



THE LOVE OF LEARNING, Inc.

A CHARTER SCHOOL

INTRODUCTION

Public education today provides for many identified groups with special needs, ranging from the physically handicapped, to several categories of emotionally needy (SED-severely emotionally disturbed: ED-emotionally disturbed: LD-SEQ - emotionally disabled and learning disabled, etc.), those with specific learning disorders, etc. In addition, there are programs for behavioral problems such as drop-out prevention, and other anti-social behavior patterns.

However, there is an at-risk group, often considered to be advantaged over other students, which needs special attention, *in addition* to the creativity enhancement programs currently offered. We call these children emotionally mature, because they are, at least in their early years, inquisitive, bright, self-starting, and often creative. It is just these qualities, however, which, if not nurtured and challenged, may result in "turning off" these students. Although such a negative result is by no means assured, we intend to focus on such children, self-selected by their parents, and in full conformity with the recent order handed down by Judge Steven Merryday. This school will test the theory that not only the intellectually gifted, but most motivated students, can produce at a higher and more self-actualizing level, when provided with an environment which combines the best of traditional education as currently offered in Pinellas County with a curriculum, structure, and teaching methods which concentrate on Dr. Howard Gardner's multiple intelligences. In short, we intend to offer an opportunity for any student to personally have an academic program which teaches both to his or her personal talents as well as meeting all standard learning/testing standards of the Board of Education and the State of Florida.

This is not another magnet school for the gifted. "Emotionally and Creatively Advanced Children" comprise a wide umbrella of social diversities, including multi-racial, any class of socioeconomic status, any religion, and *any* range of I.Q. We further believe that, with an appropriate environment, most students can fit into this category.

In sum, this proposal is to meet the needs of an at-risk population not yet addressed as a separate category of students [while recognizing the creativity enhancements already in place in schools], without discriminating against the neighborhood school or diversity concepts embraced by the Board of Education.

ACADEMICS

VISION

The vision of The Love of Learning is to permit parental identification and provide an appropriate educational experience to a group of students identified as creative and emotionally able to handle a more challenging curriculum than many others.

The school's philosophy is that these children are the potential leaders of tomorrow, and should be challenged to fulfill their potential.

As the community seeks to provide educational services to all members of society, and as the focus continues to rest on the average and below-average, (as well as, to a limited extent, the intellectually gifted), both in abilities and cultural opportunities, it is our plan to seek out those children, from all walks of life, through a variety of selection methods, and build a fully integrated academic "village," in which each child can be given the opportunity to grow at the fastest possible pace, supported by positive peer pressure, self-empowerment and the building of self image. *This fits items I.A.1,2,and3 of the Application format, and is expanded in the curriculum section, below.*

The vision comes from the work of many educators and researchers, including Dr. E. Paul Torrance, and is expressed here through the work of Pinellas County Gifted Teacher Terry Schlesinger. {i.e., Torrance, E. Paul and Myers, Robert E. What Next?, Zephyr Press, Tucson, 1994}

The Love of Learning will be a hybrid school for the middle grades four through eight (initially 4,5, and 6, then expanding) for students of high emotional intelligence. We begin in the fourth grade to attempt to counter the well-known fourth grade slump that many students exhibit - we believe this is one of our unique facets. The school will exist in a college-like atmosphere, described below, which has already been proven successful in Mr. Schlesinger's third grade classes, both in terms of the actual classroom experience and FCAT scores. Please see parent support letters in Appendix 5

A syllabus of all curriculums will be printed out for both parents and students to know exactly what each course offers. *(Item I.A.4 of Application form)* All Florida Sunshine State Benchmarks will be included as well as creativity enhancements built into every course. The time framework will run on a semester basis. Emotional yardsticks, as well as intellectual yardsticks, will be another innovative, major foundation of our infrastructure. It is our belief that one of the next great movements in education will be a general formula to assess and evaluate students not just on FCATs, I.Q.s, and teacher-generated tests, but also to assess and evaluate students on emotional intelligence as well.

Without the inclusion of more creativity opportunities in the teaching environment, high E.Q. students may find the acquisition of knowledge boring and anti-motivational. The curriculum

segment of this proposal outlines some of the ways in which we intend to enhance creativity beyond what can be offered in a standard classroom. See also Appendix 2, which includes many programs already used in Pinellas schools and a few new ones.

We recognize that there may be a difference of opinion between us and Board staff regarding the degree to which creativity enhancements are currently offered in the public schools; however, the purpose of this and other charter schools is to permit just such differences to exist and be tested.

We also recognize that many of the students opting for our school may not initially, and a few perhaps never will, adapt to the form of teaching and peer encouragement we are adopting. These students will be given special attention through the use of tutors (see Budget footnotes) and joint projects with students more advanced than they may be. For those students who need a more traditional classroom environment, we believe this too can be provided, by offering a small class size pull-out program in those areas in which the student is weak. The budget also provides for ESOL and students with any form of disability.

MISSION

Using Dr. Howard Gardner's philosophy of multiple intelligences, we intend to focus on those children who fit his definition of high inter-personal intelligence and high intra-personal intelligence; these equate to emotional intelligence or emotional quotient (E.Q.).

The goals of the school are to capture these children's love of learning before it is lost in a less creativity-focused environment (defined as an environment which cannot, by its structure and need to cater to the "average," specifically address the needs of the emotionally advanced), and prepare these children to be the leaders of tomorrow, focusing on their individual talents, and enhancing their ability to help each other, take direction, and build upon their exceptional talents.

It is our belief that such children often go unnoticed, especially in minority and low-income communities, and we plan to recruit specifically from these communities, while "spreading the word" throughout the County to all parents.

Course-work will be developed around Florida State Standard Benchmarks for each grade, with core components developed directly with Dr. Torrance, the teaching staff, and other experts. Here too we accept the fact that Board staff may not adhere to Dr. Torrance's teachings, but again we cite the purpose of charter schools in enabling us to try these methods. Recognizing that this student population is highly individualistic, every faculty member shall serve, in addition to classroom teaching duties, as a mentor/teacher/ombudsman to a group of students, to ensure that every student's psychological, academic, and affective health is consistently monitored, using database programs developed both by the school and in conjunction with the Board of Education. This means we can also use "looping" in a creative, but practical manner, and create long-term relationships. By "looping" we mean that a teacher is assigned as an advisor to follow the student through all grades - it does not mean that the teacher moves with the class.

TARGET STUDENT POPULATION TO BE SERVED

Students with noticeable high emotional intelligence are highly self-aware, great listeners, highly compassionate, highly socially adept, highly empathetic, generally have advanced social skills, and studies have shown a direct correlation with creativity, as emotional intelligence and creativity are located in the same area of the brain, with neurons very possibly having similar characteristics and connections. {Goleman, Daniel. Working With Emotional Intelligence. Bantam, 1998} These students have the innate ability to utilize creative skills and memorization skills to grow into well-rounded adults. As intent appears to be at the vanguard of a person's decision-making skills, our innovative experimental design is in itself a reason to allow us to try our unique approach. It is one of our goals to show that the emotional needs of our students need to be attended to, to raise test scores, and to elicit self-realized creativity.

Any student can qualify for admission under the guidelines for charter schools, without regard to gender, race, cultural background physical handicap, or income. Special recruiting efforts will

be made, through community organizations, elementary schools, churches, and the media, to seek out students who would normally not become aware of, or apply to, such a program. This, together with the school's location, will help reach the racial/ethnic balances sought by the Board of Education.

We can also save taxpayer money, which is part of our philosophy, for as tax dollars periodically shrink, systems of educational design must be created that is immune to the winds of financial expenditures. As we are not another gifted program, and hence not special education, the matrix problem does not exist for us.

Furthermore, the gifted program serves at best 2% of the entire student population. Our group, "the emotionally and creatively advanced," can potentially include up to 25% or more of the student body, and without the extra burden of special education FTE formulas.

There are many students currently in our schools just aching inside to let loose academically, and to let loose their more of their enormous inner outward behavioral, positive academic expressions.

Recruiting efforts will be a priority, although the results of our informal telephone survey indicate that recruitment will not pose a problem. However, we plan to go through community organizations, like neighborhood associations, for example, or after-school programs; we plan to seek out the media, churches, elementary and middle schools. We plan to contact PTA organizations, Principals, and other administrators, as well as public access TV, to be sure we reach every community niche. We plan to leave no stone untouched, and recruitment will be strong, vital and will use a cadre of volunteers to canvass the appropriate areas covered under school choice, in accordance with specific instructions regarding geographic areas to be given to us by the Board (as of this writing, such regulations and instructions were not available since the court order had so recently been signed).

The initial student population size will be a two classes of 25 students in each of grades 4, 5, and 6, which conforms to the general class size of middle schools.

It will be very easy to meet and maintain ratios at our campus, as our identification, "... the emotionally and creatively advanced," unlike a gifted program, does not inherit the problems of attracting typically middle- and upper- class white students. "The emotionally and creatively advanced" truly has no inherent problems, as "... the emotionally and creatively advanced" knows no bounds of race, religion, class, or handicap. We are truly "color-blind". When asked of Dr. Torrance what was his greatest contribution to education, he answered, "that I've tried my best through creativity to guide education toward a "color-blind" system." *{conversation with Terry Schlesinger}*

We are dedicated to the spirit of "colorblindness" and equality for all.

GOALS FOR THE SCHOOL

1. To become a model of developing problem-solvers and leaders for the community.
2. To teach all involved to become creative and original, within the guidelines of individual potential.
3. To create and conduct workshops for teachers and parents alike, with the aim of maximizing the life long learning abilities of the students.
4. To disseminate any successes that can be replicated and duplicated via workshops given to the county via Catalogue of Choice Days, and other workshop opportunities.
5. To become a model program, which can be emulated and expanded, which shows how such a model can use innovative, yet practical, techniques to create a non-violent, safe, and productive learning environment that is motivational, and one that truly lives up to our name, "The Love of Learning".
6. To take, and possibly save, our most potentially productive youth.
7. To provide an example of how economically feasible education can work while increasing academic success. To utilize, and hopefully add to, the Pinellas County Quality Learning Tools.
8. To show through example, to other schools in Pinellas County, what good examples "attractors" can be. As a teacher, Mr. Schlesinger knows personally that a lot of teachers see the issue of attractors as just more unnecessary paperwork. As demonstrators of attractors, we see that we are living up to charter law which demands accountability in innovations.
9. To institute democracy in our infrastructure. Teachers will be largely in charge of curriculum, and will effectively govern the day to day operations of the school, within parameters set by the School's Board of Directors. Also, please note that we have begun with a small Board of Directors; this permits expansion by adding parents and community members while retaining continuity.
10. Finally, to set up a charter school that is totally "color-blind" and "disability-blind."

B. EDUCATIONAL PROGRAM

1. Basic Educational Program.

As stated, we will be using a syllabus-curriculum approach. One of the greatest problems facing parents these days is that they don't know, in far too many cases, what requirements, such as tests, projects and the likes will be due. This causes parents undue stress, and with so many

benchmarks spread across so many grades and subjects, it also causes teachers a lot of stress, too. Our approach, mirrored once again from the college infrastructure approach, would give the parents, before a student even enters a course, a specific description of what tests, projects, and creativity components will be due, in addition to what benchmarks will be covered. A curriculum for Year 1, Grades 4-6 appears as Appendix 7 to this application; a Board committee is currently working on refinements. Following is a single upper level course example.

"Astronomy 205: The Basics" In this course, the student will study our solar system, both the inner and outer planets, stars, telescopes, galaxies, novae and super novae, black holes, asteroids and comets, Newton's Gravity and Einstein's Theory of Gravity, and NASA's functions. There will be two tests, one mid-term and one final, one research paper, and the following creative endeavors: Pretend you are a time traveler from some time in the future. Now, you have traveled back to tell us what the future is like, and what we must do to save the present. This will be a contest of believability! Who will be the most believable? Who will answer the questions the best? Write a good science fiction story. Details on requirements for it will be elaborated in class. Finally, you will be given a time to do a student teaching assignment, which will include a brief lecture on your research topic, plus a fun activity to coordinate with your lecture, pre-approved by your instructor."

This course includes Florida benchmarks for English and the Sciences at the fifth grade level. {ci

The teacher will give out a rubric for assessment purposes to round out the process for total and complete academic accountability.

All core curriculum and all benchmarks will be included in a comprehensive syllabus/catalog for parents and students, disseminated prior to each semester.

These, in addition to a flexible course schedule, is what we mean by a college-like atmosphere.

We believe in accountability and data driven suggestions as well, so the input of Board and its staff will be appreciated as well. We want to be sure that we are dealing with the school board, at every step of the way, in "good faith" negotiations.

The use of Florida Benchmarks along with significant creativity enhancement, together with individual and small group projects are our norm and not the exception. We are dedicated to the highest of educational standards.

Although we initially plan to start with grades 4-6, our overall long-term plan will be for grades 4-8. We use 4th grade as an eventual starting place because there is a significant body of research indicating that by 4th grade, in such areas as flexibility, fluency, originality, and elaboration, students often show a marked statistical drop. {See Appendix 1.} Many teachers can verify this through their own direct observation.

For grades four through six, approximately, students will be required to register for core courses in the areas of reading, writing, math, science, and social science. Using our ombudsperson

system, the faculty can ensure that every student never misses any benchmarks, nor is left out of creative endeavors. Forms will be developed to travel with each student and his/her ombudsperson, both in folders and databased, so as to be sure that all documentation is complete. Special times will be in our calendar for ombudsfaculty to meet with their students on a regular basis.

The curriculum will have a strong emphasis on core subjects like math, science, reading and writing, with added components to enhance creative skills and self-learning. This will be conducted within a college-like curricula, by which we mean there will be an actual catalog of available courses (limited, of course, to be sure all core skills are adequately addressed). The courses will reflect Florida State benchmark standards for each subject in each grade. The catalog will also include a syllabus for each course, prepared by the faulty member teaching the course, together with options for times of day, prerequisites, the extent to which the course will operate as a traditional class (with added projects and introductory lectures) or as a seminar, etc.

For example, we can have a "Grammar and Writing 101" course, wherein all grammar benchmarks for grades four through six are covered, together with deadline writing. Required levels of test proficiency will be clearly outlined, as will reading materials and basic assignment types.

Into each course will be blended creativity enhancements, and individual and small group projects.

By about grade seven, a student can opt for one of three choices, which are a cross between middle school and college structures:

- a. The student can "declare a major";
- b. The student can elect not to declare a major but experiment with middle-school elective classes for the seventh and eighth grades; or
- c. The student can do both, choosing a partial focus in an area of study such as biology, but still experimenting with other courses in other areas.

We expect most students to choose Option C.

As noted above, the school will include all core courses required by the State and the Board.

Another important part of our educational program is tutoring, which has been shown to be a powerful teaching tool. Tutoring will be done in three distinct forms: (i) by teachers directly with students; (ii) by students, who, as in colleges, often are the best vehicles to tutor peers who may be somewhat behind in a specific study area; and (iii) by a group of volunteers, co-ordinated by the special volunteer office at the school, to utilize parents, specialty teachers from other institutions, and specialists from the community.

The school will utilize cutting edge technology, including access to, but not limited to, the internet and other communications media, such as direct satellite hookups to research programs.

Further enhancements to the curriculum will include use of such techniques as cooperative learning, creative problem solving, and the multiple intelligence education model system.

Although lecturing will also be part of our approach, lectures represent only a warm-up to the "creative phase" of our approach. From good lectures, one will springboard naturally into discussions, debates, brainstorming, and creative projects the class might like to approach.

Furthermore, a teacher, as the leader, uses the lecture as a gesture that he or she is the leader.

This brings us to our next innovative design feature, which is also part of charter law. We are talking about democracy.

It is stated in charter policy that teachers should be part of the actual process of running the school. We wish to extend this process, at least to some practical extent, to the students. The basic democratic institution of the school will be the Faculty Senate, to which initially all faculty members will belong. Students may attend Senate sessions and address the Senate with faculty permission, excluding, of course, discussions on issues such as individual students and personnel matters. Please see further discussion of this on page 18, below.

Student/faculty clubs are an integral part of our educational design, because they take education beyond the classroom into the field and into the world of practical applications. The planned clubs include: Astronomy, Chess and Logic, Applied Science, Mathematics, Communications (including the eventual setting-up and operation of a school TV/radio station and web activity), creative writing, and Political science/History.

Cutting edge educational technology will borrow upon the best and most refined movements in education from the past three decades, when education really began its march into serious educational reform. These will include, but will not be limited to:

- ▶ Learning Centers
- ▶ Co-operative Learning {Glasser, M.D., William. Control Theory in the Classroom. Harper & Row, N.Y., 1986}
- ▶ "Reality Problem Solving" by Dr. E. Paul Torrance (Creativity) {op.cit.}
- ▶ Multiple Intelligences, Dr. Howard Gardener.
- ▶ Renzuilli's Triad Model (Creativity via Projects){see first page of Appendix 2.}
- ▶ The Future Problem-Solving Program, of Dr. E. Paul and Pansy Torrance {see Appendix 3} (Solving World Problems Through Brainstorming)
- ▶ Literary Circles (Creative Reading)
- ▶ Writer's Workshops (Creative Writing for FCATs)
- ▶ Satellite Internet hookups with research labs.
- ▶ Emotional Intelligence, by Daniel Goleman. {op.cit.}

These are time-tested, internationally used systems that work. They will be interwoven into the courses of our "syllabus-curriculum" system.

For example, the Future Problem Solving Program will start out as a club, since starting out in small numbers of students does not permit it to be a full class. Later, with an expanded student body, we can take this from a club into an elective. With further growth into the numbers of a typical Pinellas County middle school, we can make the Future Problem Solving Program into a required course.

Thus, we have plans for growth, tied to our vision of an academic program, and also tied to what will become an annual School Improvement Plan. We look upon this as a tangible Quality Learning Tool of our total Quality Learning System.

Finally, parental involvement is a major part of our program, but not in the fundamental school sense. Parents will not be required to sign contracts. However, voluntary parent workshops will be offered on prearranged dates, and all parents will be provided ample notice through our SAC and PTA. Workshops will be developed to help parents facilitate the learning and maturation process, and enable them to better monitor their children's educational progress and maturation. Furthermore, we will borrow and use the currently successful and quite in vogue student led and parent-led conferences, which again, goes back to one of our main precepts; that the emotional side of education needs to be addressed with intellectual yardsticks. Please refer to *Appendix 2, "Examples of Emotional Yardsticks"*.

For these student and parent led conferences, we will use forms from a workshop organized by Art Dimpter, and already a part of the county's educational system. As a charter body, we do not intend to be isolated from the system, but rather intend to form a harmonious, symbiotic relationship with our brother and sister schools.

Please also note that parents will be the people selecting their children for this school, and we expect that parents choosing to opt for a "special" school will also be more involved in their children's's education than is the norm.

We do have high goals, and expect to eventually have our own astronomy lab, greenhouse, and Computer Lab with global interfacing capacities. Once we are approved, we will immediately begin the grant and donation process. Dr. Ronald Lipton, our Board Chairman, is nationally known as a fund-raiser and for his grantsmanship, and he has offered unlimited time and effort. In over 20 years of grant writing, his overall success rate exceeds 90%.

2. Curriculum.

In addition to Section 1, immediately above, please see Appendix 7.

3. Exceptional Education Students, Including Those with Limited English Proficiencies.

Since we are teaching for high-emotional intelligence, such students, by virtue of their having had to face and overcome significant challenges, do very well in this type of learning

environment. The lack of negative peer pressure, plus the enhanced inquisitiveness of the general student population makes such students feel welcome.

There will be a strong foreign language program to help ease transition into all-English learning. In fact, the students initially weak in English will gain self-confidence and learn English faster by tutoring the native English speakers in other languages. An ESOL teacher is included in the budget. It should also be noted that the school's Dean, Terry Schlesinger, is a certified gifted teacher and administrator, and is ESOL qualified and experienced. Standard Pinellas County ESOL techniques and curricula will be used, with the minor enhancements noted above.

IEP meetings will be held in very strict accordance with rules for total compliance with all state, federal, and local laws and policies. All staff will be required to participate and adhere to these protocols.

C. STUDENT ASSESSMENT

1. Conformance with Florida Standards. As in Pinellas County's "regular" schools, assessment will be an ongoing continuing effort, done on a regular basis with feedback and follow-up. Like the "regular schools" there will be four report cards throughout the year, but final grades for courses will be done on a semester basis. Our mid-terms and finals will be adjusted to tie in with FCAT formats, which we feel is just another practical innovation to better help students (in a practical and standard manner), get ready for the important FCATs. Indeed, our system is looking at our venture as a working partnership with the Pinellas County School Board, as well as with State Department of Education. Charter law calls not only for innovation for at risk students, but also as a realization by the charter organization that foundational bases are a necessary part of the charter experience. This we fully understand and hopefully are showing you in this application that we are doing all we can to be a fully integrated member of the Pinellas County Public School System.

As we receive new requirements, both for curriculum and assessment from the State and the Board, they will be incorporated into our assessment package. In fact, we will assess each student by two different methods - ours and the standard methods currently used in County schools - to permit a comparison between the methods currently used in Pinellas schools, and the methods described below, as well as enabling the Board to compare our students' rates of progress with those of students attending other schools. This complies with Item I.A.5 of the Application, calling for a new form of accountability).

Our assessment and measurement devices and techniques will include:

- ▶ FCATS for core areas
- ▶ Standard Achievement Tests
- ▶ Databasing for assessment and networking of statistics
- ▶ Teacher generated tests
- ▶ journals
- ▶ projects

- ▶ charity projects (moral values assessment)
- ▶ writing portfolios
- ▶ Teacher's portfolio for each student
- ▶ computer tests
- ▶ observations
- ▶ teacher/ombudsman folder for each student
- ▶ Higher Level Thinking Assessment folders
- ▶ Parent observation files
- ▶ Emotional assessment measures
- ▶ Student self-evaluative analysis folders

At this stage, we intend to establish relative weights for each of these items; this will be one of the first tasks to be performed by the faculty as proof of our commitment to their empowerment; their decision will be referred to the School Board staff for comment and input before becoming final.

Finally, for placement within the school, an evaluation package designed with components from the following will be used:

- ▶ Torrance Creativity Test
- ▶ Student Questionnaire Rating for School
- ▶ Parent School Rating Questionnaire
- ▶ Former teacher referrals and conference forms
- ▶ Extra-curricular activities/hobbies
- ▶ References from other students
- ▶ Behavior information from report cards
- ▶ Love of Reading, Writing, and/or Math
- ▶ FCAT scores.

Each student, as noted above, will be assigned a faculty "ombudsman," whose first task for that student will be to prepare an assessment of the student based on all the above. Several all-day meetings will be held in June or July, 2001, at which all incoming student assessments are briefly presented to the faculty (with an initial faculty of six, this is quite practical - in future years only new students will need to be so assessed), and will be placed either in our "standard" classes, or be placed in such teaching enhancement programs (i.e., tutoring, upgrades of learning skills, etc.) as the faculty deems appropriate.

In terms of student, staff, and faculty accountability for academic outcomes, we feel that these tools provide more than adequate, and innovative, means of assessing progress. In addition, the school's governance structure permits ongoing assessment of faculty as well as staff.

Specifically, we have previously noted above that our semester-based system uses midterms and finals in conjunction with FCAT-like questions to grade against benchmarks established by the Board and the State. We believe this is indeed a clearly defined, way to more clearly measure learned benchmark objectives in a very distinct and direct manner.

Our basic goal is to achieve a mean ongoing performance standard at 15% above County norms in all required subjects.

We plan to incorporate computer-based licensed tests to directly correlate to our FCAT-based goals as another standard of our measurement system. Since data driven analysis is one major quality learning tool of Pinellas County, we see our approach as both standard and innovative. It is certainly one that can be directly data tested by all to see, as we do plan to database all of our measurement, evaluation, assessment, and placement information. In essence, we believe our evaluation/accountability system to be essentially complete in its ability to use data driven results to change through use in the School Improvement Plan.

Thirdly, we include emotional quotient measurement. As stated earlier, we believe this to be one of the next great reform movements in education. We plan to further test this statement with tools derived from Dr. William Glasser's "Reality Therapy" movement. Dr. Glasser's "Reality Therapy" has been used for SED, for LD, for gifted, for inclusion programs, and other social programs, all with significant results. (Again, we note there may be differences here between us and some Board staff, but since this is an enhancement of the program and assessment rather than a replacement of existing or consensually agreed-upon assessment measures, there should be no problem with our using it.)

In sum, we plan to derive data from emotional yardsticks, such as student surveys that ask questions correlating emotional status of mind with taking tests and their subsequent results. In a very real sense, however, the emotional intelligence component of our program becomes less critical than the academic components; if our students are in fact learning more and scoring higher on tests, and exhibiting less dysfunctional behavior, the school should be considered a success.

II. GOVERNANCE AND ADMINISTRATION ISSUES

A. ORGANIZING BOARD.

1. Organizing Board

NOTE: Please see Appendix 3 for Board resumes.

Mr. Terry W. Schlesinger, Teacher and Dean - Ex Officio Board Member (no vote)
Initiator of *The Love of Learning, Inc.*
12760 Indian Rocks Rd., #558
Largo, FL 33778
727-517-1137

Terry Schlesinger has taught language in Taiwan, where he developed the school's curriculum, hired the personnel, and administered the school. He has worked in a therapeutic adolescent boy's outdoor program for SED boys, using Dr. William's "Reality Therapy" [in which he is

trained, and can teach to prospective faculty]. Over the past 20+ years, Mr. Schlesinger taught every grade from K through 12, and almost every subject.

He received a grant from the State Education Department of Georgia, for a study which resulted in showing that gifted younger children can do abstract thinking, contrary to Piaget's thinking, which claimed that only children over the age of twelve can begin to think abstractly. This project was part of the movement that gave impetus to the theory that "thinking skills" must be taught as early as the elementary grades. Now we see public school advertisements which state, "FCAT is a Thinking Test."

Mr. Schlesinger is deeply committed to education. He sees reform as coming best from educators who have been in the classroom for a long time, with rich, varied experience.

Dr. Robert Glenn, Ph.D., LMFT
Child Psychologist
2288 Drew St.
Clearwater, FL 33765
727-726-9408

Dr. Glenn has worked in many of Pinellas County's public schools personally for many of our "at-risk" students. He concurs in the definition of this group of at-risk students, "the emotionally and creatively advanced students," for he sees them on all campuses. He brings to the Board of Love of Learning an in-depth understanding of the needs of our students.

Dr. Flora Robinson, M.D.
Developmental Pediatrician
All Children's Hospital
St. Petersburg, FL
727-398-4704 (Home)

Dr. Robinson is doing pediatric research at All Children's Hospital, as well as serving the needy at a south-side clinic. As an African American, Dr. Robinson can testify to our deep and strong abiding commitment to creating a charter school for everyone. She brings to the Board both the experience of a parent of public school children and an understanding of health issues.

Dr. Ronald Lipton, Ph.D.
Long-time educator
Dean of Graduate Studies in Iran
Management Consultant
Expert in Start-ups and Non-profit Organizations
365-55th Ave. S.
St. Petersburg, FL 33705
727-864-1014

Dr. Lipton is a leader in health care reform and management, as well as having had a very successful career in government, and in the private sector. He is known for his success in fixing broken companies, and in structuring and funding new ventures. He currently is an independent

consultant and writer. He brings to the Board knowledge and experience in all aspects of non-profit management (including fiscal), and an ability to direct fund-raising and grant campaigns. He will be the pont of contact between the Board of Education and The Love of Learning.

Jennifer Waterman
Parent Representative
7832 - 91st ST N
Seminole, FL 33777
727-391-3347 (Home)

Mrs. Jennifer Waterman is an exceptional example of parental activism, not just in helping out in the classroom, but in her very deep, proactive understanding of the issues in education, and her strong, powerful undying commitment to seeing public education improve.

Mr. George Pappas
Legal Counsel
2638 Velventes Dr.
Clearwater, FL 33761
727-771-0669 (Home)

George Pappas is our legal counsel. Mr. Pappas is also dedicated to the intrinsic wisdom of our charter, and his dedication to improving the quality of education is well known. [Please see Appendix 9 for the Corporate Papers]. He is also a member of the Board of Directors of the Athenian Academy Charter School.

Lishuang Zhou, Ph.D.
Member of National Museum
Board of Fellows, China
Horticulturalist-Architectural Engineer
12760 Indian Rocks Rd., #558
Largo, FL 33774
727-517-1137 (Home)

With a unique doctorate in horticultural and architectural engineering Ph.D., Dr. Lishuang Zhou brings to the Board the ability to ensure that our campus is designed and enhanced to create an atmosphere which best promotes learning. She also brings a fresh cross-cultural approach to our science program. In China, she is famous for discovering two new species of a plant during her many travels for the National Museum Board

As noted above, this is a small initial Board, and is deliberately so designed, to permit the addition of parents of our students without making the size of the Board unwieldy.

ADVISORS (Not Board Members)

Martin Shelby, Largo

Danny Wheelock, CPA, Lakeland

Mr. Wheelock's firm has been hired to serve as our financial management advisors and budget/audit firm. We believe our current Board, as shown in Appendix 3, contains not only eminent and dedicated individuals, but individuals with special skills, experience, and

community standing. This board will be expanded to include members from the immediate surrounding community. They all serve with no remuneration

In order to avoid the impression of conflicts of interest, Messrs. Shelby and Wheelock will not be formally part of the Board, but are in support of our plan (see attached reference letter from Mr. Shelby in Appendix 5).

2. Partnerships

Efforts will be made by The Love of Learning to establish partnerships with elementary and middle schools in the area to interchange curriculum and staff development ideas. Area businesses will be invited to get involved in the school by sponsoring the school's educational programs and providing mentors and tutors for the students. Groups such as the Academy of Senior Professionals at Eckerd College will be contacted to provide ongoing expertise in academic areas of specialty.

Presentations will be made to community groups so that they are aware of the educational opportunities offered, how local children may apply, and how they may provide assistance.

We have already been in touch with organizations which donate to worthy innovative educational organizations. Several have expressed serious interest to Dr. Lipton, and the application process will proceed as soon as we receive the Board's approval.

3. Official Representative

During charter negotiations, The Love of Learning will be represented by Dr. Ronald Lipton.

B. SCHOOL GOVERNANCE

1. Employment Regulations

The school will be a private employer in accordance with subsection (7) of the statute. However, in terms of actual functioning, our plan is to match salaries and benefits offered in the public sector as much as possible, since we recognize we will have to compete for faculty and staff. In the first year, however, a pension plan will not be offered; it will be offered thereafter. At this point, we do not plan to participate in FRS.

Further compliance with the statute is ensured by the role to be played by Danny Wheelock as financial manager and budget/audit firm. And, we have the ongoing advice of two attorneys.

Additional information on the governance structure of the school is contained below.

- ▶ Availability and use of grant funds
- ▶ Assessment of programs
- ▶ Future Budget issues

This body will be advisory only, and we are requesting national leaders in educational innovation to participate.

Before convening a meeting, the Board and all committees shall establish an agenda and distribute it to council members before meeting date, and publish the meeting time and agenda in the public media. All meetings, except those specifically excluded by law shall be held in accordance with the Florida Sunshine Law.

In order to ensure productive, efficient meetings, the Board and all Committees shall:

- ▶ start on time
- ▶ review the agenda
- ▶ clarify agenda items as necessary
- ▶ the chairperson should summarize the discussion often
- ▶ decisions will be made by consensus and if consensus is not reached, a motion will be made and a majority vote will decide

All Advisory Committee members, as well as Board members, and all staff will be fingerprinted and a background check will be conducted.

The Board of Directors is accountable to the parents/guardians, students, and the community members of the school, and to the School Board of Pinellas County. There will be regularly scheduled board meetings in which citizens, students and the community can address their concerns. Minutes will be taken of all meetings and will be available for review at the school by request. A schedule of board meetings will be given to the parents during registration and mailed notices will remind parents of meetings. In addition, public notice of all meetings will be made through the public media.

As the legally bound organ of the school, the Board will have final say over all decisions made for the school, including the hiring and firing of Dean and Administrative Director, all fiscal matters, including approval of the annual budget and extraordinary expenditures, all operating policies and employment policies of the school. The Board will also establish an Executive Committee to hear grievances of parents, faculty, and students which can not be resolved below Board level, and shall have the authority to make final decisions regarding all such grievances.

5. Resolution of Disputes Between School Board and Board of Directors.

Should decisions of the Board arise which involve unresolvable conflicts between the Board and the Founder(s), outside assistance will be sought, as follows:

There will be a procedure in the Bylaws to handle conflicts and problems.

Any conflicts that may arise will be solved at the lowest possible level and

any that cannot be resolved will be handled through a mediation process. If resolution is not arrived at through this mediation process assistance will be sought from the Board's attorney and the Florida Department of Education. As a last resort, arbitration procedures used by the Department of Education will be used, and all employee contracts will require ultimate adherence to such arbitration.

6. Parental Involvement.

Parents, guardians, and child advocates will be encouraged to become involved through a strong parent support group, which will meet monthly, and which in turn will be represented on the Board of Directors and Advisory Committees. All Board meetings will be public. All parents/guardians and advocates will have an opportunity to volunteer at the school as well as to attend parent workshops. As stated above, there will be many opportunities for parents to tutor and otherwise become involved in the school. However, a student's success or failure will in no way depend upon parent involvement.

In addition, annual survey of parents will be conducted each year, and the results made public. The results will be used for school improvement.

7. Compliance with Statutes Relating to Public Records and Public Meetings (Chapter 119, Florida Statutes & S.286.011 Florida Statutes)

The School will comply with Florida Statute 119.011(2) relating to public records and 286.11, relating to public meetings. Records will be made available to the general public for inspection and public meetings will be advertised ahead of time and the public will be given a place on the agenda for input and comments. Any person may request and receive a copy of the records of any meeting. Only those records and meetings specifically exempted from the law (i.e., meetings with a parent to discuss a his/her child's personal issues) will be held without public notice or presence. Aggregate school performance records will also be made available to the public.

In addition, our legal counselors will provide specific advice regarding any planned meeting or communication regarding the statutes if the Board or Administration has questions regarding their applicability. Also, we intend to follow the guidelines set out by Judge Merryday with regard to community fairness and participation, and will be in regular contact with the Board's legal staff to learn of specific rules and regulations as they are developed to implement the Judge's decision.

Please note, however, that our intent is to provide education and not to become involved in politics. Therefore, we do not intend to seek media or public attention, nor will we in any way attempt to influence decisions of the School Board by such means.

C. LENGTH OF CONTRACT & IMPLEMENTATION TABLE

1. Length of Initial Charter Term

The Charter School law provides for the length of the initial contract to be up to five years, which is what is being requested in this proposal.

2. Timetable.

Conditional charter approval is being requested by October 30, 2000 so that a facility can be secured, equipment ordered and staff hired to ensure a smooth opening of school in the Fall of 2001.

	10/00	11/00	12/00	1/01	2/01	3/01	4/01	5/01	6/01	7/01	8/01	9/01
Proposal	x											
Charter Negotiations		x	x									
Bldg. Paperwork			x	x								
Bldg. Repair RFP					x							
Contractor Choice						x						
Construction/Repair							x	x	x	x		
Bylaws/other legal		x	x									
Faculty Recruitment			x	x	x	x	x	x	x			
Student Recruitment/Lottery				x	x	x	x	x	x	x		
Curriculum Finalization							x	x	x			
Supplies/Equipment Purchase							x	x	x	x		
Other Purchases					x	x	x	x	x	x		
Vendor/Svc. Contracts							x	x	x	x		
Board Mtgs.	x	x	x	x	x	x	x	x	x	x	x	x
Pre-school setup								x	x	x	x	
Student Assignments									x	x	x	
Open House										x		
Administrative Systems						x		x	x	x	x	
Open School												x

D. SUPPORT

Please see letters of support attached as Appendix 4.

III. BUSINESS AND MANAGEMENT ISSUES.

1. Professional Expertise.

Dr. Lipton will serve as the administrator during year 1, and possibly thereafter. He has over 30 years of experience managing various organizations. His expertise includes human resources, financial management, Board operations, inventory control, purchasing, and compliance programs. He will be the only one authorized to write checks, all of which must be signed by him and one other person - either a Board officer or the Dean.

The financial management and reporting system will be provided by Danny Wheelock's Florida Charter School Services organization. Mr. Wheelock has over 20 years of experience in financial Management of Florida public schools, and is currently providing similar services to 10 charter schools in Florida. Mr. Wheelock will provide us with the software to maintain records in compliance with State requirements and formats, and he will provide monthly oversight and reporting to our Board. He will also provide the first annual financial report.

In subsequent years, as the school is able to provide more experienced school financial reporting in-house, Mr. Wheelock's function will change to that of independent auditor.

2. Start Up Budget

Until the end of the start-up period, Dr. Lipton will be donating his time. Capital outlay budget cannot be determined until the Board has decided on our request for the Oldsmar Elementary School building.

Therefore, the following is our best estimate at this time of funds needed for planning and capital outlay:

Financial planning services	\$ 4,500
Part-time academic recruitment/planning	\$ 20,000
Pre-school year salaries	\$ 40,000
Student recruitment	\$ 10,000
Curriculum consultant	\$ 10,000
Board expenses	\$ 750
Legal	\$ 2,000
Supplies	\$ 200
Postage, misc.	\$ 1,250
Capital Outlay	\$100,000-\$140,000???

3. Three Year Budget

See Appendix 8.

4. Fund-raising Efforts.

Several fundraisers throughout the year will supplement the budget. Parents, staff and students will conduct these. In addition, the Board has already begun seeking corporate and grant support; this will be an ongoing function. Please note that several Founding Board members have experience as professional fund-raisers and grant writers.

5. Insurance

The school has made arrangements to send out bids, and budgeted for insurance, including property, casualty insurance as well as liability insurance. It will also arrange for a Fidelity Bond to provide for any student accidents, and E&O insurance for the Board

IV. FACILITIES

A. Facilities to Be Used.

We herewith formally request that the School Board allow us the use of the unused facility known as Oldsmar Community School. We believe this facility will fit the needs of both the School Board and the courts, in terms of distribution of students, community needs, and ease of transportation in the north county area. We note that at the meeting of the School Board on February 22, 2000, this facility was offered to the Bay Village charter school. Since they turned it down, and we were the next charter applicant, we feel we should have the opportunity to use it.

Please note that we have endeavored to develop a working relationship or partnership with the City of Oldsmar, which we understand will also be requesting this building for a neighborhood charter middle school, but we have received no encouragement from them.

Since the School Board has never been in a situation where it has had to choose between applicants for a particular Board-owned building, there is no way for us to predict what decision the Board will reach. We are confident, however, that reason, rather than politics, will prevail. However, if the Board sees fit to grant this building to the City of Oldsmar, we have already visited several vacant supermarkets and warehouses and can choose an alternative site within one month of the Board's decision. All of these sites are between Ulmerton Road and East Bay Drive, with one exception, which is ½ mile north of Park Blvd. on U.S. 19.

Please also note that we have read, in detail, all legal documents given us by Board legal staff, including Judge Merryday's order, the agreement regarding charter schools, and others. Unfortunately, there remains a great deal of ambiguity regarding what is required of us; however, our Board is firmly committed to absolute adherence to any and all aspects of the agreement and the judgement, even if this requires us to locate to a site as yet not considered.

Until the school is opened, the address for the organization/school will be:

Love of Learning
365 55th Avenue South
St. Petersburg, FL 33705

B. Applicable Local Building Codes.

The facility would comply with local building codes and would meet fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located.

All renovations will be planned to bring us into compliance well before opening, and we expect to work with local building officials as our plans progress.

C. Financing Plans for Facilities.

Board members are working with interested community partners, and have already met with several banking representatives, to secure sound financial arrangements for obtaining the best facility for this charter school, based on our expectation of per student funds, and an analysis of the repair needs of the Oldsmar facility.

In addition, as the school grows (see budgets for years 2 and 3) we expect an operating surplus; this is even if a privately financed facility must be procured. This surplus will be largely allocate to additional construction - perhaps a new or enlarged building.

V. RECRUITING AND MARKETING PLAN

A. Publicizing the School.

The School will be publicized throughout the County. Ads will be placed in local newspapers. It will be publicized on television through public access programs, and we already have tentative commitment from local cable companies for access. Community meetings will be held, and well as meetings and announcements at community centers and places of worship. A 24 hour phone line will take questions for response within hours, and a website will be set up for F.A.Q.s.

Brochures and pamphlets on the school will be designed and distributed throughout the community. It will be presented to various community groups, corporations and organizations. There will be program tours and open houses once the facility is in place for parents and community members.

In addition, we are already recruiting community leaders to hold meetings in their neighborhoods

B. Federal Court Order Guidelines

As noted throughout this application, we will be taking every step necessary to comply with the desegregation order, amendments, and pursuant regulations. We are especially committed to adherence to the racial and ethnic balances to be published by the Board. To the extent necessary, we will hire representatives of under-represented groups to specifically recruit students from such groups; we only await the Board's final determination of what the ratios should be in the area in which we will locate.

VI. OPERATIONS

A. ADMISSIONS AND REGISTRATION PLAN

1. Describe the Admissions and Dismissal Procedures.

We will operate under the dictates of School Choice, and within the guidelines of the desegregation order, ratios determined by the School Board, and we will be open to application by any student in the County.

Applications will be accepted for each grade level. The School Board will be asked to conduct any needed lotteries. Siblings of current students will be given preference throughout and a lottery will be held if the number of applicants exceeds the spaces available. Vacancies will be filled from a waiting list established during the lottery process.

Dismissal will rely on the same standards and procedures used by the School Board.

2. Timetable for Registering and Admitting Students.

The recruitment plan, staff, and materials will be prepared in January, 2001.

Applications will be available in February and will be accepted until the school is at capacity, or June 1, 2001, whichever occurs latest.

If there are more applicants than spaces available, the Pinellas County School Board will be asked to conduct a lottery. Those students chosen in the lottery will be admitted to the school.

Registration will take place in June and July.

B. HUMAN RESOURCES

1. Standards to Be Used in the Hiring Process.

The staff will have the certification or be otherwise qualified (per School Board requirements) for their role(s) in the school as required by the State of Florida or be eligible for the teaching certificate or other certification. The Dean and Administrative Director will be responsible for

the management and supervision of the school program and its staff, with the Dean responsible for academic personnel. The Dean will be fully knowledgeable about the methods of instruction to be used, have considerable experience with the target student population, and will be required to have excellent recommendations and evaluations and the support of the Board and community.

The entire staff must be willing to work as a team in order to ensure an effective and creative school where students love to learn.

The process of hiring will include a nationwide search, via the Internet, seeking out qualified teachers. Notices will be placed in local newspapers and professional journals as well. We plan to have signed contracts with the full contingent of teachers by March, 2001.

2. Human Resource Policies.

The salaries and benefit packages for the staff will be similar to those of the public/private schools around Pinellas County. They will take into account years of experience and degrees held. The Board will develop full personnel policies, including staff evaluation and termination procedures, and has been in consultation with a leading employee law firm which has volunteered to help. In addition, we have prepared a draft personnel manual which can be submitted upon request.

We have budgeted an average base salary of \$33,000 for each full-time teacher in Year 1.

It is important also to note that we do not intend to "raid" other Pinellas schools for faculty, although no qualified teacher will be prohibited from applying.

All prospective employees will undergo a drug test, a complete background check, interviews, verification of employment, fingerprinting, etc., both to insure the safety of our students and to attest to their qualifications.

Dismissal of a teacher will be in accordance with Board of Education rules, regulations, and procedures.

3. How the Qualifications of the Teachers Will Be Described to Parents.

A Parent's handbook will be prepared that will contain, among other information, the curriculum vita of each teacher and administrator. This will be available during registration and as part of the recruitment process. They will also be available on the school's web site

1).WHAT IS THE TARGETED STAFF SIZE, STAFFING PLAN, AND PROJECTED STUDENT-TEACHER RATIO?

The initial staff will consist of:

- 1 Dean
- 1 part-time Administrator

6 Teachers
5-10 expert volunteers
1 part-time Secretary/clerk
1 part-time physical education teacher (daily PE will be led by teachers)
1 part-time counselor/psychologist
1 part-time ESOL teacher
1 part-time music teacher

The initial student-teacher ratio, as described earlier, will be 25 to 1, with individual and small group activities to meet individual student needs. If part-time instructional staff are included, the ratio is reduced to approximately 22 to 1.

Additional staff will be secured in subsequent years as the school expands.

C. TRANSPORTATION

Per our discussion with Board of Education staff, we do not intend to directly provide transportation for students. However, we are committed to seeing that transportation is not a barrier to attendance. Since the school is expected to have heavy parental involvement, we will organize car pools for students coming from all over the County.

In sum, The Charter School staff will work with all parents who are accepted into the Charter school to work out any transportation difficulties and assure access to all students who would like to attend.

D. FOOD SERVICE

The school will contract with the School district, if a nearby school has the capability to handle our meals, or with a qualified contractor such as a local hospital for the provision of food service. We intend to pick up the lunches from the provider on a daily basis. Long-range plans, as the school expands, call for us to apply to become a free/reduced fee lunch provider with our own kitchen.

Please note that our budget includes a line item expenditure for the subsidy of school lunches for low-income students. Determination of eligibility will be done in accordance with Federal guidelines, as provided to us by the Board of Education staff.

CURRICULUM

SPRING, 2004

Language Arts Curriculum

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
Literature/Reading <ul style="list-style-type: none"> • Albert Einstein • Treasure Island • Otherwise Known as Sheila the Great Intro to Analytical and Discussion Skills	Literature/Reading <ul style="list-style-type: none"> • From the Mixed-Up Files of Mrs. Basil E. Frankweiler • Treasure Island • Island of the Blue Dolphins Discussion and Analytical Skills Including: <ul style="list-style-type: none"> Predictions Summaries Character Analysis 	Literature/Reading <ul style="list-style-type: none"> • The Call of The Wild • Indian Captive • Peter Pan • Red Badge of Courage 	Literature/Reading <ul style="list-style-type: none"> Mechanics Historical Fiction • Catherine, Called Birdy • The Midwife's Apprentice • Matilda Bone Writer's Workshop Biographies Slavery • Slave Dancer • Primary Sources Fiction and Drama • The Winter Room • Among the Hidden • Bridge to Terabithia • Fair Weather
Writing & Grammar <ul style="list-style-type: none"> Spelling Mastery Daily Journals Verbs & Tenses Writing Process Research Projects Factual Writing 	Writing & Grammar <ul style="list-style-type: none"> Spelling Mastery Daily Journals Verbs & Tenses Writing Process Presentation Factual Writing 	Writing & Grammar <ul style="list-style-type: none"> Spelling Mastery Editing Skills Daily Journals Verbs & Tense 	Writing & Grammar <ul style="list-style-type: none"> Spelling Mastery Editing Skills Daily Journals Verbs & Tense

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
History Florida History <ul style="list-style-type: none"> • Native Americans • Cultural History • Economics • Historical Events 	History Early America & Colonies Economics & Banking US Production & Distribution Revolutionary War Declaration of Independence US Constitution Bill of Rights Government Civil War Industrial Revolution WWI US History 1920's - Present	History History & culture of Africa History & Culture of Asia & Oceania Major events in Ancient History Social, Political & Economic Systems	History & Geography River Valley Civilizations The Renaissance Europe The Americas
Geography Intro. to Geographic Tools and Data Interpretation	Geography Data Interpretation Mastery of Geographic Tools	Geography Utilizing Geographic Tools Regions of the Earth Geographic Influences	

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
History Florida History <ul style="list-style-type: none"> • Native Americans • Cultural History • Economics • Historical Events 	History Early America & Colonies Economics & Banking US Production & Distribution Revolutionary War Declaration of Independence US Constitution Bill of Rights Government Civil War Industrial Revolution WWI US History 1920's - Present	History History & culture of Africa History & Culture of Asia & Oceania Major events in Ancient History Social, Political & Economic Systems	History & Geography River Valley Civilizations The Renaissance Europe The Americas
Geography Intro. to Geographic Tools and Data Interpretation	Geography Data Interpretation Mastery of Geographic Tools	Geography Utilizing Geographic Tools Regions of the Earth Geographic Influences	

Science Curriculum

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
Introduction to Experimentation & Scientific Process Measuring Mass, Volume & Length States of Matter Atomic Theory Geology Solar System & Astronomers	Scientific Method Including: • Data Collection • Variable & Control Science & Technology Classification of Animals Food Webs/Energy Cycle	Human Body Systems Force & Acceleration Newton's Laws of Motion Matter & Energy Ecosystems Weather & Climate Solar System & Astronomers	Waves & Light Electricity & Magnetism Earth's Surface & Weathering Oceanography Ecology Cellular Reproduction & Heredity Human Body & Reproduction

Mathematics Curriculum

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
Graphing	Graphing	Statistics	Algebra
Organizing Data	Organizing Data	Decimals	Scientific Notation
Fractions & Decimals	Fractions & Decimals	Measurement	Statistics
Probability	Probability	Patterns	Ratios & Probability
Mastery of Multiplication and Division	Intro. to Geometric Concepts	Fractions (x & /)	Equations & Functions
	Complex Arithmetic Reasoning	Geometry	Applying Fractions
		Coordinate Planes	Rates & Proportions
		Percentages	Translations & Reflections
		Volume & Area	Pythagorean Theorem
			Area of Triangles, Trapezoids & Circles
			Pythagorean Theorem
			Volume & Surface Area
			Permutations

Sixth Grade Language Arts Curriculum

Unit Name: Creative Daily Journal Writing

Objectives:

1. The students will demonstrate ability to develop a daily journal.
2. The students will demonstrate ability to use the writing process effectively.
3. The students will demonstrate ability to write in order to communicate ideas and information effectively.

Skills:

1. Students focus on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information)
2. Students use an appropriate organizational pattern having a beginning, middle, end and transitional devices.
3. Students demonstrate a commitment to and an involvement with the subject that engaged the readers.
4. Students demonstrate a command of the language including precise word choice and use of appropriate figurative language.
5. Students use an effective organization pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequence of events, choosing effective words; using specific details to clarify meanings).
6. Students proofread writing to correct convention errors in mechanical, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher and peers, as appropriate.
7. Students revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
8. Students select and uses format for writing which addresses the audience, purpose, and occasion.

Materials:

- Journal: The students brought a unique journal to class daily.
- Dictionary: The students looked up words that they did not know how to spell.

Assessment:

- The journals are collected at the end of the week and the teacher checked them.
- An A is given if the student followed the directions properly, and if their journal has correct sentence structure and few spelling/grammar errors.
- A B is given if the students did not follow ever direction given, and if there are frequent spelling/grammar errors.
- A C is given if the journal is turned in pass the due date.

Sunshine State Standards and GLEs:

LA.B.1.3.2-The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation, conveys a sense of completeness and

wholeness with adherence to the main idea, has an organizational pattern that provide for a logical progression of ideas, has support that is substantial, specific, relevant, concrete, and/or illustrative, demonstrates a commitment to and an involvement with the subject, has clarity in presentation of ideas, uses creative writing strategies appropriate to the purpose of the paper, demonstrates a command of language (word choice) with freshness of expression has varied sentence structure and sentences that are complete except when fragments are used purposefully, has few, if any, convention errors in mechanics, usage, punctuation. All GLEs are addressed.

LA.B.2.3.3- The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion. All GLEs are addressed.

Unit: Interdisciplinary Spelling and Vocabulary Words

Objectives

1. Students will demonstrate awareness that language and literature are primary means by which culture is transmitted.
2. Students will demonstrate understanding that language changes over time.
3. Students will demonstrate ability to select language that shapes reactions, perceptions, and beliefs.
4. Students will demonstrate understanding that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

Skills:

1. Students will understand ways culture and time period influence literary work.
2. Students will explore origin and historical development of words.
3. Students will explore changes in sentence patterns over the years.
4. Students will identify slang, both past and present.
5. Students will use words and images that best express intended messages.
6. Students will know patterns and rules found in the English language (for example, grammar usage, word pronunciation).

Materials:

- Spelling/Vocabulary words: Spelling and vocabulary words are collected from each of the four teachers.
- Geography: The World and it's People

Assessment:

- A test was given at the end of each week. The students had to spell the word correctly and match it to its definition.

Sunshine State Standards and GLEs:

LA.D.1.3.2- The student demonstrates awareness that language and literature are primary means by which culture is transmitted. All GLEs are addressed.

LA.D.1.3.4- The student understands that language changes over time. All GLEs are addressed.

LA.D.2.3.1- The student selects language that shapes reactions, perceptions, and beliefs. All GLEs are addressed.

Unit Name: Chapter Book Study

Objectives:

1. The students will demonstrate ability to utilize background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.
2. The students will demonstrate ability to utilize a variety of strategies to analyze words and text, draw conclusions, use context and word structures clues, and recognize organizational patterns.
3. The students will demonstrate ability to determine the main idea or essential message in a text and identifies relevant details and facts and patterns of organizations.
4. The students will demonstrate ability to identify the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.
5. The students will demonstrate willingness to ask questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.

Skills:

1. Students will predict ideas or event that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses.
2. Students will use prewriting strategies before reading (for example, a KWL or skimming text headings, bold type, and other text features).
3. Students will make predictions about purpose and organization using background knowledge and text structure knowledge.
4. Students will read and predict from graphic representations (for example, illustrations, diagrams, graphs, maps).
5. Students will use context and word structure clues to interpret words and ideas in text.
6. Students will make inferences and generalizations about what is read.
7. Student will use strategies such as graphic organizers and note making to clarify meaning and to illustrate organizational patterns of text.
8. Students will determine a text's major ideas and how those ideas are supported with details.
9. Students will draw inferences and supports them with text evidence and experience (for example, conclusions, or generalizations).
10. Students will paraphrase and summarize text to recall, inform, or organize ideas.
11. Students will analyze ways writers organize and present ideas (for example, though chronology, comparison-contrast, cause-effect).

12. Students will discuss the meaning and role of point of view in a variety of texts.
13. Students will state the author's purpose and relates it to specific details from the text.
14. Students will participate in classroom discussions using effective speaking strategies (for example, asking questions, making observations).
15. Students will participate as a contributor and occasionally acts as a leader in a group discussion.

Materials:

- The Call of the Wild by: Jack London
- Indian Captive: the Story of Mary Jemison by: Lois Lenski
- Discussion Questions from each chapter: focused on specific details from text, predicting, and summarizing

Assessment:

- Chapter Tests were given to evaluate the students understanding of the text.

Sunshine State Standards and GLEs:

LA.A.1.3.1- The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection. All GLEs are addressed.

LA.A.1.3.2- The student uses a variety of strategies to analyze words and text, draw conclusions, uses context and word structure clues, and recognizes organizational patterns. All GLEs are addressed.

LA.A.2.3.1- The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. All GLEs are addressed.

LA.A.2.3.2- The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. All GLEs are addressed.

LA.C.3.3.2- The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences. All GLEs are addressed.

Unit: Comedy Variety Show

Objectives:

1. The students will demonstrate ability to identify the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.
2. The students will demonstrate ability to draft and revise writing that:
 - a. is focused, purposeful, and reflects insight into the writing situation
 - b. conveys a sense of completeness and wholeness with adherence to the main idea

- c. has an organizational pattern that provide for a logical progression of ideas
 - d. has support that is substantial, specific, relevant, concrete, and/or illustrative
 - e. demonstrates a commitment to and an involvement with the subject
 - f. has clarity in presentation of ideas
 - g. uses creative writing strategies appropriate to the purpose of the paper
 - h. demonstrates a command of language (word choice) with freshness of expression
 - i. has varied sentence structure and sentences that are complete except when fragments are used purposefully
 - j. has few, if any, convention errors in mechanics, usage, punctuation
3. The students demonstrate ability to select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose and occasion.
 4. The students demonstrate ability to listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
 5. The students demonstrate ability to select and listen to reading of fiction, drama, nonfiction and informal presentations according to personal preferences.
 6. The students demonstrate ability to acknowledge the feelings and messages sent in conversation.
 7. The students demonstrate ability to use responsive listening skills, including paraphrasing, summarizing and asking questions for elaboration and clarification.
 8. The students demonstrate ability to use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.
 9. The students demonstrate understanding of how volumes, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
 10. The students demonstrate ability to speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.
 11. The students demonstrate ability for an awareness of the difference between the use of English in formal and informal settings.
 12. The students demonstrate ability to select language that shapes reactions, perceptions, and beliefs.
 13. The students demonstrate ability to incorporate audiovisual aids in presentations.
 14. The students demonstrate understanding of how characters and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

Skills:

1. The students will discuss the meaning and role of point of view in a variety of texts.
2. The students will state the author's purpose and relates it to specific details from the text.
3. The students will focus on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information)
4. The students will use an appropriate organizational pattern having a beginning, middle, end and transitional devices.
5. The students will demonstrate a commitment to and an involvement with the subject that engaged the readers.
6. The students will demonstrate a command of the language including precise word choice and use of appropriate figurative language.
7. The students will use an effective organization pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequence of events, choosing effective words; using specific details to clarify meanings).
8. The students will proofread writing to correct convention errors in mechanical, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher and peers, as appropriate.
9. The students will revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
10. The students will select and use format for writing which addresses the audience, purpose, and occasion.
11. The students will follow verbal directions.
12. The students will paraphrase information.
13. The students will expand and enhance personal interest through listening.
14. The students will listen to fiction, drama, nonfiction, and informational presentations based on personal preferences
15. The students will recognize verbal and nonverbal cues and responds appropriately.
16. The students will stay alert while listening.
17. The students will make eye contact while listening.
18. The students will demonstrate appropriate body language while listening.
19. The students will ask pertinent questions during activities such as interviews and discussions.
20. The students will summarize main points and supporting details orally and in writing.
21. The students will demonstrate nonverbal cues to convey a message to an audience (for example, movement, gesture, facial expressions).
22. The students will evaluate classroom presentations according to volume, stress, pacing, and pronunciation.
23. The students will organize classroom presentations according to volume, stress, pacing and pronunciation.
24. The students will identify the occasion, audience, and purpose for speaking.
25. The students will use appropriate grammar, word choice, and pacing.
26. The students will use language which is clear, audible, and suitable.

27. The students will deliver a speech which appropriately addresses the audience.
28. The students will know when to use formal and informal English based on audience and purpose.
29. The students will use words and images that best express intended messages.
30. The students will use multimedia tools to enhance presentations.
31. The students will know motives for a character's actions.
32. The students will know the events in the plot related to the central conflict.
33. The students will know the point of view of a literary work and how it affects the story line.
34. The students will know how cause-and-effect relationships affect the development of a plot.

Materials:

- Art supplies including cardboard, paint, paper, computer, script example, stage equipment
- Theatre

Assessment:

- The students were assessed by their participation.

Sunshine State Standards and GLEs:

LA.C.1.3.1- The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. All GLEs are addressed.

LA.C.1.3.2- The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences. All GLEs are addressed.

LA.C.1.3.3- The student acknowledges the feelings and messages sent in a conversation. All GLEs are addressed.

LA.C.1.3.4- The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. All GLEs are addressed.

LA.C.2.3.2- The student uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience. All GLEs are addressed.

LA.C.3.3.1- The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. All GLEs are addressed.

LA.D.1.3.3- The student understands that there are patterns and rules in semantic structure, symbols, sounds, and meaning conveyed through the English language. All GLEs are addressed.

LA.D.2.3.5- The student incorporates audiovisual aids in presentations. All GLEs are addressed.

LA.E.2.3.1- The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict of story line. All GLEs are addressed.

Unit Name: Earthquake Story

Objectives:

1. The students demonstrate ability to draft and revise writing that:
 - a. is focused, purposeful, and reflects insight into the writing situation
 - b. conveys a sense of completeness and wholeness with adherence to the main idea
 - c. has an organizational pattern that provide for a logical progression of ideas
 - d. has support that is substantial, specific, relevant, concrete, and/or illustrative
 - e. demonstrates a commitment to and an involvement with the subject
 - f. has clarity in presentation of ideas
 - g. uses creative writing strategies appropriate to the purpose of the paper
 - h. demonstrates a command of language (word choice) with freshness of expression
 - i. has varied sentence structure and sentences that are complete except when fragments are used purposefully
 - j. has few, if any, convention errors in mechanics, usage, punctuation
2. The students will demonstrate ability to select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose and occasion.

Skills:

1. The students will focus on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information)
2. The students will use an appropriate organizational pattern having a beginning, middle, end and transitional devices.
3. The students will demonstrate a commitment to and an involvement with the subject that engaged the readers.
4. The students will demonstrate a command of the language including precise word choice and use of appropriate figurative language.
5. The students will use an effective organization pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequence of events, choosing effective words; using specific details to clarify meanings).
6. The students will proofread writing to correct convention errors in mechanical, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher and peers, as appropriate.
7. The students will revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
8. The students will select and use format for writing which addresses the audience, purpose, and occasion.

LA.A.1.3.3- The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. All GLEs are addressed.

Unit: Haiku and Beyond- A Study of Japanese Literature

Objectives:

1. The students will demonstrate ability to use a variety of reading materials to develop personal preferences in reading.
2. The students will demonstrate knowledge of how mood or meaning is conveyed in poetry, such as word choice, dialect, invented words, concrete and abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm.
3. The students will demonstrate knowledge that a literary text may elicit a wide variety of valid responses.

Skills:

1. The students will develop personal reading preferences through exploring a variety of prose, poetry, and nonfiction.
2. The students will identify effective word choice, uses of dialect; and sensory or figurative language in poetry.
3. The students will understand the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).
4. The students will describe how line length, punctuation, and rhythm contribute to overall effect of a poem.
5. The students will recognize that a literary text may elicit a variety of valid responses.

Materials:

- Haiku and Beyond: A Study of Japanese Literature by: Sandy Stokely

Assessment:

- Project, Tests

Sunshine State Standards and GLEs:

LA.A.2.3.4- The student uses a variety of reading materials to develop personal preferences in reading. All GLEs are addressed.

LA.E.1.3.4- The student knows how mood or meaning is conveyed through poetry, such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm. All GLEs are addressed.

LA.E.2.3.3- The student knows that a literary text may elicit a wide variety of valid responses. All GLEs are addressed.

Unit: FCAT Practice (Writer's Workshop)

- List of Current Debatable Events in Asia

Assessment:

- Participation in debate, project

Sunshine State Standards and GLEs:

LA.A.2.3.3- The student recognizes logical, ethical, and emotional appeals in texts. All GLEs are addressed.

LA.A.2.3.8- The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws. All GLEs are addressed.

LA.C.2.3.1- The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message. All GLEs are addressed.

LA.D.2.3.3- The student distinguishes between emotional and logical argument. All GLEs are addressed.

LA.D.2.3.4- The student understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. All GLEs are addressed.

Unit: Word Study

Objectives:

1. The students will demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

Skills:

1. The students will identify word parts such as prefixes, suffixes, and root words.
2. The students will use word origins as a strategy in understanding historical influences on word meanings
3. The students will select appropriate word according to context.
4. The students will analyze word relationships such as analogies.
5. The students will distinguish denotative and connotative meanings of words.
6. The students will learn new words in a consistent manner (for example through reading and writing activities).

Materials:

- Words Their Way by: Donald Bear

Assessment:

- Students will be assessed with periodic spelling tests

Sunshine State Standards and GLEs:

LA.D.2.3.7- The student understands that laws exist that govern what can and cannot be done with mass media. All GLEs are addressed.

Unit: Chinese Current Events and Debate

Objectives:

1. The students will demonstrate ability to recognize logical, ethical, and emotional appeals in texts.
2. The students will demonstrate ability to check the validity and accuracy of information obtained for research, in such a way as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.
3. The students will demonstrate ability to determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
4. The students demonstrate ability to distinguish between emotional and logical argument.
5. The students demonstrate ability to understand how the multiple media tools of graphics, picture, color, motion, and music can enhance communication in television, film, radio, and advertising.

Skills:

1. The students will recognize persuasive techniques in text.
2. The students will distinguish fact and opinion.
3. The students will examine texts for identification of strong versus weak arguments.
4. The students will use resources, such as expert opinion, to check the validity of information obtained from research.
5. The students will identify and examine the influence of personal values on the conclusion that the author draws.
6. The students will summarize main concepts and lists supporting details in a nonprint message.
7. The students will identify biases, stereotypes, and persuasive techniques in a nonprint message.
8. The students will recognize emotional and logical arguments in written, oral, and visible communications.
9. The students will understand differences between propaganda and logical reasoning strategies.
10. The students will understand way the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.

Materials:

- Library
- Internet Access

34. The students will identify slang, both past and present.
35. The students will use words and images that best express intended messages.
36. The students will use multimedia tools to enhance presentations.
37. The students will understand ways mass media may enhance or manipulate information.
38. The students will understand why laws govern use of mass media (for example, plagiarism, copyright, libel, slander).

Materials:

- Display Board
- Library
- Computer with Internet Access
- Arts and crafts supplies including construction paper, markers, paint, crayons, etc.
- Costumes

Assessment:

- Presentation and Project on selected person from history

Sunshine State Standards and GLEs:

LA.A.2.3.5- The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. All GLEs are addressed.

LA.A.2.3.6- The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics. All GLEs are addressed.

LA.A.2.3.7- The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. All GLEs are addressed.

LA.B.2.3.1- The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

LA.B.2.3.2- The student organizes information using alphabetical, chronological, and numerical systems. All GLEs are addressed.

LA.B.2.3.4- The student uses electronic technology including databases and software to gather information and communicate new knowledge. All GLEs are addressed.

LA.C.3.3.3- The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations. All GLEs are addressed.

LA.D.2.3.6- The student understands specific ways that mass media can potentially enhance or manipulate information. All GLEs are addressed.

10. The students will use multiple sources to locate information relevant to research questions (including electronic texts, experts, print resources).
11. The students will separate collected information into useful components using a variety of techniques.
12. The students will synthesize collected information using a matrix or other graphic organizer.
13. The students will focus on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information)
14. The students will use an appropriate organizational pattern having a beginning, middle, end and transitional devices.
15. The students will demonstrate a commitment to and an involvement with the subject that engaged the readers.
16. The students will demonstrate a command of the language including precise word choice and use of appropriate figurative language.
17. The students will use an effective organization pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequence of events, choosing effective words; using specific details to clarify meanings).
18. The students will proofread writing to correct convention errors in mechanical, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher and peers, as appropriate.
19. The students will revise draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
20. The students will write notes, outlines, comments, and observations that reflects comprehension of sixth grade level or higher content from a variety of media.
21. The students will logically sequence information using alphabetical, chronological, and numerical systems.
22. The students will use electronic technology appropriate to writing tasks (including but not limited to the Internet, databases, and software) to create, revise, retrieve, and verify information.
23. The students will follow verbal directions.
24. The students will paraphrase information.
25. The students will expand and enhance personal interest through listening.
26. The students will listen to fiction, drama, nonfiction, and informational presentations based on personal preferences
27. The students will identify the occasion, audience, and purpose for speaking.
28. The students will use appropriate grammar, word choice, and pacing.
29. The students will use language, which is clear, audible, and suitable.
30. The students will deliver a speech, which appropriately addresses the audience.
31. The students will understand ways culture and time period influence literary work.
32. The students will explore origin and historical development of words.
33. The students will explore changes in sentence patterns over the years.

6. The students will demonstrate ability to write text, notes, outline, comments, and observations that demonstrate comprehensive of content and experiences from a variety of media.
7. The students will demonstrate ability to organize information using alphabetical, chronological, and numerical systems.
8. The students will demonstrate ability to use electronic technology including databases and software to gather information and communicate new knowledge.
9. The students will demonstrate ability to listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
10. The students will demonstrate ability to select and listen to reading of fiction, drama, nonfiction and informal presentations according to personal preferences.
11. The students will demonstrate ability to speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.
12. The students will demonstrate awareness that language and literature are primary means by which culture is transmitted.
13. The students will demonstrate understanding that language changes over time.
14. The students will demonstrate ability to select language that shapes reactions, perceptions, and beliefs.
15. The students will demonstrate ability to incorporate audiovisual aids in presentations.
16. The students will demonstrate understanding of specific ways that mass media can potentially enhance or manipulate information.
17. The students will demonstrate understanding that laws exist that govern what can and cannot be done with mass media.

Skills:

1. The students will use context and word structure clues to interpret words and ideas in text.
2. The students will make inferences and generalizations about what is read.
3. The students will use strategies such as graphic organizers and note making to clarify meaning and to illustrate organizational patterns of text.
4. The students will monitor own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.
5. The students will restate text by note making or summarizing.
6. The students will examine other sources to clarify meaning (for example, encyclopedia, web site, or expert).
7. The students will use a graphic organizer to clarify meaning of text.
8. The students will locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
9. The students will choose reference materials appropriate to research purpose.

LA.A.1.3.4- The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report. All GLEs are addressed.

LA.E.1.3.2- The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions. All GLEs are addressed.

LA.E.1.3.3- The student understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. All GLEs are addressed.

LA.E.2.3.4- The student knows ways in which literature reflects the diverse voices of people from various backgrounds. All GLEs are addressed.

LA.E.2.3.6- The student identifies specific questions of personal importance and seeks to answer them through literature. All GLEs are addressed.

LA.E.2.3.8- The student knows how a literary selection can expand or enrich personal viewpoints or experiences. All GLEs are addressed.

Unit: History Alive Project (Writer's Workshop)

Objectives:

1. The students will demonstrate ability to use a variety of strategies to analyze words and text, draw conclusions, use context and word structures clues, and recognize organizational patterns.
2. The students will demonstrate ability to use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level appropriate report.
3. The students will demonstrate ability to use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics
4. The students will demonstrate ability to synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
5. The students will demonstrate ability to draft and revise writing that:
 - a. is focused, purposeful, and reflects insight into the writing situation
 - b. conveys a sense of completeness and wholeness with adherence to the main idea
 - c. has an organizational pattern that provide for a logical progression of ideas
 - d. has support that is substantial, specific, relevant, concrete, and/or illustrative
 - e. demonstrates a commitment to and an involvement with the subject
 - f. has clarity in presentation of ideas
 - g. uses creative writing strategies appropriate to the purpose of the paper
 - h. demonstrates a command of language (word choice) with freshness of expression
 - i. has varied sentence structure and sentences that are complete except when fragments are used purposefully
 - j. has few, if any, convention errors in mechanics, usage, punctuation

14. The students will stay alert while listening.
15. The students will make eye contact while listening.
16. The students will demonstrate appropriate body language while listening.
17. The students will ask pertinent questions during activities such as interviews and discussions.
18. The students will summarize main points and supporting details orally and in writing.
19. The students will describe or illustrate the setting in a literary text.
20. The students will explain character development in development in literary text.
21. The students will create a graphic organizer that represents the complex elements of a plot in a literary text.
22. The students will explain the conflict and resolutions in self-selected and assigned texts.
23. The students will recognize and understand elements of author's craft (including but not limited to symbolism, figurative language, flashback, foreshadowing).
24. The students will understand the role of point of view in a literary or informational text.
25. The students will know motives for a character's actions.
26. The students will know the events in the plot related to the central conflict.
27. The students will know the point of view of a literary work and how it affects the story line.
28. The students will know how cause-and-effect relationships affect the development of a plot.
29. The students will read literature by authors from various cultural and historical backgrounds.
30. The students will gain a better understanding of self through the reading of literature.
31. The students will read and discuss literature with differing viewpoints to enhance performance.

Materials:

- Treasure Island by: Robert Lewis Stevenson
- Overhead
- Treasure Island (book on tape)
- Movie Theatre (The students saw *Disney's Treasure Planet* for comparison)
- Worksheets

Assessment:

- Project

Sunshine State Standards and GLEs:

4. The students will demonstrate ability to identify the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.
5. The students will demonstrate ability to use responsive listening skills, including paraphrasing, summarizing and asking questions for elaboration and clarification.
6. The students will demonstrate ability to recognize complex elements of plot, including settings, character development, conflicts, and resolutions.
7. The students will demonstrate understanding of various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.
8. The students will demonstrate understanding of how characters and plot development, point of view, and tone are used in various selections to support a central conflict or story line.
9. The students will demonstrate knowledge of ways in which literature reflects the diverse voices of people from various backgrounds.
10. The students will identify specific questions of personal importance and seeks to answer them through literature.
11. The students will demonstrate knowledge of how a literacy selection can expand or enrich personal viewpoints or experience.

Skills:

1. The students will use context and word structure clues to interpret words and ideas in text.
2. The students will make inferences and generalizations about what is read.
3. The students will use strategies such as graphic organizers and note making to clarify meaning and to illustrate organizational patterns of text.
4. The students will monitor own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.
5. The students will restate text by note making or summarizing.
6. The students will examine other sources to clarify meaning (for example, encyclopedia, web site, or expert).
7. The students will use a graphic organizer to clarify meaning of text.
8. The students will determine a text's major ideas and how those ideas are supported with details.
9. The students will draw inferences and supports them with text evidence and experience (for example, conclusions, or generalizations).
10. The students will paraphrase and summarize text to recall, inform, or organize ideas.
11. The students will analyze ways writers organize and present ideas (for example, though chronology, comparison-contrast, cause-effect).
12. The students will discuss the meaning and role of point of view in a variety of texts.
13. The students will state the author's purpose and relates it to specific details from the text.

Materials:

- Geography: The World and it's People
- Computer
- Peer Editing Sheet

Assessment:

- Project

Sunshine State Standards and GLEs:

In addition to previously stated standards, the following standard and GLE is addressed:

LA.D.1.3.1- The student understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

Unit: Grammar Tenses and Verbs

Objectives:

1. The students demonstrate understanding that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

Skills:

1. The students will know patterns and rules found in the English language (for example, grammar usage, word pronunciation).

Materials:

- Writer's Choice
- English: Composition and Grammar

Assessment:

- Students will be assessed with weekly grammar tests.

Sunshine State Standards and GLEs:

All previously stated Standards and GLEs are addressed and enforced.

Unit: Treasure Island

Objectives:

1. The students will demonstrate ability to use a variety of strategies to analyze words and text, draw conclusions, use context and word structures clues, and recognize organizational patterns.
2. The students will demonstrate ability to use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level appropriate report.
3. The students will demonstrate ability to determine the main idea or essential message in a text and identifies relevant details and facts and patterns of organizations.

Objectives:

1. The students will demonstrate ability to organize information before writing according to the type and purpose of writing.
2. The students will demonstrate ability to identify the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures.

Skills:

1. The students will know possible prewriting strategies for different writing tasks.
2. The students will use a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).
3. The students will experiment with various strategies to accommodate individual learning style.
4. The students will identify themes in various types of literature.

Materials:

- FCAT Practice Booklets

Assessment:

- FCAT

Sunshine State Standards and GLEs:

LA.B.1.3.1- The student organizes information before writing according to the type and purpose of writing. All GLEs are addressed.

LA.E.1.3.1- The student identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures. All GLEs are addressed.

Unit: Grammar - Capitalization and Sentence Structure

Objectives:

1. The students demonstrate the ability to create final documents that have been edited for:
 - a. correct spelling
 - b. correct punctuation, including commas, colons, and semicolons
 - c. correct capitalization
 - d. effective sentence structure
 - e. correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure
 - f. correct formatting

Skills:

1. The students will use resources such as dictionary and thesaurus to confirm spelling.
2. The students will use conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).
3. The students will use conventions of capitalization (including but not limited to the names of the organizations, nationalities, races, language, religions).
4. The students will use various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).
5. The students will use a variety of sentence structure (including but not limited to parallel structure).
6. The students will use creative writing strategies appropriate to format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

Materials:

- Grammar Books

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.

Sunshine State Standards and GLEs:

LA.B.1.3.3- The student produces final documents that have been edited for correct spelling, correct punctuation, including commas and semicolons, correct capitalization, effective sentence structure, correct comma usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure, and correct formatting. All GLEs are addressed.

Unit: Asian Proverbs and Figurative Language

Objectives:

1. The students will demonstrate ability to use literacy devices and techniques in the comprehensive and creation of written, oral, and visual communications.

Skills:

1. The students will use figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

Materials:

- Literature Book

Assessment:

- Project

Sunshine State Standards and GLEs:

LA.D.2.3.2- The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications. All GLEs are addressed

Unit: Literature Book

Objectives:

1. The students will demonstrate ability to recognize different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches, such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.

Skills:

1. The students will know different literacy approaches that are used in the study of literature.

Materials:

- Literature Book

Assessment:

- Project

Sunshine State Standards and GLEs:

LA.E.2.3.5- The student recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written. All GLEs are addressed.

Unit: Share a Book!

Objectives:

1. The students will demonstrate ability to respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.
2. The students will demonstrate ability to identify specific interests and the literature that will satisfy those interests.
3. The students will demonstrate ability to identify common themes in literature.

Skills:

1. The students will select a key passage that reflects personal convictions.
2. The students will explain or demonstrate how phrases, sentences, or passages relate to personal life.
3. The students will read for personal pleasure.

4. The students will know common recurring themes in literature.
5. The students will compare and contrast themes across texts.

Materials:

- Book chosen by the student

Assessment:

- Presentation

Sunshine State Standards and GLEs:

LA.E.1.3.5- The student identifies common themes in literature. All GLEs are addressed.

LA.E.2.3.2- The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. All GLEs are addressed.

LA.E.2.3.7- The student identifies specific interests and the literature that will satisfy those interests. All GLEs are addressed.

Sixth Grade Social Studies Curriculum

Unit One: Five Themes of Geography

Objectives:

1. Students will demonstrate understanding of how geographers study the earth.
2. Students will demonstrate ability to illustrate how place and location can mean different things.
3. Students will demonstrate ability to consider how people relate to their environment and to each other.
4. Students will demonstrate ability to identify the earth's major landforms.
5. Students will demonstrate ability to describe how the earth's water moves in a cycle.
6. Students will demonstrate ability to relate what factors determine a particular climate.
7. Students will demonstrate ability to describe what major world climate regions are like.
8. Students will demonstrate ability to explain what culture means.
9. Students will demonstrate ability to distinguish what elements make each culture means.
10. Students will demonstrate understand of how scientists measure population.
11. Students will demonstrate ability to discuss how the earth's population is changing.
12. Students will demonstrate ability to identify what renewable and nonrenewable resources are.
13. Students will demonstrate ability to discuss how overusing resources may threaten the environment.

Skills:

1. Students will interpret data from charts, tables and graphs.
2. Students will manipulate maps, globes and other geographic representations to obtain information. (For example: location, distance, scale and symbol)
3. Students will utilize reading comprehension skills to synthesize information from the text.
4. Students will prepare a presentation and present learned information to the class in a structured format.
5. Students will evaluate and recognize major concepts covered and relate them in the form of a pencil and paper assessment.

Assessment:

See Attached

Materials:

- Geography of the World and its People (Glencoe McGraw Hill)

Sunshine State Standards and GLEs:

SS.B.1.3.1- The student uses various map forms and other graphic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion. All GLEs are addressed.

SS.B.1.3.2- The student uses mental maps to organize information about people, places, and environments. All GLEs are addressed.

SS.B.1.3.3- The student knows how to impose temporal structure on historical narratives. All GLEs are addressed.

SS.B.1.3.4- The student understands ways factors such as culture and technology influence the perception of places and regions. All GLEs are addressed.

SS.B.1.3.5- The student knows ways in which the spatial organization of a society changes over time. All GLEs are addressed.

SS.B.1.3.6- The student understands ways in which regional systems are interconnected. All GLEs are addressed.

SS.B.1.3.7- The student understands the spatial aspects of communication and transportation systems. All GLEs are addressed.

SS.B.2.3.1- The student understands the patterns and processes of migration and diffusion throughout the world. All GLEs are addressed.

SS.B.2.3.2- The student knows the human and physical characteristics of different places in the world and how these characteristics change over time. All GLEs are addressed.

SS.B.2.3.3- The student understands ways different cultures differ in their use of similar environments and resources. All GLEs are addressed.

SS.B.2.3.5- The student understands the geographical factors that affect the cohesiveness and integration of countries. All GLEs are addressed.

SS.B.2.3.6- The student understands the environmental consequences of people changing the physical environment in various world locations. All GLEs are addressed.

SS.B.2.3.7- The student knows how various human systems throughout the world have developed in response to conditions in the physical environment. All GLEs are addressed.

SS.B.2.3.8- The student knows world patterns of resource distribution and utilization. All GLEs are addressed.

SS.B.2.3.9- The student understands ways the interaction between physical and human systems affects current conditions on Earth. All GLEs are addressed.

Unit Two: Geography of Southwest Asia

Objectives:

1. Students will demonstrate understanding of the historical chronology of Southwest Asia.
2. Students will demonstrate understanding that historic events are subject to different interpretations.
3. Students will demonstrate knowledge of ways geographical factors have influenced selected cultures.

4. Students will demonstrate understanding of the environmental consequences of people changing the physical environment in regions in Southwest Asia.
5. Students will demonstrate understanding of the way both Southwest Asia and the United States use similar resources and environments.
6. Students will demonstrate knowledge of the physical and human criteria used to define the 'Middle East' as a region.
7. Students will demonstrate knowledge of the patterns of resource distribution and use in Southwest Asia.
8. Students will demonstrate ability to examine current issues in Southwest Asia.
9. Students will demonstrate knowledge of major historical leaders.

Skills:

1. Students will analyze primary documents, formulate an opinion based on the readings and present the information in a discussion forum.
2. Students will interpret data from charts, tables and graphs.
3. Students will develop and use mental maps of selected regions
4. Students will analyze the cause and effect of an oil shortage in the United States and it's direct relation to the economy of Southwest Asia.
5. Students will learn and utilize note-taking skills through direct instruction.

Assessment:

See Attached

Materials:

- Geography: The World and It's People (Glencoe/McGraw Hill)
- World Geography Today (Holt, Rinehart and Winston)
- Under Wraps – Youth Communication by Sahara Walsh
www.youthcom.org
- The Media War on Arabs – Youth Communication by Mohamad Bazzi
www.youthcom.org
- No Place to Call Home – Youth Communication by Mohammad Ali
www.youthcom.org

Sunshine State Standards and GLEs:

SS.A.1.3.2- The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in chart, tables, graphs. All GLEs are addressed.

SS.A.1.3.3- The student knows how to impose temporal structure on historical narratives. All GLEs are addressed.

SS.A.2.3.1- The student understands how language, ideas, and institutions of one culture can influence others. All GLEs are addressed.

SS.A.2.3.2- The student knows how major historical developments have had an impact on the development of civilizations. All GLEs are addressed.

SS.A.2.3.3- The student understands important technological developments and how they influenced human society. All GLEs are addressed.

SS.A.2.3.4- The student understands the impact of geographical factors on the historical development of civilizations. All GLEs are addressed.

SS.A.2.3.5- The student knows significant historical leaders who shaped the development of early cultures. All GLEs are addressed.

SS.A.2.3.6- The student knows the major events that shaped the development of various cultures. All GLEs are addressed.

SS.A.2.3.8- The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations. All GLEs are addressed.

SS.A.3.3.3- The student knows how physical and human geographic factors have influenced major historical events and movements. All GLEs are addressed.

SS.A.3.3.5- The student understands the differences between institutions of Eastern and Western civilizations. All GLEs are addressed.

SS.B.2.3.4- The student understands ways the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. All GLEs are addressed.

SS.D.2.3.1- The student understands ways production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems. All GLEs are addressed.

SS.D.2.3.2- The student understands that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them? All GLEs are addressed.

Unit Three: North Africa

Objectives:

1. Students will demonstrate knowledge of the roles of political, economic and social institutions in selected early civilizations in North Africa.
2. Students will demonstrate understanding of how geographic factors (specifically the Nile River and the Sahara desert) have influenced African cultures.
3. Students will demonstrate knowledge of ways in which the spatial organization of Africa has changed over time.
4. Students will demonstrate knowledge of examples of human systems that have been developed in response to environmental circumstances.
5. Students will demonstrate ability to examine ways of life in North Africa
6. Students will demonstrate ability to identify the natural resources found in North Africa.
7. Students will demonstrate ability to explain the importance of the Nile River to Egypt's people.
8. Students will demonstrate ability to examine art and architecture of North Africa.

9. Students will demonstrate knowledge of important historical leaders.

Skills:

1. Students will interpret data about specific countries in North Africa from charts, tables and graphs.
2. Students will use map outlines to report geographic information such as location and place.
3. Students will develop and use mental maps of Northern Africa.
4. Students will research assigned countries in North Africa through the evaluation of text.
5. Students will demonstrate understanding of North African countries in the form of an informational synthesis of information gleaned from the text.

Assessment:

See Attached

Materials:

- Geography: The World and its People (Glencoe/McGraw Hill)
- World Geography Today (Holt Rinehart and Winston)
- World Explorer Africa (Prentice Hall)

Sunshine State Standards and GLEs

SS.A.1.3.1-The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. All GLEs are addressed.

Unit Four: West Africa

Objectives:

1. Students will demonstrate ability to identify the physical features of the countries of West Africa
2. Students will demonstrate ability to relate West Africa's natural resources to its economic development
3. Students will demonstrate ability to identify how the ways of life of people in West Africa relate to the way that they live.
4. Students will demonstrate ability to identify the economic challenges that face West Africa.
5. Students will demonstrate ability to examine the religious and ethnic diversity that exists in West Africa.
6. Students will demonstrate ability to respond to traditional West African folklore.
7. Students will demonstrate ability to identify major terms relating to agrarian economies.
8. Students will demonstrate ability to examine art and architecture of West Africa.
9. Students will demonstrate knowledge of important historical leaders.

Skills:

1. Students will read and analyze a traditional West African folktale.
2. Students will use map outlines to report geographic information such as location and place.
3. Students will develop and use mental maps of West Africa.
4. Students will recall specific concepts relating to the economy and culture of West Africa
5. Students will listen to traditional African music

Assessment:

See Attached

Materials:

- World Geography Today (Holt, Rinehart and Winston)
- Tales of Temba - ??
- "Shabalala" – by Ladysmith Black Mambazo (Musical Selection)
- "Esiriba ya Munange" – by Katego (Musical Selection)

Sunshine State Standards and GLEs:

All previously stated Standards and GLEs are addressed with specific emphasis on West Africa.

Unit Five: China

Objectives:

1. Students will demonstrate ability to identify the landforms, populous areas, climates and borders of China and East Asia.
2. Students will demonstrate ability to evaluate the influences on Chinese culture and ways of life.
3. Students will demonstrate ability to summarize how China's economy has changed in recent years.
4. Students will demonstrate ability to examine how city life differs from country life in China
5. Students will demonstrate ability to study the arts and recreation of China.
6. Students will demonstrate ability to explain current issues facing the people of China.
7. Students will demonstrate ability to develop understandings of self and others in social contexts, today and in future years.
8. Students will demonstrate ability to distinguish art and architecture from China.
9. Students will demonstrate knowledge of important historical leaders.

Skills:

1. Students will know how to construct a timeline and label events.
2. Students will interpret data from charts, tables and graphs.
3. Students will develop and use mental maps of China and East Asia.

4. Students will draw, label and interpret maps of social, political and economic regions of China and East Asia
5. Students will evaluate a film depicting Chinese culture
6. Students will employ research skills to research a current issue in China.
7. Students will listen to traditional Chinese music
8. Students will create Chinese ideographs and study their meaning.
9. Students will consider what they will be doing and thinking five years from today and compare their ideas with those of their Asian counterparts.
10. Students will read an extract from a diary and compare with aspects of their own life.

Assessment:

- Students will take a pencil and paper test covering basic geographic concepts covered.
- Students will construct a research paper on a current issue in China. They will be responsible for linking the current event in China both with current events in the United States and the history of China itself.

Materials:

- Geography: The World and It's People (Glencoe/McGraw Hill)
- World Geography Today (Holt, Rinehart and Winston)
- The Time Traveler Series : China – Jane Pofahl
- Hand on Heritage : China - Edupress
- Hong Kong: The Portrait of a Family – National Geographic (VideoRecording)
- Arirang – (Musical Recording)
- Curriculum Corporation - www.curriculum.edu.au

Sunshine State Standards and GLEs:

All previously stated Standards and GLEs are addressed with specific emphasis on China in addition to the following:

SS.A.3.3.1- The student understands ways in which cultural characteristics have been transmitted from one society to another. All GLEs are addressed.

SS.A.3.3.2- The student understands the historical events that have shaped the development of cultures throughout the world. All GLEs are addressed.

Unit Six: Japan and the Koreas

Objectives:

1. Students will demonstrate ability to describe the location, economy, and culture of Japan.
2. Students will demonstrate ability to explain why and how life in North Korea differs from life in South Korea.
3. Students will demonstrate ability to describe where Japan is located.
4. Students will demonstrate ability to investigate why Japan has a strong economy.

All previously stated Standards and GLEs are addressed with specific emphasis on Japan and the Koreas.

Unit Seven: Southeast Asia

Objectives:

1. Students will demonstrate ability to describe the location, economies, and resources of island countries in Southeast Asia.
2. Students will demonstrate ability to examine how physical and human influences affect life in island countries of Southeast Asia.
3. Students will demonstrate ability to distinguish among groups of people that live in inland Southeast Asia.
4. Students will demonstrate ability to analyze why people in Malaysia, Singapore, and Brunei have high standards of living.
5. Students will demonstrate understanding of ways language, ideas and institutions of Asia and the United States have influenced the cultures of southeast Asia.
6. Students will demonstrate understanding of the way that technological factors have influenced Southeast Asia over time.
7. Students will demonstrate knowledge of the major events that have shaped the development of Southeast Asia
8. Students will demonstrate knowledge of ways that geographical factors have influenced the countries of Southeast Asia.
9. Students will demonstrate understanding of the developments that have occurred in Singapore in response to its geographic location.
10. Students will demonstrate understanding of ways that current issues in Southeast Asia affect political, social and economic systems.
11. Students will demonstrate ability to distinguish art and architecture from Southeast Asia.
12. Students will demonstrate knowledge of important historical leaders from Southeast Asia.

Skills:

1. Students will identify countries that make up mainland Southeast Asia.
2. Students will cite why the economies of Laos, Cambodia and Vietnam are not fully developed.
3. Students will interpret data from charts, tables and graphs
4. Students will use various map forms to acquire information such as location, distance, direction and scale.
5. Students will develop some understandings of the operations of a major Asian business through a simulation.

Assessment:

- Geography Quiz
- Research Paper analyzing one country in Southeast Asia in regard to location, economy, resources, culture, technological advancements, standard of living and history.

5. Students will demonstrate ability to identify what religions influenced the culture of Japan.
6. Students will demonstrate ability to recognize where the Korean peninsula is located.
7. Students will demonstrate ability to state why the Koreas are divided.
8. Students will demonstrate a gain in knowledge about the educational system in Japan and compare and contrast it to ours.
9. The student will demonstrate ability to explain how different variables influence the climate of Japan
10. The student will demonstrate ability to make comparisons of size, location and population density between Japan and other countries.
11. Students will demonstrate ability to explore various forms of Japanese music, literature and art.
12. Students will demonstrate understanding that Japanese and Americans have different values concerning behavior, education and work, will clarify their own values regarding this topic.
13. Students will demonstrate knowledge of important historical leaders.

Skills:

1. The students will be able to locate Japan and bordering areas as well as the major features of the country.
2. The student will be able to name major islands, bodies of water and cities on an outline map.
3. The students will develop writing and listening skills.
4. The student will practice creative expression.
5. Students will improve their ability to compare and contrast, to work in groups and to make inferences.
6. Students will write from differing points of view.
7. Students will interpret data from charts, tables and graphs

Assessment:

- Students will work cooperatively on projects that explore the geography, culture, and current issues of Japan. After researching, the groups will present their information to the class.
- Geography Quiz
- Writing samples from activities

Materials:

- Geography: The World and It's People (Glencoe/McGraw Hill)
- World Geography Today (Holt, Rinehart and Winston)
- Curriculum Corporation - www.curriculum.edu.au
- National Clearinghouse for U.S. Japan Studies – www.indiana.edu

Sunshine State Standards and GLEs:

- Business in Asia Simulation (See Attached)

Materials:

- Geography: The World and It's People (Glencoe/McGraw Hill)
- World Geography Today (Holt, Rinehart and Winston)
- Curriculum Corporation - www.curriculum.edu.au

Sunshine State Standards and GLEs:

All previously stated Standards and GLEs are addressed with specific emphasis placed on Southeast Asia.

Unit Eight: Oceania

Objectives:

1. Students will demonstrate understanding of ways technological factors can influence a culture.
2. Students will demonstrate knowledge of ways geographical factors have influenced selected cultures.
3. Students will demonstrate knowledge of the physical and human criteria used to define regions.
4. Students will demonstrate understanding of spatial aspects of communication and transportation systems in Oceania.
5. Students will demonstrate ability to distinguish art and architecture of Oceania.
6. Students will demonstrate knowledge of important historical leaders of Oceania.

Skills:

1. Students will interpret data from charts, tables and graphs.
2. Students will identify places, people and occupations in Oceania.
3. Students will identify the geographic areas that make up Oceania.
4. Students will summarize how land and climate affect the way people in Oceania earn their livings.
7. Students will recall what groups have settled in Oceania

Assessment:

- Map Skills/Geography Quiz
- Pencil/Paper Test on major concepts covered

Materials:

- Geography: The World and It's People (Glencoe/McGrawHill)
- World Geography Today (Holt, Rinehart and Winston)

Sunshine State Standards and GLEs:

All previously stated Standards and GLEs are addressed with specific emphasis placed on Oceania.

Sixth Grade Science Curriculum

Unit One: Atmosphere

Objectives:

1. The students will demonstrate ability to name the gases in Earth's atmosphere.
2. The students will demonstrate ability to describe the structure of Earth's atmosphere.
3. The students will demonstrate ability to explain what causes air pressure.
4. The students will demonstrate ability to identify the three things that can happen to the energy Earth receives from the sun.
5. The students will demonstrate ability to contrast radiation, conduction, and convection.
6. The students will demonstrate ability to describe the water cycle.
7. The students will demonstrate ability to explain why different latitudes receive different amounts of solar energy.
8. The students will demonstrate ability to describe the Coriolis effect, sea breezes, and land breezes.
9. The students will demonstrate ability to explain how to locate the doldrums, trade winds, prevailing westerlies, polar easterlies, and jet streams.
10. The students will demonstrate ability to describe how ecosystems change over time.
11. The students will demonstrate ability to explain how new communities arise in areas that were bare of life.
12. The students will demonstrate ability to explain how climate influences land environments.
13. The students will demonstrate ability to describe the six biomes that make up land environments on Earth.
14. The students will demonstrate ability to compare and contrast the adaptations of plants and animals found in each biome.

Skills:

1. The students will know forms of radiant energy and their applications to everyday life (for example, visible, microwave, radio).
2. The students will understand that energy can be converted from one form to another (for example, solar energy to heat energy).
3. The students will understand that energy can be transformed by radiation, conduction, and convection.
4. The students will understand that energy can be changed in form.
5. The students will use examples to demonstrate common energy transformations.
6. The students will know types of radiant energy that come to Earth from the Sun (for example, visible, infrared, ultraviolet).
7. The students will know ways the systems of Earth change over time and predicts the causes of the change.

8. The students will know that over the whole Earth, organisms are growing, dying, and decaying, and new organisms are being produced.
9. The students will understand that changes on the surface of the Earth affect living systems.
10. The students will understand that increasing the average motion of the particles in a substance increases the temperature of the substance.
11. The students will understand that decreasing the average motion of the particles decreases the temperature.
12. The students will determine the effect of a change in temperature on common particles.
13. The students will understand that energy moves through systems.
14. The students will understand that the surface of the Earth is constantly changing due to mechanical and chemical action.
15. The students will understand that humans are part of an ecosystem and their activities may deliberately or inadvertently alter the equilibrium in the ecosystem.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes
- Students will be assessed on written and oral reflection

Materials:

- Glencoe Science Voyages (Level Red)
- World map
- Laboratory Materials including poster board, sand in a bottle, knife, butter, food coloring, water, ice, and thermometers

Sunshine State Standards and GLEs:

SC.A.2.3.3- The student knows that radiation, light, and heat are forms of energy used to cook food, treat diseases, and provide energy.

SC.B.1.3.3- The student knows the various forms in which energy comes to Earth from the Sun. All GLEs are addressed.

SC.B.2.3.1- The student knows that most events in the universe involve some form of energy transfer and that these changes almost always increase the total disorder of the system and its surroundings, reducing the amount of useful energy. All GLEs are addressed.

SC.C.2.3.7- The student knows that gravity is a universal force that every mass exerts on every other mass. All GLEs are addressed.

SC.D.1.3.1- The student knows that mechanical and chemical activities shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas, sometimes seasonal layers. All GLEs are addressed.

SC.D.1.3.3- The student knows how conditions that exist in one system influence the conditions that exist in other systems. All GLEs are addressed.

SC.D.1.3.4- The student knows the ways in which plants and animals reshape the landscape. All GLEs are addressed.

SC.D.2.3.1- The student understands that quality of life is relevant to personal experience. All GLEs are addressed.

SC.G.2.3.2- The student knows that all biotic and abiotic factors are interrelated and that if one factor is changed or removed, it impacts the availability of other resources within the system. All GLEs are addressed.

SC.H.1.3.2- The student knows that the study of the events that led scientists to discoveries can provide information about the inquiry process and its effects. All GLEs are addressed.

SC.H.1.3.4- The student knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society. All GLEs are addressed.

SC.H.1.3.5- The student knows that a change in one or more variables may alter the outcome of an investigation. All GLEs are addressed.

SC.H.1.3.6- The student recognizes the scientific contributions that are made by individuals of diverse backgrounds, interests, talents, and motivations. All GLEs are addressed.

SC.H.1.3.7- The student knows that when similar investigations give different results, the scientific challenge is to verify whether the differences are significant by further study. All GLEs are addressed.

SC.H.2.3.1- The student recognizes that patterns exist within and across systems. All GLEs are addressed.

SC.H.3.3.5- The student understands that contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times and are an intrinsic part of the development of human culture. All GLEs are addressed.

SC.H.3.3.7- The student knows that computers speed up and extend people's ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others. All GLEs are addressed.

Unit Two: Classifying Life

Objectives:

1. Students will demonstrate knowledge that the cell is the basic unit of structure and function in all living things.
2. Students will demonstrate knowledge that there is a great diversity among unicellular organisms.
3. Students will demonstrate knowledge of the basic process that occurs in cells.
4. Students will demonstrate understanding that there are structures with particular functions that are unique to certain types of cells.
5. Students will demonstrate understanding of the process of osmosis and diffusion.
6. Students will demonstrate knowledge of the essential functions in cells.

7. Students will demonstrate the ability to use or construct models of plant and animal cells to identify the basic structures of each.
8. Students will demonstrate knowledge of the functions and structures in plant and animal cells.
9. Students will demonstrate understanding that living things are sorted for convenience and identification.
10. Students will demonstrate understanding that the structural characteristics among animals and plants are more alike as organisms are closer to the same kind or species within a classification level.
11. Students will demonstrate knowledge of the nonliving (abiotic) and living (biotic) aspects of an ecosystem.
12. Students will demonstrate understanding of how the components of an ecosystem interact.
13. Students will demonstrate understanding that changes in the environment may influence the size, number, or diversity of organisms in an area.
14. Students will demonstrate knowledge of the ways scientific theories may change with new discoveries.
15. Students will demonstrate understanding that new technology may lead to new discoveries.
16. Students will demonstrate ability to use systematic, scientific processes to develop and test hypotheses.
17. Students will demonstrate knowledge that the scientific method is a process that involves a logical and empirical but flexible approach to problem solving.
18. Students will demonstrate knowledge that the disciplines of science provide in depth study and information that becomes available for all to share and use.
19. Students will demonstrate ability to use appropriate experimental design, with consideration for rules, time, and materials required to solve a problem.
20. Students will demonstrate knowledge of selected scientists and their accomplishments.
21. Students will demonstrate knowledge that scientists who make contributions to knowledge come from all kinds of backgrounds and possess varied backgrounds, talents, interests, and goals.
22. Students will demonstrate understanding that most natural events occur in comprehensible, consistent patterns.
23. Students will demonstrate knowledge that the advancement of science, mathematics, and technology is ongoing and influenced by a diverse population of scientists.
24. Students will demonstrate knowledge of scientific contributions that may result in diverse technological products.
25. Students will demonstrate ability to use a computer to collect, analyze, and report scientific findings.
26. Students will demonstrate understanding of the complexities of scientific ethics.

Skills:

1. Students will discuss the history leading to cell theory
2. Students will explain the importance of cell theory.
3. Students will diagram a plant and an animal cell; identify the parts and the function of each part.
4. Students will describe the importance of the nucleus in cells.
5. Students will explain the difference among tissues, organ, and organ systems and explain how they compare.
6. Students will describe the structure of a virus and explain how viruses reproduce and cause disease.
7. Students will explain the benefits of a vaccine.
8. Students will describe Aristotle's system for classification
9. Students will explain Linnaeus's system of classification.
10. Students will name the six kingdoms of living things.
11. Students will identify characteristics and members of each kingdom.
12. Students will list the groups within each kingdom.
13. Students will list reasons that scientific names are more useful to scientists than common names.
14. Students will identify the function of a dichotomous key.
15. Students will demonstrate how to use a dichotomous key.
16. Students will describe the characteristics of bacterial cells.
17. Students will compare aerobic and anaerobic organisms.
18. Students will identify some ways bacteria are helpful.
19. Students will explain the importance of nitrogen-fixing bacteria.
20. Students will explain how some bacteria cause disease.
21. Students will identify the characteristics shared by all protists.
22. Students will describe the three groups of protists.
23. Students will compare and contrast the protist groups.
24. Students will identify the characteristics shared by all fungi.
25. Students will classify fungi into groups based on their methods of reproduction.
26. Students will describe the difference between the imperfect fungi and all other fungi.

Assessment:

Materials:

- Glencoe Science Voyages (Level Red)
- Reinforcement worksheets

Sunshine State Standards and GLEs:

SC.H.1.3.1- The student knows that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way. All GLEs are addressed.

SC.H.1.3.3- The student knows that science disciplines differences differ from one another in topic, techniques, and outcomes but that they share a common purpose, philosophy, and enterprise. All GLEs are addressed.

SC.H.3.3.1- The student knows that science ethics demand that scientists must not knowingly subject coworkers, students, the neighborhood, or the community to health or property risks. All GLEs are addressed.

SC.H.3.3.2- The student knows that special care must be taken in using animals in scientific research. All GLEs are addressed.

SC.H.3.3.3- The student knows that in research involving human subjects, the ethics of science require that potential subjects be fully informed about the risks and benefits associated with the research and of their right to refuse to participate. All GLEs are addressed.

SC.H.3.3.4- The student knows that technological design should require taking into account constraints such as natural laws, the properties of the materials used, and economic, political, social, ethical and aesthetic values. All GLEs are addressed.

SC.H.3.3.6- The student knows that no matter who does science and mathematics or invents things, or when or where they do it, the knowledge and technology that result can eventually become available to everyone. All GLEs are addressed.

Unit Three: Plants and Animals

Objectives:

1. Students will demonstrate knowledge that over the whole Earth, organisms are growing, dying, and decaying and new organisms are being produced.
2. Students will demonstrate knowledge of ways that plants and animals reconstitute the soil and alter the landscape.
3. Students will demonstrate knowledge of ways systems in function and interact.
4. Students will demonstrate understanding of the difference between growth and maintenance.
5. Students will demonstrate understanding that living things are composed of major systems that function in reproduction, growth, maintenance, and regulation.
6. Students will demonstrate knowledge that in multicellular organisms cells grow and divide to form and repair various organs and tissues.
7. Students will demonstrate understanding of cellular reproduction.
8. Knows that the levels of structural organization in living things include cells, tissues, organs, systems, and organisms.
9. Understands that there are many similarities among the great diversity of living things.
10. Knows that behavior is a response to the environment.
11. Knows adaptations that aid in species survival.
12. Understands that the structural characteristics among animals and plants are more alike as organisms are closer to the same kind of species within a classification level.

13. Knows that the disciplines of science provide in depth study and information that becomes available for us all to share.
14. Knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society.
15. knows the effect of sunlight on photosynthetic pigments.
16. Knows the interrelationships in a local system.
17. Knows that science disciplines differ from one another in topic, techniques, and outcomes but that they share a common purpose, philosophy, and enterprise.
18. Knows that natural events occur in patterns.
19. Understands that living things are sorted for convenience and identification.

Skills:

1. List the characteristics of plants.
2. Describe adaptations of plants that made it possible for them to survive on land.
3. Compare vascular and nonvascular plants.
4. Compare seedless nonvascular plants with seedless vascular plants.
5. State the importance of vascular and nonvascular plants.
6. List the characteristics of seed plants.
7. Describe the structures and functions of roots, stems, and leaves.
8. Describe the main characteristics of gymnosperms and angiosperms and their importance.
9. Compare monocots and dicots.
10. Describe the process of gas exchange in plants.
11. Explain the process and importance of photosynthesis and respiration.
12. Explain the relationship between stimuli and tropisms in plants.
13. Explain the relationship between plant hormones and responses.
14. Identify the characteristics of animals.
15. Distinguish between vertebrates and invertebrates.
16. Determine how the body plans of animals differ.
17. Identify the major characteristics of chordates.
18. Explain the differences between ectotherms and endotherms.
19. Describe the characteristics that identify the three classes of fish.
20. Describe the adaptations that amphibians have for living in water and on land.
21. Describe frog metamorphosis.
22. Identify the characteristics that enable reptiles to live on land.
23. Identify the characteristics of birds.
24. Identify the adaptations birds have for flight.
25. Identify the characteristics of mammals.
26. Explain how mammals adapt to different environments.
27. Distinguish among monotremes, marsupials, and placental mammals.

Assessment:

- Students will be assessed on standard chapter tests and periodic quizzes.
- Students will be assessed on their ability to work in cooperative groups using a group work rubric

Materials:

- Glencoe Science Voyages (Level Red)
- Various magazines
- Various trade books

Sunshine State Standards and GLEs:

SC.F.1.3.1- The student understands that living things are composed of major systems that function in reproduction, growth, maintenance, and regulation. All GLEs are addressed.

SC.F.1.3.3- The student knows that in multicellular organisms cells grow and divide to make more cells in order to form and repair various organs and tissues. All GLEs are addressed.

SC.F.1.3.4- The student knows that the levels of structural organization for function in living things includes cells, tissues, organs, systems, and organisms. All GLEs are addressed.

SC.G.2.3.4- The student understands that humans are a part of an ecosystem and their activities may deliberately or inadvertently alter the equilibrium in ecosystems. All GLEs are addressed.

Unit Four: Exploring Space

Objectives:

1. Explain how the tilt of Earth's axis causes seasons.
2. Analyze what causes the phases of the moon.
3. Recognize spatial relationships between distances in space.
4. Compare and contrast objects in the solar system.
5. Discuss how a star is born.
6. Describe the galaxies that make up our universe.

Skills:

1. Knows the relationship between tides on Earth and the positions of the Moon, the Sun, and Earth.
2. Knows the relative sizes of the planets, Sun, Solar System, galaxy, and the universe.
3. Understands the positions of the Earth, Moon, and Sun during a solar eclipse and a lunar eclipse.
4. Understands that our Sun is one of many stars in our galaxy.
5. Knows some of the constellations of stars in the sky.
6. Understands the importance for looking for patterns in natural events.

Assessment:

- Students will be assessed on standard chapter tests and periodic quizzes.

- Students will be assessed on their ability to work in cooperative groups using a group work rubric

Materials:

- Glencoe Science Voyages (Level Red)
- Laboratory materials including a map of the solar system and maps of the constellations
- Various trade books

Sunshine State Standards and GLEs:

SC.D.1.3.5- The student understands concepts of time and size relating to the interaction of Earth's processes. All GLEs are addressed.

SC.E.1.3.1- The student understands the vast size of our Solar System and the relationship of the planets and their satellites. All GLEs are addressed.

SC.E.1.3.2- The student knows that available data from various satellite probes show the similarities and differences among planets and their moons in the Solar System. All GLEs are addressed.

SC.E.1.3.3- The student understands that our Sun is one of many stars in our galaxy. All GLEs are addressed.

SC.E.1.3.4- The student knows that stars appear to be made of similar chemical elements, although they differ in age, size, temperature, and distance. All GLEs are addressed.

SC.E.2.3.1- The student knows that thousands of other galaxies appear to have the same elements, forces, and forms of energy found in our Solar System. All GLEs are addressed.

Unit Five: Earth's Resources

Objectives:

1. Identify advantages and disadvantages of using fossil fuels.
2. Explain why fossil fuels are nonrenewable resources.
3. Describe different kinds of renewable resources.
4. Discuss advantages and disadvantages of using alternative energy resources.
5. Describe how important water is to living things.
6. Compare different sources of water.
7. Explain how the location of water affects where humans live.
8. Explain why land is a renewable resource.
9. Discuss why trees are renewable resources but forests are not.
10. Identify how we use mineral resources.

Skills:

1. Knows that sedimentary rock may contain fossils of plants, animals, and microbes.
2. Knows positive and negative consequences of human action on the Earth's systems.
3. Knows renewable and nonrenewable energy resources.

4. Understands the importance of informed use of natural resources.
5. Knows ways that human activities may deliberately or inadvertently alter the equilibrium in the ecosystem.
6. Knows positive and negative consequences of human action on the Earth's systems.
7. Understands that changes in the environment may influence the size, number, or diversity of organisms in an area.

Assessment:

- Students will be assessed on standard chapter tests and periodic quizzes.
- Students will be assessed on their ability to work in cooperative groups using a group work rubric

Materials:

- Glencoe Science Voyages (Level Red)
- Laboratory materials including a map of resource locations on Earth

Sunshine State Standards and GLEs:

SC.B.2.3.2- The student knows that most of the energy used today is derived from burning stored energy collected by organisms millions of years ago. All GLEs are addressed.

SC.D.1.3.2- The student knows that over the whole Earth, organisms are growing, dying, and decaying as new organisms are produced by the old ones. All GLEs are addressed.

SC.G.2.3.1- The student knows that some resources are renewable and others are nonrenewable. All GLEs are addressed.

SC.G.2.3.3- The student knows that a brief change in the limited resources of an ecosystem may alter the size of a population or the average size of individual organisms and that long-term change may result in the elimination of animal and plant populations inhabiting the Earth. All GLEs are addressed.

Unit Six: Motion and Forces

Objectives:

1. Students will demonstrate ability to measure speed.
2. Students will demonstrate ability to measure acceleration.
3. Students will demonstrate ability to relate how gravity pulls on everything.
4. Students will demonstrate ability to describe what forces are and how they act.
5. Students will demonstrate ability to distinguish between weight and mass.
6. Students will demonstrate ability to explain how friction affects all motion.
7. Students will demonstrate ability to describe how Newton's laws are used to understand motion.

Skills:

1. Students will know that a change in motion and position can be measured.

2. Students will know ways to measure time intervals.
3. Students will know ways to estimate speed.
4. Students will know that the motion of an object can be described by its position, direction of motion, and speed.
5. Students will know that speed, velocity, and acceleration can be calculated, estimated, and defined.
6. Students will understand that mass is the amount of material in an object.
7. Students will understand that weight is the result of gravitational pull on an object.
8. Students will recognize the result of several forces acting on an object.
9. Students will know that the net force is dependent on the direction and magnitude of forces acting on a body.
10. Students will recognize the forces that act on a given object.
11. Students will know that the overall effect of a force can be predicted.
12. Students will know that forces may be balanced or unbalanced.
13. Students will understand that unbalanced forces cause objects to accelerate.
14. Students will know that an object at rest will stay at rest until acted upon by an outside force.
15. Students will understand that an object in motion will continue at a constant speed and in a straight line until acted upon by a force and that an object at rest will remain at rest until acted upon by a force.
16. Students will know that gravity is a force that causes an object to fall to the ground.
17. Students will know that gravity causes an object to have weight.

Assessment:

- Students will be assessed on standard chapter tests and periodic quizzes.
- Students will be assessed on their ability to work in cooperative groups using a group work rubric

Materials:

- Glencoe Science Voyages (Level Red)
- Laboratory materials including wooden boards, various size and mass balls, buckets, water, a watch, confetti and a ruler

Sunshine State Standards and GLEs:

SC.A.1.3.2- The student understands the difference between weight and mass.

All GLEs are addressed.

SC.C.1.3.1- The student knows that the motion of an object can be described by its position, direction of motion, and speed.

SC.C.2.3.1- The student knows that many forces act at a distance. All GLEs are addressed.

SC.C.2.3.5- The student understands that an object in motion will continue at a constant speed and in a straight line until acted upon by a force and that an object at rest will remain at rest until acted upon by a force. All GLEs are addressed.

Unit Seven: The Nature of Science

Objectives:

1. The student will demonstrate the ability to distinguish between physical and chemical properties of matter.
2. The student will demonstrate the ability to find the density of materials given their volume and mass.
3. The student will demonstrate ability to compare and contrast the properties of acids and bases.
4. The student will demonstrate ability to explain how to recognize physical and chemical changes and provide examples.
5. The student will demonstrate ability to compare and contrast the movement of particles in solids, liquids, and gases.
6. The student will demonstrate ability to identify the average motion of particles in heated material and compare/contrast the average motion with particles in a cooled material.
7. The student will demonstrate ability to identify real life examples of solids, liquids, and gases.
8. The student will demonstrate ability to describe elements.
9. The student will demonstrate ability to explain the meaning of atomic mass and atomic numbers.
10. The student will demonstrate ability to distinguish among isotopes of the same elements.
11. The student will demonstrate ability to classify elements into metals, nonmetals, and metalloids based on properties.
12. The student will demonstrate ability to identify what weight measures.
13. The student will demonstrate ability to identify what mass measures.
14. The student will demonstrate ability to find the volume of everyday materials by using a graduated cylinder and water.
15. The student will demonstrate ability to identify what volume measures.

Skills:

1. The student will understand that increasing the average motion of the particles in a substance increases the temperature of the substance.
2. The student understands that decreasing the average motion of the particles decreases the temperature.
3. The student understands that matter may exist as solids, liquids, and gases.
4. The student knows that molecular motion increases from solids to liquids to gases.
5. The student knows the physical properties of various substances.
6. The student knows the chemical properties of various substances.

7. The student knows the difference between a physical and chemical change.
8. The student knows that equal volumes of different substances may have different masses.
9. The student uses the water displacement method to find the volume of common items (for example: rocks, nails, marbles).

Assessment:

- Students will be assessed on activities using a group work rubric and journal, reflections
- Students will be assessed with standard chapter tests and periodic quizzes

Materials:

- Glencoe Science Voyages (Level Red)
- Laboratory Materials including five graduated cylinders, rocks, marbles, marshmallows, water, ice, mixing bowls, plastic wrap

Sunshine State Standards and GLEs:

SC.A.1.3.3- The student knows that temperature measures the average energy of motion of the particles that make up the substance. All GLEs are addressed.

SC.A.1.3.4- The student knows that atoms in solids are close together and do not move around easily; in liquids, atoms tend to move farther apart; in gas, atoms are quite far apart and move around freely. All GLEs are addressed.

SC.A.1.3.5- The student knows the difference between a physical change in a substance and a chemical change. All GLEs are addressed.

SC.A.1.3.6- The student knows that equal volumes of different substances may have different masses. All GLEs are addressed.

Unit Eight: Energy

Objectives:

1. The student will demonstrate ability to define energy and describe the forms it can take.
2. The student will demonstrate ability to distinguish between potential energy and kinetic energy
3. The student will demonstrate ability to explain the differences among temperature, thermal energy, and heat.
4. The student will demonstrate ability to list important uses of thermal energy.
5. The student will demonstrate ability to describe how thermal energy moves.
6. The student will demonstrate ability to explain where chemical energy is found.
7. The student will demonstrate ability to explain how reaction rates are changed.
8. The student will demonstrate ability to describe the wave nature of length.

9. The student will demonstrate ability to explain how light interacts with materials.
10. The student will demonstrate ability to recognize why objects appear colored.

Skills:

1. The student knows different types of energy and the units used to quantify the energy (for example, solar, nuclear, electrical, chemical).
2. The student understands that energy can be converted from one form to another (for example, solar energy to heat energy).
3. The student understands that energy can be changed in form.
4. The student uses examples to demonstrate common energy transformations.
5. The student knows that useful energy is lost as heat energy in every energy conversion.
6. The student knows that energy conversions are never 100% efficient and that some energy is transformed to heat and is unavailable for further useful work.
7. The student knows the processes by which thermal energy tends to flow from a system of higher temperature to a system of lower temperature.
8. The student understands that energy changes cause weather to change (for example, formation of high and low pressure systems in the atmosphere results from changes in temperature).
9. The student knows that sound travels in a medium, and travels at different speeds through various media.
10. The student knows the parts of a wave (crest, trough, wavelength, amplitude).
11. The student understands that wavelength determines the colors of visible light.
12. The student understands that wavelength determines the pitch of sound.
13. The student knows that waves vary greatly in character (for example, sound, ultraviolet, infrared, ocean waves).

Materials:

- Science Voyages textbook (Level Red)
- Laboratory materials including flashlights, small plane mirrors, protractors, black construction paper, convex lens, rubber bands, paper clips, large erasers, coins, hammers, thermometers, and droppers

Assessment:

- Students will be assessed on activities using cooperative group work rubric and journal reflections.
- Students will be assessed using standard chapter tests and periodic quizzes.

Sunshine State Standards and GLEs:

SC.B.1.3.1- The student identifies forms of energy and explains that they can be measured and compared. All GLEs are addressed.

SC.B.1.3.2- The student knows that energy cannot be created or destroyed, but only changed from one form to another. All GLEs are addressed.

SC.B.1.3.4- The student knows that energy conversions are never 100% efficient.

S.C.B.1.3.5- The student knows the processes by which thermal energy tends to flow from a system of higher temperature to a system of lower temperature. All GLEs are addressed.

SC.B.1.3.6- The student knows the properties of waves; that each wave consists of a number of crests and troughs; and the effects of different media on waves. All GLEs are addressed.

Sixth Grade Mathematics Curriculum

Unit One: Statistics

Objectives:

1. Students will demonstrate the ability to read graphs and interpret scales.
2. Students will demonstrate ability to create graphs.
3. Students will demonstrate ability to create stem-and-leaf plots.
4. Students will demonstrate ability to find measures of central tendency.
5. Students will demonstrate ability to analyze and display data.

Skills:

1. Students will read numbers from different types of graphs.
2. Students will compare numbers within the same graph.
3. Students will analyze graphs for misleading relationships.
4. Students will use and create scatterplots.
5. Students will organize data using tallies and frequency charts.
6. Students will use and create line plots.
7. Students will use and create bar graphs.
8. Students will use and create stem-and-leaf diagrams.
9. Students will understand and find measures of central tendency.
10. Students will read and create organized lists.
11. Students will use technology to create spreadsheets.
12. Students will determine outliers.
13. Students will use graphs and data to make informed decisions.
14. Students will decide which graphs are appropriate to represent different types of data.
15. Students will collect data and create their own graphs.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.
- Students will complete a project in which they are asked to collect and analyze data and display it in an organized graph.

Materials:

- Sixth Grade Math (Scott-Foresman/Addison Wesley)
- Assorted books and informational sources from which students can generate data.

Sunshine State Standards and GLEs:

MA.B.4.3.2- The student selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation. All GLEs are addressed.

MA.E.1.3.1- The student collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations. All GLEs are addressed.

MA.E.1.3.2- The student understands and applies the concepts of range and central tendency. All GLEs are addressed.

MA.E.1.3.3- The student analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers. All GLEs are addressed.

MA.E.3.3.1- The student formulates hypotheses, designs experiments, collects and interprets data, and evaluates hypotheses by making inference and drawing conclusions based on statistics and tables, graphs, and charts.

MA.E.3.3.2- The student identifies the common uses and misuses of probability or statistical analysis in the everyday world.

Unit Two: Large Numbers

Objectives:

1. Students will demonstrate ability to read and write numbers.
2. Students will demonstrate ability to determine place value.
3. Students will demonstrate ability to estimate effectively.
4. Students will demonstrate ability to work with exponents.
5. Students will demonstrate ability to identify variables.
6. Students will demonstrate ability to use charts effectively.
7. Students will demonstrate understanding of Roman numerals and other number systems.
8. Students will demonstrate understanding patterns.
9. Students will demonstrate ability to use mathematical properties effectively.

Skills:

1. Students will solve equations and expressions.
2. Students will use associative, commutative, and distributive properties.
3. Students will determine place value.
4. Students will write numbers in three different forms: standard form, word form, and number form.
5. Students will round numbers.
6. Students will use rounding in real-life situations.
7. Students will compare large numbers.
8. Students will order large numbers.
9. Students will identify number patterns based on addition and subtraction.
10. Students will estimate products and quotients by rounding.
11. Students will use order of operation rules to solve problems.
12. Students will understand the difference between a variable and a constant.
13. Students will evaluate expressions.
14. Students will translate situations into mathematical expressions.
15. Students will determine the validity of equations.
16. Students will develop strategies to work backward to solve equations.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.

Materials:

- Sixth Grade Math (Scott Foresman/Addison Wesley)

Sunshine State Standards and GLEs:

MA.A.1.3.1- The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios. All GLEs are addressed.

MA.A.1.3.4- The student understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value. All GLEs are addressed.

MA.A.2.3.1- The student understands and uses exponential and scientific notation.

MA.A.3.3.1- The student understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers. All GLEs are addressed.

MA.A.4.3.1- The student uses estimation strategies to predict results and to check the reasonableness of results. All GLEs are addressed.

MA.D.1.3.1- The student describes a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and inequalities. All GLEs are addressed.

MA.D.1.3.2- The student creates and interprets tables, graphs, equations, and verbal descriptions to explain cause and affect relationships.

MA.D.2.3.1- The student represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities. All GLEs are addressed.

MA.A.2.3.2- The student understands the structure of number systems other than the decimal number system. All GLEs are addressed.

MA.D.2.3.2- The student uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities. All GLEs are addressed.

Unit Three: Decimals

Objectives:

1. Students will demonstrate ability to use rounding and estimation of decimals effectively.
2. Students will demonstrate ability to order decimals.
3. Students will demonstrate ability to use scientific notation effectively.
4. Students will demonstrate ability to do a variety of operations with decimals.

Skills:

1. Students will add, subtract, multiply, and divide decimals.
2. Students will write numbers in decimal notation.
3. Students will round decimals.
4. Students will compare and order decimals.
5. Students will look for patterns in scientific notation.
6. Students will estimate sums, differences, products, and quotients with decimals.
7. Students will draw representations of decimals on grid paper.
8. Students will utilize different strategies for problem solving.
9. Students will multiply and divide whole numbers by decimals.
10. Students will multiply and divide decimals by decimals.
11. Students will solve a variety of decimal equations.
12. Students will calculate using decimals for real-life situations.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.

Materials:

- Sixth Grade Math (Scott Foresman-Addison Wesley)

Sunshine State Standards and GLEs:

MA.A.1.3.2- The student understands the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios. All GLEs are addressed.

MA.A.3.3.2- The student selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations. All GLEs are addressed.

MA.A.3.3.3- The student adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator. All GLEs are addressed.

Unit Four: Measurement

Objectives:

1. Students will demonstrate ability to convert metric units to customary units of measure.
2. Students will demonstrate ability to estimate measurements.
3. Students will demonstrate ability to choose appropriate units based upon degree of accuracy.
4. Students will demonstrate ability to determine perimeter and area of polygons.
5. Students will demonstrate ability to determine circumference and area of a circle.

Skills:

1. Students will find the perimeter of geometric figures.
2. Students will measure using the metric system.
3. Students will convert units within the metric system.
4. Students will convert units within the customary system.
5. Students will determine necessary and unnecessary information in word problems.
6. Students will find the area of parallelograms.
7. Students will find the area of a triangle.
8. Students will use pi.
9. Students will determine the area of irregular figures.
10. Students will determine the circumference of a circle.
11. Students will determine the area of a circle.
12. Student will use different units of measurement for differing degrees of accuracy.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.

Materials:

- Sixth Grade Math (Scott Foresman-Addison Wesley)

Sunshine State Standards and GLEs:

MA.B.1.3.1- The student uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders. All GLEs are addressed.

MA.B.2.3.1- The student uses direct and indirect measures to compare a given characteristic in either metric or customary units. All GLEs are addressed.

MA.B.2.3.2- The student solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system. All GLEs are addressed.

MA.B.3.3.1- The student solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units. All GLEs are addressed.

MA.B.4.3.1- The student selects appropriate units of measurements and determines and applies significant digits in a real-world context. All GLEs are addressed.

Unit Five: Patterns

Objectives:

1. Students will demonstrate mastery of divisibility rules.
2. Students will demonstrate an understanding of prime numbers.
3. Students will demonstrate an understanding of solving equations with fractions.

Skills:

1. Students will reduce fractions.
2. Students will find the least common multiple.
3. Students will work with improper fractions and mixed numbers.
4. Students will add, subtract, multiply and divide with fractions.
5. Students will compare and order fractions.
6. Students will change decimals to fractions.
7. Students will learn rules and practice rules of divisibility.
8. Students will draw pictures to illustrate prime factorizations.
9. Students will reduce fractions to the lowest terms.
10. Students will convert between improper fractions and mixed numbers.
11. Students will estimate the sums and differences of mixed numbers.
12. Students will add and subtract with mixed numbers.
13. Students will solve fraction equations.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.

Materials:

- Sixth Grade Math (Scott Foresman-Addison Wesley)

Sunshine State Standards and GLEs:

MA.A.5.3.1- The student uses concepts about numbers, including primes, factors, and multiples, to build number sequences. All GLEs are addressed.

Unit Six: Geometry

Objectives:

1. The students will demonstrate an understanding of lines and angles.
2. Students will demonstrate mastery of protractor use.
3. Students will demonstrate the ability to identify polygons.
4. Students will demonstrate an understanding of changing dimensions of a figure.
5. Students will demonstrate ability to construct scaled and proportional drawings.
6. Students will demonstrate an understanding of symmetry, tessellations, and slides.

Skills:

1. Students will describe different types of lines.
2. Students will describe and classify different angles.
3. Students will measure angles.
4. Students will explore differences within triangles.
5. Students will classify polygons.
6. Students will classify quadrilaterals.
7. Students will draw pictures of transformations.
8. Students will draw tessellations.

9. Students will apply mathematical reasoning to construct scaled and proportional drawings.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.
- Students will be assessed on final projects requiring them to draw tessellations and scaled drawings.

Materials:

- Sixth Grade Math (Scott Foresman- Addison Wesley)

Sunshine State Standards and GLEs:

MA.B.1.3.2- The student uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures. All GLEs are addressed.

MA.B.1.3.3- The student understand and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume. All GLEs are addressed.

MA.B.1.3.4- The student constructs, interprets, and uses scale drawing such as those based on number lines and maps to solve real-world problems. All GLEs are addressed.

MA.C.1.3.1- The student understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two- and three-dimensions. All GLEs are addressed.

MA.C.2.3.1- The student understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements. All GLEs are addressed.

MA.C.2.3.2- The student predicts and verifies patterns involving tessellations. All GLEs are addressed.

Unit Seven: Coordinate Planes

Objectives:

1. Students will demonstrate understanding of positive and negative integers.
2. Students will demonstrate an understanding of rational numbers.
3. Students will demonstrate ability to perform a variety of functions with integers.
4. Students will demonstrate the ability to graph on a coordinate plane.

Skills:

1. Students will order integers.
2. Students will add, subtract, multiply and divide with integers.
3. Students will plot points on a coordinate plane.
4. Students will read the coordinates of points on a coordinate plane.
5. Students will graph translations and reflections on the coordinate plane.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.

Materials:

- Sixth Grade Math (Scott Foresman-Addison Wesley)

Sunshine State Standards and GLEs:

MA.A.1.3.3- The student understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations. All GLEs are addressed.

MA.C.3.3.1- The student represents and applies geometric properties and relationships to solve real-world and mathematical problems. All GLEs are addressed.

MA.C.3.3.2- The student identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system and applies simple properties of lines. All GLEs are addressed.

Unit Eight: Ratios and Percents

Objectives:

1. Students will demonstrate ability to convert fractions to percents.
2. Students will demonstrate ability to find percents of numbers.

Skills:

1. Students will express two quantities as a ratio.
2. Students will express two quantities with different units as a rate.
3. Students will solve proportions using cross products.
4. Students will solve proportions using unit rates.
5. Students will compare similar figures.
6. Students will express a quantity as a percent.
7. Students will estimate with percents.
8. Students will find the percent of a number.
9. Students will find a whole number when given a percent and a part.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.

Materials:

- Sixth Grade Math (Scott Foresman-Addison Wesley)

Sunshine State Standards and GLEs:

All previously addressed standards are reinforced.

Unit Nine: Solids

Objectives:

1. Students will demonstrate ability to classify three-dimensional figures.
2. Students will demonstrate ability to determine the volume of solids.

3. Students will demonstrate ability to determine the surface area of solids.

Skills:

1. Students will classify different solids.
2. Students will use surface area formulas.
3. Students will find the surface area of a cylinder.
4. Students will draw pictures to illustrate volume.
5. Students will calculate volume for rectangular prisms using the formula.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.

Materials:

- Sixth Grade Math (Scott Foresman-Addison Wesley)

Sunshine State Standards and GLEs:

All previously addressed standards are reinforced.

Unit Ten: Probability

Objectives:

1. Students will demonstrate ability to determine possible outcomes.
2. Students will demonstrate ability to determine odds for an event.

Skills:

1. Students will find the probability of an event.
2. Students will calculate probability.
3. Students will calculate probability from geometric models.
4. Students will make tree diagrams.
5. Students will guess and check for compound events.
6. Students will determine if a game is fair.

Assessment:

- Students will be assessed with standard chapter tests and periodic quizzes.

Materials:

- Sixth Grade Math (Scott Foresman-Addison Wesley)

Sunshine State Standards and GLEs:

MA.E.2.3.1- The student compares experimental results with mathematical expectations of probabilities. All GLEs are addressed.

MA.E.2.3.2- The student determines odds for and odds against a given situation. All GLEs are addressed.

Pinellas Preparatory Academy
Proposed 8th Grade Curricula Master Maps

Social Studies: M/J Florida – Challenges and Choices

Month	Essential Questions and Content	Skills	Assessment	Standards
August	What in the world in FL?	<ul style="list-style-type: none"> • Location in geography and politics • People and Population Trends • Early Habitation 	<ul style="list-style-type: none"> • Create a geo-political map • Test on Early Inhabitants 	SS.A.6.3.2 SS.B.2.3.2 SS.B.1.3.6 SS.B.1.3.7 SS.B.1.3.1 SS.B.1.3.3
September	Who came first?	<ul style="list-style-type: none"> • Early natives – Their traditions and territories • European exploration and colonization • Why Florida? • Why Spain? • Key players: Ponce de Leon, de Soto, y Arellano, Ribault, Laudonniere 	<ul style="list-style-type: none"> • Project on Florida Native Tribes • Create timeline of exploration and early events 	SS.A.6.3.4 SS.A.2.3.4 SS.A.4.3.3 SS.B.1.3.2
October	What did the Europeans see in FL?	<ul style="list-style-type: none"> • 1st Spanish Period – Why St. Augustine? • British Florida • The Spanish Return 	<ul style="list-style-type: none"> • British/Spanish/Native Debate 	SS.A.2.3.1 SS.A.1.3.1
November	The “American” FL – Who populated early FL?	<ul style="list-style-type: none"> • Why and where natives were moved • Seminole Wars • New geography of FL • Statehood 	<ul style="list-style-type: none"> • Artifact analysis 	SS.A.4.3.4 SS.A.3.3.1
December	FL’s role in the Civil War	<ul style="list-style-type: none"> • FL’s slaves • What side were Floridians on? Why? • What could FL offer to a pre-/post-war America? • Political climate of FL slaves 	<ul style="list-style-type: none"> • Research paper on Slavery in FL • PowerPoint presentation on Primary Sources 	SS.A.4.3.1 SS.A.1.3.2 SS.A.1.3.3

January	Florida's Revolution	<ul style="list-style-type: none"> • Post-War FL • Industries • Change in population/Immigration 	<ul style="list-style-type: none"> • Position Paper on Immigration issues (historical and current) 	SS.A.6.3.1 SS.A.2.3.1 SS.B.2.3.4 SS.A.2.3.6 SS.A.5.3.3 SS.B.1.3.5
February	Political and Physical Florida	<ul style="list-style-type: none"> • What has been the political climate of FL? • Renewable and Nonrenewable resources 	<ul style="list-style-type: none"> • Historical debate • Interdisciplinary project with science 	SS.A.6.3.3 SS.B.2.3.3 SS.A.6.3.5 SS.B.2.3.8
March	State Government	<ul style="list-style-type: none"> • Branches of State Government • Responsibilities of each branch • Current and historically important members of State government • Citizen's responsibilities 	<ul style="list-style-type: none"> • Representation of the state government at work • Letters to current members of State legislature 	SS.D.1.3.1 SS.C.1.3.1 SS.C.1.3.2 SS.C.1.3.3 SS.C.1.3.4 SS.C.1.3.5 SS.C.1.3.6 SS.C.2.3.2 SS.C.2.3.3 SS.C.2.3.4 SS.C.2.3.5 SS.C.2.3.6 SS.C.2.3.7
April	Current Events and Economic Studies	<ul style="list-style-type: none"> • Current political climate/issues • Where is FL in relation to the rest of the US? • Poverty vs. Affluence 	<ul style="list-style-type: none"> • Position paper on role of FL in national government • Debate on economic issues 	SS.D.2.3.3 SS.D.2.3.1 SS.D.1.3.3
May	Planet X Project	<ul style="list-style-type: none"> • Given natives, how would you colonize? • What form of government would you establish? Why? • How would you establish education and businesses? 	<ul style="list-style-type: none"> • Final presentation answering skills questions 	SS.D.2.3.2 (plus reinforcement of all SSS for the year)

Science: M/J Comprehensive Science 3

Month	Essential Questions and Content	Skills	Assessment	Standards
August	Why do we use scientific method?	<ul style="list-style-type: none"> • Lab Safety • Identify question, formulate hypothesis, control and manipulate variables, devise experiments, predict outcomes, compare and analyze results and conclusions • Analyze scientific reports • Reproduce prominent experiment 	<ul style="list-style-type: none"> • Pre-/Post-Safety Test • Pre-/Post-Scientific Reasoning Quiz • Lab Reports • Reflections 	SC.H.1.3.1 SC.H.1.3.2 SC.H.1.3.3 SC.H.1.3.4 SC.H.1.3.5 SC.H.1.3.7
September	Energy and Matter	<ul style="list-style-type: none"> • Identify different substances for: mass, volume, shape, density, texture, and reaction to temperature and light • Solids, liquids, and gases atomic structure • Physical vs. Chemical Change • Transfer of 	<ul style="list-style-type: none"> • Oobleck Lab and report • Chapter test 	SC.A.1.3.1 SC.A.1.3.2 SC.A.1.3.3 SC.A.1.3.4 SC.A.1.3.5 SC.A.1.3.6 SC.A.2.3.2 SC.B.2.3.1

		Energy		
October	Force and Motion	<ul style="list-style-type: none"> • Describe motion of objects • Newton's Laws • Solve net force equations • Properties of gravity 	<ul style="list-style-type: none"> • Design and build a simple, efficient machine based upon laws of motion • Chapter Test 	SC.C.1.3.1 SC.C.2.3.5 SC.C.2.3.6 SC.C.2.3.7
November	Processes that shape the Earth	<ul style="list-style-type: none"> • Thermal energy • Mechanical and Chemical activities on Earth • Rock Cycle • Erosion and Volcanoes • Tectonic Plates 	<ul style="list-style-type: none"> • Kitchen Chemistry: Rock Cycle Lab • Chapter Test 	SC.B.1.3.5 SC.D.1.3.1 SC.D.1.3.5
December	Earth and Space	<ul style="list-style-type: none"> • Make up the Solar System • Compare and Contrast planets and moons • Analysis of Milky Way composition and other galaxies 	<ul style="list-style-type: none"> • Analysis paper of satellite probe data over a period of time • Chapter Test 	SC.E.1.3.1 SC.E.1.3.2 SC.E.1.3.3 SC.E.1.3.4 SC.E.2.3.1
January	Processes of Life and Human Body Systems	<ul style="list-style-type: none"> • Cellular structures, compare and contrast • Body systems (digestive, respiratory, reproductive, etc.) 	<ul style="list-style-type: none"> • Create model cell (3-D or computer generated) and teach to grade 4 students • Chapter Test 	SC.B.1.3.4 SC.F.1.3.1 SC.F.1.3.3 SC.F.1.3.4 SC.F.1.3.5 SC.F.1.3.7 SC.H.3.3.7
February	Genetics	<ul style="list-style-type: none"> • DNA Genetic 	<ul style="list-style-type: none"> • Human Traits Lab 	SC.F.2.3.1 SC.F.2.3.2

		adaptation and change • Role of genes in heredity	• Chapter Test	SC.F.2.3.3 SC.F.2.3.4
March	How do living things interact with their environment?	• Ecosystems • Classification systems • Threatened, endangered, and extinct species • Biotic and Abiotic components • Renewable and nonrenewable resources	• Endangered species graphs and plan of action • Food web and pyramid for local ecosystem • Research paper on home energy use and modern alternatives	SC.B.2.3.2 SC.D.1.3.2 SC.D.1.3.3 SC.D.2.3.1 SC.G.2.3.1 SC.G.2.3.3 SC.G.2.3.4 SC.H.1.3.6 SC.H.3.3.5 SC.H.3.3.6
April	Planet X Project	• See Attachment	• Periodic monitoring of student progress with observations	Review of all standards from year
May	Planet X Project	• See Attachment	• Final report and presentation	Review of all standards from year

Mathematics: Algebra 1 Honors

Month	Essential Questions and Content	Skills	Assessment	Standards
August	Algebraic Concepts and Simple Equations	Combining like terms to solve equations Apply the distributive property Solve equations using rational numbers Solving percent equations Calculating	Homework Quizzes Chapter test	MA.A.1.4.1 MA.A.1.4.2 MA.A.1.4.3 MA.A.1.4.4

		percent of change		
September	Can a math problem have multiple correct answers?	Solve equations with variables on both sides Solve inequalities using addition and subtractions Solve multi-step inequalities Solve compound inequalities Interpret for reasonableness Absolute value Proportions Transforming formulas	Homework quizzes Chapter Test	MA.A.3.4.2 MA.A.3.4.3
October	Graphing and writing linear equations Geometry	Calculating slope, rate of change, direct variation Writing linear equations Drawing scatter plots and linear equations Solving $Ax+By=C$ form Solving using x-intercept Perpendicularity, parallelism, congruency, similarity, reflections and symmetry Measurement Concrete and graphic models for formulas of perimeter, area, surface area, circumference, and volume of 2-	Homework quizzes Chapter test	MA.C.3.4.1 MA.C.2.4.1 MA.C.3.4.2 MA.B.3.4.1 MA.B.2.4.1 MA.B.1.4.1

		and 3-dimensional shapes		
November	Equations and inequalities	Solving systems by graphing, substitution and elimination Writing systems Identifying nonlinear equations	Homework quizzes Chapter Test	MA.D.2.4.1 MA.D.2.4.2
December	Quadratic equations and Functions	Identify and graph quadratic functions Solve quadratic equations Apply quadratic formula Calculate square roots	Homework quizzes Chapter test	MA.D.1.4.2
January	Exponents and their functions	Identifying exponential functions Calculating exponential growth and decay Calculating zero and negative exponents Solving multiplication and division properties of exponents Applying scientific notation	Homework quizzes Chapter test	MA.B.2.4.2
February	Right triangles and radical expressions	Applying Pythagorean Theorem and distance formula Solving trigonometric ratios and radical equations	Homework quizzes Chapter test	MA.B.1.4.2

		Graphing square root functions		
March	Polynomials	Add, subtract, multiply and divide polynomials Factoring trinomials and special cases Solving equations by factoring	Homework quizzes Chapter test	MA.B.1.4.3
April	Rational Expressions and functions	Identify inverse variation Calculate rational functions and expressions Counting outcome and permutations Calculating combinations Probability Statistical inferences	Homework quizzes Chapter test	MA.A.3.4.1 MA.E.1.4.1 MA.E.1.4.2 MA.E.1.4.3 MA.E.2.4.1 MA.E.2.4.2 MA.E.3.4.1 MA.E.3.2.4
May	Planet X Project	See attachment	Project and presentation	All standards reviewed

M/J Mathematics 3

Month	Essential Questions and Content	Skills	Assessment	Standards
August	Drawing conclusions from statistical data	Organizing and displaying data Reading and interpreting graphs Displaying frequency Measures of central tendency Stem-and-leaf and box-and-	Homework quizzes Chapter test Project on real-world graphs	MA.A.4.3.1 MA.A.1.3.2 MA.E.1.3.3 MA.E.3.3.1 MA.E.2.3.1 MA.E.2.3.2 MA.E.3.3.2

		whisker plots Graphing data Probability		
September	Integers and Variable Expressions	Identifying variables and absolute values Writing and evaluating variable expressions Adding, subtracting, multiplying, and dividing integers Multiplying and dividing with exponents Evaluating expressions with exponents	Homework quizzes Chapter test	MA.A.1.3.1 MA.A.1.3.2 MA.A.1.3.3 MA.A.1.3.4
October	Equations and inequalities	Simplifying variable expressions Solving equations by subtracting, adding, multiplying or dividing Solving two step equations Solving inequalities by adding, subtracting, multiplying or dividing	Homework quizzes Chapter test	MA.A.3.3.1. MA.A.3.3.2 MA.A.3.3.3 MD.2.3.1 MA.D.2.3.2 MA.D.1.3.1
November	Graphing in the Coordinate Plane	Graphing points Equations with two variables Identify slope Solve for y- intercept Solving graphs	Homework quizzes Chapter tests	MA.C.1.3.1 MA.C.2.3.1 MA.C.2.3.2 MA.C.3.3.2

		for equations Solving geometric translations Identifying reflections and symmetry Exploring rotations		
December	Rational and irrational numbers	Identifying factors Identifying rational numbers Solving for equivalent fractions and decimals Comparing and ordering rational numbers Adding and subtracting like fractions Adding, subtraction, multiplying and dividing rational numbers Identifying square roots and irrational numbers Solve problems using Pythagorean Theorem	Homework quizzes Chapter test	MA.A.2.3.2 MA.A.2.3.1 MA.A.5.3.1
January	Applications of Proportions	Identifying ratios and rates Convert units of measure Solving proportions Use proportions	Homework quizzes Chapter test	MA.B.1.3.3 MA.B.1.3.4

		to solve problems Estimate indirect measurement Solving using the tangent ratio Solving using sine and cosine		
February	Applications of Percent Patterns in Geometry	Identifying decimals Solving for fractions, decimals and percents Estimating with percents Creating circle graphs Calculating percent for change Calculating markup and discount Identifying patterns and angles Constructing segments and parallel lines Identifying congruent triangles and quadrilaterals Creating polygons and tessellations Calculating areas and circumferences of circles	Homework quizzes Chapter test	MA.D.1.3.2 MA.E.1.3.1
March	Geometry and Measurement	Identifying 3-D figures	Homework quizzes	MA.B.2.3.1 MA.B.2.3.2

		Drawing 3-D figures Precise measurement Solving surface areas of prisms and cylinders Calculating volumes of pyramids and cones	Chapter test	MA.C.3.3.1 MA.B.3.3.1 MA.B.4.3.1 MA.B.4.3.2 MA.B.1.3.1 MA.B.1.3.2
April	Functions and Polynomials	Identifying patterns and sequences Identifying functions Graphing linear functions Writing rules for linear functions Applying graphs and events Identifying polynomials Adding and subtraction polynomials	Homework quizzes Chapter test	
May	Planet X Project	See attached	Project and presentation	All standards reviewed

M/J Language Arts and Reading 3, Advanced

Month	Essential Questions and Content	Skills	Assessment	Standards
August	Reading: Short Stories Literary terms Grammar Writing Vocabulary	Learning meaning of and recognize figurative language in literature Recognize and write	Vocabulary quiz Peer-Teacher conference Comprehension and Analysis test	LA.A.1.3.3 LA.A.2.3.1 LA.E.2.3.1 LA.A.1.3.1 LA.A.2.3.2 LA.A.1.3.4 LA.A.2.3.7 LA.A.2.3.4 LA.A.2.3.5

		various types of sentences Write personal narratives and essays for portfolios Spell, define, and use vocabulary words		LA.B.1.3.1 LA.B.1.3.2 LA.B.1.3.3 LA.B.2.3.3
September	Poetry Literary Terms Grammar Writing Vocabulary	Define and identify the elements of fiction and poetry Learn meaning of and recognize figurative language in poetry Identify parts of speech: nouns, pronouns, and adjectives	Poetry test Poetry written samples for portfolio Vocabulary quiz	
October	Mythology and Speech Grammar Writing Vocabulary	Use structural analysis skills to decode words unfamiliar in print Identify main ideas, critical details, and supporting	Graph plot line Interpretive responses Speech on issue chosen by class Vocabulary quiz	LA.C.3.3.3 LA.C.3.3.1 LA.C.2.3.2 LA.D.2.3.1 LA.D.2.3.2 LA.D.2.3.3 LA.C.1.3.1 LA.C.1.3.2 LA.C.1.3.3

		details Summarize text in own word Compare and contrast text Cause and effect Draw defensible conclusions based upon stated or implied information according to meaning and mood		
November	Romeo and Juliet Drama Study Grammar Writing Vocabulary	Confirm the meaning of figurative, idiomatic, and technical language using context clues Distinguish between main characters and minor characters	Character essay Exam Dramatization Creative Writing Assessment	LA.E.1.3.1 LA.D.1.3.1 LA.D.1.3.2 LA.D.1.3.3 LA.D.1.3.4
December	Primary Source Research (Slavery in FL)	Distinguish fact from opinion Differentiate fiction from nonfiction based upon attributes Identify author's bias Analyze visual media	Create journals that incorporate events from slavery Research paper on slavery	LA.A.2.3.2 LA.A.2.3.3 LA.A.2.3.6 LA.A.2.3.8 LA.D.2.3.6 LA.D.2.3.7 LA.A.2.3.5 LA.A.2.3.7 LA.A.2.3.8

		<p>for language, subject matter, and visual techniques used to influence opinions, decision-making, cultural perceptions</p> <p>Plan, develop, and produce a visual presentation using a variety of media such as videos, films, newspaper, magazine, and computer images</p> <p>Compare, contrast, and establish criteria, to evaluate visual media for purpose and effectiveness</p>		
January	<p>Devil on My Heels (J. McDonald)</p> <p>Vocabulary</p> <p>Grammar</p> <p>Writing</p>	<p>Predict outcome</p> <p>Historical narratives</p> <p>Confirm the meaning of figurative, idiomatic, and</p>	<p>Comprehensive Exam</p> <p>Vocabulary</p> <p>Cooperative project with Social Studies</p>	<p>LA.E.2.3.4</p> <p>LA.E.2.3.5</p>

		<p>technical language and context cues</p> <p>Compare the lives and experiences of characters in history to present day individuals who have similar goals or face similar challenges</p> <p>Compare versions of traditional contemporary literature from different cultures for similarities and difference related to theme, plot, character, setting, and point of view</p>		
February	Devil on My Heels, Con't	Continuation of skills from January	Continuation of assessments from January	Continuation of standards from January
March	To Kill a Mockingbird	<p>Identify author's propose</p> <p>Describe author's strategies to persuade or convince</p> <p>Identify the</p>	<p>Comprehension and analysis essay</p> <p>Vocabulary Writing Assignment</p>	<p>LA.E.1.3.3</p> <p>LA.E.2.3.1</p>

		theme Summarize text in chronologica l, sequential, or logical order		
April	To Kill a Mockingbird, Con't	Continuation of skills from March	Continuation of assessments from March	
May	Planet X Project	See Attached	Project and presentation	All standards reviewed