so.	Teacher does not utilize a system for sharing classroom responsibilities with the students.	The teacher has established a system, however the system may not be effective, and requires a great deal of teacher intervention or direction and may cause class disruptions.	The teacher does not have an established system for sharing responsibilities however, regularly asks students to assist with management tasks, and it is handled in a way that is efficient and not-disruptive to the flow of the classroom.	Teacher has established a system that works effectively. The system may not be self-sufficient, and may require teacher ongoing direction in order for it to work properly.	Teacher has a well defined system for assigning student responsibilities which assist with the operation of the classroom. Students understand the system, and the system is self-sufficient not requiring a great deal of teacher direction after it has been setup.
Develops a culture of openness, fairness, mutual respect, support and inquiry	Students are not treated fairly, individual students are singled out. Teacher may yell at students, or students may criticize one another for their activities in the class.	Classroom does not have a culture where risk taking is encouraged. Students may make disparaging remarks about other students, or students may fear sharing wrong answers during class discussions.	Some students feel comfortable participating in classroom discussions and activities. Many students hold back from participating due to some discomfort.	Most students seem to feel comfortable, treated fairly, and willing to take risks. Some students however hold back from participating in class discussions or activities.	Students seem to feel comfortable, treated fairly, and supported within the classroom. Culture is one that taking risks is encouraged, criticism for wrong answers does not exist, and all students are willing to participate.
Provides a safe place for students to take risks and monitors learning activities by providing feedback and reinforcement to students.	Most students are generally unwilling to participate in class discussions, presumably for 'fear' of teacher response.	Some students are comfortable participating in the classroom. Teacher will occasionally chastise or (possibly unintentionally) degrade a student for an incorrect answer.	Most students are willing to participate in the class. Teacher generally glosses over wrong answers or moves on to another response without providing direct feedback to students who may have answered a question incorrectly.	Most students are willing to participate in the class. Teacher tries to provide positive or supportive feedback to students regardless of whether or not the correct answer is given.	Students are willing to participate in class, do not seem apprehensive about providing the wrong answer. The teacher praises student effort, finds a way to tie their answers to the correct response, or leads them to appropriate responses through discussion.

Provides opportunities for students to be accountable for their own behavior.	Students regularly misbehave in classroom, disrupting classroom instruction. Teacher may threaten consequences but not follow through. Teacher does not have a classroom management plan.	Teacher may have a classroom management plan in place, but does not follow the plan they setup. Student misbehavior frequently disrupts classroom instruction. Correction and the issuance of consequences may be inconsistent.	Teacher has a classroom management plan in place that is generally followed, however, not consistently. Student misbehavior occasionally disrupts classroom instruction.	Student misbehavior is dealt with fairly and consistently, but does create classroom disruptions occasionally. Teacher's management plan is well developed and used consistently.	Student misbehavior seldom interrupts classroom instruction. If a student misbehaves the teacher addresses the situation with the student in a respectful way, but holds them accountable by issuing consequences if necessary, and follows a clearly defined classroom management plan.
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KNOWLEDGE OF SUBJECT

Communicates knowledge of subject matter in a manner that enables students to learn.	Teacher does not seem to have an adequate grasp of his or her subject area. Normally stumbles when trying to explain materials, or gives inaccurate information to students.	Teacher generally seems only a day or two ahead of the students in terms of content knowledge, learning it as he or she goes and prepares lessons. Teacher needs to refer back to reference materials in order to explain concepts.	Teacher seems to have a good general grasp of the concept he or she is teaching. Able to articulate the information, but may not use accurate terminology, or may not be able to explain it in a way that promotes student understanding.	Teacher has a good grasp of the content materials. Is generally able to articulate them and knows the correct vocabulary related to the subject matter. May have a difficult time explaining the materials in multiple ways in order to promote student understanding.	Teacher seems to have a mastery of the subject area and is able to apply that understanding in conversation and instruction with students. Teacher can explain the content in multiple ways, knows accurate vocabulary and terminology, and expects students to use accurate terminology.
Uses her/his breadth of subject matter knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area.	Teacher generally is not able to connect their content area to other areas or personal interests of the students.	Teacher struggles to connect his or her subject area to other subjects, and when he or she is able to, they tend not to be high interest areas for the students, or it is done in such a way that may confuse the students.	Teacher regularly provides ties from his or her subject area to other areas or real life example, but often needs to script these examples out before hand to prepare for instruction. Generally is not able to quickly tie the topic to high interest topics with the students.	Teacher has a good understanding of their subject area and generally can connect the topic they are teaching to other subjects or real life examples. Generally is not able to quickly do so on the fly, but readily has these examples at the ready for lessons.	Teacher demonstrates a strong command of their subject area, and is easily able to connect their subject area to other subjects or real life examples. Teacher does so daily in their instruction, tying the subject area to high interest topics for the students.

Shows a professional interest in the subject being taught.	Teacher does not seem to enjoy the subject matter he or she is teaching, will make disparaging remarks about the content or subject, and does not inspire the students within the subject.	Teacher does not openly dislike the subject area, but does not show a professional interest in the subject matter. For example, never attends professional events outside of school, and does not have a passion for the subject which is evident to the students.	Teacher has attended professional activities related to the subject area outside of school. Teacher shares his or her excitement for the subject with the students.	Teacher occasionally participates in professional activities related to his or her subject outside of the school. Teacher's excitement for the subject inspires students to get involved with the subject outside of class work.	Teacher regularly participates in conferences, community events, or other happenings outside of school which relate to their subject matter. Teacher uses their love of the subject to inspire students to get involved with the subject outside of class work.
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PROFESSIONAL DEVELOPMENT & PRACTICE

Participates in the development and implementation of improvement plans that increase the effectiveness of our school.	Teacher does not participate in developing or implementing school improvement goals.	Teacher may attend, but does not participate in the development of the school improvement plan. Generally is unable to explain the school goals and generally does not include the goals in planning.	Teacher attends and participates in development of school goals. May occasionally include the goals as part of their planning but generally does not put much thought into the school goals.	Teacher participates and provides input into the development of school goals. Teacher attempts to incorporate the goals into their plans when it is convenient, but does not regularly do so.	Teacher is an active participant in developing and carrying out school improvement plans. Teacher goes out of his or her way to find ways to incorporate the school goals into their instruction or activities. Teacher shares plans and goals with the students and encourages them to meet the goals.
Seeks to increase her/his own repertoire of professional experiences, e.g., participating in in-service activities and professional associations and utilizing research appropriately.	Teacher regularly skips school professional development trainings, nor does he or she seek out training opportunities outside of school.	Teacher usually attends (but may not participate in) school professional development activities. Generally does not attend training opportunities outside of school.	Teacher attends and participates in professional development activities at the school. May on rare occasion attend a training outside of school as well.	Teacher seeks out and attends training out side of school, participates in school professional development activities and demonstrates for their students what life-long learning means.	Teacher regularly seeks out and attends professional developments. Teacher reads professional journals or articles regarding teaching and learning or his or her subject area. Teacher shares the information he or she is learning with others and models for their students what life-long learning means.

Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.	Teacher does not seem to reflect on their practice. When prompted to do so, the teacher is not able to provide a self-evaluation of a lesson.	Teacher does not regularly reflect on his or her own practice. However, when prompted they can come up with a small number of positive or negative points about a lesson.	Teacher generally reflects upon a lesson after it has been taught, but may not make notes for future uses of the lesson. Teacher generally will not examine his or her own practice if student proficiency is not met, instead typically assuming the error was on the part of the students.	Teacher generally reflects upon a lesson after it has been taught. Teacher is able to accurately provide feedback about the positive and negative aspects of a specific lesson. Teacher may not regularly take notes of lessons for future use. Teacher is willing to examine his or her own practice if student proficiency is not met.	Reflection is a normal part of the teacher's routine; after teaching a lesson the teacher will make notes on how to improve the lesson for future use. The teacher reflects on the effectiveness of the lesson by gauging student proficiency, and is willing to examine his or her own practice if proficiency has not been achieved.
Models and reinforces self-discipline and responsibility.	Teacher frequently loses tempers, yells at students, or has emotional outbursts. Teacher will not accept responsibility for mistakes.	Teacher will occasionally lose their temper with students, occasionally yelling or treating students harshly. Teacher will sometimes not accept responsibility for their own mistakes. Does not demonstrate professional conduct for students.	Teacher generally is able to maintain self-discipline, but does on rare occasions lose his or her temper with students or a class. Teacher does not readily admit to making mistakes, and may occasionally behaves in ways that could be considered unprofessional.	Teacher normally maintains an even temperament and seldom loses their temper. Teacher is willing to accept responsibility for mistakes, and demonstrates positive responses to difficult situations for his or her students.	Teacher is a model of self-discipline and responsibility. Teacher never loses their temper in the classroom and always maintains a calm demeanor. Teacher accepts responsibilities for mistakes, and demonstrates for students appropriate ways to handle difficult situations. Teacher can maintain this professional demeanor with adults as well.
Serves as an advocate for her/his students.	Teacher generally does not connect with or support students.	Teacher usually does not attempt to support students beyond classroom lessons. Teacher may make disparaging remarks about students, or may select favorites whom they help and others whom they don't.	Teacher will support students with their academic needs in the classroom. Teacher will provide praise to students to encourage their performance, but generally will not get involved with students outside of the classroom.	Teacher will provide services to students both in and out of the classroom generally focused on academics. Teacher encourages students growth, and generally is willing to support all students.	Teacher is willing to "go out on a limb" for a student when necessary, will look for services and provide assistance to ensure the student is successful. Teacher will praise student performance in a way that encourages students to continue to achieve. Teacher will assist all students who need assistance.

Serves professionally, ethically and honestly in all situations.	Teacher is unable to explain the ethical standards for Florida teachers. Teacher does not demonstrate ethical behavior (i.e. lying, uncooperative, lack of care for the students).	Teacher is generally able to explain the ethical standards for Florida teachers, but does not demonstrate the ethical behaviors in his or her own practice. For example, may not prioritize student safety, may bend the rules for their own benefit, or try to take advantage of situations when possible.	Teacher is able to have a conversation about the Florida Ethical standards but may not be able to explain them in a definitive way. Generally the teacher attempts to follow these standards and school expectations, demonstrating a care for students and the profession.	Teacher seems to have a firm understanding of the Florida Ethical Standards and is able to articulate how they apply to his or her professional practice. Teacher does not bend the rules for personal benefit.	Teacher has a firm understanding of the Florida Ethical Standards, can and does articulate those standards. Teacher encourages others to better understand the standards, and demonstrates the standards in their daily professional practice.
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RELATIONSHIPS & COMMUNICATION

Establishes positive interactions between the teacher and student that are focused upon learning rather than procedures or behavior.	Teacher has negative relationships with most students, and the students do not perform for the teacher. A significant amount of the communication within the classroom focuses on classroom management rather than academic materials.	The teacher spends a great deal of time communicating procedural or behavioral expectations during class, and not focused on the content. Teacher may have negative relationships with more students than positive. Students do not seem willing to perform for the teacher.	The teacher has effective communication in the classroom that only occasionally needs to focus on management, and allows the teacher to focus on content. Generally the student has positive relationships with most students, and these relationships do not prevent the students from class participation.	The teacher has positive relationships with most students. While a few students may dislike the teacher, it does not get in the way of instruction. The classroom communication is primarily focused on content, and few reminders are necessary for classroom procedures or management.	Teacher has established a classroom procedure where little to no reminders about procedure or behavior are necessary. Teacher has good relationships with most students. These relationships allow for the teacher to teach more efficiently, as the students want to please their teacher.
Challenges students in a positive and supportive manner.	Teacher uses coercion or threats to get students to complete tasks, or is unable to get students to perform.	Teacher has not developed a rapport with the students, and is generally unable to motivate them without grades or consequences for not performing.	Teacher generally needs to use rewards (often extrinsic) in order to bribe students into performing. Teacher's rapport may occasionally support a project, but often more is required. Teacher uses praise, but also punishment to try to motivate students.	Teacher is able to challenge and motivate students most of the time using the rapport they have built along with effective praise and support. Teacher generally does not use extrinsic rewards.	Teacher is able to intrinsically motivate students to get them to perform in a positive way. Teacher provides the structure and supports to help the student be successful, and uses the rapport they have built with the students to encourage continued growth.

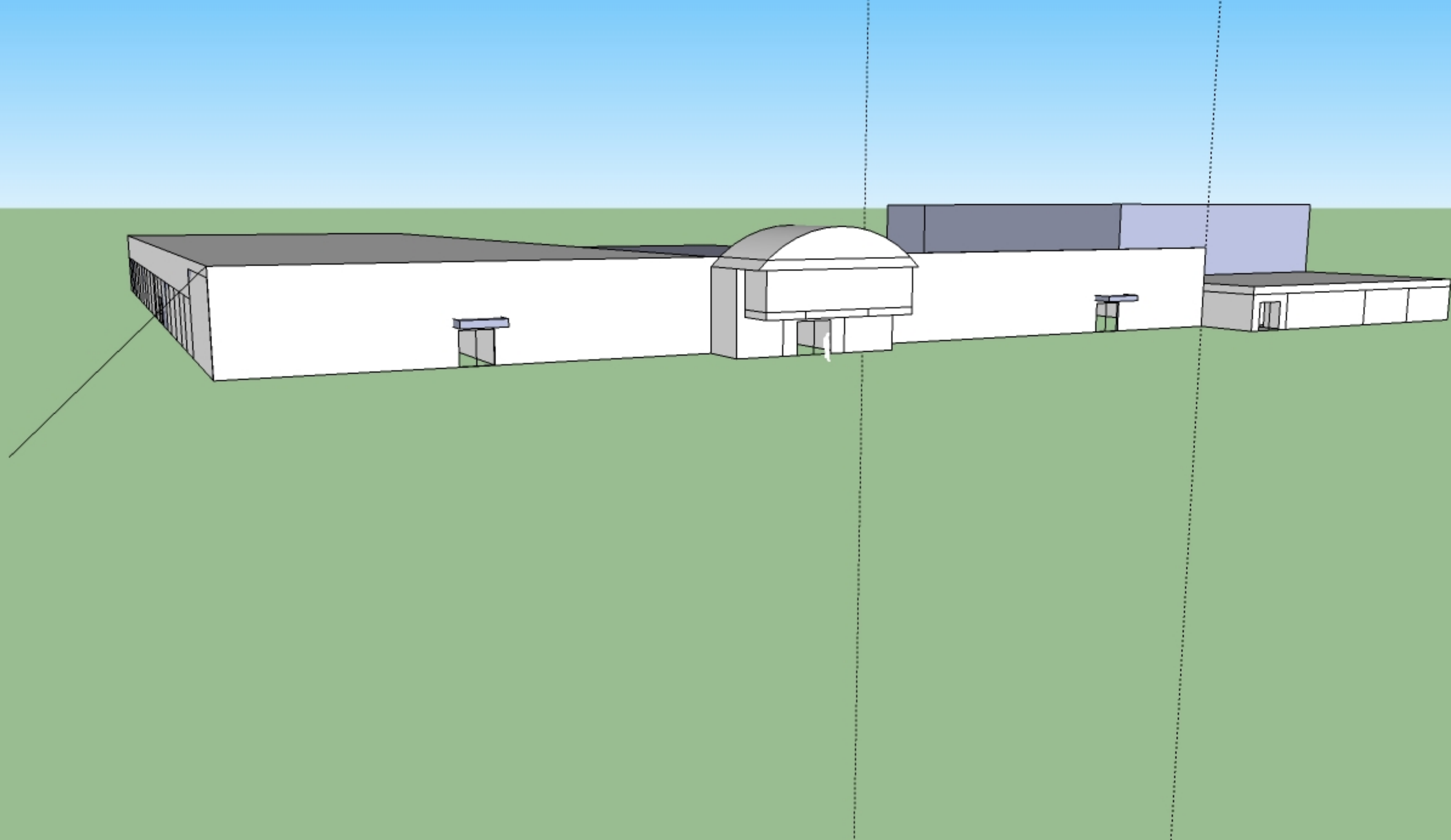
Communicates individual student progress based upon appropriate indicators to the student, families, and colleagues.	Teacher does not provide adequate feedback to students regarding student progress. Teacher does not regularly use Grade Book Wizard.	Teacher is inconsistent about updating Grade Book Wizard, and parents have a difficult time determining a student's progress. Teacher does not provide feedback other than correct or incorrect to students regarding their work.	Teacher is usually good about keeping Grade Book Wizard up-to-date (only occasionally slipping). Teacher occasionally provides detailed feedback to students regarding their progress/work.	Teacher is good about keeping Grade Book Wizard up to date. Teacher frequently uses student work to provide detailed feedback to students regarding areas of strength and needs.	Teacher is always up-to-date and uses Grade Book Wizard to record and share grades and assignments with parents. Teacher normally provides detailed feedback to students on their progress and work that enables them to find areas to improve.
Works with colleagues to meet identified educational, social, linguistic, cultural, and emotional needs of students.	Teacher is generally unwilling or unable to meet with teams.	Teacher makes scheduling team meetings difficult, has a negative attitude about meeting, and derails the progress of the team.	Teacher will usually meet with teams, but may come unprepared or not participate in the discussions. May not have a positive or energetic attitude about the objectives of the team.	Teacher will attend team and curriculum meetings, and will complete necessary tasks but will not voluntarily push the team to excel at their objectives. Generally has a positive attitude and is willing to work with the team.	Teacher regularly participates in team and curriculum meetings, sharing relevant progress information on each student, and encourages others within the team to meet the objectives of the team, and improve the education of the students in the school.
Regularly utilizes all available resources to communicate with stakeholders (agenda, telephone, email, internet, etc.)	Teacher frequently does not respond to parent inquiries, and does not attempt to keep families up-to-date about classroom events.	Teacher usually responds to parent inquiries, but may not do so in a timely way. Teacher generally does not provide additional information to families about classroom activities.	Teachers regularly responds to parent inquiries, in a timely manner, and occasionally provides additional information to families about classroom activities.	Teachers regularly responds to parent inquiries, in a timely manner, and generally provides additional information to families about classroom activities.	Teacher is very responsive to parents, frequently communicating with them in various ways (that meet the parent's needs), and keeps families informed about what is happening in school. Teacher responds to parents in a timely manner.

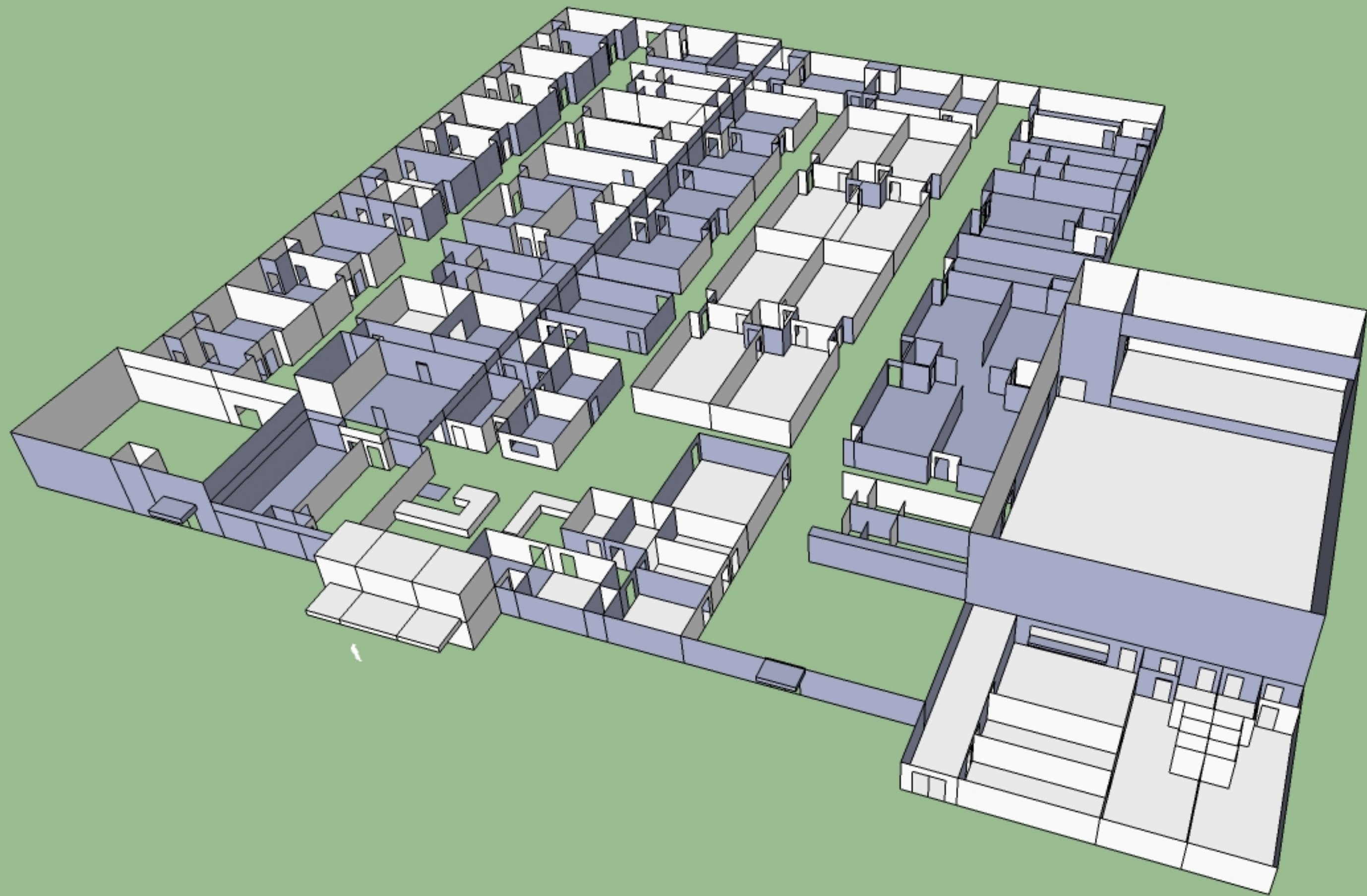
Pinellas Primary Academy

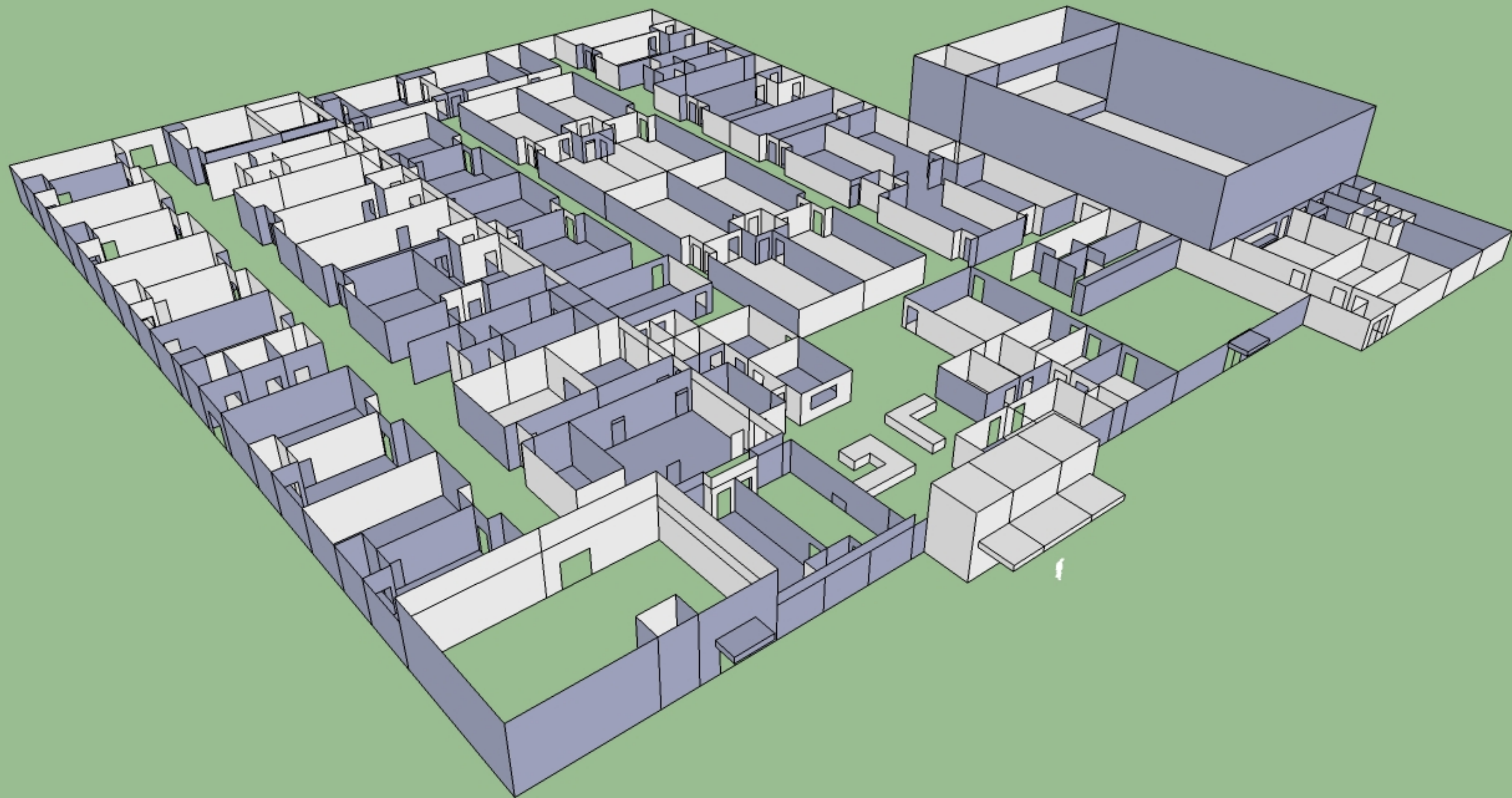


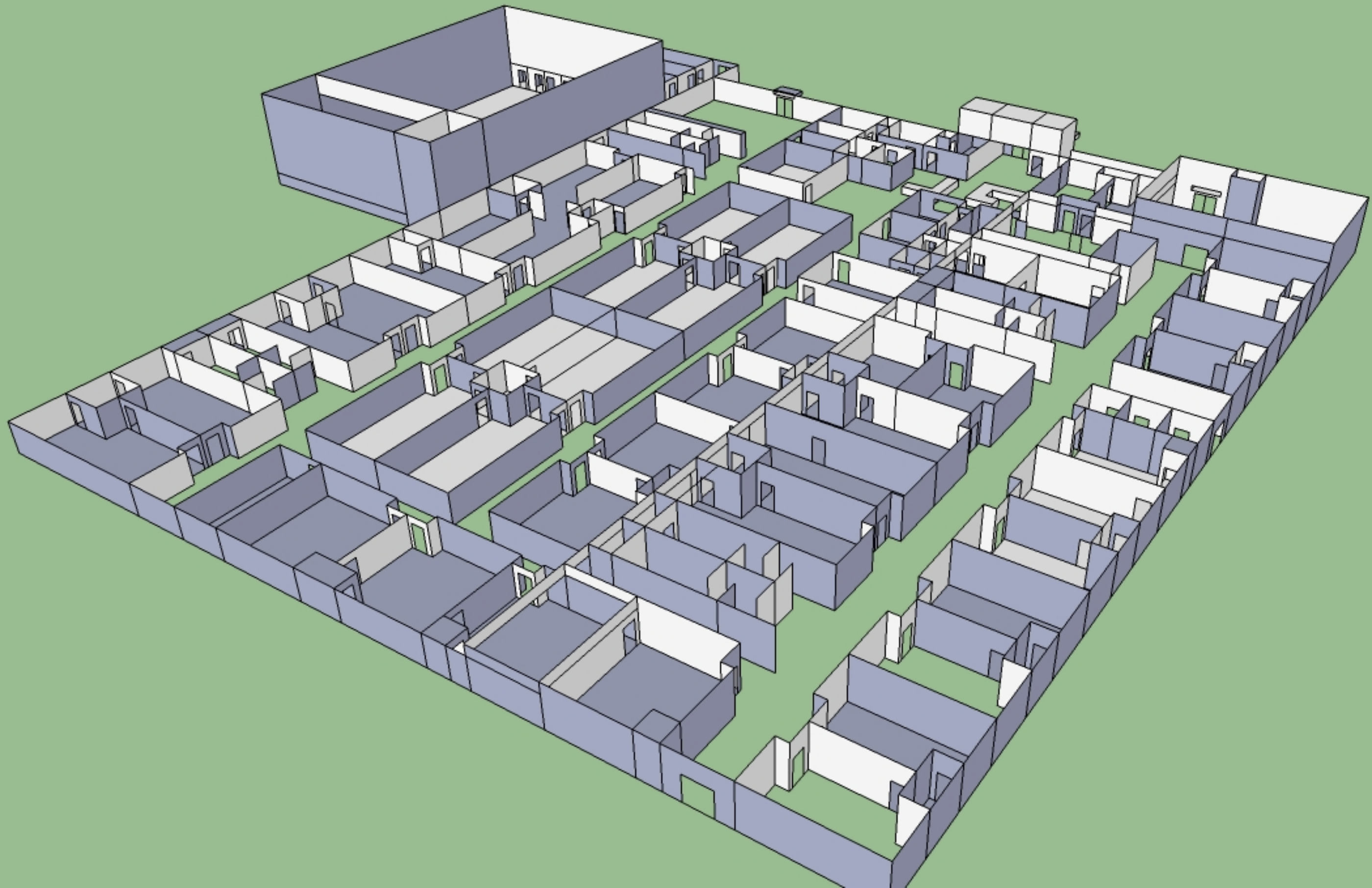
Appendix XI

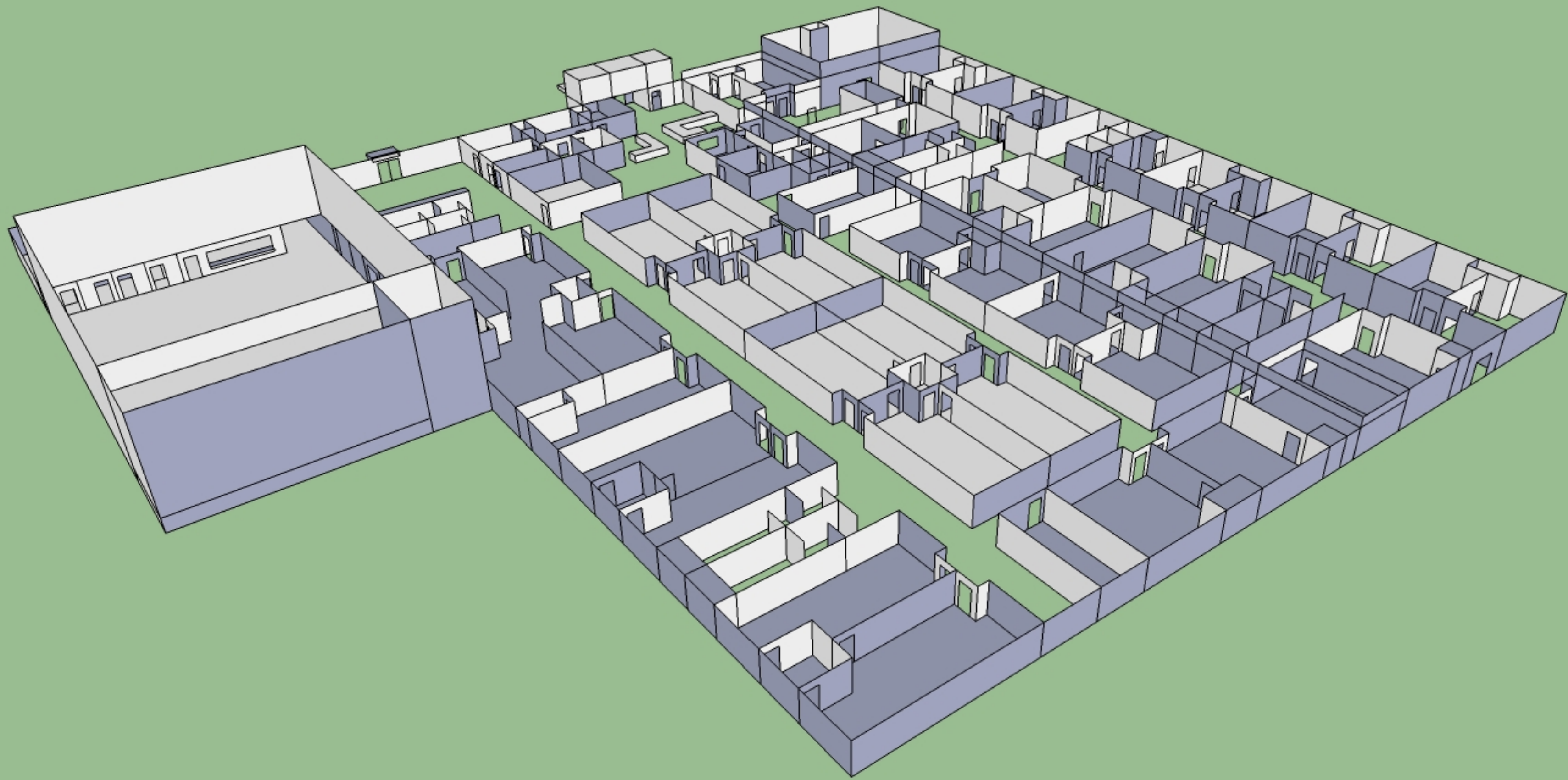
Potential Facility Design Drawings

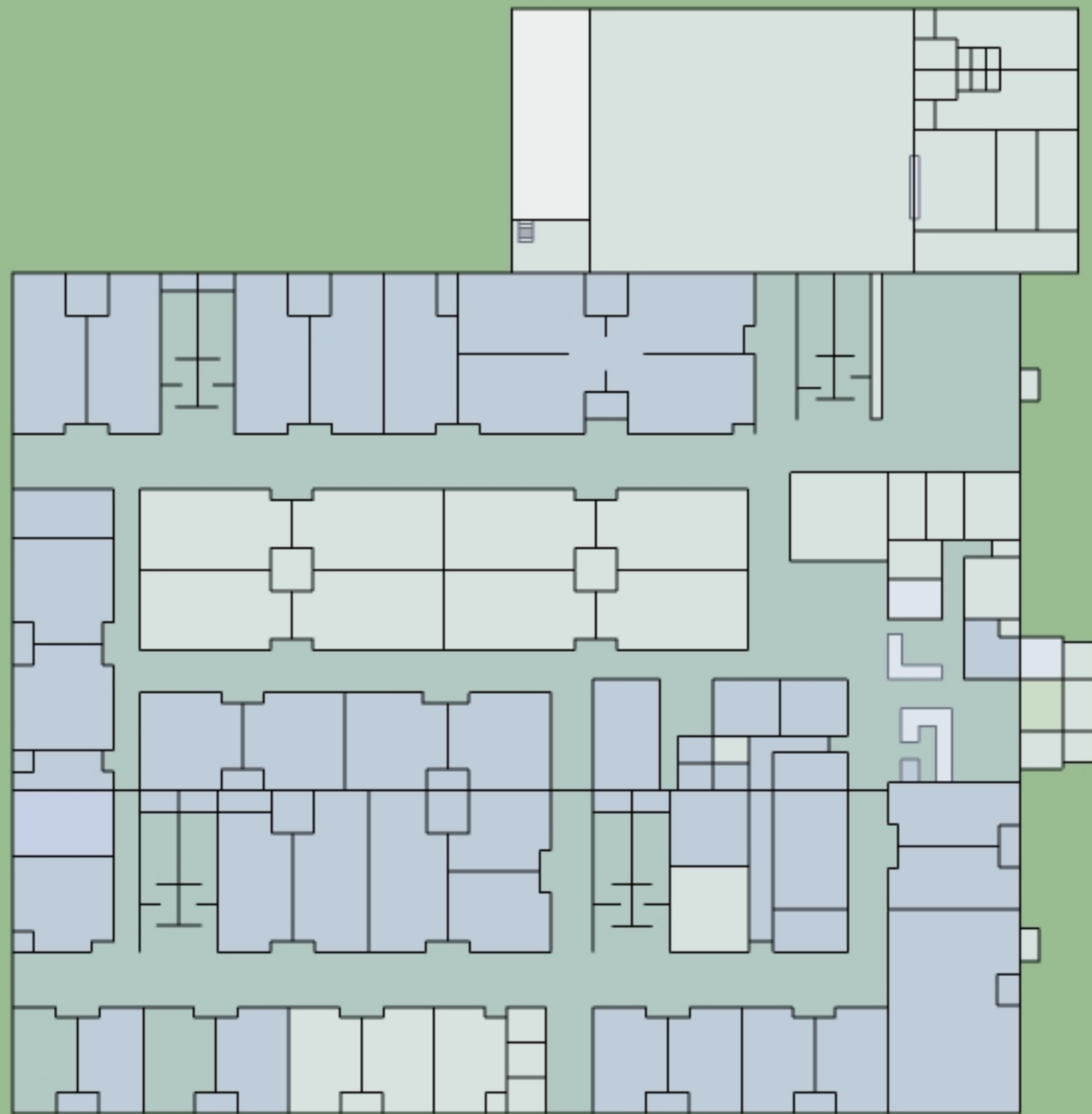












Pinellas Primary Academy



Appendix XII

Thematic Units of Study Drafts

FIRST GRADE

Thematic Units for Project Based Study

DRAFT

Language Arts	Social Studies	Science	Math	Health	Core Knowledge
Below are the story units/lessons and story titles from the curricular materials that would be taught within each thematic unit	Below are the chapter titles from the History Alive textbook that would be covered within each unit	Below are the chapter titles from the Scott Foresman Science textbook that would be covered within each unit	Below are the math standards (SSS) that would be specifically highlighted during the unit. Other math concepts will be spread throughout the year	Below are the health standards (SSS) that would be specifically highlighted during the unit. Other health standards will be spread throughout the year.	Below are areas of study we feel essential (as defined by the Core Knowledge Institute) that would be included in each unit.

Getting to Know Each Other Theme

1/1: Pam & Sam 1/3: How You Grew 1/4: Pet Tricks 1/5: Soccer	Ch.1: How do we get along in school Ch.2: Why is it important to learn from each other Ch.3: Why do schools have rules?	Ch.1: Living and Nonliving Ch.2: Habitats Ch.3: How plants and animals live Ch.12: Science in our world			
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Community Helpers

1/2: I Can! Can You? 2/2: Little Red Hen 3/1: Kate's Game 3/2: Kids Can Help 6/3: Cool Jobs	Ch.4: Who helps us at school? Ch.5: How are we good helpers at school?	Ch.4: Life cycles Ch.5: Food chains		HE.1.C.1 (Health promotion, disease prevention) HE.1.B.2 (Communication skills to enhance health and avoid risk) HE.1.C.2 (Advocate for good health)	Science: Human Body (Systems, preventing illness) Math: Currency
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Mapping

4/2: June Robot Cleans Up 2/3: A Prairie Dog Home 2/5: On My Way to School 6/1: Dot and Jabber and the Big Bug Mystery	Ch.4: What is a map? Ch.14: What do good neighbors do?	Ch.6: Land, Water and Air	MA.1.G.5.1 (Measure and group with units) MA.1.G.5.2 (Compare and order based on measurements)		
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Weather / Astronomy

4/3: Stormy Weather 5/4: Whistle for Willie 5/5: A Fruit is a Suitcase for Seeds		Ch.11: Day and Night Sky Ch.7: Weather			
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Historical Perspectives

5/3: Kids' Inventions 4/4: Meet Ben Franklin 5/2: The Kite	Ch.7: What was school like long ago?				SS: Early people and civilizations SS: Early World Civilizations (Mesopotamia, Ancient Egypt)
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Community Service and Groups

2/4: The Fun Kids Band 4/1: Pelican Was Hungry 4/5: The Rabbit	Ch.8: What groups do we belong to?				
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Families / Supporting Each Other

2/1: Animal Moms and Dads 3/5: Gram and Me 6/5: Sand Castle	Ch.9: How are families special Ch.10: What do families need and want			HE.1.C.2 (Analyze factors on health behaviors)	
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Being Observant and Scientific

6/4: A Tiger Cub Grows Up		Ch.8: Observing Matter Ch.9: Movement and Sound	MA.1.G.3.1 (Vocabulary to compare shapes) MA.1.G.3.2 (Compose and decompose shapes)		
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Traditions

3/4: Smile, Mike! 5/1: Olivia	Ch.11: How do family members care for each other? Ch.12: How do families change? Ch.13: What are family traditions?				SS: Modern world civilization (Mexico)
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Energy / Space

3/3: Short Shadows, Long Shadows 6/2: Blue Jay Finds A Way		Ch.10: Learning about Energy			Sci: Astronomy
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... still need to be placed ...
... or incorporated throughout ...

				<p>Add/Subtract- Model concept</p> <p>Add/Subtract - Apply and describe as inverse operations</p> <p>Add/Subtract - Develop sophisticated strategies (commutative, associative, additive identity)</p> <p>Addition/Subtraction - Use strategies for solving (i.e. counting, patterns)</p> <p>Whole Numbers - Compare/order through 100</p> <p>Whole Numbers - Represent 2 digit numbers as tens and ones</p> <p>Whole Numbers - Order counting numbers, understand number line</p> <p>Extend and complete patterns</p> <p>Place value, and 2-digit addition and subtraction</p> <p>Act out problems with manipulatives and drawings</p>	<p>2:1 - Demonstrate the ability to access valid health information, products, and services to enhance health.</p> <p>2:3 - Demonstrate the ability to use decision-making skills to enhance health.</p> <p>2:4 - Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>3:1 - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</p>
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SECOND GRADE

Thematic Units for Project Based Study

DRAFT

Language Arts	Social Studies	Science	Math	Health	Core Knowledge
Below are the story units/lessons and story titles from the curricular materials that would be taught within each thematic unit	Below are the chapter titles from the History Alive textbook that would be covered within each unit	Below are the chapter titles from the Scott Foresman Science textbook that would be covered within each unit	Below are the math standards (SSS) that would be specifically highlighted during the unit. Other math concepts will be spread throughout the year	Below are the health standards (SSS) that would be specifically highlighted during the unit. Other health standards will be spread throughout the year.	Below are areas of study we feel essential (as defined by the Core Knowledge Institute) that would be included in each unit.

Building Community					
1/1 - David's New Friends 1/2 - Mr. Otter & Tabby Pour the Tea 1/4 - Meet Rosina 1/5 - My Name is Yoon	01-What is a Community? 09-How Do Communities Change 02-How Are Communities Different?			2:2 - Analyze the influence of family, peers, media, technology and other factors on health behaviors 2:2 Use interpersonal communication skills to enhance health and avoid or reduce health risks 3:2 Advocate for individual, peer, school, family, and community health	

Living Things					
2/4 - Farfallina & Marcel 3/5 - Click, Clack, Moo: Cows That Type 4/5 - Nutik, the Wolf Pup		01-All About Plants 02-All About Animals 03-How Plants and Animals Live Together			

Environmentalism

2/1 - The Tiny Seed
2/2 - A Harbor Seal Pup Grows Up
4/1 - Splish! Splash!
4/2 - Goose's Story
4/3 - A Way to Help Planet Earth

05-How Do People Use Our Environment?
11-How Can One Person Make a Difference in a Community?

05-Earth's Land, Air, and Water
04-How Living Things Grow and Change

Traditions and Celebrations

6/1 - Mice and Beans
6/2 - Stirring Up Memories
6/5 - Babu's Song
3/3 - Meet the Super Croc

10-How Did One Community Change?

07-Fossils and Dinosaurs

Weather & Transportation

4/4 - Super Storms
5/1 - Dig, Wait, Listen: A Desert Toad's Tale
5/4 - The Ugly Vegetables

06-How Are Goods Made and Brought to Us?

06-Earth's Weather and Seasons

Energy, Movement

3/4 - Dancing As a Team
5/2 - Pushing Up the Sky

09-Energy
10-Forces and Motion
11-Sound

2:4 - Use goal-setting to enhance health

History and Geography

5/3 - Columbus Explores New Lands 6/3 - Music of the Stone Age 6/4 - African-American Inventors	03-How Do We Use Maps? 04-What Is Geography?		Measurement - Estimate and use standard units for length Measurement - Relationship between size and measurement		
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Safety and Community

3/2 - Officer Buckle and Gloria 1/3 - Fighting the Fire	07-Who Provides Services in a Community? 08-How Can I Be a Good Shopper?	08-Properties of Matter	Measurement - Money up to \$1 Measurement - Weight/Mass and Capacity/Volume with labels	2:1 - Access valid health information, products and services to enhance health 2:3 - Use decision-making skills to enhance health	
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Community Helpers, Roles and Leadership

2/3 - A Trip to the Emergency Room 2/5 - There's Nothing Like Baseball 3/1 - Head, Body, Legs 5/5 - The Moon	13-What Does a Good Citizen Do? 14-What Do Communities Share? 12-How Do Leaders Help Their Communities?	12-Earth and Space 13-Technology in Our World		3:1 - Practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself	
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... still need to be placed ...
... or incorporated throughout ...

Base 10 - Place Value 10 & 100s
 Base 10 - Name numbers through 1000s
 Base 10 - Compare and Order through 1000s
 Add/Subtract - Recall basic facts
 Add/Subtract - Multi-digit through 3 digits
 Add/Subtract - Estimate multi-digit problems through 3 digits
 Add/Subtract - Solve problems with measurement & geometry
 Measurement - Transitive Property when comparing lengths
 Measurement - Estimate, measure and computer lengths to solve problems
 Algebra - Skip Counting, number patterns
 Algebra - Even or odd numbers
 Algebra - Generalize patterns using words and tables
 Algebra - Describe and apply equality to solve problems
 Algebra - Rules for functions using add and subtract
 Operations - Solve problems with repeat addition
 Measurement - Models to demonstrate whole and parts
 Measurement - Time to nearest half hour

THIRD GRADE

Thematic Units for Project Based Study

DRAFT

Language Arts	Social Studies	Science	Math	Health	Core Knowledge
Below are the story units/lessons and story titles from the curricular materials that would be taught within each thematic unit	Below are the chapter titles from the History Alive textbook that would be covered within each unit	Below are the chapter titles from the Scott Foresman Science textbook that would be covered within each unit	Below are the math standards (SSS) that would be specifically highlighted during the unit. Other math concepts will be spread throughout the year	Below are the health standards (SSS) that would be specifically highlighted during the unit. Other health standards will be spread throughout the year.	Below are areas of study we feel essential (as defined by the Core Knowledge Institute) that would be included in each unit.

Building Community					
1/1 - First Day Jitters 1/3 - Whose Habitat is It? 4/2 - Seven Spools of Thread 4/5 - My Very Own Room		01-Plants and How They Grow 03-Where Plants and Animals Live			

Diversity					
3/2 - One Riddle, One Answer 6/4 - Mother to Tigers	05-What Makes Our Community Diverse? 07-How Are People Around the World Alike and Different?			2:3 - Use decision-making skills to enhance health 2:4 - Use goal-setting to enhance health 3:1 - Practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself	

Writing Workshop – Within a Larger Community

2/5 - Author: A True Story 3/5 - What Do Illustrators Do?	01-Where in the World Is Our Community? 02-Where in the United States Is Our Community?			3:2 Advocate for individual, peer, school, family, and community health	
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Nature Is All Around Us

4/3 - Washington Weed Whackers 6/2 - Wilbur's Boast		05-Water 06-Weather 07-Rocks and Soil	Fractions - Represent fractions with area, set and linear models Fractions - Fractional part are equal sized pieces of whole Fractions - Compare and order fractions using models and strategies Fractions - Models to represent fractions		
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Economics, Trade

5/1 - Boom Town	08-How Does Our Economy Work? 09-How Does Global Trade Affect Our Community?		Operations - Numbers through thousands Operations - Solve non-routine problems		
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The Changing Earth

1/2 - Dear Juno 3/4 - The Jones Family Express 4/4 - Here's My Dollar 6/3 - An American Hero Flies Again	03-What Is the Geography of Our Community? 04-How Do People Become Part of Our County?	09-Natural Resources 08-Changes on Earth	Data - Construct and analyze tables, graphs and plots Algebra - Create, analyze and represent patterns in multiple ways		
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Local Government, Maintain a Community

2/1 - The Strongest One 5/4 - The Printer 6/1 - A Castle on Viola Street	06-How Do People Improve Their Communities? 10-What Are the Public Services in Our Community? 11-Who Works at City Hall? 12-How Do We Have a Voice in Our Community?			2:1 - Access valid health information, products and services to enhance health	
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Animals and Plants – Symbiosis

1/4 - Penguin Chick 1/5 - The Perfect Pet 2/2 - Wolf! 5/5 - Animal Homes		02-How Animals Live 04-Plants and Animals Living Together			
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Traditions of the Global Community

3/1 - Stone Soup 4/1 - Cook-A-Doodle-Do! 3/3 - Saving the Sand Dunes 5/2 - Beatrice's Goat	13-Whose Planet Is It, Anyway? 14-How Can We Help the Global Community?				
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Science ... It's All Connected

5/3 - A Carousel of Dreams 6/5 - Home-Grown Butterflies		10-Matter and Its Properties 11-Changes in Matter 12-Forces and Motion 13-Energy 14-Sound	Measurement - Appropriate units to solve perimeter problems Measurement - Measure using fractional parts (1/2, 1/4, 1/10) Measurement - Time to nearest minute and quarter hour		
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Space

2/4 - The Planets in Our Solar System 2/3 - What's in Store for the Future?		15-Patterns in the Sky 16-The Solar System 17-Science in Our lives			
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... still need to be placed or incorporated throughout ...

				Multiply/Divide - Model problem in context Multiply/Divide - Solve facts using number properties Multiple/Divide - As inverse operations 2-D Shapes - Describe using appropriate terms 2-D Shapes - Manipulate polygons to make others 2-D Shapes - Examine and apply congruence and symmetry	
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FOURTH GRADE

Thematic Units for Project Based Study

DRAFT

Language Arts	Social Studies	Science	Math	Health	Core Knowledge
Below are the story units/lessons and story titles from the curricular materials that would be taught within each thematic unit	Below are the chapter titles from the History Alive textbook that would be covered within each unit	Below are the chapter titles from the Scott Foresman Science textbook that would be covered within each unit	Below are the math standards (SSS) that would be specifically highlighted during the unit. Other math concepts will be spread throughout the year	Below are the health standards (SSS) that would be specifically highlighted during the unit. Other health standards will be spread throughout the year.	Below are areas of study we feel essential (as defined by the Core Knowledge Institute) that would be included in each unit.

Character Development

1/1 - The Mystery of the Missing Lunch 4/1 - Dear Mrs. LaRue: Letters from Obedience School 4/2 - The Blind Hunter 5/1 - Because of Winn-Dixie		05-Systems of the Human Body		2:2 - Analyze the influence of family, peers, media, technology and other factors on health behaviors 2:3 - Use decision-making skills to enhance health 2:4 - Use goal-setting to enhance health	
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Environmental Disasters

1/3 - Animals Come Home to Our National Parks 1/5 - The Raft 4/3 - The Power of Oil 4/4 - Adelina's Whales 4/5 - At Home in the Coral Reef 5/3 - Exploring the Undersea Territory	01-The Geography of Florida 11-Government of the People 04-The Struggle for Florida	03-Ecosystems 04-Changes in Ecosystems 06-Water Cycle and Weather 10-Using Natural Resources	2-D Area - Select appropriate units to estimate and solve problems Algebra - Describe relations using expressions, equations and representations Operations - Use and represent through millions Operations - Estimate and describe reasonableness of estimates Measurement - 3-D object to and from 2-D representation		
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Journeying

1/2 - A Walk in the Desert 2/2 - My Diary from Here to There 3/4 - Mystic Horse	t02-The First Floridians 03-Europeans Come to Florida 05-From Territory to State		2-D Area - Describe area as number of same-sized units 2-D Area - Justify 'area = base x height'	2:2 Use interpersonal communication skills to enhance health and avoid or reduce health risks	
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Finding A Place

2/5 - Dear Mr. Winston 3/1 - Roadrunner's Dance 6/5 - The Life and Times of the Ant		01-Classifying Plans and Animals 02-Energy from Plants			
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Historical Perspectives

5/5 - Wild Horses 6/1 - The Gold Rush Game 6/2 - The Cricket in Times Square	06-The Civil War and Reconstruction 07-The Development of Florida				
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Catalysts

	08-New Challenges 09-Riches to Rags to Riches 10-A Changing Society	11-Properties of Matter 12-Heat 07-Hurricanes and Tornadoes		3:2 Advocate for individual, peer, school, family, and community health 3:1 - Practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself	
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Below The Surface

6/3 - Meet a Bone-ified Explorer
5/2 - Ranita The Frong Princess
5/4 - Me and Uncle Romie

08-Minerals and Rocks
09-Changes to Earth's Surface

Looking Forward

3/2 - My Brother Martin
3/3 - Kid Reporters At Work

12-Florida Today and Tomorrow

19-Effects of Technology

Waves From Sound To Light

2/3 - Stealing Beauty
2/4 - How Ben Franklin Stole the Lightning
3/5 - Snoflake Bentley

13-Electricity and Magnetism
14-Sound and Light

Decimals - Use through thousandths place
Decimals - Extension of base ten system
Decimals - Relate equivalent decimals and fractions
Decimals - Compare and order decimals and fractions

Sports

2/1 - Mighty Jackie: The Strike-out Queen
6/4 - My Brothers' Flying Machine

15-Objects in Motion
16-Simple Machines

Beyond The Earth

1/4 - The Astronaut and the Onion		18-Inner and Outer Planets 17-Earth's Cycles			
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... still need to be placed or incorporated throughout ...

		<p>Multiply/Divide - Use and describe multiplication, basic fact recall</p> <p>Multiply/Divide - Multiply multi-digit whole numbers through 4-digits</p> <p>Algebra - Generate rules using all four operations</p> <p>Algebra - Recognize & write 2-operation functions</p> <p>Operations - Models to Represent division in various ways</p> <p>Operations - Generate equivalent and simplify fractions</p> <p>Operations - Determine factors/multiples for whole numbrs</p> <p>Operations - Relate halves, fourths, tenths and hundreths to decimal and percent</p> <p>Measurement - Classify angels using 45-, 90-, 180- and 360-degrees</p> <p>Measurement - Describe translation, reflection and rotations</p>	<p>2:1 - Access valid health information, products and services to enhance health</p> <p>2:1 - Comprehend concepts related to health promotion and disease prevention to enhance health</p>	
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KINDERGARTEN

Thematic Units for Project Based Study

DRAFT

Language Arts	Social Studies	Science	Math	Health	Core Knowledge
Below are the story units/lessons and story titles from the curricular materials that would be taught within each thematic unit	Below are the chapter titles from the History Alive textbook that would be covered within each unit	Below are the chapter titles from the Scott Foresman Science textbook that would be covered within each unit	Below are the math standards (SSS) that would be specifically highlighted during the unit. Other math concepts will be spread throughout the year	Below are the health standards (SSS) that would be specifically highlighted during the unit. Other health standards will be spread throughout the year.	Below are areas of study we feel essential (as defined by the Core Knowledge Institute) that would be included in each unit.

... Yet To Be Categorized ...

	01-Who Am I? 02-What Is a Family? 03-How Do I Get Along with Others? 04-How Do I Make Friends? 05-How Do I Solve Problems with Others? 06-How Can I Be a Good Helper at School? 07-What Is in My Neighborhood? 08-Where Am I in the World? 09-How Do People Live Around the World? 10-How Can I Help Take Care of the World?	01-Needs of Plants and Animals 02-Growing and Changing 03-Plants and Animals All Around 04-Our Land, Water, and Air 05-Weather and Seasons 06-Matter 07-Heat and Light 08-How Things Move 09-Day and Night 10-How Things Work	Whole #s - Represent quantities through 20 with numbers Whole #s - Solve problem using counting up to 20 Whole #s - Solve word problems by joining situations Shape/Space - Describe and sort objects using shape, size and position Shape/Space - ID, name, describe 2-D shapes Shape/Space - ID, name, describe 3-D shapes Shape/Space - Interpret and describe physical world Shape/Space - Use shapes, spatial reasoning, and manipulatives to construct Measurement - ID and duplicate simple patterns Measurement - Compare and order items based on length, height, weight Measurement - Understand concept of time identifiers (i.e. morning, night, month, week)	1:1 - Comprehend concepts related to health promotion and disease prevention to enhance health 1:2 - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors 2:1 - Access valid health information, products, services to enhance health 2:2 - Use interpersonal communication skills to enhance health & avoid or reduce risks 2:3 - Use decision-making skills to enhance health 2:4 - Use goal-setting skills to enhance health 3:1 - Practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself 3:2 - Advocate for individual, peer, school, family and community health	
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Pinellas Primary Academy



Appendix XIII

Textbook Correlation to Sunshine State Standards:

Language Arts

Treasurer's

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
SUNSHINE STATE STANDARDS**

SUBJECT: Reading

CATEGORY: K-5 (6) Comprehensive Core Reading Program

SUBMISSION TITLE: Treasures

PUBLISHER: Macmillan/McGraw-Hill

GRADE(S): Kindergarten

CATEGORY CODE NUMBER: RK50001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
Concepts of Print	Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.		
The student will:			
LA.K.1.1.1	locate a printed word on a page;	S9, S10, S18, S22, S26, S33, S34, S42, S46, S50, S54, S57, S58, S66, S70, S74, 20, 28, 40, 50, 58, 96, 99, 104, 116, 126, 134, 172, 175, 180, 192, 202, 210, 264, 267, 272, 276, 284, 294, 302, 340, 343, 348, 360, 370, 378, 416, 419, 424, 428, 436, 446, 454, 508, 516, 520, 528, 538, 546, 584, 592, 604, 614, 622, 660, 668, 680, 690, 698, 750, 758, 770, 780, 788, 826, 834, 846, 856, 864, 902, 910, 922, 932, 940, 994, 1002, 1014, 1024, 1032, 1070, 1078, 1090, 1100, 1108, 1146, 1154, 1166, 1176, 1184, 1236, 1244, 1256, 1266, 1274, 1312, 1320, 1332, 1342, 1350, 1388, 1396, 1408, 1418, 1426, 1480, 1488, 1500, 1510, 1518, 1556, 1564, 1576, 1586, 1594, 1632, 1640, 1652, 1662, 1670, 1722, 1730, 1742, 1752, 1760, 1798, 1806, 1818, 1828, 1836, 1874, 1882, 1894, 1904, 1912, 1966, 1974, 1986, 1996, 2004, 2042, 2050, 2062, 2072, 2080, 2118, 2126, 2138, 2148, 2156, 2208, 2216, 2228, 2238, 2246, 2284, 2292, 2304, 2314, 2322, 2360, 2368, 2380, 2390, 2398	I

LA.K.1.1.2	distinguish letters from words;	348, 360, 424, 454, 584, 592, 594, 604, 668, 680, 839, 1078, 1266, 1274, 1342 1350, 1492, 1518, 1874, 1974 520, 750	I M
LA.K.1.1.3	identify the separate sounds in a spoken sentence;	S20, S24, S28, 284, 592, 1274, 1488	I
LA.K.1.1.4	match print to speech;	272, 340, 370, 416, 446, 750, 826, 1002, 1146, 1176, 1256, 1500, 1986, 2138	I
LA.K.1.1.5	identify parts of a book (e.g., front cover, back cover, title page);	71, 391, 392, 636, 1197, 1199, 1493, 1735, 1976, 1979	I
LA.K.1.1.6	move top to bottom and left to right on the printed page; and	20, 28, 32, 40, 50, 58, 96, 104, 116, 147, 172, 192, 202, 210, 223, 315, 468, 508, 690, 826, 1184, 1266, 1396, 1408, 1418, 1882, 2004, 2246, 2390	I
LA.K.1.1.7	name all upper and lower case letters of the alphabet.	S8, S11, S12, S13, S14, S16, S20, S24, S28, S32, S40, S44, S48, S52, S56, S64, S68, S72, 67, 68	I
Phonological Awareness	Standard: The student demonstrates phonological awareness.		
The student will:			
LA.K.1.2.1	auditorily segment sentences into the correct number of words;	S20, S24, S28, 264, 272, 275, 277, 302, 340, 353, 416, 429, 528, 1510, 2042	I
LA.K.1.2.2	identify, blend, and segment syllables in words;	S44, S48, 20, 28, 58, 73, 149, 172, 180, 210, 225, 317, 469, 1199, 1480, 1722, 1730, 1760, 1798, 1806, 1836, 1966, 1999	I
LA.K.1.2.3	recognize and produce words that rhyme; and	S32, S36, S37, S40, S43, S52, S59, S60, 40, 42, 50, 116, 126, 192, 202, 284, 294, 360, 370, 436, 446, 528, 538, 668, 690, 770, 780, 922, 932, 1236, 1244, 1274, 1388, 1396, 1426, 1480, 1488, 1632, 1642, 1643, 1874, 1882, 1912, 1986, 1996, 2360, 2368	I
LA.K.1.2.4	identify, blend, and segment onset and rime.	S68, S72, 70, 76, 96, 104, 134, 143, 144, 219, 826, 834, 864, 902, 910, 940	I

Phonemic Awareness	Standard: The student demonstrates phonemic awareness.		
The student will:			
LA.K.1.3.1	identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., "sat");	S56, 24, 36, 45, 54, 61, 62, 66, 68, 70, 74, 77, 80, 100, 121, 137, 142, 144, 150, 155, 156, 176, 213, 218, 220, 222, 231, 232, 268, 289, 298, 310, 312, 323, 324, 344, 365, 381, 386, 388, 390, 394, 399, 400, 420, 457, 462, 464, 466, 475, 476, 562, 584, 588, 592, 609, 638, 676, 710, 775, 804, 1019, 1048, 1070, 1078, 1904, 2062, 2072, 2138, 2216, 2246, 2304, 2314	I
LA.K.1.3.2	blend and segment individual phonemes in simple, one-syllable words; and	112, 130, 146, 154, 197, 206, 226, 230, 290, 314, 318, 320, 322, 348, 356, 366, 378, 390, 398, 424, 434, 441, 451, 454, 470, 508, 604, 636, 710, 715, 716, 750, 1002, 1111, 1187, 1200, 1270, 1294, 1429, 1521, 1882, 2152, 2376	I
LA.K.1.3.3	manipulate individual phonemes in CVC words through addition, deletion, and substitution.	1832, 1839, 1856, 1899, 1928, 2050, 2076, 2083, 2122, 2134, 2166, 2168, 2228, 2238, 2249, 2292, 2322, 2325, 2380, 2390, 2394, 2401	I
Phonics/Word Analysis	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			

LA.K.1.4.1	recognize and recall the one to one correspondence between most letters and sounds; and	25, 37, 46, 101, 113, 122, 177, 189, 198, 269, 281, 290, 345, 357, 366, 421, 433, 442, 513, 519, 525, 534, 589, 601, 610, 665, 677, 686, 710, 715, 722, 756, 767, 776, 831, 843, 852, 907, 919, 928, 999, 1011, 1020, 1075, 1087, 1096, 1151, 1163, 1172, 1270, 1241, 1253, 1262, 1317, 1329, 1338, 1393, 1405, 1414, 1485, 1497, 1506, 1561, 1573, 1582, 1637, 1649, 1658, 1727, 1739, 1748, 1803, 1815, 1824, 1832, 1879, 1891, 1900, 1912 1971, 1983, 1992, 2047, 2059, 2068, 2123, 2135, 2144, 2152, 2213, 2225, 2234, 2289, 2301, 2310, 2365, 2377, 2386, 2394	I
LA.K.1.4.2	decode simple words in isolation and in context.	62, 138, 214, 306, 382, 458, 550, 626, 636, 702, 715, 716, 868, 944, 1036, 1049, 1112, 1188, 1278, 1294, 1354, 1430, 1522, 1598, 1674, 1764, 1840, 1916, 2008, 2084, 2160, 2250, 2326, 2402	I

Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student			
LA.K.1.6.1	use new vocabulary that is introduced and taught directly;	S6, S18, S30, S41, S43, S54, S66, S67, 21, 29, 35, 41, 42, 53, 97, 111, 118, 127, 129, 173, 187, 194, 203, 205, 233, 265, 273, 279, 286, 295, 297, 325, 341, 355, 361, 362, 371, 373, 401, 417, 449, 477, 509, 517, 541, 585, 617, 661, 682, 693, 751, 783, 827, 859, 903, 935, 995, 1009, 1027, 1071, 1085, 1103, 1147, 1149, 1179, 1237, 1251, 1269, 1313, 1345, 1389, 1397, 1421, 1481, 1513, 1557, 1589, 1633, 1665, 1723, 1737, 1755, 1799, 1831, 1875, 1907, 1967, 1999, 2043, 2075, 2119, 2151, 2209, 2241, 2248, 2285, 2317, 2361, 2393	I
LA.K.1.6.2	listen to and discuss both familiar and conceptually challenging text;	S23, S47, S71, 52, 128, 204, 296, 372, 438, 439, 448, 530, 531, 540, 682, 683, 692, 772, 773, 857, 924, 925, 934, 1016, 1017, 1026, 1102, 1168, 1169, 1178, 1258, 1259, 1268, 1344, 1410, 1411, 1420, 1512, 1588, 1664, 1754, 1830, 1906, 1998, 2074, 2150, 2240, 2316, 2392	I
LA.K.1.6.3	describe common objects and events in both general and specific language;	35, 284, 368, 435, 444, 445, 508, 527, 528, 537, 750, 779, 787, 1009, 1013, 1085, 1089, 1161, 1251, 1265, 1327, 1341, 1403, 1417, 1499, 1509, 1571, 1737, 1813, 1903 <hr/> 39, 115	I <hr/> M
LA.K.1.6.4	identify and sort common words into basic categories (e.g., colors, shapes, food);	35, 60, 111, 124, 200, 279, 297, 355, 373, 380, 431, 523, 765, 1009, 2223, 2241, 2248, 2282	I
LA.K.1.6.5	use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and	S65, S73, S77, 1009, 1027, 1034, 1085, 1103, 1110, 1161, 1251, 1269, 1276, 1322, 1403, 1428, 1737, 1914, 2006, 2082, 2158, 2248, 2324, 2400	I

LA.K.1.6.6	relate new vocabulary to prior knowledge.	S6, S30, S43, 21, 97, 173, 265, 341, 509, 585, 661, 751, 827, 903, 995, 1071, 1103, 1147, 1237, 1313, 1389, 1481, 1557, 1633, 1723, 1799, 1875, 1967, 2043, 2119, 2209, 2285, 2361	I
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.K.1.7.1	make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);	S7, S19, S31, S55, 22, 30, 31, 32, 59, 71, 72, 73, 75, 76, 82, 83, 85, 98, 147, 148, 149, 174, 182, 185, 211, 223, 224, 225, 227, 228, 234, 235, 237, 266, 315, 316, 317, 321, 329, 342, 350, 391, 392, 393, 405, 438, 467, 468, 469, 481, 510, 518, 519, 520, 547, 530, 682, 752, 761, 996, 1004, 1005, 1007, 1033, 1049, 1050, 1197, 1199, 1482, 1634, 1887	I
LA.K.1.7.2	use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;	S15, S27, 287, 682, 904, 1072, 1168, 1390, 1410, 1634, 1642, 1643, 1644, 1671, 1687, 1688, 1694, 1695, 2120, 2128, 2129, 2130	I
LA.K.1.7.3	retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and	S11, S13, S14, S15, S35, S36, S37, S38, S39, S61, 354, 752, 760, 761, 762, 763, 789, 805, 806, 812, 813, 1238, 1246, 1248, 1275, 1291, 1292, 1298, 1299, 1367, 1368, 1374, 1375, 1400, 1482, 1490, 1491, 1761, 1777, 1778, 1784, 1785, 1887, 2296 69, 71, 72, 73, 75, 76, 77, 223, 224, 225, 311, 354, 389, 391, 392, 393, 396, 636, 1049, 1050	I <hr/> M
LA.K.1.7.4	identify the author's purpose as stated in the text.	33, 109, 185, 277, 430, 763, 1083, 1401, 1493	I

Kindergarten: Literary			
Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
The student will:			
LA.K.2.1.1	identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);	S11, S23, S47, S71, 22, 98, 106, 174, 182, 266, 342, 418, 510, 518, 586, 594, 662, 670, 752, 828, 836, 904, 996, 1004, 1148, 1156, 1314, 1390, 1482, 1558, 1634, 1724, 1800, 1876, 1968, 2044, 2120, 2210, 2362	I
LA.K.2.1.2	retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;	<p>S15, 98, 106, 107, 108, 109, 110, 135, 152, 158, 159, 184, 228, 266, 274, 275, 276, 277, 278, 303, 319, 320, 321, 326, 327, 353, 418, 426, 427, 428, 429, 430, 455, 478, 479, 521, 616, 662, 670, 671, 674, 699, 715, 716, 722, 723, 761, 762, 763, 764, 789, 805, 806, 916, 1006, 1044, 1148, 1157, 1159, 1160, 1185, 1202, 1208, 1247, 1248, 1250, 1398, 1400, 1402, 1558, 1566, 1567, 1568, 1569, 1595, 1611, 1612, 1618, 1619, 1687, 1688, 1777, 1778, 1779, 2362, 2370, 2371, 2372, 2373, 2399, 2415, 2416, 2422, 2423</p> <hr/> <p>S13, S27, S35, S38, S63, 145, 151, 153, 155, 156, 221, 227, 232, 313, 323, 324, 399, 400, 465, 467, 471, 472, 473, 475, 476, 481, 522</p>	<p>I</p> <hr/> <p>M</p>
LA.K.2.1.3	identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;	42, 362, 363, 606, 607, 848, 1026, 1092, 1093, 1745, 1887, 2064	I
LA.K.2.1.4	select materials to read for pleasure; and	18, 992, 1144, 1234, 1554, 2282	I

LA.K.2.1.5	participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), and text to world (social connection).	S7, S15, S23, S27, S43, S55, S62, S71, 34, 98, 110, 128, 147, 148, 149, 174, 186, 204, 266, 296, 342, 353, 363, 372, 418, 448, 415, 711, 752, 764, 782, 996, 1001, 1005, 1026, 1197, 1199, 1503, 1558, 1634, 1989, 2120 S47, 43	I M
Non-Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		
The student			
LA.K.2.2.1	identify the purpose of non-fictional text;	22, 342, 586, 752, 1072, 1238, 1482, 1724, 1800, 1968, 2044	I
LA.K.2.2.2	retell important facts from a text heard or read; and	34, 598, 779, 1084, 1800, 1808, 1809, 1810, 1811, 1837, 1853, 1854	I
LA.K.2.2.3	select non-fiction material to read for pleasure.	582, 1068, 1084, 1234, 1554, 1720, 1964, 2040	I
Kindergarten: Writing Process			
Pre-Writing	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.		
The student will prewrite by:			
LA.K.3.1.1	connecting thoughts and oral language to generate ideas; and	27, 49, 103, 125, 179, 201, 271, 293, 347, 369, 445, 537, 613, 689, 779, 909, 1023, 1099, 1175, 1265, 1331, 1341, 1417, 1509, 1585, 1661, 1751, 1827, 1903, 1995, 2071, 2137, 2147, 2206, 2237, 2313, 2389	I
LA.K.3.1.2	drawing a picture about ideas from stories read aloud or generated through class discussion.	49, 931, 1089, 1265, 2283, 2313	I
Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
The student will draft writing by:			

LA.K.3.2.1	drawing, telling, or writing about a familiar experience, topic or text; and	49, 658, 779, 1089, 1099, 1386	I
LA.K.3.2.2	creating a group draft, scripted by the teacher.	S21, S25, S29, S33, S41, S45, S49, S53, S57, S65, S69, S73, S77, 27, 103, 179, 271, 347, 423, 515, 591, 667, 757, 833, 909, 1001, 1077, 1153, 1243, 1319, 1395, 1487, 1563, 1639, 1729, 1805, 1881, 1973, 2049, 2125, 2215, 2291, 2367	I
Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.		
LA.K.3.3.1	The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting	57, 133, 209, 301, 377, 453, 545, 621, 697, 787, 863, 939, 1031, 1107, 1183, 1273, 1349, 1425, 1517, 1593, 1669, 1759, 1835, 1911, 2003, 2079, 2155, 2245, 2321, 2397	I
Editing for Language	Standard: The student will edit and correct the draft for standard language conventions.		
The student will correctly use:			
LA.K.3.4.1	knowledge of letter/sound relationships to spell simple words.	749, 901, 1031, 1107, 1517, 1593	I
LA.K.3.4.2	capital letters to begin "important words;" and	787, 1031, 1310	I
LA.K.3.4.3	end punctuation, including periods, question marks, and exclamation points;	787, 1107, 1425, 1593	I
Publishing	Standard: The student will write a final product for the intended audience.		
LA.K.3.5.1	The student will produce, illustrate and share a finished piece of writing	S77, 63, 139, 215, 307, 383, 459, 551, 627, 703, 793, 869, 945, 1037, 1113, 1189, 1279, 1355, 1431, 1523, 1599, 1675, 1765, 1841, 1917, 2009, 2085, 2161, 2251, 2327, 2403	I

Kindergarten: Writing Applications Creative			
	Standard: The student develops and demonstrates creative writing.		
The student			
LA.K.4.1.1	create narratives by drawing, dictating, and/or using emergent writing; and	77, 80, 1243, 1255, 1265, 1273, 1872, 2147, 2155, 2179	I
LA.K.4.1.2	participate in writing simple stories, poems, rhymes, or song lyrics.	1872, 1893, 1903, 1911, 1917, 2147, 2161, 2282	I
Informative	Standard: The student develops and demonstrates informative writing that provides information related to real-world tasks.		
The student will participate in			
LA.K.4.2.1	participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;	S9, S17, S25, S29, S33, S34, S41, S45, S49, S50, S51, S53, S57, S65, S69, S73, 27, 39, 57, 103, 115, 125, 133, 179, 191, 201, 203, 253, 271, 283, 293, 301, 347, 359, 369, 377, 423, 435, 453, 537, 900, 901, 1013, 1069, 1086, 1079, 1099, 1153, 1177, 1235, 1310, 1331, 1341, 1349, 1758, 1765, 1796, 1973, 1995, 2003, 2009, 2079	I
LA.K.4.2.2	participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);	1069, 1089, 1310, 1427	I
LA.K.4.2.3	participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;	1355, 1751, 1765, 1973, 1995	I
LA.K.4.2.4	communications with teacher as scribe, including friendly letters and thank-you notes; and	1175, 1183, 1189, 1213	I
LA.K.4.2.5	draw a simple map of the classroom.	1225, 1259	I
Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
LA.K.4.3.1	The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.	301, 901, 1968, 2003, 2044	I

Kindergarten: Communication			
Penmanship	Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
The student			
LA.K.5.1.1	print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;	26, 102, 178, 270, 346, 422, 514, 590, 666, 832, 908, 1000, 1076, 1152, 1242, 1318, 1394, 1486, 1562, 1638, 1728, 1804, 1880, 1972, 2048, 2124, 2214, 2290, 2366	I
LA.K.5.1.2	write from left to right and top to bottom of page;	94, 2071, 2079, 2237, 2245	I
LA.K.5.1.3	recognize spacing between letters and words;	57, 94, 516, 584, 660, 939, 1070, 1176	I
LA.K.5.1.4	print own first and last name; and	S53, 301, 697, 779, 2313 (<i>this skill is continuously reinforced throughout the year</i>)	I
LA.K.5.1.5	understand the concept of writing and identifying numerals.	2359, 2379, 2389, 2397, 2403 <hr/> 2367	I <hr/> M

Listening and Speaking	Standard: The student effectively applies listening and speaking strategies.		
The student			
LA.K.5.2.1	listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);	35, 53, 99, 111, 175, 196, 205, 279, 355, 997, 1009, 1027, 1085, 1110, 1161, 1179, 1186, 1239, 1251, 1269, 1276, 1352, 1421, 1504, 1559, 1596, 1665	I
LA.K.5.2.2	listen attentively to fiction and non-fiction read-alouds and demonstrate understanding;	S7, S23, S47, S71, 22, 52, 59, 98, 117, 128, 135, 174, 193, 204, 211, 266, 285, 296, 303, 342, 372, 379, 437, 448, 455, 540, 547, 616, 623, 692, 698, 782, 789, 858, 865, 934, 941, 996, 1026, 1033, 1102, 1109, 1178, 1185, 1268, 1275, 1344, 1351, 1420, 1427, 1512, 1519, 1588, 1595, 1664, 1671, 1754, 1761, 1830, 1837, 1906, 1913, 1998, 2005, 2074, 2081, 2150, 2157, 2240, 2247, 2316, 2323, 2392, 2399	I
LA.K.5.2.3	repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);	S6, 668, 758, 1342	I
LA.K.5.2.4	recite short poems, rhymes, songs, and stories with repeated patterns;	S10, 20, 43, 265, 668, 758, 1342	I
LA.K.5.2.5	communicate effectively when relating experiences and retelling stories heard; and	S7, S15, S19, S23, S31, S39, S43, S46, S47, S55, S62, S67, S70, S71, S74, 22, 34, 43, 51, 52, 71, 72, 73, 97, 98, 110, 119, 127, 128, 174, 186, 195, 203, 204, 208, 266, 278, 287, 295, 296, 300, 342, 353, 363, 371, 372, 376, 418, 430, 439, 448, 452, 510, 522, 531, 540, 544, 586, 598, 607, 616, 662, 683, 692, 696, 752, 764, 773, 782, 828, 849, 858, 862, 904, 916, 925, 934, 996, 1017, 1026, 1072, 1093, 1102, 1148, 1169, 1178, 1238, 1259, 1268, 1314, 1335, 1344, 1390, 1411, 1420, 1482, 1503, 1512, 1558, 1579, 1588, 1634, 1655, 1664, 1724, 1745, 1754, 1800, 1821, 1830, 1876, 1897, 1906, 1968, 1989, 1998, 2044, 2065, 2074, 2120, 2141, 2150, 2210, 2222, 2231, 2240, 2307, 2316, 2362, 2383, 2286, 2392	I

LA.K.5.2.6	use complete sentences when speaking.	517, 661, 1022, 1097	I
Kindergarten: Information and Media			
Informational Text	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.		
LA.K.6.1.1	The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).	S19, 119, 195	I
Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
The student will:			
LA.K.6.2.1	ask questions and recognize the library media specialist or teacher as an information source;	1224, 1710, 1954, 2196 1468	I ____M
LA.K.6.2.2	use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards);	240, 252, 496, 726, 738, 749, 1225, 1456, 1710, 1955, 1964	I
LA.K.6.2.3	participate in creating a simple class report where the teacher is the scribe; and	9, 759, 1159, 1165	I
LA.K.6.2.4	recognize that authors, illustrators, and composers create informational sources.	33, 597, 763, 1083, 1159, 1401, 1493, 1735 1820, 1988	I ____M
Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
The student will:			
LA.K.6.3.1	recognize print and nonprint media; and	497, 739, 1896, 2283	I
LA.K.6.3.2	state the main idea after viewing print media.	983, 1238, 1469, 1482	I

Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
LA.K.6.4.1	The student will use technology (e.g., drawing tools, writing tools) resources to support learning.	9, 253, 482, 483, 497, 739, 968, 969, 1454, 1455, 1456, 1940, 1941, 2426	I

Pinellas Primary Academy



Appendix XIV

Textbook Correlation to Sunshine State Standards:

Mathematics

Saxon Math



SAXON MATH™ K

correlated to the

Florida

Course Standards and Access Points

Grade K: Mathematics - Grade Kindergarten

Course Code: 5012020



SAXON™

An Imprint of HMH
Supplemental Publishers Inc.

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	Mathematics
GRADE LEVEL:	K
COURSE TITLE:	Mathematics - Kindergarten
COURSE CODE:	5012020
SUBMISSION TITLE:	Saxon Math K
TITLE ID:	1572
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.
PUBLISHER ID:	33-0147571-02

					Committee Member Evaluation (Committee Member Use Only)				
*I/M = INDEPTH OR MENTIONED									
BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
			(M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice						
MA.K.A.1.1	Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.	Moderate	Meeting(s): 1–25 Lesson(s): 13 (NC), 42 (NC), 62 (NC), 74 (NC), 8 (LP), 5 (LP), 6 (NC), 7 (NC), 8 (LP), 9 (NC), 11 (NC), 12 (HP), 14 (LP), 15 (NC), 17 (HP), 18 (NC), 19 (HP), 21 (NC), 22 (NC), 23 (HP), 24 (NC), 25 (NC), 26 (HP), 27 (NC), 28 (NC), 29 (NC), 32 (HP), 33 (HP), 34 (HP), 35 (NC), 36 (NC), 37 (HP), 38 (NC), 41 (NC), 43 (HP), 44 (NC), 46 (HP), 47 (NC), 48 (NC), 50-2 (PS), 51 (NC), 52 (HP), 53 (LP), 54 (HP), 56 (HP), 57 (HP), 58 (NC), 59 (LP), 60-2 (PS), 61 (NC), 63 (NC), 64 (NC), 65 (NC), 67 (NC), 68 (NC), 69 (NC), 70-2 (PS), 71 (NC), 72 (NC), 73 (NC), 75 (NC), 77 (LP), 78 (NC), 79 (LP), 80-1 (NC), 80-2 (PS), 81 (NC), 82 (HP), 89 (NC), 90-1 (NC), 90-2 (PS), 91 (NC), 94 (NC), 96 (NC), 98 (NC), 99 (LP), 104 (NC), 105 (NC), 106 (NC), 107 (NC), 108 (NC), 110-1 (NC), 13 (NC), 114 (NC), 117 (NC), 118 (NC), 119 (NC), 120-1 (NC), 120.2 (PS), 121 (NC), 122 (NC), 125 (NC),126 (NC), 127 (NC), 128 (NC), 129 (HP), 130-1 (NC), 130-2 (PS), 131 (HP), 132 (NC), 134 (NC) Overview(s): 1 (p 1)	I					

SUBJECT:		Mathematics													
GRADE LEVEL:		K													
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MA.K.A.1.2		Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.		Moderate		Meeting(s): 7–25 Lesson(s): 5 (NC), 13 (NC), 46 (NC), 59 (NC), 71 (NC), 74 (NC), 80-1 (NC), 6 (NC), 8 (NC), 11 (NC), 17 (NC), 21 (NC), 22 (NC), 28 (NC), 29 (HP), 33 (LP), 35 (LP), 36 (LP), 37 (NC), 38 (LP), 49 (NC), 60-2 (PS), 64 (HP), 65 (LP), 66 (CP), 67 (CP), 69 (CP), 73 (HP), 87 (NC), 90-2 (PS), 91 (LP), 92 (HP), 93 (CP), 94 (HP), 95 (CP), 96 (HP), 97 (NC), 98 (CP), 99 (NC), 102 (NC), 103 (CP), 105 (CP), 106 (HP), 107 (NC), 109 (NC), 110-2 (PS), 111 (CP), 112 (HP), 113 (CP), 114 (HP), 115 (CP), 118 (CP), 120-1 (NC), 120-2 (PS), 122 (NC), 124 (CP), 125 (LP), 130-1 (NC) Overview(s): 4 (p 1), 11 (p 1)			I						

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MA.K.A.1.3	Solve word problems involving simple joining and separating situations.	High	Lesson(s): 44 (NC), 80-2 (PS), 89 (NC), 119 (NC), 127 (NC), 130-2 (PS), 132 (LP), 18 (NC), 27 (NC), 50-2 (PS), 51 (NC), 60-2 (PS), 65 (NC), 68 (NC), 71 (LP), 73 (LP), 74 (HP), 75 (HP), 77 (NC), 81 (NC), 90-2 (PS), 97 (NC), 98 (LP), 99 (LP), 100-2 (PS), 110-2 (PS), 117 (LP), 118 (LP), 120-2 (PS), 121 (NC), 122 (LP), 126 (LP), 128 (NC), 129 (HP), 131 (LP), 132 (LP) Overview(s): 8 (p 1)	I					
MA.K.G.2.1	Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.	Moderate	Lesson(s): 17 (NC), 34 (NC), 43 (NC), 54 (NC), 85 (NC), 112 (NC), 1 (NC), 2 (NC), 7 (NC), 11 (NC), 12 (NC), 13 (NC), 16 (NC), 19 (NC), 22 (NC), 23 (NC), 28 (LP), 31 (NC), 32 (NC), 37 (LP), 50-1 (NC), 58 (NC), 93 (NC), 105 (NC), 113 (NC), 123 (NC) Overview(s): 3 (p 1)	I					

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BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All						
MA.K.G.2.2	Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids.	Moderate	Meeting(s): 3, 7, 8, 10, 17, 19–25 Lesson(s): 15 (LP), 19 (NC), 37 (NC), 14 (LP), 16 (LP), 23 (NC), 29 (LP), 32 (NC), 43 (NC), 50-1 (NC), 54 (NC), 56 (LP), 60-1 (NC), 63 (NC), 65 (NC), 79 (LP), 85 (NC), 86 (NC), 91 (NC), 93 (NC), 104 (LP), 105 (NC), 108 (NC), 113 (NC), 114 (NC), 115 (NC), 117 (NC) Overview(s): 5 (p 1)	I											
MA.K.G.2.3	Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders.	Moderate	Lesson(s): 61 (NC), 93 (NC), 112 (NC), 62 (NC), 123 (NC), 14 (NC), 19 (NC), 23 (NC), 34 (NC), 41 (NC), 83 (NC, LP) Overview(s): 12 (p 1)	I											
MA.K.G.2.4	Interpret the physical world with geometric shapes, and describe it with corresponding vocabulary.	Moderate	Lesson(s): 19 (NC), 31 (NC), 93 (NC), 112 (NC), 123 (NC), 89 (NC), 3 (NC), 4 (LP), 14 (NC), 15 (NC), 29 (NC), 34 (NC), 41 (NC), 61 (NC), 62 (NC), 105 (NC), 108 (NC), 114 (NC) Overview(s): 2 (p 1)	I											
MA.K.G.2.5	Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes.	High	Lesson(s): 27 (NC), 60-2 (PS), 79 (NC), 89 (NC), 108 (NC), 119 (NC), 3 (NC), 4 (NC), 15 (NC), 50-2 (PS), 70-2 (PS), 80-2 (PS), 104 (LP), 114 (NC), 127 (NC) Overview(s): 7 (p 1)	I											

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MA.K.G.3.1	Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.	Moderate	Lesson(s): 53 (NC), 80-1 (NC), 83 (NC), 87 (NC), 8 (NC), 9 (NC), 11 (NC), 17 (NC), 22 (NC), 72 (NC), 84 (NC), 93 (NC), 105 (NC), 106 (NC), 112 (NC), 115 (NC), 120-1 (NC), 126 (NC), 131 (NC), 133 (NC) Overview(s): 9 (p 1), 14 (p 1)	I					
MA.K.A.4.1	Identify and duplicate simple number and non-numeric repeating and growing patterns.	Moderate	Meeting(s): 1–25 Lesson(s): 25 (NC), 33 (NC), 55 (LP), 66 (NC), 95 (LP), 110-2 (PS), 8 (NC), 9 (NC), 26 (NC), 32 (NC), 35 (NC), 40-2 (PS), 52 (NC), 54 (LP), 55 (NC), 60-1 (NC), 88 (NC), 101 (NC), 117 (LP), 118 (LP), 125 (NC) Overview(s): 6 (p 1), 10 (p 1)	I					
MA.K.G.5.1	Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.	Moderate	Meeting(s): 1, 6, 17, 1–25 Lesson(s): 40-1 (NC), 124 (NC), 135 (NC) Overview(s): 13 (p 1)	I					

SUBJECT:	Mathematics							
GRADE LEVEL:	K							
COURSE TITLE:	Mathematics - Kindergarten							
COURSE CODE:	5012020							
SUBMISSION TITLE:	Saxon Math K							
TITLE ID:	1572							
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.							
PUBLISHER ID:	33-0147571-02							
				Committee Member				
				(Committee Member Use Only)				
OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		Strongly Agree	Agree	Disagree	Strongly Disagree
			The Examples can be from Student or Teacher Instructional Material.					
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.			Compare and order whole numbers and join and separate sets: 13 (NC), 74 (NC), 127 (NC) Describe shapes and space: 17 (NC), 31 (NC), 93 (NC), 112 (NC) Order objects by measurable attributes: 53 (NC), 83 (NC), 87 (NC)					
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.			77 (NC), 97 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 22, Activity 70)					
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.			50-2 (PS), 80-2 (PS), 110-2 (PS)					
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.			Monitoring Student Progress binder (Math Center Activities booklet, p 10, Activity 13; p 13, Activity 27; p 14, Activity 34)					
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.			Organize, record and communicate: 17 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 21, Activity 66) Multiple representations and a variety of tools: 7 (NC), 73 (NC), 80-2 (PS)					

SUBJECT:	Mathematics				
GRADE LEVEL:	K				
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COURSE CODE:	5012020				
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TITLE ID:	1572				
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.				
PUBLISHER ID:	33-0147571-02				
				Committee Member	
				(Committee Member Use Only)	
OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		<div>Strongly Agree</div> <div>Agree</div> <div>Disagree</div> <div>Strongly Disagree</div>
			The Examples can be from Student or Teacher Instructional Material.		
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			Other disciplines: 77 (NC), 80-2 (PS), 113 (NC), 135 (NC), Overview 5 (p 4 Literature Connections L41) Interconnect and build: 67 (NC), 91 (NC), 113 (NC)		
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			Meeting 17, 53 (NC), 64 (NC)		

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
COURSE STANDARDS

SUBJECT:	Mathematics
GRADE LEVEL:	K
COURSE TITLE:	Mathematics - Kindergarten
COURSE CODE:	5012030
SUBMISSION TITLE:	Saxon Math K
TITLE ID:	1572
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.
PUBLISHER ID:	33-0147571-02

					Committee Member (Committee Member Use Only)			
*I/M = INDEPTH OR MENTIONED								
ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.K.A.1.In.a	Represent quantities to 5 using sets of objects and number names.	Overview: 1 (p 2)Grade K Online Access Points Activities (p 2)	I					
MA.K.A.1.In.b	Use one-to-one correspondence to count and compare sets of objects to 5.	Overviews: 4 (p 2), 11 (p 2)Grade K Online Access Points Activities (p 2)	I					
MA.K.A.1.In.c	Solve problems with up to 5 objects involving simple joining (putting together) and separating (taking away) situations.	Overview: 8 (p 2)Grade K Online Access Points Activities (p 3)	I					
MA.K.A.1.Su.a	Represent quantities to 3 using sets of objects and number names.	Overview: 1 (p 2)Grade K Online Access Points Activities (p 3)	I					
MA.K.A.1.Su.b	Use one-to-one correspondence to count sets of objects to 3.	Overviews: 4 (p 2), 11 (p 2)Grade K Online Access Points Activities (p 3)	I					
MA.K.A.1.Su.c	Solve problems with up to 3 objects involving simple joining (putting together) situations.	Overview: 8 (p 2)Grade K Online Access Points Activities (p 4)	I					
MA.K.A.1.Pa.a	Indicate desire for more of an action or object.	Overview: 1 (p 2)Grade K Online Access Points Activities (p 4)	I					
MA.K.A.1.Pa.b	Indicate desire for no more or none of an action or object.	Overview: 1 (p 2)Grade K Online Access Points Activities (p 4)	I					
MA.K.A.1.Pa.c	Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.	Overviews: 4 (p 2), 8 (p 2), 11 (p 2)Grade K Online Access Points Activities (p 5)	I					

SUBJECT:	Mathematics
GRADE LEVEL:	K
COURSE TITLE:	Mathematics - Kindergarten
COURSE CODE:	5012030
SUBMISSION TITLE:	Saxon Math K
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ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.K.G.2.In.a	Sort objects by single attributes, including shape and size.	Overview: 3 (p 2)Grade K Online Access Points Activities (p 8)	I					
MA.K.G.2.In.b	Match and name two-dimensional shapes, including circle and square.	Overview: 5 (p 2)Grade K Online Access Points Activities (p 8)	I					
MA.K.G.2.In.c	Match examples of three-dimensional objects, such as balls (spheres) and blocks (cubes).	Overview: 12 (p 2)Grade K Online Access Points Activities (p 8)	I					
MA.K.G.2.In.d	Identify shapes, including circle and square, in the environment.	Overview: 2 (p 2)Grade K Online Access Points Activities (p 8)	I					
MA.K.G.2.In.e	Identify spatial relationships, including in, out, up, down, top, bottom, on, and off.	Overview: 7 (p 2)Grade K Online Access Points Activities (p 9)	I					
MA.K.G.2.Su.a	Sort common objects by size.	Overview: 3 (p 2)Grade K Online Access Points Activities (p 9)	I					
MA.K.G.2.Su.b	Identify square objects or pictures when given the name.	Overview: 5 (p 2)Grade K Online Access Points Activities (p 9)	I					
MA.K.G.2.Su.c	Identify three-dimensional objects, such as a block (cube) or ball (sphere).	Overview: 12 (p 2)Grade K Online Access Points Activities (p 10)	I					
MA.K.G.2.Su.d	Identify square shapes in the environment when given the name.	Overview: 2 (p 2)Grade K Online Access Points Activities (p 10)	I					
MA.K.G.2.Su.e	Identify spatial relationships, including on, off, up, and down.	Overview: 7 (p 2)Grade K Online Access Points Activities (p 10)	I					

SUBJECT:	Mathematics							
GRADE LEVEL:	K							
COURSE TITLE:	Mathematics - Kindergarten							
COURSE CODE:	5012030							
SUBMISSION TITLE:	Saxon Math K							
TITLE ID:	1572							
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.							
PUBLISHER ID:	33-0147571-02							
					Committee Member (Committee Member Use Only)			
					*I/M = INDEPTH OR MENTIONED			
ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.K.G.2.Pa.a	Recognize a common object with a two-dimensional shape.	Overviews: 2 (p 2), 3 (p 2), 5 (p 2)Grade K Online Access Points Activities (p 11)	I					
MA.K.G.2.Pa.b	Recognize a common three-dimensional object.	Overviews: 2 (p 2), 3 (p 2), 12 (p 2)Grade K Online Access Points Activities (p 11)	I					
MA.K.G.2.Pa.c	Recognize a movement that reflects a spatial relationship, such as up and down.	Overview: 7 (p 2)Grade K Online Access Points Activities (p 11)	I					
MA.K.G.3.In.a	Compare overall size and length of objects and describe using terms such as big, small, long, and short.	Overviews: 9 (p 2), 14 (p 2)Grade K Online Access Points Activities (p 13)	I					
MA.K.G.3.Su.a	Identify size of objects using terms, such as big and little.	Overviews: 9 (p 2), 14 (p 2)Grade K Online Access Points Activities (p 13)	I					
MA.K.G.3.Pa.a	Recognize differences in size of objects.	Overviews: 9 (p 2), 14 (p 2)Grade K Online Access Points Activities (p 13)	I					
MA.K.A.4.In.a	Match two-element repeating patterns of sounds, physical movements, and objects.	Overviews: 6 (p 2), 10 (p 2)Grade K Online Access Points Activities (p 15)	I					
MA.K.A.4.Su.a	Match identical sounds, physical movements, and objects.	Overviews: 6 (p 2), 10 (p 2)Grade K Online Access Points Activities (p 15)	I					
MA.K.A.4.Pa.a	Recognize two objects that are identical to each other.	Overviews: 6 (p 2), 10 (p 2)Grade K Online Access Points Activities (p 16)	I					
MA.K.G.5.In.a	Identify concepts of time, including day, night, morning, and afternoon, by relating activities to a time period.	Overview: 13 (p 2)Grade K Online Access Points Activities (p 18)	I					
MA.K.G.5.Su.a	Identify concepts of time, including day and night, by relating daily events to a time period.	Overview: 13 (p 2)Grade K Online Access Points Activities (p 18)	I					

SUBJECT:	Mathematics								
GRADE LEVEL:	K								
COURSE TITLE:	Mathematics - Kindergarten								
COURSE CODE:	5012030								
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TITLE ID:	1572								
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.								
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MA.K.G.5.Pa.a	Recognize common activities that occur every day.	Overview: 13 (p 2)Grade K Online Access Points Activities (p 18)	I						



SAXON MATH™ 1

correlated to the

Florida

Course Standards and Access Points

Grade 1: Mathematics - Grade One

Course Code: 5012030



SAXON™

An Imprint of HMH
Supplemental Publishers Inc.

CORRELATION									
FLORIDA DEPARTMENT OF EDUCATION									
INSTRUCTIONAL MATERIALS CORRELATION									
COURSE STANDARDS									
SUBJECT:	Mathematics								
GRADE LEVEL:	1								
COURSE TITLE:	Mathematics - Grade One								
COURSE CODE:	5012030								
SUBMISSION TITLE:	Saxon Math 1								
TITLE ID:	1572								
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PUBLISHER ID:	33-0147571-02								
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BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.1.A.1.1	Model addition and subtraction situations using the concepts of "part-whole," "adding to," "taking away from," "comparing," and missing addend."	Moderate	Lesson(s): 12 (NC), 15-1 (NC), 21 (NC), 23 (NC), 25-1 (NC), 33 (NC), 40-1 (NC), 44 (NC), 49 (NC), 58 (NC), 59 (NC), 68 (NC), 70-2 (PS), 76 (NC), 77 (NC), 82 (NC), 90-2 (PS), 94 (NC), 95-1 (NC), 101 (NC), 107 (NC), 111 (NC), 115-1 (NC), 118 (NC), 120-2 (PS), 121 (NC), 125-1 (NC), 127 (NC), 129 (NC), 132 (NC), 16–18 (GP), 22 (GP), 24 (GP), 26 (GP), 28 (GP), 29 (GP), 31 (GP), 32 (GP), 35-1 (GP), 38 (GP), 39 (GP), 42 (M), 43 (M), 45-2–48 (M), 50-1 (M), 50-2 (M), 51–57 (M), 60-1 (M), 60-2 (M), 61–63 (GP), 65-1 (GP), 66 (M), 67 (M), 70-1 (M), 71–75-2 (M), 79 (M), 80-1 (M), 80-2 (M), 83–90-1 (M), 91 (M), 92 (M), 93 (M), 95-2–100-2 (M), 102–106 (M), 108–110-2 (M), 112 (M), 113 (M), 115-2–117 (M), 119 (M), 120-1 (M), 122 (M), 123 (M), 124 (M), 126 (M), 128 (M), 130-1 (M), 130-2 (M), 131 (M), 133 (M), 134 (M), 135 (M), 6 (WP), 36 (NC), 37 (NC), 41 (NC), 69 (NC), 78 (NC), 81 (NC), 27 (NC), 34 (NC), 4 (NC), 19 (NC) Overview(s): 3 (p 1), 7 (p 1)	I					

SUBJECT:	Mathematics								
GRADE LEVEL:	1								
COURSE TITLE:	Mathematics - Grade One								
COURSE CODE:	5012030								
SUBMISSION TITLE:	Saxon Math 1								
TITLE ID:	1572								
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			(M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice						
MA.1.A.1.2	Identify, describe, and apply addition and subtraction as inverse operations.	Moderate	Lesson(s): 101 (NC), 132 (NC), 134 (NC), 134 (GP), 121 (NC), 125-1 (NC), 129 (NC), 111 (GP), 132 (GP), 121(GP), 122 (FP), 122 (M), 122(GP), 123 (NC), 123 (GP), 132 (FP), 132 (M) Overview(s): 14 (p 1)	I					
MA.1.A.1.3	Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers.	Moderate	Lesson(s): 78 (NC), 94 (NC), 114 (NC), 41(NC), 15-1 (NC), 21 (NC), 34 (NC), 77 (NC), 89 (NC), 90-1 (NC), 94 (NC), 95-1 (NC), 58 (GP), 59 (GP), 96 (FP), 98 (FP), 100-1 (FP), 101 (NC), 102 (FP), 104 (FP), 105-1 (NC), 106 (NC), 111 (NC), 112 (FP), 113 (FP), 114 (NC), 115-1 (NC), 116 (NC), 117 (FP), 118 (FP), 119 (FP), 126 (NC), 129 (NC), 131 (FP), 132 (NC), 133 (FP), 134 (NC), A (NC) Overview(s): 12 (p 1)	I					

SUBJECT:		Mathematics													
GRADE LEVEL:		1													
COURSE TITLE:		Mathematics - Grade One													
COURSE CODE:		5012030													
SUBMISSION TITLE:		Saxon Math 1													
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BENCHMARK CODE		BENCHMARK		DEPTH OF KNOWLEDGE		PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL			I/M*		Thoroughly	Highly	Adequately	Minimally	Not At All
MA.1.A.1.4		Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems.		High		Lesson(s): 23 (NC), 27 (NC), 28 (NC), 30-1 (NC), 36 (NC), 37 (NC), 41 (NC), 44 (NC), 45-1 (NC), 49 (NC), 61 (NC), 68 (NC), 69 (NC), 76 (NC), 77 (NC), 78 (NC), 79 (NC), 80-1(NC), 91 (NC), 94 (NC), 95-1 (NC), 101 (NC), 102 (NC), 105-1 (NC), 106 (NC), 121 (NC), 125-1 (NC), 129 (NC), A (NC), 24 (FP), 25-1 (FP), 26 (FP), 29 (FP), 30-2 (FP), 31 (FP), 33 (FP), 35-1 (GP), 38 (FP), 39 (FP), 42 (FP), 43 (FP), 46 (FP), 47 (FP), 48 (FP), 51 (FP), 52 (FP), 53 (FP), 54 (FP), 56 (FP), 57 (FP), 62 (FP), 63 (GP), 64 (FP), 65-1 (GP), 67 (FP), 71 (FP), 72 (FP), 82 (FP), 83 (FP), 84 (FP), 85-1 (GP), 87 (FP), 88 (FP), 92 (FP), 93 (FP), 96 (FP), 97 (FP), 98 (FP), 99 (FP), 103 (FP), 104 (FP), 107 (FP), 108 (FP), 109 (FP), 111 (FP), 112 (FP), 113 (FP), 117 (FP), 122 (FP), 124 (FP), 126 (FP), 128 (FP), 131 (FP), 132 (FP), 133 (FP), 134 (FP), 66 (NC), 73 (NC), 74 (NC), 75-1 (NC), 81 (NC), 86 (NC), 127 (NC), 32 (NC), 34 (NC), 40-1 (NC), 58 (NC), 59 (NC), 89 (NC), 90-1 (NC), 123 (NC) Overview(s): 5 (p 1)			I						

SUBJECT:		Mathematics							
GRADE LEVEL:		1							
COURSE TITLE:		Mathematics - Grade One							
COURSE CODE:		5012030							
SUBMISSION TITLE:		Saxon Math 1							
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			(M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice						
MA.1.A.2.1	Compare and order whole numbers at least to 100.	Moderate	Lesson(s): 92 (NC), 4 (NC), 17 (NC), 32 (NC), 55-2 (NC), 85-1 (NC), 65-2 (NC), 52 (NC), 108 (NC), 115 2 (NC), 20-1 (NC), 7 (GP), 8 (GP), 13 (GP), 22 (GP), 23 (GP), 42 (GP), 45-1 (GP), 46-135 (M), 2 (NC), 44 (NC), 51 (NC) Overview(s): 10 (p 1)	I					
MA.1.A.2.2	Represent two digit numbers in terms of tens and ones.	Low	Lesson(s): 85-1 (NC), 85-2 (NC), 86 (NC), 11-15-1 (WP), 16-19 (WP), 21-25-1 (WP), 26-29 (WP), 31-35-1 (WP), 36-39 (WP), 41-45-1 (WP), 46-49 (WP), 51 (WP), 52 (WP), 54-55-1 (WP), 56-59 (WP), 61-65-1 (WP), 66-69 (WP), 71-75-1 (WP), 76-79 (WP), 82-84 (WP), 127 (NC), 81 (NC), 87-89 (WP), 92-95-1 (WP), 96-99 (WP), 101-105-1 (WP), 106-109 (WP), 7-10-2 (M), 15-2 (M), 20-1 (M), 20-2 (M), 90-1 (M), 113 (GP), 115-1 (GP), 117-120-1 (M), 121 (M), 122 (M), 124-126 (M), 128-130-2 (M), 91 (NC), 53 (NC), 120 2 (PS), 55-2 (NC) Overview(s): 9 (p 1)	I					

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BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (M) = Meeting (FP) = Fact Practice (NC) = New Concept (PS) = Problem Solving (WP) = Written Practice (GP) = Guided Class Practice	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.1.A.2.3	Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.	Moderate	Lesson(s): 52 (NC), 92 (NC), 32 (NC), 65-2 (NC), 108 (NC), 115-2 (NC), 1–135 (M), 77 (NC), 79 (NC), 80-1 (NC), 55-2 (NC) Overview(s): 10 (p 1)	I					
MA.1.G.3.1	Use appropriate vocabulary to compare shapes according to attributes and properties such as number and lengths of sides and number of vertices.	Moderate	Lesson(s): 6 (NC), 13 (NC), 24 (NC), 83 (NC), 112 (NC), 120-1 (NC), 124 (NC), 96 (NC), 25-2 (NC), 40-2 (PS), 14 (NC), 15-1 (GP), 16 (GP), 18 (GP), 7 (NC), 10-1 (NC), 38 (NC), 65-1 (NC), 22 (GP), 25-1 (GP), 31 (GP), 82 (GP), 84 (GP), 93 (GP), 95-1 (GP), 97 (GP), 99 (GP), 117 (GP), 121 (GP), 122 (GP), 127 (GP), 135 (GP) Overview(s): 2 (p 1)	I					
MA.1.G.3.2	Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part-whole relationships and properties of shapes.	High	Lesson(s): 67 (NC), 60-1 (NC), 65-1 (NC), 75-2 (NC), 88 (NC), 117 (NC), 107 (NC), 54 (NC), 55-1 (NC), 18 (NC), 31 (NC), 42 (NC), 45-2 (NC), 112 (NC), 120 1 (NC), 125-2 (NC), 71 (NC), 6 (NC), 56 (GP, 57 (GP), 59 (GP), 66 (GP), 68 (GP), 69 (GP), 72 (GP), 77 (GP), 79 (GP), 81 (GP), 89 (GP), 91–93 (GP), 96 (GP), 102 (GP), 109 (GP), 119 (GP), 129 (GP) Overview(s): 8 (p 1), 13 (p 1)	I					

SUBJECT:		Mathematics									
GRADE LEVEL:		1									
COURSE TITLE:		Mathematics - Grade One									
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SUBMISSION TITLE:		Saxon Math 1									
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MA.1.A.4.1	Extend repeating and growing patterns, fill in missing terms, and justify reasoning.	High	Lesson(s): 26 (NC), 51 (NC), 52 (NC), 56 (NC), 58 (NC), 59 (NC), 4 (WP), 30 2 (PS), 60 2 (PS), 130-2 (PS), 115-2 (NC), 2–135 (M), 32 (GP), 43 (NC), 47 (NC), 53 (NC), 64 (NC), 70-1 (NC), 89 (NC), 90-1 (NC), 126 (NC) Overview(s): 6 (p 1)	I							
MA.1.G.5.1	Measure by using iterations of a unit, and count the unit measures by grouping units.	Moderate	Lesson(s): 35-2 (NC), 39 (NC), 50-1 (NC), 55 2 (NC), 62 (NC), 75-2 (NC), 44 (GP), 95-2 (NC), 104 (NC), 110 1 (NC), 135(NC), 97 (NC), 119 (NC), 64 (GP), 68 (GP), 71 (GP), 77 (GP), 96 (GP), 98 (GP), 105-1 (GP), 107 (GP), 125-1 (GP), 129 (GP) Overview(s): 4 (p 1)	I							
MA.1.G.5.2	Compare and order objects according to descriptors of length, weight, and capacity.	Moderate	Lesson(s): 9 (NC), 4 (NC), 39 (NC), 50-1 (NC), 62 (NC), 95-2 (NC), 2 (NC), 7 (NC), 29 (NC), 55-2 (NC), 82 (NC), 27 (NC), 38 (NC), 104 (NC), 110 1 (NC), 135 (NC), 35-2 (NC), 44 (GP), 64 (GP), 69 (GP), 71 (GP), 77 (GP), 96 (GP), 98 (GP), 105-1 (GP), 125-1 (GP), 129 (GP) Overview(s): 6 (p 1), 7 (p 1)	I							

SUBJECT:	Mathematics								
GRADE LEVEL:	1								
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COURSE CODE:	5012030								
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MA.1.A.6.1	Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.	High	Lesson(s): 73 (NC), 74 (NC), 75-1 (NC), 81 (NC), 85-2 (NC), 86 (NC), 127 (NC), 91 (NC), 120-2 (PS), 123 (NC), 76 (GP), 77 (GP), 79–90-2 (M), 82 (GP), 84 (GP), 87 (GP), 88 (GP), 116 (GP), 89 (NC), 90-1 (NC), 92 (GP), 95-1 (GP), 97 (M), 112 (GP), 113 (GP), 115-1 (GP), 116 (M), 118 (M), 119 (M), 120-2–130-2 (M), 131–134 (GP) Overview(s): 9 (p 1), 13 (p 1)	I					

SUBJECT:		Mathematics										
GRADE LEVEL:		1										
COURSE TITLE:		Mathematics - Grade One										
COURSE CODE:		5012030										
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MA.1.A.6.2	Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams. Continued on next page	High	Lesson(s): 12 (NC), 15-1 (NC), 19 (NC), 25-1 (NC), 38 (NC), 40-1 (NC), 50 2 (PS), 65-1 (NC), 75-2 (NC), 110-2 (PS), 2 (NC), 4 (NC), 5 (NC), 7 (NC), 10-1 (NC), 10 2 (PS), 13 (NC), 15-2 (NC), 16 (GP), 17 (GP), 18 (NC), 20-1 (NC), 20 2 (PS), 21 (NC), 22 (NC), 23 (NC), 24 (NC), 26 (NC), 27 (NC), 28 (GP), 29 (GP), 30-1 (NC), 30-2 (PS), 31 (GP), 32 (NC), 33 (NC), 34 (GP), 35-1 (GP), 36 (NC), 37 (NC), 39 (NC), 40-2 (PS), 41 (GP), 42 (GP), 44 (NC), 45-1 (NC), 46 (GP), 48 (GP), 49 (NC), 50-1 (NC), 51 (GP), 52 (GP), 53 (NC), 54 (GP), 55-1 (GP), 55-2 (NC), 56 (NC), 57 (NC), 58 (NC), 59 (NC), 60-1 (NC), 60 2 (PS), 61 (NC), 62 (NC), 67 (GP), 68 (NC), 69 (NC), 70-2 (PS), 73 (NC), 74 (NC), 75-1 (NC), 76 (NC), 77 (NC), 78 (GP), 79 (GP), 80-1 (NC), 80-2 (PS), 81 (NC), 82 (NC), 85-1 (NC), 85-2 (NC), 86 (NC), 88 (NC), 89 (NC), 90-1 (NC), 90-2 (PS), 91 (GP), 94 (NC), 95-1 (NC), 96 (GP), 100-2 (PS), 106 (NC), 101 (NC), 103 (NC), 104–105-2 (GP), 109 (NC), 113 (NC), 114 (NC), 115-1 (NC), 118 (NC), 117 (NC), 120 2 (PS), 121 (NC), 122 (NC), 123 (GP), 125-1 (NC), 127 (NC), 130-1 (NC), 130 2 (PS), 132 (NC), 134 (NC), 135 Overview(s): 1 (p 1)	I								

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GRADE LEVEL:	1							
COURSE TITLE:	Mathematics - Grade One							
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OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		Strongly Agree	Agree	Disagree	Strongly Disagree
			The Examples can be from Student or Teacher Instructional Material.					
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.			Addition and Subtraction Strategies: 25-1 (NC), 33 (NC), 41 (NC), 78 (NC), 101 (NC), 107 (NC), 114 (NC) Whole Number Relationships: 17 (NC), 52 (NC), 85-1 (NC), 85-2 (NC), 92 (NC) Geometric shapes: 6 (NC), 13 (NC), 24 (NC), 67 (NC), 60-1 (NC), 65-1 (NC)					
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.			7 (NC), 66 (NC), 82 (NC), 117 (NC), 118 (NC), Overview 8 (p 4, Extend and Challenge CD Activity 11)					
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.			10-2 (PS), 60-2 (PS), 80-2 (PS), 100-2 (PS), 110-2 (PS), 130-2 (PS)					
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.			15-1 (NC), 25-1 (NC), 55-2 (NC), 72 (NC), Overview 6 (p 4, Journal Writing L54), Monitoring Student Progress binder (Math Center Activities booklet, p 13, Activity 29)					
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.			Organize, record, and communicate: 82 (NC), 118 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 19, Activity 74) Multiple representations and a variety of tools: 57 (NC), 70-1 (NC)					

SUBJECT:	Mathematics				
GRADE LEVEL:	1				
COURSE TITLE:	Mathematics - Grade One				
COURSE CODE:	5012030				
SUBMISSION TITLE:	Saxon Math 1				
TITLE ID:	1572				
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.				
PUBLISHER ID:	33-0147571-02				
				Committee Member	
				(Committee Member Use Only)	
OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		<div>Strongly Agree</div> <div>Agree</div> <div>Disagree</div> <div>Strongly Disagree</div>
			The Examples can be from Student or Teacher Instructional Material.		
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			Other disciplines: 16 (NC), 54 (NC), 128 (NC), Overview 10 (p 4, Literature Connections L97) Interconnect and build: 12 (NC), 15-1 (NC), 25-1 (NC), 36 (NC)		
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			31 (NC), 55-2 (NC), 91 (NC), 100-2 (NC), 101 (NC)		

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	Mathematics
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ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.1.A.1.In.a	Identify the meaning of addition as adding to and subtraction as taking away from.	Overviews: 3 (p 2), 7 (p 2), 11 (p 2), 14 (p 2)Grade 1 Online Access Points Activities (p 2)	I					
MA.1.A.1.In.b	Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures.	Overviews: 5 (p 2), 12 (p 2)Grade 1 Online Access Points Activities (p 2)	I					
MA.1.A.1.Su.a	Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects.	Overviews: 3 (p 2), 7 (p 2), 11 (p 2), 14 (p 2)Grade 1 Online Access Points Activities (p 3)	I					
MA.1.A.1.Su.b	Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5.	Overviews: 5 (p 2), 12 (p 2)Grade 1 Online Access Points Activities (p 3)	I					
MA.1.A.1.Pa.a	Recognize when an object or person is added to (addition) or is taken away from (subtraction) a situation.	Overviews: 3 (p 2), 7 (p 2), 11 (p 2), 14 (p 2)Grade 1 Online Access Points Activities (p 4)	I					
MA.1.A.1.Pa.b	Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.	Overviews: 5 (p 2), 12 (p 2)Grade 1 Online Access Points Activities (p 4)	I					

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MA.1.A.2.In.a	Compare and order numbers 1 to 10.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 6)	I					
MA.1.A.2.In.b	Use one-to-one correspondence to count sets of objects or pictures to 10.	Overview: 9 (p 2)Grade 1 Online Access Points Activities (p 6)	I					
MA.1.A.2.In.c	Represent numbers to 10 using sets of objects and pictures, number names, and numerals.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 7)	I					
MA.1.A.2.Su.a	Use one-to-one correspondence to compare sets of objects to 5.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 7)	I					
MA.1.A.2.Su.c	Represent quantities to 5 using sets of objects and number names.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 8)	I					
MA.1.A.2.Pa.a	Associate quantities with language, such as many, a lot, or a little.	Overviews: 9 (p 2), 10 (p 2)Grade 1 Online Access Points Activities (p 8)	I					
MA.1.A.2.Pa.b	Recognize rote counting1 to 3.	Overview: 10 (p 2)Grade 1 Online Access Points Activities (p 8)	I					
MA.1.G.3.In.a	Sort and describe two-dimensional shapes by single attributes, such as number of sides and straight or round sides.	Overview: 2 (p 2)Grade 1 Online Access Points Activities (p 10)	I					
MA.1.G.3.In.b	Combine two shapes to make another shape and identify the whole-part relationship.	Overviews: 8 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 10)	I					

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MA.1.G.3.Su.a	Match and name common two-dimensional objects by shape, including square and circle.	Overview: 2 (p 2)Grade 1 Online Access Points Activities (p 10)	I					
MA.1.G.3.Su.b	Sort common two- and three-dimensional objects by size, including big and little.	Overviews: 8 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 11)	I					
MA.1.G.3.Pa.a	Recognize common objects with two-dimensional shapes, such as circle or square.	Overview: 2 (p 2)Grade 1 Online Access Points Activities (p 11)	I					
MA.1.G.3.Pa.b	Recognize common three-dimensional objects, such as balls (spheres) or blocks (cubes).	Overviews: 8 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 11)	I					
MA.1.A.4.In.a	Match a two-element repeating visual pattern.	Overview: 6 (p 2)Grade 1 Online Access Points Activities (p 13)	I					
MA.1.A.4.Su.a	Match objects by single attributes, such as color, shape, or size.	Overview: 6 (p 2)Grade 1 Online Access Points Activities (p 13)	I					
MA.1.A.4.Pa.a	Recognize two objects that are the same size or color.	Overview: 6 (p 2)Grade 1 Online Access Points Activities (p 13)	I					
MA.1.G.5.In.a	Measure length of objects using nonstandard units of measure and count the units.	Overview: 4 (p 2)Grade 1 Online Access Points Activities (p 15)	I					
MA.1.G.5.In.b	Compare objects by concepts of length—using terms, such as longer, shorter, and same—and capacity, using terms, such as full and empty.	Overviews: 6 (p 2), 7 (p 2)Grade 1 Online Access Points Activities (p 15)	I					
MA.1.G.5.Su.a	Measure length of objects using nonstandard units of measure.	Overview: 4 (p 2)Grade 1 Online Access Points Activities (p 16)	I					

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MA.1.G.5.Su.b	Compare objects by length using terms, such as long and short.	Overviews: 6 (p 2), 7 (p 2)Grade 1 Online Access Points Activities (p 16)	I					
MA.1.G.5.Pa.a	Recognize similarities and differences in size of common objects.	Overviews: 4 (p 2), 6 (p 2), 7 (p 2)Grade 1 Online Access Points Activities (p 16)	I					
MA.1.A.6.In.a	Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures.	Overviews: 1 (p 2), 9 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 18)	I					
MA.1.A.6.Su.a	Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5.	Overviews: 1 (p 2), 9 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 18)	I					
MA.1.A.6.Pa.a	Solve simple problems involving putting together and taking apart small quantities of objects.	Overviews: 1 (p 2), 9 (p 2), 13 (p 2)Grade 1 Online Access Points Activities (p 18)	I					



SAXON MATH™ 2

correlated to the

Florida
Course Standards and Access Points
Grade 2: Mathematics - Grade Two
Course Code: 5012040



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CORRELATION									
FLORIDA DEPARTMENT OF EDUCATION									
INSTRUCTIONAL MATERIALS CORRELATION									
COURSE STANDARDS									
SUBJECT:	Mathematics								
GRADE LEVEL:	2								
COURSE TITLE:	Mathematics - Grade Two								
COURSE CODE:	5012040								
SUBMISSION TITLE:	Saxon Math 2								
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BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.2.A.1.1	Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.	Moderate	Lesson(s): 76 (NC), 74 (NC), 77 (NC), 1 (NC), 36 (NC), 38 (NC), 62 (NC), 64 (NC), 88 (NC), 91 (NC), 2 (M), 3 (M), 4 (GP), 5 (M), 6 (GP), 7 (M), 8 (GP), 9–10-2 (M), 11 (GP), 12–35-2 (M), 37 (GP), 39 (GP), 40-1 (M), 40-2 (M), 41 (GP), 42 (GP), 43 (M), 44 (GP), 45-1–46 (M), 47 (GP), 61 (NC), 63 (NC), 68 (NC), 73 (NC), 78 (GP), 79 (NC), 80-1 (M), 80-2 (M), 81 (GP), 82 (GP), 83 (M), 84 (GP), 85-1 (M), 85-2 (M), 86 (GP), 87 (NC), 89 (NC), 90-1 (M), 90-2 (M), 92 (GP), 93 (GP), 94 (NC), 95-1 (GP), 95-2 (NC), 96 (GP), 97 (GP), 98 (NC), 99–101 (M), 102 (GP), 103 (GP), 104 (M), 105-1 (GP), 105-2 (M), 106 (M), 107 (GP), 108 (M), 109 (NC), 110-1–117 (M), 118 (GP), 119 (NC), 120-1 (M), 131–134 (M), 135 (GP) Overview(s): 8 (p 1)	I					

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MA.2.A.1.2	Identify and name numbers through thousands in terms of place value, and apply this knowledge to expanded notation.	Low	Lesson(s): 76 (NC), 84 (NC), 74 (NC), 85-1 (GP), 85-2 (M), 86 (GP), 87 (M), 88 (GP), 89–92 (M), 93 (GP), 94 (M), 95-1 (GP), 95-2 (M), 96 (M), 97 (GP), 98–100-2 (M), 121–134 (M), 135 (GP) Overview(s): 9 (p 1)	I							
MA.2.A.1.3	Compare and order multi-digit numbers through the thousands.	Moderate	Lesson(s): 81 (NC), 77 (NC), 49 (NC), 8 (NC), 51 (GP), 52 (GP), 57 (GP), 59 (GP), 61 (GP), 63 (GP), 68 (GP), 70-1 (M), 76 (GP), 79 (GP), 83 (GP), 85-1 (GP), 88 (GP), 89 (GP), 91 (GP), 92 (GP), 94 (NC), 96 (GP), 129 (GP) Overview(s): 5 (p 1), 9 (p 1)	I							

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MA.2.A.2.1	Recall basic addition and related subtraction facts.	Low	Lesson(s): 5 (NC), 10-1 (NC), 15-1 (NC), 20-1 (NC), 70-1 (NC), 75-1 (NC), 80-1 (NC), 85-1 (NC), 95-1 (NC), 29 (NC), 6–9 (FP), 10-2–14 (FP), 15-2 (M), 16–19 (FP), 20-2 (M), 21 (FP), 22 (NC), 23 (FP), 24 (FP), 25-1 (NC), 25-2 (M), 26–28 (FP), 30-1 (NC), 30-2 (M), 31–34 (FP), 35-1 (NC), 35-2 (M), 36–39 (FP), 40-1 (NC), 40-2 (M), 41–44 (FP), 45-1 (NC), 45-2 (M), 46–49 (FP), 50-1 (NC), 50-2 (M), 51–54 (FP), 55-1 (NC), 55-2 (M), 56–59 (FP), 60-1 (NC), 60-2 (M), 61–64 (FP), 65-1 (NC), 65-2 (M), 66–69 (FP), 70-2–74 (FP), 75-2–79 (FP), 80-2 (FP), 81 (NC), 82–84 (FP), 85-2–94 (FP), 95-2–99 (FP), 100-1 (NC), 100-2–104 (FP), 105-1 (NC), 105-2–110-2 (FP), 121–125-1 (M), 125-2 (FP), 126–130-1 (M), 130-2 (FP), 131–133 (M), 134 (NC), 135 (M), A (NC) Overview(s): 1 (p 1)	I						

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MA.2.A.2.2	Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.	Moderate	Lesson(s): 109 (NC), 119 (NC), 53 (NC), 62 (NC), 64 (NC), 44 (NC), 71 (NC), 87 (NC), 88 (NC), 91 (NC), 23 (GP), 36 (NC), 37 (GP), 41 (GP), 43 (GP), 45-1 (GP), 46 (GP), 48 (GP), 49 (GP), 54 (NC), 55-1 (GP), 56 (GP), 59 (GP), 61 (NC), 63 (NC), 65-1 (GP), 66 (GP), 67 (GP), 69 (GP), 72 (GP), 73 (NC), 74 (GP), 75-1 (GP), 76-78 (GP), 79 (NC), 80-1 (M), 81-85-1 (GP), 86 (GP), 89 (NC), 92-95-1 (GP), 96-99 (GP), 101-105-1 (GP), 106-108 (GP), 110-2 (M), 111-115-1 (GP), 116 (GP), 118 (GP), 121-125-1 (GP), 126 (GP), 127 (NC), 128 (GP), 129 (GP), 131-133 (GP), 135 (GP), B (NC) Overview(s): 7 (p 1)	I					
MA.2.A.2.3	Estimate solutions to multi-digit addition and subtraction problems through three digits.	Moderate	Lesson(s): 98 (NC), 109 (NC), 119 (NC), 73 (NC), 99 (M), 101 (GP), 114 (GP), 125-1 (GP), 127 (GP), 129 (M), 131 (GP), 133 (GP) Overview(s): 12 (p 1)	I					

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MA.2.A.2.4	Solve addition and subtraction problems that involve measurement and geometry.	High	Lesson(s): 104 (NC), 105-1 (GP), 107 (GP), 108 (GP), 111 (GP), 112 (M), 75-1 (M), 93 (GP), 94 (GP), 98 (GP), 99 (GP), 100-1 (M), 100-2 (NC), 101 (GP), 113 (GP), 119 (GP) Overview(s): 11 (p 1)	I					
MA.2.G.3.1	Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.	Moderate	Lesson(s): 43 (NC), 55-2 (NC), 72 (NC), 99 (NC), 102 (NC), 100-2 (M), 40-2 (NC), 56 (NC), 44 (GP), 46 (GP), 49 (GP), 51 (GP), 52 (GP), 54 (GP), 57 (GP), 59 (GP), 61 (GP), 63 (GP), 64 (GP), 66 (GP), 73–75-1 (GP), 76–79 (GP), 81–85-1 (GP), 86–89 (GP), 91–95-1 (GP), 96–98 (GP), 101 (GP), 103 (GP), 104 (NC), 105-1 (GP), 106–109 (GP), 121–125-1 (GP), 126–129 (GP), 130-2 (M), 131 (GP), 132 (GP)	I					
MA.2.G.3.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.	Moderate	Lesson(s): 55-2 (NC), 102 (NC), 9 (NC), 25-2 (NC), 30-2 (NC), 35-2 (NC) , 40-2 (NC), 75-2 (NC), 99 (NC), 100-2 (NC), 104 (NC), 110-2 (NC), 115-2 (NC), 131 (NC) Overview(s): 6 (p 1)	I					
MA.2.G.3.3	Apply the Transitive Property when comparing lengths of objects.	Moderate	Lesson(s): 55-2 (NC), 102 (NC) Overview(s): 4 (p 1), 5 (p 1)	I					

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MA.2.G.3.4	Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems.	High	Lesson(s): 102 (NC), 99 (NC), 104 (NC), 43 (NC), 55-2 (NC), 72 (NC), 93 (GP), 94 (GP), 98 (GP), 101 (GP), 105-1 (GP), 107 (GP), 111 (GP), 112 (GP), 113 (GP), 119 (GP) Overview(s): 10 (p 1)	I					
MA.2.A.4.1	Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's.	Moderate	Lesson(s): 4–7 (M), 14–16 (M), 32 (NC), 33–36 (M), 74 (NC), 92 (NC), 8 (GP), 9 (GP), 10-1–13 (M), 17–23 (M), 24 (GP), 25-1–27 (M), 28 (NC), 29–31 (M), 37 (M), 38 (NC), 39 (GP), 40-1 (M), 40-2 (M), 41 (GP), 42 (M), 43 (GP), 44 (M), 45-1 (GP), 45-2 (M), 46 (GP), 47 (GP), 48–50-2 (M), 51 (NC), 52–55-2 (M), 56 (GP), 57–70-1 (M), 70-2 (M), 71 (GP), 72 (M), 73 (M), 75-1 (M), 75-2 (M), 76 (GP), 77 (M), 78 (NC), 79 (GP), 80-1–81 (M), 82 (NC), 83 (GP), 84–86 (M), 87 (GP), 88–91 (M), 93–95-1 (M), 95-2 (NC), 96–101 (M), 102 (GP), 103 (NC), 104 (GP), 105-1–109 (M), 110-1 (NC), 110-2–114 (M), 115-1 (NC), 115-2–119 (M), 120-1 (NC), 120-2–122 (M), 123 (GP), 124 (M), 125-1 (NC), 125-2 (M), 126 (M), 127 (NC), 128 (M), 129 (M), 130-1 (NC), 130-2 (NC), 131–135 (M), A (NC) Overview(s): 4 (p 1), 13 (p 1)	I					

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MA.2.A.4.2	Classify numbers as odd or even and explain why.	Moderate	Lesson(s): 13 (NC), 43 (M), 44 (M), 15-1 (NC), 37 (NC), 14 (M), 15-2 (M), 16 (GP), 17 (M), 18 (GP), 19 (GP), 20-1–23 (M), 24 (GP), 25-1 (GP), 25-2–27 (M), 28 (GP), 29–33 (M), 34 (GP), 35-1 (M), 35-2 (M), 36 (GP), 38–40-2 (M), 42 (M), 46 (GP), 48 (M), 62 (GP), 64 (M), 85-1 (GP) Overview(s): 2 (p 1)	I							
MA.2.A.4.3	Generalize numeric and non-numeric patterns using words and tables.	High	Lesson(s): 7 (NC), 8 (M), 15-2 (NC), 24 (M), 100-1 (PS), 20-2 (NC), 30-1 (PS), 60-1 (PS), 120-1 (PS), 4 (GP), 9–15-1 (M), 16–20-1 (M), 21 (M), 22 (GP), 23 (M), 25-1–29 (M), 30-2–45-2 (M), 46 (GP), 47 (GP), 48–59 (M), 60-2–99 (M), 100-2 (M), 111–119 (M), 120-2–124 (M), 125-1 (NC), 125-2–129 (M), 130-1 (NC), 130-2 (NC), 131–135 (M) Overview(s): 2 (p 1), 13 (p 1)	I							
MA.2.A.4.4	Describe and apply equality to solve problems, such as in balancing situations.	High	Lesson(s): 35-1 (NC), 35-2 (NC), 40-1 (NC), 45-1 (NC), 50-1 (NC), 55-1 (NC), 37 (GP), 42 (GP), 43 (GP), 47 (GP), 54 (GP), 76 (M), 81 (NC), 82 (GP), 86 (M), 89 (GP), 90-2 (M), 99 (GP), 112 (M), 115-1 (NC), 116 (M), 120-1 (NC), 125-1 (NC), 126 (GP), 131 (NC) Overview(s): 14 (p 1)	I							

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BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All		
MA.2.A.4.5	Recognize and state rules for functions that use addition and subtraction.	High	Lesson(s): 100-1 (PS), 120-1 (PS), 27 (M), 29 (M), 30-1 (M), 119 (GP), 132 (GP), 134 (GP), 32 (NC), 71 (NC) Overview(s): 10 (p 1)	I							
MA.2.G.5.1	Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.	Moderate	Lesson(s): 9 (NC), 19 (NC), 23 (NC), 24 (NC), 34 (NC), 39 (NC), 41 (NC), 12 (GP), 16 (GP), 21 (GP), 22 (GP), 25-1 (GP), 27 (GP), 29 (GP), 33 (GP), 37 (GP), 42–44 (GP), 48 (GP), 52 (GP), 55-1 (GP), 58 (GP), 59 (GP), 61 (GP), 62 (GP), 65-1 (GP), 67 (GP), 71 (GP), 73 (GP), 74 (GP), 77 (GP), 78 (GP), 80-2 (NC), 88 (GP), 93 (NC), 99 (GP) Overview(s): 4 (p 1)	I							
MA.2.G.5.2	Identify time to the nearest hour and half hour.	Low	Lesson(s): 3 (NC), 26 (NC), 67 (NC), 12 (NC), 123 (NC), 4 (M), 5 (M), 6 (GP), 7 (GP), 8 (GP), 9–11 (M), 13 (GP), 14 (M), 15-1 (GP), 15-2 (M), 16 (M), 17 (GP), 18 (GP), 19–22 (M), 23 (GP), 24 (GP), 25-1 (M), 25-2 (M), 27 (GP), 28 (GP), 29–30-2 (M), 31 (GP), 32 (M), 33 (M), 34 (GP), 35-1–40-2 (M), 51 (GP), 52–54 (M), 55-1 (GP), 55-2–66 (M), 68 (GP), 69 (GP), 70-1–70-2 (M), 83 (M), 121 (M), 122 (M)	I							

SUBJECT:		Mathematics									
GRADE LEVEL:		2									
COURSE TITLE:		Mathematics - Grade Two									
COURSE CODE:		5012040									
SUBMISSION TITLE:		Saxon Math 2									
TITLE ID:		1572									
PUBLISHER:		Saxon, an imprint of HMH Supplemental Publishers, Inc.									
PUBLISHER ID:		33-0147571-02									
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BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All		
MA.2.G.5.3	Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.	Moderate	(M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice Lesson(s): 28 (NC), 42 (NC), 46 (NC), 50-1 (PS), 51 (NC), 93 (NC), 107 (NC), 53 (NC), 54 (NC), 61 (NC), 62 (NC), 63 (NC), 86 (NC), 29 (GP), 30-1 (M), 30-2 (M), 31 (GP), 32 (GP), 33 (M), 34 (GP), 35-1 (GP), 35-2 (M), 36 (M), 37 (M), 38 (GP), 39 (GP), 40-1 (M), 40-2 (M), 41 (GP), 43 (GP), 44 (GP), 45-1 (GP), 45-2 (M), 47 (GP), 48 (M), 49 (GP), 50-2 (M), 52 (GP), 55-1 (GP), 55-2 (M), 56 (GP), 57 (GP), 58 (M), 59 (GP), 60-1 (M), 60-2 (M), 64 (NC), 65-1 (GP), 65-2 (M), 66 (GP), 67 (GP), 68 (M), 69 (GP), 70-1 (M), 70-2 (M), 71 (GP), 72 (GP), 73 (M), 74 (GP), 75-1 (GP), 75-2–84 (M), 85-1 (GP), 85-2 (M), 87 (GP), 88 (GP), 89 (M), 90-1 (PS), 90-2 (M), 91 (GP), 92 (M), 96 (GP), 97 (M), 98 (GP), 99 (GP), 108 (GP), 111 (GP), 112 (GP), 115-1 (GP), 116 (GP), 122 (GP), 127 (NC), 129 (GP), 134 (GP) Overview(s): 11 (p 1), 13 (p 1)	I							

SUBJECT:		Mathematics							
GRADE LEVEL:		2							
COURSE TITLE:		Mathematics - Grade Two							
COURSE CODE:		5012040							
SUBMISSION TITLE:		Saxon Math 2							
TITLE ID:		1572							
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BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (M) = Meeting (PS) = Problem Solving (NC) = New Concept (GP) = Guided Class Practice (FP) = Fact Practice	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.2.G.5.4	Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L).	Low	Lesson(s): 75-2 (NC), 110-2 (NC), 131 (NC), 35-2 (NC), 45-2 (NC), 50-2 (NC) Overview(s): 8 (p 1)	I					
MA.2.A.6.1	Solve problems that involve repeated addition.	Moderate	Lesson(s): 92 (NC), 115-1 (NC), 130-1 (NC), A (NC), 34 (M), 40-1 (M), 60-1 (M), 64 (M), 96 (M), 100-1 (PS), 105-1 (GP), 106 (GP), 119 (GP), 120-1 (PS), 132 (GP), 134 (GP) Overview(s): 12 (p 1)	I					

SUBJECT:	Mathematics				
GRADE LEVEL:	2				
COURSE TITLE:	Mathematics - Grade Two				
COURSE CODE:	5012040				
SUBMISSION TITLE:	Saxon Math 2				
TITLE ID:	1572				
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.				
PUBLISHER ID:	33-0147571-02				
				Committee Member	
				(Committee Member Use Only)	
OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		<div>Strongly Agree</div> <div>Agree</div> <div>Disagree</div> <div>Strongly Disagree</div>
			The Examples can be from Student or Teacher Instructional Material.		
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.			Numeration and place value: 38 (NC), 42 (NC), 76 (NC), 77 (NC), 84 (NC) Addition and subtraction fluency: 10-1 (NC), 29 (NC), 62 (NC), 64 (NC), 91 (NC) Linear measurement: 43 (NC), 72 (NC), 99 (NC), 102 (NC), 104 (NC)		
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.			35-1 (NC), 50-2 (NC), 99 (NC), 110-2 (NC), Overview 7 (p 4, Extend and Challenge CD Activity 6)		
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.			23 (M), 40-1 (PS), 60-1 (PS), 100-1 (PS), 130-1 (PS)		
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.			79 (NC), 24 (M), 81 (NC), Overview 3 (p 4, Journal Writing L22), Monitoring Student Progress binder (Math Center Activities booklet, p 13, Activity 29)		
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.			Organize, record, and communicate: Monitoring Student Progress binder (Math Center Activities booklet, p 18, Activity 62 and p 21, Activity 94) Multiple representations and a variety of tools: 32 (NC), 33 (M), 46 (NC)		
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			Other disciplines: 46 (NC), 50-2 (NC), 102 (NC), 127 (NC), Overview 8 (p 4, Literature Connections L76) Interconnect and build: 28 (NC), 46 (NC), 51 (NC), 93 (NC), 107 (NC)		

SUBJECT:	Mathematics				
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OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		<div>Strongly Agree</div> <div>Agree</div> <div>Disagree</div> <div>Strongly Disagree</div>
			The Examples can be from Student or Teacher Instructional Material.		
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			55-2 (NC), 64 (NC), 73 (NC), 99 (NC), 105 (GP)		

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS**

SUBJECT:	Mathematics									
GRADE LEVEL:	2									
COURSE TITLE:	Mathematics - Grade Two									
COURSE CODE:	5012040									
SUBMISSION	Saxon Math 2									
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PUBLISHER ID:	33-0147571-02									
								Committee Member Evaluation (Committee Member Use Only)		
								*I/M = INDEPTH OR MENTIONED		
ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All		
MA.2.A.1.In.a	Apply the concept of grouping to create sets of tens and ones to 20 as a strategy to aid in counting.	Overview: 8 (p 2)Grade 2 Online Access Points Activities (p 2)	I							
MA.2.A.1.In.b	Represent numbers to 20 using sets of objects and pictures, number names, and numerals.	Overview: 9 (p 2)Grade 2 Online Access Points Activities (p 2)	I							
MA.2.A.1.In.c	Identify and use ordinal numbers to fifth.	Overviews: 5 (p 2), 9 (p 2)Grade 2 Online Access Points Activities (p 2)	I							
MA.2.A.1.In.d	Use one-to-one correspondence to count, compare, and order whole numbers 0 to 20.	Overviews: 5 (p 2), 9 (p 2)Grade 2 Online Access Points Activities (p 3)	I							
MA.2.A.1.Su.a	Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more.	Overviews: 5 (p 2), 8 (p 2), 9 (p 2)Grade 2 Online Access Points Activities (p 4)	I							
MA.2.A.1.Su.b	Represent quantities to 5 or more using sets of objects, number names, and numerals.	Overview: 9 (p 2)Grade 2 Online Access Points Activities (p 5)	I							
MA.2.A.1.Pa.a	Match one object to a designated space to show one-to-one correspondence.	Overviews: 5 (p 2), 8 (p 2), 9 (p 2)Grade 2 Online Access Points Activities (p 5)	I							
MA.2.A.1.Pa.b	Associate quantities 1 and 2 with number names.	Overview: 9 (p 2)Grade 2 Online Access Points Activities (p 5)	I							
MA.2.A.2.In.a	Identify the meaning of the +, -, and = signs in addition and subtraction problems.	Overviews: 1 (p 2), 3 (p 2)Grade 2 Online Access Points Activities (p 7)	I							
MA.2.A.2.In.b	Use counting and one-to one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of pictures.	Overviews: 7 (p 2), 12 (p 2)Grade 2 Online Access Points Activities (p 7)	I							

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MA.2.A.2.In.c	Solve real-world problems involving addition facts with sums to 10 and related subtraction facts, including measurement, geometry, and other problem situations.	Overview: 11 (p 2)Grade 2 Online Access Points Activities (p 8)	I						
MA.2.A.2.Su.a	Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects.	Overviews: 1 (p 2), 3 (p 2)Grade 2 Online Access Points Activities (p 8)	I						
MA.2.A.2.Su.b	Use counting and one to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects.	Overviews: 7 (p 2), 12 (p 2)Grade 2 Online Access Points Activities (p 9)	I						
MA.2.A.2.Su.c	Solve real-world problems involving addition facts with sums to 5 and related subtraction facts using sets of objects.	Overview: 11 (p 2)Grade 2 Online Access Points Activities (p 9)	I						
MA.2.A.2.Pa.a	Compare quantities to 3 using language, such as more, less, or the same.	Overviews: 1 (p 2), 3 (p 2)Grade 2 Online Access Points Activities (p 10)	I						
MA.2.A.2.Pa.b	Solve simple real-world problems involving joining or separating small quantities of objects.	Overviews: 7 (p 2), 11 (p 2), 12 (p 2)Grade 2 Online Access Points Activities (p 10)	I						
MA.2.G.3.In.a	Use standard units of whole inches to measure the length of objects.	Overviews: 6 (p 2), 11 (p 2)Grade 2 Online Access Points Activities (p 12)	I						
MA.2.G.3.In.b	Compare and order objects of different lengths.	Overviews: 4 (p 2), 5 (p 2)Grade 2 Online Access Points Activities (p 12)	I						
MA.2.G.3.In.c	Select and use a ruler to measure and compare lengths to solve problems.	Overview: 10 (p 2)Grade 2 Online Access Points Activities (p 13)	I						

SUBJECT:	Mathematics
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MA.2.G.3.Su.a	Measure the length of objects using nonstandard units of measure and count to 5 or more units.	Overviews: 6 (p 2), 11 (p 2)Grade 2 Online Access Points Activities (p 13)	I					
MA.2.G.3.Su.b	Compare lengths of objects to solve real-world problems.	Overviews: 4 (p 2), 5 (p 2), 10 (p 2)Grade 2 Online Access Points Activities (p 13)	I					
MA.2.G.3.Pa.a	Recognize length of real objects, such as big, little, long, or short.	Overviews: 4 (p 2), 5 (p 2), 6 (p 2), 10 (p 2), 11 (p 2)Grade 2 Online Access Points Activities (p 14)	I					
MA.2.A.4.In.a	Identify two-element repeating visual patterns and extend with one repetition.	Overviews: 4 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 16)	I					
MA.2.A.4.In.b	Fill in missing items in two-element repeating visual patterns.	Overviews: 2 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 16)	I					
MA.2.A.4.In.c	Identify equal and unequal sets of objects and pictures to 20.	Overview: 14 (p 2)Grade 2 Online Access Points Activities (p 17)	I					
MA.2.A.4.In.d	Recognize rules for addition functions, including 1 more and 2 more.	Overviews: 2 (p 2), 10 (p 2)Grade 2 Online Access Points Activities (p 18)	I					
MA.2.A.4.Su.a	Match two-element repeating patterns of sounds, physical movements, and objects.	Overviews: 2 (p 2), 4 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 18)	I					
MA.2.A.4.Su.b	Use one-to-one correspondence to identify sets of objects with the same number to 5.	Overview: 14 (p 2)Grade 2 Online Access Points Activities (p 19)	I					
MA.2.A.4.Su.c	Use the rule, 1 more, to identify the next number with numbers 1 to 5.	Overviews: 2 (p 2), 10 (p 2)Grade 2 Online Access Points Activities (p 19)	I					
MA.2.A.4.Pa.a	Recognize a repeated pattern of stimuli, such as sounds or lights.	Overviews: 2 (p 2), 4 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 19)	I					

SUBJECT:	Mathematics								
GRADE LEVEL:	2								
COURSE TITLE:	Mathematics - Grade Two								
COURSE CODE:	5012040								
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MA.2.A.4.Pa.b	Use one-to-one correspondence to identify sets of objects with the same amount to 2.	Overviews: 2 (p 2), 10 (p 2), 14 (p 2)Grade 2 Online Access Points Activities (p 20)	I						
MA.2.G.5.In.a	Match parts with the whole using geometric shapes.	Overview: 4 (p 2)Grade 2 Online Access Points Activities (p 23)	I						
MA.2.G.5.In.b	Identify concepts of time, including before, after, yesterday, today, tomorrow, first, and next, by relating activities with the time period.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 23)	I						
MA.2.G.5.In.c	Identify the days of the week in relation to the calendar.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 24)	I						
MA.2.G.5.In.d	Identify analog and digital clocks as tools for telling time.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 24)	I						
MA.2.G.5.In.e	Identify the purpose of coins and bills.	Overviews: 6 (p 2), 11 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 24)	I						
MA.2.G.5.In.f	Compare objects by weight—using terms including heavy and light—and capacity, using terms including holds more and holds less.	Overviews: 8 (p 2), 14 (p 2)Grade 2 Online Access Points Activities (p 25)	I						
MA.2.G.5.Su.a	Identify part and whole of geometric shapes.	Overview: 4 (p 2)Grade 2 Online Access Points Activities (p 25)	I						
MA.2.G.5.Su.b	Identify the concepts of time, including morning, afternoon, before, after, and next, by relating activities with the time period.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 26)	I						
MA.2.G.5.Su.c	Identify coins as money.	Overviews: 6 (p 2), 11 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 26)	I						
MA.2.G.5.Su.d	Compare weight of objects using the concepts of heavy and light.	Overviews: 8 (p 2), 14 (p 2)Grade 2 Online Access Points Activities (p 26)	I						

SUBJECT:	Mathematics											
GRADE LEVEL:	2											
COURSE TITLE:	Mathematics - Grade Two											
COURSE CODE:	5012040											
SUBMISSION	Saxon Math 2											
TITLE ID:	1572											
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MA.2.G.5.Pa.a	Recognize parts of common objects.	Overview: 4 (p 2)Grade 2 Online Access Points Activities (p 27)	I									
MA.2.G.5.Pa.b	Recognize common activities that occur at regular times, such as lunch, bedtime, or going to school.	Overview: 3 (p 2)Grade 2 Online Access Points Activities (p 27)	I									
MA.2.G.5.Pa.c	Associate giving an action or object with receiving an action or object.	Overviews: 6 (p 2), 11 (p 2), 13 (p 2)Grade 2 Online Access Points Activities (p 27)	I									
MA.2.G.5.Pa.d	Recognize differences in sizes of containers that hold liquids (capacity).	Overviews: 8 (p 2), 14 (p 2)Grade 2 Online Access Points Activities (p 28)	I									
MA.2.A.6.In.a	Solve problems involving addition of the same number such as 1+1 or 2+2 with sums to 10.	Overview: 12 (p 2)Grade 2 Online Access Points Activities (p 30)	I									
MA.2.A.6.Su.a	Solve problems involving combining sets with the same number of objects with sums to 4 using one-to one correspondence and counting.	Overview: 12 (p 2)Grade 2 Online Access Points Activities (p 30)	I									
MA.2.A.6.Pa.a	Solve simple problems involving joining sets of objects with the same quantity to 2.	Overview: 12 (p 2)Grade 2 Online Access Points Activities (p 31)	I									



SAXON MATH™

Intermediate 3

correlated to the

Florida

Course Standards and Access Points

Grade 3: Mathematics - Grade Three

Course Code: 5012050



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CORRELATION										
FLORIDA DEPARTMENT OF EDUCATION										
INSTRUCTIONAL MATERIALS CORRELATION										
COURSE STANDARDS										
SUBJECT:	Mathematics									
GRADE LEVEL:	3									
COURSE TITLE:	Mathematics - Grade Three									
COURSE CODE:	5012050									
SUBMISSION TITLE:	Saxon Math Intermediate 3									
TITLE ID:	1572									
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.									
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MA.3.A.1.1	Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.	Moderate	Page(s): 293-295, 307-308, 329-331, 340-342, 244-245, 446-447, 461-462, 466-468, 541-542, 298-300, 322-323, 335-337, 440-442, 535-536, 317-318, 411-413, 417-418, 174, 197, 206, 233, 277, 301, 304, 310, 313, 319, 324, 331, 334, 338, 340, 343, 355, 366, 371, 380, 397, 399, 403, 414, 415, 429, 431, 435, 448, 455, 463, 469, 452, 454, 474, 480, 503, 512, 532, 536, 548, 563, 564, 581, 585 Florida Section Overview(s): 6 Page(s): SOV6a	I						

SUBJECT:	Mathematics
GRADE LEVEL:	3
COURSE TITLE:	Mathematics - Grade Three
COURSE CODE:	5012050
SUBMISSION TITLE:	Saxon Math Intermediate 3
TITLE ID:	1572
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MA.3.A.1.2	Solve multiplication and division fact problems by using strategies that result from applying number properties.	High	Page(s): 302-304, 417-418, 305, 309, 311, 314, 319, 321, 328, 332, 350, 368, 372, 394, 407, 416, 420, 424, 434, 440, 448, 454, 464, 465, 469, 471, 475, 480, 481, 485, 494, 499, 504, 516, 525, 540, 553, 559, 567, 573, 580, 582 Teacher Edition (Math Background) Page(s): 441, 456, 466 Florida Section Overview(s): 8 Page(s): SOV8a	I					

SUBJECT:		Mathematics									
GRADE LEVEL:		3									
COURSE TITLE:		Mathematics - Grade Three									
COURSE CODE:		5012050									
SUBMISSION TITLE:		Saxon Math Intermediate 3									
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BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All		
MA.3.A.1.3	Identify, describe, and apply division and multiplication as inverse operations.	Moderate	Page(s): 466-468, 482, 487-488, 542, 451, 469, 475, 484, 494, 499, 504, 516, 525, 540, 544, 553, 559, 562, 573, 582 Florida Section Overview(s): 9, 11 Page(s): SOV9a, SOV11a	I							
MA.3.A.2.1	Represent fractions, including fractions greater than one, using area, set, and linear models.	Moderate	Page(s): 239-241, 157-158, 250-251, 224-225, 229-230, 261-263, 234-235, 266-267, 255-257, 160, 227, 242, 248, 252, 258, 264, 268, 273, 280, 282, 285, 290, 297, 316, 332, 337, 340, 344, 349, 354, 359, 368, 371, 375, 385, 388, 404, 410, 415, 419, 450, 458, 471, 479, 489, 512, 514, 525, 534, 559, 569 Florida Section Overview(s): 3 Page(s): SOV3a	I							
MA.3.A.2.2	Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.	Moderate	Page(s): 229-230, 224-225, 255-257, 250-251, 234-235, 266-267, 258, 264, 268, 344, 348, 381, 407, 415, 489 Florida Section Overview(s): 3 Page(s): SOV3a	I							

SUBJECT:	Mathematics
GRADE LEVEL:	3
COURSE TITLE:	Mathematics - Grade Three
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PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.
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MA.3.A.2.3	Compare and order fractions, including fractions greater than one, using models and strategies.	Moderate	Page(s): 234-235, 266-267, 250-251, 261, 237, 248, 264, 268, 274, 287, 291, 306, 332, 334, 337, 348, 353-354, 355, 371, 376, 381, 407, 415, 434, 443, 445, 453, 502, 544, 545, Florida Section Overview(s): 5 Page(s): SOV5a	I					
MA.3.A.2.4	Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence.	Moderate	Page(s): 254-257, 234, 250-251, 263, 258, 264, 269, 273, 286, 301, 304, 306, 313, 344, 355, 360, 371, 381, 489, 547 Florida Section Overview(s): 5 Page(s): SOV5a	I					
MA.3.A.4.1	Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.	High	Page(s): 13-15, 56-58, 136-137, 187-188, 342, 207, 526, 18-19, 22-23, 331, 15, 17, 28, 36, 52, 68, 69, 78, 97, 110, 111, 122, 130, 134, 152, 156, 159, 183, 197, 201, 211, 220, 223, 249, 265, 270, 287, 297, 311, 321, 333, 345, 348, 378, 398, 399, 412-413, 425, 450, 465, 471, 476, 486, 489, 530, 534, 563, 567, 577, 585 Florida Section Overview(s): 2, 8, 10 Page(s): SOV2a, SOV 8a, SOV10a	I					

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MA.3.A.6.1	Represent, compute, estimate, and solve problems using numbers through hundred thousands.	High	Page(s): 33-55, 59-155, 161-165, 174-179, 197-200, 211-220, 292-325, 328-349, 410-424, 440-470, 476-490, 494-524, 530-544, 549-552, 564-568, 573-576 Florida Section Overview(s): 2, 10 Page(s): SOV2a, SOV10a	I					
MA.3.A.6.2	Solve non-routine problems by making a table, chart ,or list and searching for patterns.	High	Page(s): 56-58, 166-168, 275-276, 326-327, 538-539, 244-245, 38, 277, 340-341, 350, 431, 525, 530, 564, 227, 231, 258, 433, 528 Florida Section Overview(s): 1 Page(s): SOV1a	I					
MA.3.G.3.1	Describe, analyze, compare, and classify two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connect these ideas to the definition of shapes.	Moderate	Page(s): 278-279, 356-358, 362-365, 369-370, 374-375, 288, 555, 561, 79, 280, 285, 305, 314, 353, 359, 371, 372, 376, 380, 390, 393, 394, 403, 420, 429, 434, 444, 449, 455, 459, 486, 490, 525, 551, 571 Florida Section Overview(s): 11 Page(s): SOV11a	I					

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MA.3.G.3.2	Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.	High	Page(s): 363, 369, 375, 146, 216, 372, 418-419, 463, 557, 79 Teacher Edition Page(s): 278 (Math Background), 369 (Teacher Wrap, Example 1) Florida Section Overview(s): 7 Page(s): SOV7a	I					
MA.3.G.3.3	Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.	Moderate	Page(s): 369-370, 383-384, 491-493, 374-375, 380, 389, 393, 398, 409, 420, 425, 429, 435, 464, 469, 498, 522, 533, 544, 536, 551, 562, 573, 575 Florida Section Overview(s): 7 Page(s): SOV7a	I					

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MA.3.G.5.1	Select appropriate units, strategies, and tools to solve problems involving perimeter.	High	Page(s): 312-313, 336-337, 363-364, 357, 427-428, 457, 313, 314, 318, 324, 332, 337, 344, 348, 353, 359, 361, 367, 371, 373, 376, 393, 394, 419, 421, 423, 429, 448, 455, 464, 475, 476, 480, 498, 524, 525, 529, 544, 552, 562, 568, 571, 577 Florida Section Overview(s): 6 Page(s): SOV6a	I					
MA.3.G.5.2	Measure objects using fractional parts of linear units such as 1/2, 1/4, and 1/10.	Low	Page(s): 191-194, 283-284, 222, 239, 265, 277, 286, 306, 308, 321, 325, 334, 361, 367, 378, 388, 494, 506, 516, 540, 564 Florida Section Overview(s): 4 Page(s): SOV4a	I					

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MA.3.G.5.3	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.	Moderate	Page(s): 207-208, 18-19, 499, 553, 582, 29-31, 33, 36, 42, 43, 44, 48, 52, 59, 65, 69, 75, 84, 85, 92, 96, 102, 119, 124, 140, 165, 185, 211, 215, 216, 223, 232, 233, 239, 242, 244, 254, 270, 292, 328, 344, 345, 359, 371, 373, 381, 385, 388, 390, 392, 397, 407, 443, 453, 471, 481, 499, 508, 530, 545, 549, 569, 582 Florida Section Overview(s): 4 Page(s): SOV4a	I					
MA.3.S.7.1	Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.	High	Page(s): 56-58, 326-327, 166-168, 275-276, 271, 114, 185, 410, 516 Florida Section Overview(s): 1 Page(s): SOV1a	I					

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OVERALL INSTRUCTIONAL QUALITY	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.	Strongly Agree	Agree	Disagree	Strongly Disagree
	The Examples can be from Student or Teacher Instructional Material.				
The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.	<p>Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts: Page(s): 293-295, 297-300, 302-304, 307-308, 317-318, 329-331, 411-413, 417-418, 441-442, 445-447, 461-462, 451-452, 466-468, 482-483, 541-543</p> <p>Develop an understanding of fractions and fraction equivalence: Page(s): 157-158, 224-225, 229-230, 234-235, 239-241, 250-251, 254-257, 261-263, 266-267</p> <p>Describe and analyze properties of two-dimensional shapes: Page(s): 278-279, 356-358, 362-365, 369-370, 374-375, 383-384, 491-493, 554-555, 561</p>				

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	The Examples can be from Student or Teacher Instructional Material.				
<p>Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.</p>	<p>Tasks are engaging and interesting enough that students want to pursue them: Page(s): 19, 112-113, 192-193, 202, 221-222, 275-276, 326-327, 330, 352, 370, 383-384, 446-447, 583</p> <p>Real world problems are realistic and relevant to students' lives: Page(s): 56-58, 60-61, 108-110, 147-150, 198-199, 212-213 322-323, 363-364, 452, 461 462, 541-543</p>				
<p>Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.</p>	<p>Page(s): 1-6, 7 (and TE 7H), 21 (and TE 21B), 38 (and TE 38B), 69 (and TE 69B), 97-98 (and TE 97B), 108 (and TE 108B), 161-162 (and TE 161B), 244-245 (and TE 244B), 316-317 (and TE 316B), 361-362 (and TE 361B), 534 (and TE 534B)</p>				
<p>Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.</p>	<p>Page(s): 39-41, 89, 117, 171, 177, 198-199, 208, 262, 294, 299, 356, 362, 369, 482, 509, 511</p>				

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	The Examples can be from Student or Teacher Instructional Material.				
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.	Page(s): 14-15, 34-35, 60-63, 147-150, 157-158, 166-168, 234-235, 275-276, 307-308, 351-353, 445-447, 491-493				
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.	The mathematics connects to other disciplines such as reading, art, science, and history: Page(s): 56, 181-182, 213, 252, 257, 264, 268, 280, 309, 383, 491-492 Tasks represent mathematical ideas as interconnected and building upon each other: Page(s): 45-46, 174-177, 198-199, 212, 217, 293-294, 307, 456-457, 466-467, 487-488				
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.	Page(s): 143, 149, 186, 240, 267, 278-279, 513-514, 523, 531-532, 538-539				

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

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MA.3.A.1.In.a	Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	Florida Section Overview: 6 (SOV6a) Grade 3 Online Access Points Activities (p 3)	I					
MA.3.A.1.In.b	Solve addition facts with sums to 18 and related subtraction one-digit fact families using the formal algorithm with numerals and signs (+, -, =).	Florida Section Overview: 8 (SOV8a) Grade 3 Online Access Points Activities (p 3)	I					
MA.3.A.1.In.c	Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving addition facts with sums to 18 and related subtraction facts.	Grade 3 Online Access Points Activities (p 4)	I					
MA.3.A.1.In.d	Use objects and pictures to represent the inverse relationship between addition and subtraction facts.	Florida Section Overviews: 9 (SOV9a), 11 (SOV11a) Grade 3 Online Access Points Activities (p 4)	I					
MA.3.A.1.Su.a	Solve problems that involve combining (multiplying) equal sets with sums to 9 using objects and pictures.	Florida Section Overview: 6 (SOV6a) Grade 3 Online Access Points Activities (p 5)	I					
MA.3.A.1.Su.b	Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures.	Florida Section Overviews: 9 (SOV9a), 11 (SOV11a) Grade 3 Online Access Points Activities (p 5)	I					

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MA.3.A.1.Su.c	Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9 and related subtraction facts.	Florida Section Overview: 8 (SOV8a) Grade 3 Online Access Points Activities (p 6)	I							
MA.3.A.1.Pa.a	Solve simple problems involving joining or separating sets of objects to 3.	Florida Section Overviews: 6 (SOV6a), 8 (SOV8a) Grade 3 Online Access Points Activities (p 6)	I							
MA.3.A.1.Pa.b	Recognize when 1 or 2 items have been added to or removed from sets of objects to 3.	Florida Section Overviews: 9 (SOV9a), 11 (SOV11a) Grade 3 Online Access Points Activities (p 7)	I							
MA.3.A.2.In.a	Represent half and whole using area and sets of objects.	Florida Section Overviews: 3 (SOV3a), 5 (SOV5b) Grade 3 Online Access Points Activities (p 9)	I							
MA.3.A.2.In.b	Identify the relationship between half and whole.	Florida Section Overviews: 3 (SOV3b), 5 (SOV5a) Grade 3 Online Access Points Activities (p 9)	I							
MA.3.A.2.Su.a	Recognize part and whole using area and sets of objects.	Florida Section Overviews: 3 (SOV3a, 3b), 5 (SOV5a, 5b) Grade 3 Online Access Points Activities (p 10)	I							
MA.3.A.2.Pa.a	Recognize parts of whole objects and parts of sets of objects.	Florida Section Overviews: 3 (SOV3a, 3b), 5 (SOV5a, 5b) Grade 3 Online Access Points Activities (p 10)	I							
MA.3.G.3.In.a	Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes.	Florida Section Overview: 11 (SOV11b) Grade 3 Online Access Points Activities (p 12)	I							
MA.3.G.3.In.b	Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes.	Florida Section Overview: 7 (SOV7a) Grade 3 Online Access Points Activities (p 12)	I							
MA.3.G.3.In.c	Identify two-dimensional shapes that are the same shape and size (congruent).	Florida Section Overviews: 7 (SOV7b), 9 (SOV9b) Grade 3 Online Access Points Activities (p 12)	I							

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MA.3.G.3.Su.a	Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides.	Florida Section Overview: 11 (SOV11b) Grade 3 Online Access Points Activities (p 13)	I							
MA.3.G.3.Su.b	Combine (compose) two shapes to make other shapes.	Florida Section Overview: 7 (SOV7a) Grade 3 Online Access Points Activities (p 13)	I							
MA.3.G.3.Su.c	Match two-dimensional shapes that are the same shape and size (congruent).	Florida Section Overviews: 7 (SOV7b), 9 (SOV9b) Grade 3 Online Access Points Activities (p 14)	I							
MA.3.G.3.Pa.a	Recognize common objects with two-dimensional shapes, such as circle and square.	Florida Section Overviews: 7 (SOV7a), 11 (SOV11b) Grade 3 Online Access Points Activities (p 14)	I							
MA.3.G.3.Pa.b	Recognize two-dimensional shapes, including circle and square, that are the same shape and size (congruent).	Florida Section Overviews: 7 (SOV7b), 9 (SOV9b) Grade 3 Online Access Points Activities (p 14)	I							
MA.3.A.4.In.a	Complete growing visual and number patterns.	Florida Section Overviews: 2 (SOV2a), 8 (SOV8b), 10 (SOV10a) Grade 3 Online Access Points Activities (p 16)	I							
MA.3.A.4.Su.a	Match a two-element repeating visual pattern using objects and pictures.	Florida Section Overviews: 2 (SOV2a), 8 (SOV8b), 10 (SOV10a) Grade 3 Online Access Points Activities (p 16)	I							
MA.3.A.4.Pa.a	Recognize the next step in a simple pattern or sequence of activities.	Florida Section Overviews: 2 (SOV2a), 8 (SOV8b), 10 (SOV10a) Grade 3 Online Access Points Activities (p 17)	I							
MA.3.G.5.In.a	Use a ruler to solve problems involving the length of sides of squares and rectangles.	Florida Section Overview: 6 (SOV6b) Grade 3 Online Access Points Activities (p 19)	I							
MA.3.G.5.In.b	Identify half and whole of the length of objects.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 19)	I							
MA.3.G.5.In.c	Identify time to hour and half hour using analog and digital clocks.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 20)	I							
MA.3.G.5.In.d	Identify the months of the year in relation to calendars.	Grade 3 Online Access Points Activities (p 20)	I							

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MA.3.G.5.Su.a	Use nonstandard measurement units to solve problems for length of sides of squares.	Florida Section Overview: 6 (SOV6b) Grade 3 Online Access Points Activities (p 20)	I						
MA.3.G.5.Su.b	Recognize part and whole of the length of objects.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 21)	I						
MA.3.G.5.Su.c	Identify concepts of time, including yesterday, today, and tomorrow, by relating activities to the time period.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 21)	I						
MA.3.G.5.Su.d	Identify the days of the week using a calendar.	Grade 3 Online Access Points Activities (p 21)	I						
MA.3.G.5.Pa.a	Recognize the sides of a square or rectangle.	Florida Section Overviews: 4 (SOV4a), 6 (SOV6b) Grade 3 Online Access Points Activities (p 22)	I						
MA.3.G.5.Pa.b	Recognize part of a day, such as morning or afternoon, associated with a common activity.	Florida Section Overview: 4 (SOV4a) Grade 3 Online Access Points Activities (p 22)	I						
MA.3.A.6.In.a	Express, represent, and solve problems with cardinal numbers 0 to 30 and ordinal numbers to tenth using sets of objects or pictures, number names, and numerals.	Florida Section Overviews: 2 (SOV2a), 10 (SOV10b) Grade 3 Online Access Points Activities (p 24)	I						
MA.3.A.6.In.b	Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30.	Florida Section Overview: 1 (SOV1a) Grade 3 Online Access Points Activities (p 24)	I						
MA.3.A.6.Su.a	Express, represent, and solve problems with numbers to 10 using sets of objects and pictures, number names, and numerals.	Florida Section Overviews: 2 (SOV2a), 10 (SOV10b) Grade 3 Online Access Points Activities (p 25)	I						
MA.3.A.6.Su.b	Use one-to-one correspondence to count sets of objects to 10.	Florida Section Overview: 1 (SOV1a) Grade 3 Online Access Points Activities (p 25)	I						

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MA.3.A.6.Pa.a	Recognize quantities 1 to 3 using sets of objects, pictures, or number names.	Florida Section Overviews: 2 (SOV2a), 10 (SOV10b) Grade 3 Online Access Points Activities (p 26)	I							
MA.3.A.6.Pa.b	Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 3.	Florida Section Overview: 1 (SOV1a) Grade 3 Online Access Points Activities (p 26)	I							
MA.3.S.7.In.a	Sort and count objects and pictures into three labeled categories and display data in an object graph or pictograph.	Florida Section Overview: 1 (SOV1b) Grade 3 Online Access Points Activities (p 27)	I							
MA.3.S.7.Su.a	Sort objects representing data into two labeled categories and count the number in each category.	Florida Section Overview: 1 (SOV1b) Grade 3 Online Access Points Activities (p 27)	I							
MA.3.S.7.Pa.a	Identify items that belong together to form a set (data).	Florida Section Overview: 1 (SOV1b) Grade 3 Online Access Points Activities (p 27)	I							



SAXON MATH™ 3

correlated to the

Florida

Course Standards and Access Points

Grade 3: Mathematics - Grade Three

Course Code: 5012050



SAXON™

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CORRELATION										
FLORIDA DEPARTMENT OF EDUCATION										
INSTRUCTIONAL MATERIALS CORRELATION										
COURSE STANDARDS										
SUBJECT:	Mathematics									
GRADE LEVEL:	3									
COURSE TITLE:	Mathematics - Grade Three									
COURSE CODE:	5012050									
SUBMISSION TITLE:	Saxon Math 3									
TITLE ID:	1572									
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.									
PUBLISHER ID:	33-0147571-02									
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MA.3.A.1.1	Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.	Moderate	Lesson(s): 57 (NC), 56 (NC), 63 (NC), 87 (NC), 116 (NC), 126 (NC), 107 (NC), 108 (NC), 37 (NC), 55-1 (NC), 120-2 (NC), 15-2 (NC), 55-1 (NC), 59 (GP), 63 (GP), 70-1 (NC), 81 (M), 87 (GP), 88 (NC), 88 (GP), 90-1 (NC), 91 (GP), 93 (GP), 99 (GP), 107 (M), 107 (GP), 108 (M), 108 (GP), 109 (M), 109 (GP), 111 (GP), 115-1 (GP), 118 (GP), 121 (GP)	I						

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MA.3.A.1.2	Solve multiplication and division fact problems by using strategies that result from applying number properties.	High	Lesson(s): 70-1 (NC), 55-1 (NC), 59 (NC), 45-1 (NC), 85-1 (NC), 90-1 (NC), 95-1 (NC), 100-1 (NC), 105-1 (NC), 109 (NC), 110-1 (NC), 115-1 (NC), 118 (NC), 120-1 (NC), 120-2 (NC), 125-1 (NC), 47 (FP), 47 (NC), 47 (GP), 48 (GP), 49 (FP), 52 (GP), 55-1 (GP), 56 (M), 56 (FP), 58 (M), 58 (FP), 58 (GP), 59 (GP), 61 (GP), 62 (M), 62 (GP), 63 (GP), 66 (M), 66 (GP), 68 (GP), 71–122 (M), 71 (WP), 71 (GP), 72 (FP), 72 (GP), 73 (FP), 74 (FP), 74 (GP), 75-1 (FP), 76 (WP), 76 (GP), 77 (GP), 78 (GP), 81 (GP), 83 (GP), 85-1 (NC), 86 (FP), 87 (FP), 87 (GP), 88 (FP), 89 (FP), 90-1 (FP), 91 (FP), 95-1 (GP), 105-1 (GP), 112 (GP), 115-1 (GP), 118 (GP), 119 (GP), 121 (GP), 124–135 (M), 124 (GP), 125-1 (GP), 126 (GP), 131 (GP), 135 (GP)	I					

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MA.3.A.1.3	Identify, describe, and apply division and multiplication as inverse operations.	Moderate	Lesson(s): 59 (NC), 90-1 (NC), 105-1 (NC), 122 (NC), 70-1 (NC), 125-1 (NC), 91–95 (FP), 106 (FP), 107 (M), 108 (FP), 109 (M), 110-1 (M), 126–130-1 (FP)	I					
MA.3.A.2.1	Represent fractions, including fractions greater than one, using area, set, and linear models.	Moderate	Lesson(s): 12 (NC), 17 (NC), 21 (NC), 24 (NC), 25-2 (NC), 26 (NC), 37 (NC), 54 (NC), 61 (NC), 73 (NC), 74 (NC), 94 (NC), 99 (NC), 111 (NC), 131 (NC), 36 (NC), 97 (NC), 119 (NC), 17 (GP), 18 (GP), 21–25-1 (GP), 26–29 (GP), 31–32 (GP), 35-1 (GP), 35-2 (M), 36–38 (GP), 41–42 (GP), 45-2 (M), 54 (GP), 55-1 (M), 55-2 (M), 61–63 (GP), 65-1 (GP), 66–69 (GP), 72 (GP), 73 (GP), 74 (WP), 91 (GP), 94 (GP), 95-1 (GP), 96 (GP), 98 (GP), 99 (GP), 101–102 (GP), 106 (GP), 108 (GP), 111–114 (GP), 116 (GP), 118–119 (GP), 122 (GP), 126 (GP), 131–132 (M), 131–132 (GP)	I					
MA.3.A.2.2	Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.	Moderate	Lesson(s): 12 (NC), 17 (NC), 21 (NC), 24 (NC), 25-2 (NC), 73 (NC), 74 (NC), 93 (NC), 94 (NC), 131 (NC), 36 (NC), 60-2 (NC), 99 (NC), 12 (GP), 15-1 (GP), 17–18 (GP), 21–23 (GP), 24 (GP), 36 (GP), 74 (WP)	I					
MA.3.A.2.3	Compare and order fractions, including fractions greater than one, using models and strategies.	Moderate	Lesson(s): 73 (NC), 74 (NC), 93 (NC), 94 (NC), 60-2 (NC), 71 (GP), 74 (WP), 74 (GP), 95 (GP), 135 (GP)	I					

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MA.3.A.2.4	Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence.	Moderate	Lesson(s): 94 (NC), 73 (NC), 74 (NC), 98 (NC), 99 (NC), 25-2 (NC), 74 (WP), 77 (GP), 95-1(GP), 95-1(WP)	I					
MA.3.G.3.1	Describe, analyze, compare, and classify two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connect these ideas to the definition of shapes.	Moderate	Lesson(s): 7 (NC), 10-2 (NC), 20-2 (NC), 43 (NC), 100-2 (NC), 113 (NC), 49 (NC), 23-25-1 (GP), 28 (GP), 34-35-1 (GP), 43 (GP), 45-1 (GP), 58 (GP), 115-1 (GP), 119 (GP), 122 (GP)	I					
MA.3.G.3.2	Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.	High	Lesson(s): 10-2 (NC), 12 (NC)	I					
MA.3.G.3.3	Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.	Moderate	Lesson(s): 12 (NC), 58 (NC), 12 (GP), 16 (GP), 58 (GP), 61 (GP), 62 (GP), 64 (GP), 66 (GP), 69 (GP)	I					

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MA.3.A.4.1	Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.	High	Lesson(s): 40-1 (NC), 16 (NC), 55-1 (NC), 59 (NC), 70-1 (NC), 100-1 (NC), 110-1 (NC), 120-1 (NC), 125-1 (NC), 1-135 (M), 3 (NC), 9 (NC), 13 (NC), 14 (NC), 16 (NC), 25-1 (NC), 29 (NC), 45-1 (NC), 61 (NC), 68-70-1 (NC), 101 (NC), 109 (NC), 115-1 (NC), 117 (NC), 8-9 (GP), 11-12 (GP), 18-19 (GP), 23 (GP), 26 (GP), 32 (GP), 34 (GP), 40-1 (GP), 41 (GP), 56 (GP), 70-1 (PS), 70-1 (GP), 72 (GP), 78 (GP), 80-1 (PS), 80-2 (NC), 92 (GP), 117 (GP), 119 (GP), 121 (GP), 126-127 (GP), 135 (GP)	I					
MA.3.G.5.1	Select appropriate units, strategies, and tools to solve problems involving perimeter.	High	Lesson(s): 49 (NC), 50-2 (NC), 49 (GP), 51 (M), 51-52 (GP), 54-55-1 (GP), 55-1 (M), 65-1 (GP), 73 (GP), 85-1 (GP), 92 (GP), 115-1 (GP), 115-2 (M), 134 (GP)	I					

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MA.3.G.5.2	Measure objects using fractional parts of linear units such as 1/2, 1/4, and 1/10.	Low	Lesson(s): 54 (NC), 99 (NC), 127 (NC), 57–59 (GP), 61–65-1 (GP), 66–69 (GP), 72 (GP), 74 (GP), 76 (GP), 78 (GP), 87 (GP), 91 (GP), 93–95-1 (GP), 96–99 (GP), 101–105-1 (GP), 106–109 (GP), 111–113 (GP), 119 (NC), 127 (GP)	I					
MA.3.G.5.3	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.	Moderate	Lesson(s): 65-2 (NC), 39 (NC), 71 (NC), 97 (NC), 1 (NC), 4 (NC), 2–135 (M), 2 (GP), 4 (GP), 6 (GP), 8 (GP), 11 (GP), 14 (GP), 17 (GP), 26 (GP), 29 (GP), 34 (GP), 42 (GP), 44 (GP), 46 (GP), 48 (GP), 55-1 (GP), 58 (GP), 62–63 (GP), 71 (FP), 71 (GP), 73 (GP), 75-1 (GP), 76 (GP), 78 (GP), 84–85-1 (GP), 97–98 (GP), 101 (GP), 104 (GP), 106 (GP), 109 (GP), 115-1 (GP), 124 (GP), 127–129 (GP)	I					

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MA.3.A.6.1	Represent, compute, estimate, and solve problems using numbers through hundred thousands.	High	Lesson(s): 103 (NC), 130-2 (NC), 134 (NC), 27 (NC), 41 (NC), 64 (NC), 104 (NC), 3 (NC), 8 (NC), 14 (NC), 18–19 (NC), 22 (NC), 31 (NC), 34 (NC), 42 (NC), 44 (NC), 47 (NC), 52 (NC), 53 (NC), 62 (NC), 67–69 (NC), 72 (NC), 76 (NC), 91 (NC), 96 (NC), 101 (NC), 104 (NC), 111 (NC), 133 (NC), 134 (NC), 1–135 (M), 2 (WP), 3 (GP), 5–7 (GP), 18–19 (GP), 21–25-1 (GP), 27–29 (GP), 31–35-1 (GP), 36–38 (GP), 41–45-1 (GP), 46–50-1 (GP), 50-1 (PS), 51–55-1 (GP), 56–59 (GP), 61 (GP), 62 (GP), 64–65-1 (GP), 66–70-1 (GP), 70-1 (PS), 71–75-1 (GP), 76–79 (GP), 81 (GP), 84–85-1 (GP), 86–89 (GP), 91–95-1 (GP), 96–80-1 (GP), 101–105-1 (GP), 106 (GP), 108–109 (GP), 101–104 (GP), 106–109 (GP), 124 (GP), 126 (GP), 128 (GP), 133–135 (GP)	I					
MA.3.A.6.2	Solve non-routine problems by making a table, chart ,or list and searching for patterns.	High	Lesson(s): 10-1 (PS), 15-2 (NC), 22 (NC), 34 (NC), 40-1 (PS), 50-1 (PS), 60-1 (PS), 70-1 (PS), 80-1 (PS), 79 (NC), 100-1 (PS), 125-1 (NC), 2 (M), 110-2 (M), 20-1 (M), 60-1 (GP), 100-2 (M), 121–123 (M), 121–123 (GP), 127 (M), 127 (GP), 130-1 (M)	I					

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MA.3.S.7.1	Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.	High	Lesson(s): 2 (NC), 30-2 (NC), 40-2 (NC), 55-2 (NC), 80-2 (NC), 83 (NC), 3–5 (GP), 13–15-5 (GP), 19 (GP), 19–25-2 (M), 24 (GP), 33 (GP), 36–37 (GP), 45-1 (GP), 47 (GP), 49 (GP), 54 (GP), 56 (GP), 59 (GP), 63–64 (GP), 96 (GP), 99 (GP), 103 (GP), 105-1 (GP), 113 (GP), A (NC), C (NC), D (NC), E (NC)	I					

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OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		Strongly Agree	Agree	Disagree	Strongly Disagree
			The Examples can be from Student or Teacher Instructional Material.					
<p>The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.</p>			<p>Multiplication and division: 56 (NC), 59 (NC), 105-1 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 22, Activity 74)</p> <p>Fractions and fraction equivalence: 17 (NC), 26 (NC), 94 (NC), 61 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 25, Activity 100)</p> <p>Properties of 2-dimensional shapes: 20-2 (NC), 100-2 (NC), 7 (NC), 43 (NC), 113 (NC)</p>					
<p>Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.</p>			<p>30-2 (NC), 37 (NC), 65-2 (NC), Overview 4 (p 4, Extend and Challenge CD Activity 3), Monitoring Student Progress binder (Math Center Activities booklet, p 14, Activity 21)</p>					
<p>Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.</p>			<p>10-1 (PS), 30-1 (PS), 50-1 (PS), 60-1 (PS), 80-1 (PS), 120-1 (PS)</p>					
<p>Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.</p>			<p>12 (M), 40-1 (PS), 47 (NC), Overview 4 (p 4, Journal Writing L40-2), Monitoring Student Progress binder (Math Center Activities booklet, p 10, Activity 2 and p 17, Activity 44)</p>					

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OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		Strongly Agree	Agree	Disagree	Strongly Disagree
			The Examples can be from Student or Teacher Instructional Material.					
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.			Create, organize, record, and communicate: 40-2 (NC), Monitoring Student Progress binder (Math Center Activities booklet, p 15, Activity 31) Multiple representations and a variety of tools: 59 (NC), 40-2 (NC), 56 (GP), 70-2 (NC), 112 (GP), A (NC)					
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			Other disciplines: 65-2 (NC), 70-2 (NC), 83 (NC), Overview 3 (p 4, Literature Connections L21), Overview 6 (p 4, Extend and Challenge CD Activity 6), Monitoring Student Progress binder (Math Center Activities booklet, p 25, Activity 98) Interconnect and build: 21 (NC), 24 (NC), 54 (NC), 61 (NC), 98 (NC)					
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			85-2 (NC), 101 (GP), 56 (GP), 96 (GP), 85-1 (GP), Overview 8 (p 4, Journal Writing L76), Overview 14 (p 4, Journal Writing L132)					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

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MA.3.A.1.In.a	Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals.	Grade 3 Online Access Points Activities (p 3)	I					
MA.3.A.1.In.b	Solve addition facts with sums to 18 and related subtraction one-digit fact families using the formal algorithm with numerals and signs (+, -, =).	Grade 3 Online Access Points Activities (p 3)	I					
MA.3.A.1.In.c	Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving addition facts with sums to 18 and related subtraction facts.	Grade 3 Online Access Points Activities (p 4)	I					
MA.3.A.1.In.d	Use objects and pictures to represent the inverse relationship between addition and subtraction facts.	Grade 3 Online Access Points Activities (p 4)	I					
MA.3.A.1.Su.a	Solve problems that involve combining (multiplying) equal sets with sums to 9 using objects and pictures.	Grade 3 Online Access Points Activities (p 5)	I					
MA.3.A.1.Su.b	Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures.	Grade 3 Online Access Points Activities (p 5)	I					
MA.3.A.1.Su.c	Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9 and related subtraction facts.	Grade 3 Online Access Points Activities (p 6)	I					
MA.3.A.1.Pa.a	Solve simple problems involving joining or separating sets of objects to 3.	Grade 3 Online Access Points Activities (p 6)	I					
MA.3.A.1.Pa.b	Recognize when 1 or 2 items have been added to or removed from sets of objects to 3.	Grade 3 Online Access Points Activities (p 7)	I					
MA.3.A.2.In.a	Represent half and whole using area and sets of objects.	Grade 3 Online Access Points Activities (p 9)	I					
MA.3.A.2.In.b	Identify the relationship between half and whole.	Grade 3 Online Access Points Activities (p 9)	I					

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MA.3.A.2.Su.a	Recognize part and whole using area and sets of objects.	Grade 3 Online Access Points Activities (p 10)	I					
MA.3.A.2.Pa.a	Recognize parts of whole objects and parts of sets of objects.	Grade 3 Online Access Points Activities (p 10)	I					
MA.3.G.3.In.a	Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes.	Grade 3 Online Access Points Activities (p 12)	I					
MA.3.G.3.In.b	Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes.	Grade 3 Online Access Points Activities (p 12)	I					
MA.3.G.3.In.c	Identify two-dimensional shapes that are the same shape and size (congruent).	Grade 3 Online Access Points Activities (p 12)	I					
MA.3.G.3.Su.a	Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides.	Grade 3 Online Access Points Activities (p 13)	I					
MA.3.G.3.Su.b	Combine (compose) two shapes to make other shapes.	Grade 3 Online Access Points Activities (p 13)	I					
MA.3.G.3.Su.c	Match two-dimensional shapes that are the same shape and size (congruent).	Grade 3 Online Access Points Activities (p 14)	I					
MA.3.G.3.Pa.a	Recognize common objects with two-dimensional shapes, such as circle and square.	Grade 3 Online Access Points Activities (p 14)	I					
MA.3.G.3.Pa.b	Recognize two-dimensional shapes, including circle and square, that are the same shape and size (congruent).	Grade 3 Online Access Points Activities (p 14)	I					
MA.3.A.4.In.a	Complete growing visual and number patterns.	Grade 3 Online Access Points Activities (p 16)	I					
MA.3.A.4.Su.a	Match a two-element repeating visual pattern using objects and pictures.	Grade 3 Online Access Points Activities (p 16)	I					
MA.3.A.4.Pa.a	Recognize the next step in a simple pattern or sequence of activities.	Grade 3 Online Access Points Activities (p 17)	I					
MA.3.G.5.In.a	Use a ruler to solve problems involving the length of sides of squares and rectangles.	Grade 3 Online Access Points Activities (p 19)	I					
MA.3.G.5.In.b	Identify half and whole of the length of objects.	Grade 3 Online Access Points Activities (p 19)	I					
MA.3.G.5.In.c	Identify time to hour and half hour using analog and digital clocks.	Grade 3 Online Access Points Activities (p 20)	I					

SUBJECT:	Mathematics
GRADE LEVEL:	3
COURSE TITLE:	Mathematics - Grade Three
COURSE CODE:	5012050
SUBMISSION TITLE:	Saxon Math 3
TITLE ID:	1572
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.
PUBLISHER ID:	33-0147571-02

				Committee Member Evaluation (Committee Member Use Only)				
*I/M = INDEPTH OR MENTIONED								
ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.3.G.5.In.d	Identify the months of the year in relation to calendars.	Grade 3 Online Access Points Activities (p 20)	I					
MA.3.G.5.Su.a	Use nonstandard measurement units to solve problems for length of sides of squares.	Grade 3 Online Access Points Activities (p 20)	I					
MA.3.G.5.Su.b	Recognize part and whole of the length of objects.	Grade 3 Online Access Points Activities (p 21)	I					
MA.3.G.5.Su.c	Identify concepts of time, including yesterday, today, and tomorrow, by relating activities to the time period.	Grade 3 Online Access Points Activities (p 21)	I					
MA.3.G.5.Su.d	Identify the days of the week using a calendar.	Grade 3 Online Access Points Activities (p 21)	I					
MA.3.G.5.Pa.a	Recognize the sides of a square or rectangle.	Grade 3 Online Access Points Activities (p 22)	I					
MA.3.G.5.Pa.b	Recognize part of a day, such as morning or afternoon, associated with a common activity.	Grade 3 Online Access Points Activities (p 22)	I					
MA.3.A.6.In.a	Express, represent, and solve problems with cardinal numbers 0 to 30 and ordinal numbers to tenth using sets of objects or pictures, number names, and numerals.	Grade 3 Online Access Points Activities (p 24)	I					
MA.3.A.6.In.b	Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30.	Grade 3 Online Access Points Activities (p 24)	I					
MA.3.A.6.Su.a	Express, represent, and solve problems with numbers to 10 using sets of objects and pictures, number names, and numerals.	Grade 3 Online Access Points Activities (p 25)	I					
MA.3.A.6.Su.b	Use one-to-one correspondence to count sets of objects to 10.	Grade 3 Online Access Points Activities (p 25)	I					
MA.3.A.6.Pa.a	Recognize quantities 1 to 3 using sets of objects, pictures, or number names.	Grade 3 Online Access Points Activities (p 26)	I					

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MA.3.A.6.Pa.b	Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 3.	Grade 3 Online Access Points Activities (p 26)	I					
MA.3.S.7.In.a	Sort and count objects and pictures into three labeled categories and display data in an object graph or pictograph.	Grade 3 Online Access Points Activities (p 28)	I					
MA.3.S.7.Su.a	Sort objects representing data into two labeled categories and count the number in each category.	Grade 3 Online Access Points Activities (p 28)	I					
MA.3.S.7.Pa.a	Identify items that belong together to form a set (data).	Grade 3 Online Access Points Activities (p 28)	I					



SAXON MATH™

Intermediate 4

correlated to the

Florida

Course Standards and Access Points

Grade 4: Mathematics - Grade Four

Course Code: 5012060



SAXON™

An Imprint of HMH
Supplemental Publishers Inc.

CORRELATION										
FLORIDA DEPARTMENT OF EDUCATION										
INSTRUCTIONAL MATERIALS CORRELATION										
COURSE STANDARDS										
SUBJECT:	Mathematics									
GRADE LEVEL:	4									
COURSE TITLE:	Mathematics - Grade Four									
COURSE CODE:	5012060									
SUBMISSION TITLE:	Saxon Math Intermediate 4									
TITLE ID:	1572									
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.									
PUBLISHER ID:	33-0147571-02									
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								(Committee Member Use Only)		
BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE	PAGES OR LOCATIONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All	
MA.4.A.1.1	Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease.	Moderate	<p>Page(s): 313-314, 365-366, 163, 169-171, 176, 185-191, 200-202, 238-239, 265-266, 270-273, 283-284, 296-298, 302-303, 351-355, 199, 238, 294, 301, 370, 399, 429, 435, 455, 473, 477, 484, 509, 543, 552, 568, 591, 595, 602, 612, 618, 624, 630, 694, 715, 741, 55, 168, 175, 331, 337, 424, 446, 750, 167, 172-173, 177-178, 203-204, 241, 242, 285-286, 299-300, 304, 305, 374-375, 402-403, 421, 423, 432, 433, 437-438, 457-459, 487-488, 513, 545-547, 554-556, 571-573, 593-594, 696-697, 717-718, 744-745</p> <p>Florida Section Overview(s): 7 Page(s): SOV7a</p>	I						

SUBJECT:	Mathematics
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COURSE TITLE:	Mathematics - Grade Four
COURSE CODE:	5012060
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MA.4.A.1.2	Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.	High	Page(s): 283-284, 307-309, 371-373, 429-431, 553-554, 568-570, 400-401, 544-545, 592-593, 683, 716, 199, 370, 399, 424, 446, 435, 473, 477, 543, 552, 568, 591, 595, 612, 618, 624, 630, 202-204, 241-242, 285-286, 310-311, 348-350, 384-386, 402-403, 437-438, 457-459, 494-495, 523-524, 551, 593-594, 634, 658, 673-674, 707-709, 744-745 Florida Section Overview(s): 7, 9 Page(s): SOV7a, SOV9a	I					
MA.4.A.2.1	Use decimals through the thousandths place to name numbers between whole numbers.	Low	Page(s): 234-235, 256-262, 579-581, 266-267, 280-281, 555, 557, 581, 582, 593, 599, 600 Florida Section Overview(s): 4 Page(s): SOV4a	I					
MA.4.A.2.2	Describe decimals as an extension of the base-ten number system.	High	Page(s): 579-581, 256-262, 649-651, 266-268, 280-281, 555, 557, 581, 582, 588, 593, 599, 600 Florida Section Overview(s): 5 Page(s): SOV5a	I					

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MA.4.A.2.3	Relate equivalent fractions and decimals with and without models, including locations on a number line.	Moderate	Page(s): 256-261, 234-235, 649-651, 220-222, 266, 267, 275, 280, 581, 582, 588, 590, 593, 594, 599, 600, 622 Florida Section Overview(s): 4 Page(s): SOV4a	I					
MA.4.A.2.4	Compare and order decimals, and estimate fraction and decimal amounts in real-world problems.	Moderate	Page(s): 257-262, 576-577, 650-651, 656-657, 325, 136-137, 181, 361, 378-379, 580-581, 267, 268, 275, 281, 298, 299, 300, 336, 363, 381, 583, 588, 604, 606, 635, 663, 665 Florida Section Overview(s): 11 Page(s): SOV11a	I					
MA.4.A.4.1	Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns.	High	Page(s): 19-21, 190, 200-201, 239, 303, 372, 455, 595, 666, 680, 715, 725, 735, 746, 750, 202, 203, 204, 224, 225, 231, 232, 242, 248, 266, 267, 268, 350, 476, 513, 691, 722 Florida Section Overview(s): 1 Page(s): SOV1a	I					

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MA.4.A.4.2	Describe mathematics relationships using expressions, equations, and visual representations.	High	Page(s): 595-598, 754-755, 332-334, 383-384, 302-303, 295-298, 387-393, 8-12, 14-15, 35-37, 64-65, 72-74, 83-85, 95-96, 1488-149, 264-266, 307-309, 395-396, 636-639, 671-672, 43, 44, 58, 71, 97, 145, 149, 202, 204, 209, 211, 362, 379, 421, 437, 464, 495, 529, 556, 606, 609, 633, 652, 657, 668, 684, 690, 691, 696, 726 Florida Section Overview(s): 1 Page(s): SOV1a	I					
MA.4.A.4.3	Recognize and write algebraic expressions for functions with two operations.	High	Page(s): 595-598, 605, 606, 609, 611, 621, 623, 627, 629, 692, 696 Florida Section Overview(s): 10 Page(s): SOV10a	I					

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MA.4.A.6.1	Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.	Moderate	Page(s): 490-493, 122-126, 244-246, 250-252, 327, 440-443, 705-707, 282, 312, 344, 351, 364, 382, 399, 405, 466, 489, 568, 578, 591, 618, 735, 671, 130, 172, 173, 198, 253, 280, 281, 299, 300, 379, 380, 403, 431, 458, 459, 507, 528, 529, 531, 540, 582, 633, 652, 653, 685, 727, 753 Florida Section Overview(s): 2 Page(s): SOV2a	I					
MA.4.A.6.2	Use models to represent division as: the inverse of multiplication as partitioning as successive subtraction	Moderate	Page(s): 295-298, 338-341, 333-334, 412-414, 302-304, 328 370, 720, 330, 336, 367 14, 127, 370, 334, 342, 367, 408, 409, 421, 512 Florida Section Overview(s): 6 Page(s): SOV6a Teacher Edition Page(s): 302 (Math Background)	I					

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MA.4.A.6.3	Generate equivalent fractions and simplify fractions.	Moderate	Page(s): 688-690, 710-712, 720-722, 725-726, 746-747, 750-751, 574-577, 655-657, 658, 659, 663, 668, 673, 678, 679, 684, 685, 686, 691, 692, 696, 708, 713, 717, 718, 723, 727, 732, 738, 744, 745, 748, 753 Florida Section Overview(s): 9 Page(s): SOV12a	I					
MA.4.A.6.4	Determine factors and multiples for specified whole numbers.	Moderate	Page(s): 351-355, 185-186, 117, 270-272, 295-298, 414, 694, 730-731, 82, 94, 104, 110, 116, 127, 140, 147, 351, 563, 741, 356, 357, 358, 362, 363, 367, 369, 374, 375, 385, 458, 464, 500, 540, 708 Florida Section Overview(s): 6, 12 Page(s): SOV6a, SOV12a	I					

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MA.4.A.6.5	Relate halves, fourths, tenths, and hundredths to decimals and percents.	Moderate	Page(s): 256-261, 228-229, 322-325, 539-540, 579-580, 649, 394, 399, 429, 266, 275, 280, 304, 305, 330, 336, 343, 348, 349, 350, 358, 363, 385, 397, 398, 410, 432, 433, 450, 551, 555, 588, 593, 599, 600, 605, 622, 633, 657 Florida Section Overview(s): 5 Page(s): SOV5a	I					
MA.4.A.6.6	Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.	High	Page(s): 377-379, 270-273, 136-137, 309, 314, 650-651, 705-707, 233, 238, 301, 307, 331, 337, 344, 351, 359, 364, 382, 405, 411, 618, 729, 735, 88, 94, 150, 151, 174, 204, 255, 279, 305, 306, 329, 375, 402, 415, 475, 512, 535, 560, 581, 582, 634, 668, 678, 679, 717, 718, 748 Florida Section Overview(s): 2 Page(s): SOV2a	I					
MA.4.G.3.1	Describe and determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area.	Moderate	Page(s): 186-191, 401-402, 680-684, 489, 204, 232, 240, 241, 248, 311, 530, 616, 665, 693 Florida Section Overview(s): 3 Page(s): SOV3a	I					

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MA.4.G.3.2	Justify the formula for the area of the rectangle "area = base x height".	Moderate	Page(s): 186-191, 680-684, 232, 235, 236, 255, 311, 530, 600, 610, 662, 685, 692, 693, 697, 698 Florida Section Overview(s): 11 Page(s): SOV11a Teacher Edition Page(s): 569 (Math Background)	I					
MA.4.G.3.3	Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.	Moderate	Page(s): 680-684, 186-191, 702, 401-402, 687, 694, 370, 489, 235, 273, 304, 380, 386, 560, 561, 600, 610, 623, 653, 662, 665, 679, 692, 709, 734, 748, 749 Florida Section Overview(s): 3 Page(s): SOV3a	I					

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MA.4.G.5.1	Classify angles of two-dimensional shapes using benchmark angles (45°, 90°, 180°, and 360°)	Low	Page(s): 142-144, 496-498, 520-522, 584-588, 145, 172, 198, 254, 267, 316, 329, 368, 404, 423, 542, 561, 601, 629, 659, 748 Florida Section Overview(s): 8 Page(s): SOV8a	I					
MA.4.G.5.2	Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry.	Moderate	Page(s): 466-469, 478-481, 498, 502-505, 526-528, 471, 476, 488, 500, 506, 507, 513, 531, 537, 542, 547, 551, 561, 572, 583, 601, 606, 617, 635, 669, 692, 714, 719, 734 Florida Section Overview(s): 8 Page(s): SOV8a	I					
MA.4.G.5.3	Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.	Moderate	Page(s): 618-621, 624-627, 631-632, 635, 646, 699-703 Florida Section Overview(s): 10 Page(s): SOV10a	I					

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				Committee Member				
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OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		Strongly Agree	Agree	Disagree	Strongly Disagree
			The Examples can be from Student or Teacher Instructional Material.					
<p>The major tool introduces and builds mathematical concepts as a coherent whole. It provides opportunities to students to explore why a mathematical idea is important and in which contexts that mathematical idea can be useful. In other words, the major tool helps students learn the mathematics concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.</p>			<p>Multiplication and division facts and fluency with whole number multiplication: Page(s): 163, 169-171, 176, 199-202, 238-239, 294-298, 301-303, 429, 283-284, 307-309, 371-373, 400-402, 430-431, 544-545, 553-554, 568-570, 592, 716, 177, 203, 285, 375, 457, 458, 545, 546, 593, 594, 718</p> <p>Decimals and the connection between fractions and decimals: Page(s): 256-262, 277-279, 318-319, 539-540, 579-581, 649-651, 574-577, 266, 280, 433, 555, 557, 581, 588, 593, 599, 622, 633, 745</p> <p>Area: Page(s): 186-189, 401, 680-682, 702, 704-707, 204, 232, 240, 248, 311, 530, 606, 616, 662, 692, 709, 712, 717, 718, 722, 723, 726, 728, 734, 737, 744, 752</p>					

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OVERALL INSTRUCTIONAL QUALITY	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.	Strongly Agree	Agree	Disagree	Strongly Disagree	
	The Examples can be from Student or Teacher Instructional Material.					
Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students' lives.	Tasks are engaging and interesting enough that students want to pursue them: Page(s): 625-627, 527, 185-191, 574-577, 701-702, 126, 244-245, 250-252, 262, 353-354, 442, 636-639, 706 Real world problems are realistic and relevant to students' lives: Page(s): 164-165, 332-334, 371-373, 119, 83, 136-137, 270-273, 298, 313-314, 365-366, 383-384, 430-431					
Problem solving is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.	Page(s): 1-6, 88-89 (and TE 88B), 168-169 (and TE 168B), 294-295 (and TE 294), 14 (and TE 14B), 55 (and TE 55B), 147 (and TE 147B), 351 (and TE 351B), 370 (and TE 370B), 399-400 (and TE 399B), 489 (and TE 489B), 563 (and TE 563B), 735 (and TE 735B)					
Tasks engage students in communicating mathematical ideas by writing, explaining, drawing, using symbols, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.	Page(s): 339, 517, 497-498, 36-37, 62-66, 648, 73, 322-325, 333, 361, 383-384, 427, 442, 453, 497, 636-639, TE 60A, TE 122A					
Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote use of multiple representations and translations among them. Students use a variety of tools to understand a single concept.	Page(s): 294-295, 360-361, 387-392, 427, 590, 353-355, 365-366, 193-195, 447-448, 256-259, 514-518, 163, 296-298, 338-341					

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OVERALL INSTRUCTIONAL QUALITY			IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.		Strongly Agree	Agree	Disagree	Strongly Disagree
			The Examples can be from Student or Teacher Instructional Material.					
The mathematics connects to other disciplines such as reading, art, science, and history. Tasks represent mathematical ideas as interconnected and building upon each other.			The mathematics connects to other disciplines such as reading, art, science, and history: Page(s): 209, 264-265, 303, 314, 74, 93, 139, 167, 237, 314, 439, 524 Tasks represent mathematical ideas as interconnected and building upon each other: Page(s): 35-37, 72-73, 90-95, 135-137, 148-149, 163, 185-191, 296-298, 302-303, 466-469, 539-540					
Tasks require students to make conjectures, justify their thinking, defend their responses by using mathematical arguments, and prove mathematical statements. Students are encouraged to invent and justify solution methods. Students analyze correct and incorrect solution methods.			Page(s): 377-379, 704-707, 576, 265, 303, 636-639, 648, 451-453, 447-448, 497-499, 503, 66, TE 18 (Mental Math sidebar), TE 192 (Mental Math sidebar)					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	Mathematics
GRADE LEVEL:	4
COURSE TITLE:	Mathematics - Grade Four
COURSE CODE:	5012060
SUBMISSION	Saxon Math Intermediate 4
TITLE ID:	1572
PUBLISHER:	Saxon, an imprint of HMH Supplemental Publishers, Inc.
PUBLISHER ID:	33-0147571-02

*I/M = INDEPTH OR MENTIONED				Committee Member Evaluation (Committee Member Use Only)				
ACCESS POINT CODE	ACCESS POINT DESCRIPTION	PAGES OR LOCATIONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN MAJOR TOOL	I/M*	Thoroughly	Highly	Adequately	Minimally	Not At All
MA.4.A.1.In.a	Solve problems involving combining (multiplying) or separating into (dividing) equal sets with quantities to 30 using objects and pictures with numerals.	Florida Section Overview: 7 (SOV7a) Grade 4 Online Access Points Activities (p 2)	I					
MA.4.A.1.In.b	Solve real-world addition and subtraction problems with two-digit numbers to 30 without regrouping, and check for accuracy.	Florida Section Overviews: 7 (SOV7b), 9 (SOV9a) Grade 4 Online Access Points Activities (p 3)	I					
MA.4.A.1.Su.a	Solve problems that involve combining (multiplying) and separating (dividing) into equal sets with quantities to 15 using objects and pictures.	Florida Section Overview: 7 (SOV7a) Grade 4 Online Access Points Activities (p 4)	I					
MA.4.A.1.Su.b	Solve real-world problems involving addition facts with sums to 15 and related subtraction facts using numerals with sets of pictures and the +, -, and = signs.	Florida Section Overviews: 7 (SOV7b), 9 (SOV9a) Grade 4 Online Access Points Activities (p 4)	I					
MA.4.A.1.Pa.a	Solve simple problems involving joining or separating sets of objects to 4.	Florida Section Overview: 7 (SOV7a) Grade 4 Online Access Points Activities (p 5)	I					
MA.4.A.1.Pa.b	Recognize when items have been added to or removed from sets of objects to 4.	Florida Section Overviews: 7 (SOV7b), 9 (SOV9a) Grade 4 Online Access Points Activities (p 5)	I					
MA.4.A.2.In.a	Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50.	Florida Section Overviews: 4 (SOV4a), 5 (SOV5a) Grade 4 Online Access Points Activities (p 7)	I					

CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MATERIALS CORRELATION
ACCESS POINTS

SUBJECT:	Mathematics
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MA.4.A.2.In.b	Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names.	Florida Section Overview: 4 (SOV4b) Grade 4 Online Access Points Activities (p 8)	I					
MA.4.A.2.In.c	Identify differences between halves, fourths, and a whole.	Florida Section Overview: 11 (SOV11a) Grade 4 Online Access Points Activities (p 8)	I					
MA.4.A.2.Su.a	Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects.	Florida Section Overviews: 4 (SOV4a), 5 (SOV5a) Grade 4 Online Access Points Activities (p 9)	I					
MA.4.A.2.Su.b	Represent half and whole using area and sets of objects.	Florida Section Overview: 4 (SOV4b) Grade 4 Online Access Points Activities (p 9)	I					
MA.4.A.2.Su.c	Identify half as a part of a whole.	Florida Section Overview: 11 (SOV11a) Grade 4 Online Access Points Activities (p 10)	I					
MA.4.A.2.Pa.a	Match objects to designated spaces to show one-to one correspondence for quantities 1 to 4.	Florida Section Overviews: 4 (SOV4a), 5 (SOV5a) Grade 4 Online Access Points Activities (p 10)	I					
MA.4.A.2.Pa.b	Distinguish parts of objects from whole objects.	Florida Section Overview: 4 (SOV4b) Grade 4 Online Access Points Activities (p 10)	I					
MA.4.A.2.Pa.c	Recognize a half of an object as part of the whole object.	Florida Section Overview: 11 (SOV11a) Grade 4 Online Access Points Activities (p 11)	I					
MA.4.G.3.In.a	Identify the distance around all sides (perimeter) and area of squares and rectangles in the environment.	Florida Section Overview: 3 (SOV3a) Grade 4 Online Access Points Activities (p 13)	I					
MA.4.G.3.In.b	Find the length of the sides and the area of rectangular and square objects using square units.	Florida Section Overview: 11 (SOV11b) Grade 4 Online Access Points Activities (p 13)	I					

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MA.4.G.3.In.c	Measure whole inches and feet using a ruler to solve real-world linear measurement problems.	Florida Section Overview: 3 (SOV3b) Grade 4 Online Access Points Activities (p 14)	I					
MA.4.G.3.Su.a	Identify examples of the concept of area in the environment.	Florida Section Overview: 3 (SOV3a) Grade 4 Online Access Points Activities (p 14)	I					
MA.4.G.3.Su.b	Count the number of square units of a rectangle marked with a grid to determine its area.	Florida Section Overview: 11 (SOV11b) Grade 4 Online Access Points Activities (p 15)	I					
MA.4.G.3.Su.c	Measure length of sides of rectangles using whole inches.	Florida Section Overview: 3 (SOV3b) Grade 4 Online Access Points Activities (p 15)	I					
MA.4.G.3.Pa.a	Identify the sides of a square or rectangle.	Florida Section Overviews: 3 (SOV3a), 11 (SOV11b) Grade 4 Online Access Points Activities (p 16)	I					
MA.4.G.3.Pa.b	Recognize differences in the length of the sides of rectangles.	Florida Section Overview: 3 (SOV3b) Grade 4 Online Access Points Activities (p 16)	I					
MA.4.A.4.In.a	Identify and extend growing visual and number patterns using strategies, such as skip counting.	Florida Section Overview: 1 (SOV1a) Grade 4 Online Access Points Activities (p 18)	I					
MA.4.A.4.In.b	Describe equal and unequal sets using terms including greater than, less than, and equal to.	Florida Section Overview: 1 (SOV1b) Grade 4 Online Access Points Activities (p 18)	I					
MA.4.A.4.In.c	Identify the rule, including 1 less, 2 less, and 3 less, represented in number pairs.	Florida Section Overview: 10 (SOV10a) Grade 4 Online Access Points Activities (p 19)	I					
MA.4.A.4.Su.a	Identify and copy two-element repeating visual patterns using objects and pictures.	Florida Section Overview: 1 (SOV1a) Grade 4 Online Access Points Activities (p 19)	I					

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MA.4.A.4.Su.b	Determine if the number in two sets of objects to 10 is the same or different (equal or unequal).	Florida Section Overview: 1 (SOV1b) Grade 4 Online Access Points Activities (p 20)	I					
MA.4.A.4.Su.c	Use the rule, 1 more, to identify the next number with numbers 1 to 20.	Florida Section Overview: 10 (SOV10a) Grade 4 Online Access Points Activities (p 20)	I					
MA.4.A.4.Pa.a	Identify the next step in a pattern or sequence of activities.	Florida Section Overview: 1 (SOV1a) Grade 4 Online Access Points Activities (p 21)	I					
MA.4.A.4.Pa.b	Use one-to-one correspondence to compare sets of objects to 4 and determine if they are the same or different (equal or unequal).	Florida Section Overview: 1 (SOV1b) Grade 4 Online Access Points Activities (p 21)	I					
MA.4.A.4.Pa.c	Recognize the quantity of a set of objects to 3 and add 1 more.	Florida Section Overview: 10 (SOV10a) Grade 4 Online Access Points Activities (p 21)	I					
MA.4.G.5.In.a	Locate angles in two-dimensional shapes, including triangles and rectangles.	Florida Section Overview: 8 (SOV8a) Grade 4 Online Access Points Activities (p 23)	I					
MA.4.G.5.In.b	Identify examples of two-dimensional figures that are the same shape and size (congruency) and figures that are visually the same on both sides of a central dividing line (symmetry) in the environment.	Florida Section Overview: 8 (SOV8b) Grade 4 Online Access Points Activities (p 23)	I					
MA.4.G.5.In.c	Sort three-dimensional objects, such as cubes, cylinders, cones, rectangular prisms, and spheres.	Florida Section Overview: 10 (SOV10b) Grade 4 Online Access Points Activities (p 24)	I					

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COURSE CODE:	5012060								
SUBMISSION	Saxon Math Intermediate 4								
TITLE ID:	1572								
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MA.4.G.5.Su.a	Locate angles within a triangle.	Florida Section Overview: 8 (SOV8a) Grade 4 Online Access Points Activities (p 24)	I						
MA.4.G.5.Su.b	Identify two-dimensional figures that are visually the same on both sides of a central dividing line (symmetry).	Florida Section Overview: 8 (SOV8b) Grade 4 Online Access Points Activities (p 24)	I						
MA.4.G.5.Su.c	Match three-dimensional objects with models, such as a cube, cylinder, cone, and sphere.	Florida Section Overview: 10 (SOV10b) Grade 4 Online Access Points Activities (p 25)	I						
MA.4.G.5.Pa.a	Recognize corners (angles) in common objects with two-dimensional shapes, such as a square or rectangle.	Florida Section Overview: 8 (SOV8a) Grade 4 Online Access Points Activities (p 25)	I						
MA.4.G.5.Pa.b	Recognize the two sides of a two-dimensional figure created by a central dividing line (symmetry).	Florida Section Overview: 8 (SOV8b) Grade 4 Online Access Points Activities (p 25)	I						
MA.4.G.5.Pa.c	Recognize three-dimensional objects, such as ball (sphere), block (cube), or tube (cylinder).	Florida Section Overview: 10 (SOV10b) Grade 4 Online Access Points Activities (p 26)	I						
MA.4.A.6.In.a	Express, represent, and use whole numbers 0 to 50 in various contexts.	Florida Section Overview: 2 (SOV2a) Grade 4 Online Access Points Activities (p 29)	I						
MA.4.A.6.In.b	Use the inverse relationship of addition and subtraction as a strategy to solve problems.	Florida Section Overview: 6 (SOV6a) Grade 4 Online Access Points Activities (p 29)	I						
MA.4.A.6.In.c	Identify the relationship between halves, fourths, and a whole.	Florida Section Overviews: 5 (SOV5b), 9 (SOV9b) Grade 4 Online Access Points Activities (p 30)	I						

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MA.4.A.6.In.d	Use skip counting by 5s and 10s to determine amounts to 50.	Florida Section Overviews: 6 (SOV6b), 12 (SOV12a) Grade 4 Online Access Points Activities (p 30)	I					
MA.4.A.6.In.e	Use strategies such as comparing and grouping to estimate quantities to 20.	Florida Section Overview: 2 (SOV2b) Grade 4 Online Access Points Activities (p 31)	I					
MA.4.A.6.Su.a	Express, represent, and use whole numbers to 25 using sets of objects and pictures, number names, and numerals in various contexts.	Florida Section Overview: 2 (SOV2a) Grade 4 Online Access Points Activities (p 31)	I					
MA.4.A.6.Su.b	Use ordinal numbers, including first and second, in real-world situations.	Grade 4 Online Access Points Activities (p 32)	I					
MA.4.A.6.Su.c	Use objects and pictures to represent the relationship between addition with sums to 15 and related subtraction facts.	Florida Section Overview: 6 (SOV6a) Grade 4 Online Access Points Activities (p 32)	I					
MA.4.A.6.Su.d	Identify the relationship between half and whole.	Florida Section Overviews: 5 (SOV5b), 9 (SOV9b) Grade 4 Online Access Points Activities (p 33)	I					
MA.4.A.6.Su.e	Separate quantities to 25 into equal sets and identify the total number of sets and the number in each set.	Florida Section Overviews: 6 (SOV6b), 12 (SOV12a) Grade 4 Online Access Points Activities (p 33)	I					
MA.4.A.6.Su.f	Use strategies such as comparing and grouping to estimate quantities to 10.	Florida Section Overview: 2 (SOV2b) Grade 4 Online Access Points Activities (p 34)	I					
MA.4.A.6.Pa.a	Use quantities to 4 represented by objects, pictures, or number names in various contexts.	Florida Section Overview: 2 (SOV2a, SOV2b) Grade 4 Online Access Points Activities (p 35)	I					

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MA.4.A.6.Pa.b	Separate groups of objects to 4 into sets with the same quantity.	Florida Section Overviews: 6 (SOV6a, SOV6b), 12 (SOV12a) Grade 4 Online Access Points Activities (p 35)	I						
MA.4.A.6.Pa.c	Match parts to whole objects.	Florida Section Overviews: 5 (SOV5b), 9 (SOV9b) Grade 4 Online Access Points Activities (p 36)	I						

Pinellas Primary Academy



Appendix XV

Textbook Correlation to Sunshine State Standards:

Science

Scott Foresman Science

A Correlation of

Scott Foresman

Science

See learning in a whole new light
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to the

Florida

Sunshine State Standards

Benchmarks & Grade Level Expectations

Kindergarten



T/S-44A_K

Introduction

This document demonstrates how **Scott Foresman Science** meets the Florida Sunshine State Standards, Benchmarks & Grade Level Expectations. **Correlation page references are to the Teacher's Edition or to the ancillary. Florida Annually Assessed Benchmarks are shaded gray.**

Pearson Scott Foresman is proud to introduce our all new **Scott Foresman Science**, Kindergarten through Grade Five. Extensive research and analysis is the foundation for **Scott Foresman Science** and guides the instructional design.

Scaffolded Inquiry™

Scott Foresman Science is built on three levels of inquiry: Directed Inquiry, Guided Inquiry, and Full Inquiry. All three levels engage students in activities that build a strong science foundation and help them develop a full understanding of the inquiry process.

How to Read Science

Powerful connections between reading skills and science process skills in every chapter advance science literacy for all students.

Differentiated Instruction

Leveled Readers for every Student Edition chapter teach the same science concepts, vocabulary, and reading skills — at each student's reading level.

Time-Saving Strategies

Time-saving strategies are built right into the Teacher's Edition that will save the teacher hours of time in lesson preparation.

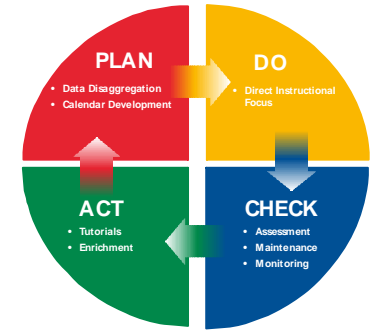
- Quick Teaching Plans cover the standards even when class time is short.
- Everything needed for each activity comes in its own chapter bag. With the Activity Placemat and Tray™, activity setup takes only 30 seconds.
- Premade Bilingual Bulletin Board Kits save time by creating attractive bulletin boards quickly and easily.

Technology

Scott Foresman Science brings teaching and learning together in one convenient spot—the computer. From sfsuccessnet.com to educational CDs and DVDs, this program provides a variety of interactive tools to help support, extend, and enrich classroom instruction.

The Online Teacher's Edition provides access to the same printed content, so the teacher can plan lessons with the customizable Lesson Planner from home or school computers. The Online Student Edition allows students, teachers, and parents to access the content of the textbook from computers at school or at home.

**Scott Foresman Science
Correlation to the
Florida Sunshine State Standards
Benchmarks & Grade Level Expectations
Kindergarten**



STRAND A: The Nature Of Matter

STANDARD 1: The student understands that all matter has observable, measurable properties.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.1.1: The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).	1. knows that objects have many different observable properties: <ul style="list-style-type: none"> ▪ color ▪ shapes (circle, triangle, square) ▪ forms (flexible, stiff, straight, curved) ▪ textures (rough, smooth, hard, soft) ▪ sizes and weights (big, little, large, small, heavy, light, wide, thin, long, short) ▪ positions & speeds (over, under, in, out, above, below, left, right, fast, slow). 	TE/SE: 134D, 135, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 154–155, 155a, 155c, 155d, 174D, 174, 201a (I)	FCAT Benchmark Mini-Lesson Ancillary 29, 30	FCAT Science Test Prep Ancillary 43, 44, 45, 46, 47, 48, 61, 62, 90, 91 Assessment Book 15–16, 21–22	Activity Flip Chart 134E, 174E Lab Zone Science 134D, 138, 154, 174D, 194 Kindergarten Science Reader 135A, 174A Every Student Learns 142, 144, 146, 148	Activity Flip Chart 134E, 174E Take It to the Net 134, 138, 154, 174, 194 Lab Zone Science 134D, 138, 154, 174D, 194 Kindergarten Science Reader 135A, 174A

*Indepth/Mentioned

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.1.2: The student recognizes that the same material can exist in different states.	1.knows that matter exists in different states (solid, liquid, gas).	TE/SE: 134D, 134E, 134, 146–147, 148–149, 150–151, 152–153, 154–155, 201a, 201b, 202–203 (I)	FCAT Benchmark Mini-Lesson Ancillary 20, 32, 33, 34	FCAT Science Test Prep Ancillary 25, 26, 27, 28, 29, 30, 37, 38, 39, 43, 44, 45, 46, 48, 61, 62, 88, 90 Assessment Book 15–16, 21–22	Activity Flip Chart 134E Lab Zone Science 134D, 154, 202 Kindergarten Science Reader 78A, 134A, 174A Every Student Learns 146, 148, 150, 152	Activity Flip Chart 134E Take It to the Net 154, 202 Lab Zone Science 134D, 154, 202 Kindergarten Science Reader 78A, 134A, 174A
Benchmark SC.A.1.1.3: The student verifies that things can be done to materials to change some of their physical properties e.g., cutting, heating, and freezing), but not all materials respond the same way (e.g., heating causes water to boil and sugar to melt).	1.knows that materials can be changed by cutting, folding, bending, and mixing.	TE/SE: 152–153, 201a (I)	Workbook 54	FCAT Science Test Prep Ancillary 45, 46, 61 Assessment Book 15–16	Activity Flip Chart 134E Kindergarten Science Reader 134A Every Student Learns 152	Activity Flip Chart 134E Kindergarten Science Reader 134A

STANDARD 2: The student understands the basic principles of atomic theory.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.2.1.1: The student recognizes that many things are made of smaller pieces, different amounts, and various shapes.	1. knows that some objects are made up of many different materials.	TE/SE: 144–145, 236–237, 242–243 (I)	FCAT Benchmark Mini-Lesson Ancillary 31, 50, 52, 53	FCAT Science Test Prep Ancillary 74, 75, 76, 77, 78, 82, 83, 84, 95 Assessment Book 25–26, 27–28	Kindergarten Science Reader 134A, 226A Every Student Learns 144, 236	Take It to the Net 226 Kindergarten Science Reader 134A, 226A

STRAND B: Energy

STANDARD 1: The student recognizes that energy may be changed in form with varying efficiency.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.1.1: The student knows that the Sun supplies heat and light energy to Earth.	1. knows the effects of sun and shade on the same object (for example, crayons, ice, chocolate).	TE/SE: 156D, 157, 160–161, 164–165, 202–203 (I)	FCAT Benchmark Mini-Lesson Ancillary 35	FCAT Science Test Prep Ancillary 51, 53, 64, 92 Assessment Book 1–2, 7–8, 17–18	Activity Flip Chart 156E Lab Zone Science 156D, 160, 202 Kindergarten Science Reader 156A, 174A Every Student Learns 160, 164, 166	Activity Flip Chart 156E Take It to the Net 156, 160, 202 Lab Zone Science 156D, 160, 202 Kindergarten Science Reader 156A, 174A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.1.2: The student knows that light can pass through some objects and not others.	1.knows that light can pass through some objects, but cannot pass through other objects.	TE/SE: 156D, 156, 160–161, 164–165, 166–167, 201a (I)	FCAT Benchmark Mini-Lesson Ancillary 36	FCAT Science Test Prep Ancillary 49, 51, 52, 54, 63 Assessment Book 17–18	Activity Flip Chart 156E Lab Zone Science 156D, 160 Kindergarten Science Reader 156A Every Student Learns 160, 164, 166	Activity Flip Chart 156E Take It to the Net 156, 160 Lab Zone Science 156D, 160 Kindergarten Science Reader 156A
Benchmark SC.B.1.1.3: The student describes a model energy system (e.g., an aquarium or terrarium).	1. understands that a terrarium or an aquarium is a model of a system.	TE/SE: 65c, 75a (I)	Workbook 6	Assessment Book 1, 2	Kindergarten Science Reader 4A, 46A	Take It to the Net 46 Kindergarten Science Reader 4A, 46A
Benchmark SC.B.1.1.4: The student knows that heat can be produced in many ways (e.g., by burning and rubbing).	1.knows some processes where heat can be released (for example, playing a radio, burning a candle).	TE/SE: 160–161, 164–165, 168–169, 201a (I)	FCAT Benchmark Mini-Lesson Ancillary 37	FCAT Science Test Prep Ancillary 49, 50, 51, 52, 53, 54, 63, 64, 91 Assessment Book 17–18, 21–22	Lab Zone Science 156D, 160 Kindergarten Science Reader 156A Every Student Learns 160, 164, 168	Take It to the Net 156, 160 Lab Zone Science 156D, 160 Kindergarten Science Reader 156A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.1.5: The student knows that every human action requires energy that comes from food.	1. understands that people eat food to survive.	TE/SE: 20–21 (I)	Workbook 6	Assessment Book 2	Kindergarten Science Reader 4A Every Student Learns 20	Take It to the Net 4 Kindergarten Science Reader 4A

STANDARD 2:The student understands the interaction of matter and energy.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.2.1.1: The student recognizes systems of matter and energy.	Content addressed at second grade. See Grade 2 correlation.	Benchmark SC.B.2.1.1 is covered in Kindergarten on these pages. TE/SE: 156, 170–171, 201a (I)	FCAT Benchmark Mini-Lesson Ancillary 38	Assessment Book 17–18, 21–22	Kindergarten Science Reader 156A Every Student Learns 170	Take It to the Net 156 Kindergarten Science Reader 156A

STRAND C: Force and Motion

STANDARD 1:The student understands that types of motion may be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.1.1.1: The student understands that different things move at different speeds.	1. understands that different things move at different speeds (bicycle/ motorcycle, car /plane, tortoise /hare)	TE/SE: 174D, 178–179, 188–189, 201a, 227, 238–239, (I)	FCAT Benchmark Mini-Lesson Ancillary 42, 51	FCAT Science Test Prep Ancillary 55, 57, 58, 60, 66, 75, 77, 83, 84, 92, 95 Assessment Book 19–20, 25–26, 27–28	Lab Zone Science 174D, 178 Kindergarten Science Reader 174A, 226A Every Student Learns 188, 238	Take It to the Net 174, 178, 226 Lab Zone Science 174D, 178 Kindergarten Science Reader 174A, 226A
Benchmark SC.C.1.1.2: The student knows that there is a relationship between force and motion.	1. knows the names of objects that roll, slide, or fly.	TE/SE: 174D, 174, 178–179, 184–185, 186–187, 226D, 238–239, 244–245 (I)	FCAT Benchmark Mini-Lesson Ancillary 40, 41, 49	FCAT Science Test Prep Ancillary 56, 58, 60, 65 Assessment Book 19–20, 21–22	Lab Zone Science 174D, 178, 226D, 244, 252 Kindergarten Science Reader 174A, 234A Every Student Learns 184, 186, 234, 240	Take It to the Net 174, 178, 226, 244, 252 Lab Zone Science 174D, 178, 226D, 244, 252 Kindergarten Science Reader 174A, 234A

STANDARD 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.2.1.1: The student knows that one way to change how something is moving is to give it a push or a pull.	1. knows that the motion of an object (for example, toy truck, toy car, ball, marble) can be changed by a push or a pull.	TE/SE: 174, 175, 182–183, 184–185, 192–193, 201a, 226D, 227, 230–231, 244–245, (I)	FCAT Benchmark Mini-Lesson Ancillary 39, 44	FCAT Science Test Prep Ancillary 55, 57, 58, 59, 60, 64, 65, 66, 73, 82, 92, 93, 95 Assessment Book 19–20, 21–22, 25–26, 27–28	Activity Flip Chart 226E Lab Zone Science 226D, 230, 244 Kindergarten Science Reader 174A, 226A Every Student Learns 182, 184, 192, 242	Activity Flip Chart 226E Take It to the Net 174, 226, 230, 244 Lab Zone Science 226D, 230, 244 Kindergarten Science Reader 174A, 226A
Benchmark SC.C.2.1.2: The student knows that sound is caused by vibrations (pushing and pulling) to cause waves.	1. knows that vibrations caused by sound waves can be felt (for example, on a speaker when music is played, the head of a drum when it is hit, or a tuning fork).	TE/SE: 190–191, 201a, 205a (I)	FCAT Benchmark Mini-Lesson Ancillary 43	FCAT Science Test Prep Ancillary 56, 57, 58, 59, 66, 93 Assessment Book 19–20	Kindergarten Science Reader 174A Every Student Learns 190	Take It to the Net 174 Kindergarten Science Reader 174A

STRAND D: Processes that Shape the Earth

STANDARD 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.1.1: The student recognizes that the solid materials making up the Earth come in all sizes, from boulders to grains of sand.	1. knows that the surface of the Earth is composed of different types of solid materials (for example, sand, pebbles, rocks, clumps of dirt).	TE/SE: 78D, 78, 79, 82–83, 86–87, 127a (I)	FCAT Benchmark Mini-Lesson Ancillary 17, 18	FCAT Science Test Prep Ancillary 25, 26, 27, 28, 29, 30, 37, 38, 39, 88 Assessment Book 9–10, 13–14	Activity Flip Chart 78E Lab Zone Science 78D, 82, 98 Kindergarten Science Reader 78A Every Student Learns 86, 88	Activity Flip Chart 78E Take It to the Net 78, 82, 98 Lab Zone Science 78D, 82, 98 Kindergarten Science Reader 78A
Benchmark SC.D.1.1.2: The student knows that life occurs on or near the surface of the Earth in land, air, and water.	1. knows that life occurs on or near the surface of the Earth in land, water, and air.	TE/SE: 46, 54–55, 56–57, 65d, 68–69 (I)	Workbook 19, 20, 21, 22, 23, 24, 31	Assessment Book 5–6, 9–10, 13–14	Kindergarten Science Reader 46A, 78A Every Student Learns 54, 56, 92	Take It to the Net 46, 78 Kindergarten Science Reader 46A, 78A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.1.3: The student recognizes patterns in weather.	1. uses charts to display daily changes in the weather.	TE/SE: 100D, 104–105, 120–121, 128–129, 131a (I)	FCAT Benchmark Mini-Lesson Ancillary 23, 28	FCAT Science Test Prep Ancillary 32, 33, 34, 36, 40, 42, 89, 90 Assessment Book 11–12, 13–14	Activity Flip Chart 100E Lab Zone Science 100D, 104, 120, 128 Kindergarten Science Reader 100A	Activity Flip Chart 100E Take It to the Net 100, 104, 120, 128 Lab Zone Science 100D, 104, 120, 128 Kindergarten Science Reader 100A

STANDARD 2: The student understands the need for protection of the natural systems on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.2.1.1: The student understands that people influence the quality of life of those around them.	1. knows ways to care for the Earth at home and in school (for example, limiting use of paper towels, turning off water while brushing teeth, turning off lights when no one will be in the room).	TE/SE: 96–97, 99d (I)	FCAT Benchmark Mini-Lesson Ancillary 21	FCAT Science Test Prep Ancillary 26, 27, 30, 37, 87 Assessment Book 9–10, 13–14	Kindergarten Science Reader 78A Every Student Learns 96	Take It to the Net 78 Kindergarten Science Reader 78A

STRAND E: Earth and Space

STANDARD 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.1.1: The student knows that the light reflected by the Moon looks a little different every day but looks the same again about every 28 days.	1. knows that the sky looks different during the day than it does at night.	TE/SE: 208D, 209, 212–213, 216–217, 218–219, 220–221, 222–223, 224–225, 251a (I)	FCAT Benchmark Mini-Lesson Ancillary 45, 46, 48	FCAT Science Test Prep Ancillary 67, 68, 69, 70, 71, 72, 79, 80, 81, 94 Assessment Book 23–24, 27–28	Lab Zone Science 208D, 212, 224 Kindergarten Science Reader 208A Every Student Learns 216, 218, 222	Take It to the Net 208, 212, 224 Lab Zone Science 208D, 212, 224 Kindergarten Science Reader 208A
Benchmark SC.E.1.1.2: The student knows that the appearance of sunrise and sunset is due to the rotation of Earth every 24 hours.	1. knows that the position of the Sun in the sky appears to change during the day.	TE/SE: 212–213, 220–221, 251a (I)	FCAT Benchmark Mini-Lesson Ancillary 47	FCAT Science Test Prep Ancillary 72 Assessment Book 23–24, 27–28	Kindergarten Science Reader 208A Every Student Learns 216, 220	Take It to the Net 208 Kindergarten Science Reader 208A

STANDARD 2: The student recognizes the vastness of the universe and the Earth's place in it.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.2.1.1: The student knows that there are many objects in the sky that are only visible at night.	1. knows some of the objects seen in the night sky (for example, stars, Moon).	TE/SE: 208, 218–219, 225d (I)	Workbook 78, 80	FCAT Science Test Prep Ancillary 67, 68, 69, 70, 79, 80, 93, 94 Assessment Book 23–24, 27–28	Kindergarten Science Reader 208A Every Student Learns 218	Take It to the Net 208 Kindergarten Science Reader 208A

STRAND F: Processes of Life

STANDARD 1: The student describes patterns of structure and function in living things.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.1.1: The student knows the basic needs of all living things.	1. knows some of the basic needs of living things (for example, food, water, space).	TE/SE: 6–7, 16–17, 18–19, 20–21, 22–23, 25c, 47, 71a, 72–73, 75a, 94–95, 198–199 (I)	FCAT Benchmark Mini-Lesson Ancillary 4, 5, 6, 21	FCAT Science Test Prep Ancillary 3, 4, 5, 6, 19, 20, 85 Assessment Book 1–2, 7–8	Activity Flip Chart 4E Lab Zone Science 72 Kindergarten Science Reader 4A, 46A, 78A Every Student Learns 16, 18, 20, 22, 94	Activity Flip Chart 4E Take It to the Net 4, 72 Lab Zone Science 72 Kindergarten Science Reader 4A, 46A, 78A, 174A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.1.2: The student knows how to apply knowledge about life processes to distinguish between living and nonliving things.	1. Content addressed at first and second grades. See Grades 1 and 2 correlations.	Benchmark SC.F.1.1.2 is covered in Kindergarten on these pages. TE/SE: 4D, 4, 5, 8–9, 12–13, 14–15, 24–25, 25c, 25d, 71a (I)	FCAT Benchmark Mini-Lesson Ancillary 1, 2, 3	FCAT Science Test Prep Ancillary 2, 3, 6, 19, 20, 85 Assessment Book 1–2	Activity Flip Chart 4E Lab Zone Science 4D, 8, 24 Kindergarten Science Reader 4A, 46A Every Student Learns 10, 12, 14	Activity Flip Chart 4E Take It to the Net 4, 8, 24 Lab Zone Science 4D, 8, 24 Kindergarten Science Reader 4A, 46A
Benchmark SC.F.1.1.3: The student describes how organisms change as they grow and mature.	1. knows ways living things change and grow over time (for example, seed to flowering plant, tadpole to frog).	TE/SE: 26D, 26, 27, 28–29, 30–31, 34–35, 38–39, 40–41, 42–43, 44–45, 71a, 71b (I)	FCAT Benchmark Mini-Lesson Ancillary 7, 10, 11	FCAT Science Test Prep Ancillary 1, 5, 9, 10, 12, 19, 20, 21, 85, 86 Assessment Book 3–4, 7–8	Activity Flip Chart 26E Lab Zone Science 26D, 30, 44 Kindergarten Science Reader 26A Every Student Learns 34, 38, 40, 42	Activity Flip Chart 26E Take It to the Net 26, 30, 44 Lab Zone Science 26D, 30, 44 Kindergarten Science Reader 26A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.1.4: The student understands that structures of living things are adapted to their function in specific environments.	1. knows that plants and animals are found in different kinds of environments and are often hidden.	TE/SE: 46D, 46E, 46, 47, 48–49, 50–51, 52–53, 54–55, 56–57, 65c, 65d, 71a (I)	Workbook 19, 20, 21, 22, 23, 24	FCAT Science Test Prep Ancillary 15, 16, 17, 23, 24, 87 Assessment Book 3–4, 5–6, 7–8	Lab Zone Science 46D, 50 Kindergarten Science Reader 46A Every Student Learns 56	Take It to the Net 46, 50 Lab Zone Science 46D, 50 Kindergarten Science Reader 46A
Benchmark SC.F.1.1.5: The student compares and describes the structural characteristics of plants and animals.	1. knows selected characteristics of plants and animals (for example, shape, size, color).	TE/SE: 36–37, 38–39, 40–41, 45d, 71a (I)	FCAT Benchmark Mini-Lesson Ancillary 8	FCAT Science Test Prep Ancillary 7, 8, 9, 10, 11, 12, 21, 22, 86 Assessment Book 3–4, 7–8	Activity Flip Chart 26E Kindergarten Science Reader 26A Every Student Learns 36	Activity Flip Chart 26E Take It to the Net 26 Kindergarten Science Reader 26A

STANDARD 2: The student understands the process and importance of genetic diversity.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.2.1.1: The student knows that living things have offspring that resemble their parents.	1. knows names for animal offspring (for example, puppies, kittens, cubs, calves, chicks, children).	TE/SE: 34–35, 38–39, 44–45, 45c (I)	FCAT Benchmark Mini-Lesson Ancillary 9	Assessment Book 3–4, 7–8	Kindergarten Science Reader 26A Every Student Learns 34, 38	Take It to the Net 26 Kindergarten Science Reader 26A
Benchmark SC.F.2.1.2: The student knows that there are many different kinds of living things that live in a variety of environments.	1. knows that plants and animals may live in different habitats.	TE/SE: 46D, 46E, 46, 47, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 65d, 71a 198–199 (I)	FCAT Benchmark Mini-Lesson Ancillary 12, 13, 14, 15, 16	FCAT Science Test Prep Ancillary 13, 14, 15, 17, 18, 23, 24, 87 Assessment Book 5–6, 7–8	Activity Flip Chart 46E Lab Zone Science 46D, 50, 64 Kindergarten Science Reader 46A Every Student Learns 54, 60, 62	Activity Flip Chart 46E Take It to the Net 46, 50, 64 Lab Zone Science 46D, 50, 64 Kindergarten Science Reader 46A

STRAND G: How Living Things Interact with Their Environments.

STANDARD 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.1.1: The student knows that environments have living and nonliving parts.	Content addressed in first grade. See Grade 1 correlation.	Benchmark SC.G.1.1.1 is covered in Kindergarten on these pages. TE/SE: 4, 8–9, 12–13, 14–15, 46D, 46E, (M)	Workbook 1, 2, 3	Assessment Book 1–2	Kindergarten Science Reader 4A Every Student Learns 14	Take It to the Net 4 Kindergarten Science Reader 4A
Benchmark SC.G.1.1.2: The student knows that plants and animals are dependent upon each other for survival.	1. understands ways that animals obtain food from plants and other animals.	TE/SE: 20–21, 65c, 75a (I)	Workbook 6	Assessment Book 2, 5–6	Kindergarten Science Reader 4A Every Student Learns 20	Take It to the Net 4 Kindergarten Science Reader 4A
Benchmark SC.G.1.1.3: The student knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark).	Content addressed in first and second grades. See Grades 1 and 2 correlations.	Benchmark SC.G.1.1.3 is covered in Kindergarten on these pages. TE/SE: 46, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 65d, 71a, 75a (I)	Workbook 19, 20, 21, 22, 23, 24	Assessment Book 5–6, 7–8	Activity Flip Chart 46E Kindergarten Science Reader 46A Every Student Learns 58	Activity Flip Chart 46E Take It to the Net 46 Kindergarten Science Reader 46A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.1.4: The student knows that animals and plants can be associated with their environment by an examination of their structural characteristics.	Content addressed in second grade. See Grade 2 correlation.	Benchmark SC.G.1.1.4 is covered in Kindergarten on these pages. TE/SE: 46, 54–55, 56–57, 58–59, 60–61, 65d, 71a, 75a (I)	Workbook 19, 20, 21, 22, 23, 24	Assessment Book 3–4, 5–6, 7–8	Activity Flip Chart 46E Every Student Learns 58	Activity Flip Chart 46E Take It to the Net 46

STANDARD 2: The student understands the consequences of using limited natural resources.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.2.1.1: The student knows that if living things do not get food, water, shelter, and space, they will die.	1. knows that if living things do not get food, water, shelter, and space, they will die.	TE/SE: 18–19, 22–23, 62–63, 65c, 72–73, 71a, 75a (I)	Workbook 6, 7	Assessment Book 1–2, 5–6, 7–8	Activity Flip Chart 4E Kindergarten Science Reader 4A, 46A Every Student Learns 18, 22, 62	Activity Flip Chart 4E Take It to the Net 4, 46 Kindergarten Science Reader 4A, 46A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.2.1.2: The student knows that the activities of humans affect plants and animals in many ways.	Content addressed at first and second grades. See Grades 1 and 2 correlations.	Benchmark SC.G.2.1.2 is covered in Kindergarten on these pages. TE/SE: 75a, 90–91 (M)	FCAT Benchmark Mini-Lesson Ancillary 19	Assessment Book 9–10, 13–14	Kindergarten Science Reader 4A, 78A Every Student Learns 18, 90	Take It to the Net 4, 78 Kindergarten Science Reader 4A, 78A

STRAND H: The Nature of Science

STANDARD 1: The student uses the scientific processes and habits of mind to solve problems.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.1: The student knows that in order to learn, it is important to observe the same things often and compare them.	1. knows that learning can come from careful observation.	TE/SE: 68–69, 75a, 78D, 82–83, 128–129, 131a, 155c, 155d, 202–203, 205a, 208D, 212–213, 226D, 230–231 (I)	Activity Flip Chart 156E, 226E Workbook 1, 11, 76	Assessment Book 23–24, 27–28	Activity Flip Chart 156E, 226E Lab Zone Science 78D, 82, 128, 202, 208D, 212, 226D, 230 Kindergarten Science Reader 46A, 78A, 174A, 226A	Activity Flip Chart 156E, 226E Take It to the Net 78, 82, 128, 202, 212, 226, 230 Lab Zone Science 78D, 82, 128, 202, 208D, 212, 226D, 230 Kindergarten Science Reader 46A, 78A, 174A, 226A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.2: The student knows that when tests are repeated under the same condition, similar results are usually obtained.	1. repeats events several times and compares the findings.	TE/SE: 24–25, 26D, 44–45, 72–73, 134D, 154–155, 156D, 174D, 174, 178–179, 194–195, 244–245, 252–253 (I)	Activity Flip Chart 134E, 226E	Assessment Book 15–16	Activity Flip Chart 134E, 226E Lab Zone Science 4D, 24, 26D, 45, 72, 134D, 154, 174D, 178, 194, 245, 252 Kindergarten Science Reader 4A, 26A, 46A, 134A, 174A, 226A	Activity Flip Chart 134E, 226E Take It to the Net 4, 24, 26, 44, 72, 154, 174, 178, 194, 245, 252 Lab Zone Science 4D, 24, 26D, 45, 72, 134D, 154, 174D, 178, 194, 245, 252 Kindergarten Science Reader 4A, 26A, 46A, 134A, 174A, 226A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.3: The student knows that in doing science, it is often helpful to work with a team and to share findings with others.	1. works with a partner or small group to collect information.	TE/SE: 4D, 72–73, 134D, 154–155, 156D, 160–161, 226D, 230–231, 252–253 (I)	Activity Flip Chart 226E	Assessment Book 19–20, 25–26, 27–28	Activity Flip Chart 226E Lab Zone Science 134D, 154, 156D, 160, 226D, 230, 245, 252 Kindergarten Science Reader 46A, 100A, 134A, 156A, 174A, 226A Every Student Learns 160	Activity Flip Chart 226E Take It to the Net 154, 156, 160, 230, 245, 252 Lab Zone Science 134D, 154, 156D, 160, 226D, 230, 245, 252 Kindergarten Science Reader 46A, 100A, 134A, 156A, 174A, 226A
	2. shares findings about scientific investigations with others.	TE/SE: 70–71, 126–127, 134D, 154–155, 156D, 160–161, 200–201, 226D, 230–231, 252–253 (I)	Activity Flip Chart 226E	Assessment Book 19–20, 25–26, 27–28	Activity Flip Chart 226E Lab Zone Science 134D, 154, 156D, 160, 226D, 230, 245, 252 Kindergarten Science Reader 46A, 100A, 134A, 156A, 174A, 226A Every Student Learns 160	Activity Flip Chart 226E Take It to the Net 154, 156, 160, 230, 245, 252 Lab Zone Science 134D, 154, 156D, 160, 226D, 230, 245, 252 Kindergarten Science Reader 46A, 100A, 134A, 156A, 174A, 226A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.4: The student knows that people use scientific processes including hypothesis, making inferences, and recording and communicating data when exploring the natural world.	1. poses questions, seeks answers, draws pictures of observations, and makes decisions using information.	TE/SE: 4D, 26D, 44–45, 64–65, 131a, 172–173, 205a, 208D, 224–225 (I)	Activity Flip Chart 156E Workbook 11, 19	Assessment Book 1, 2, 3, 4, 5, 6	Activity Flip Chart 156E Lab Zone Science 26D, 44, 156D, 172, 208D, 224 Kindergarten Science Reader 46A, 156A, 208A	Activity Flip Chart 156E Take It to the Net 26, 44, 64, 156, 172, 208, 224 Lab Zone Science 26D, 44, 156D, 172, 208D, 224 Kindergarten Science Reader 46A, 156A, 208A
Benchmark SC.H.1.1.5: The student uses the senses, tools, and instruments to obtain information from his or her surroundings.	1. knows that the five senses (taste, touch, smell, hearing, sight) allow us to take in and respond to information in order to learn about our surroundings.	TE/SE: 100, 104–105, 121e, 156D, 156, 172–173, 174D, 194–195 (I)	Workbook 38	Assessment Book 11–12, 13–14, 15–16, 19–20, 23–24, 27–28	Lab Zone Science 100D, 104, 156D, 172, 174D, 194 Kindergarten Science Reader 100A, 156A, 174A	Take It to the Net 100, 104, 156, 172, 174, 194 Lab Zone Science 100D, 104, 156D, 172, 174D, 194 Kindergarten Science Reader 100A, 156A, 174A

STANDARD 2: The student understands that most natural events occur in comprehensible, consistent patterns.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.2.1.1: The student knows that most natural events occur in patterns.	1. understands that continuous patterns occur in nature (for example, seasons, phases of the Moon, blooming flowers).	TE/SE: 100, 101, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 127a, 220–221, 222–223, (I)	FCAT Benchmark Mini-Lesson Ancillary 24, 25, 26, 27	FCAT Science Test Prep Ancillary 31, 32, 33, 34, 35, 36, 40, 41, 42, 81, 89, 95 Assessment Book 11–12, 13–14, 23–24, 27–28	Activity Flip Chart 100E, 208E Kindergarten Science Reader 100A, 208A Every Student Learns 108, 110, 112, 114, 116, 118, 220, 222	Activity Flip Chart 100E, 208E Take It to the Net 100, 208 Kindergarten Science Reader 100A, 208A

STANDARD 3: The student understands that science, technology, and society are interwoven and interdependent.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.1.1: The student knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.	1. knows some appropriate tools for collecting information and extending the senses.	TE/SE: 124–125, 172–173, 248–249, 250–251 (I)	Workbook 38, 87	Assessment Book 11–12, 13–14, 25–26, 27–28	Kindergarten Science Reader 100A, 174A, 226A	Kindergarten Science Reader 100A, 174A, 226A

A Correlation of

Scott Foresman

Science

See learning in a whole new light

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to the

Florida

Sunshine State Standards

Benchmarks & Grade Level Expectations

Grade One



T/S-44A_G1

Introduction

This document demonstrates how ***Scott Foresman Science*** meets the Florida Sunshine State Standards, Benchmarks & Grade Level Expectations. **Correlation page references are to the Teacher's Edition or to the ancillary. Florida Annually Assessed Benchmarks are shaded gray.**

Pearson Scott Foresman is proud to introduce our all new ***Scott Foresman Science***, Kindergarten through Grade Five. Extensive research and analysis is the foundation for ***Scott Foresman Science*** and guides the instructional design.

Scaffolded Inquiry™

Scott Foresman Science is built on three levels of inquiry: Directed Inquiry, Guided Inquiry, and Full Inquiry. All three levels engage students in activities that build a strong science foundation and help them develop a full understanding of the inquiry process.

How to Read Science

Powerful connections between reading skills and science process skills in every chapter advance science literacy for all students.

Differentiated Instruction

Leveled Readers for every Student Edition chapter teach the same science concepts, vocabulary, and reading skills — at each student's reading level.

Time-Saving Strategies

Time-saving strategies are built right into the Teacher's Edition that will save the teacher hours of time in lesson preparation.

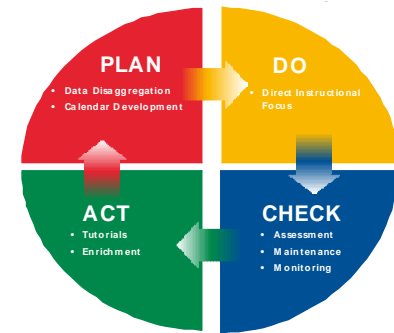
- Quick Teaching Plans cover the standards even when class time is short.
- Everything needed for each activity comes in its own chapter bag. With the Activity Placemat and Tray™, activity setup takes only 30 seconds.
- Premade Bilingual Bulletin Board Kits save time by creating attractive bulletin boards quickly and easily.

Technology

Scott Foresman Science brings teaching and learning together in one convenient spot—the computer. From sfsuccessnet.com to educational CDs and DVDs, this program provides a variety of interactive tools to help support, extend, and enrich classroom instruction.

The Online Teacher's Edition provides access to the same printed content, so the teacher can plan lessons with the customizable Lesson Planner from home or school computers. The Online Student Edition allows students, teachers, and parents to access the content of the textbook from computers at school or at home.

**Scott Foresman Science
Correlation to the
Florida Sunshine State Standards
Benchmarks & Grade Level Expectations
Grade One**



STRAND A: The Nature of Matter

STANDARD 1: The student understands that all matter has observable, measurable properties.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.1.1: The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).	1. knows that objects can be grouped according to their physical characteristics (for example, shape, color, texture, form, size).	TE/SE: 216–217, 218–219, 220–221, 236–237 (I)	Quick Activity Transparencies 218 FCAT Benchmark Mini-Lesson Ancillary 24, 33	Examview 209C, 209H, 236 FCAT Science Test Prep Ancillary 37, 39, 40, 41, 42, 49, 53, 55, 56, 57, 58, 68, 73, 76, 79, 86, 101 Assessment Book 57–60, 69–72	Activity Flip Chart 209E Below Leveled Readers 209A On Level Readers 209A Every Student Learns 217, 221 Quick Study Ancillary 64, 65, 66, 67	Activity Flip Chart 209E Advanced Leveled Readers 209A Take It to the Net 209

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.1.2: The student recognizes that the same material can exist in different states.	1. knows the effects of heating and cooling on solids, liquids and gases.	TE/SE: 222–223, 226–227, 228–229, 230–231, 236–237, 240 (I)	Quick Activity Transparencies 222, 226 FCAT Benchmark Mini-Lesson Ancillary 31, 34	Examview 209C, 209H, 236 FCAT Science Test Prep Ancillary 56, 57, 60, 103, 105 Assessment Book 57–60, 69–72	Activity Flip Chart 209E Below Leveled Readers 209A On Level Readers 209A Every Student Learns 229 Quick Study Ancillary 68, 69, 70, 71	Activity Flip Chart 209E Advanced Leveled Readers 209A Take It to the Net 209
Benchmark SC.A.1.1.3: The student verifies that things can be done to materials to change some of their physical properties e.g., cutting, heating, and freezing), but not all materials respond the same way (e.g., heating causes water to boil and sugar to melt).	1. knows the physical properties of ice, water, and steam.	TE/SE: 226–227, 228–229, 237 (I)	Quick Activity Transparencies 226, 228 FCAT Benchmark Mini-Lesson Ancillary 35, 36, 37, 54	Examview 209C, 209H, 236 FCAT Science Test Prep Ancillary 37, 48, 51, 52, 55, 56, 58, 59, 60, 76, 78, 88, 104, 110 Assessment Book 57–60, 69–72	Activity Flip Chart 209E Below Leveled Readers 209A On Level Readers 209A Every Student Learns 229 Quick Study Ancillary 70, 71	Activity Flip Chart 209E Advanced Leveled Readers 209A Take It to the Net 209

STANDARD 2: The student understands the basic principles of atomic theory.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.2.1.1: The student recognizes that many things are made of smaller pieces, different amounts, and various shapes.	1. knows that objects are composed of parts that are too small to be seen without magnification (for example, rocks, cookies, string, paper).	TE/SE: 214–215, (I)	Quick Activity Transparencies 214 FCAT Benchmark Mini-Lesson Ancillary 30	Examview 209C, 209H, 236 FCAT Science Test Prep Ancillary 46, 47, 51, 52, 55, 60 Assessment Book 35–38, 43–46, 57–60, 69–72	Below Leveled Readers 209A On Level Readers 209A Every Student Learns 217 Quick Study Ancillary 64, 65	Advanced Leveled Readers 209A

STRAND B: Energy

STANDARD 1: The student recognizes that energy may be changed in form with varying efficiency.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.1.1: The student knows that the Sun supplies heat and light energy to Earth.	1. knows that heat from the Sun has varying effects depending on the surface it strikes.	TE/SE: 282–283 (I)	Quick Activity Transparencies 278, 282 FCAT Benchmark Mini-Lesson Ancillary 44, 45	Examview 273C, 273H, 302 Assessment Book 65–68, 69–72	Below Leveled Readers 273A On Level Readers 273A Every Student Learns 280 Quick Study Ancillary 86, 87, 88, 89	Advanced Leveled Readers 273A Take It to the Net 273
Benchmark SC.B.1.1.2: The student knows that light can pass through some objects and not others.	1. predicts which materials will allow light to pass through and which ones will not.	TE/SE: 273D, 284–285, 286–287, 288–289, 298–299, 302–303 (I)	Quick Activity Transparencies 284, 288 FCAT Benchmark Mini-Lesson Ancillary 46	Examview 273C, 273H, 302 FCAT Science Test Prep Ancillary 67, 69, 72, 74, 75, 78, 107 Assessment Book 65–68	Activity Flip Chart 273E Lab Zone Science 273D, 298 Below Leveled Readers 273A On Level Readers 273A Every Student Learns 287 Quick Study Ancillary 90, 91	Activity Flip Chart 273E Advanced Leveled Readers 273A Take It to the Net 273, 298 Lab Zone Science 273D, 298

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.1.3: The student describes a model energy system (e.g., an aquarium or terrarium).	1. understands that models (for example, terrarium or aquarium) can be used to observe processes and changes over time.	TE/SE: 113D, 130–131, 312, 313D (I)	Quick Activity Transparencies 126, 290	Examview 113C, 113H, 134	Lab Zone Science 113D, 130 Below Leveled Readers 113A, 273A On Level Readers 113A, 273A Every Student Learns 124, 291 Quick Study Ancillary 42–43, 44–45	Advanced Leveled Readers 113A, 273A Take It to the Net 130, 273 Lab Zone Science 113D, 130
Benchmark SC.B.1.1.4: The student knows that heat can be produced in many ways (e.g., by burning and rubbing).	1. knows ways that human activities require and release energy.	TE/SE: 294–295, 296–297, 303 (I)	Quick Activity Transparencies 294	Examview 273C, 273H, 302 FCAT Science Test Prep Ancillary 67, 70, 71, 107 Assessment Book 65–68, 69–72	Activity Flip Chart 273E Below Leveled Readers 273A On Level Readers 273A Every Student Learns 280, 297 Quick Study Ancillary 86, 87, 94, 95	Activity Flip Chart 273E Advanced Leveled Readers 273A Take It to the Net 273

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.1.5: The student knows that every human action requires energy that comes from food.	1. understands that people need food for energy.	TE/SE: 294–295, 296–297, 303 (I)	Quick Activity Transparencies 294 FCAT Benchmark Mini-Lesson Ancillary 48	Examview 273C, 273H, 302 FCAT Science Test Prep Ancillary 69, 75, 87 Assessment Book 65–68, 69–72	Below Leveled Readers 273A On Level Readers 273A Every Student Learns 297 Quick Study Ancillary 94, 95	Advanced Leveled Readers 273A Take It to the Net 273
	2. knows nutritional value of various foods (for example, fruit, cereals, dairy, meat).	TE/SE: 294–295, 303 (I)	Quick Activity Transparencies 294 FCAT Benchmark Mini-Lesson Ancillary 48	Examview 273C, 273H, 302 FCAT Science Test Prep Ancillary 61, 62 Assessment Book 65–68	Below Leveled Readers 273A On Level Readers 273A Quick Study Ancillary 94, 95	Advanced Leveled Readers 273A Take It to the Net 273

STANDARD 2: The student understands the interaction of matter and energy.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.2.1.1: The student recognizes systems of matter and energy.	Content addressed at second grade. See Grade 2 correlation.	Benchmark SC.B.2.1.1 is covered in Grade 1 on these pages. TE/SE: 230–231, 236–237, 290–291, 292–293, 294–295, 296–297, 303 (I)	Quick Activity Transparencies 230, 290 FCAT Benchmark Mini-Lesson Ancillary 47	Examview 209C, 209H, 236, 273C, 273H, 302 FCAT Science Test Prep Ancillary 69, 71, 72, 77 Assessment Book 57–60, 65–68, 69–72	Below Leveled Readers 209A, 273A On Level Readers 209A, 273A Every Student Learns 231, 291 Quick Study Ancillary 72, 73, 92, 93	Advanced Leveled Readers 209A, 273A Take It to the Net 209, 273

STRAND C: Force and Motion

STANDARD 1: The student understands that types of motion may be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.1.1.1: The student understands that different things move at different speeds.	1. knows the relative order of speeds of various objects (for example, snails, turtles tricycles, bicycles, cars, jets, rockets).	TE/SE: 251, 268–269 (I)	Quick Activity Transparencies 250	Examview 241C, 241H, 270 FCAT Science Test Prep Ancillary 61, 111	Lab Zone Science 241D, 244 Below Leveled Readers 241A On Level Readers 241A Every Student Learns 251 Quick Study Ancillary 76–77	Advanced Leveled Readers 241A Take It to the Net 241, 244 Lab Zone Science 241D, 244
Benchmark SC.C.1.1.2: The student knows that there is a relationship between force and motion.	1. knows that various things move at different speeds when different forces are applied.	TE/SE: 248–249, 250–251, 270–271, 305 (I)	Quick Activity Transparencies 250 FCAT Benchmark Mini-Lesson Ancillary 38, 39, 40, 56	Examview 241C, 241H, 270 FCAT Science Test Prep Ancillary 61, 64, 65, 66, 76, 85, 86, 88, 89, 91, 94, 112 Assessment Book 61–64, 69–72	Below Leveled Readers 241A On Level Readers 241A Every Student Learns 251 Quick Study Ancillary 76, 77	Advanced Leveled Readers 241A Take It to the Net 241

STANDARD 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.2.1.1: The student knows that one way to change how something is moving is to give it a push or a pull.	1. understands various ways gravity affects the motion of objects (for example, an object on a ramp, an object that is dropped).	TE/SE: 243, 246–249, 271 (I)	Quick Activity Transparencies 246	Examview 241C, 241H, 270 FCAT Science Test Prep Ancillary 61, 62, 63, 74 Assessment Book 61–64	Below Leveled Readers 241A On Level Readers 241A Every Student Learns 249 Quick Study Ancillary 74, 75	Advanced Leveled Readers 241A Take It to the Net 241
Benchmark SC.C.2.1.2: The student knows that sound is caused by vibrations (pushing and pulling) to cause waves.	1. knows that vibrations of objects (for example, strings, drumheads, rubber bands) cause sounds.	TE/SE: 260–261, 266–267, 270–271 (I)	Quick Activity Transparencies 260 FCAT Benchmark Mini-Lesson Ancillary 42, 43	Examview 241C, 241H, 270 FCAT Science Test Prep Ancillary 64, 65, 75, 105 Assessment Book 61–64, 69–72	Activity Flip Chart 241E Lab Zone Science 241D, 266 Below Leveled Readers 241A On Level Readers 241A Every Student Learns 261 Quick Study Ancillary 82, 83	Activity Flip Chart 241E Advanced Leveled Readers 241A Take It to the Net 241, 266 Lab Zone Science 241D, 266

STRAND D: Processes that Shape the Earth

STANDARD 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.1.1: The student recognizes that the solid materials making up the Earth come in all sizes, from boulders to grains of sand.	1. extends and refines knowledge that the surface of the Earth is composed of different types of solid materials.	TE/SE: 145D, 146–147, 154–155, 156–157, 172 (I)	Quick Activity Transparencies 154 FCAT Benchmark Mini-Lesson Ancillary 25, 26	Examview 145C, 145H, 172 FCAT Science Test Prep Ancillary 11, 37, 38, 39, 42, 50, 102 Assessment Book 35–38, 43–46	Activity Flip Chart 145E Below Leveled Readers 145A On Level Readers 145A Every Student Learns 152, 156 Quick Study Ancillary 46, 47, 48, 49	Activity Flip Chart 145E Advanced Leveled Readers 145A Take It to the Net 145

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.1.2: The student knows that life occurs on or near the surface of the Earth in land, air, and water.	1. knows some kinds of organisms that live on or near the surface of the Earth in land, water, and air.	TE/SE: 26–27, 156–157, 160–161, 162–163 (I)	Quick Activity Transparencies 160	Examview 145C, 145H, 172 FCAT Science Test Prep Ancillary 10, 16, 22, 38, 41 Assessment Book 35–38, 43–46	Activity Flip Chart 25E Below Leveled Readers 25A, 145A On Level Readers 25A, 145A Every Student Learns 156, 161 Quick Study Ancillary 48, 49, 52, 53	Activity Flip Chart 25E Advanced Leveled Readers 25A, 145A Take It to the Net 145
Benchmark SC.D.1.1.3: The student recognizes patterns in weather.	1. uses graphic organizers to display weather data and show weather patterns.	TE/SE: 177D, 193, 194–195, 196–197 (I)	Quick Activity Transparencies 192	Examview 177C, 177H, 198 Assessment Book 39–42, 43–46	Lab Zone Science 177D, 197 Below Leveled Readers 177A On Level Readers 177A Every Student Learns 193 Quick Study Ancillary 62, 63	Advanced Leveled Readers 177A Take It to the Net 177D, 194 Lab Zone Science 177D, 197

STANDARD 2: The student understands the need for protection of the natural systems on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.2.1.1: The student understands that people influence the quality of life of those around them.	1. extends and refines knowledge of ways to care for the Earth at home and in school.	TE/SE: 160–161, 162–163, 164–165, 166–167, 173 (I)	Quick Activity Transparencies 160, 166 FCAT Benchmark Mini-Lesson Ancillary 28	Examview 145C, 145H, 172 FCAT Science Test Prep Ancillary 38, 39, 40, 41, 42, 53, 102 Assessment Book 35–38, 43–46	Below Leveled Readers 145A On Level Readers 145A Every Student Learns 161, 167 Quick Study Ancillary 52, 53, 54, 55	Advanced Leveled Readers 145A Take It to the Net 145

STRAND E: Earth and Space

STANDARD 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.1.1: The student knows that the light reflected by the Moon looks a little different every day but looks the same again about every 28 days.	1. knows that the amount of light reflected by the Moon is a little different every day but the Moon appears the same again about every 28 days.	TE/SE: 326–327 (I)	FCAT Benchmark Mini-Lesson Ancillary 51	Examview 313C, 313H, 332 FCAT Science Test Prep Ancillary 92, 106 Assessment Book 83–86, 91–94	Activity Flip Chart 313E Below Leveled Readers 313A On Level Readers 313A Every Student Learns 326 Quick Study Ancillary 100, 101	Activity Flip Chart 313E Advanced Leveled Readers 313A
Benchmark SC.E.1.1.2: The student knows that the appearance of sunrise and sunset is due to the rotation of Earth every 24 hours.	1. knows that night and day are caused by the rotation of the Earth.	TE/SE: 322–323, 332 (I)	Quick Activity Transparencies 322 FCAT Benchmark Mini-Lesson Ancillary 50	Examview 313C, 313H, 332 FCAT Science Test Prep Ancillary 91, 95, 111 Assessment Book 83–86, 91–94	Below Leveled Readers 313A On Level Readers 313A Every Student Learns 323 Quick Study Ancillary 98, 99	Advanced Leveled Readers 313A Take It to the Net 313

STANDARD 2: The student recognizes the vastness of the universe and the Earth's place in it.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.2.1.1: The student knows that there are many objects in the sky that are only visible at night.	1. knows and differentiates objects seen in the day and night sky (for example, clouds, Sun, stars, Moon, planets).	TE/SE: 318–321, 324–327, 332–333 (I)	Quick Activity Transparencies 318, 324, 326 FCAT Benchmark Mini-Lesson Ancillary 49	Examview 313C, 313H, 332 FCAT Science Test Prep Ancillary 91, 93, 107, 112 Assessment Book 83–86, 91–94	Activity Flip Chart 313E Below Leveled Readers 313A On Level Readers 313A Every Student Learns 321, 326 Quick Study Ancillary 96, 97, 100, 101	Activity Flip Chart 313E Advanced Leveled Readers 313A Take It to the Net 313

STRAND F: Processes of Life

STANDARD 1: The student describes patterns of structure and function in living things.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.1.1: The student knows the basic needs of all living things.	1. understands that living things need food, water, space, and shelter to survive.	TE/SE: 10–11, 12–13, 22, 23, 30–31, 32–33, 34–35, 36–37, 38–39, 122–123, 126–127, 134–135 (I)	Quick Activity Transparencies 10, 12, 122, 126 FCAT Benchmark Mini-Lesson Ancillary 2, 3, 27	Examview 1C, 1H, 22, 113C, 113H, 134 FCAT Science Test Prep Ancillary 1, 2, 4, 5, 7, 23, 25, 26, 28, 34, 41, 45, 97 Assessment Book 1–4, 17–20, 21–24	Below Leveled Readers 1A, 113A On Level Readers 1A, 113A Every Student Learns 11, 13, 127 Quick Study Ancillary 4, 5, 6, 7, 42, 43, 44, 45	Advanced Leveled Readers 1A, 113A Take It to the Net 1, 113
Benchmark SC.F.1.1.2: The student knows how to apply knowledge about life processes to distinguish between living and nonliving things.	1. knows how to classify things as living and nonliving.	TE/SE: 4, 6–7, 8–9, 14–15, 16–17, 20–21, 22–23 (I)	Quick Activity Transparencies 6, 14 FCAT Benchmark Mini-Lesson Ancillary 1, 4	Examview 1C, 1H, 22 FCAT Science Test Prep Ancillary 1, 2, 3, 6, 28, 31, 36, 108 Assessment Book 1–4, 21–24	Activity Flip Chart 1E Lab Zone Science 1D, 4 Below Leveled Readers 1A On Level Readers 1A Every Student Learns 9, 16 Quick Study Ancillary 2, 3, 8, 9	Activity Flip Chart 1E Advanced Leveled Readers 1A Take It to the Net 1 Lab Zone Science 1D, 4

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.1.3: The student describes how organisms change as they grow and mature.	1. knows ways organisms change as they grow and mature (for example, as people grow up their size changes).	TE/SE: 18–19, 82–83, 84, 86–89, 90–91, 92–93, 94–95, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 144 (I)	Quick Activity Transparencies 86, 92, 94, 98, 100 FCAT Benchmark Mini-Lesson Ancillary 14, 15, 17, 18	Examview 81C, 81H, 110 FCAT Science Test Prep Ancillary 4, 5, 19, 20, 21, 22, 24, 32, 34, 35, 100, 102 Assessment Book 13–16, 21–24	Activity Flip Chart 81E Lab Zone Science 81D, 84 Below Leveled Readers 81A On Level Readers 81A Every Student Learns 91, 93, 99, 101 Quick Study Ancillary 28, 29, 30, 31, 32, 33, 34, 35, 36, 37	Activity Flip Chart 81E Advanced Leveled Readers 81A Take It to the Net 81 Lab Zone Science 81D, 84
	2. knows that living things grow and change in different ways and in different lengths of time (for example, butterfly, frog, daisy, pine tree).	TE/SE: 82–83, 84, 86–89, 90–91, 92–97, 98–99, 100–103, 104–105, 106–107, 108–109, 144 (I)	Quick Activity Transparencies 86, 92, 94, 98, 100 FCAT Benchmark Mini-Lesson Ancillary 14, 15, 17, 18	Examview 81C, 81H, 110 FCAT Science Test Prep Ancillary 4, 5, 19, 20, 21, 22, 24, 32, 34, 35, 100, 102 Assessment Book 13–16, 21–24	Activity Flip Chart 81E Lab Zone Science 81D, 84 Below Leveled Readers 81A On Level Readers 81A	Activity Flip Chart 81E Advanced Leveled Readers 81A Take It to the Net 81 Lab Zone Science 81D, 84

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
(continued)					Every Student Learns 91, 93, 99, 101 Quick Study Ancillary 28, 29, 30, 34, 35, 36, 37	
Benchmark SC.F.1.1.4: The student understands that structures of living things are adapted to their function in specific environments.	1. knows that plants and animals have adaptations that help them survive in their environment (camouflage, teeth, spines).	TE/SE: 49D, 49E, 50–51, 52, 54–57, 58–59, 60–61, 62–63, 64–65, 68–69, 70–71, 72–73, 78–79, 138–139, 140–141 (I)	Quick Activity Transparencies 54, 58, 62, 68, 72 FCAT Benchmark Mini-Lesson Ancillary 9, 10, 11, 13	Examview 49C, 49H, 78 FCAT Science Test Prep Ancillary 5, 12, 13, 14, 15, 16, 17, 30, 32, 36, 98, 99, 109 Assessment Book 9–12, 21–24	Activity Flip Chart 49E, 113E Lab Zone Science 140 Below Leveled Readers 49A, 113A On Level Readers 49A, 113A Every Student Learns 57, 61, 71, 73 Quick Study Ancillary 18, 19, 20, 21, 22, 23, 24, 25, 26, 27	Activity Flip Chart 49E, 113E Advanced Leveled Readers 49A, 113A Take It to the Net 49, 140 Lab Zone Science 140

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.1.5: The student compares and describes the structural characteristics of plants and animals.	1. understands different ways in which living things can be grouped (for example, plant/animals, edible plants/non-edible plants).	TE/SE: 28, 70–71, 76–77, 79, 132–133 (I)	Quick Activity Transparencies 6	Examview 49C, 49H, 78 FCAT Science Test Prep Ancillary 3, 11, 24, 36, 85, 87, 89, 97 Assessment Book 9–12, 21–24	Lab Zone Science 28, 133 Below Leveled Readers 49A On Level Readers 49A Every Student Learns 67 Quick Study Ancillary 23	Advanced Leveled Readers 49A Take It to the Net 28, 132 Lab Zone Science 28, 133

STANDARD 2: The student understands the process and importance of genetic diversity.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.2.1.1: The student knows that living things have offspring that resemble their parents.	1. knows that plants and animals are similar but not identical to their parents.	TE/SE: 94–95, 96–97, 104–105, 110 (I)	Quick Activity Transparencies 94, 104 FCAT Benchmark Mini-Lesson Ancillary 16	Examview 81C, 81H, 110 FCAT Science Test Prep Ancillary 19, 23, 35 Assessment Book 13–16	Below Leveled Readers 81A On Level Readers 81A Every Student Learns 97, 105 Quick Study Ancillary 32, 33, 38, 39	Advanced Leveled Readers 81A Take It to the Net 1, 81
Benchmark SC.F.2.1.2: The student knows that there are many different kinds of living things that live in a variety of environments.	1. knows plants and animals that live in a particular habitat (for example, black bears in the forest, whales in the ocean, camels in the desert, ducks in the wetlands).	TE/SE: 25D, 30–33, 34–35, 36–37, 38–39, 44–45, 54–57, 70–71 (I)	Quick Activity Transparencies 30, 34, 36, 38 FCAT Benchmark Mini-Lesson Ancillary 5, 7, 22	Examview 25C, 25H, 44 FCAT Science Test Prep Ancillary 7, 9, 10, 18, 31, 98 Assessment Book 5–8, 9–12	Activity Flip Chart 25E Below Leveled Readers 25A On Level Readers 25A Every Student Learns 33, 35, 37, 39 Quick Study Ancillary 10, 11, 12, 13, 14, 15, 16, 17	Activity Flip Chart 25E Advanced Leveled Readers 25A Take It to the Net 25

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows the characteristics of the climate in different habitats (for example, sunlight, moisture, temperature).	TE/SE: 34–35, 36–37, 38–39, 45 (I)	Quick Activity Transparencies 34, 36, 38 FCAT Benchmark Mini-Lesson Ancillary 6	Examview 25C, 25H, 44 FCAT Science Test Prep Ancillary 8, 12, 26, 97 Assessment Book 5–8, 9–12	Below Leveled Readers 25A On Level Readers 25A Every Student Learns 35, 37, 39 Quick Study Ancillary 12, 13, 14, 15, 16, 17	Advanced Leveled Readers 25A Take It to the Net 25
	3. knows some ways in which animals and plants are adapted to living in different environments.	TE/SE: 54–57, 58–59, 60–61, 62–63, 64–65, 70–71, 72–73, 79, 138–139 (I)	Quick Activity Transparencies 54, 58, 62, 72 FCAT Benchmark Mini-Lesson Ancillary 8	Examview 49C, 49H, 78 FCAT Science Test Prep Ancillary 13, 15, 16, 17 Assessment Book 21–24	Below Leveled Readers 49A On Level Readers 49A Every Student Learns 57, 61, 71, 73 Quick Study Ancillary 18, 19, 20, 21, 22, 23, 26, 27	Advanced Leveled Readers 49A Take It to the Net 49

STRAND G: How Living Things Interact with Their Environments.

STANDARD 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.1.1: The student knows that environments have living and nonliving parts.	1. knows that environments have living and nonliving parts.	TE/SE: 6–9, 14–15, 16–17, 20–21, 30–33, 34–35, 36–37, 38–39, 45 (I)	Quick Activity Transparencies 6, 14, 30, 34, 36, 38	Examview 1C, 1H, 22, 25C, 25H, 44 FCAT Science Test Prep Ancillary 12 Assessment Book 1–4, 5–8	Activity Flip Chart 25E Below Leveled Readers 1A, 25A On Level Readers 1A, 25A Every Student Learns 9, 16, 33, 35, 37, 39 Quick Study Ancillary 2, 3, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Activity Flip Chart 25E Advanced Leveled Readers 1A, 25A
Benchmark SC.G.1.1.2: The student knows that plants and animals are dependent upon each other for survival.	1. knows that plants produce oxygen and food for animals.	TE/SE: 113D, 118–121, 122–123, 124–125, 126–127, 128–129, 130–131 (I)	Quick Activity Transparencies 118, 122, 126 FCAT Benchmark Mini-Lesson Ancillary 20, 53	Examview 113C, 113H, 134 FCAT Science Test Prep Ancillary 25, 27, 33 Assessment Book 17–20, 21–24	Below Leveled Readers 113A On Level Readers 113A Every Student Learns 127 Quick Study Ancillary 40, 41, 42, 43	Advanced Leveled Readers 113A Take It to the Net 113

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. understands that animals can be grouped according to what they eat.	TE/SE: 119, 132–133 (I)	Quick Activity Transparencies 118, 122, 126 FCAT Benchmark Mini-Lesson Ancillary 20	Examview 113C, 113H, 134 FCAT Science Test Prep Ancillary 25 Assessment Book 17–20, 21–24	Below Leveled Readers 113A On Level Readers 113A Every Student Learns 127 Quick Study Ancillary 40, 41	Advanced Leveled Readers 113A Take It to the Net 113
	3. understands that living things are part of a food chain.	TE/SE: 122–123, 124–125, 126–127, 128–129, 130–131, 134–135 (I)	Quick Activity Transparencies 122, 126 FCAT Benchmark Mini-Lesson Ancillary 21	Examview 113C, 113H, 134 FCAT Science Test Prep Ancillary 26, 27, 29, 30, 108 Assessment Book 17–20, 21–24	Lab Zone Science 130 Below Leveled Readers 113A On Level Readers 113A Every Student Learns 127 Quick Study Ancillary 42, 43	Advanced Leveled Readers 113A Take It to the Net 113, 130 Lab Zone Science 130

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.1.3: The student knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark).	1. knows some characteristics of different environments and some plants and animals found there.	TE/SE: 25D, 25E, 26–27, 28, 29, 30–33, 34–35, 36–37, 38–39, 44–45 (I)	Quick Activity Transparencies 30, 34, 36, 38	Examview 25C, 25H, 44 FCAT Science Test Prep Ancillary 10, 33, 34, 101 Assessment Book 5–8, 21–24	Activity Flip Chart 25E Below Leveled Readers 25A On Level Readers 25A Every Student Learns 33, 35, 37, 39 Quick Study Ancillary 10, 11, 12, 13, 14, 15, 16, 17	Activity Flip Chart 25E Advanced Leveled Readers 25A Take It to the Net 25
Benchmark SC.G.1.1.4: The student knows that animals and plants can be associated with their environment by an examination of their structural characteristics.	Content addressed in second grade. See Grade 2 correlation.	Benchmark SC.G.1.1.4 is covered in Grade 1 on these pages. TE/SE: 25D, 28, 64–65, 70–71, 79 (I)	Quick Activity Transparencies 68	Examview 25C, 25H, 44, 49C, 49H, 78 Assessment Book 9–12, 21–24	Lab Zone Science 25D, 28 Below Leveled Readers 25A, 49A On Level Readers 25A, 49A Every Student Learns 71 Quick Study Ancillary 22, 23, 24, 25	Advanced Leveled Readers 25A, 49A Take It to the Net 25, 28, 49 Lab Zone Science 25D, 28

STANDARD 2: The student understands the consequences of using limited natural resources.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.2.1.1: The student knows that if living things do not get food, water, shelter, and space, they will die.	1. understands why living things must have food, water, shelter, and space to survive.	TE/SE: 10–11, 12–13, 22, 23 (I)	Quick Activity Transparencies 10, 12 FCAT Benchmark Mini-Lesson Ancillary 19	Examview 1C, 1H, 22 FCAT Science Test Prep Ancillary 35, 109 Assessment Book 1–4, 17–20	Below Leveled Readers 1A On Level Readers 1A Every Student Learns 11, 13 Quick Study Ancillary 4, 5, 6, 7	Advanced Leveled Readers 1A Take It to the Net 1
Benchmark SC.G.2.1.2: The student knows that the activities of humans affect plants and animals in many ways.	1. understands that there are limited resources available for all living things to use.	TE/SE: 160–167 (I)	Quick Activity Transparencies 160	Examview 145C, 145H, 172	Below Leveled Readers 145A On Level Readers 145A Every Student Learns 161 Quick Study Ancillary 52, 53	Advanced Leveled Readers 145A Take It to the Net 145

STRAND H: The Nature of Science

STANDARD 1: The student uses the scientific processes and habits of mind to solve problems.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.1: The student knows that in order to learn, it is important to observe the same things often and compare them.	1. knows that scientific investigations generally work the same way in different places.	TE/SE: 18–19, 81D, 106–107, 145E (I)	Quick Activity Transparencies 104	Examview 81C, 81H, 110 FCAT Science Test Prep Ancillary 51	Activity Flip Chart 145E Lab Zone Science 81D, 106 Below Leveled Readers 81A On Level Readers 81A	Activity Flip Chart 145E Advanced Leveled Readers 81A Take It to the Net 81, 106 Lab Zone Science 81D, 106
Benchmark SC.H.1.1.2: The student knows that when tests are repeated under the same condition, similar results are usually obtained.	1. understands the importance of accuracy and repetition in conducting scientific inquiries.	TE/SE: 49D, 74–75, 177D, 194–195, 204–205, 372–373 (I)	Take It to the Net 49, 74, 177, 194, 372 Lab Zone Science 49D, 74, 177D, 194, 372	Examview 49C, 49H, 78, 177C, 177H, 198	Lab Zone Science 49D, 74, 177D, 194, 372 Below Leveled Readers 177A, 337A On Level Readers 177A, 337A	Advanced Leveled Readers 177A, 337A Take It to the Net 49, 74, 177, 194, 372 Lab Zone Science 49D, 74, 177D, 194, 372

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.3: The student knows that in doing science, it is often helpful to work with a team and to share findings with others.	1. works with others to complete an experiment or to solve a problem.	TE/SE: 81D, 106–107, 113D, 140–141, 177D, 180, 194–195, 209D, 212, 232–233, 241D, 244, 273D, 298–299, 308–309, 337D, 362–363, 372–373 (I)	Activity Flip Chart 113E	Examview 177C, 177H, 198, 209C, 209H, 236, 241C, 241H, 270, 273C, 273H, 302, 337C, 337H, 366	Activity Flip Chart 113E Lab Zone Science 113D, 116, 140, 177D, 180, 209D, 212, 232, 241D, 244, 273D, 298, 308, 337D, 362, 372 Below Leveled Readers 177A, 241A, 273A, 337A On Level Readers 177A, 241A, 273A, 337A	Activity Flip Chart 113E Advanced Leveled Readers 177A, 241A, 273A, 337A Take It to the Net 113, 116, 140, 177, 180, 212, 232, 241, 244, 273, 298, 308, 337, 362, 372 Lab Zone Science 113D, 116, 140, 177D, 180, 209D, 212, 232, 241D, 244, 273D, 298, 308, 337D, 362, 372

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. listens, records, and compares the ideas and observations of others.	TE/SE: 113D, 116, 140–141, 177D, 209D, 212, 232–233, 241D, 244, 273D, 298–299, 308–309, 337D, 362–363, 372–373 (I)	Activity Flip Chart 113E	Examview 177C, 177H, 198, 209C, 209H, 236, 241C, 241H, 270, 273C, 273H, 302, 337C, 337H, 366	Activity Flip Chart 113E Lab Zone Science 113D, 116, 140, 177D, 180, 209D, 212, 232, 241D, 244, 273D, 298, 308, 337D, 362, 372 Below Leveled Readers 177A, 241A, 273A, 337A On Level Readers 177A, 241A, 273A, 337A	Activity Flip Chart 113E Advanced Leveled Readers 177A, 241A, 273A, 337A Take It to the Net 113, 116, 140, 177, 180, 212, 232, 241, 244, 273, 298, 308, 337, 362, 372 Lab Zone Science 113D, 116, 140, 177D, 180, 209D, 212, 232, 241D, 244, 273D, 298, 308, 337D, 362, 372

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.4: The student knows that people use scientific processes including hypothesis, making inferences, and recording and communicating data when exploring the natural world.	1. uses simple graphs, pictures, written statements, and numbers to observe, describe, record, and compare data.	TE/SE: 18–19, 140–141, 168–169, 194–195, 204–205, 208, 276, 308–309, 312, 334–335, 340, 376 (I)	Quick Activity Transparencies 334 FCAT Benchmark Mini-Lesson Ancillary 57	Examview 1C, 1H, 22, 145C, 145H, 172, 177C, 177H, 198, 273C, 273H, 302, 337C, 337H, 366 FCAT Science Test Prep Ancillary 44, 47, 48, 86, 87, 89, 92, 95, 96 Assessment Book 39–42	Activity Flip Chart 177E Lab Zone Science 1D, 18, 140, 145D, 168, 177D, 194, 204, 273D, 276, 337D, 340 Below Leveled Readers 1A, 113A, 145A, 177A, 273A, 313A, 337A On Level Readers 1A, 113A, 145A, 177A, 273A, 313A, 337A	Activity Flip Chart 177E Advanced Leveled Readers 1A, 113A, 145A, 177A, 273A, 313A, 337A Take It to the Net 140, 145, 168, 177, 194, 204, 273, 276, 313, 340, 373 Lab Zone Science 1D, 18, 140, 145D, 168, 177D, 194, 204, 273D, 276, 337D, 340

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.5: The student uses the senses, tools, and instruments to obtain information from his or her surroundings.	1. uses a variety of tools (for example, thermometers, magnifiers, rulers, scales, computers) to identify characteristics of objects.	TE/SE: 49D, 52, 168–169, 177D, 194–195, 204–205, 208, 313D, 316, 328–329, 372–373, 376 (I)	Quick Activity Transparencies 186 FCAT Benchmark Mini-Lesson Ancillary 29	Examview 49C, 49H, 78, 145C, 145H, 172, 177C, 177H, 198, 313C, 313H, 332 FCAT Science Test Prep Ancillary 43, 44, 46, 47, 51, 52, 54, 77, 104, 110 Assessment Book 39–42, 43–46	Activity Flip Chart 49E, 145E, 273E, 337E Lab Zone Science 49D, 52, 177D, 194, 308, 313D, 316, 328, 372 Below Leveled Readers 49A, 145A, 177A, 273A, 313A, 337A On Level Readers 49A, 145A, 177A, 273A, 313A, 337A Every Student Learns 187 Quick Study Ancillary 58	Activity Flip Chart 49E, 145E, 273E, 337E Advanced Leveled Readers 49A, 145A, 177A, 273A, 313A, 337A Take It to the Net 52, 177, 194, 308, 313, 316, 328, 372 Lab Zone Science 49D, 52, 177D, 194, 308, 313D, 316, 328, 372

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. uses standard (for example, centimeters) and nonstandard units (for example, paper clips, hands, pencils) to measure organisms and objects and parts of organisms and objects.	TE/SE: 177D, 194–195, 204–205, 208, 313D, 316, 372–373 (I)	Quick Activity Transparencies 186 FCAT Benchmark Mini-Lesson Ancillary 29	Examview 49C, 49H, 78, 145C, 145H, 172, 177C, 177H, 198, 313C, 313H, 332 FCAT Science Test Prep Ancillary 43, 44, 46, 47, 51, 52, 54, 77, 104, 110 Assessment Book 39–42, 43–46	Activity Flip Chart 49E, 145E, 273E, 337E Lab Zone Science 49D, 52, 177D, 194, 308, 313D, 316, 328, 372 Below Leveled Readers 49A, 145A, 177A, 273A, 313A, 337A On Level Readers 49A, 145A, 177A, 273A, 313A, 337A Every Student Learns 187 Quick Study Ancillary 58	Activity Flip Chart 49E, 145E, 273E, 337E Advanced Leveled Readers 49A, 145A, 177A, 273A, 313A, 337A Take It to the Net 52, 177, 194, 308, 313, 316, 328, 372 Lab Zone Science 49D, 52, 177D, 194, 308, 313D, 316, 328, 372

STANDARD 2: The student understands that most natural events occur in comprehensible, consistent patterns.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.2.1.1: The student knows that most natural events occur in patterns.	1. uses information gathered to identify patterns in nature to make predictions (for example, shapes of leaves, petals on flowers, rings on seashells).	TE/SE: 25D, 40–41, 189, 192–193, 322–323, 326–327, 332 (I)	Quick Activity Transparencies 192 FCAT Benchmark Mini-Lesson Ancillary 32	Examview 25C, 25H, 44, 177C, 177H, 198 FCAT Science Test Prep Ancillary 43, 44, 45, 49, 52, 54, 70 Assessment Book 13–16, 21–24, 39–42	Lab Zone Science 25D, 40 Below Leveled Readers 177A, 313A On Level Readers 177A, 313A Every Student Learns 193 Quick Study Ancillary 60, 61, 62, 63, 98, 99, 100, 101	Advanced Leveled Readers 177A, 313A Take It to the Net 25, 40, 177 Lab Zone Science 25D, 40

STANDARD 3: The student understands that science, technology, and society are interwoven and interdependent.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.1.1: The student knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.	1. knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.	TE/SE: 174–175, 184–185, 199, 200 (I)	Quick Activity Transparencies 182	Examview 177C, 177H, 198 FCAT Science Test Prep Ancillary 49, 50, 52, 53, 54, 88, 90, 93, 94, 96	Below Leveled Readers 177A On Level Readers 177A Every Student Learns 184 Quick Study Ancillary 56, 57	Advanced Leveled Readers 177A

A Correlation of

Scott Foresman

Science

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to the

Florida

Sunshine State Standards

Benchmarks & Grade Level Expectations

Grade Two



T/S-44A_G2

Introduction

This document demonstrates how ***Scott Foresman Science*** meets the Florida Sunshine State Standards, Benchmarks & Grade Level Expectations. **Correlation page references are to the Teacher's Edition or to the ancillary. Florida Annually Assessed Benchmarks are shaded gray.**

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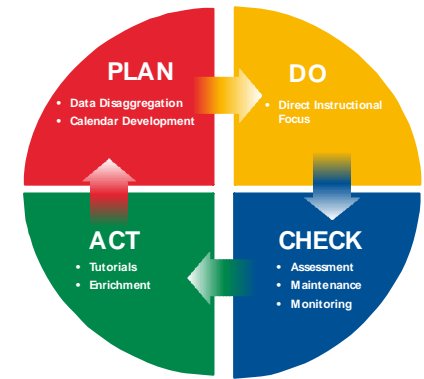
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The Online Teacher's Edition provides access to the same printed content, so the teacher can plan lessons with the customizable Lesson Planner from home or school computers. The Online Student Edition allows students, teachers, and parents to access the content of the textbook from computers at school or at home.

**Scott Foresman Science
Correlation to the
Florida Sunshine State Standards
Benchmarks & Grade Level Expectations
Grade Two**



STRAND A: The Nature Of Matter

STANDARD 1: The student understands that all matter has observable, measurable properties.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.1.1: The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).	1.knows ways objects can be grouped according to similarities or differences of their physical characteristics.	TE/SE: 240–241, 262–263 (I)	Quick Activity Transparencies 262 FCAT Benchmark Mini-Lesson Ancillary 43	Examview 233C, 233H, 260 FCAT Science Test Prep Ancillary 56, 57, 79 Assessment Book 57–60, 73–76	Activity Flip Chart 233E Below Leveled Readers 233A On Level Readers 233A Every Student Learns 241 Quick Study Ancillary 86, 87	Activity Flip Chart 233E Advanced Leveled Readers 233A Take It to the Net 233

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.1.2: The student recognizes that the same material can exist in different states.	1.knows examples of solids, liquids, and gases.	TE/SE: 242–243, 244–245, 246–247, 252–253, 254–255, 260–261 (I)	Quick Activity Transparencies 242, 252 FCAT Benchmark Mini-Lesson Ancillary 44, 46	Examview 233C, 233H, 260 FCAT Science Test Prep Ancillary 59, 82, 110 Assessment Book 57–60, 73–76	Activity Flip Chart 233E Below Leveled Readers 233A On Level Readers 233A Every Student Learns 246, 253 Quick Study Ancillary 88, 89, 92, 93	Activity Flip Chart 233E Advanced Leveled Readers 233A Take It to the Net 233
	2.knows the observable properties of solids, liquids, and gases.	TE/SE: 242–243, 244–245, 246–247, 260–261 (I)	Quick Activity Transparencies 242	Examview 233C, 233H, 260 FCAT Science Test Prep Ancillary 59, 110 Assessment Book 57–60, 73–76	Activity Flip Chart 233E Below Leveled Readers 233A On Level Readers 233A Every Student Learns 246 Quick Study Ancillary 88, 89	Activity Flip Chart 233E Advanced Leveled Readers 233A Take It to the Net 233

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.1.3: The student verifies that things can be done to materials to change some of their physical properties e.g., cutting, heating, and freezing), but not all materials respond the same way (e.g., heating causes water to boil and sugar to melt).	1.knows that not all objects or materials respond to change in the same way (for example, a plastic object in the freezer compared with water in a freezer).	TE/SE: 248–249, 252–253, 260–261 (I)	Quick Activity Transparencies 248, 252 FCAT Benchmark Mini-Lesson Ancillary 45	Examview 233C, 233H, 260 FCAT Science Test Prep Ancillary 38, 39, 58, 60, 82, 112, 118 Assessment Book 57–60, 73–76	Activity Flip Chart 233E Below Leveled Readers 233A On Level Readers 233A Every Student Learns 249, 253 Quick Study Ancillary 90, 91, 92, 93	Activity Flip Chart 233E Advanced Leveled Readers 233A Take It to the Net 233

STANDARD 2:The student understands the basic principles of atomic theory.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.2.1.1: The student recognizes that many things are made of smaller pieces, different amounts, and various shapes.	1.knows that common objects are composed of parts that are too small to be seen without magnification (for example, hair, cloth, paper).	TE/SE: 238–239, 243, 251 (I)	Quick Activity Transparencies 238	Examview 233C, 233H, 260 FCAT Science Test Prep Ancillary 55, 56, 110 Assessment Book 57–60	Below Leveled Readers 233A On Level Readers 233A Every Student Learns 241 Quick Study Ancillary 86, 87, 90, 91	Advanced Leveled Readers 233A
	2.knows that a variety of tools can be used to examine objects at differing degrees of magnification (for example, a hand lens, layered hand lenses, a microscope).	TE/SE: xxviii, xxix, xxxi, 238–239 (I)	Quick Activity Transparencies 238	Examview 233C, 233H, 260	Below Leveled Readers 233A On Level Readers 233A Every Student Learns 241	Advanced Leveled Readers 233A

STRAND B: Energy

STANDARD 1:The student recognizes that energy may be changed in form with varying efficiency.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.1.1: The student knows that the Sun supplies heat and light energy to Earth.	1.knows that a thermometer measures the amount of heat absorbed by an object.	TE/SE: xxxi, 171, 194–195, 256–257, 268 (I)	Workbook 109	Examview 265C, 265H, 294	Lab Zone Science 265D, 268 Below Leveled Readers 265A On Level Readers 265A	Advanced Leveled Readers 265A Take It to the Net 268 Lab Zone Science 265D, 268
Benchmark SC.B.1.1.2: The student knows that light can pass through some objects and not others.	1.understands that some materials will allow light to pass and others will not.	TE/SE: 282–283, 284–285, 294–295 (I)	Quick Activity Transparencies 282 FCAT Benchmark Mini-Lesson Ancillary 50	Examview 265C, 265H, 294 FCAT Science Test Prep Ancillary 63, 83 Assessment Book 61–64, 73–76	Every Student Learns 283 Below Leveled Readers 265A On Level Readers 265A Quick Study Ancillary 100, 101	Advanced Leveled Readers 265A Take It to the Net 265

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.1.3: The student describes a model energy system (e.g., an aquarium or terrarium).	1.understands that models (for example, terrarium or aquarium) can be used to illustrate how energy flows through a system.	TE/SE: 74, 75, 76, 78–79, 90–91, 95, 275, 360, 368 (I)	Quick Activity Transparencies 74, 78	Examview 65C, 65H, 94	Activity Flip Chart 65E Below Leveled Readers 65A On Level Readers 65A Every Student Learns 77 Quick Study Ancillary 32, 33, 34, 35	Activity Flip Chart 65E Advanced Leveled Readers 65A
	2.knows how model energy systems change throughout the year (for example, collecting data and recording changes in a terrarium or aquarium that models an energy system).	TE/SE: 274, 360 (I)	Related Content: Quick Activity Transparencies 74, 78	Examview 65C, 65H, 94	Below Leveled Readers 65A On Level Readers 65A	Advanced Leveled Readers 65A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.1.4: The student knows that heat can be produced in many ways (e.g., by burning and rubbing).	1.knows different heat sources (for example, friction, solar, nuclear, electric).	TE/SE: 272–273, 278–279, 294–295, 312–313 (I)	Quick Activity Transparencies 278 FCAT Benchmark Mini-Lesson Ancillary 49	Examview 265C, 265H, 294, 297C, 297H, 326 FCAT Science Test Prep Ancillary 64, 80, 82 Assessment Book 61–64, 65–68, 73–76	Below Leveled Readers 265A On Level Readers 265A Every Student Learns 272, 313 Quick Study Ancillary 94, 95, 98, 99, 108, 109	Advanced Leveled Readers 265A Take It to the Net 265
Benchmark SC.B.1.1.5: The student knows that every human action requires energy that comes from food.	1.uses graphic organizers to classify food groups.	TE/SE: 276–277 (I)	FCAT Benchmark Mini-Lesson Ancillary 48	Examview 265C, 265H, 294 FCAT Science Test Prep Ancillary 61, 62, 64, 81, 111 Assessment Book 61–64, 73–76	Below Leveled Readers 265A On Level Readers 265A Quick Study Ancillary 96, 97	Advanced Leveled Readers 265A Take It to the Net 265

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
(continued)	2. understands the relationship of food to the need for energy for daily activities.	TE/SE: 276–277, 294 (I)	FCAT Benchmark Mini-Lesson Ancillary 48	Examview 265C, 265H, 294 FCAT Science Test Prep Ancillary 61, 62, 64, 81, 111 Assessment Book 61–64, 73–76	Below Leveled Readers 265A On Level Readers 265A Quick Study Ancillary 96, 97	Advanced Leveled Readers 265A Take It to the Net 265

STANDARD 2: The student understands the interaction of matter and energy.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.2.1.1: The student recognizes systems of matter and energy.	1. understands ways energy and matter interact (for example, sunlight to affect plant growth, heat to boil water).	TE/SE: 252–253, 254–255, 256–257, 272–273, 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295 (I)	Quick Activity Transparencies 274, 278, 286 FCAT Benchmark Mini-Lesson Ancillary 51	Examview 233C, 233H, 260, 265C, 265H, 294 FCAT Science Test Prep Ancillary 62, 64 Assessment Book 61–64, 73–76 Quick Study Ancillary 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103	Activity Flip Chart 265E Below Leveled Readers 265A On Level Readers 265A Every Student Learns 253, 272, 275, 281, 287	Activity Flip Chart 265E Advanced Leveled Readers 265A Take It to the Net 233

STRAND C: Force and Motion

STANDARD 1:The student understands that types of motion may be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.1.1.1: The student understands that different things move at different speeds.	1. knows that objects exhibit different kinds of motion (for example, straight, circular, back and forth).	TE/SE: 302–305, 306–307, 326–327 (I)	Quick Activity Transparencies 302 FCAT Benchmark Mini-Lesson Ancillary 54	Examview 297C, 297H, 326 FCAT Science Test Prep Ancillary 67, 72, 80 Assessment Book 65–68	Activity Flip Chart 297E Below Leveled Readers 297A On Level Readers 297A Every Student Learns 304 Quick Study Ancillary 104, 105	Activity Flip Chart 297E Advanced Leveled Readers 297A Take It to the Net 297

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.1.1.2: The student knows that there is a relationship between force and motion.	1. knows that the amount and direction of the force exerted on an object (for example, push, pull, friction, gravity) determines how much the object will move.	TE/SE: 304–305, 306–307, 310–311, 312–313, 326–327 (I)	Quick Activity Transparencies 310 FCAT Benchmark Mini-Lesson Ancillary 52, 53, 55	Examview 297C, 297H, 326 FCAT Science Test Prep Ancillary 67, 68, 69, 70, 71, 83, 112 Assessment Book 65–68, 73–76	Activity Flip Chart 297E Below Leveled Readers 297A On Level Readers 297A Every Student Learns 304, 313 Quick Study Ancillary 104, 105, 108, 109	Activity Flip Chart 297E Advanced Leveled Readers 297A Take It to the Net 297

STANDARD 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.2.1.1: The student knows that one way to change how something is moving is to give it a push or a pull.	1. knows that objects may be moved by being pushed and pulled with magnets.	TE/SE: 318–319, 320–321, 322–323, 326 (I)	Quick Activity Transparencies 318 FCAT Benchmark Mini-Lesson Ancillary 56	Examview 297C, 297H, 326 FCAT Science Test Prep Ancillary 66, 69, 70, 84, 112 Assessment Book 65–68, 73–76	Activity Flip Chart 297E Lab Zone Science 297D, 300, 322 Below Leveled Readers 297A On Level Readers 297A Every Student Learns 319 Quick Study Ancillary 112, 113	Activity Flip Chart 297E Advanced Leveled Readers 297A Take It to the Net 297, 300, 322 Lab Zone Science 297D, 300, 322
	2. compares the amount of pushing and pulling required to move objects of various sizes across the floor.	TE/SE: 300, 303–305, 310–311 (I)	Workbook 121	Examview 297C, 297H, 326	Lab Zone Science 300 Below Leveled Readers 297A On Level Readers 297A Every Student Learns 304	Advanced Leveled Readers 297A Take It to the Net 300 Lab Zone Science 300

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.2.1.2: The student knows that sound is caused by vibrations (pushing and pulling) to cause waves.	1. demonstrates that some vibrations may be heard.	TE/SE: 332, 334–337, 346–347, 348–349, 350–351 (I)	Quick Activity Transparencies 334	Examview 329C, 329H, 350 FCAT Science Test Prep Ancillary 73, 78, 81, 113, 114 Assessment Book 69–72, 73–76	Lab Zone Science 329D, 332 Below Leveled Readers 329A On Level Readers 329A Every Student Learns 336 Quick Study Ancillary 114, 115	Advanced Leveled Readers 329A Take It to the Net 332 Lab Zone Science 329D, 332
	2. understands that sound travels differently through different media (for example, wood, water, air).	TE/SE: 340–341, 350–351 (I)	Quick Activity Transparencies 340 FCAT Benchmark Mini-Lesson Ancillary 58, 59, 61	Examview 329C, 329H, 350 FCAT Science Test Prep Ancillary 77 Assessment Book 69–72, 73–76	Below Leveled Readers 329A On Level Readers 329A Every Student Learns 341 Quick Study Ancillary 118, 119	Advanced Leveled Readers 329A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	3. knows that properties of sound such as pitch and loudness can be altered by changing the properties of the sound source.	TE/SE: 336–337, 338–339, 346–347, 350–351 (I)	Quick Activity Transparencies 338	Examview 329C, 329H, 350 FCAT Science Test Prep Ancillary 74, 75, 76 Assessment Book 69–72, 73–76	Lab Zone Science 329D, 346 Below Leveled Readers 329A On Level Readers 329A Every Student Learns 336 Quick Study Ancillary 114, 115	Advanced Leveled Readers 329A Take It to the Net 346 Lab Zone Science 329D, 332

STRAND D: Processes that Shape the Earth

STANDARD 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.1.1: The student recognizes that the solid materials making up the Earth come in all sizes, from boulders to grains of sand.	1.extends and refines knowledge that the surface of the Earth is composed of different types of solid materials that come in all sizes.	TE/SE: 146–147, 148–149, 164 (I)	Quick Activity Transparencies 146 FCAT Benchmark Mini-Lesson Ancillary 28, 30	Examview 137C, 137H, 164 FCAT Science Test Prep Ancillary 31, 32, 33, 34, 49, 50, 107 Assessment Book 31–34, 43–46	Below Leveled Readers 137A On Level Readers 137A Every Student Learns 147 Quick Study Ancillary 56, 57	Advanced Leveled Readers 137A Take It to the Net 137
Benchmark SC.D.1.1.2: The student knows that life occurs on or near the surface of the Earth in land, air, and water.	1.compares the characteristics of things that live on land, in the water, and in the air.	TE/SE: 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 58–59, 60–61, 62–63 (I)	Quick Activity Transparencies 108	Examview 33C, 33H, 60 FCAT Science Test Prep Ancillary 44 Assessment Book 35–38, 43–46	Below Leveled Readers 33A, 97A On Level Readers 33A, 97A Every Student Learns 109 Quick Study Ancillary 16, 17	Advanced Leveled Readers 33A, 97A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2.knows that some organisms have adaptations that enable them to move from one medium to another (for example, dragonflies begin life in water, move to land, and then fly in the air).	TE/SE: 50–51, 60, 62-63, 108–109 (I)	Quick Activity Transparencies 108 FCAT Benchmark Mini-Lesson Ancillary 2, 21	Examview 97C, 97H, 126 Assessment Book 35–38, 43–46	Below Leveled Readers 97A On Level Readers 97A Every Student Learns 109 Quick Study Ancillary 42, 43	Advanced Leveled Readers 97A
Benchmark SC.D.1.1.3: The student recognizes patterns in weather.	1.knows that weather conditions occur in patterns over time.	TE/SE: 174–177, 180–181, 182–183, 184–185, 186–187, 194–195, 196–197, 198–199 (I)	Quick Activity Transparencies 174, 180, 182, 184, 186 FCAT Benchmark Mini-Lesson Ancillary 32, 34, 35, 38	Examview 169C, 169H, 198 FCAT Science Test Prep Ancillary 37, 38, 41, 42, 51, 52, 108, 109 Assessment Book 35–38, 43–46	Below Leveled Readers 169A On Level Readers 169A Every Student Learns 177, 181, 183, 185, 187 Quick Study Ancillary 64, 65, 68, 69, 70, 71, 72, 73, 74, 75	Advanced Leveled Readers 169A Take It to the Net 169

STANDARD 2: The student understands the need for protection of the natural systems on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.2.1.1: The student understands that people influence the quality of life of those around them.	1.knows ways that human activity affects the environment (for example, land fills for disposal of wastes, land development for homes and industry, dams to control rivers or generate electricity).	TE/SE: 154–157, 158–159, 164–165, 398–401 (I)	Quick Activity Transparencies 154, 398, 402 FCAT Benchmark Mini-Lesson Ancillary 68, 72	Examview 137C, 137H, 164, 393C, 393H, 414 FCAT Science Test Prep Ancillary 35, 49, 93 Assessment Book 31–34, 43–46, 91–94, 95–98	Activity Flip Chart 137E Below Leveled Readers 137A, 393A On Level Readers 137A, 393A Every Student Learns 157, 400, 403 Quick Study Ancillary 62, 63, 136, 137, 138, 139	Activity Flip Chart 137E Advanced Leveled Readers 137A, 393A Take It to the Net 137, 393

STRAND E: Earth and Space

STANDARD 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.1.1: The student knows that the light reflected by the Moon looks a little different every day but looks the same again about every 28 days.	1.knows that the Moon moves around the Earth, the Earth moves around the Sun, and the Moon is visible when it reflects the light from the Sun.	TE/SE: 374–375, 378–379, 380–381, 388–389 (I)	Quick Activity Transparencies 374, 380 FCAT Benchmark Mini-Lesson Ancillary 66	Examview 361C, 361H, 388 FCAT Science Test Prep Ancillary 80, 82, 83, 88, 98, 99, 114 Assessment Book 87–90, 95–98	Below Leveled Readers 361A On Level Readers 361A Every Student Learns 375 Quick Study Ancillary 128, 129, 132, 133	Advanced Leveled Readers 361A Take It to the Net 361
Benchmark SC.E.1.1.2: The student knows that the appearance of sunrise and sunset is due to the rotation of Earth every 24 hours.	1.knows that each time the Earth completes one rotation, one day has passed and that this takes 24 hours.	TE/SE: 364, 370–371, 372–373, 388–389 (I)	Quick Activity Transparencies 370 FCAT Benchmark Mini-Lesson Ancillary 63	Examview 361C, 361H, 388 FCAT Science Test Prep Ancillary 65, 80, 81, 84, 85, 87, 97, 102, 115 Assessment Book 87–90, 95–98	Below Leveled Readers 361A On Level Readers 361A Every Student Learns 372 Quick Study Ancillary 126, 127	Advanced Leveled Readers 361A Take It to the Net 361

STANDARD 2: The student recognizes the vastness of the universe and the Earth's place in it.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.2.1.1: The student knows that there are many objects in the sky that are only visible at night.	1.knows that stars and planets are always in the sky.	TE/SE: 376–377, 382–383, 384–385, 388–389, 392 (I)	Quick Activity Transparencies 376, 382 FCAT Benchmark Mini-Lesson Ancillary 62, 65, 67	Examview 361C, 361H, 388 FCAT Science Test Prep Ancillary 79, 80, 82, 83, 84, 85, 87, 88, 89, 90, 97, 98, 99, 100 Assessment Book 87–90, 95–98	Activity Flip Chart 361E Lab Zone Science 361D, 384 Below Leveled Readers 361A On Level Readers 361A Every Student Learns 383 Quick Study Ancillary 130, 131, 134, 135	Activity Flip Chart 361E Advanced Leveled Readers 361A Take It to the Net 361, 384 Lab Zone Science 361D, 384

STRAND F: Processes of Life

STANDARD 1: The student describes patterns of structure and function in living things.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.1.1: The student knows the basic needs of all living things.	1.understands that the amount of food, water, space, and shelter needed is dependent on the size and kind of living things.	TE/SE: 6–9, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 30–31, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 60–61, 62–63, 70–73, 94–95 (I)	Quick Activity Transparencies 6, 20, 70, 72 FCAT Benchmark Mini-Lesson Ancillary 15	Examview 1C, 1H, 30, 65C, 65H, 94 Assessment Book 1–4, 9–12	Below Leveled Readers 1A, 65A On Level Readers 1A, 65A Every Student Learns 9, 21, 73 Quick Study Ancillary 2, 3, 10, 11, 30, 31	Advanced Leveled Readers 1A, 65A Take It to the Net 65
Benchmark SC.F.1.1.2: The student knows how to apply knowledge about life processes to distinguish between living and nonliving things.	1.understands that living things can reproduce, and nonliving things cannot reproduce.	TE/SE: 102–107, 108–109, 110–111, 116–117, 118–119, 122–123, 127 (I)	Quick Activity Transparencies 102, 116 FCAT Benchmark Mini-Lesson Ancillary 39	Examview 97C, 97H, 126 FCAT Science Test Prep Ancillary 19, 34, 43, 45, 108, 110 Assessment Book 13–16	Below Leveled Readers 97A On Level Readers 97A Every Student Learns 105, 107, 117 Quick Study Ancillary 40, 41, 50, 51	Advanced Leveled Readers 97A Take It to the Net 97

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.1.3: The student describes how organisms change as they grow and mature.	1.knows some factors that influence the growth of living things (for example, amount of water, amount of light, amount and type of food, type of soil).	TE/SE: 4, 7, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 30–31, 68, 70–73, 74–75, 78–79, 94, 114–115, 122–123, 148–149 (I)	Quick Activity Transparencies 114	Examview 97C, 97H, 126 FCAT Science Test Prep Ancillary 30 Assessment Book 13–16	Activity Flip Chart 97E Below Leveled Readers 97A On Level Readers 97A Every Student Learns 115 Quick Study Ancillary 48, 49	Activity Flip Chart 97E Advanced Leveled Readers 97A
Benchmark SC.F.1.1.4: The student understands that structures of living things are adapted to their function in specific environments.	1.understands that structures of living things are adapted to their function in specific environments.	TE/SE: 8–9, 16–17, 18–19, 20–21, 22–23, 24–25, 30–31, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 60–61, 130, 131 (I)	Quick Activity Transparencies 16, 20, 22, 24, 42, 44, 46, 52 FCAT Benchmark Mini-Lesson Ancillary 5, 6, 9, 13, 40	Examview 1C, 1H, 30, 33C, 33H, 60 FCAT Science Test Prep Ancillary 2, 4, 8, 9, 10, 11, 19, 25, 26, 27, 45, 47, 103, 104, 109 Assessment Book 1–4, 5–8, 17–20	Activity Flip Chart 1E, 33E Below Leveled Readers 1A, 33A On Level Readers 1A, 33A Every Student Learns 19, 21, 23, 25, 43, 45, 47 Quick Study Ancillary 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 28, 29	Activity Flip Chart 1E, 33E Advanced Leveled Readers 1A, 33A Take It to the Net 1, 33

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.1.5: The student compares and describes the structural characteristics of plants and animals.	1.knows some characteristics of the vertebrate groups (mammals, reptiles, birds, amphibians, fish).	TE/SE: 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 58–59, 60–61 (I)	Quick Activity Transparencies 12 FCAT Benchmark Mini-Lesson Ancillary 8	Examview 1C, 1H, 30, 33C, 33H, 60 FCAT Science Test Prep Ancillary 6, 7, 8, 9, 11, 12, 23, 47, 48, 53, 54, 104 Assessment Book 1–4, 5–8	Activity Flip Chart 33E Below Leveled Readers 1A, 33A On Level Readers 1A, 33A Every Student Learns 41, 43, 45, 47, 49, 51 Quick Study Ancillary 6, 7, 16, 17, 20, 21, 24, 25, 26, 27, 28, 29	Activity Flip Chart 33E Advanced Leveled Readers 1A, 33A
	2.knows the main parts of plants (stems, leaves, roots, flowers).	TE/SE: 2–3, 6, 8–9 (I)	Quick Activity Transparencies 6 FCAT Benchmark Mini-Lesson Ancillary 1	Examview 1C, 1H, 30 FCAT Science Test Prep Ancillary 1, 2, 3, 25, 117 Assessment Book 1–4, 5–8	Activity Flip Chart 1E Below Leveled Readers 1A On Level Readers 1A Every Student Learns 9 Quick Study Ancillary 2, 3	Activity Flip Chart 1E Advanced Leveled Readers 1A Take It to the Net 1

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	3.knows that the structural characteristics of plants and animals are used to group them.	TE/SE: 12–13, 14–15, 36, 38–41 (I)	Quick Activity Transparencies 12, 38 FCAT Benchmark Mini-Lesson Ancillary 3	Examview 1C, 1H, 30, 33C, 33H, 60 FCAT Science Test Prep Ancillary 26, 27 Assessment Book 1–4, 5–8	Below Leveled Readers 1A, 33A On Level Readers 1A, 33A Every Student Learns 41 Quick Study Ancillary 6, 7, 16, 17	Advanced Leveled Readers 1A, 33A

STANDARD 2: The student understands the process and importance of genetic diversity.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.2.1.1: The student knows that living things have offspring that resemble their parents.	1.understands that plants and animals produce offspring with similar characteristics, but individual differences (for example, kittens in a litter may be colored differently).	TE/SE: 106–107, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 126–127 (I)	Quick Activity Transparencies 110, 112, 116, 118 FCAT Benchmark Mini-Lesson Ancillary 23	Examview 97C, 97H, 126 FCAT Science Test Prep Ancillary 22, 23, 106 Assessment Book 13–16, 17–20	Below Leveled Readers 97A On Level Readers 97A Every Student Learns 107, 111, 113, 117, 119, 121 Quick Study Ancillary 40, 41, 44, 45, 46, 47, 50, 51, 52, 53	Advanced Leveled Readers 97A Take It to the Net 93

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.2.1.2: The student knows that there are many different kinds of living things that live in a variety of environments.	1.knows that plants and animals are adapted to different ranges of temperature and moisture.	TE/SE: 16–17, 18–19, 20–21, 22–23, 24–25, 30–31, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 61, 62–63 (I)	Quick Activity Transparencies 16, 20, 22, 24, 48, 50 FCAT Benchmark Mini-Lesson Ancillary 7, 12, 37	Examview 1C, 1H, 30, 33C, 33H, 60 FCAT Science Test Prep Ancillary 4, 41 Assessment Book 1–4, 5–8, 17–20	Activity Flip Chart 1E Below Leveled Readers 1A, 33A On Level Readers 1A, 33A Every Student Learns 19, 21, 23, 25, 49, 51 Quick Study Ancillary 8, 9, 10, 11, 12, 13, 14, 15, 24, 25, 26, 27	Activity Flip Chart 1E Advanced Leveled Readers 1A, 33A Take It to the Net 1, 33

STRAND G: How Living Things Interact with Their Environments.

STANDARD 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.1.1: The student knows that environments have living and nonliving parts.	Content addressed in first grade. See Grade 1 correlation.	Benchmark SG.G.1.1.1 is covered in Grade 2 on these pages. TE/SE: 2–3, 99 (I)	Workbook 1, 41	Examview 1C, 1H, 30 Assessment Book 1–4	Below Leveled Readers 1A On Level Readers 1A	Advanced Leveled Readers 1A
Benchmark SC.G.1.1.2: The student knows that plants and animals are dependent upon each other for survival.	1.understands that there is an interdependency of plants and animals that can be shown in a food web.	TE/SE: 76–77, 80–81, 82–83, 84–85, 90–91, 94–95 (I)	Quick Activity Transparencies 84 FCAT Benchmark Mini-Lesson Ancillary 11, 16, 17, 19	Examview 65C, 65H, 94 FCAT Science Test Prep Ancillary 13, 14, 15, 16, 17, 18, 28, 29, 46, 105, 106 Assessment Book 9–12, 17–20	Activity Flip Chart 65E Lab Zone Science 65D, 90 Below Leveled Readers 65A On Level Readers 65A Every Student Learns 77 Quick Study Ancillary 32, 33, 34, 35, 38, 39	Activity Flip Chart 65E Advanced Leveled Readers 65A Take It to the Net 65, 90 Lab Zone Science 65D, 90

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.1.3: The student knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark).	1.understands that living organisms need to be adapted to their environment to survive.	TE/SE: 16–17, 18–19, 20–21, 22–23, 24–25, 30–31, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 60–61, 62–63, 130–131 (I)	Quick Activity Transparencies 16, 42, 46, 48, 50 FCAT Benchmark Mini-Lesson Ancillary 4	Examview 1C, 1H, 30, 33C, 33H, 60 FCAT Science Test Prep Ancillary 5, 25 Assessment Book 1–4, 5–8, 17–20	Activity Flip Chart 1E Below Leveled Readers 1A, 33A On Level Readers 1A, 33A Every Student Learns 19, 43, 47, 49, 51 Quick Study Ancillary 8, 9, 18, 19, 22, 23, 24, 25, 26, 27	Activity Flip Chart 1E Advanced Leveled Readers 1A, 33A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.1.4: The student knows that animals and plants can be associated with their environment by an examination of their structural characteristics.	1.knows that animals and plants can be associated with their environment by an examination of their structural characteristics (for example, physical structures are adaptations that allow plants and animals to survive, such as gills in fish, lungs in mammals).	TE/SE: 8–9, 12–13, 14–15, 18–19, 23, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 60–61, 132–133 (I)	Quick Activity Transparencies 42, 44 FCAT Benchmark Mini-Lesson Ancillary 10, 41	Examview 1C, 1H, 30, 33C, 33H, 60 FCAT Science Test Prep Ancillary 5, 103 Assessment Book 1–4, 5–8, 17–20	Lab Zone Science 132 Below Leveled Readers 1A, 33A On Level Readers 1A, 33A Every Student Learns 19, 41, 43, 45 Quick Study Ancillary 8, 9, 16, 17, 18, 19, 20, 21	Advanced Leveled Readers 1A, 33A Take It to the Net 1, 132 Lab Zone Science 132

STANDARD 2: The student understands the consequences of using limited natural resources.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.2.1.1: The student knows that if living things do not get food, water, shelter, and space, they will die.	1.knows selected resources used by people for water, food, and shelter are limited and necessary for their survival.	TE/SE: 142–145, 165 (I)	Quick Activity Transparencies 142 FCAT Benchmark Mini-Lesson Ancillary 27, 29	Examview 137C, 137H, 164 FCAT Science Test Prep Ancillary 1, 32, 103 Assessment Book 31–34	Below Leveled Readers 137A On Level Readers 137A Every Student Learns 145 Quick Study Ancillary 54, 55	Advanced Leveled Readers 137A
Benchmark SC.G.2.1.2: The student knows that the activities of humans affect plants and animals in many ways.	1.knows that human beings cause changes in their environment, and these changes can be positive (for example, creating refuges, replanting deforested regions, creating laws to restrict burning) or negative (for example, introducing exotic organisms, deforestation, littering, contaminating water and air).	TE/SE: 64, 82–83, 154–155, 156–157, 158–159, 165, 168 (I)	Quick Activity Transparencies 82, 154 FCAT Benchmark Mini-Lesson Ancillary 31	Examview 65C, 65H, 94, 137C, 137H, 164 FCAT Science Test Prep Ancillary 17, 27, 36, 107 Assessment Book 9–12, 17–20, 31–34, 43–46	Activity Flip Chart 137E Below Leveled Readers 137A On Level Readers 137A Every Student Learns 83, 157 Quick Study Ancillary 36, 37, 62, 63	Activity Flip Chart 137E Advanced Leveled Readers 137A Take It to the Net 137

STRAND H: The Nature of Science

STANDARD 1: The student uses the scientific processes and habits of mind to solve problems.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.1: The student knows that in order to learn, it is important to observe the same things often and compare them.	1.knows the difference between verified observation and personal interpretation.	TE/SE: 26–27, 56–57, 100, 140, 194–195, 204, 228–229, 268, 290–291, 300, 396, 410–411 (I)	Quick Activity Transparencies 174	Examview 1C, 1H, 30, 169C, 169H, 198 FCAT Science Test Prep Ancillary 91	Activity Flip Chart 297E Lab Zone Science 1D, 26, 169D, 194, 195 Below Leveled Readers 1A, 169A On Level Readers 1A, 169A	Activity Flip Chart 297E Advanced Leveled Readers 1A, 169A Take It to the Net 26, 194 Lab Zone Science 1D, 26, 169D, 194, 195
Benchmark SC.H.1.1.2: The student knows that when tests are repeated under the same condition, similar results are usually obtained.	1.knows that when tests are repeated under the same condition, similar results are usually obtained.	TE/SE: 26–27, 228–229, 236, 268, 290–291, 300, 322–323, 346–347, 396, 410–411 (I)	Lab Zone Science 1D, 26, 233D, 236 Take It to the Net 26, 236	Examview 1C, 1H, 30, 233C, 233H, 260	Lab Zone Science 1D, 26, 233D, 236 Below Leveled Readers 1A, 233A On Level Readers 1A, 233A	Advanced Leveled Readers 1A, 233A Take It to the Net 26, 236 Lab Zone Science 1D, 26, 233D, 236

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.3: The student knows that in doing science, it is often helpful to work with a team and to share findings with others.	1.participates in groups to conduct experiments and solve problems.	TE/SE: 4, 26–27, 122–123, 132–133, 140, 160, 172, 194–195, 228–229, 232, 236, 256–257, 268, 290–291, 300, 322–323, 332, 356–357, 364, 384–385, 396, 410–411, 420–421 (I)	Activity Flip Chart 201E, 393E Take It to the Net 228, 356, 393, 396, 410 Lab Zone Science 228, 356, 393D, 396, 410	Students are assessed on their ability to solve problems and share information. See Assessment Book 4, 8, 12, 16, 42, 60, 64, 68, 72	Activity Flip Chart 201E, 393E Lab Zone Science 228, 356, 393D, 396, 410 Below Leveled Readers 393A On Level Readers 393A	Activity Flip Chart 201E, 393E Advanced Leveled Readers 393A Take It to the Net 228, 356, 393, 396, 410 Lab Zone Science 228, 356, 393D, 396, 410
	2.understands that one can gain confidence in scientific methods by comparing and verifying scientific results with others.	TE/SE: 26–27, 100, 132–133, 140, 160, 172, 194–195, 204, 228–229, 232, 236, 256–257, 268, 290–291, 300, 322–323, 346–347, 356–357, 396, 410–411, 420–421 (I)	Activity Flip Chart 201E, 393E Take It to the Net 228, 356, 393, 396, 410 Lab Zone Science 228, 356, 393D, 396, 410	Students are assessed on their ability to share information. See Assessment Book 4, 8, 12, 16, 42, 60, 64, 68, 72	Activity Flip Chart 201E, 393E Lab Zone Science 228, 356, 393D, 396, 410 Below Leveled Readers 393A On Level Readers 393A	Activity Flip Chart 201E, 393E Advanced Leveled Readers 393A Take It to the Net 228, 356, 393, 396, 410 Lab Zone Science 228, 356, 393D, 396, 410

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.4: The student knows that people use scientific processes including hypothesis, making inferences, and recording and communicating data when exploring the natural world.	1.understands that, through the use of science processes, people can solve problems and make decisions.	TE/SE: 26–27, 68, 132–133, 136, 140, 160–161, 172, 194–195, 218–219, 228–229, 232, 236, 256–257, 268, 290–291, 300, 322–323, 332, 346–347, 356–357, 364, 384–385, 410–411, 420–421, 424 (I)	FCAT Benchmark Mini-Lesson Ancillary 42	Examview 303C, 303H, 414 FCAT Science Test Prep Ancillary 46, 92, 95, 101	Activity Flip Chart 137E, 169E, 201E, 265E, 329E, 361E Lab Zone Science 1D, 4, 26, 65D, 68, 132, 137D, 160, 169D, 172, 194, 201D, 218, 228, 265D, 290, 329D, 346, 356, 361D, 364 Below Leveled Readers 1A, 65A, 137A, 169A, 201A, 265A, 329A, 361A On Level Readers 1A, 65A, 137A, 169A, 201A, 265A, 329A, 361A	Activity Flip Chart 137E, 169E, 201E, 265E, 329E, 361E Advanced Leveled Readers 1A, 65A, 137A, 169A, 201A, 265A, 329A, 361A Take It to the Net 1, 4, 26, 65, 68, 132, 137, 160, 169, 172, 194, 218, 228, 265, 290, 329, 346, 356, 361, 364 Lab Zone Science 1D, 4, 26, 65D, 68, 132, 137D, 160, 169D, 172, 194, 201D, 218, 228, 265D, 290, 329D, 346, 356, 361D, 364

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2.analyzes information to make predictions, makes sketches and diagrams to explain ideas, draws conclusions using information and prior knowledge.	TE/SE: 26–27, 90–91, 122–123, 132–133, 136, 140, 160–161, 172, 194–195, 204, 218–219, 228–229, 232, 236, 290–291, 332, 346–347, 356–357, 364, 384–385, 410–411, 420–421, 424 (I)	FCAT Benchmark Mini-Lesson Ancillary 42	Examview 303C, 303H, 414 FCAT Science Test Prep Ancillary 46, 92, 95, 101	Activity Flip Chart 137E, 169E, 201E, 265E, 329E, 361E Lab Zone Science 1D, 4, 26, 65D, 68, 132, 137D, 160, 169D, 172, 194, 201D, 218, 228, 265D, 290, 329D, 346, 356, 361D, 364 Below Leveled Readers 1A, 65A, 137A, 169A, 201A, 265A, 329A, 361A On Level Readers 1A, 65A, 137A, 169A, 201A, 265A, 329A, 361A	Activity Flip Chart 137E, 169E, 201E, 265E, 329E, 361E Advanced Leveled Readers 1A, 65A, 137A, 169A, 201A, 265A, 329A, 361A Take It to the Net 1, 4, 26, 65, 68, 132, 137, 160, 169, 172, 194, 218, 228, 265, 290, 329, 346, 356, 361, 364 Lab Zone Science 1D, 4, 26, 65D, 68, 132, 137D, 160, 169D, 172, 194, 201D, 218, 228, 265D, 290, 329D, 346, 356, 361D, 364

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	3.keeps science records.	TE/SE: 26–27, 100, 122–123, 132–133, 160–161, 194–195, 228–229, 232, 256–257, 290–291, 300, 322–323, 346–347, 356–357, 410–411, 420–421, 424 (I)	FCAT Benchmark Mini-Lesson Ancillary 42	Examview 303C, 303H, 414 FCAT Science Test Prep Ancillary 46, 92, 95, 101	Activity Flip Chart 137E, 169E, 201E, 265E, 329E, 361E Lab Zone Science 1D, 4, 26, 65D, 68, 132, 137D, 160, 169D, 172, 194, 201D, 218, 228, 265D, 290, 329D, 346, 356, 361D, 364 Below Leveled Readers 1A, 65A, 137A, 169A, 201A, 265A, 329A, 361A On Level Readers 1A, 65A, 137A, 169A, 201A, 265A, 329A, 361A	Activity Flip Chart 137E, 169E, 201E, 265E, 329E, 361E Advanced Leveled Readers 1A, 65A, 137A, 169A, 201A, 265A, 329A, 361A Take It to the Net 1, 4, 26, 65, 68, 132, 137, 160, 169, 172, 194, 218, 228, 265, 290, 329, 346, 356, 361, 364 Lab Zone Science 1D, 4, 26, 65D, 68, 132, 137D, 160, 169D, 172, 194, 201D, 218, 228, 265D, 290, 329D, 346, 356, 361D, 364

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.1.5: The student uses the senses, tools, and instruments to obtain information from his or her surroundings.	1.uses a variety of tools to observe, measure, analyze and predict changes in size, mass, temperature, color, position, quantity, sound, and movement.	TE/SE: 26–27, 68, 122–123, 140, 172, 194–195, 232, 256–257, 290–291, 300, 322–323, 332, 346–347, 420–421 (I)	Activity Flip Chart 233E, 297E	Examview 233C, 233H, 260, 297C, 297H, 326 FCAT Science Test Prep Ancillary 79	Activity Flip Chart 233E, 297E Lab Zone Science 169D, 194, 233D, 236, 256, 297D, 322, 420 Below Leveled Readers 169A, 233A, 297A, 393A On Level Readers 169A, 233A, 297A, 393A	Activity Flip Chart 233E, 297E Advanced Leveled Readers 169A, 233A, 297A, 393A Take It to the Net 194, 233, 236, 256, 297, 322, 420 Lab Zone Science 169D, 194, 233D, 236, 256, 297D, 322, 420
	2.uses metric and standard English units to measure distance, volume, mass, and temperature.	TE/SE: 194–195, 232, 236, 256–257, 268, 300 (I)	Quick Activity Transparencies 324	Examview 169C, 169H, 198	Lab Zone Science 169D, 194 Below Leveled Readers 169A On Level Readers 169A	Advanced Leveled Readers 169A Take It to the Net 194, 324 Lab Zone Science 169D, 194

STANDARD 2: The student understands that most natural events occur in comprehensible, consistent patterns.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.2.1.1: The student knows that most natural events occur in patterns.	1.knows how to sort organisms, objects, and events based on patterns.	TE/SE: 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 28–29, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 58–59, 61, 240–241, 364 (I)	Quick Activity Transparencies 178 FCAT Benchmark Mini-Lesson Ancillary 33, 36, 67	Examview 1C, 1H, 30, 169C, 169H, 198, 233C, 233H, 260, 361C, 361H, 388 FCAT Science Test Prep Ancillary 39, 40, 41, 51, 52, 86, 108, 115 Assessment Book 35–38, 57–60, 87–90, 95–98	Activity Flip Chart 169E, 361E Lab Zone Science 361D, 364 Below Leveled Readers 1A, 169A, 361A On Level Readers 1A, 169A, 361A Every Student Learns 179, 181, 183, 185, 187, 241, 372 Quick Study Ancillary 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 86, 87, 126, 127	Activity Flip Chart 169E, 361E Advanced Leveled Readers 1A, 169A, 361A Take It to the Net 169, 361, 364 Lab Zone Science 361D, 364

STANDARD 3: The student understands that science, technology, and society are interwoven and interdependent.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.1.1: The student knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.	1.knows ways in which tools are used by scientists (for example, to gather information, to analyze, to calculate).	TE/SE: 63, 166–167, 390–391 (I)	Quick Activity Transparencies 390 FCAT Benchmark Mini-Lesson Ancillary 69, 70, 71	Examview 137C, 137H, 164 FCAT Science Test Prep Ancillary 57, 58, 91, 92, 93, 94, 95, 96, 100, 101, 116 Assessment Book 91–94, 95–98	Activity Flip Chart 201E Lab Zone Science 137D, 140 Below Leveled Readers 137A, 361A On Level Readers 137A, 361A	Activity Flip Chart 201E Advanced Leveled Readers 137A, 361A Take It to the Net 140 Lab Zone Science 137D, 140

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T/S-44A_G3

Introduction

This document demonstrates how **Scott Foresman Science** meets the Florida Sunshine State Standards, Benchmarks & Grade Level Expectations. **Correlation page references are to the Teacher's Edition or to the ancillary. Florida Annually Assessed Benchmarks are shaded gray.**

Pearson Scott Foresman is proud to introduce our all new **Scott Foresman Science**, Kindergarten through Grade Five. Extensive research and analysis is the foundation for **Scott Foresman Science** and guides the instructional design.

Scaffolded Inquiry™

Scott Foresman Science is built on three levels of inquiry: Directed Inquiry, Guided Inquiry, and Full Inquiry. All three levels engage students in activities that build a strong science foundation and help them develop a full understanding of the inquiry process.

How to Read Science

Powerful connections between reading skills and science process skills in every chapter advance science literacy for all students.

Differentiated Instruction

Leveled Readers for every Student Edition chapter teach the same science concepts, vocabulary, and reading skills — at each student's reading level.

Time-Saving Strategies

Time-saving strategies are built right into the Teacher's Edition that will save the teacher hours of time in lesson preparation.

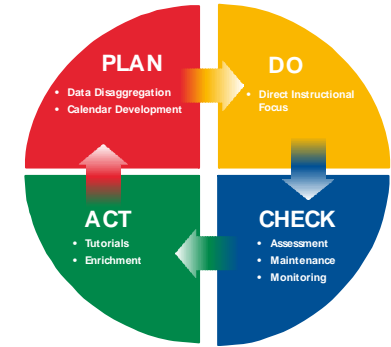
- Quick Teaching Plans cover the standards even when class time is short.
- Everything needed for each activity comes in its own chapter bag. With the Activity Placemat and Tray™, activity setup takes only 30 seconds.
- Premade Bilingual Bulletin Board Kits save time by creating attractive bulletin boards quickly and easily.

Technology

Scott Foresman Science brings teaching and learning together in one convenient spot—the computer. From sfsuccessnet.com to educational CDs and DVDs, this program provides a variety of interactive tools to help support, extend, and enrich classroom instruction.

The Online Teacher's Edition provides access to the same printed content, so the teacher can plan lessons with the customizable Lesson Planner from home or school computers. The Online Student Edition allows students, teachers, and parents to access the content of the textbook from computers at school or at home.

**Scott Foresman Science
Correlation to the
Florida Sunshine State Standards
Benchmarks & Grade Level Expectations
Grade Three**



STRAND A: The Nature of Matter

STANDARD 1: The student understands that all matter has observable, measurable properties.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.2.1: The student determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).	1. determines the physical properties of matter using metric measurements that incorporate tools such as rulers, thermometers, balances.	TE/SE: xxix, 284–289, 290–291, 292–293, 294–295 (I)	Quick Activity Transparencies 284 FCAT Benchmark Mini-Lesson Ancillary 34	Examview 273C, 273H, 294 FCAT Science Test Prep Ancillary 32, 68, 97 Assessment Book 65–68, 85–88	Activity Flip Chart 273E Below Leveled Readers 273A On Level Readers 273A Every Student Learns 285 Quick Study Ancillary 68, 69	Activity Flip Chart 273E Advanced Leveled Readers 273A Take It to the Net 273

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.2.2: The student knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.	1. understands that physical changes in the states of matter can be produced by heating and cooling.	TE/SE: 300, 304–305, 308, 318–319 (I)	FCAT Benchmark Mini-Lesson Ancillary 35	Examview 297C, 297H, 318 FCAT Science Test Prep Ancillary 33, 61, 73, 98, 101, 102 Assessment Book 69–72, 77–80, 85–88	Below Leveled Readers 297A On Level Readers 297A Every Student Learns 304 Quick Study Ancillary 70, 71	Advanced Leveled Readers 297A Take It to the Net 297
Benchmark SC.A.1.2.3: The student knows that the weight of an object always equals the sum of its parts.	1. knows that the weight of an object is equal to the sum of the weights of its parts.	TE/SE: xxix, 284–285, 294–295 (I)	Quick Activity Transparencies 284	Examview 273C, 273H, 294	Below Leveled Readers 273A On Level Readers 273A Every Student Learns 285 Quick Study Ancillary 68, 69	Advanced Leveled Readers 273A Take It to the Net 273

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.2.4: The student knows that different materials are made by physically combining substances and that different objects can be made by combining different materials.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.A.1.2.4 is covered in Grade 3 on these pages. TE/SE: 300, 306–309, 318–319 (I)	Quick Activity Transparencies 306 FCAT Benchmark Mini-Lesson Ancillary 36	Examview 297C, 297H, 318 FCAT Science Test Prep Ancillary 73, 74, 75, 76, 77, 78, 97 Assessment Book 69–72	Activity Flip Chart 297E Below Leveled Readers 297A On Level Readers 297A Every Student Learns 307 Quick Study Ancillary 72, 73	Activity Flip Chart 297E Advanced Leveled Readers 297A Take It to the Net 297
Benchmark SC.A.1.2.5: The student knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.A.1.2.5 is covered in Grade 3 on these pages. TE/SE: 300, 310–313, 318–319 (I)	Quick Activity Transparencies 310 FCAT Benchmark Mini-Lesson Ancillary 37	Examview 297C, 297H, 318 FCAT Science Test Prep Ancillary 75, 77, 99, 136 Assessment Book 69–72, 85–88	Activity Flip Chart 297E Below Leveled Readers 297A On Level Readers 297A Every Student Learns 312 Quick Study Ancillary 74, 75	Activity Flip Chart 297E Advanced Leveled Readers 297A Take It to the Net 297

STANDARD 2: The student understands the basic principles of atomic theory.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.2.2.1: The student knows that materials may be made of parts too small to be seen without magnification.	1. uses a tool to observe and study minute details of objects (for example, hand lens).	TE/SE: xxviii, xxix, 210–211, 288–289 (I)	Quick Activity Transparencies 206	Examview 193C, 193H, 214 FCAT Science Test Prep Ancillary 67, 69, 71, 102, 138 Assessment Book 65–68, 85–88	Lab Zone Science 193D, 210 Below Leveled Readers 193A, 273A On Level Readers 193A, 273A Quick Study Ancillary 68, 69	Advanced Leveled Readers 193A, 273A Take It to the Net 210, 273 Lab Zone Science 193D, 210

STRAND B: Energy

STANDARD 1: The student recognizes that energy may be changed in form with varying efficiency.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.2.1: The student knows how to trace the flow of energy in a system (e.g., as in an ecosystem).	Content addressed at fourth and fifth grades. See Grades 4 and 5 correlations.	Benchmark SC.B.1.2.1 is covered in Grade 3 on these pages. TE/SE: 106–107, 108–109, 132–133 (I)	Quick Activity Transparencies 106	Examview 97C, 97H, 132 FCAT Science Test Prep Ancillary 24, 26, 135 Assessment Book 13–16	Below Leveled Readers 97A On Level Readers 97A Every Student Learns 107	Advanced Leveled Readers 97A Take It to the Net 97
Benchmark SC.B.1.2.2: The student recognizes various forms of energy (e.g., heat, light, and electricity).	1. knows objects that emit heat and light.	TE/SE: 358–361, 362–365, 366–367, 369, 370–373 (I)	Quick Activity Transparencies 358, 362, 370 FCAT Benchmark Mini-Lesson Ancillary 41, 42, 44, 45, 46	Examview 353C, 353H, 382 FCAT Science Test Prep Ancillary 31, 85, 86, 87, 88, 89, 90, 100, 137 Assessment Book 77–80, 85–88	Activity Flip Chart 353E Below Leveled Readers 353A On Level Readers 353A Every Student Learns 360, 363, 373 Quick Study Ancillary 82, 83, 84, 85, 88, 89	Activity Flip Chart 353E Advanced Leveled Readers 353A Take It to the Net 353

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows different forms of energy (for example, heat, light, sound).	TE/SE: 358–361, 362–365, 369, 370–373, 386–387, 396–399 (I)	Quick Activity Transparencies 358, 362, 370 FCAT Benchmark Mini-Lesson Ancillary 41, 42, 44, 45, 46	Examview 353C, 353H, 382 FCAT Science Test Prep Ancillary 31, 85, 86, 87, 88, 89, 90, 100, 137 Assessment Book 77–80, 85–88	Activity Flip Chart 353E Below Leveled Readers 353A On Level Readers 353A Every Student Learns 360, 363, 373 Quick Study Ancillary 82, 83, 84, 85, 88, 89	Activity Flip Chart 353E Advanced Leveled Readers 353A Take It to the Net 353

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.2.3: The student knows that most things that emit light also emit heat.	1. knows that the Sun provides energy for the Earth in the form of heat and light.	TE/SE: 70–71, 358–359, 370–371, 383, 422–427 (I)	Quick Activity Transparencies 70, 358, 370, 422	Examview 65C, 65H, 94, 353C, 353H, 382, 417C, 417H, 444 FCAT Science Test Prep Ancillary 85, 87 Assessment Book 77–80, 85–88, 99–102, 111–114	Lab Zone Science 353D, 356 Below Leveled Readers 65A, 353A, 417A On Level Readers 65A, 353A, 417A Every Student Learns 72, 360, 373, 424 Quick Study Ancillary 20, 21, 82, 83, 88, 89, 96, 97	Advanced Leveled Readers 65A, 353A, 417A Take It to the Net 356 Lab Zone Science 353D, 356
Benchmark SC.B.1.2.4: The student knows the many ways in which energy can be transformed from one type to another.	1. knows that heat can be produced by chemical reactions, electrical machines, and friction.	TE/SE: 366–369 (I)	Quick Activity Transparencies 366 FCAT Benchmark Mini-Lesson Ancillary 43	Examview 353C, 353H, 382 FCAT Science Test Prep Ancillary 85, 86, 90, 100, 119, 120 Assessment Book 77–80, 85–88	Below Leveled Readers 353A On Level Readers 353A Every Student Learns 369 Quick Study Ancillary 86, 87	Advanced Leveled Readers 353A Take It to the Net 353

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.2.5: The student knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.	1. uses a variety of tools to measure the gain or loss of energy.	TE/SE: 378–379 (I)	Quick Activity Transparencies 374	Examview 353C, 353H, 382 Assessment Book 77–80	Activity Flip Chart 353E Lab Zone Science 353D, 378 Below Leveled Readers 353A On Level Readers 353A Every Student Learns 376 Quick Study Ancillary 90, 91	Activity Flip Chart 353E Advanced Leveled Readers 353A Take It to the Net 353, 378 Lab Zone Science 353D, 378
Benchmark SC.B.1.2.6: The student knows ways that heat can move from one object to another.	1. knows that when a warmer object comes in contact with a cooler one, the warm object loses heat and the cool one gains it until they are both at the same temperature.	TE/SE: 366–369, 382–383 (I)	Quick Activity Transparencies 366	Examview 353C, 353H, 382 FCAT Science Test Prep Ancillary 87, 88, 98, 136 Assessment Book 77–80, 85–88	Below Leveled Readers 353A On Level Readers 353A Every Student Learns 369 Quick Study Ancillary 86, 87	Advanced Leveled Readers 353A Take It to the Net 353

STANDARD 2: The student understands the interaction of matter and energy.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.2.2.1: The student knows that some source of energy is needed for organisms to stay alive and grow.	1. knows that some source of energy is needed for organisms to stay alive and grow.	TE/SE: 70–75, 90–91, 106–109 (I)	Quick Activity Transparencies 70, 106	Examview 65C, 65H, 94, 97C, 97H, 132 Assessment Book 9–12, 13–16	Activity Flip Chart 65E Lab Zone Science 65D, 90 Below Leveled Readers 65A, 97A On Level Readers 65A, 97A Every Student Learns 72, 107 Quick Study Ancillary 20, 21, 30, 31	Activity Flip Chart 65E Advanced Leveled Readers 65A, 97A Take It to the Net 90 Lab Zone Science 65D, 90

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.2.2.2: The student recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.	1. knows ways natural resources are important.	TE/SE: 246–249, 250–253, 262–263 (I)	Quick Activity Transparencies 246, 250 FCAT Benchmark Mini-Lesson Ancillary 30	Examview 241C, 241H, 262 FCAT Science Test Prep Ancillary 55 Assessment Book 47–50, 51–54	Below Leveled Readers 241A On Level Readers 241A Every Student Learns 248, 251 Quick Study Ancillary 60, 61, 62, 63	Advanced Leveled Readers 241A
	2. classifies resources as renewable or nonrenewable.	TE/SE: 242–243, 244, 246–249, 262–263 (I)	Quick Activity Transparencies 246 FCAT Benchmark Mini-Lesson Ancillary 30	Examview 241C, 241H, 262, 473C, 473H, 502 FCAT Science Test Prep Ancillary 39, 40, 55, 56, 57, 58, 59, 60, 63, 65, 116 Assessment Book 47–50, 51–54, 107–110, 111–114	Lab Zone Science 241D, 244 Below Leveled Readers 241A On Level Readers 241A Every Student Learns 248, 494 Quick Study Ancillary 60, 61, 112, 113	Advanced Leveled Readers 241A Take It to the Net 241, 244, 473 Lab Zone Science 241D, 244

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.2.2.3: The student knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.	1. knows that alternate energy sources (for example, synthetic fuels, geothermal energy) are being explored using natural and mechanical processes.	TE/SE: 494–497, 502–503 (I)	Quick Activity Transparencies 490	Examview 473C, 473H, 502 FCAT Science Test Prep Ancillary 115, 117, 126 Assessment Book 107–110, 111–114	Below Leveled Readers 473A On Level Readers 473A Every Student Learns 494 Quick Study Ancillary 112, 113	Advanced Leveled Readers 473A Take It to the Net 473

STRAND C: Force and Motion

STANDARD 1: The student understands that types of motion may be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.1.2.1: The student understands that the motion of an object can be described and measured.	1. describes the motion of various objects (for example, forward, circular, wave).	TE/SE: 324, 325, 326–331, 348, 349, 406–407 (I)	Quick Activity Transparencies 326	Examview 321C, 321H, 348 FCAT Science Test Prep Ancillary 79, 82, 100, 101, 136 Assessment Book 73–76, 85–88	Activity Flip Chart 321E Lab Zone Science 321D, 324 Below Leveled Readers 321A On Level Readers 321A Every Student Learns 331 Quick Study Ancillary 76, 77	Activity Flip Chart 321E Advanced Leveled Readers 321A Take It to the Net 385 Lab Zone Science 321D, 324

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.1.2.2: The student knows that waves travel at different speeds through different materials.	1. understands the characteristics of waves (for example, crest, trough, length).	TE/SE: 364–365, 372–373, 382–383, 396–401, 404–405, 406–407 (I)	Quick Activity Transparencies 396 FCAT Benchmark Mini-Lesson Ancillary 47	Examview 353C, 353H, 382, 385C, 385H, 406 FCAT Science Test Prep Ancillary 86, 91, 92, 93, 94, 95, 96, 98, 99, 100, 138 Assessment Book 77–80, 81–84, 85–88	Activity Flip Chart 385E Below Leveled Readers 353A, 385A On Level Readers 353A, 385A Every Student Learns 373, 397 Quick Study Ancillary 84, 85, 88, 89, 94, 95	Activity Flip Chart 385E Advanced Leveled Readers 353A, 385A Take It to the Net 385

STANDARD 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.2.2.1: The student recognizes that forces of gravity, magnetism, and electricity operate simple machines.	1. knows the six types of simple machines (screw, inclined plane, wedge, pulley, lever, and wheel and axle).	TE/SE: 340–343, 348–349 (I)	FCAT Benchmark Mini-Lesson Ancillary 40	Examview 321C, 321H, 348 FCAT Science Test Prep Ancillary 80, 81, 82, 83, 99 Assessment Book 73–76, 85–88	Activity Flip Chart 321E Below Leveled Readers 321A On Level Readers 321A Every Student Learns 342 Quick Study Ancillary 80, 81	Activity Flip Chart 321E Advanced Leveled Readers 321A Take It to the Net 321
Benchmark SC.C.2.2.2: The student knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.	1. knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.	TE/SE: 330–331, 332–337, 344–345, 348–349 (I)	Quick Activity Transparencies 332 FCAT Benchmark Mini-Lesson Ancillary 38	Examview 321C, 321H, 348 FCAT Science Test Prep Ancillary 79, 83 Assessment Book 73–76, 85–88	Activity Flip Chart 321E Below Leveled Readers 321A On Level Readers 321A Every Student Learns 331, 335 Quick Study Ancillary 76, 77, 78, 79	Activity Flip Chart 321E Advanced Leveled Readers 321A Take It to the Net 321

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.2.2.3: The student knows that the more massive an object is, the less effect a given force has.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.C.2.2.3 is covered in Grade 3 on these pages. TE/SE: 332–333, 348–349 (I)	Quick Activity Transparencies 332	Examview 321C, 321H, 348 FCAT Science Test Prep Ancillary 81, 100, 137 Assessment Book 73–76, 85–88	Below Leveled Readers 321A On Level Readers 321A Quick Study Ancillary 78, 79	Advanced Leveled Readers 321A Take It to the Net 321
Benchmark SC.C.2.2.4: The student knows that the motion of an object is determined by the overall effect of all of the forces acting on the object.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.C.2.2.4 is covered in Grade 3 on these pages. TE/SE: 334–335, 348–349 (I)	Quick Activity Transparencies 332 FCAT Benchmark Mini-Lesson Ancillary 39	Examview 321C, 321H, 348 FCAT Science Test Prep Ancillary 42, 80, 81, 83, 84, 97 Assessment Book 73–76, 85–88	Below Leveled Readers 321A On Level Readers 321A Every Student Learns 335 Quick Study Ancillary 78, 79	Advanced Leveled Readers 321A Take It to the Net 321

STRAND D: Processes that Shape the Earth

STANDARD 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.2.1: The student knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil.	1. knows that smaller rocks come from the breaking and weathering of bedrock and larger rocks.	TE/SE: 230–233, 234–235, 238–239 (I)	Quick Activity Transparencies 230 FCAT Benchmark Mini-Lesson Ancillary 26	Examview 193C, 193H, 214, 217C, 217H, 238 FCAT Science Test Prep Ancillary 44, 61, 62, 65, 133, 134 Assessment Book 39–42, 43–46	Below Leveled Readers 217A On Level Readers 217A Every Student Learns 232 Quick Study Ancillary 58, 59, 78, 79	Advanced Leveled Readers 217A Take It to the Net 217
Benchmark SC.D.1.2.2: The student knows that 75 percent of the surface of the Earth is covered by water.	1. knows that approximately 75 percent of the surface of the Earth is covered by water.	TE/SE: 154–155, 166–167 (I)	Quick Activity Transparencies 151 FCAT Benchmark Mini-Lesson Ancillary 20	Examview 145C, 145H, 166 FCAT Science Test Prep Ancillary 31, 34 Assessment Book 31–34	Below Leveled Readers 145A On Level Readers 145A Quick Study Ancillary 40, 41	Advanced Leveled Readers 145A Take It to the Net 145

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.2.3: The student knows that the water cycle is influenced by temperature, pressure, and the topography of the land.	1. understands the stages of the water cycle (for example, evaporation, condensation, precipitation).	TE/SE: 158–161, 166–167 (I)	Quick Activity Transparencies 156 FCAT Benchmark Mini-Lesson Ancillary 21	Examview 145C, 145H, 166 FCAT Science Test Prep Ancillary 31, 32, 36, 64, 131 Assessment Book 31–34, 51–54	Below Leveled Readers 145A On Level Readers 145A Every Student Learns 158 Quick Study Ancillary 42, 43	Advanced Leveled Readers 145A Take It to the Net 145
Benchmark SC.D.1.2.4: The student knows that the surface of the Earth is in a continuous state of change as waves, weather, and shifts of the land constantly change and produce many new features.	1. understands the processes of weathering and erosion.	TE/SE: 230–233, 234–235, 238–239 (I)	Quick Activity Transparencies 230 FCAT Benchmark Mini-Lesson Ancillary 29	Examview 217C, 217H, 238 FCAT Science Test Prep Ancillary 46, 50, 51, 52, 59, 65, 131, 133, 134 Assessment Book 43–46, 51–54	Activity Flip Chart 217E Lab Zone Science 217D, 234 Below Leveled Readers 217A On Level Readers 217A Every Student Learns 232 Quick Study Ancillary 58, 59	Activity Flip Chart 217E Advanced Leveled Readers 217A Take It to the Net 217, 234 Lab Zone Science 217D, 234

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.2.5: The student knows that some changes in the Earth 's surface are due to slow processes and some changes are due to rapid processes.	1. knows that landforms change over time (for example, earthquakes, volcanoes).	TE/SE: 206–207, 220, 226–229, 230–233, 234–235, 238–239 (I)	Quick Activity Transparencies 206, 226, 230 FCAT Benchmark Mini-Lesson Ancillary 27, 28	Examview 193C, 193H, 214 FCAT Science Test Prep Ancillary 43, 45, 47, 49, 50, 52, 53, 64, 131 Assessment Book 39–42, 43–46, 51–54	Activity Flip Chart 193E, 217E Below Leveled Readers 193A, 217A On Level Readers 193A, 217A Every Student Learns 209, 227, 232 Quick Study Ancillary 52, 53, 56, 57, 58, 59	Activity Flip Chart 193E, 217E Advanced Leveled Readers 193A, 217A Take It to the Net 193, 217

STANDARD 2: The student understands the need for protection of the natural systems on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.2.2.1: The student knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life.	1. knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life.	TE/SE: 250–253, 254–257, 260–261, 262–263 (I)	Quick Activity Transparencies 250, 254 FCAT Benchmark Mini-Lesson Ancillary 31, 32	Examview 241C, 241H, 262 FCAT Science Test Prep Ancillary 44, 55, 56, 57, 58, 59, 66, 132 Assessment Book 47–50, 51–54	Activity Flip Chart 241E Below Leveled Readers 241A On Level Readers 241A Every Student Learns 251, 255 Quick Study Ancillary 62, 63, 64, 65	Activity Flip Chart 241E Advanced Leveled Readers 241A Take It to the Net 241

STRAND E: Earth and Space

STANDARD 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.2.1: The student knows that the tilt of the Earth on its own axis as it rotates and revolves around the Sun causes changes in season, length of day, and energy available.	1. knows that days and nights change in length throughout the year.	TE/SE: 428–431, 442–443, 444–445 (I)	Quick Activity Transparencies 428 FCAT Benchmark Mini-Lesson Ancillary 48, 49	Examview 417C, 417H, 444 FCAT Science Test Prep Ancillary 103, 104, 105, 122, 123, 139, 140, 142 Assessment Book 99–102, 111–114	Activity Flip Chart 417E Below Leveled Readers 417A On Level Readers 417A Every Student Learns 430 Quick Study Ancillary 98, 99	Activity Flip Chart 417E Advanced Leveled Readers 417A Take It to the Net 417

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows the patterns of average temperatures throughout the year.	TE/SE: 428–431, 445 (I)	Quick Activity Transparencies 428 FCAT Benchmark Mini-Lesson Ancillary 48, 49	Examview 417C, 417H, 444 FCAT Science Test Prep Ancillary 103, 104, 105, 122, 123, 139, 140, 142 Assessment Book 99–102, 111–114	Activity Flip Chart 417E Below Leveled Readers 417A On Level Readers 417A Every Student Learns 430 Quick Study Ancillary 98, 99	Activity Flip Chart 417E Advanced Leveled Readers 417A Take It to the Net 417
Benchmark SC.E.1.2.2: The student knows that the combination of the Earth's movement and the Moon's own orbit around the Earth results in the appearance of cyclical phases of the Moon.	1. knows the frequency of the lunar cycle is approximately 28 days.	TE/SE: 434–435, 444–445 (I)	Quick Activity Transparencies 432 FCAT Benchmark Mini-Lesson Ancillary 50	Examview 417C, 417H, 444 FCAT Science Test Prep Ancillary 103, 105, 106, 108, 124, 126 Assessment Book 99–102, 111–114	Below Leveled Readers 417A On Level Readers 417A Quick Study Ancillary 100, 101	Advanced Leveled Readers 417A Take It to the Net 417

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.2.3: The student knows that the Sun is a star and that its energy can be captured or concentrated to generate heat and light for work on Earth.	1. knows the Sun is a star that is much nearer to the Earth than the other stars.	TE/SE: 454–457, 470–471 (I)	Quick Activity Transparencies 454	Examview 449C, 449H, 470 FCAT Science Test Prep Ancillary 109 Assessment Book 99–102, 103–106, 111–114	Activity Flip Chart 449E Below Leveled Readers 449A On Level Readers 449A Every Student Learns 456 Quick Study Ancillary 104, 105	Activity Flip Chart 449E Advanced Leveled Readers 449A Take It to the Net 449
Benchmark SC.E.1.2.4: The student knows that the planets differ in size, characteristics, and composition and that they orbit the Sun in our Solar System.	1. knows characteristics of Mercury, Venus, Earth, and Mars.	TE/SE: 458–465, 466–467, 470–471 (I)	Quick Activity Transparencies 458	Examview 449C, 449H, 470 FCAT Science Test Prep Ancillary 109, 110, 111, 112, 113, 114, 123, 124, 125, 141 Assessment Book 103–106, 111–114	Activity Flip Chart 449E Below Leveled Readers 449A On Level Readers 449A Every Student Learns 465 Quick Study Ancillary 106, 107	Activity Flip Chart 449E Advanced Leveled Readers 449A Take It to the Net 449

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.2.5: The student understands the arrangement of planets in our Solar System.	1. knows the relative positions of all the planets	TE/SE: 456–457, 470–471 (I)	Quick Activity Transparencies 455 FCAT Benchmark Mini-Lesson Ancillary 52, 53	Examview 449C, 449H, 470 FCAT Science Test Prep Ancillary 109, 111, 125 Assessment Book 103–106, 111–114	Activity Flip Chart 449E Below Leveled Readers 449A On Level Readers 449A Every Student Learns 456 Quick Study Ancillary 104, 105	Activity Flip Chart 449E Advanced Leveled Readers 449A Take It to the Net 449

STANDARD 2: The student recognizes the vastness of the universe and the Earth's place in it.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.2.2.1: The student knows that, in addition to the Sun, there are many other stars that are far away.	1. knows that, in addition to the Sun, there are many other stars that are far away.	TE/SE: 454–457, 470 (I)	Quick Activity Transparencies 454 FCAT Benchmark Mini-Lesson Ancillary 51	Examview 449C, 449H, 470 FCAT Science Test Prep Ancillary 104, 107, 112, 121, 141 Assessment Book 103–106, 111–114	Below Leveled Readers 449A On Level Readers 449A Every Student Learns 456 Quick Study Ancillary 104, 105	Advanced Leveled Readers 449A Take It to the Net 449

STRAND F: Processes of Life

STANDARD 1:The student describes patterns of structure and function in living things.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.2.1: The student knows that the human body is made of systems with structures and functions that are related.	Content addressed at fourth and fifth grades. See Grades 4 and 5 correlations.	Benchmark SC.F.1.2.1 is covered in Grade 3 on these pages. TE/SE: 123, 124–127, 133 (I)	Quick Activity Transparencies 124 FCAT Benchmark Mini-Lesson Ancillary 18	Examview 97C, 97H, 132 FCAT Science Test Prep Ancillary 20, 22, 23, 30, 128, 130, 135	Activity Flip Chart 97E Below Leveled Readers 97A On Level Readers 97A Every Student Learns 127 Quick Study Ancillary 36, 37, 38, 39	Activity Flip Chart 97E Advanced Leveled Readers 97A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.2.2: The student knows how all animals depend on plants.	1. understands the various ways that animals depend on plants for survival (for example, food, shelter, oxygen).	TE/SE: 72–75, 104–105 (I)	Quick Activity Transparencies 71, 104	Examview 64C, 64H, 94, 97C, 97H, 132 FCAT Science Test Prep Ancillary 11, 23 Assessment Book 9–12, 13–16, 17–20	Activity Flip Chart 65E Lab Zone Science 145D, 148 Below Leveled Readers 65A, 97A On Level Readers 65A, 97A Every Student Learns 72, 105 Quick Study Ancillary 20, 21, 28, 29	Activity Flip Chart 65E Advanced Leveled Readers 65A, 97A Take It to the Net 148 Lab Zone Science 145D, 148

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.2.3: The student knows that living things are different but share similar structures.	1. knows the common and distinguishing characteristics of groups of vertebrate animals (mammals, birds, fish, reptiles, amphibians).	TE/SE: 36, 40–43, 62, 63 (I)	Quick Activity Transparencies 38 FCAT Benchmark Mini-Lesson Ancillary 6, 7	Examview 33C, 33H, 62 FCAT Science Test Prep Ancillary 8, 10, 11, 26, 129 Assessment Book 17–20	Lab Zone Science 33D, 36 Below Leveled Readers 33A On Level Readers 33A Every Student Learns 40 Quick Study Ancillary 12, 13	Advanced Leveled Readers 33A Take It to the Net 36 Lab Zone Science 33D, 36
	2. understands similarities and differences among plants.	TE/SE: 4, 7, 14–17, 26–27, 30–31 (I)	Quick Activity Transparencies 14	Examview 1C, 1H, 30 FCAT Science Test Prep Ancillary 1, 2, 4, 5, 25 Assessment Book 1–4, 5–8	Activity Flip Chart 1E Lab Zone Science 1D, 4, 26 Below Leveled Readers 1A On Level Readers 1A Every Student Learns 17 Quick Study Ancillary 6, 7	Activity Flip Chart 1E Advanced Leveled Readers 1A Take It to the Net 4, 26 Lab Zone Science 1D, 4, 26

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	3. understands that although plants and animals are different, they also share common characteristics (for example, they both have structures for reproduction, respiration, and growth).	TE/SE: 5, 6–7, 31 (I)	Quick Activity Transparencies 6 FCAT Benchmark Mini-Lesson Ancillary 1, 2, 3	Examview 1C, 1H, 30 FCAT Science Test Prep Ancillary 1, 3, 9 Assessment Book 1–4, 5–8	Below Leveled Readers 1A On Level Readers 1A Every Student Learns 9 Quick Study Ancillary 2, 3	Advanced Leveled Readers 1A
Benchmark SC.F.1.2.4: The student knows that similar cells form different kinds of structures.	Content addressed at fourth and fifth grades. See Grades 4 and 5 correlations.	Benchmark SC.F.1.2.4 is partially covered in Grade 3 on these pages. TE/SE: Related content 20–21, 44–47, 62–63 (M)	Related Content Quick Activity Transparencies 18	Related Content Examview 1C, 1H, 30	Related Content Below Leveled Readers 1A, 33A On Level Readers 1A, 33A Every Student Learns 46 Quick Study Ancillary 8, 9, 14, 15	Related Content Advanced Leveled Readers 1A, 33A Take It to the Net 33

STANDARD 2: The student understands the process and importance of genetic diversity.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.2.2.1: The student knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.F.2.2.1 is covered in Grade 3 on these pages. TE/SE: 52–53, 62–63 (I)	Workbook 17, 18	Examview 33C, 33H, 62 FCAT Science Test Prep Ancillary 7, 26, 130 Assessment Book 5–8	Activity Flip Chart 33E Below Leveled Readers 33A On Level Readers 33A Quick Study Ancillary 16, 17	Activity Flip Chart 33E Advanced Leveled Readers 33A Take It to the Net 33

STRAND G: How Living Things Interact with Their Environments.

STANDARD 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.2.1: The student knows ways that plants, animals, and protists interact.	Content addressed at fourth and fifth grades. See Grades 4 and 5 correlations.	Benchmark SC.G.1.2.1 is covered in Grade 3 on these pages. TE/SE: 103–105, 106–109, 110–113, 118–119, 128–129, 132–133 (I)	Quick Activity Transparencies 114 FCAT Benchmark Mini-Lesson Ancillary 14, 15	Examview 97C, 97H, 132 FCAT Science Test Prep Ancillary 2, 17, 19, 24, 25, 27, 129, 130 Assessment Book 9–12, 13–16, 17–20	Activity Flip Chart 97E Below Leveled Readers 97A On Level Readers 97A Every Student Learns 115 Quick Study Ancillary 34, 35	Activity Flip Chart 97E Advanced Leveled Readers 97A Take It to the Net 97

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.2.2: The student knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.	1. knows how organisms with similar needs in a climatic region compete with one another for resources such as food, water, oxygen, or space.	TE/SE: 110–113, 128–129, 132–133 (I)	Quick Activity Transparencies 110 FCAT Benchmark Mini-Lesson Ancillary 11, 12, 13, 16	Examview 97C, 97H, 132 FCAT Science Test Prep Ancillary 20 Assessment Book 13–16, 17–20	Activity Flip Chart 97E Lab Zone Science 97D, 128 Below Leveled Readers 97A On Level Readers 97A Every Student Learns 111 Quick Study Ancillary 32, 33	Activity Flip Chart 97E Advanced Leveled Readers 97A Take It to the Net 128 Lab Zone Science 97D, 128

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows behavioral and structural adaptations that allow plants and animals to survive in an environment.	TE/SE: 8–9, 10–13, 14–17, 18–21, 30–31, 48–53, 100 (I)	Quick Activity Transparencies 6, 10, 18, 48 FCAT Benchmark Mini-Lesson Ancillary 4, 8, 19	Examview 1C, 1H, 30, 33C, 33H, 62 FCAT Science Test Prep Ancillary 8, 10, 13, 14, 16, 29, 127 Assessment Book 1–4, 5–8	Lab Zone Science 97D, 100 Below Leveled Readers 1A, 33A On Level Readers 1A, 33A Every Student Learns 9, 11, 17, 19, 51 Quick Study Ancillary 2, 3, 4, 5, 8, 9, 16, 17	Advanced Leveled Readers 1A, 33A Take It to the Net 100 Lab Zone Science 97D, 100
Benchmark SC.G.1.2.3: The student knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.G.1.2.3 is covered in Grade 3 on these pages. TE/SE: 7–9, 12–13, 30–31 (I)	Quick Activity Transparencies 6	Examview 1C, 1H, 30 Assessment Book 1–4, 17–20	Below Leveled Readers 1A On Level Readers 1A Every Student Learns 9 Quick Study Ancillary 6, 7	Advanced Leveled Readers 1A Take It to the Net 1

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.2.4: The student knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter.	Content addressed at fourth grade. See Grade 4 correlation.	Benchmark SC.G.1.2.4 is covered in Grade 3 on these pages. TE/SE: 114–119 (I)	Quick Activity Transparencies 114	Examview 97C, 97H, 132 FCAT Science Test Prep Ancillary 29, 45, 46 Assessment Book 17–20	Below Leveled Readers 97A On Level Readers 97A Every Student Learns 115 Quick Study Ancillary 48, 49	Advanced Leveled Readers 97A
Benchmark SC.G.1.2.5: The student knows that animals eat plants or other animals to acquire the energy they need for survival.	1. understands that energy is transferred to living organisms through the food they eat.	TE/SE: 106–109, 132–133 (I)	Quick Activity Transparencies 106	Examview 97C, 97H, 132 FCAT Science Test Prep Ancillary 19, 28, 128 Assessment Book 13–16, 17–20	Below Leveled Readers 97A On Level Readers 97A Every Student Learns 107 Quick Study Ancillary 30, 31	Advanced Leveled Readers 97A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows examples of living things that are classified as producers, consumers, carnivores, herbivores, and omnivores.	TE/SE: 106–109, 132–133 (I)	Quick Activity Transparencies 106	Examview 97C, 97H, 132 FCAT Science Test Prep Ancillary 19, 28, 128 Assessment Book 13–16, 17–20	Below Leveled Readers 97A On Level Readers 97A Every Student Learns 107 Quick Study Ancillary 30, 31	Advanced Leveled Readers 97A
Benchmark SC.G.1.2.6: The student knows that organisms are growing, dying, and decaying and that new organisms are being produced from the materials of dead organisms.	Content addressed at fourth grade. See Grade 4 correlation.	Benchmark SC.G.1.2.6 is covered in Grade 3 on these pages. TE/SE: 114–119, 132–133 (I)	Quick Activity Transparencies 114, 116, 118	Examview 97C, 97H, 132 FCAT Science Test Prep Ancillary 21 Assessment Book 13–16, 17–20	Below Leveled Readers 97A On Level Readers 97A Every Student Learns 115 Quick Study Ancillary 34, 35	Advanced Leveled Readers 97A Take It to the Net 97

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.2.7: The student knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.	Content addressed at fourth grade. See Grade 4 correlation.	Benchmark SC.G. 1.2.7 is covered in Grade 3 on these pages. TE/SE: 68, 70–75, 94–95 (I)	Quick Activity Transparencies 70 FCAT Benchmark Mini-Lesson Ancillary 9	Examview 65C, 65H, 94 FCAT Science Test Prep Ancillary 13, 16, 18 Assessment Book 9–12	Activity Flip Chart 65E Lab Zone Science 65D, 68 Below Leveled Readers 65A On Level Readers 65A Every Student Learns 72 Quick Study Ancillary 20, 21	Activity Flip Chart 65E Advanced Leveled Readers 65A Take It to the Net 65, 68 Lab Zone Science 65D, 68

STANDARD 2: The student understands the consequences of using limited natural resources.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.2.2.1: The student knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.	1. understands that plants and animals share and compete for limited resources such as oxygen, water, food, and space.	TE/SE: 110–113, 132–133 (I)	Quick Activity Transparencies 110 FCAT Benchmark Mini-Lesson Ancillary 5	Examview 97C, 97H, 132 FCAT Science Test Prep Ancillary 4, 13, 129 Assessment Book 13–16, 17–20	Activity Flip Chart 97E Below Leveled Readers 97A On Level Readers 97A Every Student Learns 111 Quick Study Ancillary 32, 33	Activity Flip Chart 97E Advanced Leveled Readers 97A Take It to the Net 97
Benchmark SC.G.2.2.2: The student knows that the size of a population is dependent upon the available resources within its community.	1. knows that the size of a population is dependent upon the available resources within its community.	TE/SE: 74–75, 128–129 (I)	FCAT Benchmark Mini-Lesson Ancillary 10	Examview 65C, 65H, 94, 97C, 97H, 132 FCAT Science Test Prep Ancillary 15, 20, 127 Assessment Book 9–12, 17–20	Activity Flip Chart 65E, 97E Lab Zone Science 97D, 128 Below Leveled Readers 65A, 97A On Level Readers 65A, 97A Quick Study Ancillary 20, 21	Activity Flip Chart 65E, 97E Advanced Leveled Readers 65A, 97A Take It to the Net 128 Lab Zone Science 97D, 128

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.2.2.3: The student understands that changes in the habitat of an organism may be beneficial or harmful.	Content addressed at fourth grade. See Grade 4 correlation.	Benchmark SC.G.2.2.3 is covered in Grade 3 on these pages. TE/SE: 56–57, 63, 114–119, 133 (I)	Quick Activity Transparencies 114, 116, 118	Examview 33C, 33H, 62, 97C, 97H, 132 FCAT Science Test Prep Ancillary, 12, 21, 27 Assessment Book 5–8, 13–16, 17–20	Activity Flip Chart 97E Below Leveled Readers 33A, 97A On Level Readers 33A, 97A Every Student Learns 56, 115 Quick Study Ancillary 18, 19, 34, 35	Activity Flip Chart 97E Advanced Leveled Readers 33A, 97A Take It to the Net 33

STRAND H: The Nature of Science

STANDARD 1: The student uses the scientific processes and habits of mind to solve problems.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.2.1: The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.	1. knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.	TE/SE: 26–27, 68, 90–91, 172, 184–185, 210–211, 234–235, 244, 268–271, 290–291, 344–345, 378–379, 402–403, 412–415, 476, 498–499, 508–511 (I)	Quick Activity Transparencies 246	Examview 241C, 241H, 262	Lab Zone Science 244, 268, 508 Below Leveled Readers 241A, 473A On Level Readers 241A, 473A Every Student Learns 248 Quick Study Ancillary 60, 61	Advanced Leveled Readers 241A, 473A Take It to the Net 241, 244, 268, 508 Lab Zone Science 244, 268, 508

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.2.2: The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.	1. plans and investigates an experiment that defines a problem, proposes a solution, identifies variables, collects and organizes data, interprets data in tables, charts and graphs, analyzes information, makes predictions, and presents and supports findings.	TE/SE: 140–143, 144, 148, 268–271, 272, 290–291, 314–315, 344–345, 412–415, 416 (I)	Quick Activity Transparencies 284	Examview 273C, 273H, 294, 297C, 297H, 318, 321C, 321H, 348 FCAT Science Test Prep Ancillary 6, 27, 33, 37, 38, 40, 46, 47, 53, 56, 61, 62, 70, 77, 101, 113, 132, 140	Activity Flip Chart 97E, 145E, 241E, 273E, 297E, 321E, 385E Lab Zone Science 140, 268, 273D, 290, 297D, 314, 321D, 344, 412 Below Leveled Readers 97A, 145A, 241A, 273A, 297A, 321A, 385A On Level Readers 97A, 145A, 241A, 273A, 297A, 321A, 385A	Activity Flip Chart 97E, 145E, 241E, 273E, 297E, 321E, 385E Advanced Leveled Readers 97A, 145A, 241A, 273A, 297A, 321A, 385A Take It to the Net 140, 145, 268, 290, 314, 344, 412 Lab Zone Science 140, 268, 273D, 290, 297D, 314, 321D, 344, 412

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. uses various kinds of instruments to collect and analyze information (for example, metersticks, timing devices, graduated cylinders, force meters, pan balances, calipers, microscopes, cameras, sound recorders, hot plates, magnets, collecting nets).	TE/SE: 26–27, 90–91, 148, 234–235, 268–271, 272, 290–291, 292–293, 314–315, 344–345, 356, 378–379, 380–381, 412–415 (I)	Quick Activity Transparencies 284	Examview 273C, 273H, 294, 297C, 297H, 318, 321C, 321H, 348 FCAT Science Test Prep Ancillary 6, 27, 33, 37, 38, 40, 46, 47, 53, 56, 61, 62, 70, 77, 101, 113, 132, 140	Activity Flip Chart 97E, 145E, 241E, 273E, 297E, 321E, 385E Lab Zone Science 140, 268, 273D, 290, 297D, 314, 321D, 344, 412 Below Leveled Readers 97A, 145A, 241A, 273A, 297A, 321A, 385A On Level Readers 97A, 145A, 241A, 273A, 297A, 321A, 385A	Activity Flip Chart 97E, 145E, 241E, 273E, 297E, 321E, 385E Advanced Leveled Readers 97A, 145A, 241A, 273A, 297A, 321A, 385A Take It to the Net 140, 145, 268, 290, 314, 344, 412 Lab Zone Science 140, 268, 273D, 290, 297D, 314, 321D, 344, 412
Benchmark SC.H.1.2.3: The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.	1. knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.	TE/SE: 4, 26–27, 68, 90–91, 100, 128–129, 140–143, 172, 184–185, 210–211, 268–271, 290–291, 300, 324, 344–345, 356, 378–379, 402–403, 412–415, 416, 476, 508–511 (I)	Lab Zone Science 273D, 290	Examview 273C, 273H, 294	Lab Zone Science 273D, 290 Below Leveled Readers 273A On Level Readers 273A	Advanced Leveled Readers 273A Take It to the Net 290 Lab Zone Science 273D, 290

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.2.4: The student knows that to compare and contrast observations and results is an essential skill in science.	1. knows that to compare and contrast observations and results is an essential skill in science.	TE/SE: 4, 5, 58–59, 210–211, 234–235, 244, 268–271, 273E, 290–291, 324, 378–379, 402–403, 412–415, 476 (I)	FCAT Benchmark Mini-Lesson Ancillary 25, 33	Examview 1C, 1H, 30, 33C, 33H, 62 FCAT Science Test Prep Ancillary 35, 41, 45, 54, 62, 119, 137	Activity Flip Chart 33E, 273E Lab Zone Science 1D, 4, 33D, 58 Below Leveled Readers 1A, 33A On Level Readers 1A, 33A	Activity Flip Chart 33E, 273E Advanced Leveled Readers 1A, 33A Take It to the Net 4, 58 Lab Zone Science 1D, 4, 33D, 58
Benchmark SC.H.1.2.5: The student knows that a model of something is different from the real thing, but can be used to learn something about the real thing.	1. uses sketches, diagrams and models to understand scientific ideas.	TE/SE: 5, 36, 37, 58–59, 90–91, 140–143, 148, 162–163, 172, 196, 210–211, 220, 234–235, 258–259, 272, 344–345, 356, 388, 402–403, 420, 440–441, 452, 466–467, 476, 498–499, 508–511 (I)	Quick Activity Transparencies 226	Examview 193C, 193H, 214, 217C, 217H, 238, 417C, 417H, 444, 449C, 449H, 470, 473C, 473H, 502 FCAT Science Test Prep Ancillary 30, 35, 39, 50, 51, 63, 110, 111, 127, 133	Activity Flip Chart 97E, 217E, 417E, 449E, 473E Lab Zone Science 33D, 36, 193D, 196, 217D, 220, 417D, 440, 449D, 452, 473D, 498 Below Leveled Readers 193A, 217A, 241A, 417A, 449A, 473A On Level Readers 193A, 217A, 241A, 417A, 449A, 473A	Activity Flip Chart 97E, 217E, 417E, 449E, 473E Advanced Leveled Readers 193A, 217A, 241A, 417A, 449A, 473A Take It to the Net 36, 196, 220, 417, 440, 452, 498 Lab Zone Science 33D, 36, 193D, 196, 217D, 220, 417D, 440, 449D, 452, 473D, 498

STANDARD 2: The student understands that most natural events occur in comprehensible, consistent patterns.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.2.2.1: The student knows that natural events are often predictable and logical.	1. makes predictions and inferences based on observations.	TE/SE: 100, 128–129, 148, 162–163, 172, 196, 258–259, 268–271, 276, 300, 314–315, 402–403, 412–415, 420, 440–441, 466–467, 476 (I)	Quick Activity Transparencies 156, 174 FCAT Benchmark Mini-Lesson Ancillary 22, 23, 24	Examview 169C, 169H, 188 FCAT Science Test Prep Ancillary 37, 41, 121, 122	Lab Zone Science 163, 169D, 172, 258, 385D, 402 Below Leveled Readers 169A On Level Readers 169A	Advanced Leveled Readers 169A Take It to the Net 172, 258, 402 Lab Zone Science 163, 169D, 172, 258, 385D, 402
	2. uses charts and graphs to understand patterns of change.	TE/SE: 26–27, 92–93, 128–129, 162–163, 184–185, 258–259, 268–271, 290–291, 378–379, 442–443, 466–467, 508–511 (I)	Quick Activity Transparencies 180	Examview 169C, 169H, 188 FCAT Science Test Prep Ancillary 128	Lab Zone Science 145D, 162, 169D, 241D, 258 Below Leveled Readers 145A, 169A On Level Readers 145A, 169A	Advanced Leveled Readers 145A, 169A Take It to the Net 162, 184, 258 Lab Zone Science 145D, 162, 169D, 241D, 258

STANDARD 3: The student understands that science, technology, and society are interwoven and interdependent.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.2.1: The student understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.	1. understands the relationships between science concepts and the history of science and the contributions of scientists.	TE/SE: 64, 96, 134–135, 216, 296, 352, 384, 448, 488–489 (I)	Quick Activity Transparencies 134 FCAT Benchmark Mini-Lesson Ancillary 54	Examview 97C, 97H, 132, 473C, 473H, 502 FCAT Science Test Prep Ancillary 115, 116, 117, 118, 119, 120, 121, 124, 139, 140 Assessment Book 107–110, 111–114	Activity Flip Chart 321E, 473E Below Leveled Readers 97A, 473A On Level Readers 97A, 473A Quick Study Ancillary 110, 111	Activity Flip Chart 321E, 473E Advanced Leveled Readers 97A, 473A Take It to the Net 473
	2. uses reference materials to obtain information related to science concepts.	TE/SE: 64, 96, 134–135, 216, 296, 352, 384, 448, 488–489 (I)	Quick Activity Transparencies 134 FCAT Benchmark Mini-Lesson Ancillary 54	Examview 97C, 97H, 132, 473C, 473H, 502 FCAT Science Test Prep Ancillary 115, 116, 117, 118, 119, 120, 121, 124, 139, 140 Assessment Book 107–110, 111–114	Activity Flip Chart 321E, 473E Below Leveled Readers 97A, 473A On Level Readers 97A, 473A Quick Study Ancillary 110, 111	Activity Flip Chart 321E, 473E Advanced Leveled Readers 97A, 473A Take It to the Net 473

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.2.2: The student knows that data are collected and interpreted in order to explain an event or concept.	1. knows that data are collected and interpreted in order to explain an event or concept.	TE/SE: 26, 27, 68, 100, 128–129, 140–143, 172, 276, 378–379, 466–467 (I)	Quick Activity Transparencies 198	Examview 97C, 97H, 132, 449C, 449H, 470 FCAT Science Test Prep Ancillary 38, 48 Assessment Book 35–38	Activity Flip Chart 97E Lab Zone Science 97D, 128, 140, 449D, 466 Below Leveled Readers 97A, 449A On Level Readers 97A, 449A	Activity Flip Chart 97E Advanced Leveled Readers 97A, 449A Take It to the Net 128, 140, 466 Lab Zone Science 97D, 128, 140, 449D, 466
	2. understands that scientific information can be presented in several ways (for example, using numbers and mathematics, drawings, words, graphs, tables).	TE/SE: 26, 27, 60–61, 90–91, 92–93, 128–129, 140–143, 260–261, 268–271, 290–291, 378–379, 404–405, 412–415, 440–441, 466–467, 508–511 (I)	Quick Activity Transparencies 198	Examview 97C, 97H, 132, 449C, 449H, 470 FCAT Science Test Prep Ancillary 38, 48 Assessment Book 35–38	Activity Flip Chart 97E Lab Zone Science 97D, 128, 140, 449D, 466 Below Leveled Readers 97A, 449A On Level Readers 97A, 449A	Activity Flip Chart 97E Advanced Leveled Readers 97A, 449A Take It to the Net 128, 140, 466 Lab Zone Science 97D, 128, 140, 449D, 466

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.2.3: The student knows that before a group of people build something or try something new, they should determine how it may affect other people.	1. understands how scientific discoveries have helped or hindered progress regarding human health and lifestyles.	TE/SE: 408, 484–489, 500–501 (I)	Quick Activity Transparencies 484 FCAT Benchmark Mini-Lesson Ancillary 55, 56	Examview 473C, 473H, 502 FCAT Science Test Prep Ancillary 142 Assessment Book 107–110, 111–114	Below Leveled Readers 473A On Level Readers 473A Every Student Learns 485 Quick Study Ancillary 110, 111	Advanced Leveled Readers 473A Take It to the Net 473
Benchmark SC.H.3.2.4: The student knows that, through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.	1. knows that, through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.	TE/SE: 144, 240, 244, 258–259, 268–271, 272, 446–447, 472, 478–483, 503 (I)	Quick Activity Transparencies 478	Examview 473C, 473H, 502 FCAT Science Test Prep Ancillary 2, 123 Assessment Book 107–110	Activity Flip Chart 217E, 241E, 417E, 473E Below Leveled Readers 473A On Level Readers 473A	Activity Flip Chart 217E, 241E, 417E, 473E Advanced Leveled Readers 473A Take It to the Net 473

A Correlation of

Scott Foresman

Science

See learning in a whole new light

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to the

Florida

Sunshine State Standards

Benchmarks & Grade Level Expectations

Grade Four



T/S-44A_G4

Introduction

This document demonstrates how **Scott Foresman Science** meets the Florida Sunshine State Standards, Benchmarks & Grade Level Expectations. **Correlation page references are to the Teacher's Edition or to the ancillary. Florida Annually Assessed Benchmarks are shaded gray.**

Pearson Scott Foresman is proud to introduce our all new **Scott Foresman Science**, Kindergarten through Grade Five. Extensive research and analysis is the foundation for **Scott Foresman Science** and guides the instructional design.

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Scott Foresman Science is built on three levels of inquiry: Directed Inquiry, Guided Inquiry, and Full Inquiry. All three levels engage students in activities that build a strong science foundation and help them develop a full understanding of the inquiry process.

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Powerful connections between reading skills and science process skills in every chapter advance science literacy for all students.

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Leveled Readers for every Student Edition chapter teach the same science concepts, vocabulary, and reading skills — at each student's reading level.

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Time-saving strategies are built right into the Teacher's Edition that will save the teacher hours of time in lesson preparation.

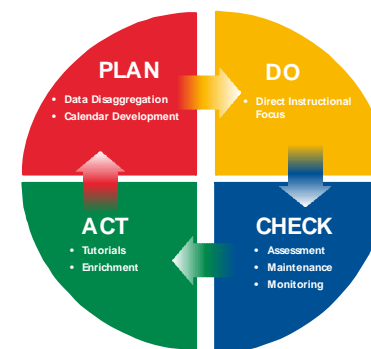
- Quick Teaching Plans cover the standards even when class time is short.
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**Scott Foresman Science
Correlations to the
Florida Sunshine State Standards
Benchmarks & Grade Level Expectations
Grade Four**



STRAND A: The Nature Of Matter

STANDARD 1: The student understands that all matter has observable, measurable properties.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.2.1: The student determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).	1. uses a variety of measurements to compare and contrast the physical properties of matter.	TE/SE: 322–323, 324–325, 326–327, 343 (I)	Quick Activity Transparencies 322 FCAT Benchmark Mini-Lesson Ancillary 36	Examview 313C, 313H, 342 FCAT Science Test Prep Ancillary 73, 74, 75, 77, 146 Assessment Book 69–72, 93–96	Activity Flip Chart 313E Below Leveled Readers 313A On Level Readers 313A Quick Study Ancillary 72, 73	Activity Flip Chart 313E Advanced Leveled Readers 313A Take It to the Net 313

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.2.2: The student knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.	1. understands that heating or cooling of matter will speed up or slow down, respectively, the motion of the small particles within matter and that this is what causes a phase change.	TE/SE: 332–333, 334–335, 343, 350–351, 352–353, 365 (I)	Quick Activity Transparencies 350	Examview 313C, 313H, 342, 345C, 345H, 364 FCAT Science Test Prep Ancillary 75, 76, 78, 79, 109, 147 Assessment Book 69–72, 73–76, 93–96	Below Leveled Readers 313A, 345A On Level Readers 313A, 345A Every Student Learns 337, 352 Quick Study Ancillary 76, 77, 78, 79	Advanced Leveled Readers 313A, 345A Take It to the Net 313
Benchmark SC.A.1.2.3: The student knows that the weight of an object always equals the sum of its parts.	Content covered at third grade. See Grade 3 correlation.	Benchmark SC.A.1.2.3 is covered in Grade 4 on these pages. TE/SE: 322–323, 343 (I)	Quick Activity Transparencies 322	Examview 369C, 369H, 398 FCAT Science Test Prep Ancillary 109 Assessment Book 69–72, 93–96	Below Leveled Readers 313A On Level Readers 313A Every Student Learns 323 Quick Study Ancillary 72	Advanced Leveled Readers 313A Take It to the Net 313

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.1.2.4: The student knows that different materials are made by physically combining substances and that different objects can be made by combining different materials.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.A.1.2.4 is covered in Grade 4 on these pages. TE/SE: 328–329, 330–331, 336–337, 343 (I)	Quick Activity Transparencies 328 FCAT Benchmark Mini-Lesson Ancillary 37	Examview 313C, 313H, 342 FCAT Science Test Prep Ancillary 74, 75, 78, 146 Assessment Book 69–72	Activity Flip Chart 313E Below Leveled Readers 313A On Level Readers 313A Every Student Learns 337 Quick Study Ancillary 76, 77	Activity Flip Chart 313E Advanced Leveled Readers 313A Take It to the Net 313
Benchmark SC.A.1.2.5: The student knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.A.1.2.5 is covered in Grade 4 on these pages. TE/SE: 336–337, 343 (I)	FCAT Benchmark Mini-Lesson Ancillary 38	Examview 313C, 313H, 342 FCAT Science Test Prep Ancillary 76, 78, 109, 146 Assessment Book 69–72, 93–96	Activity Flip Chart 313E Below Leveled Readers 313A On Level Readers 313A Every Student Learns 337 Quick Study Ancillary 76, 77	Activity Flip Chart 313E Advanced Leveled Readers 313A Take It to the Net 313

STANDARD 2: The student understands the basic principles of atomic theory.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.A.2.2.1: The student knows that materials may be made of parts too small to be seen without magnification.	1. uses a variety of tools (hand lens, microscope) to observe and study minute details of objects.	TE/SE: xxviii, 1D, 4, 7 (I)	Quick Activity Transparencies 17	Assessment Book 1–4	Activity Flip Chart 1E Lab Zone Science 1D, 4 Below Leveled Readers 1A On Level Readers 1A Quick Study Ancillary 2, 3	Activity Flip Chart 1E Advanced Leveled Readers 1A Take It to the Net 4 Lab Zone Science 1D, 4

STRAND B: Energy

STANDARD 1: The student recognizes that energy may be changed in form with varying efficiency.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.2.1: The student knows how to trace the flow of energy in a system (e.g., as in an ecosystem).	1. knows that most living things use energy from the Sun to live and grow.	TE/SE: 84–85, 86–87, 88–89 (I)	Quick Activity Transparencies 84	Examview 73C, 73H, 100 FCAT Science Test Prep Ancillary 15, 16, 85, 86, 90, 110, 148 Assessment Book 9–12, 21–24	Activity Flip Chart 73E Below Leveled Readers 73A On Level Readers 73A Every Student Learns 87 Quick Study Ancillary 22, 23	Activity Flip Chart 73E Advanced Leveled Readers 73A Take It to the Net 73
	2. knows how to trace the flow of energy in a system (for example, in an ecosystem).	TE/SE: 84–85, 86–87, 88–89, 90, 101 (I)	Quick Activity Transparencies 84	Examview 73C, 73H, 100 FCAT Science Test Prep Ancillary 15, 16, 85, 86, 90, 110, 148 Assessment Book 9–12, 21–24	Activity Flip Chart 73E Below Leveled Readers 73A On Level Readers 73A Every Student Learns 87 Quick Study Ancillary 22, 23	Activity Flip Chart 73E Advanced Leveled Readers 73A Take It to the Net 73

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.2.2: The student recognizes various forms of energy (e.g., heat, light, and electricity).	1. knows that there are a variety of sources for electricity (for example, hydroelectric, geothermal, windmills).	TE/SE: 392-393, 399 (I)	Quick Activity Transparencies 390	Examview 369C, 369H, 398 FCAT Science Test Prep Ancillary 80, 113 Assessment Book 77-80	Below Leveled Readers 369A On Level Readers 369A Quick Study Ancillary 90, 91	Advanced Leveled Readers 369A
	2. knows the relationship between attributes of all waves (for example, wavelength, frequency) and attributes of sound waves (for example, pitch, intensity).	TE/SE: 408-409, 410-411, 412-413, 431 (I)	Quick Activity Transparencies 412 FCAT Benchmark Mini-Lesson Ancillary 47, 48	Examview 401C, 401H, 430 FCAT Science Test Prep Ancillary 91, 92, 94, 96 Assessment Book 81-84	Activity Flip Chart 401E Below Leveled Readers 401A On Level Readers 401A Every Student Learns 414 Quick Study Ancillary 92, 93, 94, 95	Activity Flip Chart 401E Advanced Leveled Readers 401A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.2.3: The student knows that most things that emit light also emit heat.	1. knows that most objects that emit light also emit heat.	TE/SE: 358–359, 365 (I)	Workbook 113	Examview 345C, 345H, 364 Assessment Book 73–76, 93–96	Activity Flip Chart 345E Below Leveled Readers 345A On Level Readers 345A Every Student Learns 358 Quick Study Ancillary 80, 81	Activity Flip Chart 345E Advanced Leveled Readers 345A Take It to the Net 345
Benchmark SC.B.1.2.4: The student knows the many ways in which energy can be transformed from one type to another.	1. knows ways that energy can be transformed (for example, electricity to light, light to heat, mechanical to heat).	TE/SE: 354–355, 358–359, 365, 369D, 374–375, 378–379, 380–381, 386–387, 388–389, 390–391, 392–393, 399 (I)	Quick Activity Transparencies 354, 374, 378, 386, 390 FCAT Benchmark Mini-Lesson Ancillary 44, 45	Examview 345C, 345H, 364, 369C, 369H, 398 FCAT Science Test Prep Ancillary 86, 87, 88, 89, 90, 110, 113, 147 Assessment Book 73–76, 77–80, 93–96	Activity Flip Chart 345E, 369E Below Leveled Readers 345A, 369A On Level Readers 345A, 369A Every Student Learns 358, 376, 380, 388, 391 Quick Study Ancillary 80, 81, 82, 83, 84, 85, 88, 89, 90, 91	Activity Flip Chart 345E, 369E Advanced Leveled Readers 345A, 369A Take It to the Net 345, 374

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows that moving electric charges produce magnetic forces and moving magnets produce electric currents.	TE/SE: 369D, 386–387, 388–389, 390–391, 392–393, 394–395, 399 (I)	Quick Activity Transparencies 386, 390 FCAT Benchmark Mini-Lesson Ancillary 44, 45	Examview 369C, 369H, 398 FCAT Science Test Prep Ancillary 87, 88, 90, 110, 147 Assessment Book 77–80	Lab Zone Science 369D, 394 Below Leveled Readers 369A On Level Readers 369A Every Student Learns 388, 391 Quick Study Ancillary 88, 89	Advanced Leveled Readers 369A Take It to the Net 394 Lab Zone Science 369D, 394
Benchmark SC.B.1.2.5: The student knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.	1. extends and refines use of a variety of tools to measure the gain or loss of energy.	TE/SE: 352–353 (I)	Quick Activity Transparencies 350	Examview 345C, 345H, 364 FCAT Science Test Prep Ancillary 79 Assessment Book 73–76	Activity Flip Chart 345E Below Leveled Readers 345A On Level Readers 345A Every Student Learns 352 Quick Study Ancillary 78, 79	Activity Flip Chart 345E Advanced Leveled Readers 345A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.1.2.6: The student knows ways that heat can move from one object to another.	Content addressed at third and fifth grades. See Grades 3 and 5 correlations.	Benchmark SC.B.1.2.6 is covered in Grade 4 on these pages. TE/SE: 354–355, 356–357, 358–359 (I)	FCAT Benchmark Mini-Lesson Ancillary 40	Examview 345C, 345H, 364 FCAT Science Test Prep Ancillary 80, 81, 82, 83, 84, 110, 147 Assessment Book 73–76, 93–96	Activity Flip Chart 345E Below Leveled Readers 345A On Level Readers 345A Every Student Learns 358 Quick Study Ancillary 80, 81	Activity Flip Chart 345E Advanced Leveled Readers 345A Take It to the Net 345

STANDARD 2: The student understands the interaction of matter and energy.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.B.2.2.1: The student knows that some source of energy is needed for organisms to stay alive and grow.	Content addressed at third grade. See Grade 3 correlation.	Benchmark SC.B.2.2.1 is covered in Grade 4 on these pages. TE/SE: 84–85, 86–87, 88–89, 101 (I)	Quick Activity Transparencies 84	Examview 73C, 73H, 100 FCAT Science Test Prep Ancillary 95 Assessment Book 9–12	Below Leveled Readers 73A On Level Readers 73A Quick Study Ancillary 22, 23	Advanced Leveled Readers 73A Take It to the Net 73
Benchmark SC.B.2.2.2: The student recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.	1. understands the reasons for energy conservation.	TE/SE: 294–295, 296–297, 303 (I)	Workbook 91, 95	Examview 281C, 281H, 302 FCAT Science Test Prep Ancillary 61, 62, 63, 64, 71, 145 Assessment Book 51–54, 55–58	Below Leveled Readers 281A On Level Readers 281A Every Student Learns 295 Quick Study Ancillary 68, 69	Advanced Leveled Readers 281A Take It to the Net 281

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows the risk factors associated with the use of nonrenewable energy sources (for example, economic factors and health factors).	TE/SE: 294–295, 303 (I)	Workbook 94, 95	Examview 281C, 281H, 302 FCAT Science Test Prep Ancillary 61, 62, 63, 64, 71, 145 Assessment Book 51–54, 55–58	Below Leveled Readers 281A On Level Readers 281A Every Student Learns 295 Quick Study Ancillary 68, 69	Advanced Leveled Readers 281A Take It to the Net 281
Benchmark SC.B.2.2.3: The student knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.	1. understands the processes that created fossil fuels and why they are nonrenewable.	TE/SE: 294–295, 303 (I)	FCAT Benchmark Mini-Lesson Ancillary 34	Examview 281C, 281H, 302 FCAT Science Test Prep Ancillary 66, 70, 145 Assessment Book 51–54, 55–58	Below Leveled Readers 281A On Level Readers 281A Every Student Learns 295 Quick Study Ancillary 68, 69	Advanced Leveled Readers 281A Take It to the Net 281

STRAND C: Force and Motion

STANDARD 1: The student understands that types of motion may be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.1.2.1: The student understands that the motion of an object can be described and measured.	1. knows that velocity describes a change in distance over time.	TE/SE: 440-441, 455 (I)	Quick Activity Transparencies 438, 440 FCAT Benchmark Mini-Lesson Ancillary 50	Examview 433C, 433H, 454 FCAT Science Test Prep Ancillary 97, 98, 112 Assessment Book 85–88, 93–96	Activity Flip Chart 433E Below Leveled Readers 433A On Level Readers 433A Every Student Learns 440 Quick Study Ancillary 100, 101	Activity Flip Chart 433E Advanced Leveled Readers 433A Take It to the Net 433

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.1.2.2: The student knows that waves travel at different speeds through different materials.	1. understands that waves behave differently in different media (for example, water, a wall, the atmosphere, a vacuum).	TE/SE: 420–421, 422–423, 424–425, 431 (I)	Quick Activity Transparencies 420 FCAT Benchmark Mini-Lesson Ancillary 46, 49	Examview 401C, 401H, 430 FCAT Science Test Prep Ancillary 91, 92, 93, 94, 95, 96, 111, 149 Assessment Book 81–84	Activity Flip Chart 401E Below Leveled Readers 401A On Level Readers 401A Every Student Learns 418, 421 Quick Study Ancillary 96, 97, 98, 99	Activity Flip Chart 401E Advanced Leveled Readers 401A Take It to the Net 401

STANDARD 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.2.2.1: The student recognizes that forces of gravity, magnetism, and electricity operate simple machines.	1. understands how simple machines are used to make tasks possible.	TE/SE: 462–463, 464–465, 466–467, 468–469, 470–471, 472–473, 479 (I)	Quick Activity Transparencies 462, 468 FCAT Benchmark Mini-Lesson Ancillary 53, 54	Examview 457C, 457H, 478 FCAT Science Test Prep Ancillary 100, 103, 104, 105, 106, 107, 108, 114, 150 Assessment Book 89–92, 93–96	Activity Flip Chart 457E Below Leveled Readers 457A On Level Readers 457A Every Student Learns 466 Quick Study Ancillary 106, 107, 108, 109	Activity Flip Chart 457E Advanced Leveled Readers 457A Take It to the Net 457
Benchmark SC.C.2.2.2: The student knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.	1. uses tools to measure changes in position, direction, and speed of an object after a push or pull has been applied.	TE/SE: 433D, 450–451 (I)	Quick Activity Transparencies 442	Examview 433C, 433H, 454 FCAT Science Test Prep Ancillary 97, 113 Assessment Book 85–88	Lab Zone Science 433D, 450 Below Leveled Readers 433A On Level Readers 433A Every Student Learns 443 Quick Study Ancillary 102, 103	Advanced Leveled Readers 433A Take It to the Net 450 Lab Zone Science 433D, 450

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.C.2.2.3: The student knows that the more massive an object is, the less effect a given force has.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.C.2.2.3 is covered in Grade 4 on these pages. TE/SE: 444–445, 455 (I)	Quick Activity Transparencies 442	Examview 433C, 433H, 454 FCAT Science Test Prep Ancillary 100, 101 Assessment Book 85–88, 93–96	Activity Flip Chart 433E Below Leveled Readers 433A On Level Readers 433A Quick Study Ancillary 102, 103	Activity Flip Chart 433E Advanced Leveled Readers 433A Take It to the Net 433
Benchmark SC.C.2.2.4: The student knows that the motion of an object is determined by the overall effect of all of the forces acting on the object.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.C.2.2.4 is covered in Grade 4 on these pages. TE/SE: 442–443, 444–445, 455 (I)	Quick Activity Transparencies 442	Examview 433C, 433H, 454 FCAT Science Test Prep Ancillary 98, 99, 102, 103, 150 Assessment Book 85–88, 93–96	Activity Flip Chart 433E Below Leveled Readers 433A On Level Readers 433A Every Student Learns 443 Quick Study Ancillary 102, 103	Activity Flip Chart 433E Advanced Leveled Readers 433A Take It to the Net 433

STRAND D: Processes that Shape the Earth

STANDARD 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.2.1: The student knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil.	1. understands the stages of the rock cycle.	TE/SE: 246–247, 248–249, 254-255 (I)	Quick Activity Transparencies 246 FCAT Benchmark Mini-Lesson Ancillary 29	Examview 233C, 233H, 254 FCAT Science Test Prep Ancillary 50, 52, 53, 54, 69, 70, 144	Activity Flip Chart 233E Below Leveled Readers 233A On Level Readers 233A Every Student Learns 248 Quick Study Ancillary 58, 59	Activity Flip Chart 233E Advanced Leveled Readers 233A

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows the properties of different types of soil.	TE/SE: 288–289, 290–291, 303 (I)	Quick Activity Transparencies 286 FCAT Benchmark Mini-Lesson Ancillary 33	Examview 281C, 281H, 302 FCAT Science Test Prep Ancillary 61, 62 Assessment Book 51–54	Activity Flip Chart 281E Below Leveled Readers 281A On Level Readers 281A Every Student Learns 290 Quick Study Ancillary 66, 67	Activity Flip Chart 281E Advanced Leveled Readers 281A
Benchmark SC.D.1.2.2: The student knows that 75 percent of the surface of the Earth is covered by water.	Content addressed at third grade. See Grade 3 correlation.	Benchmark SC.D.1.2.2 is covered in Grade 4 on these pages. TE/SE: 182–183, 184–185, 205 (I)	Quick Activity Transparencies 182 FCAT Benchmark Mini-Lesson Ancillary 21	Examview 177C, 177H, 204 FCAT Science Test Prep Ancillary 37, 142 Assessment Book 35–38	Below Leveled Readers 177A On Level Readers 177A Every Student Learns 184 Quick Study Ancillary 42, 43	Advanced Leveled Readers 177A Take It to the Net 177

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.2.3: The student knows that the water cycle is influenced by temperature, pressure, and the topography of the land.	1. understands how the water cycle is influenced by temperature and land features.	TE/SE: 186–187, 204-205 (I)	Quick Activity Transparencies 186 FCAT Benchmark Mini-Lesson Ancillary 22, 23	Examview 177C, 177H, 204 FCAT Science Test Prep Ancillary 37, 38, 39, 40, 41, 42, 67, 143, 153 Assessment Book 35–38, 55–58	Below Leveled Readers 177A On Level Readers 177A Every Student Learns 187 Quick Study Ancillary 44, 45	Advanced Leveled Readers 177A Take It to the Net 177
Benchmark SC.D.1.2.4: The student knows that the surface of the Earth is in a continuous state of change as waves, weather, and shifts of the land constantly change and produce many new features.	1. understands how processes of weathering and erosion constantly change the surface of the Earth.	TE/SE: 257D, 260, 264–265, 266–267, 268–269, 279 (I)	Quick Activity Transparencies 266 FCAT Benchmark Mini-Lesson Ancillary 30, 31	Examview 257C, 257H, 278 FCAT Science Test Prep Ancillary 55, 56, 59, 69 Assessment Book 47–50	Activity Flip Chart 257E Lab Zone Science 257D, 260 Below Leveled Readers 257A On Level Readers 257A Every Student Learns 265 Quick Study Ancillary 60, 61	Activity Flip Chart 257E Advanced Leveled Readers 257A Take It to the Net 260 Lab Zone Science 257D, 260

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.1.2.5: The student knows that some changes in the Earth's surface are due to slow processes and some changes are due to rapid processes.	Content addressed at third and fifth grades. See Grades 3 and 5 correlations.	Benchmark SC.D.1.2.5 is covered in Grade 4 on these pages. TE/SE: 262–263, 264–265, 266–267, 268–269, 270–271, 272–273, 279 (I)	Quick Activity Transparencies 262, 270 FCAT Benchmark Mini-Lesson Ancillary 32	Examview 257C, 257H, 278 FCAT Science Test Prep Ancillary 23, 58, 59, 60, 69, 144 Assessment Book 47–50, 55–58	Activity Flip Chart 257E Below Leveled Readers 257A On Level Readers 257A Every Student Learns 265, 271, 273 Quick Study Ancillary 60, 61, 64, 65	Activity Flip Chart 257E Advanced Leveled Readers 257A Take It to the Net 257

STANDARD 2: The student understands the need for protection of the natural systems on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.D.2.2.1: The student knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life.	1. knows ways in which people can conserve natural resources.	TE/SE: 296–297, 302-303 (I)	Workbook 91, 92, 93, 94	Examview 281C, 281H, 302 FCAT Science Test Prep Ancillary 65, 71, 143 Assessment Book 51–54, 55–58	Below Leveled Readers 281A On Level Readers 281A Every Student Learns 295 Quick Study Ancillary 68, 69	Advanced Leveled Readers 281A Take It to the Net 281
	2. knows ways misuse of natural resources affects the quality of life for all species.	TE/SE: 124–125, 126–127, 128–129, 294-295, 302-303 (I)	Quick Activity Transparencies 124	Examview 105C, 105H, 134 Assessment Book 13–16	Activity Flip Chart 105E Below Leveled Readers 105A On Level Readers 105A Every Student Learns 127 Quick Study Ancillary 32, 33, 68, 69	Activity Flip Chart 105E Advanced Leveled Readers 105A

STRAND E: Earth and Space

STANDARD 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.2.1: The student knows that the tilt of the Earth on its own axis as it rotates and revolves around the Sun causes changes in season, length of day, and energy available.	1. knows that the tilt of the Earth causes the change of seasons, length of day, and the amount of energy available.	TE/SE: 498–499, 511 (I)	FCAT Benchmark Mini-Lesson Ancillary 55	Examview 489C, 489H, 510 FCAT Science Test Prep Ancillary 115, 116, 120, 133, 151 Assessment Book 107–110, 119–122	Below Leveled Readers 489A On Level Readers 489A Quick Study Ancillary 110, 111	Advanced Leveled Readers 489A Take It to the Net 489
Benchmark SC.E.1.2.2: The student knows that the combination of the Earth's movement and the Moon's own orbit around the Earth results in the appearance of cyclical phases of the Moon.	1. understands the cause of the phases of the Moon (for example, the movement patterns of the Earth and Moon relative to the Sun).	TE/SE: 500–502, 511 (I)	Quick Activity Transparencies 500 FCAT Benchmark Mini-Lesson Ancillary 56	Examview 489C, 489H, 510 FCAT Science Test Prep Ancillary 117, 118, 134, 151 Assessment Book 107–110, 119–122	Activity Flip Chart 489E Below Leveled Readers 489A On Level Readers 489A Every Student Learns 503 Quick Study Ancillary 112, 113	Activity Flip Chart 489E Advanced Leveled Readers 489A Take It to the Net 489

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.2.3: The student knows that the Sun is a star and that its energy can be captured or concentrated to generate heat and light for work on Earth.	1. knows how the energy of the Sun can be captured as a source of heat and light on Earth (for example, plants, solar panels).	TE/SE: 46–47, 48–49, 71, 292–294, 303 (I)	Quick Activity Transparencies 46, 292	Examview 41C, 41H, 70, 281C, 281H, 302 FCAT Science Test Prep Ancillary 84, 119, 121 Assessment Book 51–54	Activity Flip Chart 281E Below Leveled Readers 41A, 281A On Level Readers 41A, 281A Every Student Learns 48, 295 Quick Study Ancillary 12, 13, 68, 69	Activity Flip Chart 281E Advanced Leveled Readers 41A, 281A Take It to the Net 41, 513

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.2.4: The student knows that the planets differ in size, characteristics, and composition and that they orbit the Sun in our Solar System.	1. knows characteristics of Jupiter, Saturn, Uranus, Neptune, and Pluto.	TE/SE: 516, 520–521, 528–529, 530–531, 532–533, 534–535, 536–537, 540–541, 543 (I)	Quick Activity Transparencies 528, 534 FCAT Benchmark Mini-Lesson Ancillary 59, 60	Examview 513C, 513H, 542 Assessment Book 111–114	Activity Flip Chart 513E Below Leveled Readers 513A On Level Readers 513A Every Student Learns 520, 529, 537 Quick Study Ancillary 114, 115, 116, 117, 118, 119, 120, 121	Activity Flip Chart 513E Advanced Leveled Readers 513A Take It to the Net 513

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.1.2.5: The student understands the arrangement of planets in our Solar System.	1. knows that gravity is the one of the forces that keeps planets arranged in orbits around the Sun and the Moon in orbit around the Earth.	TE/SE: 520–521, 524–525, 543 (I)	FCAT Benchmark Mini-Lesson Ancillary 57	Examview 513C, 513H, 542 Assessment Book 111–114	Activity Flip Chart 513E Below Leveled Readers 513A On Level Readers 513A Every Student Learns 520 Quick Study Ancillary 114, 115, 116, 117	Activity Flip Chart 513E Advanced Leveled Readers 513A

STANDARD 2: The student recognizes the vastness of the universe and the Earth's place in it.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.E.2.2.1: The student knows that, in addition to the Sun, there are many other stars that are far away.	1. understands that the Sun is a medium-sized star located near the edge of a galaxy containing billions of other stars, which in turn is one of innumerable galaxies in the Universe.	TE/SE: 518–519, 520–521, 543 (I)	Quick Activity Transparencies 518	Examview 513C, 513H, 542 FCAT Science Test Prep Ancillary 119, 121, 134, 151 Assessment Book 107–110, 119–122	Below Leveled Readers 513A On Level Readers 513A Every Student Learns 520 Quick Study Ancillary 114, 115	Advanced Leveled Readers 513A Take It to the Net 513

STRAND F: Processes of Life

STANDARD 1:The student describes patterns of structure and function in living things.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.2.1: The student knows that the human body is made of systems with structures and functions that are related.	1. knows that complex animals have specialized organs to carry out life processes.	TE/SE: 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 160–161 166-167(I)	Quick Activity Transparencies 142, 148, 152, 156 FCAT Benchmark Mini-Lesson Ancillary 17, 18, 19, 20	Examview 137C, 137H, 166 FCAT Science Test Prep Ancillary 25, 26, 27, 28, 29, 30, 35, 141 Assessment Book 17–20, 21–24	Activity Flip Chart 137E Below Leveled Readers 137A On Level Readers 137A Every Student Learns 144, 150, 155, 157 Quick Study Ancillary 34, 35, 36, 37, 38, 39, 40, 41	Activity Flip Chart 137E Advanced Leveled Readers 137A Take It to the Net 137

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows the major organ systems of the human body.	TE/SE: 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 160–161, 166-167 (I)	Quick Activity Transparencies 142, 148, 152, 156 FCAT Benchmark Mini-Lesson Ancillary 17, 18, 19, 20	Examview 137C, 137H, 166 FCAT Science Test Prep Ancillary 25, 26, 27, 28, 29, 30, 35, 141 Assessment Book 17–20, 21–24	Activity Flip Chart 137E Below Leveled Readers 137A On Level Readers 137A Every Student Learns 144, 150, 155, 157 Quick Study Ancillary 34, 35, 36, 37, 38, 39, 40, 41	Activity Flip Chart 137E Advanced Leveled Readers 137A Take It to the Net 137

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	3. understands the functions of various body systems.	TE/SE: 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 160–161, 166-167 (I)	Quick Activity Transparencies 142, 148, 152, 156 FCAT Benchmark Mini-Lesson Ancillary 17, 18, 19, 20	Examview 137C, 137H, 166 FCAT Science Test Prep Ancillary 25, 26, 27, 28, 29, 30, 35, 141 Assessment Book 17–20, 21–24	Activity Flip Chart 137E Below Leveled Readers 137A On Level Readers 137A Every Student Learns 144, 150, 155, 157 Quick Study Ancillary 34, 35, 36, 37, 38, 39, 40, 41	Activity Flip Chart 137E Advanced Leveled Readers 137A Take It to the Net 137
Benchmark SC.F.1.2.2: The student knows how all animals depend on plants.	Content addressed at third grade. See Grade 3 correlation.	Benchmark SC.F.1.2.2 is covered in Grade 4 on these pages. TE/SE: 84–85, 86–87, 88–89, 90–91, 92–93, 100-101 (I)	Quick Activity Transparencies 84, 90	Examview 73C, 73H, 100 Assessment Book 9–12, 21–24	Activity Flip Chart 73E Below Leveled Readers 73A On Level Readers 73A Every Student Learns 87, 93 Quick Study Ancillary 22, 23, 24, 25	Activity Flip Chart 73E Advanced Leveled Readers 73A Take It to the Net 73

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.1.2.3: The student knows that living things are different but share similar structures.	Content addressed at third grade. See Grade 3 correlation.	Benchmark SC.F.1.2.3 is covered in Grade 4 on these pages. TE/SE: 10–11, 12–13, 14–15, 16–17, 18–19, 22–23, 24–25, 34–35, 38–39 (I)	Quick Activity Transparencies 10, 14, 18 FCAT Benchmark Mini-Lesson Ancillary 2, 3, 4, 7, 8	Examview 1C, 1H, 38 FCAT Science Test Prep Ancillary 1, 2, 3, 4, 5, 6, 8, 9, 11, 31, 32, 139 Assessment Book 1–4, 21–24	Activity Flip Chart 1E Below Leveled Readers 1A On Level Readers 1A Every Student Learns 11, 15, 22 Quick Study Ancillary 4, 5, 6, 7, 8, 9	Activity Flip Chart 1E Advanced Leveled Readers 1A Take It to the Net 1
Benchmark SC.F.1.2.4: The student knows that similar cells form different kinds of structures.	1. knows that living things are composed of cells.	TE/SE: 6–7, 8–9, 39, 142–143, 144–145, 154–155 (I)	Quick Activity Transparencies 6, 142 FCAT Benchmark Mini-Lesson Ancillary 1	Examview 1C, 1H, 38 FCAT Science Test Prep Ancillary 2, 27 Assessment Book 1–4, 21–24	Below Leveled Readers 1A, 137A On Level Readers 1A, 137A Every Student Learns 8, 144 Quick Study Ancillary 2, 3, 34, 35	Advanced Leveled Readers 1A, 137A Take It to the Net 1, 137

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows that processes needed for life are carried out by the cells.	TE/SE: 6–7, 8–9, 39, 144–145, 150–151, 154–155, 167 (I)	Quick Activity Transparencies 6	Examview 1C, 1H, 38, 137C, 137H, 166 FCAT Science Test Prep Ancillary 1 Assessment Book 1–4, 17–20, 21–24	Below Leveled Readers 1A, 137A On Level Readers 1A, 137A Every Student Learns 8, 144, 150 Quick Study Ancillary 2, 3, 34, 35, 36, 37	Advanced Leveled Readers 1A, 137A Take It to the Net 1, 137

STANDARD 2: The student understands the process and importance of genetic diversity.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.F.2.2.1: The student knows that many characteristics of an organism are inherited from the parents of the organism ,but that other characteristics are learned from an individual's interactions with the environment.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.F.2.2.1 is covered in Grade 4 on these pages. TE/SE: 28-29, 30–31, 32–33, 39 (I)	FCAT Benchmark Mini-Lesson Ancillary 5	Examview 1C, 1H, 38 FCAT Science Test Prep Ancillary 3 Assessment Book 1–4, 21–24	Activity Flip Chart 1E Below Leveled Readers 1A On Level Readers 1A Quick Study Ancillary 10, 11	Activity Flip Chart 1E Advanced Leveled Readers 1A Take It to the Net 1

STRAND G: How Living Things Interact with Their Environments.

STANDARD 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.2.1: The student knows ways that plants, animals, and protists interact.	1. knows how plants and animals interact with one another in an ecosystem (for example, organization of communities, flow of energy through food webs).	TE/SE: 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 100-101 (I)	Quick Activity Transparencies 84, 90 FCAT Benchmark Mini-Lesson Ancillary 10, 11, 12, 14	Examview 73C, 73H, 100 FCAT Science Test Prep Ancillary 10, 13, 14, 15, 18, 33, 36, 140 Assessment Book 9–12, 21–24	Activity Flip Chart 73E Below Leveled Readers 73A On Level Readers 73A Every Student Learns 80, 87, 93 Quick Study Ancillary 20, 21, 22, 23, 24, 25	Activity Flip Chart 73E Advanced Leveled Readers 73A Take It to the Net 73

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. understands the relationship among organisms in aquatic and terrestrial food chains (for example, the role of producers, consumers, and decomposers).	TE/SE: 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 100-101 (I)	Quick Activity Transparencies 84, 90 FCAT Benchmark Mini-Lesson Ancillary 11, 12	Examview 73C, 73H, 100 Assessment Book 9–12	Activity Flip Chart 73E Below Leveled Readers 73A On Level Readers 73A Every Student Learns 87, 93 Quick Study Ancillary 22, 23, 24, 25	Activity Flip Chart 73E Advanced Leveled Readers 73A Take It to the Net 73
Benchmark SC.G.1.2.2: The student knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.	Content addressed at third and fifth grades. See Grades 3 and 5 correlations.	Benchmark SC.G.1.2.2 is covered in Grade 4 on these pages. TE/SE: 26–27, 28–29, 105D, 108, 114-115 (I)	FCAT Benchmark Mini-Lesson Ancillary 9	Examview 1C, 1H, 38 FCAT Science Test Prep Ancillary 4, 5, 8, 12, 13, 15, 19, 31, 34, 142 Assessment Book 13–16	Activity Flip Chart 1E Below Leveled Readers 1A On Level Readers 1A Quick Study Ancillary 8, 9	Activity Flip Chart 1E Advanced Leveled Readers 1A Take It to the Net 105

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.2.3: The student knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.	Content addressed at fifth grade. See Grade 5 correlation.	Benchmark SC.G.1.2.3 is covered in Grade 4 on these pages. TE/SE: 46–47, 48–49, 54–55, 56–57, 70-71 (I)	Quick Activity Transparencies 54 FCAT Benchmark Mini-Lesson Ancillary 6	Examview 41C, 41H, 70 FCAT Science Test Prep Ancillary 7, 10, 33, 140 Assessment Book 5–8, 21–24	Below Leveled Readers 41A On Level Readers 41A Every Student Learns 48, 56 Quick Study Ancillary 12, 13, 16, 17	Advanced Leveled Readers 41A Take It to the Net 41
Benchmark SC.G.1.2.4: The student knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter.	1. knows organisms that act as decomposers.	TE/SE: 73D, 74-75, 87–89, 94–95, 96–97, 100-101 (I)	Quick Activity Transparencies 84	Examview 73C, 73H, 100 FCAT Science Test Prep Ancillary 32, 139 Assessment Book 9–12	Lab Zone Science 73D, 96 Below Leveled Readers 73A On Level Readers 73A Every Student Learns 87 Quick Study Ancillary 22, 23, 24, 25	Advanced Leveled Readers 73A Take It to the Net 73, 96 Lab Zone Science 73D, 96

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. understands the need for nutrients and minerals for living organisms.	TE/SE: 90–91, 92–93 (I)	Quick Activity Transparencies 90	Examview 73C, 73H, 100 Assessment Book 9–12	Below Leveled Readers 73A On Level Readers 73A Every Student Learns 93 Quick Study Ancillary 24, 25	Advanced Leveled Readers 73A Take It to the Net 73
	3. understands the process of decay (for example, the stages of decay, the organisms that help the decay process, the nonliving factors that influence the rate of decay, the products of decay).	TE/SE: 86-87, 94-95, 96–97 101 (I)	Quick Activity Transparencies 84	Examview 73C, 73H, 100 FCAT Science Test Prep Ancillary 17 Assessment Book 9–12	Lab Zone Science 73D, 96 Below Leveled Readers 73A On Level Readers 73A Every Student Learns 87 Quick Study Ancillary 22, 23	Advanced Leveled Readers 73A Take It to the Net 73, 96 Lab Zone Science 73D, 96

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.2.5: The student knows that animals eat plants or other animals to acquire the energy they need for survival.	Content addressed at third grade. See Grade 3 correlation.	Benchmark SC.G.1.2.5 is covered in Grade 4 on these pages. TE/SE: 84–86, 88–89, 101 (I)	Quick Activity Transparencies 84	Examview 73C, 73H, 100 FCAT Science Test Prep Ancillary 14, 17 Assessment Book 9–12, 21–24	Below Leveled Readers 73A On Level Readers 73A Quick Study Ancillary 22, 23	Advanced Leveled Readers 73A Take It to the Net 73
Benchmark SC.G.1.2.6: The student knows that organisms are growing, dying, and decaying and that new organisms are being produced from the materials of dead organisms.	1. knows that organisms are growing, dying, and decaying and that new organisms are being produced.	TE/SE: 87–89, 94–95, 96–97, 101 (I)	Quick Activity Transparencies 84	Examview 73C, 73H, 100 FCAT Science Test Prep Ancillary 17 Assessment Book 9–12, 21–24	Activity Flip Chart 73E Below Leveled Readers 73A On Level Readers 73A Every Student Learns 87 Quick Study Ancillary 22, 23, 24, 25	Activity Flip Chart 73E Advanced Leveled Readers 73A Take It to the Net 73

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.1.2.7: The student knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.	1. knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.	TE/SE: 78, 79, 80–81, 122–123, 135 (I)	Quick Activity Transparencies 78	Examview 105C, 105H, 134 FCAT Science Test Prep Ancillary 22, 34, 141 Assessment Book 13–16	Activity Flip Chart 105E Below Leveled Readers 105A On Level Readers 105A Every Student Learns 80 Quick Study Ancillary 30, 31	Activity Flip Chart 105E Advanced Leveled Readers 105A Take It to the Net 105

STANDARD 2: The student understands the consequences of using limited natural resources.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.2.2.1: The student knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.	1. knows the kinds of organisms that lived in the past and compares them to existing species.	TE/SE: 120–121, 135 (I)	Quick Activity Transparencies 118	Examview 105C, 105H, 134 FCAT Science Test Prep Ancillary 21 Assessment Book 13–16	Below Leveled Readers 105A On Level Readers 105A Quick Study Ancillary 30, 31	Advanced Leveled Readers 105A Take It to the Net 105
	2. knows characteristics that allow members within a species to survive and reproduce.	TE/SE: 26–27, 28–29, 30–31, 32–33, 39, 114–115, 116–117, 135 (I)	Quick Activity Transparencies 26	Examview 1C, 1H, 38, 105C, 105H, 134 FCAT Science Test Prep Ancillary 20, 139 Assessment Book 1–4, 13–16	Below Leveled Readers 1A, 105A On Level Readers 1A. 105A Every Student Learns 27 Quick Study Ancillary 6, 7, 10, 11, 28, 29	Advanced Leveled Readers 1A, 105A Take It to the Net 105

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.G.2.2.2: The student knows that the size of a population is dependent upon the available resources within its community.	Content addressed at third grade. See Grade 3 correlation.	Benchmark SC.G.2.2.2 is covered in Grade 4 on these pages. TE/SE: 82-83, 110-111, 112-113, 135 (I)	Quick Activity Transparencies 110 FCAT Benchmark Mini-Lesson Ancillary 13	Examview 105C, 105H, 134 FCAT Science Test Prep Ancillary 13, 19, 20, 34 Assessment Book 9-12, 13-16, 21-24	Activity Flip Chart 105E Below Leveled Readers 105A On Level Readers 105A Quick Study Ancillary 26, 27	Activity Flip Chart 105E Advanced Leveled Readers 105A
Benchmark SC.G.2.2.3: The student understands that changes in the habitat of an organism may be beneficial or harmful.	1. understands patterns of interdependency in ecological systems.	TE/SE: 79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 101 (I)	Quick Activity Transparencies 78, 84, 90	Examview 73C, 73H, 100 FCAT Science Test Prep Ancillary 20 Assessment Book 20-25	Below Leveled Readers 73A On Level Readers 73A Every Student Learns 80, 87, 93 Quick Study Ancillary 20, 21, 22, 23, 24, 25	Advanced Leveled Readers 73A Take It to the Net 73

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. understands that what benefits one organism may be harmful to other organisms.	TE/SE: 114–115, 116–117, 124–125, 126–127, 128–129, 135 (I)	Quick Activity Transparencies 114, 124	Examview 105C, 105H, 134 FCAT Science Test Prep Ancillary 20 Assessment Book 13–16	Below Leveled Readers 105A On Level Readers 105A Every Student Learns 116, 127 Quick Study Ancillary 28, 29, 32, 33	Advanced Leveled Readers 105A Take It to the Net 73
	3. understands that changes in an ecological system usually affect the whole system.	TE/SE: 79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 101 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 135 (I)	Quick Activity Transparencies 84, 90, 114, 118, 124 FCAT Benchmark Mini-Lesson Ancillary 15, 16	Examview 73C, 73H, 100, 105C, 105H, 134 FCAT Science Test Prep Ancillary 20, 21, 22, 24, 141 Assessment Book 9–12, 13–16, 21–24	Activity Flip Chart 73E, 105E Below Leveled Readers 73A, 105A On Level Readers 73A, 105A Every Student Learns 80, 87, 93, 116, 119, 127 Quick Study Ancillary 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33	Activity Flip Chart 73E, 105E Advanced Leveled Readers 73A, 105A Take It to the Net 73

STRAND H: The Nature of Science

STANDARD 1: The student uses the scientific processes and habits of mind to solve problems.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.2.1: The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.	1. knows that scientists make the results of their investigations public, and they describe the investigations in ways that enable others to repeat the investigation.	TE/SE: xxiv–xxv, 391 (I)	Quick Activity Transparencies 390	Examview 369C, 369H, 398 Assessment Book 77–80	Activity Flip Chart 369E Below Leveled Readers 369A On Level Readers 369A Every Student Learns 391 Quick Study Ancillary 90, 91	Activity Flip Chart 369E Advanced Leveled Readers 369A Take It to the Net 137

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.2.2: The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.	1. plans and investigates experiments in which hypotheses are formulated based on cause and effect relationships; distinctions are made among observations, conclusions/inferences and predictions; a limited number of variables are controlled; and numerical data that are contradictory or unusual in experimental results are recognized.	TE/SE: xxii–xxiii, xxiv–xxv, xxvi–xxvii, 105D, 130–131, 172–175, 177D, 200–201, 281D, 298–299, 308–311, 345D, 360–361, 484–487, 572–575 (I)	Quick Activity Transparencies 118, 246	Examview 105C, 105H, 134, 177C, 177H, 204, 281C, 281H, 302, 345C, 345H, 364 FCAT Science Test Prep Ancillary 9, 154	Activity Flip Chart 105E, 177E, 281E, 345E Lab Zone Science 105D, 130, 172, 177D, 200, 281D, 298, 308, 345D, 360 Below Leveled Readers 105A, 137A, 177A, 281A, 345A On Level Readers 105A, 137A, 177A, 281A, 345A	Activity Flip Chart 105E, 177E, 281E, 345E Advanced Leveled Readers 105A, 137A, 177A, 281A, 345A Take It to the Net 105, 130, 172, 200, 281, 298, 308, 345, 360 Lab Zone Science 105D, 130, 172, 177D, 200, 281D, 298, 308, 345D, 360

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. uses metric tools to measure, record, and interpret data.	TE/SE: 177D, 200–201, 284, 322–323, 324–327, 345D, 360–361, 436–437, 572–575 (I)	Quick Activity Transparencies 322	Examview 177C, 177H, 204, 345C, 345H, 364	Lab Zone Science 177D, 200, 345D, 360 Below Leveled Readers 177A, 313A On Level Readers 177A, 313A Every Student Learns 323	Advanced Leveled Readers 177A, 313A Take It to the Net 200 Lab Zone Science 177D, 200, 345D, 360

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.2.3: The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.	1. works collaboratively to collect, share, and record information for a scientific investigation.	TE/SE: 1D, 34–35, 41D, 66–67, 73D, 96–97, 172–175, 177D, 180, 233D, 250–251, 257D, 260, 308–311, 313D, 316, 338–339, 345D, 348, 369D, 372, 394–395, 401D, 404, 426–427, 433D, 450–451, 457D, 460, 474–475, 484–487, 489D, 492, 545D, 548, 560–561, 572–575 (I)	Quick Activity Transparencies 26	Examview 1C, 1H, 38, 41C, 41H, 70, 73C, 73H, 100, 177C, 177H, 204, 257C, 257H, 278, 313C, 313H, 342, 345C, 345H, 364, 369C, 369H, 398, 401C, 401H, 430, 433C, 433H, 454, 457C, 457H, 478, 489C, 489H, 510, 545C, 545H, 564	Activity Flip Chart 1E, 545E Lab Zone Science 1D, 34, 41D, 44, 66, 73D, 96, 177D, 180, 233D, 236, 257D, 260, 313D, 316, 338, 345D, 348, 369D, 372, 394, 401D, 404, 426, 433D, 450, 457D, 460, 474, 484, 489D, 492, 545D, 548, 560, 572 Below Leveled Readers 1A, 41A, 73A, 177A, 257A, 281A, 313A, 345A, 369A, 401A, 433A, 457A, 489A, 545A	Activity Flip Chart 1E, 545E Advanced Leveled Readers 1A, 41A, 73A, 177A, 257A, 281A, 313A, 345A, 369A, 401A, 433A, 457A, 489A, 545A Take It to the Net 34, 41, 44, 66, 96, 180, 236, 260, 316, 338, 348, 372, 394, 401, 404, 426, 450, 457, 460, 474, 484, 492, 545, 548, 560, 572 Lab Zone Science 1D, 34, 41D, 44, 66, 73D, 96, 177D, 180, 233D, 236, 257D, 260,

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
(continued)					On Level Readers 1A, 41A, 73A, 177A, 257A, 281A, 313A, 345A, 369A, 401A, 433A, 457A, 489A, 545A	313D, 316, 338, 345D, 348, 369D, 372, 394, 401D, 404, 426, 433D, 450, 457D, 460, 474, 484, 489D, 492, 545D, 548, 560, 572
Benchmark SC.H.1.2.4: The student knows that to compare and contrast observations and results is an essential skill in science.	1. knows that comparisons between experiments can be made when conditions are the same.	TE/SE: 176, 281D, 284, 312, 488 (I)	Quick Activity Transparencies 14	Examview 281C, 281H, 302 FCAT Science Test Prep Ancillary 23	Lab Zone Science 281D, 284 Below Leveled Readers 137A, 281A, 457A, 545A On Level Readers 137A, 281A, 457A, 545A	Advanced Leveled Readers 137A, 281A, 457A, 545A Take It to the Net 281, 284 Lab Zone Science 281D, 284

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.1.2.5: The student knows that a model of something is different from the real thing, but can be used to learn something about the real thing.	1. knows that a model of something is different from the real thing, but can be used to learn something about the real thing.	TE/SE: 137D, 140, 162–163, 176, 209D, 212, 220–221, 231, 312, 488, 513D, 516, 538–539, 548, 572–575, 576 (I)	Quick Activity Transparencies 266, 270	Examview 137C, 137H, 166, 209C, 209H, 230, 513C, 513H, 542 FCAT Science Test Prep Ancillary 90	Activity Flip Chart 137E, 209E, 513E, 545E Lab Zone Science 137D, 140, 162, 209D, 212, 513D, 516, 538 Below Leveled Readers 137A, 457A, 513A On Level Readers 137A, 457A, 513A Quick Study Ancillary 50, 51	Activity Flip Chart 137E, 209E, 513E, 545E Advanced Leveled Readers 137A, 457A, 513A Take It to the Net 140, 162, 209, 212, 513, 516, 538 Lab Zone Science 137D, 140, 162, 209D, 212, 513D, 516, 538

STANDARD 2: The student understands that most natural events occur in comprehensible, consistent patterns.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.2.2.1: The student knows that natural events are often predictable and logical.	1. makes predictions based on data from picture graphs, bar graphs, and line graphs.	TE/SE: 177D, 200–201, 360–361 (I)	Quick Activity Transparencies 98, 202, 300	Activity Resources Rubric 200	Lab Zone Science 69, 99, 172, 177D, 200, 300 Below Leveled Readers 41A, 137A, 177A On Level Readers 41A, 137A, 177A Every Student Learns 199	Advanced Leveled Readers 41A, 137A, 177A Take It to the Net 68, 172, 200 Lab Zone Science 69, 99, 172, 177D, 200, 300

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. knows basic patterns, sequences, and cycles occurring in nature.	TE/SE: 88–89, 92–93, 94–95, 101, 186–187, 188–189, 200–201, 205, 248–249, 255, 496–497, 489–499, 500–501, 502–503, 504–505, 511 (I)	Quick Activity Transparencies 186, 500 FCAT Benchmark Mini-Lesson Ancillary 24, 25, 26, 27, 28, 43	Examview 73C, 73H, 100, 177C, 177H, 204, 233C, 233H, 254, 345C, 345H, 364, 489C, 489H, 510 FCAT Science Test Prep Ancillary 22, 40, 41, 43, 44, 45, 46, 47, 48, 49, 51, 68 Assessment Book 9–12, 21–24, 35–38, 39–42, 43–46, 55–58, 107–110, 119–122	Activity Flip Chart 73E, 233E, 489E Lab Zone Science 345D, 360 Below Leveled Readers 73A, 177A, 233A, 345A, 489A On Level Readers 73A, 177A, 233A, 345A, 489A Every Student Learns 93, 187, 248, 496, 503 Quick Study Ancillary 22, 23, 24, 25, 44, 45, 58, 59, 110, 111, 112, 113	Activity Flip Chart 73E, 233E, 489E Advanced Leveled Readers 73A, 177A, 233A, 345A, 489A Take It to the Net 209, 360, 489 Lab Zone Science 345D, 360

STANDARD 3: The student understands that science, technology, and society are interwoven and interdependent.

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.2.1: The student understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.	1. knows that technologies often have costs, as well as benefits, and can have an enormous effect on people and other living things.	TE/SE: 102–103, 124–125, 206–207, 366–367, 545, 550–551, 552–553, 554–555, 556–557, 558–559, 565, 566–567 (I)	Quick Activity Transparencies 550, 556 FCAT Benchmark Mini-Lesson Ancillary 61, 62	Examview 545C, 545H, 564 FCAT Science Test Prep Ancillary 127, 128, 129, 130, 131, 132, 136, 137, 152 Assessment Book 115–118, 119–122	Activity Flip Chart 545E Below Leveled Readers 73A, 177A, 345A, 545A On Level Readers 73A, 177A, 345A, 545A Every Student Learns 555, 557 Quick Study Ancillary 122, 123, 124, 125	Activity Flip Chart 545E Advanced Leveled Readers 73A, 177A, 345A, 545A Take It to the Net 345, 545

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
	2. researches and reports on a science topic.	TE/SE: 13, 21, 40, 103, 207, 223, 256, 312, 512, 531 (I)	Quick Activity Transparencies 550, 556 FCAT Benchmark Mini-Lesson Ancillary 61, 62	Examview 545C, 545H, 564 FCAT Science Test Prep Ancillary 127, 128, 129, 130, 131, 132, 136, 137, 152 Assessment Book 115–118, 119–122	Activity Flip Chart 545E Below Leveled Readers 73A, 177A, 345A, 545A On Level Readers 73A, 177A, 345A, 545A Every Student Learns 555, 557 Quick Study Ancillary 122, 123, 124, 125	Activity Flip Chart 545E Advanced Leveled Readers 73A, 177A, 345A, 545A Take It to the Net 345, 545

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.2.2: The student knows that data are collected and interpreted in order to explain an event or concept.	1. constructs and analyzes graphs, tables, maps, and charts to organize, examine, and evaluate information.	TE/SE: 1D, 34–35, 41, 73D, 76, 96–97, 105D, 130–131, 176, 200–201, 202, 209D, 226–227, 233D, 250–251, 257D, 274–275, 312, 394–395, 433D, 450–451, 474–475, 484–487, 488, 489D, 506–507, 572–575, 576 (I)	Quick Activity Transparencies 292	Examview 1C, 1H, 38, 41C, 41H, 70, 73C, 73H, 100, 105C, 105H, 134, 209C, 209H, 230, 233C, 233H, 254, 257C, 257H, 278, 433C, 433H, 454, 489C, 489H, 510	Activity Flip Chart 1E, 41E, 281E, 433E, 457E, 545E Lab Zone Science 1D, 34, 73D, 76, 105D, 108, 209D, 226, 233D, 250, 257D, 274, 433D, 436, 489D, 506 Below Leveled Readers 1A, 41A, 105A, 209A, 233A, 257A, 281A, 433A, 457A, 489A, 545A On Level Readers 1A, 41A, 105A, 209A, 233A, 257A, 281A, 433A, 457A, 489A, 545A	Activity Flip Chart 1E, 41E, 281E, 433E, 457E, 545E Advanced Leveled Readers 1A, 41A, 105A, 209A, 233A, 257A, 281A, 433A, 457A, 489A, 545A Take It to the Net 1, 34, 41, 76, 108, 226, 233, 250, 274, 433, 436, 489, 506 Lab Zone Science 1D, 34, 73D, 76, 105D, 108, 209D, 226, 233D, 250, 257D, 274, 433D, 436, 489D, 506

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.2.3: The student knows that before a group of people build something or try something new, they should determine how it may affect other people.	1. uses criteria to understand and analyze the impact of scientific discoveries (for example, determines whether or not scientific claims are backed by sufficient evidence and logical arguments).	TE/SE: 550–551, 552–553, 554–555, 556–557, 558–559 (I)	Quick Activity Transparencies 550	Examview 545C, 545H, 564 Assessment Book 115–118, 119–122	Below Leveled Readers 545A On Level Readers 545A Every Student Learns 555 Quick Study Ancillary 122, 123	Advanced Leveled Readers 545A Take It to the Net 545

PLAN	PLAN	DO	DO	CHECK	ACT	ACT
BENCHMARK	GRADE LEVEL EXPECTATIONS	WHERE TAUGHT IN MAJOR TOOL I/M*	FOCUS/MINI-LESSONS (ANCILLARIES)	MINI ASSESSMENTS (ANCILLARIES)	TUTORIALS Non-Mastery (ANCILLARIES)	ENRICHMENTS Mastery (ANCILLARIES)
Benchmark SC.H.3.2.4: The student knows that, through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.	1. knows ways that, through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.	TE/SE: 72, 104, 168, 176, 208, 220–221, 224–225, 231, 232, 256, 280, 304, 312, 344, 400, 456, 480, 488, 512, 544, 550–555, 556–559, 565, 568, 576 (I)	Quick Activity Transparencies 550	Examview 209C, 209H, 230, 545C, 545H, 564 FCAT Science Test Prep Ancillary 29, 45, 67, 127, 137 Assessment Book 17–20, 39–42, 55–58, 115–118, 119–122	Activity Flip Chart 137E, 209E, 281E, 457E, 545E Below Leveled Readers 1A, 41A, 73A, 105A, 137A, 177A, 209A, 281A, 233A, 257A, 313A, 369A, 401A, 433A, 457A, 489A, 513A, 545A On Level Readers 1A, 41A, 73A, 105A, 137A, 177A, 209A, 281A, 233A, 257A, 313A, 369A, 401A, 433A, 457A, 489A, 513A, 545A Every Student Learns 555, 557 Quick Study Ancillary 50, 51, 52, 53, 122, 123, 124, 125	Activity Flip Chart 137E, 209E, 281E, 457E, 545E Advanced Leveled Readers 1A, 41A, 73A, 105A, 137A, 177A, 209A, 281A, 233A, 257A, 313A, 369A, 401A, 433A, 457A, 489A, 513A, 545A Take It to the Net 1, 41, 137, 209, 401, 433, 457, 513, 545

Pinellas Primary Academy



Appendix XVI

Textbook Correlation to Sunshine State Standards:

Social Studies

History Alive



Brings Learning Alive!

Florida - Kindergarten Grade History / Social Studies Content Standards

Social Studies Alive! - Me and My World

Florida Standards for History / Social Studies, Kindergarten Grade	Where Standards Are Addressed
1. American History: Historical Inquiry and Analysis	
SS.K. A.1.1 Develop an understanding of how to use and create a timeline.	Program: Me and My World Chapter: All Toolkit pages: Solutions for Effective Instruction: 55
SS.K. A.1.2 Develop an awareness of a primary source.	Program: Me and My World Chapter: 1. Who Am I? Student Edition pages: 6 Chapter: 7. What Is in My Neighborhood? Student Edition pages: 37, 41, 42 Chapter: 8. Where Am I in the World? Student Edition pages: 45, 47, 50 Overhead Transparencies pages: 8A-8D Chapter: 9. How Do People Live Around the World? Student Edition pages: 56, 57
2. American History: Historical Knowledge	
SS.K. A.2.1 Compare children and families of today with those in the past.	Program: Me and My World Chapter: 2. What Is a Family? Lesson Guide pages: 11-20 Student Edition pages: 7-12 CD : Tracks 1, 2 Online Resources pages: PBS Kids: Family Ties; Enrichment Activities: Special Foods for Special Days Lesson Masters pages: 11-18 Chapter: 4. How Do I Make Friends? Lesson Guide pages: 39-40
SS.K. A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.	Program: Me and My World Chapter: 8. Where Am I in the World? Lesson Guide pages: 79-90 Student Edition pages: 45-50 CD : Track 7 Online Resources pages: Ben's Guide to U.S. Government for Kids: Symbols; Enrichment Activities: Natural Changes in My World Lesson Masters pages: 73-84

Florida Standards for History / Social Studies, Kindergarten Grade	Where Standards Are Addressed
SS.K. A.2.3 Compare our nation's holidays with holidays of other cultures.	Program: Me and My World Chapter: 9. How Do People Live Around the World? Lesson Guide pages: 91-102 Student Edition pages: 51-58 Overhead Transparencies pages: 9A-9E Placard pages: 9A-9I CD : Tracks 8-9 Lesson Masters pages: 85-102
SS.K. A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.	Program: Me and My World Chapter: 1. Who Am I? Lesson Guide pages: 7-8 Student Edition pages: 5
SS.K. A.2.5 Recognize the importance of U.S. symbols.	Program: Me and My World Chapter: 8. Where Am I in the World? Lesson Guide pages: 79-90 Student Edition pages: 45-50 CD : Track 7 Online Resources pages: Ben's Guide to U.S. Government for Kids: Symbols; Enrichment Activities: Natural Changes in My World Lesson Masters pages: 73-84
3. American History: Chronological Thinking	
SS.K. A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.	Program: Me and My World Chapter: All Toolkit pages: Solutions for Effective Instruction: 46, 54-56 Chapter: 4. How Do I Make Friends? Lesson Masters pages: 35
SS.K. A.3.2 Explain that calendars represent days of the week and months of the year.	
4. Geography: The World in Spatial Terms	
SS.K. G.1.1 Describe the relative location of people, places, and things by using positional words.	Program: Me and My World Chapter: 8. Where Am I in the World? Lesson Guide pages: 79-90 Student Edition pages: 45-50 CD : Track 7

		<p>Online Resources pages: Ben's Guide to U.S. Government for Kids: Symbols; Enrichment Activities: Natural Changes in My World</p> <p>Lesson Masters pages: 73-84</p>
SS.K. G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.	<p>Program: Me and My World</p> <p>Chapter: 8. Where Am I in the World? Lesson Guide pages: 79-90</p> <p>Student Edition pages: 45-50</p> <p>CD : Track 7</p> <p>Online Resources pages: Ben's Guide to U.S. Government for Kids: Symbols; Enrichment Activities: Natural Changes in My World</p> <p>Lesson Masters pages: 73-84</p>
SS.K. G.1.3	Identify cardinal directions (north, south, east, west).	<p>Program: Me and My World</p> <p>Chapter: 8. Where Am I in the World? Lesson Guide pages: 79-90</p> <p>Student Edition pages: 45-50</p> <p>CD : Track 7</p> <p>Online Resources pages: Ben's Guide to U.S. Government for Kids: Symbols; Enrichment Activities: Natural Changes in My World</p> <p>Lesson Masters pages: 73-84</p>
SS.K. G.1.4	Differentiate land and water features on simple maps and globes.	<p>Program: Me and My World</p> <p>Chapter: 8. Where Am I in the World? Lesson Guide pages: 79-90</p> <p>Student Edition pages: 45-50</p> <p>CD : Track 7</p> <p>Online Resources pages: Ben's Guide to U.S. Government for Kids: Symbols; Enrichment Activities: Natural Changes in My World</p> <p>Lesson Masters pages: 73-84</p>
5. Geography: Places and Regions		
SS.K. G.2.1	Locate and describe places in the school and community.	<p>Program: Me and My World</p> <p>Chapter: 7. What Is in My Neighborhood? Lesson Guide pages: 69-78</p> <p>Student Edition pages: 37-44</p>

Overhead Transparencies pages: 7A-7D

Placard pages: 7A-7D

CD : Track 6

Online Resources pages: PBS Kids: Mr. Roger's Neighborhood; Enrichment Activities: A Neighborhood Hero, Getting Goods and Services in Town

Lesson Masters pages: 67-72

SS.K. Know one's own phone number, street address, city or town and that
G.2.2 Florida is the state in which the student lives.

Program: Me and My World

Chapter: 8. Where Am I in the World?
Lesson Guide pages: 79-90

Student Edition pages: 45-50

CD : Track 7

Online Resources pages: Ben's Guide to U.S. Government for Kids: Symbols; Enrichment Activities: Natural Changes in My World

Lesson Masters pages: 73-84

6. Geography: Physical System

SS.K. Identify basic landforms.
G.3.1

Program: Me and My World

Chapter: 7. What Is in My Neighborhood?
Lesson Guide pages: 69-78

Student Edition pages: 37-44

Overhead Transparencies pages: 7A-7D

Placard pages: 7A-7D

CD : Track 6

Online Resources pages: PBS Kids: Mr. Roger's Neighborhood; Enrichment Activities: A Neighborhood Hero, Getting Goods and Services in Town

Lesson Masters pages: 67-72

SS.K. Identify basic bodies of water.
G.3.2

Program: Me and My World

Chapter: 7. What Is in My Neighborhood?
Lesson Guide pages: 69-78

Student Edition pages: 37-44

Overhead Transparencies pages: 7A-7D

Placard pages: 7A-7D

Florida Standards for History / Social Studies, Kindergarten Grade	Where Standards Are Addressed
	<p>CD : Track 6</p> <p>Online Resources pages: PBS Kids: Mr. Roger's Neighborhood; Enrichment Activities: A Neighborhood Hero, Getting Goods and Services in Town</p> <p>Lesson Masters pages: 67-72</p>
<p>SS.K. Describe and give examples of seasonal weather changes, and G.3.3 illustrate how weather affects people and the environment.</p>	
7. Economics: Beginning Economics	
<p>SS.K. Describe different kinds of jobs that people do and the tools or E.1.1 equipment used.</p>	<p>Program: Me and My World</p> <p>Chapter: 5. How Do I Solve Problems with Others? Lesson Guide pages: 45-56</p> <p>Student Edition pages: 19-24</p> <p>Overhead Transparencies pages: 5A-5D</p> <p>Placard pages: 5A-5D</p> <p>CD : Track 4</p> <p>Online Resources pages: Brain Pop Jr.: Thanksgiving; Enrichment Activities: Friends from Many Cultures</p> <p>Lesson Masters pages: 39-50</p>
<p>SS.K. Recognize that United States currency comes in different forms. E.1.2</p>	<p>Program: Me and My World</p> <p>Chapter: 10. How Can I Help Take Care of the World? Lesson Guide pages: 112</p> <p>Student Edition pages: 63</p> <p>Lesson Masters pages: 112</p>
<p>SS.K. Recognize that people work to earn money to buy things they need E.1.3 or want.</p>	<p>Program: Me and My World</p> <p>Chapter: 10. How Can I Help Take Care of the World? Lesson Guide pages: 112</p> <p>Student Edition pages: 63</p> <p>Lesson Masters pages: 112</p>
<p>SS.K. Identify the difference between basic needs and wants. E.1.4</p>	<p>Program: Me and My World</p> <p>Chapter: All This standard correlates to all components.</p>
8. Civics and Government: Foundations of Government, Law, and the American Political System	
<p>SS.K. Define and give examples of rules and laws, and why they are C.1.1 important.</p>	<p>Program: Me and My World</p> <p>Chapter: 3. How Do I Get Along with Others? Lesson Guide pages: 21-32</p>

Student Edition pages: 13-18

Overhead Transparencies pages: 3A-3D

Placard pages: 3A-3D

Online Resources pages: Out on a Limb: A Guide to Getting Along; Enrichment Activities: The City and the Country

Lesson Masters pages: 19-28

SS.K. Explain the purpose and necessity of rules and laws at home, school,
C.1.2 and community.

Program: Me and My World

Chapter: 3. How Do I Get Along with Others?
Lesson Guide pages: 21-32

Student Edition pages: 13-18

Overhead Transparencies pages: 3A-3D

Placard pages: 3A-3D

Online Resources pages: Out on a Limb: A Guide to Getting Along; Enrichment Activities: The City and the Country

Lesson Masters pages: 19-28

9. Civics and Government: Civic and Political Participation

SS.K. Demonstrate the characteristics of being a good citizen.
C.2.1

Program: Me and My World

Chapter: 3. How Do I Get Along with Others?
Lesson Guide pages: 21-32

Student Edition pages: 13-18

Overhead Transparencies pages: 3A-3D

Placard pages: 3A-3D

Online Resources pages: Explain the purpose and necessity of rules and laws at home, school, and community.

Lesson Masters pages: 19-28

Chapter: 4. How Do I Make Friends?
Lesson Guide pages: 33-44

Student Edition pages: 19-24

Overhead Transparencies pages: 4A-4F

Placard pages: 4A-4G

CD : Track 3

Online Resources pages: Brain Pop Jr.:
Thanksgiving; Enrichment Activities: Friends from
Many Cultures

Lesson Masters pages: 29-38

Chapter: 5. How Do I Solve Problems with Others?
Lesson Guide pages: 45-56

Student Edition pages: 19-24

Overhead Transparencies pages: 5A-5D

Placard pages: 5A-5D

CD : Track 4

Online Resources pages: What's My Job?;
Enrichment Activities: A Good Problem Solver:
Technology

Lesson Masters pages: 39-50

Chapter: 10. How Can I Help Take Care of the World?
Lesson Guide pages: 103-115

Student Edition pages: 59-61

Overhead Transparencies pages: 10A-10E

Placard pages: 10A-10E

Online Resources pages: Ollie Recycles; Enrichment
Activities: Ways to Go: Let's Make Good Choices!

Lesson Masters pages: 103-115

Program: Me and My World

Chapter: 4. How Do I Make Friends?
Lesson Guide pages: 33-44

Student Edition pages: 19-24

Overhead Transparencies pages: 4A-4F

Placard pages: 4A-4G

CD : Track 3

SS.K. Demonstrate that conflicts among friends can be resolved in ways
C.2.2 that are consistent with being a good citizen.

SS.K. Describe fair ways for groups to make decisions.
C.2.3

Online Resources pages: Brain Pop Jr.:
Thanksgiving; Enrichment Activities: Friends from
Many Cultures

Lesson Masters pages: 29-38

Chapter: 5. How Do I Solve Problems with Others?
Lesson Guide pages: 45-56

Student Edition pages: 19-24

Overhead Transparencies pages: 5A-5D

Placard pages: 5A-5D

CD : Track 4

Online Resources pages: What's My Job?;
Enrichment Activities: A Good Problem Solver:
Technology

Lesson Masters pages: 39-50

Program: Me and My World

Chapter: 6. How Can I Be a Good Helper at School?
Lesson Guide pages: 57-68

Student Edition pages: 31-36

Overhead Transparencies pages: 6A-6D

Placard pages: 6A-6D

CD : Track 5

Online Resources pages: Sesame Street: People and
Places; Enrichment Activities: Helpers of All Ages

Lesson Masters pages: 51-66



Brings Learning Alive!

Florida - First Grade History / Social Studies Content Standards

Sunshine State Standards - Grade Level Expectations

Florida Standards for History / Social Studies, First Grade	Where Standards Are Addressed
1. American History: Historical Inquiry and Analysis	
SS.1. Develop an understanding of a primary source. A.1.1	Program: My School and Family Chapter: All Student Edition pages: 162-167 Chapter: 7. What Was School Like Long Ago? Student Edition pages: 66-68 Chapter: 8. What Groups Do We Belong To? Placard pages: 8I-8J Chapter: 12. How Do Families Change? Student Edition pages: 123-125
SS.1. Understand how to use the media center/other sources to find A.1.2 answers to questions about a historical topic.	Program: My School and Family Chapter: All This standard correlates to all components.
2. American History: Historical Knowledge	
SS.1. Understand history tells the story of people and events of other times A.2.1 and places.	Program: My School and Family Chapter: 7. What Was School Like Long Ago? Lesson Guide pages: 87-99 Student Edition pages: 64-73 Interactive Student Notebook pages: 47-52 Overhead Transparencies pages: 7A-7I Online Resources pages: thinkquest.org: Life in the 1700s, thinkquest.org: Travel the Globe; Enrichment Readings: An Old Church, The 100th Day, The Erie Canal Lesson Masters pages: 51-52
SS.1. Compare life now with life in the past. A.2.2	Program: My School and Family Chapter: 7. What Was School Like Long Ago? Lesson Guide pages: 87-99 Student Edition pages: 64-73 Interactive Student Notebook pages: 47-52 Overhead Transparencies pages: 7A-7I Online Resources pages: thinkquest.org: Life in the 1700s, thinkquest.org: Travel the Globe; Enrichment Readings: An Old Church, The 100th Day, The Erie Canal Lesson Masters pages: 51-52

Florida Standards for History / Social Studies, First Grade	Where Standards Are Addressed
SS.1. Identify celebrations and national holidays as a way of remembering A.2.3 and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.	Program: My School and Family Chapter: All Student Edition pages: 149-163
SS.1. Identify people from the past who have shown character ideals and A.2.4 principles including honesty, courage, and responsibility.	Program: My School and Family Chapter: All Student Edition pages: 149-163 Chapter: 4. Who Helps Us at School? Student Edition pages: 38-41 Chapter: 5. How Are We Good Helpers at School? Student Edition pages: 48-51 Chapter: 7. What Was School Like Long Ago? Student Edition pages: 70-73 Chapter: 12. How Do Families Change? Student Edition pages: 122-125
SS.1. Distinguish between historical fact and fiction using various A.2.5 materials.	
3. American History: Chronological Thinking	
SS.1. Use terms related to time to sequentially order events that have A.3.1 occurred in school, home, or community.	Program: My School and Family Chapter: All Toolkit pages: Solutions for Effective Instruction: page 55 Chapter: 7. What Was School Like Long Ago? Lesson Guide pages: 87-99 Student Edition pages: 64-73 Interactive Student Notebook pages: 47-52 Overhead Transparencies pages: 7A-7I Online Resources pages: thinkquest.org: Life in the 1700s, thinkquest.org: Travel the Globe; Enrichment Readings: An Old Church, The 100th Day, The Erie Canal Lesson Masters pages: 51-52
SS.1. Create a timeline based on the student's life or school events, using A.3.2 primary sources.	Program: My School and Family Chapter: All Toolkit pages: Solutions for Effective Instruction: page 55
4. Geography: The World in Spatial Terms	

Florida Standards for History / Social Studies, First Grade	Where Standards Are Addressed
SS.1. Use physical and political/cultural maps to locate places in Florida. G.1.1	Program: My School and Family Chapter: All Student Edition pages: 164-165 Deskmap (if applicable) pages: Interactive Desk Map
SS.1. Identify key elements (compass rose, cardinal directions, title, G.1.2 key/legend with symbols) of maps and globes.	Program: My School and Family Chapter: All Student Edition pages: 164-165 Deskmap (if applicable) pages: Interactive Desk Map Chapter: 6. What Is a Map? Lesson Guide pages: 73-86 Student Edition pages: 52-63 Interactive Student Notebook pages: 39-45 Overhead Transparencies pages: 6A-6C Placard pages: 6A-6H Online Resources pages: USGS: Map Adventures; Enrichment Readings: Where on Earth Are We? Lesson Masters pages: 47-50
SS.1. Construct a basic map using key elements including cardinal G.1.3 directions and map symbols.	Program: My School and Family Chapter: 6. What Is a Map? Lesson Guide pages: 73-86 Student Edition pages: 52-63 Interactive Student Notebook pages: 39-45 Overhead Transparencies pages: 6A-6C Placard pages: 6A-6H Online Resources pages: USGS: Map Adventures; Enrichment Readings: Where on Earth Are We? Lesson Masters pages: 47-50
SS.1. Identify a variety of physical features using a map and globe. G.1.4	Program: My School and Family Chapter: 6. What Is a Map? Student Edition pages: 62
SS.1. Locate on maps and globes the student's local community, Florida, G.1.5 the Atlantic Ocean, and the Gulf of Mexico.	Program: My School and Family Chapter: All Student Edition pages: 164-165 Deskmap (if applicable) pages: Interactive Desk Map

		Chapter: 6. What Is a Map? Lesson Guide pages: 73-86
		Online Resources pages: USGS: Map Adventures; Enrichment Readings: Where on Earth Are We?
SS.1. Describe how location, weather, and physical environment affect the way people live in our community. G.1.6		
5. Economics: Beginning Economics		
SS.1. Recognize that money is a method of exchanging goods and services. E.1.1		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Online Resources pages: Enrichment Readings: Not Enough Money
SS.1. Define opportunity cost as giving up one thing for another. E.1.2		Program: My School and Family
		Chapter: 8. What Groups Do We Belong To? Online Resources pages: Enrichment Readings: The Wombat's Gift,
SS.1. Distinguish between examples of goods and services. E.1.3		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Online Resources pages: Enrichment Readings: Not Enough Money
		Chapter: 14. What Do Good Neighbors Do? Online Resources pages: Enrichment Readings: Making a Trade
SS.1. Distinguish people as buyers, sellers, and producers of goods and services. E.1.4		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Online Resources pages: Enrichment Readings: Not Enough Money
SS.1. Recognize the importance of saving money for future purchases. E.1.5		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Student Edition pages: 18-21
SS.1. Identify that people need to make choices because of scarce resources. E.1.6		Program: My School and Family
		Chapter: 2. Why Is It Important to Learn from Each Other? Student Edition pages: 18-21
6. Civics and Government: Foundations of Government, Law, and the American Political System		
SS.1. Explain the purpose of rules and laws in the school and community. C.1.1		Program: My School and Family
		Chapter: 3. Why Do Schools Have Rules? Lesson Guide pages: 27-41
		Student Edition pages: 22-31
		Interactive Student Notebook pages: 15-23

- SS.1. Give examples of people who have the power and authority to make
C.1.2 and enforce rules and laws in the school and community.

Overhead Transparencies pages: 3A-3B

Online Resources pages: School Bus and School
Zone Safety Kids Page; Enrichment Readings: He's in
Charge, Meet Mayor Lee

Lesson Masters pages: 13-14

Program: My School and Family

Chapter: 4. Who Helps Us at School?
Lesson Guide pages: 43-57

Student Edition pages: 32-41

Interactive Student Notebook pages: 25-30

Overhead Transparencies pages: 4A-4F

CD : Tracks 3-6

Online Resources pages: Ben's Guide to U.S.
Government for Kids: Your Neighborhood;
Enrichment Readings: A Job Well Done, About Texas

Lesson Masters pages: 15-36

- SS.1. Give examples of the use of power without authority in the school
C.1.3 and community.

Program: My School and Family

Chapter: 3. Why Do Schools Have Rules?
Student Edition pages: 28-31

7. Civics and Government: Civic and Political Participation

- SS.1. Explain the rights and responsibilities students have in the school
C.2.1 community.

Program: My School and Family

Chapter: 3. Why Do Schools Have Rules?
Lesson Guide pages: 27-41

Student Edition pages: 22-31

Interactive Student Notebook pages: 15-23

Overhead Transparencies pages: 3A-3B

Online Resources pages: School Bus and School
Zone Safety Kids Page; Enrichment Readings: He's in
Charge, Meet Mayor Lee

Lesson Masters pages: 13-14

Chapter: 5. How Are We Good Helpers at School?
Lesson Guide pages: 59-72

Student Edition pages: 42-51

Interactive Student Notebook pages: 31-38

SS.1. Describe the characteristics of responsible citizenship in the school
C.2.2 community.

Overhead Transparencies pages: 5A-5B

CD : Track 7

Online Resources pages: nps.gov: Clara Barton;
Enrichment Readings: The After School Center

Lesson Masters pages: 37-45

Program: My School and Family

Chapter: 5. How Are We Good Helpers at School?
Lesson Guide pages: 59-72

Student Edition pages: 42-51

Interactive Student Notebook pages: 31-38

Overhead Transparencies pages: 5A-5B

Online Resources pages: nps.gov: Clara Barton;
Enrichment Readings: The After School Center

Lesson Masters pages: 37-45

Program: My School and Family

Chapter: 1. How Do We Get Along in School?
Lesson Guide pages: 1-11

Student Edition pages: 2-11

Interactive Student Notebook pages: 1-5

Overhead Transparencies pages: 1A-1B

CD : Track 1

Online Resources pages: Out of a Limb: A Guide to
Getting Along; Enrichment Readings: Voting Day

Lesson Masters pages: 1-4

Chapter: 2. Why Is It Important to Learn from Each
Other?
Lesson Guide pages: 13-25

Student Edition pages: 12-21

Interactive Student Notebook pages: 7-13

Overhead Transparencies pages: 2A-2C

CD : Track 2

SS.1. Identify ways students can participate in the betterment of their
C.2.3 school and community.

Online Resources pages: PBS Kids: Betsy's Kindergarten Adventures; Enrichment Readings: Not Enough Money

Lesson Masters pages: 5-11

Chapter: 3. Why Do Schools Have Rules?
Lesson Guide pages: 27-41

Student Edition pages: 22-31

Interactive Student Notebook pages: 15-23

Overhead Transparencies pages: 3A-3B

Online Resources pages: School Bus and School Zone Safety Kids Page; Enrichment Readings: He's in Charge, Meet Mayor Lee

Lesson Masters pages: 13-14

Chapter: 5. How Are We Good Helpers at School?
Lesson Guide pages: 59-72

Student Edition pages: 42-51

Interactive Student Notebook pages: 31-38

Overhead Transparencies pages: 5A-5B

Online Resources pages: nps.gov: Clara Barton;
Enrichment Readings: The After School Center

Lesson Masters pages: 37-45

8. Civics and Government: Structure and Functions of Government

SS.1. Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
C.3.1

Program: My School and Family

Chapter: 1. How Do We Get Along in School?
Lesson Guide pages: 1-11

Student Edition pages: 2-11

Interactive Student Notebook pages: 1-5

Overhead Transparencies pages: 1A-1B

CD : Track 1

Online Resources pages: Out of a Limb: A Guide to Getting Along; Enrichment Readings: Voting Day

Lesson Masters pages: 1-4

Florida Standards for History / Social Studies, First Grade	Where Standards Are Addressed
SS.1. Recognize symbols and individuals that represent American C.3.2 constitutional democracy.	<p>Program: My School and Family</p> <p>Chapter: All Student Edition pages: 149-163</p> <p>Chapter: 4. Who Helps Us at School? Student Edition pages: 38-41</p>



Brings Learning Alive!

Florida - Second Grade History / Social Studies Content Standards

Sunshine State Standards - Grade Level Expectations

Florida Standards for History / Social Studies, Second Grade	Where Standards Are Addressed
1. American History: Historical Inquiry and Analysis	
SS.2. Examine primary and secondary sources. A.1.1	<p>Program: My Community</p> <p>Chapter: All Student Edition pages: 174-181</p> <p>Chapter: 5. How Do People Use Our Environment? Student Edition pages: 60-61</p> <p>Chapter: 10. How Did One Community Change? Lesson Guide pages: 119-135</p> <p>Student Edition pages: 107-118</p> <p>Interactive Student Notebook pages: 59-69</p> <p>Overhead Transparencies pages: 10A-10I</p> <p>Placard pages: 10A-10D</p> <p>CD : Tracks 4-7</p> <p>Online Resources pages: Sf.gov: San Francisco Historical Information, The Virtual Museum of the City of San Francisco; Enrichment Readings: Now and Then, Time for the Fair</p> <p>Lesson Masters pages: 67-76</p> <p>Chapter: 11. How Can One Person Make a Difference in a Community? Lesson Guide pages: 137-146</p> <p>Student Edition pages: 119-128</p> <p>Interactive Student Notebook pages: 71-74</p> <p>Overhead Transparencies pages: 11A-11E</p> <p>Online Resources pages: America's Library: Activists and Reformers, The My Hero Project; Enrichment Readings: Who Makes a Difference in Your Community</p> <p>Lesson Masters pages: 77-78</p> <p>Chapter: 13. What Does a Good Citizen Do? Student Edition pages: 145</p> <p>Chapter: 14. What Do Communities Share? Student Edition pages: 150, 157</p>

Florida Standards for History / Social Studies, Second Grade	Where Standards Are Addressed
SS.2. Utilize the media center, technology, or other informational sources A.1.2 to locate information that provides answers to questions about a historical topic.	Program: My Community Chapter: All This component correlates to all parts of the program.
2. American History: Historical Knowledge	
SS.2. Compare the cultures of Native American tribes from various A.2.2 geographic regions of the United States.	
SS.2. Describe the impact of immigrants on the Native Americans. A.2.3	Program: My Community Chapter: All Student Edition pages: 166-167
SS.2. Explore ways the daily life of people living in Colonial America A.2.4 changed over time.	Program: My Community Chapter: 10. How Did One Community Change? Student Edition pages: 108 Chapter: 14. What Do Communities Share? Student Edition pages: 156-159
SS.2. Identify reasons people came to the United States throughout A.2.5 history.	Program: My Community Chapter: 9. How Do Communities Change? Lesson Guide pages: 105-117 Student Edition pages: 97-106 Interactive Student Notebook pages: 53-57 Overhead Transparencies pages: 9A-9E Online Resources pages: Recycle City; Enrichment Readings: Long Ago and Today Lesson Masters pages: 57-66 Chapter: 10. How Did One Community Change? Lesson Guide pages: 119-135 Student Edition pages: 107-118 Interactive Student Notebook pages: 59-69 Overhead Transparencies pages: 10A-10I Placard pages: 10A-10D CD : Tracks 4-7 Online Resources pages: Sf.gov: San Francisco Historical Information, The Virtual Museum of the City of San Francisco; Enrichment Readings: Now and Then, Time for the Fair Lesson Masters pages: 67-76

Florida Standards for History / Social Studies, Second Grade	Where Standards Are Addressed
SS.2. Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954. A.2.6	Program: My Community Chapter: All Student Edition pages: 164
SS.2. Discuss why immigration continues today. A.2.7	Program: My Community Chapter: 9. How Do Communities Change? Student Edition pages: 102-105
SS.2. Explain the cultural influences and contributions of immigrants today. A.2.8	Program: My Community Chapter: All Student Edition pages: 173-174
3. American History: Chronological Thinking	
SS.2. Identify terms and designations of time sequence. A.3.1	Program: My Community Chapter: All Student Edition pages: 192 Chapter: 10. How Did One Community Change? Student Edition pages: 112-113
4. Geography: The World in Spatial Terms	
SS.2. Use different types of maps (political, physical, and thematic) to identify map elements. G.1.1	Program: My Community Chapter: All Student Edition pages: 150, 174-181 Deskmap (if applicable) pages: All parts Chapter: 3. How Do We Use Maps? Lesson Guide pages: 23-37 Student Edition pages: 25-36 Interactive Student Notebook pages: 9-17 Overhead Transparencies pages: 3A-3B Placard pages: 3A-3I Online Resources pages: MapStats for Kids, USGS: Map Adventures; Enrichment Readings: Lots of Lines, Make Way for Maps Lesson Masters pages: 11-15 Chapter: 4. What Is Geography? Student Edition pages: 42, 46 Chapter: 5. How Do People Use Our Environment? Student Edition pages: 59

	Chapter: 6. How Are Goods Made and Brought to Us? Student Edition pages: 72
	Chapter: 9. How Do Communities Change? Student Edition pages: 104
SS.2. Using maps and globes, locate the student's hometown, Florida, and G.1.2 North America, and locate the state capital and the national capital.	Program: My Community Chapter: All Student Edition pages: 174-181 Deskmap (if applicable) pages: All parts Chapter: 3. How Do We Use Maps? Online Resources pages: MapStats for Kids, USGS: Map Adventures; Enrichment Readings: Lots of Lines, Make Way for Maps
SS.2. Label on a map or globe the continents, oceans, Equator, Prime G.1.3 Meridian, North and South Pole.	Program: My Community Chapter: All Student Edition pages: 174-181 Deskmap (if applicable) pages: All parts Chapter: 3. How Do We Use Maps? Lesson Guide pages: 23-37 Student Edition pages: 25-36 Interactive Student Notebook pages: 9-17 Overhead Transparencies pages: 3A-3B Placard pages: 3A-3I Online Resources pages: MapStats for Kids, USGS: Map Adventures; Enrichment Readings: Lots of Lines, Make Way for Maps Lesson Masters pages: 11-15
SS.2. Use a map to locate the countries in North America (Canada, United G.1.4 States, Mexico, and the Caribbean Islands).	Program: My Community Chapter: All Student Edition pages: 174-181 Deskmap (if applicable) pages: All parts Chapter: 3. How Do We Use Maps? Lesson Guide pages: 23-37 Student Edition pages: 25-36 Interactive Student Notebook pages: 9-17

Florida Standards for History / Social Studies, Second Grade	Where Standards Are Addressed
	<p>Overhead Transparencies pages: 3A-3B</p> <p>Placard pages: 3A-3I</p> <p>Online Resources pages: MapStats for Kids, USGS: Map Adventures; Enrichment Readings: Lots of Lines, Make Way for Maps</p> <p>Lesson Masters pages: 11-15</p>
5. Economics: Beginning Economics	
<p>SS.2. E.1.1 Recognize that people make choices because of limited resources.</p>	<p>Program: My Community</p> <p>Chapter: 8. How Can I Be a Good Shopper? Lesson Guide pages: 93-103</p> <p>Student Edition pages: 87-96</p> <p>Interactive Student Notebook pages: 47-51</p> <p>Overhead Transparencies pages: 8A-8B</p> <p>CD : Track 3</p> <p>Online Resources pages: Big Money Adventure, It's My Life: Mad Money; Enrichment Readings: Busy at the Bank, Sour Lemons, What Can We Buy Today?</p> <p>Lesson Masters pages: 45-55</p>
<p>SS.2. E.1.2 Recognize that people supply goods and services based on consumer demands.</p>	<p>Program: My Community</p> <p>Chapter: 6. How Are Goods Made and Brought to Us? Lesson Guide pages: 67-81</p> <p>Student Edition pages: 63-76</p> <p>Interactive Student Notebook pages: 33-41</p> <p>Overhead Transparencies pages: 6A-6B</p> <p>Online Resources pages: Where Your Food Comes From; Enrichment Readings: Food Long Ago, Making Bikes to Make a Living</p> <p>Lesson Masters pages: 31-36</p> <p>Chapter: 7. Who Provides Services in a Community? Lesson Guide pages: 83-92</p> <p>Student Edition pages: 77-86</p> <p>Interactive Student Notebook pages: 43-45</p> <p>Overhead Transparencies pages: 7A-7C</p>

Florida Standards for History / Social Studies, Second Grade	Where Standards Are Addressed
	<p>Online Resources pages: Ben's Guide to U.S. Government for Kids: Your Neighborhood; Enrichment Readings: Tax Time</p> <p>Lesson Masters pages: 37-43</p>
<p>SS.2. Recognize that the United States trades with other nations to E.1.3 exchange goods and services.</p>	<p>Program: My Community</p> <p>Chapter: 6. How Are Goods Made and Brought to Us? Student Edition pages: 68, 70-75</p>
<p>SS.2. Explain the personal benefits and costs involved in saving and E.1.4 spending.</p>	<p>Program: My Community</p> <p>Chapter: 8. How Can I Be a Good Shopper? Student Edition pages: 88, 92-95</p>
<p>6. Civics and Government: Foundations of Government, Law, and the American Political System</p>	
<p>SS.2. Explain why people form governments. C.1.1</p>	<p>Program: My Community</p> <p>Chapter: 12. How Do Leaders Help Their Communities? Lesson Guide pages: 147-158</p> <p>Student Edition pages: 129-138</p> <p>Interactive Student Notebook pages: 75-79</p> <p>Overhead Transparencies pages: 12A-12C</p> <p>Online Resources pages: Ben's Guide to U.S. Government for Kids; Enrichment Readings: Honoring Our Presidents, Leaders Help Us Live and Work Together</p> <p>Lesson Masters pages: 79-93</p>
<p>SS.2. Explain the consequences of an absence of rules and laws. C.1.2</p>	<p>Program: My Community</p> <p>Chapter: 12. How Do Leaders Help Their Communities? Lesson Guide pages: 147-158</p> <p>Student Edition pages: 129-138</p> <p>Interactive Student Notebook pages: 75-79</p> <p>Overhead Transparencies pages: 12A-12C</p> <p>Online Resources pages: Ben's Guide to U.S. Government for Kids; Enrichment Readings: Honoring Our Presidents, Leaders Help Us Live and Work Together</p> <p>Lesson Masters pages: 79-93</p> <p>Chapter: 13. What Does a Good Citizen Do? Lesson Guide pages: 159-169</p> <p>Student Edition pages: 139-148</p>

Florida Standards for History / Social Studies, Second Grade	Where Standards Are Addressed
	<p>Interactive Student Notebook pages: 81-84</p> <p>Overhead Transparencies pages: 13A-13B</p> <p>CD : Track 8</p> <p>Online Resources pages: PBS kids: Zoom Into Action; Enrichment Readings: Good Citizens Take Care of the Flag, Play by the Rules, Taxes Help Our Country</p> <p>Lesson Masters pages: 95-100</p>
7. Civics and Government: Civic and Political Participation	
<p>SS.2. Identify what it means to be a United States citizen either by birth or C.2.1 by naturalization.</p>	<p>Program: My Community</p> <p>Chapter: All Student Edition pages: 182</p> <p>Chapter: 13. What Does a Good Citizen Do? Lesson Guide pages: 159-169</p> <p>Student Edition pages: 139-148</p> <p>Interactive Student Notebook pages: 81-84</p> <p>Overhead Transparencies pages: 13A-13B</p> <p>CD : Track 8</p> <p>Online Resources pages: PBS kids: Zoom Into Action; Enrichment Readings: Good Citizens Take Care of the Flag, Play by the Rules, Taxes Help Our Country</p> <p>Lesson Masters pages: 95-100</p>
<p>SS.2. Define and apply the characteristics of responsible citizenship. C.2.2</p>	<p>Program: My Community</p> <p>Chapter: 13. What Does a Good Citizen Do? Lesson Guide pages: 159-169</p> <p>Student Edition pages: 139-148</p> <p>Interactive Student Notebook pages: 81-84</p> <p>Overhead Transparencies pages: 13A-13B</p> <p>CD : Track 8</p> <p>Online Resources pages: PBS kids: Zoom Into Action; Enrichment Readings: Good Citizens Take Care of the Flag, Play by the Rules, Taxes Help Our Country</p> <p>Lesson Masters pages: 95-100</p>

Florida Standards for History / Social Studies, Second Grade	Where Standards Are Addressed
SS.2. Explain why United States citizens have guaranteed rights and C.2.3 identify rights.	Program: My Community Chapter: 7. Who Provides Services in a Community? Online Resources pages: Ben's Guide to U.S. Government for Kids: Your Neighborhood
SS.2. Identify ways citizens can make a positive contribution in their C.2.4 community.	Program: My Community Chapter: 13. What Does a Good Citizen Do? Lesson Guide pages: 159-169 Student Edition pages: 139-148 Interactive Student Notebook pages: 81-84 Overhead Transparencies pages: 13A-13B CD : Track 8 Online Resources pages: PBS kids: Zoom Into Action; Enrichment Readings: Good Citizens Take Care of the Flag, Play by the Rules, Taxes Help Our Country Lesson Masters pages: 95-100
SS.2. Evaluate the contributions of various African Americans, Hispanics, C.2.5 Native Americans, veterans, and women.	Program: My Community Chapter: 5. How Do People Use Our Environment? Student Edition pages: 58-61 Chapter: 11. How Can One Person Make a Difference in a Community? Lesson Guide pages: 137-146 Student Edition pages: 19-128 Interactive Student Notebook pages: 71-74 Overhead Transparencies pages: 11A-11E Online Resources pages: America's Library: Activists and Reformers, The My Hero Project; Enrichment Readings: Who Makes a Difference in Your Community Lesson Masters pages: 77-78
8. Civics and Government: Structure and Functions of Government	
SS.2. Identify the Constitution as the document which establishes the C.3.1 structure, function, powers, and limits of American government.	Program: My Community Chapter: 12. How Do Leaders Help Their Communities? Online Resources pages: Ben's Guide to U.S. Government for Kids
SS.2. Recognize symbols, individuals, events, and documents that C.3.2 represent the United States.	Program: My Community Chapter: All Student Edition pages: 162-173



Brings Learning Alive!

Florida - Third Grade History / Social Studies Content Standards

Sunshine State Standards - Grade Level Expectations

Florida Standards for History / Social Studies, Third Grade	Where Standards Are Addressed
1. American History: Historical Inquiry and Analysis	
SS.3. Analyze primary and secondary sources. A.1.1	Program: Our Community and Beyond Chapter: All This standard correlates to all components.
SS.3. Utilize technology resources to gather information from primary and A.1.2 secondary sources.	Program: Our Community and Beyond Chapter: All This standard correlates to all components.
SS.3. Define terms related to the social sciences. A.1.3	Program: Our Community and Beyond Chapter: All This standard correlates to all components.
2. Geography: The World in Spatial Terms	
SS.3. Use thematic maps, tables, charts, graphs, and photos to analyze G.1.1 geographic information.	Program: Our Community and Beyond Chapter: All Student Edition pages: 228-235 Deskmap (if applicable) pages: Interactive Desk Map Chapter: 1. Where in the World Is Our Community? Student Edition pages: 5, 6, 9-16 Chapter: 4. How Do People Become Part of Our Country? Student Edition pages: 52 Chapter: 5. What Makes Our Community Diverse? Student Edition pages: 69-70, 72 Chapter: 7. How Are People Around the World Alike and Different? Student Edition pages: 103 Chapter: 8. How Does Our Economy Work? Student Edition pages: 119 Chapter: 9. How Does Global Trade Affect Our Community? Student Edition pages: 132
SS.3. Review basic map elements (coordinate grid, cardinal and G.1.2 intermediate directions, title, compass rose, scale, key/legend with symbols).	Program: Our Community and Beyond Chapter: 1. Where in the World Is Our Community? Lesson Guide pages: 1-17 Student Edition pages: 3-16 Interactive Student Notebook pages: 1-12 Overhead Transparencies pages: 1A-1J

Florida Standards for History / Social Studies, Third Grade	Where Standards Are Addressed
	<p>CD : Tracks 1-8</p> <p>Online Resources pages: Enchanted Learning: Zoom Explorers, Geology.com, MSN Encarta: Map of the World; Enrichment Readings: Around the World in 90 Minutes, Into the Wilderness: Explorers and Settlers</p> <p>Lesson Masters pages: 1-4</p>
<p>SS.3. Label the continents and oceans on a world map. G.1.3</p>	<p>Program: Our Community and Beyond</p> <p>Chapter: All Student Edition pages: 228-235</p> <p>Chapter: 1. Where in the World Is Our Community? Lesson Guide pages: 1-17</p> <p>Student Edition pages: 3-16</p> <p>Interactive Student Notebook pages: 1-12</p> <p>Overhead Transparencies pages: 1A-1J</p> <p>CD : Tracks 1-8</p> <p>Online Resources pages: Enchanted Learning: Zoom Explorers, Geology.com, MSN Encarta: Map of the World; Enrichment Readings: Around the World in 90 Minutes, Into the Wilderness: Explorers and Settlers</p> <p>Lesson Masters pages: 1-4</p>
<p>SS.3. Name and identify the purpose of maps (physical, political, elevation, G.1.4 population).</p>	<p>Program: Our Community and Beyond</p> <p>Chapter: 1. Where in the World Is Our Community? Lesson Guide pages: 1-17</p> <p>Student Edition pages: 3-16</p> <p>Interactive Student Notebook pages: 1-12</p> <p>Overhead Transparencies pages: 1A-1J</p> <p>CD : Tracks 1-8</p> <p>Online Resources pages: Enchanted Learning: Zoom Explorers, Geology.com, MSN Encarta: Map of the World; Enrichment Readings: Around the World in 90 Minutes, Into the Wilderness: Explorers and Settlers</p> <p>Lesson Masters pages: 1-4</p>
<p>SS.3. Compare maps and globes to develop an understanding of the G.1.5 concept of distortion.</p>	

Florida Standards for History / Social Studies, Third Grade	Where Standards Are Addressed
SS.3. Use maps to identify different types of scale to measure distances G.1.6 between two places.	Program: Our Community and Beyond Chapter: 1. Where in the World Is Our Community? Online Resources pages: MSN Encarta: Map of the World Chapter: 2. Where in the United States Is Our Community? Lesson Guide pages: 19-30 Lesson Masters pages: 5-17
3. Geography: Places and Regions	
SS.3. Label the countries and commonwealths in North America (Canada, G.2.1 United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).	Program: Our Community and Beyond Chapter: All Student Edition pages: 228-235
SS.3. Identify the five regions of the United States. G.2.2	Program: Our Community and Beyond Chapter: 1. Where in the World Is Our Community? Lesson Guide pages: 1-17 Student Edition pages: 3-16 Interactive Student Notebook pages: 1-12 Overhead Transparencies pages: 1A-1J CD : Tracks 1-8 Online Resources pages: Enchanted Learning: Zoom Explorers, Geology.com, MSN Encarta: Map of the World; Enrichment Readings: Around the World in 90 Minutes, Into the Wilderness: Explorers and Settlers Lesson Masters pages: 1-4
SS.3. Label the states in each of the five regions of the United States. G.2.3	Program: Our Community and Beyond Chapter: 2. Where in the United States Is Our Community? Lesson Guide pages: 19-30 Student Edition pages: 17-28 Interactive Student Notebook pages: 13-27 Overhead Transparencies pages: 2A-2D Placard pages: 2A-2D CD : Track 9 Online Resources pages: Internet Public Library: Stately Knowledge, U.S. Census Bureau: Facts for Features: The Fourth of July, Wikipedia: National Historic Landmarks, Wikipedia: National Monuments; Enrichment Readings: Tall Tales, Words of Freedom

SS.3. Describe the physical features of the United States, Canada, Mexico,
G.2.4 and the Caribbean.

Lesson Masters pages: 5-8

Program: Our Community and Beyond

Chapter: 3. What Is the Geography of Our Community?

Lesson Guide pages: 31-41

Student Edition pages: 27-44

Interactive Student Notebook pages: 29-32

Overhead Transparencies pages: 3A-3C

Online Resources pages: Enchanted Learning: World Geography, MBGnet: What's It Like Where You Live?, Mapmaker, Mapmaker, Make Me a Map; Enrichment Readings: A Tale of Two Cities

SS.3. Identify natural and man-made landmarks in the United States,
G.2.5 Canada, Mexico, and the Caribbean.

Lesson Masters pages: 9-18

Program: Our Community and Beyond

Chapter: 2. Where in the United States Is Our Community?

Lesson Guide pages: 19-30

Student Edition pages: 17-28

Interactive Student Notebook pages: 13-27

Overhead Transparencies pages: 2A-2D

Placard pages: 2A-2D

CD : Track 9

Online Resources pages: Internet Public Library: Stately Knowledge, U.S. Census Bureau: Facts for Features: The Fourth of July, Wikipedia: National Historic Landmarks, Wikipedia: National Monuments; Enrichment Readings: Tall Tales, Words of Freedom

SS.3. Investigate how people perceive places and regions differently by
G.2.6 conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

Lesson Masters pages: 5-8

Program: Our Community and Beyond

Chapter: 1. Where in the World Is Our Community?
Lesson Guide pages: 1-17

Lesson Masters pages: 1-4

Chapter: 2. Where in the United States Is Our Community?

Lesson Guide pages: 19-30

Lesson Masters pages: 5-8

4. Geography: Physical Systems

Florida Standards for History / Social Studies, Third Grade	Where Standards Are Addressed
SS.3. Describe the climate and vegetation in the United States, Canada, G.3.1 Mexico, and the Caribbean.	Program: Our Community and Beyond Chapter: 3. What Is the Geography of Our Community? Lesson Guide pages: 31-41 Student Edition pages: 29-44 Interactive Student Notebook pages: 29-32 Overhead Transparencies pages: 3A-3C Online Resources pages: Enchanted Learning: World Geography, MBGnet: What's It Like Where You Live?, Mapmaker, Mapmaker, Make Me a Map; Enrichment Readings: A Tale of Two Cities Lesson Masters pages: 9-18 Chapter: 13. Whose Planet Is It, Anyway? Lesson Guide pages: 177-188 Student Edition pages: 185-202 Interactive Student Notebook pages: 115-125 Overhead Transparencies pages: 13A-13E CD : Tracks 21-22 Online Resources pages: City of Oceanside Clean Water Program, Environmental Kids Club, ThinkQuest: Oil Spills; Enrichment Readings: Saving Our Earth, Spaceship Earth Lesson Masters pages: 87-90
SS.3. Describe the natural resources in the United States, Canada, G.3.2 Mexico, and the Caribbean.	Program: Our Community and Beyond Chapter: 13. Whose Planet Is It, Anyway? Lesson Guide pages: 177-178 Student Edition pages: 185-202 Interactive Student Notebook pages: 115-125 Overhead Transparencies pages: 13A-13E CD : Tracks 21-22 Online Resources pages: City of Oceanside Clean Water Program, Environmental Kids Club, ThinkQuest: Oil Spills; Enrichment Readings: Saving Our Earth, Spaceship Earth Lesson Masters pages: 87-90

Chapter: 14. How Can We Help the Global Community?

Lesson Guide pages: 189-202

Student Edition pages: 203-215

Interactive Student Notebook pages: 127-135

Overhead Transparencies pages: 14A-14D

Online Resources pages: Clean Sweep USA, Just for Kids: Recycling; Enrichment Readings: A Handshake Between Countries, When Cultures Meet: A Visit to Vancouver

Lesson Masters pages: 91-102

5. Geography: Human Systems

SS.3. Explain how the environment influences settlement patterns in the
G.4.1 United States, Canada, Mexico, and the Caribbean.

Program: Our Community and Beyond

Chapter: 4. How Do People Become Part of Our Country?

Lesson Guide pages: 43-56

Student Edition pages: 45-58

Interactive Student Notebook pages: 33-42

Overhead Transparencies pages: 4A-4B

Online Resources pages: America on the Move, Library of Congress: Immigration, The Peopling of America; Enrichment Readings: Becoming a Citizen

Lesson Masters pages: 19-21

Chapter: 6. How Do People Improve Their Communities?

Lesson Guide pages: 69-83

Student Edition pages: 75-88

Interactive Student Notebook pages: 51-57

Overhead Transparencies pages: 6A-6D

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 7. How Are People Around the World Alike and Different?
Lesson Guide pages: 85-93

Student Edition pages: 89-108

Interactive Student Notebook pages: 59-66

Overhead Transparencies pages: 7A-7C

Placard pages: 7A-7J

CD : Track 11

Online Resources pages: Kids Around the World, Topics: Traditional Children's Games from Around the World, World Almanac for Kids: Kids Around the World; Enrichment Readings: Living on Earth

Lesson Masters pages: 37-39

Chapter: 9. How Does Global Trade Affect Our Community?
Lesson Guide pages: 109-122

Student Edition pages: 123-136

Interactive Student Notebook pages: 75-83

Overhead Transparencies pages: 9A-9C

Online Resources pages: KIDS.NET.AU: Dictionary

Lesson Masters pages: 49-53

Program: Our Community and Beyond

Chapter: 4. How Do People Become Part of Our Country?
Lesson Guide pages: 43-56

Student Edition pages: 45-58

Interactive Student Notebook pages: 33-42

Overhead Transparencies pages: 4A-4B

Placard pages: 4

Online Resources pages: America on the Move, Library of Congress: Immigration, The Peopling of America; Enrichment Readings: Becoming a Citizen

Lesson Masters pages: 19-21

SS.3. Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
G.4.2

Chapter: 6. How Do People Improve Their Communities?
Lesson Guide pages: 69-83

Student Edition pages: 75-88

Interactive Student Notebook pages: 51-57

Overhead Transparencies pages: 6A-6D

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 7. How Are People Around the World Alike and Different?
Lesson Guide pages: 85-93

Student Edition pages: 89-108

Interactive Student Notebook pages: 59-66

Overhead Transparencies pages: 7A-7C

Placard pages: 7A-7J

CD : Track 11

Online Resources pages: Kids Around the World, Topics: Traditional Children's Games from Around the World, World Almanac for Kids: Kids Around the World; Enrichment Readings: Living on Earth

Lesson Masters pages: 37-39

SS.3. Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
G.4.3

Program: Our Community and Beyond

Chapter: 4. How Do People Become Part of Our Country?
Lesson Guide pages: 43-56

Student Edition pages: 45-58

Interactive Student Notebook pages: 33-42

Overhead Transparencies pages: 4A-4B

Placard pages: 4

Online Resources pages: America on the Move, Library of Congress: Immigration, The Peopling of America; Enrichment Readings: Becoming a Citizen

Lesson Masters pages: 19-21

Chapter: 6. How Do People Improve Their Communities?
Lesson Guide pages: 69-83

Student Edition pages: 75-88

Interactive Student Notebook pages: 51-57

Overhead Transparencies pages: 6A-6D

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 7. How Are People Around the World Alike and Different?
Lesson Guide pages: 85-93

Student Edition pages: 89-108

Interactive Student Notebook pages: 59-66

Overhead Transparencies pages: 7A-7C

Placard pages: 7A-7J

CD : Track 11

Online Resources pages: Kids Around the World, Topics: Traditional Children's Games from Around the World, World Almanac for Kids: Kids Around the World; Enrichment Readings: Living on Earth

Lesson Masters pages: 37-39

SS.3. Identify contributions from various ethnic groups to the United States. Program: Our Community and Beyond
G.4.4

Chapter: 5. What Makes Our Community Diverse?
Lesson Guide pages: 57-67

Student Edition pages: 59-74

Interactive Student Notebook pages: 43-50

Overhead Transparencies pages: 5A-5B

CD : Track 10

Online Resources pages: About the Lenapes, Wikipedia: Lists of English Words of Foreign Origin, Wishtoyo Foundation; Enrichment Readings: American Indians Today, Los Angeles: The Making of a Super-City, Part One, Los Angeles: The Making of a Super-City, Part Two

Lesson Masters pages: 23-25

Chapter: 6. How Do People Improve Their Communities?
Lesson Guide pages: 69-83

Student Edition pages: 75-88

Interactive Student Notebook pages: 51-57

Overhead Transparencies pages: 6A-6D

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 7. How Are People Around the World Alike and Different?
Lesson Guide pages: 85-93

Student Edition pages: 89-108

Interactive Student Notebook pages: 59-66

Overhead Transparencies pages: 7A-7C

Placard pages: 7A-7J

CD : Track 11

Online Resources pages: Kids Around the World, Topics: Traditional Children's Games from Around the World, World Almanac for Kids: Kids Around the World; Enrichment Readings: Living on Earth

Lesson Masters pages: 37-39

6. Economics: Beginning Economics

SS.3. Give examples of how scarcity results in trade.
E.1.1

Program: Our Community and Beyond

Chapter: 8. How Does Our Economy Work?
Lesson Guide pages: 95-107

Student Edition pages: 109-122

Interactive Student Notebook pages: 67-73

SS.3. List the characteristics of money.
E.1.2

SS.3. Recognize that buyers and sellers interact to exchange goods and
E.1.3 services through the use of trade or money.

Overhead Transparencies pages: 8A-8D

CD : Tracks 12-13

Online Resources pages: BrainPOP!,
RealTrees4Kids.org, United States Postal Service:
Photo Galleries; Enrichment Readings: All About
Money, Auburn, California: Then and Now, Yogi's
Yogurt

Lesson Masters pages: 37-39

Chapter: 9. How Does Global Trade Affect Our
Community?

Lesson Guide pages: 109-122

Student Edition pages: 123-136

Interactive Student Notebook pages: 75-83

Overhead Transparencies pages: 9A-9C

Online Resources pages: KIDS.NET.AU: Dictionary

Lesson Masters pages: 49-53

Program: Our Community and Beyond

Chapter: 8. How Does Our Economy Work?
Student Edition pages: 110-111

Program: Our Community and Beyond

Chapter: 8. How Does Our Economy Work?
Lesson Guide pages: 95-107

Student Edition pages: 109-122

Interactive Student Notebook pages: 67-73

Overhead Transparencies pages: 8A-8D

CD : Tracks 12-13

Online Resources pages: BrainPOP!,
RealTrees4Kids.org, United States Postal Service:
Photo Galleries; Enrichment Readings: All About
Money, Auburn, California: Then and Now, Yogi's
Yogurt

Lesson Masters pages: 37-39

Chapter: 9. How Does Global Trade Affect Our
Community?

Lesson Guide pages: 109-122

SS.3. Distinguish between currencies used in the United States, Canada,
E.1.4 Mexico, and the Caribbean.

Student Edition pages: 123-136

Interactive Student Notebook pages: 75-83

Overhead Transparencies pages: 9A-9C

Online Resources pages: KIDS.NET.AU: Dictionary

Lesson Masters pages: 49-53

Program: Our Community and Beyond

Chapter: 8. How Does Our Economy Work?
Online Resources pages: Enrichment Readings: All About Money

7. Civics and Government: Foundations of Government, Law, and the American Political System

SS.3. Explain the purpose and need for government.
C.1.1

Program: Our Community and Beyond

Chapter: 10. What Are the Public Services in Our Community?
Lesson Guide pages: 123-135

Student Edition pages: 137-154

Interactive Student Notebook pages: 85-94

Overhead Transparencies pages: 10A-10B

CD : Tracks 14-19

Online Resources pages: Ben's Guide to U.S. Government: Your Neighborhood and Beyond

Lesson Masters pages: 55-64

Chapter: 11. Who Works at City Hall?
Lesson Guide pages: 137-156

Student Edition pages: 155-170

Interactive Student Notebook pages: 95-106

Overhead Transparencies pages: 11A-11B

Placard pages: 11A-11I

CD : Track 20

Online Resources pages: Ben's Guide to U.S. Government for Kids, City Departments, Kids and Community

Lesson Masters pages: 65-81

		<p>Chapter: 12. How Do We Have a Voice in Our Community?</p> <p>Lesson Guide pages: 159-174</p> <p>Student Edition pages: 171-184</p> <p>Interactive Student Notebook pages: 107-113</p> <p>Overhead Transparencies pages: 12A-12I</p> <p>Online Resources pages: PBS Kids: The Democracy Project, What Kids Can Do; Enrichment Readings: We the People</p>
SS.3. Describe how government gains its power from the people. C.1.2		<p>Lesson Masters pages: 83-86</p> <p>Program: Our Community and Beyond</p> <p>Chapter: 12. How Do We Have a Voice in Our Community?</p> <p>Lesson Guide pages: 159-174</p> <p>Student Edition pages: 171-184</p> <p>Interactive Student Notebook pages: 107-113</p> <p>Overhead Transparencies pages: 12A-12I</p> <p>Online Resources pages: PBS Kids: The Democracy Project, What Kids Can Do; Enrichment Readings: We the People</p> <p>Lesson Masters pages: 83-86</p>
SS.3. Explain how government was established through a written C.1.3 Constitution.		<p>Program: Our Community and Beyond</p> <p>Chapter: All</p> <p>Student Edition pages: 218</p> <p>Chapter: 11. Who Works at City Hall?</p> <p>Student Edition pages: 168-169</p>
8. Civics and Government: Civic and Political Participation		
SS.3. Identify group and individual actions of citizens that demonstrate C.2.1 civility, cooperation, volunteerism, and other civic virtues.		<p>Program: Our Community and Beyond</p> <p>Chapter: 6. How Do People Improve Their Communities?</p> <p>Lesson Guide pages: 69-83</p> <p>Student Edition pages: 75-88</p> <p>Interactive Student Notebook pages: 51-57</p> <p>Overhead Transparencies pages: 6A-6D</p>

Online Resources pages: America's Story: Activists and Reformers, TIME for Kids: Hurricane Katrina; Enrichment Readings: Monuments Around the World

Lesson Masters pages: 27-36

Chapter: 10. What Are the Public Services in Our Community?

Lesson Guide pages: 123-135

Student Edition pages: 137-154

Interactive Student Notebook pages: 85-94

Overhead Transparencies pages: 10A-10B

CD : Tracks 14-19

Online Resources pages: Ben's Guide to U.S. Government: Your Neighborhood and Beyond

Lesson Masters pages: 55-64

Chapter: 11. Who Works at City Hall?

Lesson Guide pages: 137-156

Student Edition pages: 155-170

Interactive Student Notebook pages: 95-106

Overhead Transparencies pages: 11A-11B

Placard pages: 11A-11I

CD : Track 20

Online Resources pages: Ben's Guide to U.S. Government for Kids, City Departments, Kids and Community

Lesson Masters pages: 65-81

Chapter: 12. How Do We Have a Voice in Our Community?

Lesson Guide pages: 159-174

Student Edition pages: 171-184

Interactive Student Notebook pages: 107-113

Overhead Transparencies pages: 12A-12I

Online Resources pages: PBS Kids: The Democracy Project, What Kids Can Do; Enrichment Readings: We the People

Lesson Masters pages: 83-86

Chapter: 13. Whose Planet Is It, Anyway?
Lesson Guide pages: 177-188

Student Edition pages: 185-202

Interactive Student Notebook pages: 115-125

Overhead Transparencies pages: 13A-13E

CD : Tracks 21-22

Online Resources pages: City of Oceanside Clean Water Program, Environmental Kids Club, ThinkQuest: Oil Spills; Enrichment Readings: Saving Our Earth, Spaceship Earth

Lesson Masters pages: 87-90

9. Civics and Government: Structure and Functions of Government

SS.3. Identify the levels of government (local, state, federal).
C.3.1

Program: Our Community and Beyond

Chapter: 11. Who Works at City Hall?
Lesson Guide pages: 137-156

Student Edition pages: 155-170

Interactive Student Notebook pages: 95-106

Overhead Transparencies pages: 11A-11B

Placard pages: 11A-11I

CD : Track 20

Online Resources pages: Ben's Guide to U.S. Government for Kids, City Departments, Kids and Community

Lesson Masters pages: 65-81

SS.3. Describe how government is organized at the local level.
C.3.2

Program: Our Community and Beyond

Chapter: 11. Who Works at City Hall?
Lesson Guide pages: 137-156

Student Edition pages: 155-170

Interactive Student Notebook pages: 95-106

Overhead Transparencies pages: 11A-11B

Florida Standards for History / Social Studies, Third Grade	Where Standards Are Addressed
	<p>Placard pages: 11A-11I</p> <p>CD : Track 20</p> <p>Online Resources pages: Ben's Guide to U.S. Government for Kids, City Departments, Kids and Community</p> <p>Lesson Masters pages: 65-81</p>
<p>SS.3. Recognize that every state has a state constitution. C.3.3</p>	
<p>SS.3. Recognize that the Constitution of the United States is the supreme C.3.4 law of the land.</p>	<p>Program: Our Community and Beyond</p> <p>Chapter: All Student Edition pages: 218</p> <p>Chapter: 11. Who Works at City Hall? Student Edition pages: 168-169</p>



Brings Learning Alive!

Florida - Fourth Grade Social Studies Content Standards

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Florida Standards for Social Studies, Fourth Grade	Where Standards Are Addressed
American History	
SS.4. Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. A.1.1	<p>Program: Regions of Our Country</p> <p>Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 2, 3</p>
SS.4. Synthesize information related to Florida history through print and electronic media. A.1.2	<p>Program: Regions of Our Country</p> <p>Chapter: All This standard correlates to all subjects.</p>
SS.4. Compare Native American tribes in Florida. A.2.1	<p>Program: Regions of Our Country</p> <p>Chapter: 1. Discovering the Social Sciences Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4</p>
SS.4. Identify explorers who came to Florida and the motivations for their expeditions. A.3.1	<p>Program: Regions of Our Country</p> <p>Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2</p> <p>Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 3, 4</p>
SS.4. Describe causes and effects of European colonization on the Native American tribes of Florida. A.3.2	<p>Program: Regions of Our Country</p> <p>Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2, 4</p>
SS.4. Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. A.3.3	<p>Program: Regions of Our Country</p> <p>Chapter: 4. A Train Tour of the Northeast Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 6. A Boat and Bus Tour of the Southeast Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 4</p>
SS.4. Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee). A.3.4	<p>Program: Regions of Our Country</p> <p>Chapter: 4. A Train Tour of the Northeast Toolkit pages: Study Your State - Activity 1</p>

		Chapter: 10. A Big Rig Tour of the Southwest Student Edition pages: 160
SS.4. Identify the significance of Fort Mose as the first free African A.3.5 community in the United States.		Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2 Program: Regions of Our Country Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1 Chapter: 4. A Train Tour of the Northeast Toolkit pages: Study Your State - Activity 1 Chapter: 6. A Boat and Bus Tour of the Southeast Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2 Program: Regions of Our Country
SS.4. Identify the effects of Spanish rule in Florida. A.3.6		Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2 Program: Regions of Our Country
SS.4. Identify nations (Spain, France, England) that controlled Florida A.3.7 before it became a United States territory.		Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2 Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 4, 5 Program: Regions of Our Country
SS.4. Explain how the Seminole tribe formed and the purpose for their A.3.8 migration.		Chapter: 1. Discovering the Social Sciences Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2, 4 Program: Regions of Our Country
SS.4. Explain how Florida (Adams-Onis Treaty) became a U.S. territory. A.3.9		Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 4, 5 Program: Regions of Our Country
SS.4. Identify the causes and effects of the Seminole Wars. A.3.1 0		Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2 Program: Regions of Our Country
SS.4. Explain the effects of technological advances on Florida. A.4.1		Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1

Florida Standards for Social Studies, Fourth Grade	Where Standards Are Addressed
SS.4. Describe pioneer life in Florida. A.4.2	Program: Regions of Our Country Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4
SS.4. Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War. A.5.1	Program: Regions of Our Country Chapter: 6. A Boat and Bus Tour of the Southeast Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Summarize challenges Floridians faced during Reconstruction. A.5.2	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Describe the economic development of Florida's major industries. A.6.1	Program: Regions of Our Country Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1 Chapter: 16. Researching Your State's Economy Toolkit pages: Study Your State - Activity 1
SS.4. Summarize contributions immigrant groups made to Florida. A.6.2	Program: Regions of Our Country Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 2 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4
SS.4. Describe the contributions of significant individuals to Florida. A.6.3	Program: Regions of Our Country Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 3
SS.4. Describe effects of the Spanish American War on Florida. A.6.4	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Describe the causes and effects of the 1920's Florida land boom and bust. A.7.1	Program: Regions of Our Country Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4

Florida Standards for Social Studies, Fourth Grade	Where Standards Are Addressed
SS.4. Summarize challenges Floridians faced during the Great Depression. A.7.2	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Identify Florida's role in World War II. A.7.3	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2
SS.4. Identify Florida's role in the Civil Rights Movement. A.8.1	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1,2
SS.4. Describe how and why immigration impacts Florida today. A.8.2	Program: Regions of Our Country Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 2 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 2, 4
SS.4. Describe the effect of the United States space program on Florida's A.8.3 economy and growth.	Program: Regions of Our Country Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 6. A Boat and Bus Tour of the Southeast Student Edition pages: 89 Toolkit pages: Study Your State - Activity 1 Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1 Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1 Chapter: 16. Researching Your State's Economy Toolkit pages: Study Your State - Activity 1
SS.4. Explain how tourism affects Florida's economy and growth. A.8.4	Program: Regions of Our Country Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 7. The Effects of Geography on Life in the Southeast Toolkit pages: Study Your State - Activity 2 Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1

Florida Standards for Social Studies, Fourth Grade	Where Standards Are Addressed
	<p>Chapter: 12. A Van and Airplane Tour of the West Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 16. Researching Your State's Economy Toolkit pages: Study Your State - Activity 1</p>
<p>SS.4. Utilize timelines to sequence key events in Florida history. A.9.1</p>	<p>Program: Regions of Our Country</p> <p>Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 1, 2</p>
Geography	
<p>SS.4. Identify physical features of Florida. G.1.1</p>	<p>Program: Regions of Our Country</p> <p>Chapter: 2. Exploring Regions of the United States Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 6. A Boat and Bus Tour of the Southeast Student Edition pages: 88</p> <p>Chapter: 14. Researching Your State's Geography Toolkit pages: Study Your State - Activity 1</p>
<p>SS.4. Locate and label cultural features on a Florida map. G.1.2</p>	<p>Program: Regions of Our Country</p> <p>Chapter: 2. Exploring Regions of the United States Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 10. A Big Rig Tour of the Southwest Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 14. Researching Your State's Geography Toolkit pages: Study Your State - Activity 1</p>
<p>SS.4. Explain how weather impacts Florida. G.1.3</p>	<p>Program: Regions of Our Country</p> <p>Chapter: 7. The Effects of Geography on Life in the Southeast Toolkit pages: Study Your State - Activity 1, 2</p>
<p>SS.4. Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude). G.1.4</p>	<p>Program: Regions of Our Country</p> <p>Chapter: All This standard applies to all correlations.</p>
Economics	
<p>SS.4. Identify entrepreneurs from various social and ethnic backgrounds E.1.1 who have influenced Florida and local economy.</p>	<p>Program: Regions of Our Country</p> <p>Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1</p> <p>Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1</p>

		Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 3
SS.4. E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.	Program: Regions of Our Country Chapter: 8. A Crop Duster Tour of the Midwest Toolkit pages: Study Your State - Activity 1
Civics and Government		
SS.4. C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.	Program: Regions of Our Country Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 2, 3
SS.4. C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.	Program: Regions of Our Country Chapter: 5. Population Density and Life in the Northeast Toolkit pages: Study Your State - Activity 2 Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 1
SS.4. C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.	Program: Regions of Our Country Chapter: 1. Discovering the Social Sciences Student Edition pages: 6 Chapter: 3. The Peopling of the United States Toolkit pages: Study Your State - Activity 1 Chapter: 4. A Train Tour of the Northeast Student Edition pages: 60-61 Chapter: 10. A Big Rig Tour of the Southwest Student Edition pages: 161 Chapter: 17. Researching Your State's Government Student Edition pages: 261 Toolkit pages: Study Your State - Activity 1
SS.4. C.2.3	Explain the importance of public service, voting, and volunteerism.	Program: Regions of Our Country Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 1
SS.4. C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.	Program: Regions of Our Country Chapter: 17. Researching Your State's Government Toolkit pages: Study Your State - Activity 1

Florida Standards for Social Studies, Fourth Grade	Where Standards Are Addressed
SS.4. Distinguish between state (governor, state representative, or C.3.2 senator) and local government (mayor, city commissioner).	Program: Regions of Our Country Chapter: 15. Researching Your State's History Toolkit pages: Study Your State - Activity 3 Chapter: 17. Researching Your State's Government Lesson Guide pages: 203-211 Student Edition pages: 261-271 Overhead Transparencies pages: 17 Placard pages: 17A-17G Online Resources pages: Ben's Guide to U.S. Government for Kids, GovSpot, The Ladybug Story; Enrichment Readings: Public Policy: Why, How, Who? Lesson Masters pages: 205-210 Toolkit pages: Study Your State - Activity 1

Pinellas Primary Academy



Appendix XVII

Textbook Correlation to Sunshine State Standards:

Social Studies

**Houghton Mifflin
Florida Studies**

Sunshine State Standards

Strand A Time, Continuity and Change [History]

Standard 1 The student understands historical chronology and the historical perspective.

- Benchmark SS.A.1.2.2 The student uses a variety of methods and sources to understand history (e.g., interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.
SS.A.1.2.2.4.1 The student knows different types of primary and secondary sources (for example, artifacts, diaries, letters, photographs, art, documents, newspapers, books, Internet sites about Florida history).

Standard 6 The student understands the history of Florida and its people.

- Benchmark SS.A.6.2.1 The student understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.
SS.A.6.2.1.4.1 The student understands reasons that immigrants came to Florida (for example, fleeing oppression, economic opportunity, health reasons).
SS.A.6.2.1.4.2 The student knows contributions of immigrants to Florida's history, including Hispanics.
- Benchmark SS.A.6.2.2 The student understands the influence of geography on the history of Florida.
SS.A.6.2.2.4.1 The student knows selected physical features of Florida (for example, bodies of water, climate, elevation).
SS.A.6.2.2.4.2 The student understands ways geographic features influenced the exploration, colonization, and expansion of Florida.
- Benchmark SS.A.6.2.3 The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.
SS.A.6.2.3.4.1 The student knows people and events related to the early exploration of Florida.
SS.A.6.2.3.4.2 The student knows significant events in the colonial period of Florida.
SS.A.6.2.3.4.3 The student knows key events leading to Florida becoming a state.
SS.A.6.2.3.4.4 The student knows causes, key events, and effects of the Civil War and Reconstruction in Florida.
SS.A.6.2.3.4.5 The student understands selected aspects of migration and immigration to Florida after the Civil War (for example, reasons, obstacles, important contributions).
SS.A.6.2.3.4.6 The student understands some ways industrialization and urbanization have affected Florida (for example, the growth of railroads and highways, the development of large population centers, tourism).
SS.A.6.2.3.4.7 The student understands ways Florida changed during the 1920's and 1930's and understands ways everyday life was impacted in Florida by the Great Depression (for example, economic boom and bust).
SS.A.6.2.3.4.8 The student knows selected economic, political, and social transformations that have taken place in Florida since World War II (for example, civil rights movement, space program).
SS.A.6.2.3.4.9 The student understands the contributions of selected significant men and women, including African Americans and Hispanics, on the development of Florida (for example, Ponce De Leon, Henry Flagler, Mary Bethune Cookman, Chief Osceola, Governor Bob Martinez).
- Benchmark SS.A.6.2.4 The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.
SS.A.6.2.4.4.1 The student understands the unique and diverse cultural makeup of Florida (for example, Caucasian, Hispanic, Haitian-Creole, African-American).
- Benchmark SS.A.6.2.5 The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.
SS.A.6.2.5.4.1 The student knows ways various cultures contributed to the unique social, cultural, economic, and political features of Florida.
- Benchmark SS.A.6.2.6 The student understands the cultural, social, and political features of Native American tribes in Florida's history.
SS.A.6.2.6.4.1 The student understands selected aspects of the cultural, social, and political features of Native American tribes in the history of Florida.

- Benchmark SS.A.6.2.7 The student understands the unique historical conditions that influenced the formation of the state and how statehood was granted.
SS.A.6.2.7.4.1 The student understands some unique historical conditions that influenced the formation of the state and how statehood was granted.

Strand B People, Places, and Environments [Geography]

Standard 1 The student understands the world in spatial terms.

- Benchmark SS.B.1.2.1 The student uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
SS.B.1.2.1.4.1 The student uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns (for example, in Florida).
- Benchmark SS.B.1.2.2 The student knows how regions are constructed according to physical criteria and human criteria.
SS.B.1.2.2.4.1 The student knows how regions in Florida are constructed according to physical criteria and human criteria.

Strand C Government and the Citizen [Civics and Government]

Standard 1 The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

- Benchmark SS.C.1.2.1 The student identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.
SS.C.1.2.1.4.1 The student understands the functions of government under the framework of the Florida Constitution.
SS.C.1.2.1.4.2 The student knows the branches of Florida state government.
- Benchmark SS.C.1.2.2 The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of government and understands how all three branches of government promote the common good and protect individual rights.
SS.C.1.2.2.4.1 The student understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of Florida government.
SS.C.1.2.2.4.2 The student understands ways all three branches of government promote the common good and protect individual rights.
- Benchmark SS.C.1.2.3 The student knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the name of the his or her representatives in the executive branches of government at the local, state, and national levels (e.g., mayor, governor, and president).
SS.C.1.2.3.4.1 knows the names of his or her representatives at the local and state level (for example, mayor, governor, city council members, state legislative representatives).
- Benchmark SS.C.1.2.5 The student knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.
SS.C.1.2.5.4.1 The student knows basic things Florida government does in one's school, community, state, and nation.

Standard 2 The student understands the role of the citizen in American democracy.

- Benchmark SS.C.2.2.1 The student understands the importance of participation through community service, civic improvement, and political activities.
SS.C.2.2.1.4.1 The student understands the importance of participation through community service, civic improvement, and political activities at the local and state level.
- Benchmark SS.C.2.2.2 The student understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.
SS.C.2.2.2.4.1 The student extends and refines understanding of ways personal and civic responsibility are important.

Strand D Production, Distribution, and Consumption [Economics]

Standard 1 The student understands how scarcity requires individuals and institutions to make choices about how to use resources.

- Benchmark SS.D.1.2.1 The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.
SS.D.1.2.1.4.1 The student knows examples from Florida history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.
- Benchmark SS.D.1.2.2 The student understands that scarcity of resources requires choices on many levels, from the individual to societal.
SS.D.1.2.2.4.1 The student knows examples of scarcity in Florida.
- Benchmark SS.D.1.2.5 The student understands the concept of earning income and the basic concept of a budget.
SS.D.1.2.5.4.1 The student knows the concept of earning income.
SS.D.1.2.5.4.2 The student knows the basic concept of a budget.

Standard 2 The student understands the characteristics of different economic systems and institutions.

- Benchmark SS.D.2.2.4 The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.
SS.D.2.2.4.4.1 The student knows ways the state government provides goods and services through taxation (for example, education).

Pinellas Primary Academy



Appendix XVIII

Seven Year Budget Projections

Pinellas Preparatory Academy, Inc.

Combined Budget Amounts

Pinellas Preparatory Academy Budget	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Income	\$0	\$1,252,329	\$1,781,025	\$1,915,061	\$2,174,233	\$2,312,230	\$2,327,082
Expense	\$15,746	\$1,324,448	\$1,699,782	\$1,845,776	\$2,108,594	\$2,216,548	\$2,276,941
Remaining	-\$15,746	-\$72,119	\$81,242	\$69,285	\$65,640	\$95,681	\$50,141

Pinellas Primary Academy Budget	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Income	\$2,481,454	\$2,466,474	\$2,475,848	\$2,486,553	\$2,498,244	\$2,511,101	\$2,525,053
Expense	\$2,491,375	\$2,454,935	\$2,473,484	\$2,572,276	\$2,577,950	\$2,564,083	\$2,601,361
Remaining	-\$9,921	\$11,539	\$2,364	-\$85,723	-\$79,706	-\$52,982	-\$76,308

Before / After Care Program	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Income	\$67,248	\$118,926	\$139,806	\$143,946	\$155,556	\$159,696	\$159,696
Expense	\$40,946	\$54,258	\$63,854	\$68,752	\$69,521	\$70,008	\$69,792
Remaining	\$26,302	\$64,668	\$75,952	\$75,194	\$86,035	\$89,688	\$89,904

Totals	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Income	\$2,548,702	\$3,837,729	\$4,396,679	\$4,545,560	\$4,828,033	\$4,983,027	\$5,011,831
Expense	\$2,548,067	\$3,833,640	\$4,237,120	\$4,486,805	\$4,756,065	\$4,850,639	\$4,948,094
Remaining	\$635	\$4,088	\$159,558	\$58,755	\$71,969	\$132,388	\$63,738

Pinellas Preparatory Academy, Inc.

Estimated Fund Balance

Pinellas Preparatory Academy Audit History

	Total Revenues	Total Expenditures	Audited Net Assets	Audited Fund Balance
2002-03	\$ 569,665	\$ 489,194	\$ 104,179	\$ 80,601
2003-04	\$ 884,016	\$ 745,405	\$ 249,870	\$ 90,398
2004-05	\$ 1,155,534	\$ 1,083,540	\$ 275,486	\$ 214,730
2005-06	\$ 1,092,336	\$ 1,132,234	\$ 252,828	\$ 191,803
2006-07	\$ 1,700,762	\$ 1,559,436	\$ 394,154	\$ 196,665
2007-08	\$ 2,328,143	\$ 2,147,846	\$ 268,800	\$ 404,316
2008-09	\$ 2,453,740	\$ 2,502,139	\$ 510,291	\$ 355,917
2009-10	\$ 2,641,065	\$ 2,613,940		\$ 383,042

** Audit in Progress **

	PPA, Jr. Budget		PPA Budget		Other		Net	Cash Fund Balance
	Income	Expense	Income	Expense	Income	Expense		
						↓ Includes Start Up Costs		\$ 297,367
2010-11	\$ -	\$ 15,746	\$ 2,481,454	\$ 2,491,375	\$ 67,248	\$ 141,938	\$ (100,356)	\$ 197,011
2011-12	\$ 1,252,329	\$ 1,324,448	\$ 2,466,474	\$ 2,454,935	\$ 118,926	\$ 54,258	\$ 4,088	\$ 201,099
2012-13	\$ 1,781,025	\$ 1,699,782	\$ 2,475,848	\$ 2,473,484	\$ 139,806	\$ 63,854	\$ 159,558	\$ 360,658
2013-14	\$ 1,915,061	\$ 1,845,776	\$ 2,486,553	\$ 2,572,276	\$ 143,946	\$ 68,752	\$ 58,755	\$ 419,413
2014-15	\$ 2,174,233	\$ 2,108,594	\$ 2,498,244	\$ 2,577,950	\$ 155,556	\$ 69,521	\$ 71,969	\$ 491,382
2015-16	\$ 2,312,230	\$ 2,216,548	\$ 2,511,101	\$ 2,564,083	\$ 159,696	\$ 70,008	\$ 132,388	\$ 623,770
2016-17	\$ 2,327,082	\$ 2,276,941	\$ 2,525,053	\$ 2,601,361	\$ 159,696	\$ 69,792	\$ 63,738	\$ 687,507

Income Estimates

Based on the current numbers:

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA Income	\$ 2,481,454	\$ 2,466,474	\$ 2,475,848	\$ 2,486,553	\$ 2,498,244	\$ 2,511,101	\$ 2,525,053
PPA Expense	\$ 2,491,375	\$ 2,454,935	\$ 2,473,484	\$ 2,572,276	\$ 2,577,950	\$ 2,564,083	\$ 2,601,361
PPA Remain	\$ (9,921)	\$ 11,539	\$ 2,364	\$ (85,723)	\$ (79,706)	\$ (52,982)	\$ (76,308)
PPAJr Income	\$ -	\$ 1,252,329	\$ 1,781,025	\$ 1,915,061	\$ 2,174,233	\$ 2,312,230	\$ 2,327,082
PPAJr Expense	\$ 15,746	\$ 1,324,448	\$ 1,699,782	\$ 1,845,776	\$ 2,108,594	\$ 2,216,548	\$ 2,276,941
PPAJr Remain	\$ (15,746)	\$ (72,119)	\$ 81,242	\$ 69,285	\$ 65,640	\$ 95,681	\$ 50,141
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

FEFP FTE Income

Historical Income Numbers

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Basic K-3 FTE				\$ 3,836	\$ 4,135	\$ 4,383	\$ 4,165	\$ 3,915
Basic 4-8 FTE	\$ 3,367	\$ 3,681	\$ 3,711	\$ 3,768	\$ 3,995	\$ 4,098	\$ 3,908	\$ 3,646
ESE K-3 FTE				\$ 1,039	\$ 1,039	\$ 1,039	\$ 1,018	\$ 1,039
ESE 4-8 FTE		\$ 1,165	\$ 1,165	\$ 1,165	\$ 1,165	\$ 1,165	\$ 1,142	\$ 1,165
Discretionary K-3 Funds				\$ 1,296	\$ 1,618	\$ 1,933	\$ 2,046	\$ 2,739
Discretionary 4-8 Funds	\$ 671	\$ 747	\$ 908	\$ 1,353	\$ 1,581	\$ 1,731	\$ 1,640	\$ 2,015

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Basic K-3 FTE Increase					7.8%	6.0%	-5.0%	-6.0%
Basic 4-8 FTE Increase		9.3%	0.8%	1.5%	6.0%	2.6%	-4.6%	-6.7%
ESE K-3 Funds Increase					0.0%	0.0%	-2.0%	2.1%
ESE 4-8 Funds Increase			0.0%	0.0%	0.0%	0.0%	-2.0%	2.0%
Disc. K-3 Funds Increase					24.8%	19.5%	5.8%	33.9%
Disc. 4-8 Funds Increase		11.3%	21.6%	49.0%	16.8%	9.5%	-5.3%	22.9%

Set Income Numbers

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Basic K-3 FTE	\$ 3,956	\$ 3,956	\$ 3,996	\$ 4,036	\$ 4,076	\$ 4,117	\$ 4,158
Basic 4-8 FTE	\$ 3,646	\$ 3,646	\$ 3,682	\$ 3,719	\$ 3,756	\$ 3,794	\$ 3,831
ESE K-3 FTE	\$ 1,039	\$ 1,039	\$ 1,049	\$ 1,060	\$ 1,070	\$ 1,081	\$ 1,092
ESE 4-8 FTE	\$ 1,165	\$ 1,165	\$ 1,177	\$ 1,188	\$ 1,200	\$ 1,212	\$ 1,224
Discretionary K-3 Funds	\$ 2,744	\$ 2,744	\$ 2,771	\$ 2,799	\$ 2,827	\$ 2,855	\$ 2,884

Discretionary 4-8 Funds	\$ 2,031	\$ 2,031	\$ 2,051	\$ 2,072	\$ 2,092	\$ 2,113	\$ 2,134
	\$ 5,987						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Basic K-3 FTE Increase	1.05%	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Basic 4-8 FTE Increase	-0.01%	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
ESE K-3 Funds Increase	0.00%	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
ESE 4-8 Funds Increase	0.00%	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Disc. K-3 Funds Increase	0.18%	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Disc. 4-8 Funds Increase	0.79%	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%

Capital Outlay

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Elementary Allocation	\$ 517.00	\$ 417.00	\$ 387.00	\$ 374.00	\$ 681.00	\$ 623.00	\$ 542.80	\$ 490.60
Middle Allocation	\$ 593.00	\$ 477.00	\$ 443.00	\$ 426.00	\$ 760.00	\$ 701.00	\$ 611.28	\$ 554.91
Elementary Increase		-19%	-7%	-3%	82%	-9%	-13%	-10%
Middle Increase		-20%	-7%	-4%	78%	-8%	-13%	-9%

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Basic K-3 FTE	\$ 442	\$ 406	\$ 374	\$ 344	\$ 316	\$ 291	\$ 268
Basic 4-8 FTE	\$ 499	\$ 459	\$ 423	\$ 389	\$ 358	\$ 329	\$ 303
Elementary Increase	-11%	-8%	-8%	-8%	-8%	-8%	-8%
Middle Increase	-11%	-8%	-8%	-8%	-8%	-8%	-8%

Teacher Lead Funds

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Hisorical				\$ 75.00		\$ 250.00	\$ 180.00	\$ 180.00

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Assumed Future	\$ 180	\$ 180	\$ 190	\$ 200	\$ 200	\$ 200	\$ 200

Income Totals

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPAJr Enrollment	0	174	246	263	297	314	314
PPAJr ESE	0	13	20	22	24	25	25
PPA 4th Enrollment	43	43	43	43	43	43	43
PPA 4th ESE	6	6	6	6	6	6	6
PPA 5th Enrollment	87	87	87	87	87	87	87
PPA 5th ESE	17	17	17	17	17	17	17
PPA 6-8 Enrollment	260	260	260	260	260	260	260
PPA 6-8 ESE	42	42	42	42	42	42	42

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA, Jr. FEFP	\$ -	\$ 1,179,307	\$ 1,685,670	\$ 1,820,836	\$ 2,075,888	\$ 2,216,252	\$ 2,238,415
PPA, Jr. Capital Outlay	\$ -	\$ 70,682	\$ 91,935	\$ 90,425	\$ 93,946	\$ 91,377	\$ 84,067
PPA, Jr. Teacher Lead	\$ -	\$ 2,340	\$ 3,420	\$ 3,800	\$ 4,400	\$ 4,600	\$ 4,600

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA FEFP	\$ 2,289,525	\$ 2,289,525	\$ 2,312,420	\$ 2,335,544	\$ 2,358,900	\$ 2,382,489	\$ 2,406,314
PPA Capital Outlay	\$ 187,249	\$ 172,269	\$ 158,488	\$ 145,809	\$ 134,144	\$ 123,412	\$ 113,539
PPA Teacher Lead	\$ 4,680	\$ 4,680	\$ 4,940	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200

District Fees (5% of 250 students)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA Avg Per Student	\$ 5,870.58	\$ 5,870.58	\$ 5,929.28	\$ 5,988.58	\$ 6,048.46	\$ 6,108.95	\$ 6,170.04
PPAJr Avg Per Student	\$ -	\$ 6,777.63	\$ 6,852.32	\$ 6,923.33	\$ 6,989.52	\$ 7,058.13	\$ 7,128.71

PPA District Fee	\$ 73,382.21	\$ 73,382.21	\$ 74,116.03	\$ 74,857.19	\$ 75,605.76	\$ 76,361.82	\$ 77,125.44
PPA Jr District Fee	\$ -	\$ 84,720.33	\$ 85,653.95	\$ 86,541.62	\$ 87,369.00	\$ 88,226.61	\$ 89,108.87

Building Purchase Estimates

Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Corp Income	\$ 2,548,702	\$ 3,837,729	\$ 4,396,679	\$ 4,545,560	\$ 4,828,033	\$ 4,983,027	\$ 5,011,831
Corp Expense	\$ 2,548,067	\$ 3,833,640	\$ 4,237,120	\$ 4,486,805	\$ 4,756,065	\$ 4,850,639	\$ 4,948,094
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

Current Expenditures without a building (estimating available payment amounts)

PPA Expenses minus Facilities	\$ 2,082,182	\$ 2,138,321	\$ 2,140,055	\$ 2,167,802	\$ 2,193,493	\$ 2,188,910	\$ 2,226,188
PPA Jr Expenses minus Facility	\$ 15,746	\$ 1,176,881	\$ 1,480,457	\$ 1,573,015	\$ 1,815,815	\$ 1,914,486	\$ 1,974,879
Other Expenses	\$ 40,946	\$ 54,258	\$ 63,854	\$ 68,752	\$ 69,521	\$ 70,008	\$ 69,792
Total Income	\$ 2,548,702	\$ 3,837,729	\$ 4,396,679	\$ 4,545,560	\$ 4,828,033	\$ 4,983,027	\$ 5,011,831
Corporate Remaining Without Building	\$ 409,828	\$ 468,269	\$ 712,312	\$ 735,991	\$ 749,204	\$ 809,624	\$ 740,973
Potential Loan Principle	\$ (4,373,564)	\$ (5,012,826)	\$ (7,682,317)	\$ (7,941,331)	\$ (8,085,867)	\$ (8,746,773)	\$ (7,995,829)

Loan Assumptions

Assumed Closing Date (Use 1st Day of Month)	2/1/11
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41% of the fiscal year with the purchase price.

Building Purchase Price	\$ 5,200,000
Realtor Commissions	\$ 78,000
Bank Fees	\$ 85,000
Renovation Costs	\$ 2,000,000
Initial Payment Set Aside (See below)	\$ 45,000

Finance Amount	\$ 7,408,000
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Interest Only Year 1	TRUE
Interest Only Year 2	TRUE

	Primary Loan	Secondary Loan
Percent of Principle	85%	15%
Amortization Term (Years)	20	20
Annual Percentage Rate	6.608%	6.500%

Principle Amount	\$ 6,296,800	\$ 1,111,200
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Annual Payments	\$576,386.88	\$100,848.51
Interest Only Payments (Year 1)	\$416,092.54	\$72,228.00
Interest Only Payments (Year 2)	\$405,500.29	\$70,367.67

Total Annual Payments	\$ 677,235	
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Initial Payment Set Asides	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Amount to set aside for payments	\$ 35,000	\$ 10,000					

Additional Purchase Payments	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Amount to set aside for payments							

Mortgage Payments	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Amount to set aside for payments	\$ 488,321	\$ 488,321	\$ 677,235	\$ 677,235	\$ 677,235	\$ 677,235	\$ 677,235

Mortgage Payments	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
July	\$ 36,265	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
August	\$ 36,265	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
September	\$ 36,265	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
October	\$ 36,265	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
November	\$ 36,265	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
December	\$ 36,265	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
January	\$ 36,265	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
February	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
March	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
April	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
May	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436

June	\$ 40,693	\$ 40,693	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436	\$ 56,436
Totals	\$ 422,324	\$ 478,321	\$ 567,035	\$ 677,235	\$ 677,235	\$ 677,235	\$ 677,235
Lease Payments	\$ 435,183.00	\$ 441,393.00	\$ 440,736.00	\$ 456,168.00	\$ 429,132.00	\$ 445,368.00	\$ 460,764.00

Facilities Cost Estimate (Shared Between PPA and PPA, Jr)

Based on the current numbers:

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA Income	\$ 2,481,454	\$ 2,466,474	\$ 2,475,848	\$ 2,486,553	\$ 2,498,244	\$ 2,511,101	\$ 2,525,053
PPA Expense	\$ 2,491,375	\$ 2,454,935	\$ 2,473,484	\$ 2,572,276	\$ 2,577,950	\$ 2,564,083	\$ 2,601,361
PPA Remain	\$ (9,921)	\$ 11,539	\$ 2,364	\$ (85,723)	\$ (79,706)	\$ (52,982)	\$ (76,308)
PPAJr Income	\$ -	\$ 1,252,329	\$ 1,781,025	\$ 1,915,061	\$ 2,174,233	\$ 2,312,230	\$ 2,327,082
PPAJr Expense	\$ 15,746	\$ 1,324,448	\$ 1,699,782	\$ 1,845,776	\$ 2,108,594	\$ 2,216,548	\$ 2,276,941
PPAJr Remain	\$ (15,746)	\$ (72,119)	\$ 81,242	\$ 69,285	\$ 65,640	\$ 95,681	\$ 50,141
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

Plant Operations

Are you purchasing the building?

TRUE

If Yes, add "True". If no, add "False"

Below is a list of our currently negotiated lease prices.

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Lease Due	\$ 411,432.00	\$ 425,832.00	\$ 440,736.00	\$ 456,168.00	\$ 472,128.00	\$ 489,372.00	\$ 505,764.00
Escrow Payments	\$ 18,155.00	\$ 15,561.00	\$ -	\$ -	\$ (42,996.00)	\$ (44,004.00)	\$ (45,000.00)
Improvement Payment	\$ 5,596.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Wachovia Loan	\$ 37,247.00	\$ 37,247.00	\$ 37,247.00	\$ 37,247.00	\$ 37,247.00		
Property Tax Credit	\$ (34,320.00)	\$ (34,320.00)	\$ (34,320.00)	\$ (34,320.00)	\$ (34,320.00)	\$ (34,320.00)	\$ (34,320.00)

Building Purchase

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Mortgage Payments	\$ 488,320.54	\$ 488,320.54	\$ 677,235.38	\$ 677,235.38	\$ 677,235.38	\$ 677,235.38	\$ 677,235.38
Set Aside Pymts in Loan	\$ 35,000.00	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
Additional Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Wachovia Loan	\$ 37,247.00	\$ 37,247.00	\$ 37,247.00	\$ 37,247.00	\$ 37,247.00		

Electricity

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Per Square Foot Rate	\$ 1.30	\$ 1.33	\$ 1.36	\$ 1.40	\$ 1.43	\$ 1.47	\$ 1.51
Percent Increase		2.308%	2.256%	2.941%	2.143%	2.797%	2.721%
Square Footage	31,817	31,817	31,817	31,817	31,817	31,817	31,817
Electricity Cost	41,362	42,317	43,271	44,544	45,498	46,771	48,044

Other Facilities Costs

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Fire Alarm Monitoring	\$ 500.00	\$ 505.00	\$ 510.05	\$ 515.15	\$ 520.30	\$ 525.51	\$ 530.76
Security Alarm Monitor	\$ 264.00	\$ 266.64	\$ 269.31	\$ 272.00	\$ 274.72	\$ 277.47	\$ 280.24
Pest Control	\$ 1,000.00	\$ 1,010.00	\$ 1,020.10	\$ 1,030.30	\$ 1,040.60	\$ 1,051.01	\$ 1,061.52
Trash Removal	\$ 2,500.00	\$ 2,525.00	\$ 2,550.25	\$ 2,575.75	\$ 2,601.51	\$ 2,627.53	\$ 2,653.80
HVAC Maintenance	\$ 7,500.00	\$ 7,575.00	\$ 7,650.75	\$ 7,727.26	\$ 7,804.53	\$ 7,882.58	\$ 7,961.40
Repair / Maintenance	\$ 5,000.00	\$ 5,050.00	\$ 5,100.50	\$ 5,151.51	\$ 5,203.02	\$ 5,255.05	\$ 5,307.60
Fire Alarm / Sprinkler	\$ 2,250.00	\$ 2,272.50	\$ 2,295.23	\$ 2,318.18	\$ 2,341.36	\$ 2,364.77	\$ 2,388.42
Remodeling/Renovations	\$ 14,000.00	\$ 14,140.00	\$ 14,281.40	\$ 14,424.21	\$ 14,568.46	\$ 14,714.14	\$ 14,861.28
Storage Unit Rental	\$ 869.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

If we purchase the building these additional costs will also need to be considered

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Additional HVAC	\$ 7,500.00	\$ 7,575.00	\$ 7,650.75	\$ 7,727.26	\$ 7,804.53	\$ 7,882.58	\$ 7,961.40
Other Utilities	\$ 10,605.00	\$ 10,711.05	\$ 10,818.16	\$ 10,926.34	\$ 11,035.61	\$ 11,145.96	\$ 11,257.42
Purchased Services	\$ 10,107.00	\$ 10,208.07	\$ 10,310.15	\$ 10,413.25	\$ 10,517.38	\$ 10,622.56	\$ 10,728.78
Insurance	\$ 17,000.00	\$ 17,170.00	\$ 17,341.70	\$ 17,515.12	\$ 17,690.27	\$ 17,867.17	\$ 18,045.84

Facilities Staffing

Maintenance Manager Hourely	\$ 15.36	\$ 15.61	\$ 15.95	\$ 16.27	\$ 16.61	\$ 16.96	\$ 17.30
School Year Hours Per Week	45	45	45	45	45	45	45
Summer Hours Per Week	25	25	25	25	25	25	25
<i>Annual Salary</i>	\$ 35,558	\$ 36,143	\$ 36,914	\$ 37,654	\$ 38,444	\$ 39,265	\$ 40,048

Maintenance Assistant One	\$ 8.89	\$ 9.04	\$ 9.23	\$ 9.41	\$ 9.61	\$ 9.82	\$ 10.01
School Year Hours Per Week	20	20	20	20	20	20	20
Summer Hours Per Week	5	5	5	5	5	5	5
<i>Annual Salary</i>	\$ 8,223	\$ 8,358	\$ 8,537	\$ 8,708	\$ 8,891	\$ 9,080	\$ 9,262

Maintenance Assistant Two	\$ 8.50	\$ 8.64	\$ 8.82	\$ 9.00	\$ 9.19	\$ 9.39	\$ 9.57
School Year Hours Per Week	0	42	42	42	42	42	42
Summer Hours Per Week	0	20	20	20	20	20	20
<i>Annual Salary</i>	\$ -	\$ 17,902	\$ 18,284	\$ 18,650	\$ 19,041	\$ 19,448	\$ 19,836

Maintenance Assistant Three	\$ 8.50	\$ 8.64	\$ 8.82	\$ 9.00	\$ 9.19	\$ 9.39	\$ 9.57
School Year Hours Per Week	0	20	20	20	20	20	20
Summer Hours Per Week	0	5	5	5	5	5	5
<i>Annual Salary</i>	\$ -	\$ 7,992	\$ 8,162	\$ 8,326	\$ 8,500	\$ 8,682	\$ 8,855

Maintenance Assistant Four	\$ 8.50	\$ 8.64	\$ 8.82	\$ 9.00	\$ 9.19	\$ 9.39	\$ 9.57
School Year Hours Per Week	0	0	0	0	0	0	0
Summer Hours Per Week	0	0	0	0	0	0	0
Annual Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

7300 - Administration

Support Staff	\$ 43,782	\$ 70,395	\$ 71,897	\$ 73,338	\$ 74,876	\$ 76,476	\$ 78,001
FICA	\$ 3,349.30	\$ 5,385.22	\$ 5,500.15	\$ 5,610.33	\$ 5,728.00	\$ 5,850.41	\$ 5,967.08
Worker's Comp	\$ 1,965.80	\$ 3,160.74	\$ 3,228.19	\$ 3,292.86	\$ 3,361.93	\$ 3,433.77	\$ 3,502.24
Unemployment	\$ 756.00	\$ 1,727.56	\$ 1,728.00	\$ 1,620.00	\$ 1,512.00	\$ 1,404.00	\$ 1,296.00
Benefits	\$ 6,786.16	\$ 10,911.23	\$ 11,144.09	\$ 11,367.34	\$ 11,605.76	\$ 11,853.76	\$ 12,090.15

Totals	\$ 56,639	\$ 91,580	\$ 93,498	\$ 95,228	\$ 97,084	\$ 99,018	\$ 100,856
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Pinellas Preparatory Academy Budget Amounts

Percentages	100%	69%	61%	60%	57%	55%	55%
Support Staff	\$ 43,781.65	\$ 48,677.42	\$ 44,087.98	\$ 43,800.45	\$ 42,505.95	\$ 42,365.91	\$ 43,210.78
FICA	\$ 3,349.30	\$ 3,723.82	\$ 3,372.73	\$ 3,350.73	\$ 3,251.71	\$ 3,240.99	\$ 3,305.62
Worker's Comp	\$ 1,965.80	\$ 2,185.62	\$ 1,979.55	\$ 1,966.64	\$ 1,908.52	\$ 1,902.23	\$ 1,940.16
Unemployment	\$ 756.00	\$ 1,194.59	\$ 1,059.62	\$ 967.53	\$ 858.34	\$ 777.78	\$ 717.95
Benefits	\$ 6,786.16	\$ 7,545.00	\$ 6,833.64	\$ 6,789.07	\$ 6,588.42	\$ 6,566.72	\$ 6,697.67

Totals	\$ 56,639	\$ 63,326	\$ 57,334	\$ 56,874	\$ 55,113	\$ 54,854	\$ 55,872
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Pinellas Primary Academy Budget Amounts

Percentages	0%	31%	39%	40%	43%	45%	45%
Support Staff	\$ -	\$ 21,717.62	\$ 27,809.34	\$ 29,537.23	\$ 32,369.91	\$ 34,109.99	\$ 34,790.21
FICA	\$ -	\$ 1,661.40	\$ 2,127.41	\$ 2,259.60	\$ 2,476.30	\$ 2,609.41	\$ 2,661.45
Worker's Comp	\$ -	\$ 975.12	\$ 1,248.64	\$ 1,326.22	\$ 1,453.41	\$ 1,531.54	\$ 1,562.08
Unemployment	\$ -	\$ 532.97	\$ 668.38	\$ 652.47	\$ 653.66	\$ 626.22	\$ 578.05
Benefits	\$ -	\$ 3,366.23	\$ 4,310.45	\$ 4,578.27	\$ 5,017.34	\$ 5,287.05	\$ 5,392.48

Totals	\$ -	\$ 28,253	\$ 36,164	\$ 38,354	\$ 41,971	\$ 44,164	\$ 44,984
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Total Building Cost

Pinellas Preparatory Academy Budget Amounts

	40.93%						
Building Lease or Mortgage	\$ 456,934.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Escrow or Additional Pymt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Building Improvement Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Payments (\$225,000 @ 7.7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Shared Expenses Breakdown

Pinellas Preparatory Academy Budget Amounts

Percentages	100%	69%	61%	60%	57%	55%	55%
Repair and Maintenance	\$ 5,000.00	\$ 3,492.02	\$ 3,127.67	\$ 3,076.70	\$ 2,953.68	\$ 2,911.18	\$ 2,940.29
Building Lease or Mortgage	\$ 423,192.64	\$ 330,753.57	\$ 347,710.18	\$ 404,474.42	\$ 384,456.77	\$ 375,173.01	\$ 375,173.01
Escrow or Additional Pymt							
Building Improvement Payments							
Loan Payments (\$225,000 @ 7.7	\$ 37,247.00	\$ 37,247.00	\$ 37,247.00	\$ 37,247.00	\$ 37,247.00	\$ -	\$ -
Property Tax Credit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fire Alarm Monitoring	\$ 500.00	\$ 349.20	\$ 312.77	\$ 307.67	\$ 295.37	\$ 291.12	\$ 294.03
Pest Control	\$ 1,000.00	\$ 698.40	\$ 625.53	\$ 615.34	\$ 590.74	\$ 582.24	\$ 588.06
Trash Removal	\$ 2,500.00	\$ 1,746.01	\$ 1,563.83	\$ 1,538.35	\$ 1,476.84	\$ 1,455.59	\$ 1,470.15
Air Conditioning Service	\$ 10,570.05	\$ 10,476.06	\$ 9,383.00	\$ 9,230.11	\$ 8,861.04	\$ 8,733.54	\$ 8,820.87
Security Alarm Monitoring	\$ 264.00	\$ 184.38	\$ 165.14	\$ 162.45	\$ 155.95	\$ 153.71	\$ 155.25
Fire Alarm & Sprinkler System	\$ 2,250.00	\$ 1,571.41	\$ 1,407.45	\$ 1,384.52	\$ 1,329.16	\$ 1,310.03	\$ 1,323.13
Electricity	\$ 41,362.10	\$ 29,261.49	\$ 26,534.18	\$ 26,603.49	\$ 25,828.73	\$ 25,910.07	\$ 26,615.10
Remodeling and Renovations	\$ 14,000.00	\$ 9,777.66	\$ 8,757.46	\$ 8,614.77	\$ 8,270.30	\$ 8,151.30	\$ 8,232.81
Other Utilities	\$ 4,341.06	\$ 7,406.58	\$ 6,633.78	\$ 6,525.69	\$ 6,264.75	\$ 6,174.61	\$ 6,236.36
Purchased Services	\$ 4,137.21	\$ 7,058.77	\$ 6,322.26	\$ 6,219.25	\$ 5,970.57	\$ 5,884.66	\$ 5,943.50
Insurance	\$ 6,958.79	\$ 11,872.87	\$ 10,634.06	\$ 10,460.79	\$ 10,042.51	\$ 9,898.01	\$ 9,996.99

Pinellas Primary Academy Budget Amounts

Percentages	0%	31%	39%	40%	43%	45%	45%
Repair and Maintenance	\$ -	\$ 1,557.98	\$ 1,972.83	\$ 2,074.80	\$ 2,249.34	\$ 2,343.87	\$ 2,367.31
Building Lease or Mortgage	\$ -	\$ 147,566.98	\$ 219,324.88	\$ 272,760.96	\$ 292,778.61	\$ 302,062.37	\$ 302,062.37
Escrow or Additional Pymt							
Building Improvement Payments							
Loan Payments (\$225,000 @ 7.7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Tax Credit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fire Alarm Monitoring	\$ -	\$ 155.80	\$ 197.28	\$ 207.48	\$ 224.93	\$ 234.39	\$ 236.73
Pest Control	\$ -	\$ 311.60	\$ 394.57	\$ 414.96	\$ 449.87	\$ 468.77	\$ 473.46
Trash Removal	\$ -	\$ 778.99	\$ 986.42	\$ 1,037.40	\$ 1,124.67	\$ 1,171.94	\$ 1,183.66
Air Conditioning Service	\$ -	\$ 4,673.94	\$ 5,918.50	\$ 6,224.41	\$ 6,748.02	\$ 7,031.62	\$ 7,101.93
Security Alarm Monitoring	\$ -	\$ 82.26	\$ 104.17	\$ 109.55	\$ 118.77	\$ 123.76	\$ 124.99
Fire Alarm & Sprinkler System	\$ -	\$ 701.09	\$ 887.78	\$ 933.66	\$ 1,012.20	\$ 1,054.74	\$ 1,065.29
Electricity	\$ -	\$ 13,055.12	\$ 16,736.94	\$ 17,940.31	\$ 19,669.58	\$ 20,860.92	\$ 21,428.57
Remodeling and Renovations	\$ -	\$ 4,362.34	\$ 5,523.94	\$ 5,809.45	\$ 6,298.15	\$ 6,562.84	\$ 6,628.47
Other Utilities	\$ -	\$ 3,304.47	\$ 4,184.38	\$ 4,400.66	\$ 4,770.85	\$ 4,971.35	\$ 5,021.07
Purchased Services	\$ -	\$ 3,149.30	\$ 3,987.89	\$ 4,194.01	\$ 4,546.82	\$ 4,737.90	\$ 4,785.28
Insurance	\$ -	\$ 5,297.13	\$ 6,707.64	\$ 7,054.33	\$ 7,647.76	\$ 7,969.16	\$ 8,048.86

Corporate Staffing - Shared Staff Members Worksheet

Based on the current numbers:

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA Income	\$ 2,481,454	\$ 2,466,474	\$ 2,475,848	\$ 2,486,553	\$ 2,498,244	\$ 2,511,101	\$ 2,525,053
PPA Expense	\$ 2,491,375	\$ 2,454,935	\$ 2,473,484	\$ 2,572,276	\$ 2,577,950	\$ 2,564,083	\$ 2,601,361
PPA Remain	\$ (9,921)	\$ 11,539	\$ 2,364	\$ (85,723)	\$ (79,706)	\$ (52,982)	\$ (76,308)
PPAJr Income	\$ -	\$ 1,252,329	\$ 1,781,025	\$ 1,915,061	\$ 2,174,233	\$ 2,312,230	\$ 2,327,082
PPAJr Expense	\$ 15,746	\$ 1,324,448	\$ 1,699,782	\$ 1,845,776	\$ 2,108,594	\$ 2,216,548	\$ 2,276,941
PPAJr Remain	\$ (15,746)	\$ (72,119)	\$ 81,242	\$ 69,285	\$ 65,640	\$ 95,681	\$ 50,141
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

Enrollment and Teacher Staff Needs

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA	390	390	390	390	390	390	390
PPA, Jr.	0	174	246	263	297	314	314
% PPA %	100%	69%	61%	60%	57%	55%	55%
% PPA, Jr. %	0%	31%	39%	40%	43%	45%	45%

Shared Staff Members

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Teacher Increases	0.00%	0.54%	0.53%	0.53%	0.53%	0.52%	0.52%

Salaried

CEO / Superintendent	\$ 73,075.20	\$ 76,753.35	\$ 77,162.70	\$ 77,572.05	\$ 77,981.40	\$ 78,390.76	\$ 78,800.11
Principal Full Time Equivalency	0.2	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Administrator	\$ 40,994.13	\$ 41,668.27	\$ 42,557.50	\$ 43,410.08	\$ 44,320.56	\$ 45,267.65	\$ 46,170.38
Asst. Admin. FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Counselor	\$ 40,994.13	\$ 41,668.27	\$ 42,557.50	\$ 43,410.08	\$ 44,320.56	\$ 45,267.65	\$ 46,170.38
Counselor FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ESE Teacher	\$ 40,994.13	\$ 41,668.27	\$ 42,557.50	\$ 43,410.08	\$ 44,320.56	\$ 45,267.65	\$ 46,170.38
ESE Teacher FTE	0.0	0.5	0.5	0.0	0.0	0.0	0.0
Other (Admin)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other (Teacher)	\$ 40,994.13	\$ 41,668.27	\$ 42,557.50	\$ 43,410.08	\$ 44,320.56	\$ 45,267.65	\$ 46,170.38
Other FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Hourly

Office Manager	\$ 18.45	\$ 18.55	\$ 18.65	\$ 18.75	\$ 18.85	\$ 18.94	\$ 19.04
Office Mgr Days Per Year	261	261	261	261	261	261	261
Office Mgr Hours Per Day	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Data Management Tech	\$ 15.57	\$ 15.65	\$ 15.74	\$ 15.82	\$ 15.90	\$ 15.99	\$ 16.07
Data Mgmt Hours Per Year	261	261	261	261	261	261	261
Data Mgmt Days Per Hour	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Administrative Assistance	\$ 11.63	\$ 11.69	\$ 11.75	\$ 11.82	\$ 11.88	\$ 11.94	\$ 12.00
Adm. Asst. Days Per Year	0	230	230	230	230	230	230
Adm. Asst. Hours Per Day	0.0	8.0	8.0	8.0	8.0	8.0	8.0
Educational Assistant	\$ 11.53	\$ 11.59	\$ 11.65	\$ 11.72	\$ 11.78	\$ 11.84	\$ 11.90
Number of Ed. Asst.	0	0	0	0	0	0	0
Ed. Asst. Days Per Year	203	203	203	203	203	203	203
Ed. Asst. Hours Per Day	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Other (Admin)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Days Per Year							
Other Hours Per Day	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Employer Costs

We use Gevity to do our employee leasing service. We pay them 2.35%. I am not anticipating shopping around for a new service, so I would imagine our employer costs should stay the same as listed below.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Gevity Fee	2.35%	2.35%	2.35%	2.35%	2.35%	2.35%	2.35%
FICA	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%
WC-Teacher	0.53%	0.53%	0.53%	0.53%	0.53%	0.53%	0.53%
WC-Maint	4.49%	4.49%	4.49%	4.49%	4.49%	4.49%	4.49%
SUTA	5.40%	5.40%	5.40%	5.40%	5.40%	5.40%	5.40%
Unemp Top	\$7,000	\$8,000	\$8,000	\$7,500	\$7,000	\$6,500	\$6,000

Staffing Cost Summary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
5100 - General Academics							
Other Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Educational Assisance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FICA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Worker's Comp	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Umemployment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5200 - Special Education							
ESE Teacher(s)	\$ -	\$ 20,834.13	\$ 21,278.75	\$ -	\$ -	\$ -	\$ -
FICA	\$ -	\$ 1,594	\$ 1,628	\$ -	\$ -	\$ -	\$ -
Worker's Comp	\$ -	\$ 110	\$ 113	\$ -	\$ -	\$ -	\$ -
Umemployment	\$ -	\$ 216	\$ 216	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ 3,229	\$ 3,298	\$ -	\$ -	\$ -	\$ -
7300 - Administration							
Administration	\$ 14,615	\$ 76,753	\$ 77,163	\$ 77,572	\$ 77,981	\$ 78,391	\$ 78,800
Office Staff	\$ 71,034	\$ 92,929	\$ 93,424	\$ 93,920	\$ 94,415	\$ 94,911	\$ 95,407
FICA	\$ 6,552	\$ 12,981	\$ 13,050	\$ 13,119	\$ 13,188	\$ 13,258	\$ 13,327
Worker's Comp	\$ 454	\$ 899	\$ 904	\$ 909	\$ 914	\$ 918	\$ 923
Umemployment	\$ 832	\$ 1,728	\$ 1,728	\$ 1,620	\$ 1,512	\$ 1,404	\$ 1,296
Benefits	\$ 13,276	\$ 26,301	\$ 26,441	\$ 26,581	\$ 26,722	\$ 26,862	\$ 27,002
Totals	\$ 106,762	\$ 237,574	\$ 239,243	\$ 213,721	\$ 214,732	\$ 215,744	\$ 216,755

Pinellas Preparatory Academy Budget Amounts

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
5100 - General Academics							
Other Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Educational Assisance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FICA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Worker's Comp	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Umemployment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5200 - Special Education							
ESE Teacher(s)	\$ -	\$ 14,406.58	\$ 13,048.29	\$ -	\$ -	\$ -	\$ -
FICA	\$ -	\$ 1,102.10	\$ 998.19	\$ -	\$ -	\$ -	\$ -
Worker's Comp	\$ -	\$ 76.35	\$ 69.16	\$ -	\$ -	\$ -	\$ -
Umemployment	\$ -	\$ 149.36	\$ 132.45	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ 2,233.02	\$ 2,022.48	\$ -	\$ -	\$ -	\$ -
7300 - Administration							
Administration	\$ 14,615.04	\$ 53,074.13	\$ 47,316.75	\$ 46,329.40	\$ 44,268.92	\$ 43,426.70	\$ 43,653.47
Office Staff	\$ 71,033.76	\$ 64,259.12	\$ 57,288.42	\$ 56,093.00	\$ 53,598.28	\$ 52,578.57	\$ 52,853.13
FICA	\$ 6,552.13	\$ 8,975.99	\$ 8,002.30	\$ 7,835.31	\$ 7,486.84	\$ 7,344.40	\$ 7,382.75
Worker's Comp	\$ 453.94	\$ 621.87	\$ 554.41	\$ 542.84	\$ 518.70	\$ 508.83	\$ 511.48
Umemployment	\$ 831.60	\$ 1,194.89	\$ 1,059.62	\$ 967.53	\$ 858.34	\$ 777.78	\$ 717.95
Benefits	\$ 13,275.56	\$ 18,186.65	\$ 16,213.80	\$ 15,875.47	\$ 15,169.42	\$ 14,880.82	\$ 14,958.52
Totals	\$ 106,762	\$ 164,280	\$ 146,706	\$ 127,644	\$ 121,900	\$ 119,517	\$ 120,077

Pinellas Primary Acaemy Budget Amounts

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
5100 - General Academics							
Other Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Educational Assisance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FICA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Worker's Comp	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Umemployment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5200 - Special Education							
ESE Teacher(s)	\$ -	\$ 6,427.55	\$ 8,230.46	\$ -	\$ -	\$ -	\$ -
FICA	\$ -	\$ 491.71	\$ 629.63	\$ -	\$ -	\$ -	\$ -
Worker's Comp	\$ -	\$ 34.07	\$ 43.62	\$ -	\$ -	\$ -	\$ -
Umemployment	\$ -	\$ 66.64	\$ 83.55	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ 996.27	\$ 1,275.72	\$ -	\$ -	\$ -	\$ -
7300 - Administration							
Administration	\$ -	\$ 23,679.23	\$ 29,845.95	\$ 31,242.65	\$ 33,712.49	\$ 34,964.06	\$ 35,146.64
Office Staff	\$ -	\$ 28,669.46	\$ 36,135.77	\$ 37,826.82	\$ 40,817.15	\$ 42,332.49	\$ 42,553.55
FICA	\$ -	\$ 4,004.67	\$ 5,047.60	\$ 5,283.81	\$ 5,701.52	\$ 5,913.19	\$ 5,944.06
Worker's Comp	\$ -	\$ 277.45	\$ 349.70	\$ 366.07	\$ 395.01	\$ 409.67	\$ 411.81
Umemployment	\$ -	\$ 533.11	\$ 668.38	\$ 652.47	\$ 653.66	\$ 626.22	\$ 578.05
Benefits	\$ -	\$ 8,114.05	\$ 10,227.17	\$ 10,705.77	\$ 11,552.09	\$ 11,980.96	\$ 12,043.53
Totals	\$ -	\$ 73,294	\$ 92,538	\$ 86,078	\$ 92,832	\$ 96,227	\$ 96,678

Complete Corporate Staffing Summary

Based on the current numbers:

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA Income	\$ 2,481,454	\$ 2,466,474	\$ 2,475,848	\$ 2,486,553	\$ 2,498,244	\$ 2,511,101	\$ 2,525,053
PPA Expense	\$ 2,491,375	\$ 2,454,935	\$ 2,473,484	\$ 2,572,276	\$ 2,577,950	\$ 2,564,083	\$ 2,601,361
PPA Remain	\$ (9,921)	\$ 11,539	\$ 2,364	\$ (85,723)	\$ (79,706)	\$ (52,982)	\$ (76,308)
PPAJr Income	\$ -	\$ 1,252,329	\$ 1,781,025	\$ 1,915,061	\$ 2,174,233	\$ 2,312,230	\$ 2,327,082
PPAJr Expense	\$ 15,746	\$ 1,324,448	\$ 1,699,782	\$ 1,845,776	\$ 2,108,594	\$ 2,216,548	\$ 2,276,941
PPAJr Remain	\$ (15,746)	\$ (72,119)	\$ 81,242	\$ 69,285	\$ 65,640	\$ 95,681	\$ 50,141
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

Staff Numbers Summary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Homeroom Teachers	18.0	28.0	32.0	33.0	35.0	36.0	36.0
PPA	18.0	18.0	18.0	18.0	18.0	18.0	18.0
PPA, Jr.	0.0	10.0	14.0	15.0	17.0	18.0	18.0
Shared							
Art Teacher(s)	1.0	1.4	1.5	1.5	1.6	1.6	1.6
PPA	1.0	1.0	1.0	1.0	1.0	1.0	1.0
PPA, Jr.	0.0	0.4	0.5	0.5	0.6	0.6	0.6
Shared							
Music Teacher(s)	1.0	1.4	1.5	1.5	1.6	1.6	1.6
PPA	1.0	1.0	1.0	1.0	1.0	1.0	1.0
PPA, Jr.	0.0	0.4	0.5	0.5	0.6	0.6	0.6
Shared							
Physical Education Teacher(s)	2.0	3.1	3.6	3.7	3.9	4.0	4.0
PPA	2.0	2.0	2.0	2.0	2.0	2.0	2.0
PPA, Jr.	0.0	1.1	1.6	1.7	1.9	2.0	2.0
Shared							
Spanish Teacher(s)	2.0	2.5	2.6	2.7	2.8	2.8	2.8
PPA	2.0	2.0	2.0	2.0	2.0	2.0	2.0
PPA, Jr.	0.0	0.5	0.6	0.7	0.8	0.8	0.8
Shared							
ESE Teacher(s)	1.5	1.9	1.9	2.1	2.5	2.5	2.5
PPA	1.5	1.0	1.0	1.5	1.5	1.5	1.5
PPA, Jr.	0.0	0.4	0.4	0.6	1.0	1.0	1.0
Shared	0.0	0.5	0.5	0.0	0.0	0.0	0.0
Itinerant Teacher(s)	0.5	0.5	0.5	0.5	0.5	0.5	0.5
PPA	0.5	0.5	0.5	0.5	0.5	0.5	0.5
PPA, Jr.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Shared	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reading Specialist	0.0	0.6	0.8	0.8	0.9	0.9	0.9
PPA	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PPA, Jr.	0.0	0.6	0.8	0.8	0.9	0.9	0.9
Shared							
Principal/CEO	1.4	3.0	3.0	3.0	3.0	3.0	3.0
PPA	1.0	1.0	1.0	1.0	1.0	1.0	1.0
PPA, Jr.	0.2	1.0	1.0	1.0	1.0	1.0	1.0
Shared	0.2	1.0	1.0	1.0	1.0	1.0	1.0

Assistant Admin/Deans	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PPA	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PPA, Jr.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Shared	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Office Staff (Hourly)	2.9	2.9	2.9	2.9	2.9	2.9	2.9
PPA	0.9	0.0	0.0	0.0	0.0	0.0	0.0
PPA, Jr.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Shared	2.0	2.9	2.9	2.9	2.9	2.9	2.9
Educational Assistants	1.0	3.3	4.2	4.4	4.8	5.0	5.0
PPA	1.0	1.0	1.0	1.0	1.0	1.0	1.0
PPA, Jr.	0.0	2.3	3.2	3.4	3.8	4.0	4.0
Shared	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Hourly	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PPA	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PPA, Jr.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Shared							
Counselor	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PPA							
PPA, Jr.							
Shared	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Maintenance Staff	1.5	3.0	3.0	3.0	3.0	3.0	3.0
PPA							
PPA, Jr.							
Shared	1.5	3.0	3.0	3.0	3.0	3.0	3.0
Before / After Care Staff	3.0	4.0	5.0	5.0	5.0	5.0	5.0
Before Care	2.0	2.0	2.0	3.0	3.0	3.0	3.0
After Care	3.0	4.0	5.0	5.0	5.0	5.0	5.0
Administrators	1.4	3.0	3.0	3.0	3.0	3.0	3.0
Academic	26.0	39.4	44.4	45.8	48.8	49.9	49.9
Office Support	2.9	2.9	2.9	2.9	2.9	2.9	2.9
Other Support	2.5	6.3	7.2	7.4	7.8	8.0	8.0
B/A Care (PT)	3.0	4.0	5.0	5.0	5.0	5.0	5.0
Total Employees	35.8	55.6	62.5	64.1	67.5	68.8	68.8

Before / After Care Projections

Based on the current numbers:

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA Income	\$ 2,481,454	\$ 2,466,474	\$ 2,475,848	\$ 2,486,553	\$ 2,498,244	\$ 2,511,101	\$ 2,525,053
PPA Expense	\$ 2,491,375	\$ 2,454,935	\$ 2,473,484	\$ 2,572,276	\$ 2,577,950	\$ 2,564,083	\$ 2,601,361
PPA Remain	\$ (9,921)	\$ 11,539	\$ 2,364	\$ (85,723)	\$ (79,706)	\$ (52,982)	\$ (76,308)
PPAJr Income	\$ -	\$ 1,252,329	\$ 1,781,025	\$ 1,915,061	\$ 2,174,233	\$ 2,312,230	\$ 2,327,082
PPAJr Expense	\$ 15,746	\$ 1,324,448	\$ 1,699,782	\$ 1,845,776	\$ 2,108,594	\$ 2,216,548	\$ 2,276,941
PPAJr Remain	\$ (15,746)	\$ (72,119)	\$ 81,242	\$ 69,285	\$ 65,640	\$ 95,681	\$ 50,141
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

Before / After Care Suggestions

Before Care	Students	Staff
Start Time	6:30 AM	6:15 AM
End Time	7:45 AM	8:15 AM

After Care	Students	Staff
Start Time	3:00 PM	2:45 PM
End Time	6:00 PM	6:15 PM
Early Release	1:00 PM	12:45 PM

Daily Rates:	
Before Care	\$2.00
After Care	\$10.00

Reduced Lunch Discount	50%
Free Lunch Discount	75%
Sibling Discount	20%

% Qualifying for Reduced	10%
% Qualifying for Free	30%
% Qualifying for Sibling	2%

Start Up Costs	\$500.00
Weekly Supplies (Per kid / Per week)	\$3.80
Number of Weeks	37
Normal Days	179

# Early Release Days	1
1: staff to student ratio	22

Director Rate	\$11.42
Assistant Rates	\$10.00
Extra Weekly Hour/Director	2

Assumed Usage	Before Care	After Care
K - 3	8%	20%
4 - 6	7%	13%
7- 8	6%	10%

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA, Jr K-3 Enrollment	0	153	204	221	255	272	272
PPA, Jr 4th Enrollment	0	21	42	42	42	42	42
PPA 4-6 Enrollment	217	217	217	217	217	217	217
PPA 7-8 Enrollment	173	173	173	173	173	173	173

Assumed Before Care	25	39	44	46	48	50	50
Assumed After Care	45	78	91	95	101	105	105

Staff Needed	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Before Care	2	2	2	3	3	3	3
After Care	3	4	5	5	5	5	5

Director Hours	992	992	992	992	992	992	992
Assistant Hours	1624	2256	2888	3248	3248	3248	3248
Salary Amounts	\$27,569	\$33,889	\$40,209	\$43,809	\$43,809	\$43,809	\$43,809
FICA	\$2,109	\$2,592	\$3,076	\$3,351	\$3,351	\$3,351	\$3,351
Worker's Comp	\$146	\$180	\$213	\$232	\$232	\$232	\$232
Unemployment	\$1,890	\$2,592	\$3,024	\$3,240	\$3,024	\$2,808	\$2,592
Payroll Processing	\$648	\$796	\$945	\$1,030	\$1,030	\$1,030	\$1,030

Before Care Numbers	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Full Price	13	22	26	26	28	29	29
Reduced Price	3	4	4	5	5	5	5
Free Price	8	12	13	14	14	15	15
Sibling Price	1	1	1	1	1	1	1

After Care Numbers	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Full Price	25	45	53	54	59	60	60
Reduced Price	5	8	9	10	10	11	11
Free Price	14	23	27	29	30	32	32
Sibling Price	1	2	2	2	2	2	2

Before Care Income	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Full Price	\$9,000	\$16,200	\$19,080	\$19,440	\$21,240	\$21,600	\$21,600
Reduced Price	\$900	\$1,440	\$1,620	\$1,800	\$1,800	\$1,980	\$1,980
Free Price	\$3,780	\$6,210	\$7,290	\$7,830	\$8,100	\$8,640	\$8,640
Sibling Price	\$72	\$144	\$144	\$144	\$144	\$144	\$144

After Care Income	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Full Price	\$45,000	\$81,000	\$95,400	\$97,200	\$106,200	\$108,000	\$108,000
Reduced Price	\$900	\$1,440	\$1,620	\$1,800	\$1,800	\$1,980	\$1,980
Free Price	\$7,560	\$12,420	\$14,580	\$15,660	\$16,200	\$17,280	\$17,280
Sibling Price	\$36	\$72	\$72	\$72	\$72	\$72	\$72

Total Income	\$67,248	\$118,926	\$139,806	\$143,946	\$155,556	\$159,696	\$159,696
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Expenses	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Employee Costs	\$32,362	\$40,049	\$47,467	\$51,662	\$51,446	\$51,230	\$51,014
Supplies	\$8,585	\$14,209	\$16,388	\$17,091	\$18,075	\$18,778	\$18,778

Pinellas Primary Academy Start Up Costs

Account Codes Description		Ind. Cost	Assuming PPA, Jr. Granted Planning		Assuming No Planning Grant			
			Grant Qty	Grant Total	Cash Reserve Qty	Cash Reserve Total	Oprting Qty	Operating Total
Federal Start-Up Grant				\$ 250,000		\$ -		\$ -
PPA, Jr. Operating Budget				\$ -		\$ -		\$ 98,578
Pinellas Preparatory Academy, Inc. Cash Reserve				\$ -		\$ 100,991		\$ -
5100-510 Academic Supplies				\$ 29,750		\$ 8,875		\$ 6,500
	Classroom Stocking Supplies	\$ 250	22	\$ 5,500	11	\$ 2,750	11	\$ 2,750
	Manipulative Supplies	\$ 250	12	\$ 3,000	12	\$ 3,000		\$ -
	Music Supplies	\$ 750	1	\$ 750	0.5	\$ 375		\$ -
	Art Supplies	\$ 750	1	\$ 750	0.5	\$ 375		\$ -
	Library Books	\$ 15	1000	\$ 15,000		\$ -	250	\$ 3,750
	Phy Ed Supplies	\$ 750	1	\$ 750	0.5	\$ 375		\$ -
	General Academic Supplies	\$ 4,000	1	\$ 4,000	0.5	\$ 2,000		\$ -
5100-644 Computers / Technology				\$ 83,900		\$ 7,500		\$ 19,950
	Teacher Laptops	\$ 800	22	\$ 17,600	0	\$ -	14	\$ 11,200
	Classroom Computers	\$ 350	70	\$ 24,500	0	\$ -	25	\$ 8,750
	Classroom Printers	\$ 100	22	\$ 2,200	0	\$ -		\$ -
	Document Camera	\$ 750	22	\$ 16,500	0	\$ -		\$ -
	LCD Projectors	\$ 800	22	\$ 17,600	5	\$ 4,000		\$ -
	Classroom Televisions	\$ 250	22	\$ 5,500	14	\$ 3,500		\$ -
5100-520 Instructional Materials				\$ 55,275		\$ 34,200		\$ 29,025
	Language Arts	\$ 86	300	\$ 25,800	225	\$ 19,350		\$ -
	Math	\$ 34	75	\$ 2,550		\$ -	225	\$ 7,650
	Science	\$ 43	75	\$ 3,225		\$ -	225	\$ 9,675
	Social Studies	\$ 42	75	\$ 3,150		\$ -	225	\$ 9,450
	Spanish	\$ 66	300	\$ 19,800	225	\$ 14,850		\$ -
	Stanford Assessments	\$ 10	75	\$ 750		\$ -	225	\$ 2,250

7900-642 Furniture			\$ 56,221		\$ 46,866		\$ 9,689	
	Student Chairs	\$ 16	550	\$ 8,844	350	\$ 5,628		\$ -
	Tables/Desks	\$ 33	550	\$ 18,233	350	\$ 11,603		\$ -
	Teacher Desk	\$ 200	22	\$ 4,400	14	\$ 2,800		\$ -
	Teacher Chair	\$ 75	22	\$ 1,650	14	\$ 1,050		\$ -
	Activity Tables	\$ 112	44	\$ 4,945	28	\$ 3,147		\$ -
	Cubbies	\$ 45	88	\$ 3,960	56	\$ 2,520		\$ -
	File Cabinets	\$ 100	44	\$ 4,400	28	\$ 2,800		\$ -
	Book Shelves	\$ 75	44	\$ 3,300	28	\$ 2,100		\$ -
	Telephones	\$ 125	22	\$ 2,750	22	\$ 2,750		\$ -
	Shelving Units	\$ 60	44	\$ 2,640	28	\$ 1,680		\$ -
	Miscellaneous Items	\$ 50	22	\$ 1,100	22	\$ 1,100		\$ -
	Café tables	\$ 329	0	\$ -	24	\$ 7,889	24	\$ 7,889
	Industrial Refrigerator	\$ 1,800	0	\$ -	1	\$ 1,800	1	\$ 1,800
Classroom Technology								
7900-510 Facilities Supplies / Equipment			\$ 3,500		\$ 1,750		\$ -	
	Cleaning Equipment and Supplies	\$ 3,500	1	\$ 3,500	0.5	\$ 1,750		\$ -
7300-510 Administrative Supplies			\$ 2,950		\$ 1,800		\$ 1,150	
	Miscellaneous Supplies	\$ 400	1	\$ 400		\$ -	1	\$ 400
	Printer / Faxes	\$ 750	1	\$ 750		\$ -	1	\$ 750
	Computers	\$ 600	3	\$ 1,800	3	\$ 1,800		\$ -
7300-730 Administrative Services			\$ 1,800		\$ -		\$ 1,800	
	New Employee Backgroud Checks	\$ 100	18	\$ 1,800		\$ -	18	\$ 1,800
7300-110 Administrative Staffing			\$ 15,232		\$ -		\$ 30,464	
	Salary + benefits + employer cost			\$ 15,232		\$ -		\$ 30,464
Total Expenses			\$ 248,628		\$ 100,991		\$ 98,578	

Pinellas Primary Academy - Staffing Worksheet

Based on the current numbers:

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPAJr Income	\$ -	\$ 1,252,329	\$ 1,781,025	\$ 1,915,061	\$ 2,174,233	\$ 2,312,230	\$ 2,327,082
PPAJr Expense	\$ 15,746	\$ 1,324,448	\$ 1,699,782	\$ 1,845,776	\$ 2,108,594	\$ 2,216,548	\$ 2,276,941
PPAJr Remain	\$ (15,746)	\$ (72,119)	\$ 81,242	\$ 69,285	\$ 65,640	\$ 95,681	\$ 50,141
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

Enrollment and Teacher Staff Needs

The numbers in the "Projected Enrollment" column will actually be used to calculate the budget.

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-K	0	0	0	0	0	0	0
K	0	3	4	4	4	4	4
1	0	3	3	3	4	4	4
2	0	2	3	3	3	4	4
3	0	1	2	3	4	4	4
4	0	1	2	2	2	2	2

Grade	Percent ESE or Gifted	Maximum Assumption	Conservative Assumption
Pre-K	0%	15	0
K	5%	18	17
1	10%	18	17
2	10%	18	17
3	10%	18	17
4	10%	22	21

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Capacity	0	184	260	278	314	332	332
Conservative	0	174	246	263	297	314	314
ESE Assume	0	13	20	22	24	25	25

Specialist Assumed Minutes Per Class Per Week

	Pre-K	Kind	1st	2nd	3rd	4th
Reading	0	90	90	60	45	30
Spanish	0	45	60	60	60	60
Phy Ed	150	150	150	150	150	150
Art	45	45	45	45	45	45
Music	45	45	45	45	45	45

In order to determine the number of teachers, you need to indicate the number of minutes a teacher can teach per week.

1370 Minutes Per Week for Full Time Equivalent

Educational Assistant FTE per Classroom

	Pre-K	Kind	1st	2nd	3rd	4th
Ed. Asst.	0.5	0.25	0.25	0.2	0.2	0.2

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Homeroom Teachers	0	10	14	15	17	18	18
Reading Specialist(s)	0	0.6	0.8	0.8	0.9	0.9	0.9
Spanish Teacher(s)	0	0.5	0.6	0.7	0.8	0.8	0.8
Physical Education Teacher(s)	0	1.1	1.6	1.7	1.9	2	2
Art Teacher(s)	0	0.4	0.5	0.5	0.6	0.6	0.6
Music Teacher(s)	0	0.4	0.5	0.5	0.6	0.6	0.6
ESE Teacher(s)	0	0.4	0.4	0.6	1	1	1
Itinerant Teacher(s)	0	0	0	0	0	0	0
Total Teachers	0	13.4	18.4	19.8	22.8	23.9	23.9

Staffing & Employee Costs

Teacher Salary

Select the amounts that you would like to set for the starting salaries each year.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Starting Salary		\$ 37,500	\$ 37,700	\$ 37,900	\$ 38,100	\$ 38,300	\$ 38,500
Assumed Lane		2	2	2	3	3	3
Assumed Exp		4	5	6	7	8	9
Benefit Per		15.50%	15.50%	15.50%	15.50%	15.50%	15.50%
Avg Salary		\$ 38,062.50	\$ 38,642.50	\$ 38,847.50	\$ 40,005.00	\$ 40,598.00	\$ 42,350.00

PTO Buy Back and Substitute Teachers

Enter the data regarding Assumed PTO Usage and Sub Costs

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PTO Allowed		10	10	10	10	10	10
PTO Usage		6	6	6	6	6	6
Sub Per Day		\$85.00	\$85.00	\$85.00	\$90.00	\$90.00	\$90.00
Extra Days		10	10	10	15	15	15
Sub Costs	\$ -	\$ 12,240	\$ 16,490	\$ 17,680	\$ 21,870	\$ 22,860	\$ 22,860
PTO BB Avg	\$ -	\$ 785	\$ 797	\$ 801	\$ 825	\$ 837	\$ 873
PTO BuyBack	\$ -	\$ 10,516.24	\$ 14,660.25	\$ 15,859.39	\$ 18,806.47	\$ 20,006.02	\$ 20,869.38

Other PPA Dedicated Employees

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Salaried							
Principal Salary	\$ 58,000.00	\$ 60,000.00	\$ 60,320.00	\$ 60,640.00	\$ 60,960.00	\$ 61,280.00	\$ 61,600.00
Principal Full Time Equivalency	0.2	1.0	1.0	1.0	1.0	1.0	1.0
Dean of Students	\$ 40,994.13	\$ 41,668.27	\$ 42,557.50	\$ 43,410.08	\$ 44,320.56	\$ 45,267.65	\$ 46,170.38
Dean Full Time Equivalency	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hourly							
Administrative Assistance	\$ 11.63	\$ 11.69	\$ 11.75	\$ 11.82	\$ 11.88	\$ 11.94	\$ 12.00
Adm. Asst. Days Per Year	0	0	0	0	0	0	0
Adm. Asst. Hours Per Day	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Educational Assistant	\$ 11.53	\$ 11.59	\$ 11.65	\$ 11.72	\$ 11.78	\$ 11.84	\$ 11.90
Calculated Ed Asst (Above)	0	2.3	3.2	3.4	3.8	4	4
Number of Extra Ed. Asst.	0		0	0	0	0	0
Ed. Asst. Days Per Year	0	203	203	203	203	203	203
Ed. Asst. Hours Per Day	0.0	8.0	8.0	8.0	8.0	8.0	8.0
Other (Admin)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Days Per Year	0	0	0	0	0	0	0
Other Hours Per Day	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other							
Office Substitute Rate	\$ 11.53	\$ 11.59	\$ 11.65	\$ 11.72	\$ 11.78	\$ 11.84	\$ 11.90
Office Substitute Hours	0.0	50.0	50.0	50.0	50.0	50.0	50.0

Employer Costs

We use Gevity to do our employee leasing service. We pay them 2.35%. I am not anticiating shopping around for a new service, so I would imagine our employer costs should stay the same as listed below.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Gevity Fee	2.35%	2.35%	2.35%	2.35%	2.35%	2.35%	2.35%
FICA	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%
WC-Teacher	0.53%	0.53%	0.53%	0.53%	0.53%	0.53%	0.53%
WC-Maint	4.49%	4.49%	4.49%	4.49%	4.49%	4.49%	4.49%
SUTA	5.40%	5.40%	5.40%	5.40%	5.40%	5.40%	5.40%
Unemp Top	\$ 7,000.00	\$ 8,000.00	\$ 8,000.00	\$ 7,500.00	\$ 7,000.00	\$ 6,500.00	\$ 6,000.00

Staffing Cost Summary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
5100 - General Academics							
Classroom Teachers	\$ -	\$ 388,473	\$ 552,150	\$ 594,727	\$ 694,107	\$ 745,831	\$ 778,018
Other Teachers	\$ -	\$ 116,542	\$ 157,757	\$ 166,524	\$ 195,983	\$ 203,032	\$ 211,794
Educational Assisance	\$ -	\$ 43,298	\$ 60,562	\$ 64,688	\$ 72,680	\$ 76,907	\$ 77,308
FICA	\$ -	\$ 41,946	\$ 58,941	\$ 63,184	\$ 73,652	\$ 78,471	\$ 81,635
Worker's Comp	\$ -	\$ 2,906	\$ 4,083	\$ 4,377	\$ 5,103	\$ 5,437	\$ 5,656
Umemployment	\$ -	\$ 6,912	\$ 8,640	\$ 8,505	\$ 8,694	\$ 8,424	\$ 7,776
Benefits	\$ -	\$ 84,988	\$ 119,423	\$ 128,021	\$ 149,229	\$ 158,994	\$ 165,404
5200 - Special Education							
ESE Teacher(s)	\$ -	\$ 15,538.92	\$ 15,775.70	\$ 23,789.09	\$ 40,829.85	\$ 41,435.07	\$ 43,223.20
FICA	\$ -	\$ 1,189	\$ 1,207	\$ 1,820	\$ 3,123	\$ 3,170	\$ 3,307
Worker's Comp	\$ -	\$ 82	\$ 84	\$ 126	\$ 216	\$ 220	\$ 229
Umemployment	\$ -	\$ 173	\$ 173	\$ 243	\$ 378	\$ 351	\$ 324
Benefits	\$ -	\$ 2,409	\$ 2,445	\$ 3,687	\$ 6,329	\$ 6,422	\$ 6,700
7400 - Administration							
Principal	\$ 9,667	\$ 60,000	\$ 60,320	\$ 60,640	\$ 60,960	\$ 61,280	\$ 61,600
Office Staff	\$ -	\$ 580	\$ 583	\$ 586	\$ 589	\$ 592	\$ 595
FICA	\$ 740	\$ 4,634	\$ 4,659	\$ 4,684	\$ 4,708	\$ 4,733	\$ 4,758
Worker's Comp	\$ 51	\$ 321	\$ 323	\$ 324	\$ 326	\$ 328	\$ 330
Umemployment	\$ 63	\$ 432	\$ 432	\$ 405	\$ 378	\$ 351	\$ 324
Benefits	\$ 1,498	\$ 9,390	\$ 9,440	\$ 9,490	\$ 9,540	\$ 9,590	\$ 9,640
Totals	\$ 12,019	\$ 779,813	\$ 1,056,996	\$ 1,135,821	\$ 1,326,827	\$ 1,405,569	\$ 1,458,619

Pinellas Primary Academy General Questionnaire

Based on the current numbers:

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPAJr Income	\$ -	\$ 1,252,329	\$ 1,781,025	\$ 1,915,061	\$ 2,174,233	\$ 2,312,230	\$ 2,327,082
PPAJr Expense	\$ 15,746	\$ 1,324,448	\$ 1,699,782	\$ 1,845,776	\$ 2,108,594	\$ 2,216,548	\$ 2,276,941
PPAJr Remain	\$ (15,746)	\$ (72,119)	\$ 81,242	\$ 69,285	\$ 65,640	\$ 95,681	\$ 50,141
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

Purchased Services

ESE Services (Speech and Language, Occupational Therapy, Vision, etc.)

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Hours per week		3	4	5	6	6.5	6.75
Cost Per Hour		\$ 71.00	\$ 72.00	\$ 73.00	\$ 74.00	\$ 75.00	\$ 76.00
Annual Cost:	\$ -	\$ 7,668.00	\$ 10,368.00	\$ 13,140.00	\$ 15,984.00	\$ 17,550.00	\$ 18,468.00

Legal Services

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Hours per week	\$ 3,500.00	\$ 6,250.00	\$ 6,500.00	\$ 6,750.00	\$ 7,000.00	\$ 7,250.00	\$ 7,500.00

Financial Services

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Auditor (annual)	\$ -	\$ 5,220.00	\$ 5,520.00	\$ 5,820.00	\$ 6,120.00	\$ 6,420.00	\$ 6,720.00
Accountant (Monthly)	\$ -	\$ 260.00	\$ 270.00	\$ 280.00	\$ 290.00	\$ 300.00	\$ 310.00
Annual Cost:	\$ -	\$ 8,340.00	\$ 8,760.00	\$ 9,180.00	\$ 9,600.00	\$ 10,020.00	\$ 10,440.00

Insurance Costs

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Gen. Liability		\$ 2,737.00	\$ 3,381.30	\$ 4,350.95	\$ 5,051.35	\$ 5,778.02	\$ 5,893.58
Directors/Employment		\$ 926.37	\$ 1,144.44	\$ 1,472.63	\$ 1,709.69	\$ 1,955.64	\$ 1,994.75
Student Accident		\$ 1,157.96	\$ 1,430.55	\$ 1,840.79	\$ 2,137.11	\$ 2,444.55	\$ 2,493.44
Property		\$ 2,210.65	\$ 2,731.05	\$ 3,514.23	\$ 4,079.94	\$ 4,666.86	\$ 4,760.20
Flood		\$ 421.08	\$ 520.20	\$ 669.38	\$ 777.13	\$ 888.93	\$ 906.71
Annual Cost:	\$ -	\$ 7,453.06	\$ 9,207.54	\$ 11,847.98	\$ 13,755.21	\$ 15,734.00	\$ 16,048.68
Percentage Increase			23.54%	28.68%	16.10%	14.39%	2.00%

Professional Development

Enter Professional Development on a PER STUDENT BASIS to calculate

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Workshop Stipends		\$ 6.12	\$ 6.24	\$ 6.37	\$ 6.49	\$ 6.62	\$ 6.76
Hotels		\$ 1.02	\$ 1.04	\$ 1.06	\$ 1.08	\$ 1.10	\$ 1.13
Substitute Teachers		\$ 2.00	\$ 2.04	\$ 2.08	\$ 2.12	\$ 2.16	\$ 2.21
Other Materials		\$ 1.02	\$ 1.04	\$ 1.06	\$ 1.08	\$ 1.10	\$ 1.13
Annual Cost:	\$ -	\$ 3,962.40	\$ 4,041.65	\$ 4,122.48	\$ 4,204.93	\$ 4,289.03	\$ 4,374.81

Other Costs

Textbook Adoptions

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Adoption Cycle	Soc Stud	Everything			Misc	Soc Stud	Math
Number of books		-Start Up-	75	75	360	360	360
Est Cost Per Book		-Start Up-	\$ 55.28	\$ 56.39	\$ 57.52	\$ 58.67	\$ 59.84
Replacement Costs		\$ 450.00	\$ 1,000.00	\$ 1,020.00	\$ 1,040.40	\$ 1,061.21	\$ 1,082.43
Consumable Costs		\$ 800.00	\$ 1,250.00	\$ 1,275.00	\$ 1,300.50	\$ 1,326.51	\$ 1,353.04
Annual Cost:	\$ -	\$ 30,275.00	\$ 6,396.30	\$ 6,524.23	\$ 23,047.19	\$ 23,508.13	\$ 23,978.30

Copy Machine

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Lease Cost (Annual)		\$ 9,550.00	\$ 8,938.00	\$ 10,900.00	\$ 10,900.00	\$ 10,900.00	\$ 10,900.00
Overage Count (Monthly)		-	-	2,000	3,000	4,000	5,000
Overage Cost		\$ 0.009	\$ 0.009	\$ 0.009	\$ 0.009	\$ 0.009	\$ 0.009
Annual Cost:	\$ -	\$ 9,550.00	\$ 8,938.00	\$ 11,116.00	\$ 11,224.00	\$ 11,332.00	\$ 11,440.00

Other Costs (Enter Per Student to calculator)

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Classroom Supplies		\$ 40.20	\$ 40.40	\$ 40.60	\$ 40.81	\$ 41.01	\$ 41.22
Library / Media Center		\$ 2.00	\$ 2.25	\$ 2.50	\$ 2.75	\$ 3.00	\$ 3.25
5100 Dues/Fees		\$ 0.50	\$ 0.51	\$ 0.51	\$ 0.51	\$ 0.51	\$ 0.52
ESE / Gifted Supplies		\$ 1.01	\$ 1.01	\$ 1.02	\$ 1.02	\$ 1.03	\$ 1.03
5200 Dues/Fees		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Postage, Communication		\$ 8.04	\$ 8.08	\$ 8.12	\$ 8.16	\$ 8.20	\$ 8.24
Administrative Svcs		\$ 11.06	\$ 11.11	\$ 11.17	\$ 11.22	\$ 11.28	\$ 11.33
Office Supplies		\$ 20.10	\$ 20.20	\$ 20.30	\$ 20.40	\$ 20.51	\$ 20.61
7300 Dues/Fees		\$ 8.54	\$ 8.59	\$ 8.63	\$ 8.67	\$ 8.71	\$ 8.76
Communication (Phone/Int)		\$ 19.10	\$ 19.19	\$ 19.29	\$ 19.38	\$ 19.48	\$ 19.58
Building Supplies		\$ 31.16	\$ 31.31	\$ 31.47	\$ 31.62	\$ 31.78	\$ 31.94
Equipment/Furniture		\$ 4.02	\$ 4.04	\$ 4.06	\$ 4.08	\$ 4.10	\$ 4.12

Technology

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Tech Support		\$ 4,545.00	\$ 4,590.45	\$ 4,636.35	\$ 4,682.72	\$ 4,729.55	\$ 4,776.84
Computer Repairs		\$ 1,010.00	\$ 1,020.10	\$ 1,030.30	\$ 1,040.60	\$ 1,051.01	\$ 1,061.52
Computer Purchases		\$ 19,950.00	\$ 25,000.00	\$ 25,250.00	\$ 25,502.50	\$ 25,757.53	\$ 26,015.10
Software Purchases		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Online Services		\$ 2,750.00	\$ 2,777.50	\$ 2,805.28	\$ 2,833.33	\$ 2,861.66	\$ 2,890.28

Athletics

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Coaching Stipends	\$ -	\$ 500.00	\$ 505.00	\$ 510.05	\$ 515.15	\$ 520.30	\$ 525.51
Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Pinellas Primary Academy Budget Projections

Pinellas Preparatory Academy

Proposed 2010-11 Budget

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated Revenue:	\$ -	\$ 1,179,307	\$ 1,685,670	\$ 1,820,836	\$ 2,075,888	\$ 2,216,252	\$ 2,238,415
Capital Outlay Money	\$ -	\$ 70,682	\$ 91,935	\$ 90,425	\$ 93,946	\$ 91,377	\$ 84,067
Teacher Lead Money	\$ -	\$ 2,340	\$ 3,420	\$ 3,800	\$ 4,400	\$ 4,600	\$ 4,600
A+ School Recognition Funds							
Old/Unexpected Income							
Total Revenue:	\$ -	\$ 1,252,329	\$ 1,781,025	\$ 1,915,061	\$ 2,174,233	\$ 2,312,230	\$ 2,327,082

Account

Code Description

Classroom Instruction (5100)								
100	Salaries							
120	Classroom Teachers	\$ -	\$ 388,973	\$ 552,655	\$ 595,237	\$ 694,623	\$ 746,352	\$ 778,543
130	Other Instructional Staff	\$ -	\$ 116,542	\$ 157,757	\$ 166,524	\$ 195,983	\$ 203,032	\$ 211,794
140	Substitute Teachers	\$ -	\$ 12,240	\$ 16,490	\$ 17,680	\$ 21,870	\$ 22,860	\$ 22,860
150	Educational Assistants	\$ -	\$ 43,298	\$ 60,562	\$ 64,688	\$ 72,680	\$ 76,907	\$ 77,308
220	Social Security	\$ -	\$ 41,946	\$ 58,941	\$ 63,184	\$ 73,652	\$ 78,471	\$ 81,635
240	Workers' Compensation	\$ -	\$ 2,906	\$ 4,083	\$ 4,377	\$ 5,103	\$ 5,437	\$ 5,656
290	Employee Benefits	\$ -	\$ 84,988	\$ 119,423	\$ 128,021	\$ 149,229	\$ 158,994	\$ 165,404
250	Unemployment Compensation	\$ -	\$ 6,912	\$ 8,640	\$ 8,505	\$ 8,694	\$ 8,424	\$ 7,776
510	Classroom Supplies	\$ -	\$ 13,495	\$ 9,939	\$ 10,679	\$ 12,119	\$ 12,877	\$ 12,942
520	Instructional Materials (textbooks, workbooks, etc.)	\$ -	\$ 30,275	\$ 6,396	\$ 6,524	\$ 23,047	\$ 23,508	\$ 23,978
610	Library Media & Library	\$ -	\$ 348	\$ 554	\$ 658	\$ 817	\$ 942	\$ 1,021
644	Computer Hardware, Noncap	\$ -	\$ 20,960	\$ 26,020	\$ 26,280	\$ 26,543	\$ 26,809	\$ 27,077
691	Software, Noncap	\$ -	\$ 2,750	\$ 2,778	\$ 2,805	\$ 2,833	\$ 2,862	\$ 2,890
730	Dues and Fees	\$ -	\$ 87	\$ 124	\$ 133	\$ 151	\$ 161	\$ 162
Total Instruction		\$ -	\$ 765,720	\$ 1,024,360	\$ 1,095,296	\$ 1,287,345	\$ 1,367,635	\$ 1,419,044

ESE Service (5200)								
100	Salaries							
130	Exceptional Education Teachers (ESE separated in	\$ -	\$ 21,966	\$ 24,006	\$ 23,789	\$ 40,830	\$ 41,435	\$ 43,223
220	Social Security	\$ -	\$ 1,680	\$ 1,836	\$ 1,820	\$ 3,123	\$ 3,170	\$ 3,307
240	Workers' Compensation	\$ -	\$ 116	\$ 127	\$ 126	\$ 216	\$ 220	\$ 229
250	Unemployment Compensation	\$ -	\$ 239	\$ 256	\$ 243	\$ 378	\$ 351	\$ 324
290	Employee Benefits	\$ -	\$ 3,405	\$ 3,721	\$ 3,687	\$ 6,329	\$ 6,422	\$ 6,700
310	Professional Services	\$ -	\$ 7,668	\$ 10,368	\$ 13,140	\$ 15,984	\$ 17,550	\$ 18,468
510	Classroom Supplies	\$ -	\$ 175	\$ 248	\$ 267	\$ 303	\$ 322	\$ 324
730	Dues and Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instruction		\$ -	\$ 35,250	\$ 40,564	\$ 43,072	\$ 67,163	\$ 69,470	\$ 72,574

Instructional Support Services (6000)								
Staff Development (6400)								
310	Workshop Stipends	\$ -	\$ 1,065	\$ 1,536	\$ 1,675	\$ 1,929	\$ 2,080	\$ 2,122
330	Hotels	\$ -	\$ 177	\$ 256	\$ 279	\$ 321	\$ 347	\$ 354
140	Substitute Teachers	\$ -	\$ 348	\$ 502	\$ 547	\$ 630	\$ 680	\$ 693
510	Other Materials / Supplies	\$ -	\$ 177	\$ 256	\$ 279	\$ 321	\$ 347	\$ 354
Total Staff Development		\$ -	\$ 1,768	\$ 2,549	\$ 2,780	\$ 3,202	\$ 3,453	\$ 3,522

General Support Services

Board (7100)								
310	Professional Services (Legal)	\$ 3,500	\$ 6,250	\$ 6,500	\$ 6,750	\$ 7,000	\$ 7,250	\$ 7,500
320	Insurance	\$ -	\$ 12,750	\$ 15,915	\$ 18,902	\$ 21,403	\$ 23,703	\$ 24,098
Total Board		\$ 3,500	\$ 19,000	\$ 22,415	\$ 25,652	\$ 28,403	\$ 30,953	\$ 31,598

General Administration (7200)								
730	Administrative Fee	\$ -	\$ 84,720	\$ 85,654	\$ 86,542	\$ 87,369	\$ 88,227	\$ 89,109
Total General Administration		\$ -	\$ 84,720	\$ 85,654	\$ 86,542	\$ 87,369	\$ 88,227	\$ 89,109

School Administration (7300)								
100	Salaries							
110	Administrative Salaries	\$ 9,667	\$ 83,679	\$ 90,166	\$ 91,883	\$ 94,672	\$ 96,244	\$ 96,747
160	Office Staff	\$ -	\$ 29,249	\$ 36,718	\$ 38,413	\$ 41,406	\$ 42,924	\$ 43,149
220	Social Security	\$ 740	\$ 8,639	\$ 9,707	\$ 9,968	\$ 10,410	\$ 10,646	\$ 10,702
240	Workers' Compensation	\$ 51	\$ 599	\$ 672	\$ 691	\$ 721	\$ 738	\$ 741
250	Unemployment Compensation	\$ 63	\$ 965	\$ 1,100	\$ 1,057	\$ 1,032	\$ 977	\$ 902
290	Employee Benefits	\$ 1,498	\$ 17,504	\$ 19,667	\$ 20,196	\$ 21,092	\$ 21,571	\$ 21,684
310	Professional Services	\$ -	\$ 4,545	\$ 4,590	\$ 4,636	\$ 4,683	\$ 4,730	\$ 4,777
360	Lease	\$ -	\$ 9,550	\$ 8,938	\$ 11,116	\$ 11,224	\$ 11,332	\$ 11,440
370	Communication	\$ -	\$ 1,399	\$ 1,988	\$ 2,136	\$ 2,424	\$ 2,575	\$ 2,588
390	Other Services	\$ -	\$ 1,924	\$ 2,733	\$ 2,937	\$ 3,333	\$ 3,541	\$ 3,559
510	Office Supplies	\$ -	\$ 4,647	\$ 4,969	\$ 5,339	\$ 6,060	\$ 6,439	\$ 6,471
730	Dues and Fees	\$ -	\$ 3,286	\$ 2,112	\$ 2,269	\$ 2,575	\$ 2,736	\$ 2,750
Total School Administration		\$ 12,019	\$ 165,986	\$ 183,362	\$ 190,640	\$ 199,632	\$ 204,454	\$ 205,509

Fiscal Services (7500)								
310	Professional Services:							
	Bookkeeping & Audit Fees	\$ -	\$ 8,340	\$ 8,760	\$ 9,180	\$ 9,600	\$ 10,020	\$ 10,440
730	Bank Fees/Payroll Processing Fees	\$ 227	\$ 16,577	\$ 22,317	\$ 23,737	\$ 27,555	\$ 29,164	\$ 30,211
Total Fiscal Services		\$ 227	\$ 24,917	\$ 31,077	\$ 32,917	\$ 37,155	\$ 39,184	\$ 40,651

School Lunch Program (7600)								
***	Collected From Students							
160	Salary							
220	Social Security							
230	Employee Benefits							
240	Workers' Compensation							
250	Unemployment Compensation							
390	Other Services							
570	Food							
641	Capitalized Furniture							
730	Dues & Fees							
Total Central Services		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Operation of Plant (7900)								
160	Maintenance Employee Payments	\$ -	\$ 21,718	\$ 27,809	\$ 29,537	\$ 32,370	\$ 34,110	\$ 34,790
220	Social Security	\$ -	\$ 1,661	\$ 2,127	\$ 2,260	\$ 2,476	\$ 2,609	\$ 2,661
240	Workers' Compensation	\$ -	\$ 975	\$ 1,249	\$ 1,326	\$ 1,453	\$ 1,532	\$ 1,562
250	Unemployment Compensation	\$ -	\$ 533	\$ 668	\$ 652	\$ 654	\$ 626	\$ 578
290	Employee Benefits	\$ -	\$ 3,366	\$ 4,310	\$ 4,578	\$ 5,017	\$ 5,287	\$ 5,392
350	Repair and Maintenance	\$ -	\$ 1,558	\$ 1,973	\$ 2,075	\$ 2,249	\$ 2,344	\$ 2,367
360	Building Lease or Mortgage	\$ -	\$ 147,567	\$ 219,325	\$ 272,761	\$ 292,779	\$ 302,062	\$ 302,062
	Escrow or Additional Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Building Improvement Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Loan Payments (\$225,000 @ 7.75% for 7 years)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Property Tax Credit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
370	Communication	\$ -	\$ 3,323	\$ 4,721	\$ 5,072	\$ 5,757	\$ 6,117	\$ 6,147
380	Utilities	\$ -	\$ 3,304	\$ 4,184	\$ 4,401	\$ 4,771	\$ 4,971	\$ 5,021
390	Other Purchased Services							
	Fire Alarm Monitoring	\$ -	\$ 156	\$ 197	\$ 207	\$ 225	\$ 234	\$ 237
	Pest Control	\$ -	\$ 312	\$ 395	\$ 415	\$ 450	\$ 469	\$ 473
	Trash Removal	\$ -	\$ 779	\$ 986	\$ 1,037	\$ 1,125	\$ 1,172	\$ 1,184
	Air Conditioning Service	\$ -	\$ 4,674	\$ 5,919	\$ 6,224	\$ 6,748	\$ 7,032	\$ 7,102
	Security Alarm Monitoring	\$ -	\$ 82	\$ 104	\$ 110	\$ 119	\$ 124	\$ 125
	Fire Alarm & Sprinkler System Inspections	\$ -	\$ 701	\$ 888	\$ 934	\$ 1,012	\$ 1,055	\$ 1,065
	Other Services (i.e. Lawn Care)	\$ -	\$ 3,149	\$ 3,988	\$ 4,194	\$ 4,547	\$ 4,738	\$ 4,785
430	Electricity	\$ -	\$ 13,055	\$ 16,737	\$ 17,940	\$ 19,670	\$ 20,861	\$ 21,429
510	Supplies	\$ -	\$ 5,421	\$ 7,702	\$ 8,276	\$ 9,393	\$ 9,980	\$ 10,030
642	Equipment & Furniture (Non Capitalized)	\$ -	\$ 10,389	\$ 994	\$ 1,068	\$ 1,212	\$ 1,288	\$ 1,294
680	Remodeling and Renovations	\$ -	\$ 4,362	\$ 5,524	\$ 5,809	\$ 6,298	\$ 6,563	\$ 6,628
Total Operation of Plant		\$ -	\$ 227,085	\$ 309,801	\$ 368,878	\$ 398,324	\$ 413,173	\$ 414,934

Total Budgeted Expenditures	\$ 15,746	\$ 1,324,448	\$ 1,699,782	\$ 1,845,776	\$ 2,108,594	\$ 2,216,548	\$ 2,276,941
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Balance	\$ (15,746)	\$ (72,119)	\$ 81,242	\$ 69,285	\$ 65,640	\$ 95,681	\$ 50,141
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Pinellas Preparatory Academy - Staffing Worksheet

Based on the current numbers:

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA Income	\$ 2,481,454	\$ 2,466,474	\$ 2,475,848	\$ 2,486,553	\$ 2,498,244	\$ 2,511,101	\$ 2,525,053
PPA Expense	\$ 2,491,375	\$ 2,454,935	\$ 2,473,484	\$ 2,572,276	\$ 2,577,950	\$ 2,564,083	\$ 2,601,361
PPA Remain	\$ (9,921)	\$ 11,539	\$ 2,364	\$ (85,723)	\$ (79,706)	\$ (52,982)	\$ (76,308)
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

Enrollment and Teacher Staff Needs

The numbers in the "Projected Enrollment" column will actually be used to calculate the budget.

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
4	2	2	2	2	2	2	2
5	4	4	4	4	4	4	4
6	4	4	4	4	4	4	4
7	4	4	4	4	4	4	4
8	4	4	4	4	4	4	4

Grade	Percent ESE or Gifted	Maximum Assumption	Conservative Assumption
4	15%	22	21.5
5	20%	22	21.75
6	20%	22	21.75
7	15%	22	21.75
8	15%	22	21.5

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Capacity	396	396	396	396	396	396	396
Conservative	390	390	390	390	390	390	390
ESE Assume	65	65	65	65	65	65	65

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Homeroom Teachers	18	18	18	18	18	18	18
Art Teacher(s)	1	1	1	1	1	1	1
Music Teacher(s)	1	1	1	1	1	1	1
Physical Education Teacher(s)	2	2	2	2	2	2	2
Spanish Teacher(s)	2	2	2	2	2	2	2
ESE Teacher(s)	1.5	1	1	1.5	1.5	1.5	1.5
Itinerant Teacher(s)	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Total Teachers	26	25.5	25.5	26	26	26	26

Staffing & Employee Costs

Teacher Salary

Select the amounts that you would like to set for the starting salaries each year.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Starting Salary	\$ 37,300	\$ 37,500	\$ 37,700	\$ 37,900	\$ 38,100	\$ 38,300	\$ 38,500
Per Increase	0.00%	0.54%	0.53%	0.53%	0.53%	0.52%	0.52%
Benefit Per	15.50%	15.50%	15.50%	15.50%	15.50%	15.50%	15.50%
Step Increase	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE
Avg Salary	\$ 40,994	\$ 41,668	\$ 42,558	\$ 43,410	\$ 44,321	\$ 45,268	\$ 46,170

PTO Buy Back and Substitute Teachers

Enter the data regarding Assumed PTO Usage and Sub Costs

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PTO Allowed	10	10	10	10	10	10	10
PTO Usage	7	6	6	6	6	6	6
Sub Per Day	\$ 80.00	\$85.00	\$85.00	\$85.00	\$90.00	\$90.00	\$90.00
Extra Days	15	15	15	15	15	15	15
Sub Costs	\$ 22,000	\$ 22,950	\$ 22,950	\$ 23,375	\$ 24,750	\$ 24,750	\$ 24,750
PTO BB Avg	\$ 634	\$ 859	\$ 877	\$ 895	\$ 914	\$ 933	\$ 952
PTO BuyBack	\$ 16,482	\$ 22,338	\$ 22,814	\$ 23,271	\$ 23,759	\$ 24,267	\$ 24,751

Other PPA Dedicated Employees

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Salaried							
Principal Salary	\$ 73,075.20	\$ 73,467.02	\$ 73,858.85	\$ 74,250.67	\$ 74,642.50	\$ 75,034.32	\$ 75,426.14
Principal Full Time Equivalency	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Assumed PTO Buy Back	10	10	10	10	10	10	10
Dean of Students	\$ 40,994.13	\$ 41,668.27	\$ 42,557.50	\$ 43,410.08	\$ 44,320.56	\$ 45,267.65	\$ 46,170.38
Dean Full Time Equivalency	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Hourly

Administrative Assistance	\$ 11.63	\$ 11.69	\$ 11.75	\$ 11.82	\$ 11.88	\$ 11.94	\$ 12.00
Adm. Asst. Days Per Year	235	0	0	0	0	0	0
Adm. Asst. Hours Per Day	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Educational Assistant	\$ 11.53	\$ 11.59	\$ 11.65	\$ 11.72	\$ 11.78	\$ 11.84	\$ 11.90
Number of Ed. Asst.	1	1	1	1	1	1	1
Ed. Asst. Days Per Year	203	203	203	203	203	203	203
Ed. Asst. Hours Per Day	8.0	8.0	8.0	8.0	8.0	8.0	8.0

Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Days Per Year	0	0	0	0	0	0	0
Other Hours Per Day	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Other

Office Substitute Rate	\$ 11.53	\$ 11.59	\$ 11.65	\$ 11.72	\$ 11.78	\$ 11.84	\$ 11.90
Office Substitute Hours	50.0	50.0	50.0	50.0	50.0	50.0	50.0

Employer Costs

We use Gevity to do our employee leasing service. We pay them 2.35%. I am not anticipating shopping around for a new service, so I would imagine our employer costs should stay the same as listed below.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Gevity Fee	2.35%	2.35%	2.35%	2.35%	2.35%	2.35%	2.35%
FICA	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%
WC-Teacher	0.53%	0.53%	0.53%	0.53%	0.53%	0.53%	0.53%
WC-Maint	4.49%	4.49%	4.49%	4.49%	4.49%	4.49%	4.49%
SUTA	5.40%	5.40%	5.40%	5.40%	5.40%	5.40%	5.40%
Unemp Top	\$ 7,000	\$ 8,000	\$ 8,000	\$ 7,500	\$ 7,000	\$ 6,500	\$ 6,000

Staffing Cost Summary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
5100 - General Academics							
Classroom Teachers	\$ 749,305.16	\$ 765,493.36	\$ 781,829.54	\$ 797,492.34	\$ 814,218.91	\$ 831,618.14	\$ 848,202.32
Other Teachers	\$ 270,582.42	\$ 276,428.16	\$ 282,327.33	\$ 287,983.35	\$ 294,023.49	\$ 300,306.55	\$ 306,295.28
Educational Assistance	\$ 18,725	\$ 18,825	\$ 18,926	\$ 19,026	\$ 19,126	\$ 19,227	\$ 19,327
FICA	\$ 79,454	\$ 81,147	\$ 82,856	\$ 84,494	\$ 86,244	\$ 88,063	\$ 89,798
Worker's Comp	\$ 5,505	\$ 5,622	\$ 5,740	\$ 5,854	\$ 5,975	\$ 6,101	\$ 6,221
Unemployment	\$ 9,639	\$ 11,016	\$ 11,016	\$ 10,328	\$ 9,639	\$ 8,951	\$ 8,262
Benefits	\$ 160,985	\$ 164,416	\$ 167,878	\$ 171,198	\$ 174,742	\$ 178,428	\$ 181,943

5200 - Special Education							
ESE Teacher(s)	\$ 62,442.10	\$ 42,527.41	\$ 43,434.97	\$ 66,457.70	\$ 67,851.58	\$ 69,301.51	\$ 70,683.53
FICA	\$ 4,777	\$ 3,253	\$ 3,323	\$ 5,084	\$ 5,191	\$ 5,302	\$ 5,407
Worker's Comp	\$ 331	\$ 225	\$ 230	\$ 352	\$ 360	\$ 367	\$ 375
Unemployment	\$ 567	\$ 432	\$ 432	\$ 608	\$ 567	\$ 527	\$ 486
Benefits	\$ 9,679	\$ 6,592	\$ 6,732	\$ 10,301	\$ 10,517	\$ 10,742	\$ 10,956

7300 - Administration

Principal	\$	76,034	\$	76,441	\$	76,849	\$	77,257	\$	77,664	\$	78,072	\$	78,480
Office Staff	\$	22,441	\$	580	\$	583	\$	586	\$	589	\$	592	\$	595
FICA	\$	7,533	\$	5,892	\$	5,924	\$	5,955	\$	5,986	\$	6,018	\$	6,049
Worker's Comp	\$	522	\$	408	\$	410	\$	413	\$	415	\$	417	\$	419
Unemployment	\$	756	\$	432	\$	432	\$	405	\$	378	\$	351	\$	324
Benefits	\$	15,264	\$	11,938	\$	12,002	\$	12,066	\$	12,129	\$	12,193	\$	12,257
Totals	\$	1,494,539	\$	1,471,669	\$	1,500,924	\$	1,555,858	\$	1,585,616	\$	1,616,576	\$	1,646,080

Pinellas Preparatory Academy General Questionnaire

Based on the current numbers:

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PPA Income	\$ 2,481,454	\$ 2,466,474	\$ 2,475,848	\$ 2,486,553	\$ 2,498,244	\$ 2,511,101	\$ 2,525,053
PPA Expense	\$ 2,491,375	\$ 2,454,935	\$ 2,473,484	\$ 2,572,276	\$ 2,577,950	\$ 2,564,083	\$ 2,601,361
PPA Remain	\$ (9,921)	\$ 11,539	\$ 2,364	\$ (85,723)	\$ (79,706)	\$ (52,982)	\$ (76,308)
Corp Remain	\$ 635	\$ 4,088	\$ 159,558	\$ 58,755	\$ 71,969	\$ 132,388	\$ 63,738

Purchased Services

ESE Services (Speech and Language, Occupational Therapy, Vision, etc.)

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Hours per week	6	6.25	6.5	6.75	7	7.25	7.5
Cost Per Hour	\$ 70.00	\$ 71.00	\$ 72.00	\$ 73.00	\$ 74.00	\$ 75.00	\$ 76.00
Annual Cost:	\$ 15,120.00	\$ 15,975.00	\$ 16,848.00	\$ 17,739.00	\$ 18,648.00	\$ 19,575.00	\$ 20,520.00

Legal Services

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Hours per week	\$ 6,000.00	\$ 6,250.00	\$ 6,500.00	\$ 6,750.00	\$ 7,000.00	\$ 7,250.00	\$ 7,500.00

Financial Services

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Auditor (annual)	\$ 8,100.00	\$ 8,700.00	\$ 9,200.00	\$ 9,700.00	\$ 10,200.00	\$ 10,700.00	\$ 11,200.00
Accountant (Monthly)	\$ 250.00	\$ 260.00	\$ 270.00	\$ 280.00	\$ 290.00	\$ 300.00	\$ 310.00
Annual Cost:	\$ 11,100.00	\$ 11,820.00	\$ 12,440.00	\$ 13,060.00	\$ 13,680.00	\$ 14,300.00	\$ 14,920.00

Insurance Costs

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Gen. Liability	\$ 6,500.00	\$ 6,630.00	\$ 6,762.60	\$ 6,897.85	\$ 7,035.81	\$ 7,176.53	\$ 7,320.06
Directors/Employment	\$ 2,200.00	\$ 2,244.00	\$ 2,288.88	\$ 2,334.66	\$ 2,381.35	\$ 2,428.98	\$ 2,477.56
Student Accident	\$ 2,750.00	\$ 2,805.00	\$ 2,861.10	\$ 2,918.32	\$ 2,976.69	\$ 3,036.22	\$ 3,096.95
Property	\$ 5,250.00	\$ 5,355.00	\$ 5,462.10	\$ 5,571.34	\$ 5,682.77	\$ 5,796.42	\$ 5,912.35
Flood	\$ 1,000.00	\$ 1,020.00	\$ 1,040.40	\$ 1,061.21	\$ 1,082.43	\$ 1,104.08	\$ 1,126.16
Annual Cost:	\$ 17,700.00	\$ 18,054.00	\$ 18,415.08	\$ 18,783.38	\$ 19,159.05	\$ 19,542.23	\$ 19,933.07
Percentage Increase		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%

Professional Development

Enter Professional Development on a PER STUDENT BASIS to calculate

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Workshop Stipends	\$ 6.00	\$ 6.12	\$ 6.24	\$ 6.37	\$ 6.49	\$ 6.62	\$ 6.76
Hotels	\$ 1.00	\$ 1.02	\$ 1.04	\$ 1.06	\$ 1.08	\$ 1.10	\$ 1.13
Substitute Teachers	\$ -	\$ 2.00	\$ 2.04	\$ 2.08	\$ 2.12	\$ 2.16	\$ 2.21
Other Materials	\$ 1.00	\$ 1.02	\$ 1.04	\$ 1.06	\$ 1.08	\$ 1.10	\$ 1.13
<i>Annual Cost:</i>	\$ 3,120.00	\$ 3,962.40	\$ 4,041.65	\$ 4,122.48	\$ 4,204.93	\$ 4,289.03	\$ 4,374.81

Other Costs

Textbook Adoptions

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Adoption Cycle	Soc Stud	Math	Science	Lang Arts	Misc	Soc Stud	Math
Number of books	260	450	450	450	450	450	450
Est Cost Per Book	\$ 75.00	\$ 76.50	\$ 78.03	\$ 79.59	\$ 81.18	\$ 82.81	\$ 84.46
Replacement Costs	\$ 1,500.00	\$ 1,530.00	\$ 1,560.60	\$ 1,591.81	\$ 1,623.65	\$ 1,656.12	\$ 1,689.24
Consumable Costs	\$ 3,000.00	\$ 3,060.00	\$ 3,121.20	\$ 3,183.62	\$ 3,247.30	\$ 3,312.24	\$ 3,378.49
<i>Annual Cost:</i>	\$ 24,000.00	\$ 39,015.00	\$ 39,795.30	\$ 40,591.21	\$ 41,403.03	\$ 42,231.09	\$ 43,075.71

Copy Machine

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Lease Cost (Annual)	\$ 8,938.00	\$ 8,938.00	\$ 8,938.00	\$ 10,900.00	\$ 10,900.00	\$ 10,900.00	\$ 10,900.00
Overage Count (Monthly)	6,000	6,000	6,000	6,000	6,000	6,000	6,000
Overage Cost	\$ 0.009	\$ 0.009	\$ 0.009	\$ 0.009	\$ 0.009	\$ 0.009	\$ 0.009
<i>Annual Cost:</i>	\$ 9,586.00	\$ 9,586.00	\$ 9,586.00	\$ 11,548.00	\$ 11,548.00	\$ 11,548.00	\$ 11,548.00

Other Costs (Enter Per Student to calculator)

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Classroom Supplies	\$ 40.00	\$ 40.20	\$ 40.40	\$ 40.60	\$ 40.81	\$ 41.01	\$ 41.22
Library / Media Center	\$ -	\$ 2.00	\$ 2.25	\$ 2.50	\$ 2.75	\$ 3.00	\$ 3.25
5100 Dues/Fees	\$ 0.50	\$ 0.50	\$ 0.51	\$ 0.51	\$ 0.51	\$ 0.51	\$ 0.52
ESE / Gifted Supplies	\$ 1.00	\$ 1.01	\$ 1.01	\$ 1.02	\$ 1.02	\$ 1.03	\$ 1.03
5200 Dues/Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Postage, Communication	\$ 8.00	\$ 8.04	\$ 8.08	\$ 8.12	\$ 8.16	\$ 8.20	\$ 8.24
Administrative Svcs	\$ 11.00	\$ 11.06	\$ 11.11	\$ 11.17	\$ 11.22	\$ 11.28	\$ 11.33
Office Supplies	\$ 20.00	\$ 20.10	\$ 20.20	\$ 20.30	\$ 20.40	\$ 20.51	\$ 20.61
7300 Dues/Fees	\$ 8.50	\$ 8.54	\$ 8.59	\$ 8.63	\$ 8.67	\$ 8.71	\$ 8.76
Communication (Phone/Int)	\$ 19.00	\$ 19.10	\$ 19.19	\$ 19.29	\$ 19.38	\$ 19.48	\$ 19.58
Building Supplies	\$ 31.00	\$ 31.16	\$ 31.31	\$ 31.47	\$ 31.62	\$ 31.78	\$ 31.94
Equipment/Furniture	\$ 4.00	\$ 4.02	\$ 4.04	\$ 4.06	\$ 4.08	\$ 4.10	\$ 4.12

Technology

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Tech Support	\$ 4,500.00	\$ 4,545.00	\$ 4,590.45	\$ 4,636.35	\$ 4,682.72	\$ 4,729.55	\$ 4,776.84
Computer Repairs	\$ 1,000.00	\$ 1,010.00	\$ 1,020.10	\$ 1,030.30	\$ 1,040.60	\$ 1,051.01	\$ 1,061.52
Computer Purchases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Software Purchases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Online Services	\$ -	\$ 2,750.00	\$ 2,777.50	\$ 2,805.28	\$ 2,833.33	\$ 2,861.66	\$ 2,890.28

Athletics

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Coaching Stipends	\$ 5,474.00	\$ 5,528.74	\$ 5,584.03	\$ 5,639.87	\$ 5,696.27	\$ 5,753.23	\$ 5,810.76
Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Pinellas Preparatory Academy Budget Projections

Pinellas Preparatory Academy

Proposed 2010-11 Budget

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated Revenue:	\$ 2,289,525	\$ 2,289,525	\$ 2,312,420	\$ 2,335,544	\$ 2,358,900	\$ 2,382,489	\$ 2,406,314
Capital Outlay Money	\$ 187,249	\$ 172,269	\$ 158,488	\$ 145,809	\$ 134,144	\$ 123,412	\$ 113,539
Teacher Lead Money	\$ 4,680	\$ 4,680	\$ 4,940	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200
A+ School Recognition Funds							
Old/Unexpected Income							
Total Revenue:	\$ 2,481,454	\$ 2,466,474	\$ 2,475,848	\$ 2,486,553	\$ 2,498,244	\$ 2,511,101	\$ 2,525,053

Account

Code Description

Classroom Instruction (5100)								
100	Salaries							
120	Classroom Teachers	\$ 754,779	\$ 771,022	\$ 787,414	\$ 803,132	\$ 819,915	\$ 837,371	\$ 854,013
130	Other Instructional Staff	\$ 270,582	\$ 276,428	\$ 282,327	\$ 287,983	\$ 294,023	\$ 300,307	\$ 306,295
140	Substitute Teachers	\$ 22,000	\$ 22,950	\$ 22,950	\$ 23,375	\$ 24,750	\$ 24,750	\$ 24,750
150	Educational Assistants	\$ 18,725	\$ 18,825	\$ 18,926	\$ 19,026	\$ 19,126	\$ 19,227	\$ 19,327
220	Social Security	\$ 79,454	\$ 81,147	\$ 82,856	\$ 84,494	\$ 86,244	\$ 88,063	\$ 89,798
240	Workers' Compensation	\$ 5,505	\$ 5,622	\$ 5,740	\$ 5,854	\$ 5,975	\$ 6,101	\$ 6,221
290	Employee Benefits	\$ 160,985	\$ 164,416	\$ 167,878	\$ 171,198	\$ 174,742	\$ 178,428	\$ 181,943
250	Unemployment Compensation	\$ 9,639	\$ 11,016	\$ 11,016	\$ 10,328	\$ 9,639	\$ 8,951	\$ 8,262
510	Classroom Supplies	\$ 15,600	\$ 15,678	\$ 15,756	\$ 15,835	\$ 15,914	\$ 15,994	\$ 16,074
520	Instructional Materials (textbooks, workbooks, etc.)	\$ 24,000	\$ 39,015	\$ 39,795	\$ 40,591	\$ 41,403	\$ 42,231	\$ 43,076
610	Library Media & Library	\$ -	\$ 780	\$ 878	\$ 975	\$ 1,073	\$ 1,170	\$ 1,268
644	Computer Hardward	\$ 1,000	\$ 1,010	\$ 1,020	\$ 1,030	\$ 1,041	\$ 1,051	\$ 1,062
691	Software, Noncap	\$ -	\$ 2,750	\$ 2,778	\$ 2,805	\$ 2,833	\$ 2,862	\$ 2,890
730	Dues and Fees	\$ 195	\$ 196	\$ 197	\$ 198	\$ 199	\$ 200	\$ 201
Total Instruction		\$ 1,362,464	\$ 1,410,855	\$ 1,439,530	\$ 1,466,825	\$ 1,496,878	\$ 1,526,705	\$ 1,555,179

ESE Service (5200)									
100	Salaries								
130	Exceptional Education Teachers (ESE separate	\$ 62,442	\$ 56,934	\$ 56,483	\$ 66,458	\$ 67,852	\$ 69,302	\$ 70,684	
220	Social Security	\$ 4,777	\$ 4,355	\$ 4,321	\$ 5,084	\$ 5,191	\$ 5,302	\$ 5,407	
240	Workers' Compensation	\$ 331	\$ 302	\$ 299	\$ 352	\$ 360	\$ 367	\$ 375	
250	Unemployment Compensation	\$ 567	\$ 581	\$ 564	\$ 608	\$ 567	\$ 527	\$ 486	
290	Employee Benefits	\$ 9,679	\$ 8,825	\$ 8,755	\$ 10,301	\$ 10,517	\$ 10,742	\$ 10,956	
310	Professional Services	\$ 15,120	\$ 15,975	\$ 16,848	\$ 17,739	\$ 18,648	\$ 19,575	\$ 20,520	
510	Classroom Supplies	\$ 390	\$ 392	\$ 394	\$ 396	\$ 398	\$ 400	\$ 402	
730	Dues and Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instruction		\$ 93,305	\$ 87,364	\$ 87,665	\$ 100,937	\$ 103,532	\$ 106,213	\$ 108,829	

Instructional Support Services (6000)									
Staff Development (6400)									
310	Workshop Stipends	\$ 2,340	\$ 2,387	\$ 2,435	\$ 2,483	\$ 2,533	\$ 2,584	\$ 2,635	
330	Hotels	\$ 390	\$ 398	\$ 406	\$ 414	\$ 422	\$ 431	\$ 439	
140	Substitute Teachers	\$ -	\$ 780	\$ 796	\$ 812	\$ 828	\$ 844	\$ 861	
510	Other Materials / Supplies	\$ 390	\$ 398	\$ 406	\$ 414	\$ 422	\$ 431	\$ 439	
Total Staff Development		\$ 3,120	\$ 3,962	\$ 4,042	\$ 4,122	\$ 4,205	\$ 4,289	\$ 4,375	

General Support Services

Board (7100)									
310	Professional Services (Legal)	\$ 6,000	\$ 6,250	\$ 6,500	\$ 6,750	\$ 7,000	\$ 7,250	\$ 7,500	
320	Insurance	\$ 24,659	\$ 29,927	\$ 29,049	\$ 29,244	\$ 29,202	\$ 29,440	\$ 29,930	
Total Board		\$ 30,659	\$ 36,177	\$ 35,549	\$ 35,994	\$ 36,202	\$ 36,690	\$ 37,430	

General Administration (7200)									
730	Administrative Fee	\$ 73,382	\$ 73,382	\$ 74,116	\$ 74,857	\$ 75,606	\$ 76,362	\$ 77,125	
Total General Administration		\$ 73,382	\$ 73,382	\$ 74,116	\$ 74,857	\$ 75,606	\$ 76,362	\$ 77,125	

School Administration (7300)									
100	Salaries								
110	Administrative Salaries	\$ 90,649	\$ 129,516	\$ 124,166	\$ 123,586	\$ 121,933	\$ 121,499	\$ 122,133	
160	Office Staff	\$ 93,475	\$ 64,839	\$ 57,871	\$ 56,679	\$ 54,187	\$ 53,171	\$ 53,448	
220	Social Security	\$ 14,085	\$ 14,868	\$ 13,926	\$ 13,790	\$ 13,473	\$ 13,362	\$ 13,432	
240	Workers' Compensation	\$ 976	\$ 1,030	\$ 965	\$ 955	\$ 933	\$ 926	\$ 931	
250	Unemployment Compensation	\$ 1,588	\$ 1,627	\$ 1,492	\$ 1,373	\$ 1,236	\$ 1,129	\$ 1,042	
290	Employee Benefits	\$ 28,539	\$ 30,125	\$ 28,216	\$ 27,941	\$ 27,299	\$ 27,074	\$ 27,215	
310	Professional Services	\$ 4,500	\$ 4,545	\$ 4,590	\$ 4,636	\$ 4,683	\$ 4,730	\$ 4,777	
360	Lease	\$ 9,586	\$ 9,586	\$ 9,586	\$ 11,548	\$ 11,548	\$ 11,548	\$ 11,548	
370	Communication	\$ 3,120	\$ 3,136	\$ 3,151	\$ 3,167	\$ 3,183	\$ 3,199	\$ 3,215	
390	Other Services	\$ 4,290	\$ 4,311	\$ 4,333	\$ 4,355	\$ 4,376	\$ 4,398	\$ 4,420	
510	Office Supplies	\$ 7,800	\$ 7,839	\$ 7,878	\$ 7,918	\$ 7,957	\$ 7,997	\$ 8,037	
730	Dues and Fees	\$ 3,315	\$ 3,332	\$ 3,348	\$ 3,365	\$ 3,382	\$ 3,399	\$ 3,416	
Total School Administration		\$ 261,922	\$ 274,753	\$ 259,522	\$ 259,313	\$ 254,191	\$ 252,430	\$ 253,614	

Fiscal Services (7500)									
310	Professional Services:								
	Bookkeeping & Audit Fees	\$ 11,100	\$ 11,820	\$ 12,440	\$ 13,060	\$ 13,680	\$ 14,300	\$ 14,920	
730	Bank Fees/Payroll Processing Fees	\$ 31,359	\$ 32,107	\$ 32,225	\$ 32,916	\$ 33,359	\$ 33,916	\$ 34,524	
Total Fiscal Services		\$ 42,459	\$ 43,927	\$ 44,665	\$ 45,976	\$ 47,039	\$ 48,216	\$ 49,444	

School Lunch Program (7600)									
***	Collected From Students								
160	Salary								
220	Social Security								
230	Employee Benefits								
240	Workers' Compensation								
250	Unemployment Compensation								
390	Other Services								
570	Food								
641	Capitalized Furniture								
730	Dues & Fees								
Total Central Services		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Operation of Plant (7900)									
160	Maintenance Employee Payments	\$ 43,782	\$ 48,677	\$ 44,088	\$ 43,800	\$ 42,506	\$ 42,366	\$ 43,211	
220	Social Security	\$ 3,349	\$ 3,724	\$ 3,373	\$ 3,351	\$ 3,252	\$ 3,241	\$ 3,306	
240	Workers' Compensation	\$ 1,966	\$ 2,186	\$ 1,980	\$ 1,967	\$ 1,909	\$ 1,902	\$ 1,940	
250	Unemployment Compensation	\$ 756	\$ 1,195	\$ 1,060	\$ 968	\$ 858	\$ 778	\$ 718	
290	Employee Benefits	\$ 6,786	\$ 7,545	\$ 6,834	\$ 6,789	\$ 6,588	\$ 6,567	\$ 6,698	
350	Repair and Maintenance	\$ 5,000	\$ 3,492	\$ 3,128	\$ 3,077	\$ 2,954	\$ 2,911	\$ 2,940	
360	Building Lease or Mortgage	\$ 423,193	\$ 330,754	\$ 347,710	\$ 404,474	\$ 384,457	\$ 375,173	\$ 375,173	
	Escrow or Additional Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Building Improvement Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Loan Payments (\$225,000 @ 7.75% for 7 years)	\$ 37,247	\$ 37,247	\$ 37,247	\$ 37,247	\$ 37,247	\$ -	\$ -	
	Property Tax Credit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
370	Communication	\$ 7,410	\$ 7,447	\$ 7,484	\$ 7,522	\$ 7,559	\$ 7,597	\$ 7,635	
380	Utilities	\$ 4,341	\$ 7,407	\$ 6,634	\$ 6,526	\$ 6,265	\$ 6,175	\$ 6,236	
390	Other Purchased Services								
	Fire Alarm Monitoring	\$ 500	\$ 349	\$ 313	\$ 308	\$ 295	\$ 291	\$ 294	
	Pest Control	\$ 1,000	\$ 698	\$ 626	\$ 615	\$ 591	\$ 582	\$ 588	
	Trash Removal	\$ 2,500	\$ 1,746	\$ 1,564	\$ 1,538	\$ 1,477	\$ 1,456	\$ 1,470	
	Air Conditioning Service	\$ 10,570	\$ 10,476	\$ 9,383	\$ 9,230	\$ 8,861	\$ 8,734	\$ 8,821	
	Security Alarm Monitoring	\$ 264	\$ 184	\$ 165	\$ 162	\$ 156	\$ 154	\$ 155	
	Fire Alarm & Sprinkler System Inspections	\$ 2,250	\$ 1,571	\$ 1,407	\$ 1,385	\$ 1,329	\$ 1,310	\$ 1,323	
	Other Services (i.e. Lawn Care)	\$ 4,137	\$ 7,059	\$ 6,322	\$ 6,219	\$ 5,971	\$ 5,885	\$ 5,944	
430	Electricity	\$ 41,362	\$ 29,261	\$ 26,534	\$ 26,603	\$ 25,829	\$ 25,910	\$ 26,615	
510	Supplies	\$ 12,090	\$ 12,150	\$ 12,211	\$ 12,272	\$ 12,334	\$ 12,395	\$ 12,457	
642	Equipment & Furniture (Non Capitalized)	\$ 1,560	\$ 1,568	\$ 1,576	\$ 1,584	\$ 1,591	\$ 1,599	\$ 1,607	
680	Remodeling and Renovations	\$ 14,000	\$ 9,778	\$ 8,757	\$ 8,615	\$ 8,270	\$ 8,151	\$ 8,233	
Total Operation of Plant		\$ 624,063	\$ 524,514	\$ 528,395	\$ 584,252	\$ 560,298	\$ 513,176	\$ 515,364	

Total Budgeted Expenditures	\$ 2,491,375	\$ 2,454,935	\$ 2,473,484	\$ 2,572,276	\$ 2,577,950	\$ 2,564,083	\$ 2,601,361
------------------------------------	---------------------	---------------------	---------------------	---------------------	---------------------	---------------------	---------------------

Balance	\$ (9,921)	\$ 11,539	\$ 2,364	\$ (85,723)	\$ (79,706)	\$ (52,982)	\$ (76,308)
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Pay Scale Calculations

Percentage of Base Salary

Years of Experience	Temp	Professional				
	BA	BA	BA+15	MA	MA+15	PeD/Equ.
1.00	1.00	1.01	1.02	1.05	1.06	1.09
2.00	1.00	1.01	1.02	1.05	1.06	1.09
3.00	1.00	1.01	1.02	1.05	1.06	1.09
4.00	1.01	1.02	1.03	1.06	1.07	1.10
5.00	1.02	1.03	1.04	1.07	1.08	1.11
6.00	1.02	1.03	1.04	1.07	1.08	1.11
7.00	1.03	1.04	1.05	1.08	1.09	1.12
8.00	1.04	1.05	1.06	1.09	1.10	1.13
9.00	1.08	1.09	1.10	1.13	1.14	1.17
10.00	1.09	1.10	1.11	1.14	1.15	1.18
11.00	1.11	1.11	1.13	1.15	1.16	1.19
12.00	1.13	1.13	1.15	1.17	1.18	1.21
13.00	1.15	1.15	1.17	1.19	1.20	1.23
14.00	1.17	1.17	1.19	1.21	1.22	1.25
15.00	1.19	1.19	1.21	1.23	1.24	1.27
16.00	1.21	1.21	1.23	1.25	1.26	1.29
17.00	1.23	1.23	1.25	1.27	1.28	1.31
18.00	1.25	1.25	1.27	1.29	1.30	1.33
19.00	1.27	1.27	1.29	1.31	1.32	1.35
20.00	1.29	1.29	1.31	1.33	1.34	1.37
21.00	1.31	1.31	1.33	1.35	1.36	1.39
22.00	1.33	1.33	1.35	1.37	1.38	1.41

Exp. Steps
0.01
0.01
-
0.01
0.01
0.04
0.01
0.02
0.02
0.02
0.02
0.02
0.02
0.02
0.02
0.02
0.02
0.02

Step Increase	0.01	0.02	0.03	0.01	0.03
---------------	------	------	------	------	------

**Pinellas Preparatory Academy
Instructional Salary Schedule
2010-11**

	Lvl 1	Lvl 2	Lvl 2	Lvl3	Lvl 3	Lvl5
Years of Exp.	Temporary Certificate	Professional				
		BA	BA+15	MA	MA+15	PeD/Equ.
1	37,300	37,487	38,046	38,979	39,352	40,471
2	37,300	37,487	38,046	38,979	39,352	40,471
3	37,300	37,487	38,046	38,979	39,352	40,471
4	37,673	37,860	38,419	39,352	39,725	40,844
5	38,046	38,233	38,792	39,725	40,098	41,217
6	38,046	38,233	38,792	39,725	40,098	41,217
7	38,419	38,606	39,165	40,098	40,471	41,590
8	38,792	38,979	39,538	40,471	40,844	41,963
9	40,284	40,471	41,030	41,963	42,336	43,455
10	40,657	40,844	41,403	42,336	42,709	43,828
11	41,217	41,403	41,963	42,895	43,268	44,387
12	41,963	42,149	42,709	43,641	44,014	45,133
13	42,709	42,895	43,455	44,387	44,760	45,879
14	43,455	43,641	44,201	45,133	45,506	46,625
15	44,201	44,387	44,947	45,879	46,252	47,371
16	44,947	45,133	45,693	46,625	46,998	48,117
17	45,693	45,879	46,439	47,371	47,744	48,863
18	46,439	46,625	47,185	48,117	48,490	49,609
19	47,185	47,371	47,931	48,863	49,236	50,355
20	47,931	48,117	48,677	49,609	49,982	51,101
21	48,677	48,863	49,423	50,355	50,728	51,847
22	49,423	49,609	50,169	51,101	51,474	52,593

Pinellas Preparatory Academy

Current Employee Pay Schedules

				0	1	2	3	4	5	6	10
				TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	7
				Starting Salary	\$ 37,300	\$ 37,500	\$ 37,700	\$ 37,900	\$ 38,100	\$ 38,300	\$ 38,500
ID	Step	Lane	FTE	10-11 Salary	11-12 Salary	12-13 Salary	13-14 Salary	14-15 Salary	15-16 Salary	16-17 Salary	10-11 PTO BB
2	18	2	1	\$ 46,625	\$ 47,625	\$ 48,633	\$ 49,649	\$ 50,673	\$ 50,939	\$ 51,205	\$ 721.01
54	2	2	1	\$ 37,487	\$ 37,688	\$ 38,266	\$ 38,848	\$ 39,053	\$ 39,641	\$ 40,233	\$ 579.69
4	9	2	1	\$ 40,471	\$ 41,063	\$ 41,847	\$ 42,827	\$ 43,815	\$ 44,811	\$ 45,815	\$ 625.83
40	5	4	1	\$ 39,725	\$ 39,938	\$ 40,528	\$ 41,122	\$ 42,863	\$ 43,471	\$ 44,275	\$ 614.30
6	10	2	1	\$ 40,844	\$ 41,625	\$ 42,601	\$ 43,585	\$ 44,577	\$ 45,577	\$ 46,585	\$ 631.60
32	4	1	1	\$ 37,673	\$ 38,250	\$ 38,454	\$ 39,037	\$ 39,624	\$ 41,364	\$ 41,965	\$ 582.57
47	7	3	1	\$ 39,165	\$ 39,750	\$ 41,470	\$ 42,069	\$ 42,863	\$ 43,854	\$ 44,853	\$ 605.64
10	6	3	1	\$ 38,792	\$ 39,375	\$ 39,962	\$ 41,690	\$ 42,291	\$ 43,088	\$ 44,083	\$ 599.88
55	2	2	1	\$ 37,487	\$ 37,688	\$ 38,266	\$ 38,848	\$ 39,053	\$ 39,641	\$ 40,233	\$ 579.69
29	3	2	1	\$ 37,487	\$ 38,063	\$ 38,643	\$ 38,848	\$ 39,434	\$ 40,024	\$ 41,773	\$ 579.69
11	16	5	1	\$ 46,998	\$ 48,000	\$ 49,010	\$ 50,028	\$ 51,054	\$ 52,088	\$ 53,130	\$ 726.77
13	5	2	1	\$ 38,233	\$ 38,438	\$ 39,020	\$ 39,606	\$ 41,339	\$ 41,939	\$ 42,735	\$ 591.22
14	11	4	1	\$ 42,895	\$ 43,875	\$ 44,863	\$ 45,859	\$ 46,863	\$ 47,875	\$ 48,895	\$ 663.32
49	13	4	1	\$ 44,387	\$ 45,375	\$ 46,371	\$ 47,375	\$ 48,387	\$ 49,407	\$ 50,435	\$ 686.40
15	7	2	1	\$ 38,606	\$ 39,188	\$ 40,905	\$ 41,501	\$ 42,291	\$ 43,279	\$ 44,275	\$ 596.99
18	10	2	1	\$ 40,844	\$ 41,625	\$ 42,601	\$ 43,585	\$ 44,577	\$ 45,577	\$ 46,585	\$ 631.60
20	4	2	1	\$ 37,860	\$ 38,438	\$ 38,643	\$ 39,227	\$ 39,815	\$ 41,556	\$ 42,158	\$ 585.46
21	17	2	1	\$ 45,879	\$ 46,875	\$ 47,879	\$ 48,891	\$ 49,911	\$ 50,939	\$ 51,205	\$ 709.47
3	9	2	1	\$ 40,471	\$ 41,063	\$ 41,847	\$ 42,827	\$ 43,815	\$ 44,811	\$ 45,815	\$ 625.83
16	14	2	1	\$ 43,641	\$ 44,625	\$ 45,617	\$ 46,617	\$ 47,625	\$ 48,641	\$ 49,665	\$ 674.86
42	12	4	1	\$ 43,641	\$ 44,625	\$ 45,617	\$ 46,617	\$ 47,625	\$ 48,641	\$ 49,665	\$ 674.86
17	7	2	1	\$ 38,606	\$ 39,188	\$ 40,905	\$ 41,501	\$ 42,291	\$ 43,279	\$ 44,275	\$ 596.99
41	13	2	1	\$ 42,895	\$ 43,875	\$ 44,863	\$ 45,859	\$ 46,863	\$ 47,875	\$ 48,895	\$ 663.32
19	10	5	1	\$ 42,709	\$ 43,500	\$ 44,486	\$ 45,480	\$ 46,482	\$ 47,492	\$ 48,510	\$ 660.44
22	9	4	1	\$ 41,963	\$ 42,563	\$ 43,355	\$ 44,343	\$ 45,339	\$ 46,343	\$ 47,355	\$ 648.90
23	9	2	1	\$ 40,471	\$ 41,063	\$ 41,847	\$ 42,827	\$ 43,815	\$ 44,811	\$ 45,815	\$ 625.83
Average				\$ 40,994	\$ 41,668	\$ 42,558	\$ 43,410	\$ 44,321	\$ 45,268	\$ 46,170	\$ 634

Sum

\$ 16,482

Pinellas Primary Academy



Appendix XIX

PPA 2008-09 Audit

PINELLAS PREPARATORY ACADEMY, INC.
(A Component Unit of the District School Board of Pinellas County, Florida)

ANNUAL FINANCIAL REPORT

Year Ended June 30, 2009

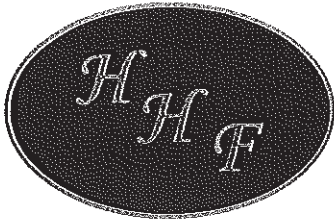
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INDEPENDENT AUDITORS' REPORT

September 1, 2009

To the Board of Directors of the
Pinellas Preparatory Academy, Inc.
Largo, Florida

We have audited the accompanying basic financial statements of the governmental activities and each major fund of Pinellas Preparatory Academy, Inc. (the "School"), a component unit of the District School Board of Pinellas County, Florida, as of and for the year ended June 30, 2009, which collectively comprises the School's basic financial statements as listed in the table of contents. These basic financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these basic financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities and each major fund of Pinellas Preparatory Academy, Inc., as of June 30, 2009, and respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 1, 2009, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis and budgetary comparison schedule for the General Fund are not a required part of the basic financial statements but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Hanson, Hetterich and Fenlon . P.A.
HANSON, HETTERICH AND FENLON, P.A.
Certified Public Accountants

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

MANAGEMENT DISCUSSION AND ANALYSIS

Year Ended June 30, 2009

Our discussion and analysis of the Pinellas Preparatory Academy's (the "School") financial performance provides an overview of the School's activities for the fiscal year ended June 30, 2009. Please read it in conjunction with the accompanying financial statements.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2009 are presented under GASB 34. The financial statements have three components 1) government-wide financial statements, 2) fund financial, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements.

Government-Wide Financial Statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *Statement of Net Assets* presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net assets changed during the most recent fiscal year. All changes in net assets are reported as the underlying event giving rise to the change occurs, without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 6 - 7 of this report

Fund Financial Statements

A "fund" is a collection of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

All the funds of the School are governmental funds. *Government funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Government Fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year.

The Board of the School adopts an annual budget for its general fund basis. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 8 - 11 of this report.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

MANAGEMENT DISCUSSION AND ANALYSIS

Year Ended June 30, 2009

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 12 - 18 of this report.

Financial Analysis

Over time, net assets may serve as a useful indicator of the School's financial position. At the close of the fiscal year, assets exceed liabilities by \$510,291. Thirty percent (30%) of net assets represents investment in capital assets and thus are not available for future spending. Conversion to GASB 34 does not allow net assets to be represented as "reserved" unless there are external legal restriction on how they may be used. .

The following is a summary of changes in the statement of net assets:

	<u>2009</u>	<u>2008</u>
Total assets	<u>\$ 710,985</u>	<u>\$ 701,123</u>
 Total liabilities	 <u>\$ 200,694</u>	 <u>\$ 226,196</u>
 Net assets:		
Unrestricted	\$ 351,755	\$ 198,083
Restricted	4,162	106,714
Invested in capital assets, net of related debt	<u>154,374</u>	<u>170,130</u>
	<u>\$ 510,291</u>	<u>\$ 474,927</u>

Total assets increased by approximately \$10,000, and total liabilities decreased by \$25,500 due primarily to payments made on the line of credit.

The following is a summary of changes in the statement of activities:

	<u>2009</u>	<u>2008</u>
Total expenses	\$ 2,418,376	\$ 2,074,363
Less: program revenues	<u>414,194</u>	<u>382,391</u>
 Net program expense	2,004,182	1,691,972
General revenues	<u>2,039,546</u>	<u>1,745,751</u>
 Change in net assets	 <u>\$ 35,364</u>	 <u>\$ 53,779</u>

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

MANAGEMENT DISCUSSION AND ANALYSIS

Year Ended June 30, 2009

Total expenses increased in 2009, by approximately \$344,000 over the prior fiscal year. This increase is primarily a result of the addition of instructional staff and the expansion of the facility. General revenues increased by approximately \$294,000, due to an increase in monies received from the school district for student enrollments. This increase was due to an increase in student enrollment. Program revenues increased by approximately \$31,800, due to increases in child care revenue and capital outlay grants.

The General Fund is the chief operating fund of the School. At the end of the current fiscal year, the General Fund unreserved fund balance totaled \$351,755 compared to \$297,602 at the end of the previous year. As a measure of liquidity, it may be useful to compare the General Fund unreserved fund balance to General Fund total expenses. General Fund unreserved fund balance represents 16% of the total expenses.

Revenues were approximately \$51,000 greater than expenses in the General Fund in the current year due to the increases in revenues mentioned above.

The overall financial position and results of operations for the School improved for the fiscal year ended June 30, 2009. The School met its operating budget and all significant educational legal compliance requirements. It is expected that net assets will stabilize over the next few years.

The expansion of School facilities was completed during the year with the leasing of an additional 4,935 square feet of space and expending \$95,532 on leasehold improvements and other capital asset acquisitions.

Requests for Information

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report, or requests for additional financial information, should be addressed to the School Administrator, 2300 South Belcher Road #100, Largo, Florida 33771.

FINANCIAL SECTION

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

STATEMENT OF NET ASSETS
June 30, 2009

	<u>2009</u>	<u>2008</u> (Summarized Comparative Information)
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 282,473	\$ 360,408
Prepaid expenses	5,487	8,160
Grant receivable	20,563	-
Deposits	<u>84,934</u>	<u>63,755</u>
	393,457	432,323
 Capital assets, net of accumulated depreciation	 <u>317,528</u>	 <u>268,800</u>
 Total assets	 <u><u>\$ 710,985</u></u>	 <u><u>\$ 701,123</u></u>
LIABILITIES		
Current liabilities:		
Accounts payable and accrued expenses	\$ 37,540	\$ 28,007
Line of credit, due within one year	<u>25,512</u>	<u>22,671</u>
Total current liabilities	63,052	50,678
 Noncurrent liabilities:		
Line of credit, due in more than one year	<u>137,642</u>	<u>175,518</u>
 Total liabilities	 <u><u>200,694</u></u>	 <u><u>226,196</u></u>
NET ASSETS		
Invested in capital assets, net of accumulated depreciation and related debt	154,374	170,130
Temporarily restricted	4,162	106,714
Unrestricted	<u>351,755</u>	<u>198,083</u>
 Total net assets	 <u><u>510,291</u></u>	 <u><u>474,927</u></u>
 Total Liabilities and Net Assets	 <u><u>\$ 710,985</u></u>	 <u><u>\$ 701,123</u></u>

The accompanying notes are an integral part of the financial statements.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2009

	2009					2008
		Program Revenues				(Summarized Comparative Information)
Functions/Programs	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets	Net (Expense) Revenue and Changes in Net Assets
Component Unit Activities:						
Instruction	\$ 1,460,114	\$ -	\$ 46,012	\$ -	\$ (1,414,102)	\$ (1,153,533)
Staff development	4,203	-	-	-	(4,203)	(9,022)
School administration	378,939	-	3,100	-	(375,839)	(363,316)
Operation and maintenance of plant	460,208	-	-	217,136	(243,072)	(218,787)
Child care supervision	39,390	80,185	-	-	40,795	33,618
Other programs and services	61,190	57,874	9,887	-	6,571	20,361
Interest on long-term debt	14,332	-	-	-	(14,332)	(1,293)
Total Governmental activities	<u>\$ 2,418,376</u>	<u>\$ 138,059</u>	<u>\$ 58,999</u>	<u>\$ 217,136</u>	<u>(2,004,182)</u>	<u>(1,691,972)</u>
General revenues:						
FTE non-specific revenues					2,035,170	1,740,089
Interest income					4,376	5,662
Total general revenues					2,039,546	1,745,751
Changes in net assets					35,364	53,779
Net assets - beginning					474,927	421,148
Net assets - ending					\$ 510,291	\$ 474,927

The accompanying notes are an integral part of the financial statements.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

BALANCE SHEET
June 30, 2009

	2009			2008
	General Fund	Capital Projects Fund	Total Governmental Funds	(Summarized Comparative Information)
ASSETS				
Cash and cash equivalents	\$ 282,473	\$ -	\$ 282,473	\$ 360,408
Grant receivable	20,563	-	20,563	-
Prepaid expenses	5,487	-	5,487	8,160
Deposits	84,934	-	84,934	63,755
 Total assets	<u>\$ 393,457</u>	<u>\$ -</u>	<u>\$ 393,457</u>	<u>\$ 432,323</u>
 LIABILITIES				
Accounts payable and accrued expenses	\$ 37,540	\$ -	\$ 37,540	\$ 28,007
 FUND BALANCES				
Unreserved	351,755	-	351,755	297,602
Reserved	4,162	-	4,162.00	106,714
 Total fund balances	<u>355,917</u>	<u>-</u>	<u>355,917</u>	<u>404,316</u>
 Total Liabilities and Fund Balances	<u>\$ 393,457</u>	<u>\$ -</u>	<u>\$ 393,457</u>	<u>\$ 432,323</u>

The accompanying notes are an integral part of the financial statements.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

**RECONCILIATION OF THE GOVERNMENTAL FUND BALANCE SHEET
TO THE STATEMENT OF NET ASSETS**

For the Year Ended June 30, 2009

Total Fund Balance - Governmental Funds	\$ 355,917
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Amounts reported for governmental activities in the statement of net assets
are different because:

Capital assets, net of accumulated depreciation used in governmental activities are not financial resources and, therefore, are not reported as assets in the governmental funds.	317,528
---	---------

Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds.	<u>(163,154)</u>
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Total Net Assets of Governmental Activities	<u>\$ 510,291</u>
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The accompanying notes are an integral part of the financial statements.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

For the Year Ended June 30, 2009

	2009				2008
	General Fund		Capital Project Fund	Total	(Summarized Comparative Information)
	Unreserved	Reserved			
REVENUES AND OTHER ADDITONS					
Federal, state and local sources	\$ 2,291,085	\$ -	\$ -	\$ 2,291,085	\$ 2,183,078
Contributions and fund raising	73,872	4,162	-	78,034	72,829
Interest income	4,376	-	-	4,376	5,662
Child care supervision	80,185	-	-	80,185	66,274
Miscellaneous income	60	-	-	60	300
Transfers - internal activities	(209,941)	(7,195)	217,136	-	-
Total Revenues and Other Additions	2,239,637	(3,033)	217,136	2,453,740	2,328,143
EXPENDITURES					
Instruction	1,427,351	-	-	1,427,351	1,178,143
Staff development	4,203	-	-	4,203	9,022
School administration	365,834	-	-	365,834	355,614
Operation and maintenance of plant	239,085	-	221,123	460,208	423,961
Capital asset acquisiton	-	-	95,532	95,532	109,890
Other programs and services	99,644	-	-	99,644	67,752
Debt Service:					
Repayment of principal	35,035	-	-	35,035	1,811
Interest	14,332	-	-	14,332	1,293
Total Expenditures	2,185,484	-	316,655	2,502,139	2,147,486
EXCESS (DEFICIENCY) OF REVENUES AND TRANSFERS OVER EXPENDTITURES	54,153	(3,033)	(99,519)	(48,399)	180,657
Fund Balances - Beginning of Year	297,602	7,195	99,519	404,316	223,659
FUND BALANCES - END OF YEAR	\$ 351,755	\$ 4,162	\$ -	\$ 355,917	\$ 404,316

The accompanying notes are an integral part of the financial statements.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCE OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2009

Change in Fund Balance - Governmental Funds	\$ (48,399)
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Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital acquisitions as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount of capital outlay in excess of depreciation expense in the current period.

Capital asset acquisition	95,532	
Depreciation	<u>(46,804)</u>	
		48,728

Repayment of long term liabilities is an expenditure in the governmental funds, the repayment reduces long term liabilities on the statement of net assets.		<u>35,035</u>
---	--	---------------

Change in Net Assets of Governmental Activities	<u><u>\$ 35,364</u></u>
---	-------------------------

The accompanying notes are an integral part of the financial statements.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2009

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity

Pinellas Preparatory Academy, Inc. (the “School”) is part of the Florida system of public education under the general direction of the State Department of Education. The School was organized as a not-for-profit corporation pursuant to Chapter 617, Florida Statutes, the Florida Not For Profit Corporation Act, and Section 228.056, Florida Statutes. The School operates under a charter approved by their sponsor, the District School Board of Pinellas County, Florida, (the “School Board”). The School Board approved the charter effective July 1, 2006 through June 30, 2011. The School is a Florida not-for-profit organization that is exempt from state and federal income taxes under Internal Revenue Code Section 501(c)3.

The Florida Department of Education (the “Department”) has concluded that Florida charter schools are component units of the sponsoring school board. To facilitate accounting and reporting to school boards, charter schools are encouraged to use the governmental reporting model and follow the fund and account structure provide in the *Financial and Program Cost Accounting and Reporting for Florida Schools* manual issued by the Department. The School is required by contract with the School Board to use the governmental reporting model and the Department’s accounting and reporting manual.

The accompanying financial statements present the financial position and results of operation of the applicable funds controlled by or dependent upon the School. In evaluating the School as a reporting entity, management has addressed all potential component units for which the School may or may not be financially accountable and, as such, are included in the School’s accompanying financial statements. No component units exist which would require inclusion in the School’s financial statements.

Government-wide and Fund Financial Statements

The basic financial statements (i.e., the statement of net assets and the statement of activities) report information on all of the activities of the School. The effect of interfund activities has been removed from these statements. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include charges for services for other programs and services. General revenues include amounts received from state and local sources. The School’s general fund and investment in plant are considered to be major funds.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Basis of Accounting refers to when revenues and expenditures, or expenses, are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Revenues from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements imposed by the provider have been satisfied.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2009

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued):

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. The principal exception to this general rule is that expenditures related to compensated absences and long-term debt agreements are recorded only when payment is due. Allocations of cost, such as depreciation, are not recognized in governmental funds. Private-sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed to the extent that those standards do not conflict with or contradict guidance of the Governmental Accounting Standards Board.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, and then unrestricted resources as they are needed.

Budgets and Budgetary Accounting

Budgets are prepared and original budgets are adopted annually for the General Fund in accordance with procedures and intervals prescribed by the Board of Directors (the "Board") of the School. During the fiscal year ended June 30, 2009, the Board adopted an annual budget for the General fund. The school is not required to submit its budget to any regulatory agencies.

Appropriations are controlled at the object level (e.g., salaries, purchased services, and capital outlay) within each activity (e.g., instructional, school administration, and debt service) and may be amended at any Board meeting prior to the due date of the annual financial report. Budgets are prepared using the same modified accrual basis as is used to account for actual transactions.

Budgetary information is integrated into the accounting system and, to facilitate budget control, budget balances are encumbered when purchase orders are issued. Appropriations lapse at year-end and encumbrances outstanding are honored for the subsequent year's appropriations.

Cash and Cash Equivalents

Cash deposits are held by banks qualified as public depositories under Florida law. The statement of net assets considers cash and cash equivalents to be cash on hand, demand deposits and savings accounts.

Use of Estimates

The preparation of the basic financial statements in accordance with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of asset and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2009

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued):

Capital Assets

Capital assets consist of leasehold improvements and furniture, fixtures and equipment. Capital assets purchased in the governmental funds are recorded as expenditures at the time of purchase. The School defines capital assets as those assets costing more than \$500 individually or in the aggregate. Such assets are recorded at historical cost. Donated assets are recorded at fair market value at the date received. Capital assets are depreciated using the straight-line method over the estimated useful lives of the various classes of depreciable assets, which range from 3 to 15 years.

Current-year information relative to changes in general fixed assets is described in a subsequent note.

Compensated Absences

It is the School's policy to grant employees leave based upon the number of years of employment with the School. Personal leave may be used as time off or accrued up to the maximum the employee would earn in two years. An employee resigning or retiring with two weeks' notice shall be paid for their credited personal leave up to the maximum allowable rate referred to above. Such leave pay shall be made at the employee's current rate of pay. Employees who terminate prior to completion of six months of continuous service will not be paid for any accrued personal leave time.

Donated Services

In accordance with SFAS No. 116, *Accounting for Contributions Received and Contributions Made* the value of donated services that require specialized skills that would have been purchased if not donated are reflected in the accompanying financial statements. These recorded donated services for the year ended June 30, 2009 consisted of the following:

Accounting and audit services	\$ <u>3,100</u>
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In addition, a number of other volunteers have donated significant amounts of their time to Pinellas Preparatory Academy, Inc.'s operations. However, they are not reflected on the accompanying financial statements, since they do meet the requirements of SFAS No. 116.

State Sources

The state provides financial assistance to administer certain categorical educational programs. Department rules require that revenue earmarked for these programs be expended only for the program for which the money is provided and require that the money not expended as of the close of the fiscal year be carried forward into the following year to be expended for the same categorical educational programs.

The Department generally requires that categorical educational program revenues be accounted for in the General Fund. A portion of the fund balance of the General fund is reserved for the unencumbered balance of categorical educational program resources.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2009

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued):

The state allocates gross receipt taxes, generally known as Public Education Capital Outlay money, to local school boards on an annual basis. The boards are authorized to expend these funds only upon applying for and receiving an encumbrance authorization from the Department. The School was awarded an allocation of \$217,136 for the year ended June 30, 2009.

Contributions

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

The School reports gifts of fixed assets or materials as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent donor stipulations regarding how long donated assets or assets acquired with restricted contributions must be maintained, the School reports expirations of donor restrictions when donated or acquired assets are placed in service. Contributions are considered to be unrestricted program funds unless specifically restricted by donor.

Subsequent Events

Subsequent events have been evaluated through September 1, 2009, which is the date the financial statements were issued.

Comparative Data

The amounts shown for the year ended June 30, 2008 in the accompanying financial statements are included to provide a basis for comparison with 2009 and present summarized totals only. Accordingly, the 2008 totals are not intended to present all information necessary for a fair presentation in conformity with accounting principles generally accepted in the United States of America. Such information should be read in conjunction with the School's audited financial statements for the year ended June 30, 2008, from which the summarized information was derived.

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2009

NOTE 2 – RECONCILIATION OF GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENTS

Adjustments were made to include capital assets (net of accumulated depreciation) and long-term liabilities on the statement of net assets. This resulted in a net difference between ending governmental fund balances and total net assets of \$154,374 as follows:

Ending fund balances	\$ 355,917
Capital assets, net	317,528
Long-term debt	<u>(163,154)</u>
Total net assets	<u>\$ 510,291</u>

Adjustments were made to include depreciation expense and eliminate capital outlay expenditures on the statement of activities. This resulted in a net difference between “excess expenditures over revenues and transfers” and “change in net assets” of \$83,763, as follows:

Deficiency of revenues and transfers over expenditures	\$ (48,399)
Add: Capital asset purchases	95,532
Less: Depreciation expense	(46,804)
Add: Repayment of long-term liabilities	<u>35,035</u>
Change in net assets	<u>\$ 35,364</u>

NOTE 3 – CAPITAL ASSETS

The following is a summary of changes in capital assets during the fiscal year:

	Balance <u>July 1, 2008</u>	(Decrease) <u>Increase</u>	Balance <u>June 30, 2009</u>
Capital assets being depreciated:			
Leasehold improvements	\$ 53,514	\$ 174,404	\$ 227,918
Furniture, fixtures, and equipment	293,608	17,764	311,372
Construction in progress	<u>96,636</u>	<u>(96,636)</u>	<u>-</u>
	<u>443,758</u>	<u>95,532</u>	<u>539,290</u>
Less accumulated depreciation for:			
Leasehold improvements	(28,057)	(12,159)	(40,216)
Furniture, fixtures, and equipment	<u>(146,901)</u>	<u>(34,645)</u>	<u>(181,546)</u>
Total accumulated depreciation	<u>(174,958)</u>	<u>(46,804)</u>	<u>(221,762)</u>
Total capital assets, net	<u>\$ 268,800</u>	<u>\$ 48,728</u>	<u>\$ 317,528</u>

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2009

NOTE 3 – CAPITAL ASSETS - Continued

Depreciation was charged to functions as follows:

Instructional	\$ 32,763
School Administration	13,105
Other programs and services	936
	<u>\$ 46,804</u>

NOTE 4 – RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School purchases commercial insurance for all types of claims with nominal deductible amounts. There have been no significant reductions in insurance coverage during fiscal year 2006 - 2009. Settled claims have not exceeded the commercial excess coverage in any of the past four years.

NOTE 5 – LEASE COMMITMENTS

The School leases facilities under a long-term operating lease. The lease commenced on August 1, 2006, was amended effective August 1, 2008 and expires on June 30, 2018. Base monthly rent was \$28,408 for July 2008 and \$32,007 through June 2009, with scheduled increases of 3.5% annually, thereafter. The School has the right to extend the lease for two consecutive extension periods of five years each at 95% of the fair market rent for similar space as of the commencement of each renewal term and will increase by three and one-half percent annually during the extension period. Lease covenants require the School to pay insurance and other costs. The School is entitled to a credit against rent for the real estate taxes savings the landlord receives for property used by a Charter School. The real estate tax credit totaled \$34,320 and rental expense (net of credit) was \$323,293 for the current year. The aggregate minimum rental commitments at June 30, 2009 under the lease are summarized as follows:

Year Ended June 30,	<u>Amount</u>
2010	\$ 397,524
2011	411,432
2012	425,832
2013	440,736
2014	456,168
Thereafter	<u>1,990,728</u>
Total	<u>\$ 4,122,420</u>

PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

NOTES TO FINANCIAL STATEMENTS

Year Ended June 30, 2009

NOTE 5 – LEASE COMMITMENTS - Continued

In addition to base monthly rent, the lessor requires an escrow security deposit. The aggregate minimum escrow security deposit commitments at June 30, 2009 are summarized as follows:

Year Ended June 30,	<u>Amount</u>
2010	\$ 20,748
2011	18,155
2012	15,561
Total	<u>\$ 54,464</u>

If the School is not in default under the lease, the security deposit will be credited back to the School during the last four years of the lease as follows:

Year Ended June 30,	<u>Amount</u>
2015	\$ 42,996
2016	44,004
2017	45,000
2018	45,996
Total	<u>\$ 177,996</u>

NOTE 6 – LINE OF CREDIT

The School maintains an unsecured bank line of credit dated May 15, 2008, which had a \$163,154 balance as of June 30, 2009. Amounts borrowed under this agreement bears interest at a fixed rate of 7.75%. The loan is payable in monthly payments of \$3,103, including interest and is secured by all business assets. Annual maturities are as follows:

Year ended June 30,	
2010	\$ 25,512
2011	27,560
2012	29,774
2013	32,165
2014	34,748
Thereafter	13,395
	<u>\$ 163,154</u>

NOTE 7 - TEMPORARILY RESTRICTED NET ASSETS

Net assets were temporarily restricted for the following purposes as of June 30, 2009:

8th Grade projects	\$ 430
Sports	2,687
Art	581
Water conservation and environmental education	464
	<u>\$ 4,162</u>

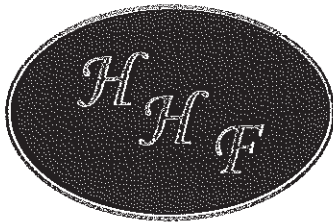
PINELLAS PREPARATORY ACADEMY, INC.
A COMPONENT UNIT OF THE DISTRICT SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

BUDGETARY COMPARISON SCHEDULE
GOVERNMENTAL FUNDS

For the Year Ended June 30, 2009

	<u>General Fund Budget</u>		<u>Actual by Government Funds</u>		
	<u>Budgeted Amounts</u>		<u>Total</u>	<u>General</u>	<u>Capital</u>
	<u>Original</u>	<u>Final</u>	<u>All Funds</u>	<u>Fund</u>	<u>Fund</u>
REVENUES					
Federal, state, and local sources	\$ 2,231,696	\$ 2,172,367	\$ 2,073,949	\$ 2,073,949	\$ -
Capital outlay funding	224,886	217,136	217,136	-	217,136
Other income	<u>75,870</u>	<u>85,752</u>	<u>162,655</u>	<u>162,655</u>	<u>-</u>
TOTAL REVENUES	<u>2,532,452</u>	<u>2,475,255</u>	<u>2,453,740</u>	<u>2,236,604</u>	<u>217,136</u>
EXPENDITURES					
Instruction	1,405,029	1,407,153	1,427,351	1,427,351	-
Staff development	9,010	4,260	4,203	4,203	-
School administration	468,211	456,867	365,834	365,834	-
Operation and maintenance of plant	281,304	288,196	239,085	239,085	-
Capital asset acquisition and other capital outlay	236,886	217,136	316,655	-	316,655
Other programs and services	44,017	38,806	99,644	99,644	-
Debt service	<u>37,247</u>	<u>37,247</u>	<u>49,367</u>	<u>49,367</u>	<u>-</u>
TOTAL EXPENDITURES	<u>2,481,704</u>	<u>2,449,665</u>	<u>2,502,139</u>	<u>2,185,484</u>	<u>316,655</u>
NET CHANGE IN FUND BALANCE	<u>\$ 50,748</u>	<u>\$ 25,590</u>	<u>\$ (48,399)</u>	<u>\$ 51,120</u>	<u>\$ (99,519)</u>

COMPLIANCE SECTION



Hanson, Hetterich and Fenlon, P.A.

Certified Public Accountants

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September 1, 2009

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Pinellas Preparatory Academy, Inc.

We have audited the financial statements of Pinellas Preparatory Academy, Inc. (the "School") as of and for the year ended June 30, 2009, and have issued our report thereon dated September 1, 2009. We have conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Pinellas Preparatory Academy, Inc.'s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A control deficiency exists when the design or operations of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process or report financial data reliably in accordance generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the organization's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of the internal controls over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

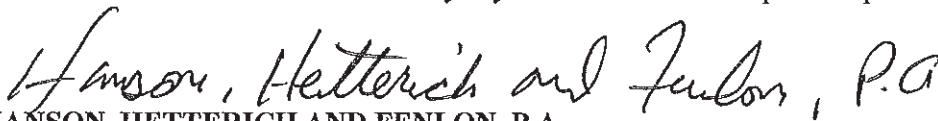
September 1, 2009

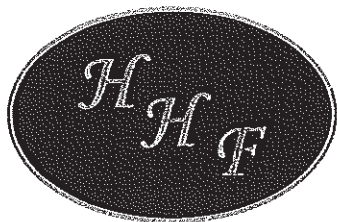
Compliance and Other Matters

As part of obtaining reasonable assurance about whether Pinellas Preparatory Academy, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Pinellas Preparatory Academy, Inc. in a separate letter dated September 1, 2009.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


HANSON, HETTERICH AND FENLON, P.A.
Certified Public Accountants



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INDEPENDENT AUDITORS' MANAGEMENT LETTER

September 1, 2009

To the Board of Directors and Management
of Pinellas Preparatory Academy, Inc.
Largo, Florida

We have audited the financial statements of Pinellas Preparatory Academy, Inc. (the "School"), a component unit of the District School Board of Pinellas County, Florida, as of and for the fiscal year ended June 30, 2009 and have issued our report thereon dated September 1, 2009.

We conducted our audit in accordance with United States generally accepted auditing standards, and *Government Auditing Standards* issued by the Comptroller General of the United States. We have issued our independent auditor's report on internal control over financial reporting and on compliance and other matters. Disclosures in that report, which is dated September 1, 2009, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with the provisions of Chapter 10.850, *Rules of the Auditor General*, which govern the conduct of charter school entity audits performed in the State of Florida and require that certain items be addressed in this letter.

The *Rules of the Auditor General* 10.854(1)(e)1, require that we address in the management letter, if not already addressed in the auditors' report on internal control over financial reporting and on compliance and other matters, whether or not significant findings or recommendations made in the preceding annual financial audit report have been corrected. There were no significant findings or recommendations made in the preceding annual financial audit report of the School.

As required by the *Rules of the Auditor General* 10.854(1)(e)2, a statement must be included as to whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes. In connection with our audit, we determined that the School did not meet any of the conditions as described in Section 218.503(1), Florida Statutes.

The *Rules of the Auditor General* 10.854(1)(e)3, require that we provide in the management letter recommendations we may have to improve financial management. We will review the status of these comments during our next audit engagement. We have already discussed these comments and suggestions with various School personnel, and we will be pleased to discuss these comments in further details at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations. Our comments are summarized as follows:

September 1, 2009

1. Organization Structure

The size of the School's accounting and administrative staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. This situation dictates that the Board of Directors remains involved in the financial affairs of the School to provide oversight and independent review functions.

The *Rules of the Auditor General* 10.854(1)(e)4, require disclosure in the management violations of laws, regulations, contracts or grant agreements, or abuse that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but more than inconsequential. Our audit did not disclose any findings required to be disclosed by the *Rules of the Auditor General* 10.854(1)(e)4.

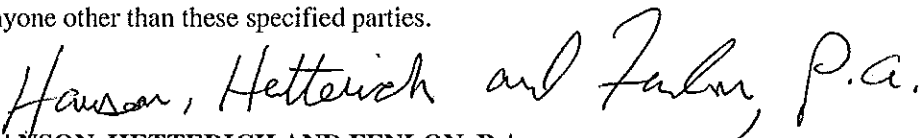
The *Rules of the Auditor General* 10.854(1)(e)4, provides that the auditor may, based on professional judgment, report the following matters that are inconsequential to the determination of financial statement amounts, considering both quantitative and qualitative factors: (1) violation of laws, rules, regulations, contracts, and grant agreements or abuse that have occurred, or are likely to have occurred, and (2) control deficiencies that are not significant deficiencies including, but not limited to; (a) improper or inadequate accounting procedures; (b) failures to properly record financial transactions; and (c) inaccuracies, shortages, defalcations, and instances of fraud discovered by, or that come to the attention of the auditor. In connection with our audit, we did not have any such findings.

The *Rules of Auditor General* 10.854(1)(e)6 also require that the name or official title of the school or center be disclosed in the management letter. The official title is the Pinellas Preparatory Academy, Inc.

Financial condition assessments procedures were applied pursuant to The *Rules of Auditor General* 10.854(1)(3)7.a, and 10.855(10). It is management's responsibility to monitor the School's financial condition, and our financial assessment was based in part on representations made by management and the review of financial information provided by the same. Our assessment as of the year ended June 30, 2009, did not note the existence of any deteriorating financial conditions.

We wish to thank the Principal and his staff for their support and assistance during our audit.

Pursuant to Chapter 119, Florida Statutes, this management letter is public record and its distribution is not limited. Auditing standards generally accepted in the United States of America require us to indicate that this letter is intended solely for the information and use of the Board of Directors, management, and others within the organization, the District School Board of Pinellas County, and the Auditor General of the State of Florida, and is not intended to be and should not be used by anyone other than these specified parties.


HANSON, HETTERICH AND FENLON, P.A.
Certified Public Accountants

Pinellas Primary Academy



Appendix XX

New Applicant Training Certificates

CERTIFICATE OF PARTICIPATION

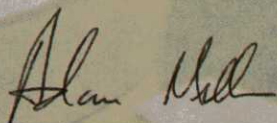
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Mario Biagini

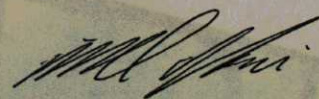
for completion of:

NEW APPLICANT TRAINING

Conducted on this 8th day of June, 2010.



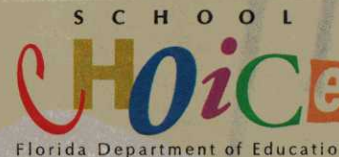
DIRECTOR, CHARTER SCHOOLS



EXECUTIVE DIRECTOR, SCHOOL CHOICE



FLORIDA'S
CHARTER
Schools



CERTIFICATE OF PARTICIPATION

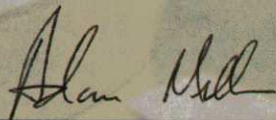
is presented to:

Curtis Fuller

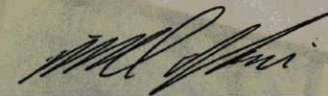
for completion of:

NEW APPLICANT TRAINING

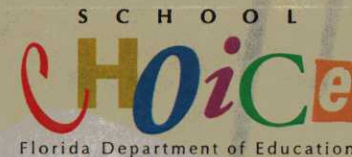
Conducted on this 8th day of June, 2010.



DIRECTOR, CHARTER SCHOOLS



EXECUTIVE DIRECTOR, SCHOOL CHOICE



Pinellas Primary Academy



Appendix XXI **PTEG Bylaws**

**PARENT TEACHER ENRICHMENT GROUP OF
PINELLAS PREPARTORY ACADEMY, INC.**

BYLAWS

Article I – Purpose

Section 1. Name of Organization

This Organization shall be called Parent Teacher Enrichment Group of Pinellas Preparatory Academy, Inc of Largo, Florida (PTEG).

Section 2. Purpose of Organization

1. To promote the welfare of Pinellas Preparatory Academy (PPA) students in home, school, and community.
2. To encourage cooperation and meaningful dialogue between Pinellas Preparatory Academy (PPA) students, their families, and PPA Administration and Staff.
3. To develop, organize, and promote programs and activities to benefit PPA students and their families.

Section 3. Type of Organization:

PTEG is organized exclusively for the charitable, scientific, literary or educational purposes within the meaning of section 501C(3) of the Internal Revenue Code or corresponding Section of any future Federal tax code (hereinafter “Internal Revenue Code”).

Article II – Membership and Dues

Section 1. Membership in the PTEG shall be made available to any individual who subscribes to the Purpose of PTEG, without regard to race, color, creed or national origin, under such rules and regulations not in conflict with the provisions of these bylaws.

Section 2. Only current members of PTEG shall be eligible to participate in the business meetings, or to serve in any if its elective or appointive positions.

Section 3. Annual dues shall be established by the Board of Directors. Dues shall be payable in advance. The dues and fiscal year will begin on July 1 each calendar year and thereafter run through June 30. PTEG shall conduct an annual enrollment of members, but persons may be admitted to membership at any time.

Article III – Finances

Section 1. The activities of the Association shall be financed by annual dues of the members or any other means as approved by the Board of Directors.

Section 2. The fiscal year shall begin on July 1 and shall terminate on July 30, annually.

Article IV - Meetings

Section 1. Annual Meeting

The annual meeting of the association shall be held in May at a time and place designated by the president and published at least 30 days in advance of the meeting.

Section 2. Regular Meetings

The association shall meet on the second Wednesday of each month during the school year unless otherwise provided by the Board of Director or Executive Committee. No less than one business day's notice shall be given of a change of date.

Section 3. Special Meetings

A special meeting of the association may be called at any time by the president or, in his absence, by the vice president. It shall be their duty to call such a meeting whenever so requested in writing by a minimum of five (5) members of the association.

Section 4. Meeting Notice

Notice of the time and place of all meetings shall be conveyed by an acceptable means of written or electronic communication sent by the secretary to each member five (5) days before the date thereof.

Section 5. Quorum

- (a) **General Membership Meetings.** The presence at a meeting of five members shall constitute a quorum.
- (b) **Board of Directors Meetings.** The presence at a meeting of 50% of voting board members shall constitute a quorum. Proxies are not allowed.

Section 6. Voting

- (a) At every meeting each member shall be entitled to cast one vote which must be cast in person.
- (b) A majority vote of 51% of those members present, unless otherwise stated in the by-laws, is required for approval on any item brought for vote before the membership or board of directors.

Section 7. Meeting Procedure

The president, or in his absence, the vice president, shall preside at all meetings. Procedures shall be conducted according to Robert's Rules of Order.

Article V – Officers

Section 1. Elected Officers

Elected officers of this association shall be a President, a Vice President, a Secretary, and a Treasurer. No person shall hold two (2) or more offices at the same time. The officers shall be members of the board of directors during their terms of office.

Section 2. Election and Term of Office

A slate of officers nominated by the nominating committee and approved by the board of directors shall be presented to the members for vote no later than 10 days prior to the annual meeting. Nominations may be accepted from the floor during the annual meeting. Only those persons who have consented to serve if elected shall be nominated for or elected to such office. Officers shall be elected by the members at the annual membership meeting. All officers shall be elected for a one-year term. Officers shall not be eligible to serve more than three consecutive terms in the same office. Officers so elected shall begin their term of office no later than 30 days after the annual meeting.

Section 3. Qualifications for Office

Any current member of the association shall be eligible for nomination and election to the position of President, Vice President, Secretary, or Treasurer.

Section 4. Vacancies / Removal / Resignation

All vacancies in any office shall be filled by the board of directors without undue delay. The board of directors may remove any officer by a two-thirds vote of the entire board at any time with or without cause at either a regular meeting of the board or a special meeting called for that purpose.

Any officer may resign, which resignation shall be effective on giving written notice to the President, unless the notice specifies a later time for the resignation to become effective.

Section 5. Compensation

Officers shall serve without compensation. Nothing herein shall preclude any officer from receiving reimbursement for reasonable expenses as may be fixed or determined by resolution of the board of directors.

Section 6. Duties of Officers

- (a) The President shall be the executive officer and chairman of the board of directors of the association and shall preside at all meetings. He shall also serve as a member, ex-officio, with right to vote, on all committees except the nominating committee. He shall make all required appointments of standing and special committees with approval of the board of

- directors. He shall be the official spokesman of the association in matters of public policy.
- (b) The Vice President shall, in the absence of the President or upon his direction, perform all the duties of the President. The Vice President shall have such other powers and perform such duties as from time to time may be prescribed by the board of directors.
 - (c) The Secretary shall be in charge of the association's records. He shall be responsible for mailing of notices and see to the recording of all the official proceedings of the executive committee and board of directors.
 - (d) The Treasurer shall be in charge of the association's funds. He shall oversee the collection all member dues and/or assessments; have established proper accounting procedures for the handling of the association's funds; be responsible for the keeping of funds in such financial institutions or investments as approved by the board of directors; and report on the financial condition of the association at all meetings of the directors or as requested by the President.

Article VI – Board of Directors

Section 1. Composition of Board

The Board of Directors shall consist of the elected officers, the chairs of the standing committees, the principal of PPA or a representative appointed by him, and not more than two current association members and/or PPA.

Section 2. Authority and Responsibility

The governing body of the Association shall be the Board of Directors. The Board of Directors shall have supervision, control, and direction of the affairs of the association, its committees and publications; determine its policies, supervise the disbursement of its funds; may adopt such rules and regulations for the conduct of its business as shall be deemed advisable, and in the execution of the powers granted, delegate certain of its authority and responsibility to the executive committee.

Section 3. Qualifications

To be qualified to serve as a director, a person must be a current association member or a student at PPA.

Section 4. Election and Term of Office

Directors shall be elected by the members during the annual meeting except for certain vacancies as provided in Section 5 of the Article V. They shall be elected to a one-year term. A slate of directors nominated by the nominating committee and approved by the board of directors shall be presented to the members for vote no later than 10 days prior to the annual meeting. Nominations may be accepted from the floor during the annual meeting. Directors so elected shall begin their term of office no later than 30 days after the annual meeting.

Section 5. Vacancies / Removal / Resignation

All vacancies of directors shall be filled by vote of the board of directors without undue delay to complete the remaining term of the director so replaced. The board of directors may remove any director by a two-thirds vote of the entire board at any time with or without cause at either a regular meeting of the board or a special meeting called for that purpose.

Any director may resign, which resignation shall be effective on giving written notice to the President unless the notice specifies a later time for the resignation to become effective.

Section 6. Compensation

Elected directors shall serve without compensation. Nothing herein shall preclude any director from receiving reimbursement for reasonable expenses as may be fixed or determined by resolution of the board of directors.

Section 7. Execution of Instruments

The board of directors, except as otherwise expressly provided in these by-laws, may, by resolution, authorize any officer or agent of the association to enter into any contract and deliver any instrument in the name of and on behalf of the association and such authority may be general or confined to specific instances.

Article VII – Executive Committee

Section 1. Composition

The executive committee shall be composed of the President, who shall serve as chairman of the committee, Vice President, Secretary, and Treasurer.

Section 2. Authority

The executive committee shall have the authority to make recommendations to the board of directors and to make interim decisions, in accordance with these by-laws and any policies/procedures enacted by the board, on behalf of the board until such time as the board takes action.

Article VIII – Committees

Section 1 Committees

The board of directors shall establish committees, including standing committees, special committees, ad hoc committees, and task forces. The President appoints the chairs of the committees unless otherwise provided by these by-laws.

Section 2. Standing Committees

The board of directors shall establish standing committees each of which shall be chaired by a member of the board as designated by the President and approved by the board. Standing committees shall include: a nominating committee, and fund raising committee.

Section 3. Nominating Committee

The nominating committee is responsible for presenting a slate of qualified members for open officer and director positions. The committee shall consist of no less than three current members, each having a minimum of one year of Association membership.

Section 4. Fund Raising Committee

The fund raising committee is responsible for planning, developing and executing fund raising programming for the benefit of the members, PPA students and their families.

Article IX – Books and Records

The association shall keep at its principal office, correct and complete books and records of account; written minutes of the proceedings of its meetings, the original or a copy of the by-laws as amended to date, and a record giving the names and addresses of all current members along with the date and manner of any membership that has been terminated. All books and records of the association may be inspected by any member, his or her agent or attorney, at any reasonable time and for any reasonable purpose, where such member has provided a written request to the association.

Article X – Amendments

These by-laws may be amended by the affirmative action of a two-thirds majority of the board of directors at any duly convened meeting. Amendments shall be published and made available to the membership within 60 days of becoming effective.

Article XI – Construction and Definitions

As used in these by-laws, the male gender includes the female and neuter, the singular includes the plural, and vice versa.

Article XII – Dissolution

The association shall use its funds only to accomplish the objectives and purposes specified in these by-laws and the articles of incorporation. No part of said funds shall inure, or be distributed, to the members of the association. On dissolution of the association, any fund remaining shall be distributed to one or more regularly organized and qualified charitable, education, or other not for profit industry related organization to be selected by the board of directors.