Summary of Peer Review Ratings of Part C
Esperanza Charter School, Espanola

DATE July 2, 2019

Overall Score Sheet

Section	Points Received	Possible Points
Application Overall Score	**59**	**300**
• Education Plan/Academic Framework	11	100
• Organizational Plan and Governance/Organizational Framework	44	132
• Business Plan/ Financial Framework	4	44
• Evidence of Support	0	24

Scoring Summary

Percentage of Total Points Earned: 19.67%

	"Falls Far Below"	*"Approaches"*	*"Meets"*
Academic Framework	12	3	0
Organizational Framework	5	16	0
Financial Framework	7	1	0
Evidence of Support	4	0	0

Minimum Scoring Expectations:

- No scoring area received a score of "*Falls Far Below Criteria*". This **was not** met. (28 total)
- No more than 3 responses were evaluated as "*Approaches the Criteria*" in any one section of the application **was not** met. (16 in the Organizational Framework section).
- The applicant earned at least 80% of the available points **was not** met. (~20%)
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NOTE: This information from the Peer Review Team, along with the updated analysis after the Capacity Interview and documentation from the Community Input Hearing, is provided to the Public Education Commission (PEC) for its consideration. The school will have the opportunity to address the Commission and answer questions at both the Community Input Hearing and at the decision-making meeting. The school will also have the opportunity to provide a written response to the final recommendation from the Charter Schools Division in August. The PEC is the decision making body that will approve, approve with conditions, or deny the application at the August 2019 PEC Meeting.

Peer Review Summary Analysis

Academic Framework

The school does not have a clear, detailed academic framework on which to build; in terms of instructional model, there is more work to be done before Esperanza School is ready to proceed to operations. The application as written does not pull the multiple strands of the proposed school model (STEM, the extensive curriculum outline, focus on animals and agriculture) into a compelling vision for meeting the needs of highly at-risk students.

Organizational Framework

The organizational framework seems preliminary thus far. There are unanswered questions as to roles and relationships within the school structure as well as the responsibilities assigned. As the learning model is refined and becomes more detailed in the charter school application process, this should become more clear with all essential jobs represented and explained thoroughly. A solid staffing model will support the success of the at-risk students that Esperanza desires to serve.

Financial Framework

The school's financial framework is incomplete, primarily due to the missing components of the SEG worksheet and the misalignment of the worksheet to the 5 Year budget. This does not give the founding team a solid foundation yet to build from. A deeper understanding of SEG funding and its direct correlation to budget should be demonstrated here.

Evidence of Support

While the experience, commitment, and community ties of the Founding Team are a tremendous asset for the proposed school, no concrete evidence of support appears in this application and these relationships have not yet been leveraged to create strategic, formal partnerships that further the mission of the school.

Overall Applicant Capacity

Overall, this application is not yet ready for approval. Much more detail and planning is needed to ensure that the school is opening on a strong base and is ready to serve students to a high degree from day one. It is the team's hope that Esperanza' s team will take this feedback and use it to build an original, well-planned, and highly detailed application for a charter that focuses on measurable student outcomes and demonstrates a commitment to providing a high-quality education for at-risk students in the Espanola Valley.

New Mexico Public Education Commission

2019 New Charter School Application Kit
Part C. Application & Rubric

School Information:
Name of Proposed Charter School: Esperanza Charter School
School Address (if known): 714 Calle Don Diego
School Location (City/Town): Espanola, New Mexico
School District within which the proposed school will be located: Espanola Public Schools
Grades to be served: K-7
Requested Enrollment Cap: 160; eventually 400 as upper grades are added

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City: Click here to enter text. State: Click here to enter text. Zip: Click here to enter text.
Daytime Tel: Click here to enter text. Fax: Click here to enter text.
Alternate Tel: Click here to enter text. E-Mail: Click here to enter text.

Founder (if different from above): Click here to enter text.
Address: Click here to enter text.
City: Click here to enter text. State: Click here to enter text. Zip: Click here to enter text.
Daytime Tel: Click here to enter text. Fax: Click here to enter text.
Alternate Tel: Click here to enter text. E-Mail: Click here to enter text.

Founder (if different from above): Click here to enter text.
Address: Click here to enter text.
City: Click here to enter text. State: Click here to enter text. Zip: Click here to enter text.
Daytime Tel: Click here to enter text. Fax: Click here to enter text.
Alternate Tel: Click here to enter text. E-Mail: Click here to enter text.

Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school, you will not answer questions about graduation), where indicated. **Use the rubrics following each of the prompts to guide your responses.**

Please note: The Public Education Commission (PEC) has determined which questions are of greater importance than others. Therefore, certain scores are increased as indicated in the scoring rubrics as set forth below.

Scoring: Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as "Meets the Criteria." The rubrics on this page govern **general scoring practices**. ***Please be sure that each response completely addresses the bulleted points in the rubrics for each individual prompt as well.***

Meets the Criteria **100% of total points**	• All required elements present • Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development • The proposal is reasonable and realistic • Fully consistent with other sections, including budget and mission • Fully consistent with all requirements of law • Coherent and easily understood
Approaches the Criteria **50% of total points**	• Does not clearly meet all criteria identified above to be rated "Meets the Criteria" • The majority of required elements are present, but not all • Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept • Minor inconsistencies with other sections • May raise questions about legal compliance, but does not demonstrate non-compliance • May raise questions about reasonableness or viability of the proposal

Falls Far Below the Criteria
 	
0 points
	• None or less than a majority of the required elements are present
	• Contradicts other sections, or substantially inconsistent with other sections
	• Insufficient detail to understand the proposal, which includes:
	  ○ Copying responses from a prior applicant's application
	  ○ Copying statutory, regulatory, or policy/guidance language
	  ○ Plagiarizing information from other publicly available material
	• Includes statements that violate or conflict with the requirements of law
	• Incoherent or cannot be understood
	• The proposal is patently unreasonable or unrealistic
	• Does not clearly meet criteria identified above to be rated "Approaches the Criteria"

Minimum Scoring Expectations:

- No response is evaluated as "Falls Far Below the Criteria";
- No more than three responses may be evaluated as "Approaches the Criteria" in any one section of the application; and
- The applicant must earn at least 80 percent (80%) of the available points in order for a positive recommendation by independent reviewers.

I. Academic Framework

A. Mission.

Note: The proposed school shall report each year on implementation of its mission as set forth in the Performance Framework.

A. (1) State the mission, or the driving force, that guides this school proposal. The mission should answer questions such as: 1) what student outcomes does the proposed school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about the proposed school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs.

APPLICANT RESPONSE: The Espanola Valley traditionally has been and continues to be a place which is economically depressed and suffers from a low high school graduation rate. Because this situation continues to perpetuate, our school seeks to serve those students in our community who are at risk of not graduating from high school. In fact, investigation into the problem of a high dropout rate has revealed that the actual number of students who do not graduate is actually higher, since a sizeable number of students leave school in the 8th and 9th grades and never return, and those who drop out at that grade level fall through the cracks. The talk on the street is that these are students who have fallen so far behind, not only in credit hours earned, but also in their own self-perception future academic failure, that they quit school before even entering high school, where dropout rates are first tabulated.

Our mission, which began to take shape in our earlier operation of Carinos Charter School, is to provide a school that focuses on the needs of at-risk children. This category also can include children of families that the government now recognizes as “homeless” and whose backgrounds are quite varied, but with the result that there such uncertainty and lack of stability at home that it becomes extremely difficult for these students, despite their mental acumen, to do passing grade level work at school. This category also includes those students who do not perform as well as their classmates due to a variety of causes such as struggling with the effects of Autism, ADHD, dyslexia, processing deficits, psychological and neurological issues, and similar conditions.

Our mission is fully stated and accomplished when we provide a curriculum and modality of instruction that allows for a flexible lesson plan system, a curriculum that more effectively addresses the issues stated above, and two innovative programs.

First, we will employ and integrate a modified portion of the STEM curriculum in the part of our curriculum that includes animals and agriculture. The STEM modality will not only be useful in terms of practical skills that relate to the care and feeding of animals, but will also be used in a business model where the students will be part of the Espanola Farmer’s Market in order to sell their produce and value added products.

It must be added and stressed that the inclusion of animals and agriculture into the everyday curriculum will give the students a nurturing and dynamic addition to their school day. The human heart responds favorably and lovingly to animals as they are born and grow. The sense of responsibility for taking care of captive animals encourages the children to attend school and to participate with enthusiasm. Such an endeavor also builds a sense of

schoolwide cooperation as parents and teachers interact in an extracurricular way that is nurturing and bonding to all.

Second, we will take pro-active measures to make available to the students and their families alternative remedies to the neurological issues that the students face. We will partner with one of the leading acupuncture doctors in America who has outstanding results treating children with Autism and ADHD as well as other neurological conditions. We will search out other alternative methods of treating these conditions and providing this information and a possible course of treatment to our students and their families.

We feel that we can reduce the dropout rate in the Espanola Valley through our curriculum, through our faculty of special needs teachers, by a curriculum and modalities of teaching that are not part of the regular public school program, and by including animals and agriculture in a nurturing and business venture, and by providing alternative treatment options to students with neurological conditions. Our outcomes will be achieved as our students remain in school till graduation and as their truancy rates are below the norm for the Valley. Our outcome will be satisfyingly realized for each student who is properly diagnosed and treated for a neurological condition and is given the opportunity to meet and surpass academic standards.

Our outcomes also include attending the Espanola Valley Farmer's Market at least twice a month with eggs and later with other items of produce. They include our students learning about the care and treatment of chickens and the collection, storage and sale of eggs. It includes the planting, care and harvesting of produce, beginning with salad items and the marketing of these items

Total Points Available	Expectations
16	**A complete response must** • **Identify the student <u>outcomes</u> the proposed school seeks to accomplish;** • **Described how it will achieve the identified student outcomes (inputs/program); and** • **Identify the proposed outcomes and how they will be achieved is innovative and unique.**
INDEPENDENT REVIEWER EVALUATION: The review team rated this section **"Falls Far Below the Criteria."** The application clearly identifies its inputs (STEM, animals and agriculture, alternative treatments) but fails to describe the outcomes they are working to achieve. The model is not one that is found elsewhere in the community and thus can be seen to be innovative and unique. However, the rationale for need mentions truancy, drop out, and graduation rates, but gives no clear baseline data from the district. In addition, the school model proposes to serve grades K-7 where these indicators are not measured.	

B. Goal(s) Related to the Proposed School's Mission.

The Amended Charter School Act **requires schools to identify at least two mission-specific goals in the application** that set targets for the implementation of the proposed school mission. Mission-specific goals MUST BE provided within the application. If the application is approved, these goals will be used as the initial draft during the negotiations with the Authorizer.

For the purposes of this application, the goals will show the capacity of the applicant to identify appropriate goals aligned with the mission of the proposed school. During the later contracting process after approval, the goals may be negotiated and put into the Performance Framework to allow an approved school to demonstrate its achievements related to an approved mission. The Performance Framework is assessed on an annual basis.

Mission-specific goals put into the application should

(1) demonstrate the proposed school's ability to implement the proposed school's mission;
(2) be in the format set forth below, which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound); and finally,
(3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific goal that measures student progress and performance in this special area.

Again, please note that **these goals are subject to change through the negotiation process as an approved school works with their Authorizer in the contract negotiation process during the planning/implementation year**.

Please note: The criteria for the SMART format is as follows:

- **Specific**. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable**. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Attainable.** A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
- **Rigorous**. A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- **Time-Bound with Target Dates**. A well-conceived goal should specify a timeframe or target date for achievement.

B.(1) Mission-Specific goals

Identify and provide at least one mission-specific goal in the following section. Include the following key elements:

- First, ensure that the annual goal provided shows the implementation of the proposed school's mission.
- Second, for each goal provided, use the SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your goal
- Third, include measures and metrics in your mission-specific goal. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards," and what it means to "fall far below standards."
  NOTE: **Please see examples in the glossary or in Part A of this application**.

APPLICANT RESPONSE:

Goal related to School's Mission:

Goal: To successfully hatch chicken eggs and raise the chickens so as to produce eggs for sale at the Farmer's Market.

Exceeds Standards:

- *Incubator is purchased and set up before the school opens*
- *75 eggs are purchased and delivered by the first day of school*
- *95% of all eggs hatch*
- *95% of all chicks live for more than a month*
- *Outside chicken coop is built by the end of the first week of school*
- *Chicken feed is ordered a week before it runs out*
- *Chicks/ chickens are fed and watered the same time every day*
- *The chicken pen is cleaned out every 10 days*
- *95% of the chickens start laying eggs within 4 months of hatching*
- *100% of the students keep daily logs of the chicken project*

Meets Standards:

- *Incubator is purchased and set up one week after the school opens*
- *50 eggs are purchased and delivered by the first day of school*
- *90% of all eggs hatch*
- *90% of all chicks live for more than a month*
- *Outside chicken coop is built by the end of the first month of school*
- *Chicken feed is ordered and delivered 3 days before it runs out*
- *Chicks/ chickens are fed and watered within 2 hours of schedule every day*
- *The chicken pen is cleaned out every 10 days*
- *95% of the chickens start laying eggs within 4 months of hatching*
- *90% of the students keep daily logs of the chicken project*

Falls Below Standards:

- *Incubator is purchased and set up 2 weeks after the school opens*
- *50 eggs are purchased and delivered by the first week of school*
- *85% of all eggs hatch*
- *85% of all chicks live for more than a month*
- *Outside chicken coop is built by the end of the first month of school*

	• *Chicken feed is ordered the day it runs out* • *Chicks/ chickens are fed and watered at irregular times every day; occasionally a day is missed* • *The chicken pen is cleaned out every 21 days* • *75% of the chickens start laying eggs within 7 months of hatching* • *90% of the students keep daily logs of the chicken project* *Fails to Meet Standards:* • *Incubator is purchased and set up 3 weeks after school opens* • *50 eggs are purchased and delivered by the first day of school* • *75% of all eggs hatch* • *75% of all chicks live for more than a month* • *Outside chicken coop is built by the end of the first 45 days of school* • *Chicken feed is ordered after it runs out* • *Chicks/ chickens are fed and watered sporadically* • *The chicken pen is cleaned out every 6 weeks* • *60% of the chickens start laying eggs within 6 months of hatching* *70% of the students keep daily logs of the chicken project* *These goals are rigorous because they rely upon the dedication of students, families and staff to attend to the daily needs of these animals, even on weekends. It requires going above and beyond the regular public school regimen to achieve success. It then requires preparing for, attending and packing things away from the Farmer's Market.* *These goals are attainable since there is a history and a current practice in the community of raising chickens. The care and maintenance of chickens is not beyond the understanding and capacity of grade school students to accomplish. Learning in a practical way that involves families and friends is taking place; responsibility is being instilled.*
	Other Mission-Specific Goals, if appropriate

Total Points Available	Expectations

12	**A complete response must**
	• **Include one mission-specific goal;**
	• **Align to the student outcomes identified in the mission response (A.1.);**
	• **Include all elements of the SMART format:**
	  ○ **Specific**
	  ○ **Measurable**
	  ○ **Attainable**
	  ○ **Rigorous**
	  ○ **Time bound;**
	• **Include the following rating categories—Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards;**

	• **Include measures and metrics, including percentages for each rating category;** • **Explain why the established goals are rigorous; and** • **Explain why the established goals are attainable.**

INDEPENDENT REVIEWER EVALUATION: The Review Team rated this section as **"Falls Far Below the Criteria."** The stated goal is not mission-aligned in that it does not measure the outcome or impact the school is having on students. If the data basis that demonstrates need for a school like Esperanza is a measure of truancy or graduation rate or student retention, then the goal needs to address the desired student outcome specifically. This is not a rigorous student-centered learning goal. In addition, there seems to be a misunderstanding from the founding team on what is required for the ratings sections; they do not set a high, student-centered standard for the school to achieve. The response does not meet the elements of the SMART format: o Specific - Missing a specific outcome tied to standards for subject or content area or for students success o Measurable - Missing a (%) or measurable outcome for students o Attainable - No student-oriented goal is given here, so measuring attainability is difficult o Rigorous - Missing an indicator of rigor in the goal statement o Time bound - The goal statement needs an indicator of how it is time bound. The rating categories below have indicators, but the goal itself should have one. See pg. 9 of Part A Glossary

C. Bilingual Multicultural Indian Education and Hispanic Education

C. (1) Provide a description of the proposed school's curriculum will ensure equal education opportunities for students in New Mexico through cognitive and affective development of the students by:

(a) using the cultural and linguistic backgrounds of the students in a bilingual multicultural education program;

(b) providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and

(c) teaching students to appreciate the value and beauty of different languages and cultures.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission.

APPLICANT RESPONSE: *Providing a bilingual and multicultural Indian education is challenging due, in large measure, to the fact that most Native American tribes in the Southwest, with the exception of the Dine nation, do not want their language spoken by non-Natives, and they do not produce a written form of their language for wide distribution and use. The NM PED website offers a link for "New Mexico Native American Language and Culture," but it is being developed and does not yet have resources or information available to help schools with language and culture resources. Yet there are remedial materials that can be found and used as an introductory way of learning words and concepts in a Native language. And there are certain words and phrases that can be learned without offending speakers of those indigenous languages. For example, our school will teach all students the proper way of greeting, thanking, and departing from other people. Numbers will be learned for counting and telling time. Place names will also be taught. When it comes to language grammar, certain concepts can be taught that express a certain way of conceiving the world. For example, the Native American vocabulary has over a dozen words to describe the light that comes from the sun at various times of the day. And those languages have pronouns in the singular, plural (2 person) and superplural (3 or more persons). When these concepts are taught, students can learn more about what is important in a culture and how it is expressed in words. Native languages are tonal, and this concept, when taught and demonstrated gives an appreciation for the complexity and different forms of languages. Teaching these concepts will not require the teacher to be proficient in a Native language, but will require research and use of extant materials. Also, PED has organized since 2017 the Indigenous New Mexico Curriculum Initiative. There have been four meetings of this group in 2018, and our school will attend meetings of this group and participate as requested.*

One of our goals in using cultural and linguistic backgrounds will be to teach our students to accept and honor cultural differences. This will be partially accomplished by offering exposures to Native American music, art, literature, foods, and history throughout the regular curriculum.

With our Hispanic students, we recognize that in the Espanola Valley, unlike more urbanized areas like Santa Fe, Albuquerque and Las Cruces, practically all of our students come not only from Mexico exclusively, but also from the State of Chihuahua. Therefore, our program will include cultural awareness and studies about Chihuahua. Teachers can teach about the history and geography of Chihuahua. This study will be enhanced by images from the Internet of Chihuahua. Some of the

students were born in Chihuahua, but no doubt their parents and grandparents were born there and still keep close connections with friends and relatives there. This integration of studies within many levels of our curricula will engage the students and their families and will make our Hispanic education component especially rich and interactive. The students will be naturally encouraged to add to the educational experience with their own stories and familial connections with Mexico.

This cultural modality will align with our curriculum since both Native American and Hispanic cultures are rooted in animal husbandry and agricultural production.

The Principal, during the year of preparation, will establish the framework for this modality as well as the proper way to incorporate these studies within the regular curriculum. When the teachers meet before the beginning of the school year, they will be presented with the Principal's outline of this modality and together as a team, they will produce a workable program, assign research tasks and be prepared to incorporate this within their teaching program. They will meet monthly, on a Wednesday afternoon, to assess the success of the program, to be aware of what each other is doing, and to fine tune their future modalities.

Total Points Available	Expectations
12	A complete response must • Describe the proposed school's curriculum; • **Identify information that demonstrates the curriculum is research-based;** • Describe a curriculum that is reasonable, based on the professional judgment of experienced educators; • **Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards;** • Identify information that demonstrates how the curriculum will align with the proposed school's mission; and • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. ○ The timeline must identify the following: ▪ responsible staff ▪ action steps ▪ deadlines ○ **The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school's mission.** ○ The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June

	1st of the planning year—the deadline for having the commencement of operations approved. ○ **If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico.**

INDEPENDENT REVIEWER EVALUATION: The Review Team rated this section as **"Approaches the Criteria."** The school plans to meet this requirement in part by offering exposures to Native American music, art, literature, foods, and history throughout the regular curriculum. The school application does not indicate where/how student families will be involved, or give an indication of the supports to be given to help students with a home language that is not English achieve at a high level. The incorporation of culturally relevant material does support this goal, but no mention is made of alignment to NM CCSS nor is a fully developed curriculum plan described here.

D. Curriculum, Educational Program, Student Performance Standards.

D. (1) Provide a description of the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards and the proposed school's mission.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.

APPLICANT RESPONSE: **Description of the Curriculum**

The school's comprehensive curriculum will be written and aligned to the New Mexico Content Standards and Performance Benchmarks. A consultant will be hired by November to ensure there will be sufficient time to develop the school's comprehensive, standard-based curriculum for the 2020-21 school year. Furthermore, the specific resultant semester and daily curricula will be implemented and adapted by teachers who are guided by the following principles:

- There is a necessary connection between all disciplines and, in the real world, school subjects are inevitably interconnected.
- Curriculum will be interdisciplinary, where students will connect disciplines through the experience of assignments in thematic units. The curriculum plan will include scope and sequence of courses, chapter and unit plans, lesson plans, resources, assessment tools, technology applications, strategies and methods by which the subject matter will be delivered aligning with the content

standards, benchmarks and performance standards of the State of New Mexico.

- The school's curriculum will be well suited for cooperative learning classrooms and small group, team projects or presentations. Research shows that cooperative learning strategies are a highly effective method to promote the academic progress of all students, especially minority and ELL students who improve their language mostly by interacting with their teachers and peer in the school. Therefore, cooperative learning groups will be widely implemented in all grades and subject areas in the school.

Mathematics: Kindergarten

Evidence Outcomes

Students Can:

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Recognize that the number sequence from 1 to 9 repeats between the decade numbers, except in the spoken numbers between 10 and 20.
2. Reason that counting to 100 by tens reaches the same number as can be counted repeatedly by ones.

Inquiry Questions:

1. When might you want to count by tens instead of ones?
2. When might you want to start counting from a number other than one?
3. What number can we use to show we have nothing to count?

Evidence Outcomes

Students Can:

4. Apply the relationship between numbers and quantities and connect counting to cardinality.
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c. Understand that each successive number name refers to a quantity that is one larger.

5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Progress from thinking about numbers as the result of the process of counting to abstractly thinking about numbers as mental objects of their own—especially the quantity 10.
2. Explain how the number reached when counting on is a relationship between the quantity started from and the quantity added.

3. Make counting efficient by following rows, columns, or other patterns in a group of arranged objects.

Inquiry Questions:
1. How is counting to five different from the number five?
2. What number is one larger than four? What number is one larger than seven?

Evidence Outcomes
Students Can:
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)
7. Compare two numbers between 1 and 10 presented as written numerals.

Academic Context and Connections
Essential Skills and Mathematical Practices:
1. Make reasoned arguments about the relative sizes of groups, such as by matching objects of two groups and seeing which has extra objects, or by counting the objects in each group and seeing which has the number further in the counting sequence.
2. Use precise language to describe why one quantity is less than, greater than, or equal to another, and avoid mixing and misusing different ways of quantifying such as dimension, weight, or magnitude.

Inquiry Questions:
1. Other than counting, how might you decide whether one set has more objects than another?
2. Which is more, 3 small cookies or 2 big cookies? What makes this difficult to answer?

Evidence Outcomes
Students Can:
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Academic Context and Connections
Essential Skills and Mathematical Practices:
1. Be precise in drawings, diagrams, and numerical recordings about objects or symbols that represent ones and objects or symbols that represent tens.
2. See the structure of a number as composed of its base-ten units.
3. Repeat the reasoning afforded by the uniformity of the base-ten system, where 10 copies compose 1 base-ten unit of the next highest value.

Inquiry Questions:
1. Can you show the number 13 as ten ones and some more ones? How many more ones than tens are there?
2. In the number 11, what makes the "1" on the left different from the "1" on the right? Could you show this with objects or a diagram?
3. What would a number called "ten four" look like? What word do we usually say for this number?
4. Why might someone call the number 17 "ten seven?"

Evidence Outcomes
Students Can:

1. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Make sense of real-world situations involving addition and subtraction (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Mathematize a real-world situation, focusing on the quantities and their relationships rather than non-mathematical aspects of the situation.
3. Act out adding and subtracting situations by representing quantities in the situation with objects, fingers, and math drawings.
4. Use the equal sign consistently and appropriately. (MP6)

Inquiry Questions:

1. How could you show me adding 3 and 2?
2. How could you show me 3 take away 2?

Evidence Outcomes

Students Can:

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Make sense of their world by comparing and ordering objects by their attributes. (Entrepreneurial Skills: Inquiry/Analysis)
2. Be precise about meanings related to size when describing an object's height, weight, or other attribute.

Inquiry Questions:

1. What does it mean for one object to be "bigger" than another?
2. If you are standing on a chair, how should your height be measured differently than if you were standing on the floor?

Evidence Outcomes

Students Can:

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Group objects into categories to help make sense of problems.

2. Abstract individual objects into new conceptual groups.
3. Choose appropriate representations of objects and categories.

Inquiry Questions:
1. How can numbers of objects be represented to make comparisons?
2. How can objects be categorized in different ways?
3. How can an object's attributes determine if it does not belong with other objects in a group?

Evidence Outcomes
Students Can:
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Academic Context and Connections
Essential Skills and Mathematical Practices:
1. Describe the physical world from geometric perspectives, e.g., shape, orientation, and spatial relationships.
2. Reflect an increasing understanding of shapes by using increasingly precise language to describe them.
3. Sort shapes into categories (squares, circles, triangles, etc.) based on attributes of the shapes.

Inquiry Questions:
1. For a given shape, what attributes make an example of that shape different from a non-example? For example, "Why is this shape (point to a square) a square, while this shape (point to a non-square) is not?"
2. What are the ways of describing where an object is?

Evidence Outcomes
Students Can:
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Academic Context and Connections
Essential Skills and Mathematical Practices:
1. Use experiences with multiple examples of a type of shape to develop a concept image (see glossary) of that shape from which they can abstract common features.
2. Model shapes in the world by building them with components or drawing representations of them.
3. Use patterns or structures when making comparisons or compositions of shapes.

Inquiry Questions:
1. Can you change a shape into a different kind of shape by rotating it?
2. What kinds of pictures can you make by combining shapes?

Mathematics: Grade 1

Evidence Outcomes

Students Can:

- Understand that the two digits of a two-digit number represent amounts of tens and ones
- 10 can be thought of as a bundle of ten ones — called a "ten."
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results with comparisons with symbols:<,>,=

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Make sense of quantities and their relationships in problem situations.
2. Abstract 10 ones into a single conceptual object called a ten.
3. Model ones and tens with objects and mathematical representations.
4. See the structure of a number as its base-ten units.

Inquiry Questions:

1. What does the position of a digit tell you about its value?
2. What are two ways to describe the number 30?
3. Why was a place value system developed?

Evidence Outcomes

Students Can:

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
3. Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If* $8 + 3 = 11$ *is known, then* $3 + 8 = 11$ *is also known. (Commutative property of addition.) To add* $2 + 6 + 4$*, the second two numbers can be added to make a ten, so* $2 + 6 + 4 = 2 + 10 = 12$*. (Associative property of addition.)* 4. Understand subtraction as an unknown-addend problem. *For example, subtract* $10 - 8$ *by finding the number that makes* 10 *when added to* 8*.*
4. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Make sense of problems by relating objects, drawings, and equations.
2. Use cubes, number racks, ten frames and other models to represent addition and subtraction situations in real-world contexts.
3. Make use of the base-ten counting structure when using special words at the decades, like "sixty" and "seventy."

Inquiry Questions:

1. How can you use cubes to help you compare two numbers?
2. (Given a representation of a value less than ten) How many more do you need to make ten?
3. When might someone want to count by tens instead of ones?

4. Which numbers can be written with two numerals and which numbers are written with three?

Evidence Outcomes

Students Can:

1. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
2. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
3. Subtract multiples of 10 in the range $10–90$ from multiples of 10 in the range $10–90$ (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Perform computation with addition and subtraction while making connections to the properties of operations and to place value structure. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Model quantities with drawings or equations to make sense of place value.
3. Use the base-ten structure to add and subtract, including adding and subtracting multiples of ten.

Inquiry Questions:

1. Can you add or subtract ten without having to count by ones?
2. How does modeling addition look different if you add tens and ones separately compared to counting on by tens then by ones?

Evidence Outcomes

Students Can:

1. Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If* $8+3=11$ *is known, then* $3+8=11$ *is also known. (Commutative property of addition.) To add* $2+6+4$*, the second two numbers can be added to make a ten, so* $2+6+4=2+10=12$*. (Associative property of addition.)*
2. Understand subtraction as an unknown-addend problem. *For example, subtract* $10-8$ *by finding the number that makes* 10 *when added to* 8*.*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Make sense of addition and subtraction by applying properties of operations and working with different problem types (see Appendix, Table 1). (MP1)
2. Use properties of operations to recognize equivalent forms of equations. (MP7)

Inquiry Questions:

1. How could you explain why $3+8$ and $8+3$ both equal 11?
2. How can you use the number line to show how you might use adding OR subtracting to solve the same problem?

Evidence Outcomes

Students Can:

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8+6=8+2+4=10+4=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Use multiple strategies to think about problems and see how the quantities involved support the use of some strategies over others. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Make use of the structure of numbers when making tens or when creating equivalent but easier or known sums.

Inquiry Questions:

1. Which would you prefer when adding $4+7$: starting with 7 and counting up 4 or starting with 4 and counting up 7? Why?
2. Why does knowing doubles like $4+4$ or $5+5$ help when adding $4+5$?
3. How does counting on to add and subtract within 20 make it easier to use fingers even though we have only 10 fingers?

Evidence Outcomes

Students Can:

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?* $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$.
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations* $8+?=11$, $5=\_-3$, $6+6=\_$.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Make sense of quantities and their relationships in problem situations.
2. Question assumptions about the meaning of the equals sign and construct viable arguments.

Inquiry Questions:

1. What does it mean for two sides of an equation to be "equal"? How can $2+3$ "equal" 5?
2. (Given $4=4$ If you add 2 more to the 4 on the right, how many do you need to add on the left to make a true statement? How would you write that as an equation?

Evidence Outcomes

Students Can:

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Abstract comparisons between lengths using statements like $AA>BB$.
2. Use the transitive property to explain if AA is longer than BB, and BB is longer than CC, then AA must be longer than CC.

3. Devise different ways to represent the same data set and discuss the strengths and weaknesses of each representation.
4. Consider the endpoints of objects when measuring and making comparisons.

Inquiry Questions:
1. How is it possible for 5 sticks placed end-to-end to be equal in length to 6 sticks placed end-to-end?
2. Which is longer, the total length of two sticks placed end-to-end vertically or the same two sticks placed end-to-end horizontally?
3. What objects in this classroom are the same length as (or longer than, or shorter than) your forearm?

Evidence Outcomes
Students Can:
1. Tell and write time in hours and half-hours using analog and digital clocks.

Academic Context and Connections
Essential Skills and Mathematical Practices:
1. Tell and manage time to be both personally responsible and responsible to the needs of others. (Personal Skills: Personal Responsibility)
2. Recognize that time is a quantity that can be measured with different degrees of precision.

Inquiry Questions:
1. How long is two half-hours?
2. If the time is 2:30, where would the minute hand be pointing on an analog clock?

Evidence Outcomes
Students Can:
1. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how

Academic Context and Connections
Essential Skills and Mathematical Practices:
1. Ask and answer questions about categorical data based on representations of the data.
2. Group similar individual objects together and abstract those objects into a new conceptual group.
3. Devise different ways to display the same data set then discuss relative strengths and weaknesses of each scheme.
4. Use appropriate labels and units of measure.

Inquiry Questions:
1. How do different representations of data indicate there are more objects in one category than in another category?
2. How can objects be categorized in different ways?
3. How can an object's attributes

Evidence Outcomes
Students Can:
1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names, such as "right rectangular prisms.")

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Demonstrate flexibility, imagination, and inventiveness in composing two-dimensional and three-dimensional shapes to create composite shapes. (Entrepreneurial Skills: Risk Taking)
2. Sort, classify, build, or draw shapes in terms of defining attributes versus non-defining attributes.
3. Determine how to partition a given circle or rectangle into two and four equal shares and describe the whole in terms of equal shares.
4. Justify whether a shape belongs in a given category by differentiating between defining attributes and non-defining attributes.
5. Analyze how composite shapes can be formed by, or decomposed into, basic shapes.

Inquiry Questions:

1. Which properties of shapes are most important when you decide if a shape belongs in a group with other shapes?
2. What kinds of objects can you find in your school or home that are made up of two or more different shapes being put together?
3. In how many different ways can you create two or four equal shares in a rectangle?

Mathematics Grade 2

Evidence Outcomes

Students Can:

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Abstract 10 ones into a single conceptual object called a ten and abstract 100 ones or 10 tens into a single conceptual object called a hundred.
2. Compose, decompose, and compare three-digit numbers according to their base-ten structure.

Inquiry Questions:

1. How many hundreds are in the number “four hundred five”? How do you know? How many tens are in the number "four hundred five? How do you know?
2. How many times do you need to skip count by 5s to count as far as skip counting by 10s once?
3. How many times do you need to skip count by 10s to count as far as skip counting by 100 once?
4. Why is any two-digit number that starts

Evidence Outcomes

Students Can:

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Relate concrete or mental strategies for adding and subtracting within 100 to a written method. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Make sense of place value by modeling quantities with drawings or equations.
3. Use the base-ten structure to add and subtract, composing and decomposing ones, tens, and hundreds as necessary.

Inquiry Questions:

1. Why might it be helpful to view subtraction as an unknown addend problem? (e.g., $278+?=425$)
2. How might you rewrite $38+47+93+62$ to make it easier to solve? How do you know it is OK to rewrite it?

Evidence Outcomes

Students Can:

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2. Fluently add and subtract within 20 using mental strategies. (See 1.OA.C.6 for a list of strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.
3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. (CCSS: 2.OA.C.3)
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Decontextualize word problems, use mathematics to solve, and then recontextualize to provide the answer in context.
2. Represent situations in word problems using drawings and equations with symbols for unknown numbers.
3. Recognize those problems that can be solved mentally versus those that require the use of objects, diagrams, or equations. (MP5)
4. Add and subtract within 20 quickly, accurately, and flexibly.
5. Explore the arrangement of objects and how some arrangements afford mathematical power to solve problems. (Entrepreneurial Skills: Creativity/Innovation)
6. Reason about what it means for numbers to be even and odd.
7. Explain why a group of objects is even or odd and if a strategy for deciding works with any group of objects.

Inquiry Questions:

1. (Given a word problem) What is the unknown quantity in this problem?
2. (Given an addition or subtraction problem) How might you use a model to represent this problem?
3. Does the word "more" in a word problem always mean
4. How can you use addition and subtraction facts you know to quickly determine facts that you don't know?
5. Why do you think it is important to know your addition and subtraction facts?
6. What does it mean for a number to be even?
7. Do two equal addends always result in an even sum? Why or why not?

Evidence Outcomes

Students Can:

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (CCSS: 2.MD.B.5)
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers $0,1,2,\ldots$, and represent whole-number sums and differences within 100 on a number line diagram.
7. Recognize problems involving lengths and identify possible solutions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
8. Build on experiences with measurement tools to understand number lines as a more abstract tool for working with quantities. (MP2)
9. Use mathematical representations, like drawings and equations, to model scenarios described in word problems.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Consider the correctness of another students' measurement in which they lined up three large and four small blocks and claimed a path was "seven blocks long."
2. Choose between different measurement tools depending on the objects they need to measure.)
3. Determine when it is appropriate to estimate an object's length or when a more precise measurement is needed.
4. . Recognize problems involving lengths and identify possible solutions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
5. Build on experiences with measurement tools to understand number lines as a more abstract tool for working with quantities. (MP2)
6. Use mathematical representations, like drawings and equations, to model scenarios described in word problems.

Inquiry Questions:

1. What do the numbers on a ruler represent?

2. What is the more appropriate tool for measuring the length of your school hallway, a 1-foot ruler or a 25-foot measuring tape?
3. When is it appropriate to estimate length? When is it not appropriate?
4. When might it be necessary to measure parts of objects and then combine those parts together?
5. How is a number line like a ruler?

Evidence Outcomes

Students Can:

1. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m
2. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have two dimes and three pennies, how many cents do you have?*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Tell and manage time to be both personally responsible and responsible to the needs of others. (Personal Skills: Personal Responsibility)
2. Make sense of word problems involving money.
3. Recognize that time is a quantity that can be measured with different degrees of precision.

Inquiry Questions:

1. If the time is 2:25, where would the minute hand be pointing on an analog clock?
2. Does the size of a coin indicate the value of the coin?
3. How is money like our base-ten number system, where it takes ten of one unit to make the next unit (ten ones makes

Evidence Outcomes

Students Can:

1. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Organize objects according to measures or categories to help make sense of problems.
2. Organize measurement and categorical data into categories based on size or type so comparisons can be made between categories instead of between individual objects.
3. Discuss ways in which bar graph orientation (horizontal or vertical), order, thickness, spacing, shading, colors, etc. make the graphs easier or more difficult to interpret.

Inquiry Questions:

1. How is organizing objects by length measurements, rounded to the nearest unit, similar to and different from organizing objects by categories?
2. (Given a bar graph representation of up to four categories of animals) How many more birds are there than hippos? How many more giraffes would there need to be in order for the number of giraffes to equal the number of elephants?

Evidence Outcomes

Students Can:

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Demonstrate flexibility, imagination, and inventiveness in drawing shapes having specified attributes and in partitioning circles and rectangles into equal shares. (Entrepreneurial Skills: Risk Taking)
2. Explore various ways of partitioning shapes into equal shares, such as different methods for dividing a square into fourths, to understand that each partition, regardless of shape, represents an equal share of the square.
3. Engage in spatial structuring by tiling rectangles with rows and columns of squares to build understanding of two-dimensional regions.

Inquiry Questions:

1. How many different triangles can you draw where two of the sides have the same length?
2. (Given a rectangle) Can you divide this rectangle into three equal parts in more than one way?

Mathematics Grade 3

Evidence Outcomes

Students Can:

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Flexibly exhibit understanding of a variety of strategies when performing multi-digit arithmetic. (Personal Skills: Adaptability/Flexibility)
2. Demonstrate place value understanding by precisely referring to digits according to their place value.)
3. Recognize and use place value and properties of operations to structure algorithms and other representations of multi-digit arithmetic.

Inquiry Questions:

1. How is rounding whole numbers to the nearest 10 or 100 useful?
2. Do different strategies for solving lead to different answers when we add or subtract? Why or why not?

Evidence Outcomes

Students Can:

1. Describe a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
2. Describe a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.

b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their sizes.
Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2}=\frac{2}{4}$, $\frac{4}{6}=\frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express* 3 *in the form* $3=\frac{3}{1}$*; recognize that* $\frac{6}{1}=6$*; locate* $\frac{4}{4}$ *and* 1 *at the same point of a number line diagram.*
d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Flexibly describe fractions both as parts of other numbers but also as numbers themselves. (Personal Skills: Adaptability/Flexibility)
2. Analyze and use information presented visually (for example, number lines, fraction models, and diagrams representing parts and wholes) that support an understanding of fractions as numbers. (Entrepreneurial Skills: Literacy/Reading)
3. Reason about the number line in a new way by understanding and using fractional parts between whole numbers.
4. Critique the reasoning of others when comparing fractions that may refer to different wholes.
5. Use the structure of fractions to locate and compare fractions on a number line.

Inquiry Questions:

1. How does the denominator of a unit fraction connect to the number of unit fractions that must be added to make a whole?
2. When the numerators of two different fractions are the same, how can the denominators be used to compare them?

Evidence Outcomes

Students Can:

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as* 5×7*.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56\div8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as* $56\div8$*.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations* $8\times?=48$*,* $5=\_\div3$*,* $6\times6=?$

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Solve problems involving multiples and parts using multiplication and division. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Make sense of missing numbers in equations by using the relationship between multiplication and division.
3. Reason abstractly about numbers of groups and the size of groups to make meaning of the quantities involved in multiplication and division.

4. Use arrays to represent whole-number multiplication and division problems.

Inquiry Questions:

1. How can an array be decomposed in a way that connects it to known multiplication facts? How can arrays be used to write and solve multiplication problems?
2. How can the area and one side of a rectangle be used to write and solve a division problem?
3. How could the number

Evidence Outcomes

Students Can:

5. Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If* $6\times4=24$ *is known, then* $4\times6=24$ *is also known. (Commutative property of multiplication.)* $3\times5\times2$ *can be found by* $3\times5=15$*, then* $15\times2=30$*, or by* $5\times2=10$*, then* $3\times10=30$*. (Associative property of multiplication.) Knowing that* $8\times5=40$ *and* $8\times2=16$*, one can find* 8×7 *as* $8\times(5+2)=(8\times5)+(8\times2)=40+16=56$*. (Distributive property.)* (CCSS: 3.OA.B.5)
6. Interpret division as an unknown-factor problem. *For example, find* $32\div8$ *by finding the number that makes* 32 *when multiplied by* 8*.*
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8\times5=40$, one knows $40\div5=8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Flexibly work with different but related arrangements of factors and products or dividends, divisors, and quotients. (Personal Skills: Adaptability/Flexibility)
2. Use properties of operations to argue for or against the equivalence of different expressions.
3. Be specific with explanations and symbols when describing operations using multiplication and division.
4. Use the relationship between multiplication and division to rewrite division problems as multiplication.
5. Efficiently solve multiplication and division problems by using facts committed to memory. (Professional Skills: Task/Time Management)
6. Recognize the relationship between skip counting and the solutions to problems involving multiplication and division.

Inquiry Questions:

1. What are all of the equations that can be written to represent the relationship between the area of a (specific) rectangle and its side lengths?
2. How can I use multiplication facts that I know to solve multiplication problems I do not yet know? (for example, using $5\times4+2\times4$ to solve 7×4)?
3. How can I use models

Evidence Outcomes

Students Can:

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This evidence outcome is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order of operations when there are no parentheses to specify a particular order.)
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. *For example, observe that* 4 *times a number is always even, and explain why* 4 *times a number can be decomposed into two equal addends.*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Solve problems involving the four operations. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Explain patterns in arithmetic.
3. Mathematically model changes in quantities described in real-world contexts using the appropriate numbers, operations, symbols, and letters to represent unknowns.
4. Complement arithmetic strategies with mental computation and estimation to assess answers for accuracy.

Inquiry Questions:

1. How can a visual model support making sense of and solving word problems?
2. How can the patterns in addition and/or

Evidence Outcomes

Students Can:

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (This excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (This excludes multiplicative comparison problems, such as problems involving notions of "times as much."
3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent* 5 *pets.* (CCSS: 3.MD.B.3)
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Use units of measurement appropriate to the type and magnitude of the quantity being measured. (Professional Skills: Information Literacy)
2. Make sense of problems involving measurement by building on real-world knowledge of time and objects and an understanding of the relative sizes of units.
3. Represent problems of time and measurement with equations, drawings, or diagrams.
4. Use appropriate measures and measurement instruments for the quantities given in a problem.
5. Analyze data to distinguish the factual evidence offered, to reason about judgments, to draw conclusions, and to speculate about ideas the data represents. (Entrepreneurial Skills: Literacy/Reading)
6. Abstract real-world quantities into scaled graphs. (MP2)
7. Model real-world quantities with statistical representations such as bar graphs and line graphs.

Inquiry Questions:

1. How can elapsed time be modeled on a number line to support the connection to addition and subtraction?

2. How can working with pictures and bar graphs connect mathematics to the world around us?
3. How does changing the scale

Evidence Outcomes

Students Can:

5. Recognize area as an attribute of plane figures and understand concepts of area measurement
a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
b. A plane figure which can be covered without gaps or overlaps by nn unit squares is said to have an area of nn square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
7. Use concepts of area and relate area to the operations of multiplication and addition.
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths aa and $bb+cc$ is the sum of $aa \times bb$ and $aa \times cc$. Use area models to represent the distributive property in mathematical reasoning.
d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Defend calculations of area using multiplication and by tiling the area with square units and comparing the results.
2. Understand how to use a one-dimensional measurement tool, like a ruler, to make two-dimensional measurements of area.
3. Be precise by describing area in square rather than linear units.
4. Use areas of rectangles to exhibit the structure of the distributive property.

Inquiry Questions:

1. Given three pictures of different rectangles with unknown dimensions, how can you determine which rectangle covers the most area?
2. How does computing the area of a rectangle relate to closed arrays?
3. How can the area of an E-shaped or H-shaped figure be calculated?

Evidence Outcomes

Students Can:

8. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Make sense of the relationship between area and perimeter by calculating both for rectangles of varying sizes and dimensions.
2. Model perimeters of objects in the world with polygons and the sum of their side lengths.

Inquiry Questions:

1. What are all the pairs of side lengths that can create a rectangle with the same area, such as 12 square units?
2. Is it possible for two rectangles to have the same area but different perimeters?
3. Is it possible for two rectangles to have the same perimeter but different areas?

Evidence Outcomes

Students Can:

1. Explain that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into* 4 *parts with equal area, and describe the area of each part as* $\frac{1}{4}$ *of the area of the shape.*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Work with others to name and categorize shapes. (Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Analyze, compare, and use the properties of geometric shapes to classify them into abstracted categories and describe the similarities and differences between those categories.
3. Convince others or critique their reasoning when deciding if a shape belongs to certain categories of polygons. (MP3)
4. Decompose geometric shapes into polygons of equal area.

Inquiry Questions:

1. Can you draw a quadrilateral that is not a rhombus, rectangle, or square?
2. (Given two identical squares) Divide each of these squares into four equal parts, but in different ways. If you compare a part of one

Mathematics Grade 4

Evidence Outcomes

Students Can:

1. Explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that* $700 \div 70 = 10$ *by applying concepts of place value and division.*)
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Write multi-digit whole numbers in different forms to support claims and justify reasoning. (Entrepreneurial Skills: Literacy/Writing)
2. Use the structure of the base-ten number system to read, write, compare, and round multi-digit numbers.

Inquiry Questions:

1. How do base ten area pieces or representations help with understanding multiplying by 10 or a multiple of 10? How can base ten area pieces be used to represent multiplying by 10 or a multiple of 10?
2. Imagine two four-digit numbers written on paper and some of the digits were smeared. If you saw just $325\blacksquare$ and $331\blacksquare$, could you determine which number was larger?
3. When is it helpful to use a rounded number instead of the exact number?

Evidence Outcomes

Students Can:

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Solve multi-digit arithmetic problems. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Explain the process and result of multi-digit arithmetic.
3. Precisely and efficiently add and subtract multi-digit numbers.
4. Use the structure of place value to support the organization of mental and written multi-digit arithmetic strategies.

Inquiry Questions:

1. How can a visual model be used to demonstrate the relationship between multiplication and division?

Evidence Outcomes

Students Can:

1. Explain why a fraction $\frac{a}{bb}$ is equivalent to a fraction $\frac{n \times a}{n \times bb}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Explain the equivalence of fractions.
2. Use visual models and benchmark fractions as tools to aid in fraction comparison.
3. Precisely refer to numerators, denominators, parts, and wholes when explaining fraction equivalence and comparing fractions.
4. Use 1, the multiplicative identity, to create equivalent fractions by structuring 1 in the fraction form $\frac{n}{n}$.

Inquiry Questions:

1. Why does it work to compare fractions either by finding common numerators or by finding common denominators?
2. How can you be sure that multiplying a fraction by $\frac{n}{n}$ does not change the fraction's value?

Evidence Outcomes

Students Can:

3. Understand a fraction $\frac{a}{bb}$ with $a > 1$ as a sum of fractions $\frac{1}{bb}$.
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
b. Decompose a fraction into a sum of fractions with like denominators in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.

c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. *For example, use a visual fraction model to represent* $\frac{5}{4}$ *as the product* $5 \times \frac{1}{4}$*, recording the conclusion by the equation* $\frac{5}{4} = 5 \times \frac{1}{4}$.
b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express* $3 \times \frac{2}{5}$ *as* $6 \times \frac{1}{5}$*, recognizing this product as* $\frac{6}{5}$*. (In general,* $n \times \frac{a}{b} = \frac{n \times a}{b}$*.)*
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat* $\frac{3}{8}$ *of a pound of roast beef, and there will be* 5 *people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Use the structure of fractions to perform operations with fractions and to understand and explain how the operations connect to the structure of fractions.
2. Recognize the mathematical connections between the indicated operations with fractions and the corresponding operations with whole numbers.

Inquiry Questions:

1. How is the addition of unit fractions similar to counting whole numbers?
2. How does multiplying two whole numbers relate to multiplying a fraction by a whole number?
3. (Given two fractions with like denominators, each of which is less than $\frac{1}{2}$) Before adding these two fractions, can you predict whether the sum will be greater than or less than 1? How do you know?

Evidence Outcomes

Students Can:

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) *For example, express* $\frac{3}{10}$ *as* $\frac{30}{100}$*, and add* $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite* 0.62 *as* $\frac{62}{100}$*; describe a length as* 0.62 *meters; locate* 0.62 *on a number line diagram.*
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Approach adding, subtracting, and comparing problems with fractions and decimal fractions by reasoning about their values before or instead of applying an algorithm.
2. Draw fraction models to reason about and compute with decimal fractions.
3. Make use of the structure of place value to express and compare decimal numbers in tenths and hundredths.

Inquiry Questions:

1. How does a fraction with a denominator of 10 or 100 relate to its decimal quantity?
2. How can visual models help to compare two decimal quantities?

3. How is locating a decimal

Evidence Outcomes

Students Can:

1. Interpret a multiplication equation as a comparison, e.g., interpret $35=5\times7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Make sense of multi-step word problems by understanding the relationships between known and unknown quantities.
2. Reason quantitatively with word problems by considering the units involved and how the quantities they describe increase or decrease with addition and subtraction or scale with multiplication and division. (MP2)
3. Use mathematics to model real-world problems requiring operations with whole numbers and contextually interpret remainders when they arise.
4. Look for structures of commutativity and inverses of operations in solving whole number problems with the four operations.

Inquiry Questions:

1. What makes a multiplicative comparison different from an additive comparison?
2. How can you recognize whether a comparison is multiplicative or additive?
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Evidence Outcomes

Students Can:

4. Find all factor pairs for a whole number in the range $1–100$. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range $1–100$ is a multiple of a given one-digit number. Determine whether a given whole number in the range $1–100$ is prime or composite.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Reason quantitatively to recognize that a number is a multiple of each of its factors.
2. Use the relationship between factors and multiples for whole numbers.
3. Look for, identify, and explain the regularities in determining whether a given number is a multiple of a given one-digit number and in determining if a given number is prime or composite.

Inquiry Questions:

1. How can you use arrays to explore and determine all of the factors of a given number?
2. How are multiples and factors helpful in solving problems related to fractional parts of a whole number, such as $\frac{3}{5}$ of 20?

Evidence Outcomes

Students Can:

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate*

terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Explore and generate sequences of numbers or shapes that can be described mathematically. (Entrepreneurial Skills: Creativity/Innovation)
2. Notice when calculations are repeated and describe patterns in generalized, mathematical ways.

Inquiry Questions:

1. If you were given a rule to add 4 to a starting number then to each number that follows, can you generate a sequence of odd numbers? How?

Evidence Outcomes

Students Can:

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that* 1 *ft is* 12 *times as long as* 1 *in. Express the length of a* 4 *ft snake as* 48 *in. Generate a conversion table for feet and inches listing the number pairs* (1,12)*,* (2,24)*,* (3,36)*,* …
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Define quantities in measurement problems with both their magnitude and unit. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Make sense of quantities, their units, and their relationships in problem solving situations.
3. Model real-world problems involving area and perimeter with equations, diagrams, and formulas, and use them to solve problems.
4. Generate and use conversion tables to aid in measurement conversions, and represent measurement quantities on scaled line diagrams.

Inquiry Questions:

1. How can you use what you know about place value to convert between km, m and cm? Does this also work for measurement of time (s, m, h)? Why or why not?
2. How can visual models help to make sense of measurement problems and intervals of time?
3. How many liters of juice are needed to fill 35 cups of 225 ml each?

Evidence Outcomes

Students Can:

4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Academic Context and Connections

Essential Skills and Mathematical Practices:
1. Read and represent measurements recorded on line plots. (Professional Skills: Information Literacy)
2. Use a line plot to represent measurement data and to calculate measurement sums and differences.

Inquiry Questions:
1. Why is it helpful to organize data in line plots?
2. When might you see fractions in real-world data?
3. Why is it important to establish the whole when plotting fractions on a line plot?
4. How do labels help the reader

Students Can:
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1360 of a circle is called a "one-degree angle," and can be used to measure angles.
b. An angle that turns through nn one-degree angles is said to have an angle measure of nn degrees. 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Academic Context and Connections

Essential Skills and Mathematical Practices:
1. Analyze and measure the size of angles in real-world and mathematical problems. (Entrepreneurial Skills: Inquiry/Analysis)
2. Reason abstractly and quantitatively about angles and angular measurement.

Inquiry Questions:
1. How is measuring angles with a protractor similar to measuring line segments with a ruler?
2. We can describe the fraction 3100 as $1100+1100+1100$. How does

Evidence Outcomes

Students Can:
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Academic Context and Connections

Essential Skills and Mathematical Practices:
1. Make observations and draw conclusions about the classification of two-dimensional figures based on the presence or absence of specified attributes. (Entrepreneurial Skills: Inquiry/Analysis)
2. Use appropriate tools strategically to draw lines (parallel, perpendicular, lines of symmetry), line segments, rays, and angles (right, acute, obtuse).
3. Identify ways in which a shape is structured such that it displays line symmetry.

Evidence Outcomes

Students Can:

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
 a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \frac{1}{10} + 9 \times \frac{1}{100} + 2 \times \frac{1}{1000}$.
b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Persist in making sense of how fractions can represent decimal place values. (Personal Skills: Perseverance/Resilience)
2. Abstract place value reasoning with whole numbers to decimal numbers.
3. See the structure of place value as not just a making of tens with greater place values, but a making of tenths with lesser place values.

Inquiry Questions:

1. How can you show visually the relationships between 25, 2.5 and 0.25? How can you show these relationships with equations?
2. Can all decimals be written as fractions? Why or why not?

Evidence Outcomes

Students Can:

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Defend calculations with explanations based on properties of operations, equations, drawings, arrays, and other models.
2. Use models and drawings to represent and compute with whole numbers and decimals, illustrating an understanding of place value.
3. Use the structure of place value to organize computation with whole numbers and decimals.

Inquiry Questions:

1. We sometimes use arrays and area models to model multiplication and division of whole numbers. Do these models work for decimal fractions, too? Why or why not?
2. How is computation with decimal fractions similar to and different from computation with whole numbers?

Evidence Outcomes

Students Can:

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,* $23+54=812+1512=2312$. *(In general,* $aabb+ccdd=aaaa+bbbbbbbb$.*)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result* $25+12=37$*, by observing that* $37<12$.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Construct viable arguments about the addition and subtraction of fractions with reasoning rooted in the need for like-sized parts.
2. Assess the reasonableness of fraction calculations by estimating results using benchmark fractions and number sense.
3. Look for structure in the multiplicative relationship between unlike denominators when creating equivalent fractions.

Inquiry Questions:

1. It is useful to round decimals when estimating sums and differences of decimal numbers. What would "rounding fractions" look like when estimating sums and differences of fractions?
2. Why don't we add or subtract the denominators when we are working with fractions?

Evidence Outcomes

Students Can:

3. Interpret a fraction as division of the numerator by the denominator ($aabb=aa\div bb$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret* 34 *as the result of dividing* 3 *by* 4*, noting that* 34 *multiplied by* 4 *equals* 3*, and that when* 3 *wholes are shared equally among* 4 *people each person has a share of size* 34*. If* 9 *people want to share a* 50*-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product $aabb\times qq$ as a parts of a partition of qq into bb equal parts; equivalently, as the result of a sequence of operations $aa\times qq\div bb$. *For example, use a visual fraction model to show* $23\times 4=83$*, and create a story context for this equation. Do the same with* $23\times 45=815$. *(In general,* $aabb\times ccdd=aaaabbbb$.*)*

b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5. Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $aabb=nn\times aann\times bb$ to the effect of multiplying $aabb$ by 1

6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide

fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for* $\frac{1}{3} \div 4$*,*
and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $\frac{1}{3} \div 4 = \frac{1}{12}$ *because* $\frac{1}{12} \times 4 = \frac{1}{3}$*.*
b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for* $4 \div \frac{1}{5}$*, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that* $4 \div \frac{1}{5} = 20$ *because* $20 \times \frac{1}{5} = 4$*.*
c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if* 3 *people share* $\frac{1}{2}$ *lb of chocolate equally? How many* $\frac{1}{3}$*-cup servings are in* 2 *cups of raisins?*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Solve problems requiring calculations that scale whole numbers and fractions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Use fraction models and arrays to interpret and explain fraction calculations.
3. Attend carefully to the underlying unit quantities when solving problems involving multiplication and division of fractions.
4. Contrast previous understandings of multiplication modeled as equal groups to multiplication as scaling, which is necessary to understand multiplying a fraction or whole number by a fraction, and how the operation of multiplication does not always result in a product larger than both factors.

Inquiry Questions:

1. How can you rewrite the fraction $\frac{5}{3}$ with an addition equation? How can you rewrite it with a multiplication equation? How does it make sense that both equations are accurate?
2. If we can describe the product of 5×3 as "three times as big as 5," what does that tell us about the product of $5 \times \frac{1}{2}$? What about $\frac{1}{5} \times \frac{1}{2}$?

Evidence Outcomes

Students Can:

1. Use grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add* 8 *and* 7*, then multiply by* 2*" as* $2 \times (8+7)$*. Recognize that* $3 \times (18932+921)$ *is three times as large as* $18932+921$*, without having to calculate the indicated sum or product.*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Write expressions that represent mathematical relationships between quantities. (Entrepreneurial Skills: Literacy/Writing)
2. Look for structures and notation that make the order of operations clear when reading and writing mathematical expressions.

Inquiry Questions:

1. How can you describe the relationship between the value of $5 \times (24562+951)$ and $24562+951$ without making any calculations?
2. Suppose we use the letter aa to represent a number. Can you determine the relationship between

Evidence Outcomes

Students Can:

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add* 3*" and the starting number* 0*, and given the rule "Add* 6*" and the starting number* 0*, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Analyze and compare patterns. (Entrepreneurial Skills: Inquiry/Analysis)
2. Reason quantitatively with patterns by relating sequences of numbers with the rule that generated them.
3. Look for repeated reasoning both within individual patterns and in mathematical relationships between pairs of patterns.

Inquiry Questions:

1. When you graph the corresponding terms formed by two numerical rules, how are the rules reflected in the graph?
2. How does the relationship between two patterns generated by rules relate to the rules themselves?

Evidence Outcomes

Students Can:

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Convert measurements to solve real-world problems. (Professional Skills: Information Literacy)
2. Use appropriate precision when converting measurements based on a problem's context.

Inquiry Questions:

1. What is happening mathematically when we convert from centimeters to meters? What about when we convert from meters to centimeters?
2. How can you use fractions to change 53 kilograms to grams? How can you use decimals to do this conversion?

Evidence Outcomes

Students Can:

2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Display fractional measurement data in line plots. (Professional Skills: Information Literacy)
2. Participate in discussions of measurement data using information presented in line plots. (Civic/Interpersonal Skills: Literacy/Oral Expression and Listening)
3. Strategically determine the scale of line plots to represent fractional measurements.

Inquiry Questions:

1. (Given a data set of fractional measurements with unlike denominators) What will you consider in deciding how to label the tick marks on the line for your line plot?

Evidence Outcomes

Students Can:

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume.
b. A solid figure which can be packed without gaps or overlaps using nn unit cubes is said to have a volume of nn cubic units.

4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.)
5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
a. Model the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
b. Apply the formulas $VV=ll\times ww\times h$ and $VV=bb\times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.
c. Use the additive nature of volume to find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Solve real-world problems involving volume. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Make connections between the values being multiplied in a volume formula, the concept of cubic units, and the context within which volume is being calculated.
3. Use unit cubes as a tool for finding or estimating volume and compare those results with those obtained with formulas.
4. Extend the structure of two-dimensional space and the relationship between arrays and area to three-dimensional space and the relationship between layers of cubes and volume.

Inquiry Questions:

1. How are volume and area related in a solid figure?
2. Why is multiplication used when computing the volume of a solid figure, instead of another operation?

Evidence Outcomes

Students Can:

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., xx-axis and xx-coordinate, yy-axis and yy-coordinate).
2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Academic Context and Connections

Essential Skills and Mathematical Practices:

1. Use the first quadrant of the coordinate plane to represent real-world and mathematical problems. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Analyze and use information presented visually in a coordinate plane. (Entrepreneurial Skills: Literacy/Reading)
3. Reason quantitatively about a problem by abstracting and representing the situation in the first quadrant of the coordinate plane.
4. Use the first quadrant of the coordinate plane as a tool to represent, analyze, and solve problems.

Inquiry Questions:
1. What are things in the real world that are designed like a coordinate plane or that use a coordinate system?
2. Why are the axes of the coordinate plane made to form right angles instead of acute and obtuse angles?

Evidence Outcomes
Students Can:
3. Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

Academic Context and Connections
Essential Skills and Mathematical Practices:
1. Observe and analyze attributes of two-dimensional figures to classify them. (Entrepreneurial Skills: Inquiry/Analysis)
2. Critique the reasoning of others' classifications of two-dimensional shapes.
3. Strategically use measurement tools to help improve the classification of shapes.
4. Look for and use attributes of two-dimensional shapes to classify the shapes in a hierarchy of figures.

Inquiry Questions:
1. How can you use the words "always," "sometimes," and "never" to develop a classification of two-dimensional figures?

Science: Kindergarten

Evidence Outcomes
Students Can:
a. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. *(Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball and two objects colliding and pushing on each other.) (Boundary: Limited to different relative strengths or different directions, but not both at the same time. Does not include non-contact pushes or pulls such as those produced by magnets.)*
b. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. *(Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.) (Boundary: Does not include friction as a mechanism for change in speed.)*

Academic Context and Connections
Essential Skills and Science and Engineering Practices:
1. With guidance, plan and conduct an investigation in collaboration with peers (Planning and Carrying Out Investigations) (Personal: Initiative/Self-direction).

2. Analyze data from tests of an object or tool to determine if it works as intended (Analyzing and Interpreting data) (Entrepreneurial: Critical Thinking/Problem solving).
3. Connections to Nature of Science: Scientists use different ways to study the world.

Elaboration on the GLE:
1. Students can answer the question: How can one predict an object's continued motion, changes in motion or stability?
2. Forces and Motion: Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.
3. Types of Interactions: When objects touch or collide, they push on one another and can change motion.
4. Relationship Between Energy and Forces: A bigger push or pull makes things speed up or slow down more quickly.

Cross Cutting Concepts:
1. Cause and Effect: Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Evidence Outcomes
Students Can:
a. Make observations to determine the effect of sunlight on Earth's surface. *(Clarification Statement: Examples of Earth's surface could include sand, soil, rocks and water) (Boundary: Temperature is limited to relative measures such as warmer/cooler.)*
b. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. *(Clarification Statement: Examples of structures could include umbrellas, canopies and tents that minimize the warming effect of the sun.)*

Academic Context and Connections
Essential Skills and Science and Engineering Practices:
1. Make observations (firsthand or from media) to collect data that can be used to make comparisons. (Planning and Carrying Out Investigations) (Personal: Personal responsibility)
2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (Constructing Explanations and Designing Solutions) (Civic Engagement/Interpersonal: Civic engagement) .
3. Connections to Nature of Science: Scientists use different ways to study the world.

Elaboration on the GLE:
1. Students can answer the question: What is meant by conservation of energy? How is energy transferred between objects or systems?
2. Conservation of Energy and Energy Transfer: Sunlight warms Earth's surface.

Cross Cutting Concepts:
1. Cause and Effect: Events have causes that generate observable patterns.

Evidence Outcomes
Students Can:
a. Use observations to describe patterns of what plants and animals (including humans) need to survive. *(Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.)*

Academic Context and Connections
Essential Skills and Science and Engineering Practices:
1. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (Analyzing and Interpreting data) (Entrepreneurial: Critical thinking/Problem solving)

2. Connections to Nature of Science: Scientists look for patterns and order when making observations about the world

Elaboration on the GLE:
1. Students can answer the question: How do the structures of organisms enable life's functions?
2. Organization for Matter and Energy Flow in Organisms: All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Cross Cutting Concepts:
1. Patterns: Patterns in the natural and human designed world can be observed and used as evidence.

Evidence Outcomes
Students Can:
a. Use and share observations of local weather conditions to describe patterns over time. *(Clarification Statement: Examples of qualitative observations could include descriptions of the weather [such as sunny, cloudy, rainy, and warm]; examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.) (Boundary: Quantitative observations limited to whole numbers and relative measures such as warmer/cooler.)*
b. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. *(Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.)*

Academic Context and Connections
Essential Skills and Science and Engineering Practices:
1. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (Analyzing and Interpreting data) (Entrepreneurial: Critical thinking/Problem solving).
2. Construct an argument with evidence to support a claim. (Engaging in Argument from Evidence) (Personal: Personal responsibility).
3. Connections to Nature of Science: Scientists look for patterns and order when making observations about the world

Elaboration on the GLE:
1. Students can answer the question: What regulates weather and climate?
2. Weather and Climate: Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
3. Biogeology: Plants and animals can change their environment.
4. Human Impacts on Earth Systems: Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things

Evidence Outcomes
Students Can:
a. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. *(Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.)*
b. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. *(Clarification Statement: Emphasis is on local forms of severe weather.)*
c. Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment. *(Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Ask questions based on observations to find more information about the designed world. (Asking Questions and Defining Problems) (Entrepreneurial: Inquiry/Analysis).
2. Use a model to represent relationships in the natural world. (Developing and Using Models) (Personal: Initiative/Self-direction).
3. Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (Obtaining, Evaluating and Communicating Information) (Civic/Interpersonal: Communication).
4. Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (Obtaining, Evaluating and Communicating Information) (Civic/Interpersonal: Communication).

Elaboration on the GLE:

1. Students can answer the question: How do Earth's surface processes and human activities affect each other?
2. Natural Resources: Living things need water, air and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
3. Natural Hazards: Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.
4. Human Impacts on Earth Systems: Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things.

Science Grade 1

Evidence Outcomes

Students Can:

a. Plan and conduct investigations to provide evidence that vibrating materials can make a sound and that sound can make materials vibrate. *(Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.)*

b. Make observations to construct an evidence-based account that objects can be seen only when illuminated. *(Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.)*

c. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. *(Clarification Statement: Examples of materials could include those that are transparent [such as clear plastic], translucent [such as wax paper], opaque [such as cardboard] and reflective [such as a mirror].)*

d. Use tools and materials to design and build a device that used light or sound to solve the problem of communicating over a distance. *(Clarification Statement: This performance expectation integrates transitional science content with engineering through a practice or disciplinary core idea.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Plan and conduct investigations collaboratively to produce evidence to answer a question. (Planning and Carrying Out Investigations) (Personal: Initiative/Self-direction)
2. Make observations (firsthand or from media) to construct an evidence-based conclusion and use tools and materials provided to design and build devices. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Critical thinking/Problem solving)
3. Scientific Investigations Use a Variety of Methods: Scientists use different ways to study the world. Science investigations begin with a question.

Elaboration on the GLE:
1. Students can answer the question: What are the characteristic properties and behaviors of waves?
2. Wave Properties: Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; it does not move in the direction of the wave - observe, for example, a bobbing cork or seabird - except when the water meets the beach. Sound can make matter vibrate and vibrating matter can make sound.
3. Electromagnetic Radiation: Objects can be seen only when light is available to illuminate them. Very hot objects give off light (e.g., a fire, the sun).
4. Information Technologies and Instrumentation: People use their senses to learn about the world around them. Their eyes detect light, their ears detect sound, and they can feel vibrations by touch.

Evidence Outcomes

Students Can:
a. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow and meet their needs. *(Clarification Statement: Examples of human problems that can be solved could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and detecting intruders by mimicking eyes and ears.)*
b. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. *(Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make [such as crying, cheeping and other vocalizations] and the responses of the parents [such as feeding, comforting and protecting the offspring].)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:
1. Use materials to design a device that solves a specific problem or a solution to a specific problem. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Creativity/Innovation)
2. Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (Obtaining, Evaluating, and Communicating Information) (Civic/Interpersonal: Communication)
3. Connections to Nature of Science: Science Knowledge is Based on Empirical Evidence. Scientists look for patterns and order when making observations about the world.

Elaboration on the GLE:
1. Students can answer the question: How do the structures of organisms enable life's functions?
2. Structure and Function: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place and seek, find and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive, grow and produce more plants.
3. Growth and Development of Organisms: Plants and animals have predictable characteristics at different stages of development. Plants and animals grow and change. Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
4. Information Processing: Animals have body parts that capture and convey different kinds of information needed for growth and survival - for example, eyes for light, ears for sounds, and skin for temperature or touch. Animals respond to these inputs with behaviors that help them survive (e.g., find food, run from a predator). Plants also respond to some external inputs (e.g., turn leaves toward the sun).

Evidence Outcomes

Students Can:
a. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. *(Clarification Statement: Examples of patterns could include features that plants or*

animals share. Examples of observations could include leaves from the same kind of plant that are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same. This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.)

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (Constructing Explanations and Designing Solutions) (Civic/Interpersonal: Communications).

Elaboration on the GLE:

1. Students can answer the questions: How are the characteristics of one generation related to the previous generation? Why do individuals of the same species vary in how they look, function, and behave?
2. Inheritance of Traits: Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents.
3. Variation of Traits: Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

Evidence Outcomes

Students Can:

a. Use observations of the sun, moon, and stars to describe patterns that can be predicted. *(Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky and set; and stars other than our sun are visible at night but not during the day.)*
b. Make observations at different times of year to relate the amount of daylight to the time of year. *(Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.) (Boundary Statement: Limited to relative amounts of daylight, not quantifying the hours or time of daylight.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Plan and conduct investigations collaboratively to produce evidence to answer a question. (Planning and Carrying out Investigations) (Personal: Personal responsibility).
2. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (Analyzing and Interpreting Data) (Entrepreneurial: Creativity/Innovation).

Elaboration on the GLE:

1. Students can answer the questions: What is the universe, and what goes on in stars? What are the predictable patterns caused by Earth's movement in the solar system?
2. The Universe and its Stars: Patterns of the motion of the sun, moon and stars in the sky can be observed, described and predicted. At night one can see the light coming from many stars with the naked eye, but telescopes make it possible to see many more and to observe them and the moon and planets in greater detail.
3. Earth and the Solar System: Seasonal patterns of sunrise and sunset can be observed, described and predicted.

Science Grade 2

Evidence Outcomes

Students Can:

a. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. *(Clarification Statement: Observations could include color, texture, hardness and flexibility. Patterns could include the similar properties that different materials share.)*

b. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. *(Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture and absorbency.) (Boundary Statement: Quantitative measurement is limited to length.)*
c. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. *(Clarification Statement: Examples of pieces could include blocks, building bricks or other assorted small objects.)*
d. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. *(Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf and heating paper.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question (Planning and Carrying Out Investigations) (Personal: Personal responsibility)
2. Analyze data from tests of an object or tool to determine if it works as intended (Analyzing and Interpreting Data) (Entrepreneurial: Critical thinking/Problem solving)
3. Make observations from several sources to construct an evidence-based account for natural phenomena (Constructing Explanations and Designing Solutions) (Entrepreneurial: Inquiry/Analysis)
4. Construct an argument with evidence to support a claim (Engaging in Argument from Evidence) (Personal: Initiative/Self-direction)
5. Connections to Nature of Science: Science Models, Laws, Mechanisms and Theories Explain Natural Phenomena: Science searches for cause - and - effect relationships to explain natural events.

Elaboration on the GLE:

1. Students can answer the question: How do particles combine to form the variety of matter one observes?
2. P Structure and Properties of Matter: Different kinds of matter exist (e.g., wood, metal, water), and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties (e.g., visual, aural, textural), by its uses and by whether it occurs naturally or is manufactured. Different properties are suited to different purposes. A great variety of objects can be built up from a small set of pieces (e.g., blocks, construction sets). Objects or samples of a substance can be weighed, and their size can be described and measured.
3. Chemical Reactions: Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible (e.g., melting and freezing), and sometimes they are not (e.g., baking a cake, burning fuel).

Evidence Outcomes

Students Can:

a. Plan and conduct an investigation to determine if plants need sunlight and water to grow. *(Boundary Statement: Limited to using one variable at a time.)*
b. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Develop a simple model based on evidence to represent a proposed object or tool (Developing and Using Models) (Personal: Initiative/Self-direction)
2. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question (Planning and Carrying Out Investigations) (Civic/Interpersonal: Collaboration/Teamwork)
3. Connections to Nature of Science: Science Knowledge is Based on Empirical Evidence

Elaboration on the GLE:

1. Students can answer the question: How do organisms interact with the living and nonliving environments to obtain matter and energy?
2. Interdependent Relationships in Ecosystems: Animals depend on their surroundings to get what they need, including food, water, shelter and a favorable temperature. Animals depend on plants or other animals for food. They use their senses to find food and water, and they use their body parts to gather, catch, eat and chew the food. Plants depend on air, water, minerals (in the soil) and light to grow. Animals can move around, but plants cannot, and they often depend on animals for pollination or to move their seeds around. Different plants survive better in different settings because they have varied needs for water, minerals and sunlight.

Evidence Outcomes

Students Can:

a. Make observations of plants and animals to compare the diversity of life in different habitats. *(Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Make observations to collect data that can be used to make comparisons. (Planning and Carrying Out Investigations) (Entrepreneurial: Creativity and Innovation)
2. Connections to Nature of Science: Science Knowledge is Based on Empirical Evidence

Elaboration on the GLE:

1. Students can answer the question: What evidence shows that different species are related?
2. Biodiversity and Humans: There are many different kinds of living things in any area, and they exist in different places on land and in water.

Evidence Outcomes

Students Can:

a. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. *(Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly, and erosion of rocks, which occurs slowly.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Make observations from several sources to construct an evidence-based account for natural phenomena. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Critical thinking/Problem solving)

Elaboration on the GLE:

1. Students can answer the question: How do people reconstruct and date events in the Earth's planetary history?
2. The History of Planet Earth: Some events on Earth occur in cycles, like day and night, and others have a beginning and an end, like a volcanic eruption. Some events, like an earthquake, happen very quickly; others, such as the formation of the Grand Canyon, occur very slowly over a time period much longer than one can observe.

Evidence Outcomes

Students Can:

a. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. *(Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.)*
b. Develop a model to represent the shapes and kinds of land and bodies of water in an area. *(Boundary Statement: Does not include quantitative scaling in models.)*
c. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Compare multiple solutions to a problem. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Inquiry/Analysis)
2. Develop a model to represent patterns in the natural world. (Developing and Using Models) (Personal: Initiative/Self-direction)
3. Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (Obtaining, Evaluating, and Communicating Information) (Civic/Interpersonal: Communication)

Elaboration on the GLE:

1. Students can answer the question: How and why is Earth constantly changing?
2. Earth Materials and Systems: Wind and water can change the shape of the land. The resulting landforms, together with the materials on the land, provide homes for living things.
3. Plate Tectonics and Large-Scale System Interactions: Rocks, soils, and sand are present in most areas where plants and animals live. There may also be rivers, streams, lakes and ponds. Maps show where things are located. One can map the shapes and kinds of land and water in any area.
4. The Roles of Water in Earth's Surface Processes: Water is found in the ocean, rivers, lakes and ponds. Water exists as solid ice and in liquid form. It carries soil and rocks from one place to another and determines the variety of life forms that can live in a particular location.

Science Grade 3

Evidence Outcomes

Students Can:

a. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. *(Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving and balanced forces pushing on a box from both sides will not produce any motion at all.) (Boundary Statements: Limited to one variable at a time: number, size or direction of forces and to gravity being addressed as a force that pulls objects down. Does not include quantitative force size, only qualitative and relative.)*

b. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. *(Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl and two children on a see-saw.) (Boundary Statement: Does not include technical terms such as period and frequency.)*

Academic Context and Connections

Colorado Essential Skills and Science and Engineering Practices:

1. Ask questions that can be investigated based on patterns such as cause and effect relationships. (Asking Questions and Defining Problems) (Entrepreneurial: Inquiry/Analysis)
2. Define a simple problem that can be solved through the development of a new or improved object or tool. (Asking Questions and Defining Problems) (Entrepreneurial: Inquiry/Analysis)
3. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (Planning and Carrying Out Investigations) (Entrepreneurial: Inquiry/Analysis)
4. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (Planning and Carrying Out Investigations) (Entrepreneurial: Inquiry/Analysis)

Elaboration on the GLE:
1. Students can answer the questions: How can one predict an object's continued motion, changes in motion or stability? What underlying forces explain the variety of interactions observed?
2. Forces and Motion: Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces is used at this level). The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)
3. Types of Interactions: Objects in contact exert forces on each other.

Evidence Outcomes

Students Can:
a. Ask questions to determine cause - and - effect relationships of electric or magnetic interactions between two objects not in contact with each other. *(Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause - and - effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.) (Boundary Statement: Limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.)*
b. Define a simple design problem that can be solved by applying scientific ideas about magnets. *(Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:
1. Ask questions that can be investigated based on patterns such as cause - and - effect relationships. (Asking Questions and Defining Problems) (Entrepreneurial: Inquiry/Analysis).
2. Define a simple problem that can be solved through the development of a new or improved object or tool. (Asking Questions and Defining Problems) (Personal: Personal responsibility).
3. Plan and conduct an investigation that control variables and provide evidence to support explanations or design solutions. (Planning and Carrying Out Investigations) (Entrepreneurial: Inquiry/Analysis).

Elaboration on the GLE:
1. Students can answer the question: Why are some physical systems more stable than others?
2. Types of Interactions: Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and for forces

Evidence Outcomes

Students Can:
a. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death. *(Clarification Statement: Changes organisms go through during their life form a pattern.) (Boundary Statement: Limited to those of flowering plants and does not include details of human reproduction.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Develop models to describe phenomena (Developing and Using Models) (Personal: Initiative/Self-direction).

Elaboration on the GLE:
1. Students can answer the question: How do the structures of organisms enable life's functions?
2. Growth and Development of Organisms: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

Evidence Outcomes
Students Can:
a. Construct an argument that some animals form groups that help members survive.

Academic Context and Connections
Essential Skills and Science and Engineering Practices:
1. Construct an argument with evidence, data and/or a model. (Engaging in Argument from Evidence) (Personal: Initiative/Self-direction)

Elaboration on the GLE:
1. Students can answer the question: How do organisms interact with the living and nonliving environments to obtain matter and energy?
2. Social Interactions and Group Behavior: Being part of a group helps animals obtain food, defend themselves and cope with changes. Groups may serve different functions and vary dramatically in size.

Evidence Outcomes
Students Can:
a. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. *(Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.) (Boundary Statement: Does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.)*
b. Use evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2) *(Clarification Statement: Examples of the environment affecting a trait could that include normally tall plants grown with insufficient water are stunted; and a pet dog that is given too much food and little exercise may become overweight.)*

Academic Context and Connections
Essential Skills and Science and Engineering Practices:
1. Analyze and interpret data to make sense of phenomena using logical reasoning. (Analyzing and Interpreting Data) (Entrepreneurial: Critical thinking/Problem solving)
2. Use evidence (e.g., observations, patterns) to support an explanation. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Critical thinking/Problem solving)
3. Use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Critical thinking/Problem solving)

Elaboration on the GLE:
1. Students can answer the questions: How are the characteristics of one generation related to the previous generation? Why do individuals of the same species vary in how they look, function and behave?
2. Inheritance of Traits: Many characteristics of organisms are inherited from their parents. Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.

3. Variation of Traits: Different organisms vary in how they look and function because they have different inherited information. The environment also affects the traits that an organism develops.

Evidence Outcomes

Students Can:

a. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. *(Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas and fossils of extinct organisms.) (Boundary Statement: Does not include identification of specific fossils or present plants and animals and is limited to major fossil types and relative ages.)*

b. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates and reproducing. *(Clarification Statement: Examples of cause - and - effect relationships could be that plants that have larger thorns than other plants may be less likely to be eaten by predators; and animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Analyze and interpret data to make sense of phenomena using logical reasoning. (Analyzing and Interpreting
2. Use evidence (e.g., observations, patterns) to construct an explanation. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Critical thinking/Problem solving).
3. Critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). (Engaging in Argument from Evidence) (Entrepreneurial: Critical thinking/Problem solving).

Elaboration on the GLE:

1. Students can answer the questions: What evidence shows that different species are related? How does genetic variation among organisms affect survival and reproduction?
2. Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere. Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.
3. Natural Selection: Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates and reproducing.

Evidence Outcomes

Students Can:

a. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well and some cannot survive at all. *(Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.)*

b. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. *(Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food and other organisms.) (Boundary Statement: Limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Analyze and interpret data to make sense of phenomena using logical reasoning. (Analyzing and Interpreting Data) (Entrepreneurial: Critical thinking/Problem solving)
2. Use evidence to construct an explanation. (Constructing Explanations and Designing Solutions) (Personal: Initiative/Self-direction)
3. Construct an argument with evidence. (Engaging in Argument from Evidence) (Entrepreneurial: Critical thinking/Problem solving).
4. Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (Engaging in Argument from Evidence) (Entrepreneurial: Critical thinking/Problem solving).

Elaboration on the GLE:
1. Students can answer the questions: How does the environment influence populations of organisms over multiple generations? What is biodiversity, how do humans affect it, and how does it affect humans?
2. Ecosystem Dynamics, Functioning, and Resilience: When the environment changes in ways that affect a place's characteristics, temperature or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.
3. Adaptation: For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
4. Biodiversity and Humans: Populations live in a variety of habitats, and change in those habitats affects the organisms living there.

Evidence Outcomes
Students Can:
a. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. *(Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction. Obtain and combine information to describe climates in different regions of the world.) (Boundary Statement: Graphical displays are limited to pictographs and bar graphs. Does not include climate change.)*
b. Obtain and combine information to describe climates in different regions of the world.

Academic Context and Connections
Essential Skills and Science and Engineering Practices:
1. Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (Analyzing and Interpreting Data) (Entrepreneurial: Critical thinking/Problem solving)
2. Obtain and combine information from books and other reliable media to explain phenomena. (Obtaining, Evaluating, and Communicating Information) (Professional: Information literacy).

Elaboration on the GLE:
1. Students can answer the question: What regulates weather and climate?
2. Weather and Climate: Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.

Evidence Outcomes
Students Can:
a. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. *(Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs and lightning rods.)*

Academic Context and Connections
Essential Skills and Science and Engineering Practices:

1. Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (Engaging in Argument from Evidence) (Personal: Initiative/Self-direction).

Elaboration on the GLE:
1. Students can answer the question: How do natural hazards affect individuals and societies?
2. Natural Hazards: A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Science Grade 4

Evidence Outcomes

Students Can:
a. Use evidence to construct an explanation relating the speed of an object to the energy of that object. (4-PS3-1) *(Clarification Statement: Examples of evidence relating speed and energy could include change of shape on impact or other results of collisions.) (Boundary Statement: Does not include quantitative measures of changes in speed of an object or on any precise or quantitative definition of energy.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:
1. Use evidence (e.g., measurements, observations, patterns) to construct an explanation (Constructing Explanations and Designing Solutions) (Entrepreneurial: Inquiry/Analysis)

Elaboration on the GLE:
1. Students can answer the questions: What is energy?
2. Definitions of Energy: The faster a given object is moving, the more energy it possesses. Energy can be moved from place to place by moving objects or through sound, light or electric currents.

Evidence Outcomes

Students Can:
a. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents. *(Boundary Statement: Does not include quantitative measurement of energy.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:
1. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause - and - effect relationships. (Asking Questions and Defining Problems) (Entrepreneurial: Inquiry/Analysis).
2. Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (Planning and Carrying Out Investigations) (Personal: Personal responsibility).

Elaboration on the GLE:
1. Students can answer the questions: What is meant by conservation of energy? How is energy transferred between objects or systems?
2. Conservation of Energy and Energy Transfer: Energy is present whenever there are moving objects, sound, light or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. Light also transfers energy from place to place. Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.

Evidence Outcomes

Students Can:

a. Ask questions and predict outcomes about the changes in energy that occur when objects collide. *(Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.) (Boundary Statement: Does not include quantitative measures of energy.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause - and - effect relationships (Asking Questions and Defining Problems) (Personal: Personal responsibility).

Elaboration on the GLE:

1. Students can answer the question: How are forces related to energy?
2. Relationships Between Energy and Forces: When objects collide, the contact forces transfer energy so as to change the objects' motions.

Evidence Outcomes

Students Can:

a. Apply scientific ideas to design, test and refine a device that converts energy from one form to another. *(Clarification Statement: Examples of evidence relating speed and energy could include change of shape on impact or other results of collisions.) (Boundary Statement: Does not include quantitative measures of changes in speed of an object or on any precise or quantitative definition of energy.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Apply scientific ideas to solve design problems. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Inquiry/Analysis).

Elaboration on the GLE:

1. Students can answer the questions: How do food and fuel provide energy? If energy is conserved, why do people say it is produced or used?
2. Energy in Chemical Processes and Everyday Life: The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.

Evidence Outcomes

Students Can:

a. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. *(Clarification Statement: Examples of models could include diagrams, analogies and physical models using wire to illustrate wavelength and amplitude of waves.) (Boundary Statement: Does not include interference effects, electromagnetic waves, non-periodic waves or quantitative models of amplitude and wavelength.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Develop a model using an analogy, example or abstract representation to describe a scientific principle. (Developing and Using Models) ((Personal: Initiative/Self-direction).

Elaboration on the GLE:

1. Students can answer the question: What are the characteristic properties and behaviors of waves?
2. Wave Properties: Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no

net motion in the direction of the wave except when the water meets the beach. Waves of the same type can differ in amplitude (height of waves) and wavelength (spacing between wave peaks).

Evidence Outcomes

Students Can:

a. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. *(Boundary Statement: Does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision or how the retina works.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Develop a model to describe phenomena. (Developing and Using Models) (Personal: Initiative/Self-direction).

Elaboration on the GLE:

1. Students can answer the questions: What is light? How can one explain the varied effects that involve light? What other forms of electromagnetic radiation are there?
2 Electromagnetic Radiation: An object can be seen when light reflected from its surface enters the eyes.

Evidence Outcomes

Students Can:

a. Generate and compare multiple solutions that use patterns to transfer information. *(Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1s and 0s representing black and white to send information about a picture and using Morse code to send text.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Inquiry/Analysis).

Elaboration on the GLE:

1. Students can answer the question: How are instruments that transmit and detect waves used to extend human senses?
2. Information Technologies and Instrumentation: Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information – convert it from digitized form to voice – and vice versa.

Evidence Outcomes

Students Can:

a. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction. *(Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lungs, brain and skin.) (Boundary Statement: Stress at this level is on understanding the macroscale systems and their functions, not the microscopic scale.)*

b. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. *(Clarification Statement: Emphasis is on systems information transfer.) (Boundary Statement: Does not include the mechanisms by which the brain stores and recalls information or the mechanism of how sensory receptors function.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Construct and argument with evidence, data, and/or a model. (Engaging in Argument from Evidence) (Personal: Initiative/Self-direction)
2. Use a model to test interactions concerning the functioning of a natural system (Engaging in Argument from Evidence) (Personal: Initiative/Self-direction)

Elaboration on the GLE:
1. Students can answer the question: How do internal and external structures support the survival, growth, behavior and reproduction of plants and animals?
2. Structure and Function: Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior and reproduction.
3. Information Processing: Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.

Evidence Outcomes

Students Can:
a. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. *(Clarification Statement: Examples of evidence from patterns could include rock layers with shell fossils above rock layers with plant fossils and no shells, indicating a change from water to land over time; and a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.) (Boundary Statement: Does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers, and should only include relative time.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:
1. Identify the evidence that supports particular points in an explanation. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Creativity and Innovation)

Elaboration on the GLE:
1. Students can answer the question: How can water, ice, wind and vegetation change the land?
2. The History of the Planet Earth: Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers.

Evidence Outcomes

Students Can:
a. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. *(Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling and volume of water flow.) (Boundary Statement: Limited to a single form of weathering or erosion.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:
1. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomena. (Planning and Carrying out Investigations) (Entrepreneurial: Inquiry/Analysis)

Elaboration on the GLE:
1. Students can answer the questions: What patterns of Earth's features can be determined with the use of maps? How do living organisms alter Earth's processes and structures?

2. Earth Materials and Systems: Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms and gravity break rocks, soils and sediments into smaller particles and move them around.
3. Biogeology: Living things affect the physical characteristics of their regions.

Evidence Outcomes

Students Can:

a. Analyze and interpret data from maps to describe patterns of Earth's features. *(Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes and earthquakes.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Analyze and interpret data to make sense of phenomena using logical reasoning. (Analyze and Interpret Data) (Entrepreneurial: Critical thinking/Problem solving)

Elaboration on the GLE:

1. Students can answer the question: Why do the continents move, and what causes earthquakes and volcanoes?
2. Plate Tectonics and Large-Scale System Interactions: The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.

Evidence Outcomes

Students Can:

a. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. *(Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Obtain and combine information from books and other reliable media to explain phenomena (Obtaining, Evaluating, and Communicating Information) (Entrepreneurial: Critical thinking/Problem solving)

Elaboration on the GLE:

1. Students can answer the question: How do humans depend on Earth's resources?
2. Natural Resources: Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.

Evidence Outcomes

Students Can:

a. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. *(Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.) (Boundary: Limited to earthquakes, floods, tsunamis, and volcanic eruptions.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Critical Thinking/Problem solving)

Elaboration on the GLE:
1. Students can answer the question: How do natural hazards affect individuals and societies?
2. Natural Hazards: A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.

Science Grade 5

Evidence Outcomes

Students Can:
a. Develop a model to describe that matter is made of particles too small to be seen. *(Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water and evaporating salt water. Does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.)*
b. Make observations and measurements to identify materials based on their properties. *(Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces and solubility; density is not intended as an identifiable property. Does not include density or distinguishing mass and weight.) (Boundary Statement: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:
1. Use models to describe phenomena (Developing and Using Models) (Personal: Initiative/Self-direction).
2. Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon (Planning and Carrying Out Investigations) (Personal: Personal responsibility).

Elaboration on the GLE:
1. Students can answer the question: How do particles combine to form the variety of matter one observes?
2. Structure and Properties of Matter: Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. Measurements of a variety of properties can be used to identify materials.

Evidence Outcomes

Students Can:
a. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling or mixing substances, the total weight of matter is conserved. *(Clarification Statement: Examples of reactions or changes could include phase changes, dissolving and mixing that form new substances. Does not include distinguishing mass and weight.) (Boundary Statement: Mass and weight are not distinguished at this grade level.)*
b. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Measure and graph quantities such as weight to address scientific and engineering questions and problems (Using Mathematics and Computational Thinking) (Entrepreneurial: Critical thinking/Problem solving).

Elaboration on the GLE:

1. Students can answer the questions: How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?
2. Chemical Reactions: No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary Statement: Mass and weight are not distinguished at this grade level.) When two or more different substances are mixed, a new substance with different properties may be formed.

Evidence Outcomes

Students Can:

a. Support an argument that the gravitational force exerted by Earth on objects is directed down. *(Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.) (Boundary Statement: Does not include mathematical representation of gravitational force).*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Support an argument with evidence, data or a model (Engaging in Argument from Evidence) (Personal: Initiative/Self-direction).

Elaboration on the GLE:

1. Students can answer the question: What underlying forces explain the variety of interactions observed?
2. Types of Interactions: The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.

Evidence Outcomes

Students Can:

a. Use models to describe that energy in animals' food (used for body repair, growth and motion and to maintain body warmth) was once energy from the sun. *(Clarification Statement: Examples of models could include diagrams and flowcharts.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Use models to describe phenomena (Developing and Using Models) (Personal: Initiative/Self-direction).

Elaboration on the GLE:

1. Students can answer the questions: How do food and fuel provide energy? If energy is conserved, why do people say it is produced or used?
2. Energy in Chemical Processes and Everyday Life: The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).

Evidence Outcomes

Students Can:

a. Support an argument that plants get the materials they need for growth chiefly from air and water. *(Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Support an argument with evidence, data or a model (Engaging in Argument from Evidence) (Personal: Initiative/Self-direction).

Elaboration on the GLE:

1. Students can answer the question: How do organisms obtain and use the matter and energy they need to live and grow?
2. Organization for Matter and Energy Flow in Organisms: Plants acquire their material for growth chiefly from air and water.

Evidence Outcomes

Students Can:

a. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1) *(Clarification Statement: Emphasis is on the idea that matter that is not food [air, water, decomposed materials in soil] is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.) (Boundary Statement: Does not include molecular explanations.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Develop a model to describe phenomena (Developing and Using Models) (Personal: Initiative/Self-direction).
2. Connections to the Nature of Science: Science Models, Laws, Mechanisms and Theories Explain Natural Phenomena. Science explanations describe the mechanisms for natural events.

Elaboration on the GLE:

1. Students can answer the questions: How do organisms interact with the living and nonliving environments to obtain matter and energy? How do matter and energy move through an ecosystem?
2. Interdependent Relationships in Ecosystems: The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plant parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.
3. Cycles of Matter and Energy Transfer in Ecosystems: Matter cycles between the air and soil and among plants, animals and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid or solid) back into the environment.

Evidence Outcomes

Students Can:

a. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. *(Clarification Statement: Limited to relative distances, not sizes, of stars. Does not include other factors that affect apparent brightness [such as stellar masses, age and stage].)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Support an argument with evidence, data or a model (Engaging in Argument from Evidence) (Civic/Interpersonal: Collaboration/Teamwork).

Elaboration on the GLE:

1. Students can answer the question: What is the universe, and what goes on in stars?

2. The Universe and its Stars: The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.

Evidence Outcomes

Students Can:

a. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. *(Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.) (Boundary Statement: Does not include causes of seasons.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (Analyzing and Interpreting Data) (Entrepreneurial: Critical thinking/Problem solving).

Elaboration on the GLE:

1. Students can answer the question: What are the predictable patterns caused by Earth's movement in the solar system?
2. Earth and the Solar System: The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon and stars at different times of the day, month and year.

Evidence Outcomes

Students Can:

a. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact. *(Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.) (Boundary Statement: Limited to the interactions of two systems at a time.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Develop a model using an example to describe a scientific principle. (Developing and Using Models) (Personal: Initiative/Self-direction).

Elaboration on the GLE:

1. Students can answer the question: How do Earth's major systems interact? How do the properties and movements of water shape Earth's surface and affect its systems?
2. Earth Materials and Systems: Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.

Evidence Outcomes

Students Can:

a. Describe and graph the amounts and percentages of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth. *(Boundary Statement: Limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.)*

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Describe and graph quantities such as area and volume to address scientific questions (Using Mathematics and Computational Thinking) (Entrepreneurial: Critical thinking/Problem solving).

Elaboration on the GLE:

1. Students can answer the question: How do the properties and movements of water shape Earth's surface and affect its systems?
2. The Roles of Water in Earth's Surface Processes: Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands and the atmosphere.

Evidence Outcomes

Students Can:

a. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Academic Context and Connections

Essential Skills and Science and Engineering Practices:

1. Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (Obtaining, Evaluating, and Communicating Information) (Civic/Interpersonal: Communication)

Elaboration on the GLE:

1. Students can answer the question: How do humans change the planet?
2. Human Impacts on Earth Systems: Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Health Kindergarden

Evidence Outcomes

Students Can:

a. Recognize major food groups.
b. Identify foods and beverages that are healthy choices.
c. Explain how food is fuel and that different activities need different fuel.
d. Explain the health benefits of choosing healthy foods and beverages.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Compare how automobiles run on gasoline as fuel, humans rely on food as fuel. (Entrepreneurial Skills: Inquiry/Analysis).
2. Explore why different people like different foods (culture, geography, family). (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Describe how foods provide nutrients that give energy for daily activities and are necessary for proper growth and good health. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:
1. How do healthy foods help your body?
2. How does food fuel our bodies?
3. What would happen to your body if you ate only cookies and candy?

Health Skills:
1. Decision-Making

Evidence Outcomes
Students Can:
a. Describe how proper hand washing is important to being healthy.
b. Explain why bathing and hygiene are important for good health.
c. Explain positive outcomes from brushing and flossing teeth daily.
d. Demonstrate steps for proper hand washing, brushing, and flossing of teeth.
e. Explain why sleep and rest are important for proper growth and good health.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Predict how lack of sleep affects concentration and mood. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explore how hygiene promotes good health and reduces the spread of germs. (Entrepreneurial Skills: Creativity/Innovation)
3. Analyze how individual behaviors can affect others. (Personal Skills: Personal Responsibility)

Inquiry Questions:
1. What does it mean to have good hygiene?
2. How would your teeth look and feel if you did not brush them?
3. What if nobody ever washed their hands?
4. How does sleep affect the way you feel?

Health Skills:
1. Self-Management/Personal Responsibility

Evidence Outcomes
Students Can:
a. Demonstrate ways to show respect, consideration, and care for others, such as saying please, thank you, and I'm sorry.
b. Identify a variety of emotions.
c. Recognize that feelings influence actions.
d. Identify and demonstrate appropriate ways to express emotions and cope with strong feelings.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Explore how feelings affect behavior at home and at school. (Personal Skills: Self- Awareness)
2. Analyze how emotions influence behavior and how physical feeling are important to emotional and mental health. (Personal Skills: Self-Awareness)
3. Demonstrating how effective communication skills can support students working together. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:
1. How does the way I feel change how I act?
2. How do my actions affect others?

Health Skills:
1. Interpersonal Communication
2. Self-Management/Personal Responsibility

Evidence Outcomes

Students Can:
a. Demonstrate effective listening skills.
b. Demonstrate effective verbal and nonverbal communication skills.
c. Demonstrate sharing with peers.
d. Demonstrate strategies to cooperate with others.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Collaborating with others, people must be able to listen and communicate effectively. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Health Skills:
1. Interpersonal Communication

Evidence Outcomes

Students Can:
a. Identify "appropriate" and "inappropriate" touches.
b. Identify characteristics of a trusted adult.
c. Demonstrate how to tell a parent or trusted adult if inappropriate touching occurs to self or others.
d. Explain the

Academic Context and Connections

Essential Skills and Real-World Application:
1. Explore how situations, settings, cultures and individuals have varied rules about personal space. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Examine how boundaries are applied to nations, cities and people. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Demonstrate and understanding of why individuals have the right to personal space and boundaries. (Civic/Interpersonal Skills: Character)
4. Identify when it is appropriate and demonstrate how to communicate with a trusted adult. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:
1. What is personal space?
2. Why might one person's personal space be different from another person's?
3. What would it be like if nobody respected anybody else?
4. What is privacy?
5. Can verbal comments intrude on your personal space?

Health Skills:
1. Accessing Information
2. Interpersonal Communication

Evidence Outcomes

Students Can:
a. Explain safe behavior when getting on and off and while riding on school buses.
b. Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle.
c. Recognize and describe the meaning of traffic signs.

d. Describe how rules at school can help to prevent injuries.
e. Demonstrate safe pedestrian behaviors.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Examine how crosswalk and traffic signs change based on new research about how children see and react to symbols. (Entrepreneurial Skills: Inquiry/Analysis)
2. Identify how vehicles and streets are places with hazards and require careful attention. (Personal Skills: Personal Responsibility)
3. Identify personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. What are some things that can happen if everyone runs around and pushes each other?
2. What would it be like if there weren't any rules for cars or pedestrians?

Health Skills:

1. Self-Management/Personal Responsibility

Evidence Outcomes

Students Can:

a. Demonstrate verbal and nonverbal ways to ask a parent or trusted adult for help about an unsafe situation.
b. Describe how to call 911 or other emergency numbers for help.
c. Define and explain the dangerous use of weapons and how to tell a trusted adult if you see or hear about someone having a weapon.
d. Identify unsafe or risky situations around the home, school, and community.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Identify how other forms of technology can be used to communicate in an emergency situation. (Entrepreneurial Skills: Inquiry/Analysis)
2. Apply effective communication skills in an emergency situation using both verbal, nonverbal, and various technologies. (Civic/Interpersonal Skills: Communication)
3. Identify how personal strategies that can be used to develop, avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. What would happen if you were lost and you didn't know how to ask for help?
2. What would you do if you found a gun?
3. In addition to a phone, how else could you get help when you are at home? In a car?
4. Without using words, what are ways you could let someone know you need help?

Health Skills:

1. Interpersonal Communication
2. Self-Management/Personal Responsibility
3. Accessing Information

Health Grade 1

Evidence Outcomes

Students Can:

a. Categorize foods into the major food groups.

b. Identify a variety of foods in each of the food groups that are healthy choices.
c. Identify foods and beverages that are high in added sugar, and generate examples of healthy alternatives.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Compare how different tastes, colors, smells, and textures of foods provide sensory experiences that add or take away from enjoying what we eat. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explain how eating a variety of nutritious foods helps to maintain a healthy body. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1. Why is it helpful to know which major food group a food belongs to?
2. What if all the foods you ate came from only one food group?
3. What if all foods looked and tasted exactly the same?

Health Skills:

1. Decision-Making

Evidence Outcomes

Students Can:

a. Describe ways to prevent harmful effects of overexposure to the sun and loud noise.
b. Describe the symptoms that occur with a cold and/or flu.
c. Demonstrate ways to prevent the spread of germs that cause common, infectious diseases.
d. Describe steps to treat a wound, insect bite or sting to reduce chances of infection.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Explore how you can protect the eyes from injury and damage. (Entrepreneurial Skills: Creativity/Innovation)
2. Predict why soaps and tissues help prevent the spread of germs. (Entrepreneurial Skills: Creativity/Innovation)
3. Determine what products scientists have developed to limit sun exposure. (Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

1. What are some activities that increase your risk of sun damage?
2. What if we lived in a place that had loud noises all the time?
3. How does a person get a cold?
4. Why do surgeons scrub their hands and put on gloves prior to surgery?
5. Why do we clean our wounds before putting a bandage on?

Health Skills:

1. Self-Management/Personal Responsibility

Evidence Outcomes

Students Can:

a. Explain possible causes for a variety of emotions.
b. Identify appropriate ways to express emotions and cope with strong feelings.
c. Demonstrate effective listening skills and verbal/non verbal communication skills.
d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry.
e. Demonstrate strategies to resolve conflicts, such as sharing, collaboration, and appropriately advocating for personal needs.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Examine how people express their emotions in a variety of ways. (Civic/Interpersonal Skills: Character)
2. Explain how playing games with others can be one way to learn how to express emotions. (Personal Skills: Self-Awareness)
3. Expressing emotions in appropriate ways is a lifelong skill for school, work, and family. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. How does a person control their feelings?
2. Why is it important to be a good listener?
3. How can I show someone I am listening to them?
4. Why is it hard to stop arguing with someone else when you disagree

Health Skills:

1. Interpersonal Communication

Evidence Outcomes

Students Can:

a. Identify trusted adults at home and at school.
b. Identify trusted adults who promote health such as health care providers.
c. Demonstrate the ability to talk about feelings with parents and other trusted adults.
d. Demonstrate the ability to ask for help from a parent and/or trusted adults.

Academic Context and Connections

Essential Skills and Real-World Application:

1. School, health care sites, community, and spiritual centers are places where help might be found. (Professional Skills: Self-Advocacy)
2. Asking for help and health information is a lifelong skill. (Professional Skills: Self-Advocacy)

Inquiry Questions:

1. Who are your trusted adults?
2. Why should you ask an adult for help?

Health Skills:

1. Accessing Information
2. Interpersonal Communication
3. Advocacy

Evidence Outcomes

Students Can:

a. Understand why it is wrong to tease others.
b. Identify why making fun of others is harmful to self and others.
c. Explain what to do if you or someone else is being bullied.
d. Describe the difference between bullying and having a strong disagreement between people.
e. Describe the difference between telling and tattling.
f. Describe how you would advocate for yourself and others in a bullying situation.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Identify certain times and situations when a parent or adult needs to be told about another person's behaviors. (Professional Skills: Self-Advocacy)

Inquiry Questions:
1. If it's just "making fun" then how can it be harmful?
2. How do you feel when someone disagrees with you?
3. What do you do when someone disagrees with you?
4. What are some good reasons to tell the teacher what another student is doing?
5. Why is it important to stand up for yourself?

Health Skills:
1. Interpersonal Communication
2. Advocacy

Evidence Outcomes

Students Can:
a. Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community.
b. Identify household products or drugs that may be harmful if ingested or inhaled (including marijuana edibles).
c. Explain why using medicines without adult permission can be harmful.
d. Describe how to safely ride a bike, skateboard, and scooter as well use inline skates.
e. Demonstrate strategies to avoid fires and burns (Stop, drop, and roll).
f. Demonstrate how to call 911 or other emergency numbers for help in dangerous situations.
g. Identify safety rules and strategies to avoid hazards in the home and community, such as, fire, severe weather, power lines, and pool use.
h. Identify safety rules around modern technology, including the internet.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Explain why everyone has a responsibility to practice strategies to prevent fires from starting and to prevent fire from spreading. (Personal Skills: Personal Responsibility)
2. Explore how professional responders practice how to quickly help in an emergency. (Professional Skills: Career Awareness)
3. Compare and contrast different types of hazards that children in other countries or communities may need to be aware of. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Identify concepts and skills to avoid potential hazards and respond appropriately. (Personal Skills: Personal Responsibility)

Inquiry Questions:
1. Why is it important to know the difference between what we can and cannot ingest?
2. Why is it important to follow traffic signs and pedestrian safety rules when riding a bike, skateboard, scooter, or inline skates?
3. What could happen if you were camping, there was a campfire, and everyone decided to leave and go for a hike without putting the fire out first?
4. Why is it important to wear safety equipment?
5. How do you know when an emergency is occurring?

Health Skills:
1. Self-Management/Personal Responsibility
2. Interpersonal Communication:

Health Grade 2

Evidence Outcomes

Students Can:
a. Explain the importance of choosing healthy foods and beverages.
b. Identify the benefits of drinking plenty of water.
c. Describe the benefits of eating breakfast every day.
d. Identify a variety of healthy snacks.
e. Understand that the body exhibits signals that tell people when they are hungry and when they are full.
f. Identify the recommended serving size and sugar content found on a nutritional label.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Explain why water is essential for optimal body functioning. (Entrepreneurial Skills: Inquiry/Analysis)
2. Critique why a healthy diet, which includes eating breakfast, helps provide the energy you need to move, think clearly, and solve problems throughout the day. (Entrepreneurial Skills: Inquiry/Analysis)
3. Compare a healthy, balanced diet which includes eating appropriate portion sizes from multiple food groups throughout the day to a diet that is not balanced. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:
1. Why do many people claim that breakfast is the most important meal of the day?
2. Why is it important to pay attention to your body when it feels hungry or full?
3. What are the benefits to your body of drinking water?
4. Where would you find nutritional information when a label is not available?
5. Why is it important to know the recommended serving size of foods and beverages?

Health Skills:
1. Decision-Making
2. Accessing Information

Evidence Outcomes

Students Can:
a. Identify problems associated with common childhood chronic diseases or conditions, including but not limited to asthma, allergies, type-1 diabetes, and epilepsy.
b. Communicate concern to a parent or trusted adult when a person is having an allergic reaction or difficulty breathing.
c. Identify the purpose of vaccinations.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Identify common food allergies and the importance of understanding how to decrease exposure to allergens. (Personal Skills: Self-Awareness)
2. Determine the signs of someone who is having difficulty breathing or is not responding, and how to seek help. (Professional Skills: Self-Advocacy)

Inquiry Questions:
1. How can you tell if someone is having an allergic reaction?
2. What actions might you take if you saw a person who was having trouble breathing?

Health Skills:
1. Interpersonal Communication:
2. Advocacy

Evidence Outcomes

Students Can:

a. Identify the characteristics of someone who has personal qualities that are important to you.
b. Identify the personal traits that best represent who you are and why they are important.
c. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
d. Express intentions to treat self with care and respect.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Explain how positive qualities and traits of a person can help someone have a better understanding of their own self. (Personal Skills: Self-Awareness)
2. Identify some ways to express emotions appropriately, and how to treat yourself and others with respect. (Professional Skills: Self-Advocacy)

Inquiry Questions:

1. What does self-respect look like?
2. What if no one respected your space, property, or feelings?
3. What would you do to treat yourself with care and respect?
4. Would eating ice cream demonstrate care and respect for yourself?

Health Skills:

1. Self-Management/Personal Responsibility

Evidence Outcomes

Students Can:

a. Summarize the importance of respecting the personal space and boundaries of others.
b. Discuss the importance of thinking about the effects of one's actions on other people.
c. Describe how you will use pro-social behaviors such as cooperation, being sensitive to the feelings of others, helping others, and being respectful of others.
d. Describe the benefits of a friendship.
e. Describe how to make and maintain friendships.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Demonstrate how people can show respect to others (e.g., respect their personal space, and boundaries). (Personal Skills: Self-Awareness)
2. Identify how qualities of healthy relationships, like cooperation and respecting others can help people develop and maintain friendships. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:

1. Do my actions always affect others?
2. Do I have to be friends with everyone?
3. Are all friendships the same?
4. How do we know how other people are feeling?

Health Skills:

1. Interpersonal Communication:
2. Self-Management/Personal Responsibility

Evidence Outcomes

Students Can:

a. Describe the dangers of using tobacco or non-prescribed marijuana.
b. State reasons why and identify strategies to avoid secondhand smoke from tobacco and marijuana.
c. Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Determine the impact of tobacco and marijuana on the body's ability to function normally. (Professional Skills: Self-Advocacy)
2. Explain how secondhand smoke impacts air quality. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Evaluate how effective communication skills enhance a person's ability to express wants and defend their beliefs. (Professional Skills: Self-Advocacy)

Inquiry Questions:

1. Why do people choose to smoke when they know it is bad for them?
2. Why is it important to be able to refuse something that you do not want?
3. What might happen if I saw a friend pick up a cigarette and I didn't say anything…I just walked away?
4. What can you do if someone is smoking and it is bothering you?

Health Skills:

1. Interpersonal Communication
2. Self-Management/Personal Responsibility

Evidence Outcomes

Students Can:

a. Access information regarding safe and proper household products (e.g., using trusted adults, warning symbols on labels).
b. Explain that taking medications incorrectly can be harmful, including vitamins.
c. Articulate the proper and safe use of products and substances found in the home that can be harmful if used inappropriately.
d. Identify the dangers of edible marijuana or tobacco products.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Explain the role of a pharmacists and how they protect individuals from unsafe substances or mistaken consumption of medications. (Entrepreneurial Skills: Inquiry/Analysis)
2. Identify what new technologies are being developed to prevent unintentional poisoning. (Entrepreneurial Skills: Inquiry/Analysis)
3. Examine why medicines must be used correctly in order to be safe and have maximum benefit. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. What could happen if there were not any labels on medicines, foods, vitamins, or other household products?
2. What are the warning symbols that indicate that a product or substance may be harmful? (e.g., poison, flammable, marijuana)
3. How can you identify the intended purpose of a household product?
4. How do you know the difference between food that is safe to eat and an edible tobacco or marijuana product?

Health Skills:

1. Accessing Information

Evidence Outcomes

Students Can:

a. Identify examples of physical bullying.
b. Identify examples of social bullying (e.g., rumors, gossiping, excluding others).

c. Describe the difference between verbal and nonverbal bullying (e.g., dirty looks, sticking out the tongue, etc.).
d. Identify why making fun of others is harmful to self and others.
e. Explain how to advocate for yourself and someone else who is being bullied.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Identify the professionals who can help when someone is being bullied or teased, including but not limited to counselors, psychologists, police, or trusted adults. (Professional Skills: Self-Advocacy)
2. Discuss why tolerance, appreciation, and understanding of diversity are important skills to learn and practice. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. Why are people mean and cruel to other people?
2. How do people respond to others who are mean and cruel?
3. Is being mean to a friend different from being mean to someone else?

Health Skills:

1. Interpersonal Communication:
2. Advocacy for Self and Others:

Evidence Outcomes

Students Can:

a. Demonstrate how to make a decision to call 911 or other emergency numbers for help.
b. Demonstrate effective refusal skills to avoid unsafe situations.
c. Describe the use of safety equipment for specific activities and sports such as biking.
d. Identify ways to reduce or prevent the risk of injuries around water.
e. Develop an awareness of how modern technology can create a distraction that leads to unsafe situations (e.g., looking down in a crowd, unaware of traffic, awareness of others).

Academic Context and Connections

Essential Skills and Real-World Application:

1. Explore how first responders personnel consider situations from a variety of aspects. (Professional Skills: Career Awareness)
2. Develop a plan for preventing injuries through preparation and communication. (Civic/Interpersonal Skills: Communication)
3. Explore how Coast Guard and lifeguards are equipped to prevent and provide help in a water safety situation. (Professional Skills: Career Awareness)
4. A 911 operator is trained to send help in an emergency and provide help over the phone. (Professional Skills: Career Awareness)
5. Take personal responsibility to use safety equipment, such as helmets, knee pads, and life jackets, to help prevent unintentional injuries. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1. How do I know when to call 911?
2. What do individuals do when they need to communicate and they cannot speak?
3. What are the decisions made by emergency workers?
4. What happens if a player does not wear a helmet or knee pads?
5. Why is it important to be careful around water?
6. Why do lifeguards say “walk don’t run” at swimming pools?
7. Why is looking down at your phone or tablet while walking in a parking lot dangerous?

Health Skills:

1. Interpersonal Communication:
2. Self-Management/Personal Responsibility
3. Decision-Making

Health Grade 3

Evidence Outcomes

Students Can:

a. Describe a variety of nutritious breakfast foods.
b. Plan a meal based on the food groups.
c. Explain the concepts of eating in moderation.
d. Demonstrate refusal skills in dealing with unhealthy eating situations.
e. Identify how family, peers, and media influence healthy eating.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Explain how eating healthy portions when you are hungry and stopping when you are full can help you meet your energy needs and avoid overeating. (Personal Skills: Personal Responsibility)
2. Analyze messages about healthy eating that are abundant and require accurate information to discern them. (Professional Skills: Information Literacy)
3. Persistence and resilience can be demonstrated through resisting unhealthy eating situations in order to focus on eating healthy. (Personal Skills: Perseverance/Resilience)

Inquiry Questions:

1. What is a healthy portion size? Can an appropriate portion size vary for individuals?
2. What kinds of foods would be best for you to eat for breakfast? Why?
3. How can students eat a balanced diet if food choices are limited at school and home?
4. How can the things that you see on television or in magazines influence your feelings and choices about food?

Health Skills:

1. Interpersonal Communication
2. Analyzing Influences

Evidence Outcomes

Students Can:

a. Identify the characteristics of someone who has self-respect and positive self-esteem.
b. Acknowledge the value of personal and others' talents and strengths.
c. Summarize the importance of respecting the personal space and boundaries of others.
d. Discuss the importance of treating others the way you would like to be treated.
e. Give examples of skills that develop and maintain healthy relationships as well as strong friendships.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Assess how being a contributor to the neighborhood is an actionable way to show care. (Civic/Interpersonal Skills: Civic Engagement)
2. Examine how individual actions can impact a school and community. (Civic/Interpersonal Skills: Character)
3. Analyze how positive self-esteem and respect for others benefits healthy relationships and strong friendships. (Personal Skills: Self-Awareness)

Inquiry Questions:

1. What does self-esteem look like?
2. What if everyone had the same talents and strengths?

3. Do we communicate with all of our friends the same way?

Health Skills:
1. Self-Management/Personal Responsibility

Evidence Outcomes

Students Can:
a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.
b. Describe positive ways to show care, consideration, and concern for others.
c. Identify how to show respect for individual differences.
d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively.
e. Identify potential conflicts that arise within relationships and strategies to resolve those conflicts.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Explain how feelings can be expressed in verbal and nonverbal ways. (Civic/Interpersonal Skills: Communication)
2. Investigate online groups and how they can provide support and care for self and others. (Professional Skills: Self-Advocacy)
3. Demonstrate positive communication that enhances mental and emotional well-being. (Civic/Interpersonal Skills: Communication)
4. Practice valuing different perspectives in order to resolve conflicts and reach workable solutions. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:
1. How can a shy person show how they are feeling?
2. Do you express feelings to friends, family, parents, adults, or strangers in the same way?
3. Should I tell someone if they make me feel bad? How would you do that?
4. Do you ever feel embarrassed by your feelings?
5. What if we were all the same?

Health Skills:
Interpersonal Communication

Evidence Outcomes

Students Can:
a. Identify the short- and long-term physical effects of using tobacco, marijuana, and exposure to secondhand smoke.
b. Describe the dangers of prolonged exposure to secondhand smoke and demonstrate strategies to avoid exposure.
c. Understand that marijuana, illegal drugs, prescription drugs, alcohol, and tobacco can be addicting, but can be treated.
d. Describe the benefits of abstaining from or discontinuing tobacco and non- prescribed marijuana use.
e. Demonstrate the ability to assertively refuse an unwanted item.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Compare how drugs can be used for medicinal purposes and still be addictive and dangerous. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Explain how medical technology has identified the dangers of tobacco use. (Professional Skills: Use Information and Communications Technologies)

3. Investigate how research has clearly established that tobacco has a variety of harmful effects on the body. (Professional Skills: Information Literacy)
4. Demonstrate how to handle impulses and assertively refuse an unwanted item. (Personal Skills: Personal Responsibility)

Inquiry Questions:
1. How does tobacco affect the body?
2. What are some of the things that could happen if I just "tried" to smoke a cigarette, or chew tobacco?
3. Why are drug products that look like food products especially dangerous?

Health Skills:
1. Decision-Making
2. Interpersonal Communication

Evidence Outcomes
Students Can:
a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration and being kind.
b. Set a goal and a plan to be helpful and supportive to another person at school or at home.
c. Describe how responding to anger can be positive and/or negative.
d. Demonstrate strategies for self-control that can manage anger and other strong feelings in positive ways.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Apply pro-social behaviors when working together and collaborating. (Civic/Interpersonal Skills: Collaboration/Teamwork)
2. Demonstrate self-control to manage anger. (Personal Skills: Self-Awareness)
3. Explain how tolerance, appreciation, and understanding of diversity are important when collaborating. (Personal Skills: Adaptability/Flexibility)

Inquiry Questions:
1. How would it feel if you were teased for having a certain eye color?
2. How do you feel when you are helpful to others?
3. Why do people get angry?
4. Is anger a bad thing?
5. Is it OK to not be friends with everyone?

Health Skills:
1. Goal Setting:
2. Self-Management/Personal Responsibility

Evidence Outcomes
Students Can:
a. Define how injuries can occur at home, in school and in the community.
b. Create a personal safety plan and explain how it will be used at home, in school, and in the community. (e.g., bike safety, pedestrian safety, and emergency situations).
c. Identify safety rules around modern technology, including the internet.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Explain why safety is the responsibility of all members of a community. (Civic Interpersonal Skills: Global/Cultural Awareness)

2. Create safety plans that can save lives and prevent injuries. (Personal Skills: Personal Responsibility)

Inquiry Questions:
1. Is it important to pre-plan for safety?
2. How do pedestrians stay safe from motor vehicles and bicycles?
3. What would be important to put in a safety plan?
4. Is it safe to put your personal information on social media?

Health Skills:
1. Self-Management/Personal Responsibility

Health Grade 4

Evidence Outcomes
Students Can:
a. Set a goal to improve food choices based on appropriate nutritional content, value, and calories.
b. Explain the importance of eating a variety of foods from all the food groups.
c. Identify healthy foods (including snacks) in appropriate portion sizes based on your personal lifestyle.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Analyze how healthy foods provide nutrients that in turn provide you energy for daily activities. (Entrepreneurial Skills: Inquiry/Analysis)
2. Explain how nutrients are necessary for good health and proper growth and development. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Demonstrate how to set a goal to eat a balanced diet such as eating a variety of healthy foods within and across the major food groups. (Personal Skills: Personal Responsibility)

Inquiry Questions:
1. How can your personal goals for healthy eating work within the choices of food available to you at home and at school?
2. If two foods have the same amount of calories, are they equally healthy for you? Why or why not?
3. Do all foods help your body in the same ways? Why or why not?
4. How does your lifestyle impact whether a portion size is appropriate?

Health Skills:
1. Goal-Setting

Evidence Outcomes
Students Can:
a. Explain that both eating habits and level of physical activity affect a person's overall well-being and ability to learn.
b. Explain body signals that tell people when they are hungry and when they are full.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Describe how daily physical activity can make a person feel more awake, better able to concentrate, and full of energy. (Personal Skills: Self- Awareness)
2. Explain how healthy food choices and exercise can positively affect brain function and physical and emotional health. (Personal Skills: Self- Awareness)

3. Analyze the cause-and-effect relationship between eating healthy portions when you are hungry and stopping when you are full to help you meet your energy needs and avoid overeating. (Entrepreneurial Skills: Inquiry/Analysis)
4. Describe how personal life choices impact unhealthy weight. (Personal Skills: Self-Management)

Inquiry Questions:
1. Why do most people feel better after they eat?
2. Why do some people eat even if they are not hungry?
3. What is the benefit of increased physical activity for your overall health?

Health Skills:
1. Self-Management/Personal Responsibility

Evidence Outcomes
Students Can:
a. Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact.
b. Define wellness.
c. Assess how modern technology can impact your social, emotional, and physical health and wellness.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Explain how personal behaviors that address the physical, social and emotional dimensions have a long-term effect on wellness. (Personal Skills: Self-Awareness)
2. Apply health-related concepts and skills in everyday lifestyle behaviors. (Personal Skills: Initiative/ Self-Direction)
3. Evaluate the use of modern technology on the long-term effects on wellness. (Professional Skills: Use Information and Communication Technologies)

Inquiry Questions:
1. What is wellness?
2. What are the benefits and consequences of our choices in terms of wellness?
3. Why does wellness sometimes require that we make changes to our current behaviors, relationships, or actions?
4. Can social media impact how you feel?

Health Skills:
1. Self-Management/Personal Responsibility

Evidence Outcomes
Students Can:
a. Discuss factors that support healthy relationships with friends and family.
b. Discuss how culture and tradition influence personal and family structures.
c. Describe different kinds of families, and discuss how families can provide emotional support, set boundaries, and limits.
d. Identify the positive ways that peers and family members show support, care, and appreciation for one another.
e. Identify problem solving strategies to support healthy relationships.
f. Describe the importance of having and identifying a parent or trusted adult as a support.

Academic Context and Connections
Essential Skills and Real-World Application:

1. Investigate how families interact differently in various parts of the world. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. (Civic/Interpersonal Skills: Collaboration/Teamwork)
3. Demonstrate a sensitivity to differences and appreciation for diversity which are characteristics of good mental and emotional health. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Identify strategies to use in maintaining and supporting healthy relationships. (Personal Skills: Self-Awareness)

Inquiry Questions:
1. Why are relationships with family and friends so important?
2. What is friendship?
3. How do your family's customs differ from those of your neighbor? Why is it important to learn about other traditions and values?
4. What conflicts could arise between friends and what strategies could you use to solve those problems?

Health Skills:
1. Analyzing Influences

Evidence Outcomes
Students Can:
a. Identify personal stressors at home, with friends, in school, and in the community.
b. List physical and emotional reactions to stressful situations.
c. Identify positive and negative ways of dealing with stress.
d. Identify when you should seek help from a trusted adult in dealing with stress.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Demonstrate positive stress management techniques that relieve and redirect stress. (Personal Skills: Initiative/Self-Direction)
2. Identify personal stressors and their physical and emotional reactions on the body. (Personal Skills: Self-Awareness)
3. Explain how to advocate for yourself when experiencing stress responses of the body and brain. (Professional Skills: Self-Advocacy)

Inquiry Questions:
1. What would school be like if there was no stress?
2. Can stress be positive?
3. Does being stressed out affect the way you think?

Health Skills:
1. Self-Management/Personal Responsibility

Evidence Outcomes
Students Can:
a. Describe the purpose of prescribed and over-the-counter medicines and how they can be used or misused in the treatment of common medical problems.
b. Demonstrate the ability to read, understand, and follow labels such as those on common household medicines.
c. Summarize the risks associated with the inappropriate use of over-the- counter medicines, prescriptions, and vitamins.
d. Describe the steps to take if over-the-counter or prescription drugs are used incorrectly.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Investigate how other cultures treat common medical problems in different ways. (Civic/Interpersonal Skills: Global-Cultural Awareness)
2. Explain why doctors, nurses, trusted medical websites, and pharmacists provide guidance on proper use of medications. (Professional Skills: Information Literacy)
3. Summarize the effects of using medicines correctly and incorrectly. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1. What could happen if I misread a medicine label?
2. Is caffeine a harmful drug?
3. If vitamins are good for me, why would I need to be careful when taking them?
4. If someone in my family is sick and then I get sick with the exact same thing, can I take the same medication?
5. Other than drugs and alcohol, what else can you be addicted to (e.g., technology, relationships)?

Health Skills:

1. Accessing Information
2. Self-Management/Personal Responsibility

Evidence Outcomes

Students Can:

a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
b. Describe strategies on how to avoid the use of marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.
c. Examine the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Demonstrate healthy interpersonal communication skills when conveying your personal health needs and wants. (Civic/Interpersonal Skills: Communication)
2. Explain how culture, media, and social pressures influence health behaviors and how you can resist the distractions. (Personal Skills: Perseverance/Resilience)
3. Identify the cause and effect relationship between drug use and making healthy decisions. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1. Why is it important to know when to say "no," even when it's not popular?
2. Why is it important to know when to say "no," even when it's not popular?
3. Who or what impacts my ability to choose not to use drugs?
4. Why is it important for me to take personal responsibility for not using drugs?

Health Skills:

1. Interpersonal Communication
2. Analyzing Influences

Health Grade 5

Evidence Outcomes

Students Can:

a. Access valid information pertaining to fat, salt and sugar content in order to maintain good health and improve food choices.
b. Analyze the food and beverage choices of self or others to inform healthy behaviors.
c. Use current federal nutrition standards and guidelines to plan healthy meals and snacks.
d. Demonstrate how to politely advocate for foods that are more nutritious.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Eating healthy involves good decision-making skills, access to accurate information about healthy eating, and access to healthy foods. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Explore how as the body matures, the amount of food and key nutrients change to support healthy systems and growth. (Entrepreneurial Skills: Inquiry/Analysis)
3. Examine how healthy eating is a personal responsibility and is challenged by the choices available to us. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. How will you take control of your own healthy eating behaviors?
2. If broccoli were deep-fried, would it still be nutritious?
3. Is sugar bad? Why or why not?
4. Why do people tend to eat too much sugar, fat, and salt?
5. Is caffeine a healthy or unhealthy ingredient in foods and drinks?

Health Skills:

1. Accessing Information
2. Decision-Making
3. Advocacy

Evidence Outcomes

Students Can:

a. Summarize the anatomy of the reproductive system, including functions of the male and female reproductive systems.
b. Describe the purpose of the menstrual cycle and its relationship to fertilization.
c. Explain that after fertilization, cells divide to create an embryo and then a fetus that grows and develops inside the uterus during pregnancy.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Analyze why in nature, different animals have different gestation cycles. (Entrepreneurial Skills: Inquiry/Analysis)
2. Analyze the influences on the physical, social, and emotional changes that occur at puberty, including hormones, heredity, nutrition, and the environment. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1. What is optimal growth and development of a fetus?
2. How do twins occur?
3. What causes acne?

Health Skills:

1. Accessing Information

Evidence Outcomes

Students Can:

a. Discuss why puberty begins and ends at different ages for different people, and that variance is considered normal.
b. Identify how personal hygiene practices can impact health and safety during puberty.
c. Determine factors that influence the purchase of health care products and the use of personal hygiene practices.
d. Discuss how changes during puberty affect thoughts, emotions, growth patterns, and behaviors.

Academic Context and Connections

Essential Skills:

1. There are many influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment. (Professional Skills: Information Literacy)
2. Analyze why the onset age of puberty has changed over time due to factors that include changes in nutrition, access to medical care, and exposure to chemicals in the environment. (Entrepreneurial Skills: Inquiry/Analysis)
3. Demonstrate how tolerance, appreciation, and understanding of individual differences are critical during times of change. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Analyze factors influences on one's physical, social, and emotional development at puberty, including hormones, heredity, nutrition, and the environment. (Professional Skills: Information Literacy)

Inquiry Questions:

1. Why are some aspects of puberty "embarrassing"?
2. What is "normal"?
3. During puberty, what causes body hair to grow and a male's voice to change? What causes acne?

Health Skills:

1. Analyzing Influences
2. Accessing Information

Evidence Outcomes

Students Can:

a. Access valid and reliable sources of information including parents or trusted adults to answer questions about personal health.
b. Demonstrate effective communication strategies to talk to someone such as a parent, trusted adult, or health care provider.

Academic Context and Connections

Essential Skills:

1. Clearly communicating with a health care provider regarding needs is critical to receiving the best care possible. (Civic/Interpersonal Skills: Communication)
2. Identify why web-based health information sites can be useful, but should be examined for accuracy to avoid misinformation. (Professional Skills: Information Literacy)
3. Identify why interpersonal communication about health conditions and concerns is critical for prevention of disease and maintaining good health. (Civic/Interpersonal Skills: Communication)
4. Individuals need support when making decisions about when and with whom to discuss healthcare questions or concerns. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1. What could happen if I did not tell someone about my health condition?
2. Why is it important to ask for what I need?

Health Skills:

1. Accessing Information
2. Interpersonal Communication

Evidence Outcomes

Students Can:

a. Differentiate between communicable and non-communicable diseases.
b. Describe how the body fights germs and diseases naturally, with medicines, and through immunization.
c. Describe ways to prevent the spread of germs that cause infectious diseases through food, water, air, blood, touch, and animals.
d. Describe the effects of HIV infection on the body.
e. Explain how HIV is and is not contracted.
f. Explain that it is safe to be a friend of someone who has a disease or conditions that cannot be easily transmitted.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Explore how technological advances assist with disease tracking and prevention. (Entrepreneurial Skills: Creativity/Innovation)
2. Identify how strategies to prevent transfer of germs and disease transmission and to control the severity of illnesses are available and have changed over time. (Entrepreneurial Skills: Creativity/Innovation)

Inquiry Questions:

1. Why did people die at a younger age in the early 1900s?
2. How can you avoid contact with germs?
3. How can you help your body fight germs?
4. How can you be sure not to spread germs?

Health Skills:

1. Accessing Information
2. Self-Management/Personal Responsibility

Evidence Outcomes

Students Can:

a. Describe how feelings and emotions are portrayed in the media.
b. Identify how society, media, and the use of modern technology can influence mental and emotional health.
c. Explain how families and peers can influence mental and emotional health.
d. Identify ways to counteract negative influences that impact mental and emotional health.
e. Identify when it is appropriate to seek help/support during times of strong emotions/feelings.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Analyze how family, peers, and the media can influence a person's mental and emotional health. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Creating art and reflecting on the art products and processes, people can increase awareness of self and others and better cope with stress and traumatic experiences. (Civic/Interpersonal Skills: Global/Cultural Awareness)
3. Examine how mental and emotional health can be affected by many influences so it is important to be able to recognize both positive and negative influences on our feelings and behavior. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1. How can you control what you are feeling?
2. In what ways can others affect how you feel?
3. How does the media show us both appropriate and inappropriate models for feelings and emotions?

4. What is mental health?

Health Skills:
1. Analyzing Influences

Evidence Outcomes
Students Can:
a. Identify sources of accurate information about the effects of alcohol, tobacco, and marijuana.
b. Analyze the dangers of use or experimentation with marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
c. Demonstrate a decision making process to make good decisions about the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco.
d. Describe the proper use of over-the-counter and prescription drugs.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Explore how technology has influenced credibility and availability of information. (Professional Skills: Information Literacy)
2. Identify key behavior associated with early mortality. (Entrepreneurial Skills: Inquiry/Analysis)
3. Compare and contrast varying cultural and religious beliefs surrounding alcohol and tobacco use. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Identify why making good health decisions requires the ability to evaluate reliable resources. (Professional Skills: Information Literacy)
5. Evaluate research on the benefits and harmful effects of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. (Professional Skills: Information Literacy)

Inquiry Questions:
1. What would advertising look like if the media wasn't allowed to omit relevant, but revealing negative information about their product?
2. Are over the counter drugs safer than prescription drugs?
3. How would tobacco use or exposure affect your ability to exercise or play sports?
4. Why might someone else who uses marijuana want others to do so as well?
5. If adults can legally drink alcohol, how can it be harmful?
6. Can your body system continue to operate with a malfunctioning part (e.g. liver)?
7. How do new technologies influence drug use?

Health Skills:
1. Accessing Information
2. Decision Making

Evidence Outcomes
Students Can:
a. Identify factors that influence both violent and nonviolent behaviors.
b. Explain the impact and the short- and long-term consequences of bullying, physical fighting, and violence.
c. Demonstrate pro-social communication skills and strategies to diffuse conflict and avoid violence.
d. Describe how to use social media to promote positive relationships.
e. Identify resources, including safe people, parents, or adults, who can help prevent or intervene in unsafe situations in the school and community.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Explore how nonviolence has been used in conflicts. (Civic/Interpersonal Skills: Global/Cultural Awareness)

2. Assess how bullying and violence can have long term emotional and physical consequences. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Critique how culture, media and social influences affect violent and nonviolent behavior. (Civic/Interpersonal Skills: Global/Cultural Awareness)
4. Investigate why and how individuals can take personal responsibility to develop, maintain, and enhance healthy behaviors. (Personal Skills: Personal Responsibility)
5. Identify the importance of evaluating reliable sources when analyzing influences. (Professional Skills: Information Literacy)

Inquiry Questions:
1. Why do people become violent?
2. Why is it important to report incidents of bullying and other unsafe situations?
3. What types of communication can help you avoid conflict?
4. How can we demonstrate appreciation and value for differences?
5. How do I know who to tell about an unsafe situation?
6. What are stereotypes? Why do people stereotype others?
7. Can making assumptions about people influence behavior?

Health Skills:
1. Interpersonal Communication: Conflict Resolution/Negotiation Skills
2. Analyze Influences
3. Self - Management/Personal Responsibility

Evidence Outcomes

Students Can:
a. Identify ways to reduce the risk of injuries from animal bites and insect stings.
b. Explain what to do, such as calling 911 or a poison control center, if someone is injured or is poisoned by products such as household cleaners or other substances.
c. Describe first aid procedures for a variety of situations, including insect stings, bites, poisoning, and choking.
d. Develop and apply a decision-making process for avoiding situations that could lead to injury.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Explore community resources that are available for basic first aid training. (Professional Skills: Information Literacy)
2. Knowing what to do in an emergency situation including providing basic first aid and/or seeking help is a lifelong skill that supports communities. (Civic/Interpersonal Skills: Civic Engagement)

Inquiry Questions:
1. Which animals and insects can be dangerous?
2. What steps should you take to save someone from choking?
3. How do you decide what is dangerous to ingest?

Health Skills:
1. Self-Management/Personal Responsibility
2. Decision-Making

Physical Education Kindergarten

Evidence Outcomes

Students Can:
a. Travel within a large group without bumping into others or falling while using a variety of locomotor skills.
b. Demonstrate contrasts between slow and fast speeds while using locomotor skills.
c. Travel in straight, curved, and zigzag pathways.
d. Move in opposition and alternately.
e. Move synchronously with others.
f. Participate in chase-and-flee activities that include various spatial relationships.
g. Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Participate in games that require movement as a group. (Civic/Interpersonal Skill: Collaboration/Teamwork)
2. Travel successfully and safely in a variety of activities with a large group of friends and family members such as to the movies or a county fair. (Personal Skills: Self-Awareness)
3. Create letters of the alphabet using their arms, legs, and torso. (Entrepreneurial Skills: Critical Thinking)
4. Follow a rhythmic pattern when jumping rope with friends. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:
1. When is moving at a fast speed safer, and when is moving at a slow speed safer?
2. Which animals use the same movements?
3. When moving in a group, how do you keep from bumping into each other?
4. Why is it easier to move in the same direction in which a group is moving than to move against the group?

Evidence Outcomes

Students Can:
a. Move specified body parts in response to a variety of sensory cues such as auditory or visual.
b. Identify body planes such as front, back, and side.
c. Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Being aware of specific body parts helps body and spatial awareness. (Personal Skills: Self-Awareness)
2. Identify body parts correctly. (Personal Skills: Self-Awareness)
3. Identify the front, back, and side of the body. (Personal Skills: Self-Awareness)

Inquiry Questions:
1. Which body parts are unable to move?
2. Why do we walk on two feet?
3. Which are stronger, arms or legs? Why?
4. What in their arms and legs helps people to move?
5. When would it be important to be able to change directions quickly?

Evidence Outcomes

Students Can:
a. Identify the heart rate as an indicator of physical activity.
b. Sustain physical activity for short periods of time.
c. Identify activities that will increase the heart rate.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Identify technology that will allow heart rate monitoring and checking.(Professional Skills: Use Information and Communication Technology)

Inquiry Questions:

1.Which activities can you do for the longest time? Shortest time?

Evidence Outcomes

Students Can:

a. Demonstrate the characteristics of sharing.
b. Identify feelings that result from participation in physical activity.
c. Participate as a leader and follower.
d. Help to manage equipment.
e. Play without interfering with others.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Recognize when leading is necessary and when following is necessary. (Professional Skills: Leadership)
2. Recognize that sharing is an important part of working and playing with others. (Civic/Interpersonal Skills: Collaboration/Teamwork)
3. Recognize that taking care of equipment such as toys is an important responsibility. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1. Why is sharing sometimes difficult?
2. Would you rather be a leader or a follower? Why?
3. What would equipment look like if we didn't take care of it?
4. How does participating with others in physical activity make you feel?
5. Why is it important to take care of equipment?

Evidence Outcomes

Students Can:

a. Start and stop on an auditory and visual signal.
b. Follow a simple series of instructions for an activity.
c. Speak at appropriate times.
d. Follow established class protocols.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Follow established rules when engaging in physical activity in settings such as the community pool or public playground. (Personal Skills: Personal Responsibility)
2. Identify traffic rules that they see on the street. (Civic/Interpersonal Skills: Civic Engagement)

Inquiry Questions:

1. Why is it important to follow directions when participating in physical education?
2. How is playing "red light, green light" similar to crossing the street?

Evidence Outcomes

Students Can:

a. Demonstrate safety awareness when using materials.
b. Participate in activity without colliding into other students, objects, and surroundings.
c. Identify proper footwear for physical education.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Participate safely in a wide range of physical activities. (Personal Skills: Self-Awareness, Initiative/Self Direction)
2. Visit a shoe store to identify proper footwear. (Civic/Interpersonal Skills: Character)
3. Observe people crossing a street to see how they are aware of their physical space and do not bump into each other. (Personal Skills: Self-Awareness, Initiative/Self Direction)

Inquiry Questions:

1. What's the value of having special footwear for physical education?
2. Why should shoes be tied tight?
3. Why should exercise equipment be put away after it is used?
4. Why is it important to not bump into others?
5. What can you do to keep from bumping into others?
6. How should your body look when you are paying attention to where you are going?

Physical Education Grade 1

Evidence Outcomes

Students Can:

a. Move in different directions and at high, medium, and low levels in space.
b. Demonstrate locomotor movements in a variety of pathways and levels.
c. Travel in forward and sideways directions using a variety of locomotor and non-locomotor patterns, and change direction quickly in response to a signal.
d. Perform a simple dance step in keeping with a specific tempo.
e. Travel to a variety of rhythms changing time, force, and flow.
f. Manipulate objects such as jump ropes, scarves, hoops, and balls.
g. Balance at different levels on different body parts.
h. Demonstrate both static and dynamic balances.
i. Perform rhythmical movements using small musical aids.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Move skillfully under a variety of movement conditions. (Personal Skills: Perseverance/Resilience)
2. Ride a two-wheeled bike without training wheels. (Personal Skills: Initiative/Self-Direction)
3. Ride a skateboard or skates. (Personal Skills: Initiative/Self-Direction)
4. Participate in games that require movement such as playing basketball or tag. (Personal Skill: Self-Awareness, Initiative/Self-Direction)
5. Participate in games that require the use of objects such as jump ropes and balls. (Personal Skill: Self-Awareness, Initiative/Self-Direction)

Inquiry Questions:

1. If you were to invent a new locomotor movement, what would it look like, and what would you call it?
2. Why are social dances so popular at group gatherings (wedding receptions, school dances, prom, quinceanera)?

3. Why would someone want to know how to do the same things in different ways?
4. What does it mean to have rhythm?

Components of a Physically Literate Individual:
1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Movement to a beat or pattern activates the brain to facilitate learning.
3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Evidence Outcomes

Students Can:
a. Standing in place, dribble a ball continuously with one's dominant hand.
b. Throw an object with an overhand or underhand motion while stepping forward in opposition.
c. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces.
d. Catch a thrown large object with both hands.
e. Kick a stationary object using a simple kicking pattern.
f. Use body parts and light implements to strike stationary and moving objects.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Participate in activities that require patterned movements such as playing softball or basketball. (Personal Skill: Self Awareness; Initiative/Self-Direction)
2.Recognize manipulative skills in games and sports by watching sporting events on television. (Professional Skills: Use Information. Comm. Tech)
3.Recognize manipulative skills in games and sports by watching friends and family members participate in sports. (Entrepreneurial Skills: Inquiry/Analysis)
4.Demonstrate the skillful use of a variety of manipulatives. (Professional Skills : Task/ Time Management)
5.Participate in activities that require the use of manipulatives. (Professional Skills: Task/Time Management)

Inquiry Questions:
1.How does one get better at throwing a ball?
2.What is the most effective way to throw a ball?
3.When is striking used in games and sports?
4.Is it easier to catch a bigger object or a smaller one? Why?
5.Individuals participate in activities that require the use of manipulatives.

Components of a Physically Literate Individual:
1.Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2.Patterned, rhythmic movement activates the brain to facilitate learning.
3.Many popular games and sports require the skillful manipulation of an object or objects.
4.Repetition improves the performance of motor skills.

Evidence Outcomes

Students Can:
a.Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide.
b.Respond appropriately to a variety of cues.

c.Recognize personal space, high and low levels, fast and slow speeds,straight, curved, and zigzag pathways, balance, and twist.
d.Distinguish between personal space, general space, and boundaries.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Perform movements safely on command. (Personal Skills: PersonalResponsibility)
2.Recognize when to jog, run, hop, jump, gallop, or slide in an activity performed at home. (Professional Skills: Self-Advocacy)
3.Recognize when boundaries and personal space are needed in physical activities. (Personal Skills: Self Awareness)

Inquiry Questions:

1.How can there be a game with no boundaries?
2.What are some similarities and differences of locomotor movements?
3.What makes a jog different from a run?
4.Why is it important to have personal space?
5.Which physical activities use each of the locomotor movements?

Evidence Outcomes

Students Can:

a. Identify basic exercises that help to strengthen various muscles of the body, such as push-ups, curl-ups, squats, planks, mountain climbers.
b. Identify physical activities that require strong muscles.
c. Identify heart beating faster, harder breathing, and sweating as reactions to exercise.

Academic Context and Connections

Essential Skills and Real-World Application:

1. Prevent injury by maintaining adequate muscular strength and endurance. (Entrepreneurial Skills: Inquiry/Analysis)
2. Use a computer to find examples of safe exercises to improve muscular strength and endurance. (Civic/Interpersonal Skills: Civic Engagement)
3. Participate in activities that improve their health-related fitness. (Personal Skills: Adaptability/Flexibility)
4. Identify equipment in parks and playgrounds that helps to build muscles. (Entrepreneurial Skills; Inquiry Analysis)

Inquiry Questions:

1. Would you rather have strong arm and leg muscles, or a strong heart muscle? Why?
2. How could you work on improving your muscular strength?
3. What does your body feel like when you are running compared to when you are walking?

Evidence Outcomes

Students Can:

a. Identify and demonstrate acceptable responses to challenges, successes, and failures.
b. Invite others to use equipment before repeating a turn.
c. Identify and demonstrate the attributes of being an effective partner or group member in physical activity.
d. Help another student share space effectively.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Share limited resources in a way that allows everyone access. (Professional Skills: Self-Advocacy)
2.Describe how to share equipment or technology with a partner.(Civic/Interpersonal Skills: Collaboration/Teamwork)
3.Include everyone in an activity such as inviting friends to participate in a game on the weekend. (Civic/Interpersonal Skills: Collaboration/Teamwork)
4.Participate in activities that require more than one person, such as team sports or recreational activities like rock climbing. (Civic/Interpersonal Skills: Collaboration/Teamwork)

Inquiry Questions:
1.What is the most important quality of a good partner, and why?
2.What makes you a good partner?
3.What is different about working with someone rather than working by yourself?
4.What does "help" look like? Express "help" without using words.

Evidence Outcomes
Students Can:
a.Perform movements within given parameters and guidelines.
b.Develop rules for an activity with teacher assistance, and participate in the activity while following the rules.
c.Follow the rules for simple games and activities.
d.Accept responsibility for one's behavior in a game situation.

Academic Context and Connections
Essential Skills and Real-World Application:
1.Create games and physical activities that have rules. (Entrepreneurial Skill: Creativity, Innovation)

Inquiry Questions:
1.Which rules for good behavior would you most want to see in your physical education class, and why?
2.Why is it important to follow the rules?
3.What would happen if there were no rules when playing a game?
4.How should rules be decided?

Evidence Outcomes
Students Can:
a. Recognize appropriate safety practices in general space (e.g., throwing objects when appropriate, only throwing objects when others are not in the direct line of the throw).
b. Demonstrate the ability to follow verbal and nonverbal instruction.

Academic Context and Connections
Essential Skills and Real-World Application:
1. Avoid injuring themselves or others when participating in physical activity. (Personal Skills: Personal Responsibility)

Inquiry Questions:
1. Why does a person need to know how to follow directions if the directions are not given verbally?
2. Why should you not throw balls at other people?

Physical Education Grade 2

Evidence Outcomes

Students Can:
a. Demonstrate skipping, hopping, galloping, and sliding while transitioning on command.
b. Demonstrate smooth transitions between sequential motor skills such as running into a jump.
c. Move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
d. Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping.
e. Correctly identify the locomotor,

Academic Context and Connections

Essential Skills and Real-World Application:
1. Move skillfully under a variety of movement conditions. (Personal Skills: Self-Awareness)
2. Participate skillfully in a variety of games at home that require movement. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:
1. How is walking different from running?
2. What activities require one to change movement skill during the activity?
3. How can one perform a skill without thinking about it?
4. If you could only master one of the locomotor movements, which one would you choose, and why?

Evidence Outcomes

Students Can:
a. Move to even and uneven beats using various locomotor movements.
b. Create a routine that includes two types of body rolls such as a log roll, eggroll, shoulder roll, or forward roll and a stationary balance position after each roll.
c. Jump rope repeatedly.
d. Throw, catch, strike, and trap objects while stationary or moving with a partner.
e. Balance objects on various body parts while in various positions.
f. Demonstrate static and dynamic balance on lines or low beams and benches.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Participate in a variety of activities with others while maintaining control of the body. (Personal Skills: Self-Awareness)
2.Participate successfully in activities that require balance. (Personal Skills: Self-Awareness)
3.Participate in activities that require movements to even and uneven beats.(Personal Skills: Personal Responsibility)
4.Participate in activities that require throwing and catching with others.(Civic/Interpersonal: Collaboration/Teamwork)

Inquiry Questions:
1.Why is it important to be able to move in both even and uneven rhythms?
2.What does it mean to have rhythm?
3.What body parts are involved when one jumps rope?

Evidence Outcomes

Students Can:
a. Use instructor feedback to identify strengths and weaknesses.
b. Identify modifications to improve performance of a skill or physical movement.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Receive feedback from family or community members to improve performance of a skill when playing games. (Civic/Interpersonal: Communication)

Inquiry Questions:
1.When trying to improve skills, is it better to correct weaknesses or expand on strengths? Why?
2.What are the benefits of instructor feedback?

Evidence Outcomes

Students Can:
a. Explain the fuel requirements of the body during physical activity and inactivity.
b. Identify healthy food choices to fuel the body.
c. Determine the proper amount of sleep to get every night.
d. Identify changes in the body during exercise and how that makes you feel.
e. Identify feelings resulting from challenges, successes, and failures in physical activity.
f. Describe the role of water as an essential nutrient for the brain and body.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Recognize the relationship between good nutrition and physical activity for being healthy. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Discuss healthy foods with others. (Civic/Interpersonal Skills: Communication)
3. Determine the effects of limited water consumption during physical activity on a hot day. (Personal Skills: Self-Awareness)

Inquiry Questions:
1. What are your favorite healthy snacks?
2. How do you face challenges, overcome failures, and celebrate successes in physical activity?
3. Do you feel better or worse when you get a lot of sleep at night? Why?
4. Why is water essential for the body?

Evidence Outcomes

Students Can:
a. Describe how positive social interaction can make physical activity with others more fun.
b. Participate in a variety of group settings without distracting behavior.
c. Encourage others by using verbal and nonverbal communication.

Academic Context and Connections

Essential Skills and Real-World Application:
1. Encourage others to exhibit random acts of kindness. (Civic/Interpersonal Skills: Character)

Inquiry Questions:
1. Why should you be polite when playing in a group physical activity?
2. Why is it important to have good behavior, especially when in a group setting?
3. Is it easier or harder to work with peers to complete a task? Explain.
4. How can you encourage someone who is shy to participate in a physical activity?

Evidence Outcomes

Students Can:
a.Maintain safety within personal space while using implements.

b.Follow safety rules in the gymnasium and on the playground.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Avoid injury while participating in a wide range of physical activities.(Personal Skills: Self-Awareness)
2.Participate in activities outside of school hours. (Civic/Interpersonal Skills:Civic Engagement)
3.Identify safe practices while watching a sport/fitness video. (Personal Skills:Personal Responsibility)

Inquiry Questions:

1.What is a safety rule for running?
2.If you could implement only one safety rule for the gymnasium, what would it be?
3.How are safety rules the same for the playground and gym? How are they different?
4.Why is personal space even more important when you are using implements?
5.What is the proper way to play with a baseball bat?

Physical Education Grade 3

Evidence Outcomes

Students Can:

a. Demonstrate changes of pathways, levels, forces, and direction with manipulatives.
b. Dribble while changing speed and direction.
c. Demonstrate throwing, catching, striking or trapping in an activity.
d. Demonstrate skills of chasing, fleeing, and dodging to avoid others.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Move successfully and skillfully under a variety of movement conditions in their daily activities such as playing basketball or playing tag with friends.(Personal Skills: Self-Awareness)
2.Participate skillfully in a variety of games that require movement and skills.(Personal Skills: Self-Awareness)
3.Combine locomotor movements in time to music while dancing at home or at a social dance. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1.How is dribbling a soccer ball different from dribbling a basketball?
2.Why are some games more enjoyable than others?
3.How do varying types of activity, challenges, and team versus individual activities contribute to enjoyment?
4.Why might your peers enjoy different games than you?

Evidence Outcomes

Students Can:

A .Describe, create, and demonstrate movements that require crossing them idline.
b. Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos.
C .Perform jumping, tossing, dribbling, or catching to music or rhythmic beat.
d. Perform a basic tinikling step to 3/4 time (close, tap, and tap).
e. Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts.
f. Perform forward and backward rolls with variation.
g. Combine two or more rotational skills.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Learn new movements to engage the brain. (Entrepreneurial Skills: Risk Taking)
2.Perform routines of physical movement that may include dance steps, jumping rope, or a variation of forward and backward rolls.(Civic/Interpersonal Skills: Communication)
3.Crossing the midline, assists in the development of cognitive skills.(Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:

1.What must one think about when doing a forward roll?
2.Which activities are most effective for crossing the midline?
3.How does one use his or her mind in various activities and sports?
4.What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat?

Evidence Outcomes

Students Can:

a. Use self feedback to identify strengths and weaknesses.
b. Use instructor or self feedback to make adjustments that will improve performance.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Watch video of themselves to improve performance. (Professional Skills: Use Information and Communications Technologies)
2.Analyze performance through journaling or charting. (Personal Skills: Self-Awareness)
3.Apply feedback to develop skills and gain confidence. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:

1.What is the advantage of instructor feedback over self feedback?
2.What is the advantage of self feedback over instructor feedback?
3.Why is it important to evaluate your performance?
4.What are different ways you can self-assess?

Evidence Outcomes

Students Can:

a.Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity.
b.Describe the relationship among the heart, lungs, muscles, blood, and oxygen during physical activity.
c.Identify several moderate to vigorous physical activities (formal or informal) that provide personal pleasure.
d.Locate heart rate on at least two different pulse points on the body.
e.Discuss how drinking an adequate amount of water before, during, and after physical activity keeps the body hydrated.
f.Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity.
g.Explain how the intensity and duration of exercise affect fuel use during physical activity.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Maintain a healthy cardiovascular and respiratory system to prevent heart disease. (Personal Skills: Initiative/Self-Direction)
2.Individuals participate in a wide range of physical activities over a lifetimesuch as swimming, bicycling, running, or hiking. (Personal Skills: Initiative/Self-Direction)

3.Participate safely in physical activity under a variety of environmental conditions such as high altitude, heat, humidity, or cold. (Personal Skills: Initiative/Self-Direction)

Inquiry Questions:
1.Which physical activities are the healthiest?
2.What factors help you to decide why you enjoy an activity or sport?
3.If you are bored with a current physical activity, how would you choose anew physical activity?
4.Does your body feel different after you bike than after you run?

Evidence Outcomes

Students Can:
a.Identify the location of the lungs and heart.
b.Identify muscles and fat.
c.Feel your heart beat after moderate to vigorous physical activity.
d.Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles.
e.Identify physical activities that cause the heart to beat faster.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Understand the role of fitness in preventing chronic disease. (Professional Skills: Information Literacy)
2.Take a virtual tour of the body, focusing on the lungs and heart.(Professional Skills: Use Information and Communications Technology)
3.Prevent heart disease by engaging in aerobic activity such as bicycle riding, or playing tag or basketball. (Professional Skills: Use Information and Communications Technology)
4.Use a heart rate monitor to compare heart rate before, during, and after exercise. (Professional Skills: Use Information and Communications Technology)
5.Compare body parts to parts of a car or a computer. (Entrepreneurial Skills:I nquiry/Innovation)

Inquiry Questions:
1.Do your heart and lungs feel different after you bike than after you run?
2.If entire bodies were made of fat, how would people move?
3.What would bodies look like if they had no bones?
4.Which of your favorite activities do you think contribute most to your heart beating faster?

Evidence Outcomes

Students Can:
a.Identify the positive behaviors of self and others.
b.Congratulate teammates and opponents upon conclusion of a game or activity.
c.Follow directions, activity-specific rules, procedures, and etiquette with few reminders.
d.Encourage others regularly, and refrain from put-down statements.
e.Ask a partner to participate in a physical activity.
f.Congratulate friends for performing a skill correctly.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Acknowledge the efforts of others when they have done something well such as sending a group email acknowledging the efforts of someone to other people. (Civic/Interpersonal Skills: Character)
2.Demonstrate good sportsmanship. For example, shake the hand of a winning opponent. (Civic/Interpersonal Skills: Character)

3.Initiate social interaction with someone they don't know in a social situation such as a school dance. (Entrepreneurial Skills: Risk Taking)
4.Send a text message to a friend asking him or her to join them in a physical activity such as playing Frisbee. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:
1.How should you congratulate someone when he or she wins, and you lose?
2.How does your body feel when you achieve success while working with others?
3.What is your role in maintaining a positive learning environment that everyone can enjoy?
4.Why is it important to be polite when you lose?

Evidence Outcomes
Students Can:
a.Recognize how injuries can occur during physical activity.
b.Understand how activities can affect safety of self and others.

Academic Context and Connections
Essential Skills and Real-World Application:
1.Safety is the responsibility of all participants. (Personal Skills: Self-Awareness)

Inquiry Questions:
1.What safety measures need to be taken before participating in physical activity?

Physical Education Grade 4

Evidence Outcomes
Students Can:
a.Dribble and pass an object to a moving receiver.
b.Throw, catch, and kick to self or a partner.
c.Jump and land for height and distance using mature form.
d.Use a variety of manipulatives to throw to a moving target, making the needed adjustments for skill improvement.
e.Create a rhythmic routine, including gymnastics, creative dance, or jump rope.
f.Demonstrate balances with control on a variety of objects such as a balance board, balance beam, or skates (ice or in-line).
g.Transfer weight from feet to hands at fast and slow speeds using largeextensions such as mule kicks, handstands, or cartwheels.
h.Distinguish and describe the similarities and differences of manipulative skills such as basketball and soccer dribbling or overhand and underhand.
i.Demonstrate efficient patterns of striking with and without an implement.

Academic Context and Connections
Essential Skills and Real-World Application:
1.Participate in playground or backyard games to develop locomotor, non-locomotor, manipulative, and rhythmic skills, such as catching and throwing baseballs or playing tag. (Entrepreneurial Skills: Creativity/Innovation)
2.Participate in dances that are part of a community festival.(Civic/Interpersonal Skills: Civic Engagement)
3.Participate successfully in balance activities. (Entrepreneurial Skills: Risk Taking)
4.Compare modern social dances to traditional social dances in terms of similar movement skills.(Civic/Interpersonal Skills: Global/Cultural Awareness)

5.Identify the locomotor and rhythmic skills in real world applications(Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:
1.Which is more important, accuracy or speed? Why?
2.Why is it important to know traditional dances?
3.How can balance skills help to prevent injuries?
4.Which is harder to learn, in-line skating or ice-skating?

Evidence Outcomes

Students Can:
a.Use peer assessment tools to recognize and evaluate the critical elements of movement in a variety of physical activities.
b.Identify critical elements of movement skills when watching a video for self or peer assessment.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Watch people performing sports to learn elements of movement for evaluating locomotor and manipulative skills. (Entrepreneurial Skills: Inquiry/Analysis)
2.Utilize video cameras to record elements of movement for evaluating locomotor and manipulative skills. (Entrepreneurial Skills: Inquiry/Analysis)
3.Ask others for advice about performance of locomotor skills when playing games. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:
1.Why is it important to know the critical elements of movement?
2.Why is it important to improve physical skills?
3.What can a partner tell one about one's skills that he or she cannot see oneself?
4.Why is it helpful to give feedback to a peer?
5.When would peer feedback be inappropriate?
6.How can you give advice to a friend about how to improve at a physical activity?

Evidence Outcomes

Students Can:
a.Identify and demonstrate flexibility exercises for major muscle groups.
b.Identify health-related components of fitness and demonstrate an exercise that positively impacts each component.
c.Measure and record personal heart rate before, during, and after moderate to vigorous exercise.
d.Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups.
e.Explain the benefits of having good cardiovascular endurance.
f.Recognize healthy and balanced meals and snacks designed to enhance the performance of physical activities.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Understand the benefits of stretching before playing a community-organized sport. (Personal Skills: Personal Responsibility)
2.Create a video demonstration of exercises for each component of health-related fitness. (Entrepreneurial Skills: Creativity/Innovation)

3.Utilize a watch to monitor heart rate before, during, and after performing a physical activity. (Entrepreneurial Skills: Inquiry/Analysis)
4.Watch a video or television, and compare the way professional athletes perform stretches to the way others perform stretches. (Entrepreneurial Skills: Inquiry/Analysis)
5.Keep a computer log to track and analyze a daily diet. (Entrepreneurial Skills: Inquiry/Analysis)
6.Utilize the internet to research healthy, balanced meals.(Civic/Interpersonal Skills: Communication)

Inquiry Questions:
1.Do different types of physical activities produce different results?
2.Which health-related component do you most need to improve? Which do you want to improve?
3.Which health-related component is the most important? Why?
4.How will improving a component help when I participate in my favorite sport or physical activity?
5.If you managed a restaurant, what foods would be on the menu? Why?
6.Should children be allowed to eat whatever snacks they want? Why or why not?
7.Should people eat immediately before exercising? Why or why not?

Evidence Outcomes

Students Can:
a.Understand the importance of participation in fitness-enhancing physical activities such as gymnastic clubs, community-sponsored youth sports, or activity clubs.
b.Demonstrate appropriate warm-up procedures before participation in vigorous physical activity.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Establish healthy habits for physical activity such as tracking the amount of time spent exercising daily. (Personal Skills: Initiative/Self-Direction)
2.Utilize the internet to research exercise programs. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:
1.Do you prefer participating in organized group activities such as youth basketball leagues or playing in unstructured physical activities such as pick-up basketball games? Why?

Evidence Outcomes

Students Can:
a.Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
b.Set a personal goal to improve a skill and work toward that goal.
c.Describe and demonstrate responsible behavior and decision-making while participating in physical activity.
d.Demonstrate respect for the person who is officiating.
e.Recognize that physical activity can be used as a stress managment technique.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Follow and respect established guidelines for behavior in a variety of settings. (Personal Skills: Personal Responsibility)
2.Utilize a computer to keep track of personal achievements in physical activities. (Personal Skills: Personal Responsibility)

Inquiry Questions:
1.How does setting goals for physical activities help one to take on personal responsibilities in school work?
2.Why are officials necessary? What would be the result if there were no officials?

3.What are some of the ways you have seen others treat officials?
4.Why is it important to set personal goals?
5.Are you going to work harder for your goals if you write them out rather than just talk about them? Why?

Evidence Outcomes

Students Can:

a.Explain safety considerations prior to participation in lead-up games.
b.Demonstrate the safe use of implements.
c.Differentiate between safe and unsafe participation and environment.
d.Display safe and responsible behavior while engaging in fitness activities.
e.Develop with an instructor's help the safety rules for physical education.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Avoid injury when using sports equipment. (Personal Skills: Personal Responsibility)
2.Analyze video clips of people engaging in a physical activity to learn safe and unsafe practices. (Entrepreneurial Skills: Inquiry/Analysis)
3.Recognize that different physical activities have varied safe practices.(Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1.If a friend is engaging in unsafe behavior during recess, how would you handle it?
2.How would you explain why the behavior was unsafe?
3.How would your unsafe behavior affect your friends?
4.Why do some sports and games have similar safety practices? Why do some sports and games have different safety practices?

Physical Education Grade 5

Evidence Outcomes

Students Can:

a.Throw and catch an object demonstrating both accuracy and force.
b.Punt a ball dropped from the hands at a target.
c.Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
d.Volley an object continuously with a partner.
e.Strike an object consecutively in a competitive or cooperative game.
f.Demonstrate correct steps and patterns for dance. (e.g., square, folk ,modern, contemporary).
g.Perform a short or long rope jump routine with a partner or small group.
h.Develop and refine a gymnastics or creative dance sequence, and demonstrate smooth transitions.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Participate successfully in activities utilizing manipulatives. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2.Utilize a combination of skills to demonstrate self-expression and creativity.(Entrepreneurial Skills: Creativity/Innovation)
3.Analyze the basic locomotor, non-locomotor, and rhythmic shifts of a social dance. (Entrepreneurial Skills: Inquiry/Analysis)

4.Analyze the basic locomotor, non-locomotor, and rhythmic shifts of people playing in a public park. (Entrepreneurial Skills: Inquiry/Analysis)

Inquiry Questions:
1.Will understanding these skills allow for participation in other activities later in life?
2.How could one perform a jump routine to different types of music?
3.Why does one need to know a variety of dances?
4.What can dance teach one about other sports?
5.How can one create a gymnastics routine without moving from one place to another?

Evidence Outcomes

Students Can:
a.Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercepting an object.
b.Analyze and correct errors in movement patterns, and provide and use feedback from a peer or instruction technology.
c.Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy, and teach the game to another person.

Academic Context and Connections

Essential Skills and Real-World Application:
1.Teach family members how to play a game that uses locomotor skills.(Civic/Interpersonal Skills: Communication)
2.Utilize the internet to study strategies of activities, games, or sports.(Civic/Interpersonal Skills: Communication)

Inquiry Questions:
1.What are some activities that require the combination of skills?
2.How can one create a game that uses different striking skills?
3.How can one get better at a skill without physically practicing?

Evidence Outcomes

Students Can:
a.Analyze and correct errors in throw, catch, hand dribble, foot dribble, striking a ball, and volley, and demonstrate control and accuracy.
b.Analyze and correct errors in non-locomotor and locomotor movements.
c.Analyze and use basic offensive and defensive strategies, and apply rules in modified games and activities.
d.Analyze and demonstrate a variety of social, folk, square, modern, jazz, or creative dance.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:
1.Analyze their own and others' movements while playing pick-up sport games such as basketball to develop their own skills. (Personal Skills: Self-Awareness)
2.Exhibit confidence in organizing or joining a variety of games that demonstrates an understanding of offensive and defensive strategies.(Entrepreneurial Skills: Risk Taking)

Inquiry Questions:
1.Which skills can one take from other activities that will allow one to become better in your selected activity?
2.How do offensive strategies improve scoring opportunities?
3.How do defensive strategies help limit scoring opportunities?

4.What are the different tools one can use to analyze performance? What are the advantages of using one tool over another?

Evidence Outcomes

Students Can:

a.Identify and demonstrate exercises that are used to develop agility, balance, coordination, power, reaction time, or speed.
b.Create a plan using the six skill-related components to improve performance in a chosen activity.
c.Differentiate between health related components and skill related components.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Participate effectively on a sport team by implementing training methods consistent with the requirements of the activity (Civic/Interpersonal: Collaboration/Teamwork)
2.Identify examples of components of skill-related fitness that are used in outdoor activities such as climbing trees. (Personal Skills: Initiative/Self-Direction)
3.Utilize technology such as a personal computer to monitor an exercise program. (Civic/Interpersonal Skills: Communication)

Inquiry Questions:

1.Which component of skill-related fitness do you like the most?
2.Which component of skill-related fitness is most important, and why?
3.In which component of skill-related fitness are you the strongest? How can you continue to improve in this component? How can you improve in the other components?

Evidence Outcomes

Students Can:

a.Explain how the five health-related fitness components (body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength) affect ability to participate normally in everyday activities.
b.Compare results of fitness testing to personal health status and ability to perform various activities.
c.Develop short term and long-term fitness goals.
d.Compare individual physical fitness goals with research-based standards for good health.
e.Identify activities that will help to improve cardio-respiratory, muscular endurance, muscular strength, flexibility, and body composition.
f.Accurately take a pulse at rest and during exercise.
g.Identify the components of the FITT principle (frequency, intensity, time, type).

Academic Context and Connections

Essential Skills and Real-World Application:

1.Record and analyze fitness test results using fitness testing software.(Entrepreneurial Skills: Inquiry/Analysis)
2.Create a chart of all physical activities, listing the amounts of time for each.(Entrepreneurial Skills: Inquiry/Analysis)
3.Utilize the internet to research national standards for good health and compare personal wellness to national trends. (Civic/Interpersonal Skills: Global/Cultural Awareness)

Inquiry Questions:

1.What is the role of fitness testing in overall wellness?
2.How does physical fitness impact successful participation in a variety of activities?
3.How would you go about improving each component of physical fitness?
4.Why would you want to change the results of your physical assessment?
5.Which component do you need to improve? Want to improve?

6.Why is it important to have flexible muscles?

Evidence Outcomes

Students Can:

a.Accept responsibility for one's own performance without blaming others.
b.Respond to winning and losing in socially appropriate ways.
c.Develop confidence in self and others in a physical activity setting.
d.Try new activities and connect hard work and practice to success.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Cope with adversity in a healthy manner such as talking with a parent about a problem. (Personal Skills: Personal Responsibility)
2.Utilize a social networking website to congratulate an opponent after competition. (Civic/Interpersonal Skills: Character)

Inquiry Questions:

1.Why do professional athletes sometimes blame others for their performance?
2.Why do fans get so upset when their favorite team loses a big game, such as the Super Bowl or NBA Championship?
3.What is the difference between being confident and being arrogant?
4.What can losing a game or activity allow one to learn that winning can't?
5.Why do teams sometimes shake hands with the opposition after competing?

Evidence Outcomes

Students Can:

a.Establish and accomplish goals in both cooperative and competitive activities.
b.Identify and define the role of each participant in a group physical activity.
c.Analyze possible solutions to a problem in a group physical activity, and come to a consensus on the best solution.
d.Demonstrate the ability to resolve conflicts with peers.

Academic Context and Connections

Essential Skills and Real-World Application:

1.Identify and utilize the strengths of group members in a work setting.(Civic/Interpersonal Skills: Collaboration)
2.Create a video demonstrating conflict resolution through role play.(Entrepreneurial Skills: Creativity/Innovation)
3.Determine the best path up a climbing wall while visiting a rock climbing gym with friends. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

Inquiry Questions:

1.What might one do to interact with a friend who refuses to participate in a group problem-solving activity?
2.How might one include a friend with a disability into the activity?
3.Do cooperative and competitive activities have similar or different goals?
4.How might one recommend resolving a dispute between two peers in a game?

Evidence Outcomes

Students Can:

a.Identify and participate in safe warm-up and cool-down activities.
b.Review components of safe participation and what constitutes a safe environment.
c.Follow the rules of activities to maintain safe playing conditions.
d.Describe safe and unsafe practices for a variety of physical activities.

Academic Context and Connections

Colorado Essential Skills and Real-World Application:

1.Participate safely in a variety of physical activities. (Personal Skills: Personal Responsibility)
2.Utilizing a computer, individuals create a safety information sheet for a favorite physical activity. (Entrepreneurial Skills: Creativity/Innovation)
3.Learn safe practices for a variety of outdoor activities. (Personal Skills: Personal Responsibility)

Inquiry Questions:

1.How will a proper warm-up and cool-down decrease injury risk?
2.What are ways to avoid injury in basketball? In softball or baseball? In soccer?

Reading and Language Arts: Kindergarten

Evidence Outcomes

Students Can:

a. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. *
i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion).
ii. Continue a conversation through multiple exchanges.
b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood*
c. Ask & answer questions in order to seek help, get information, or clarify something that is not understood. *
d. Listen with comprehension to follow two-step directions.*
e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *

Academic Context and Connections

Essential Skills:

1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Demonstrate an understanding of cause and effect related to personal decisions. (Civic/Interpersonal Skills, Character)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do we have conversations?
2. Why is it important for people to wait their turn before speaking?
3. What does it mean to be a good listener?

Essential Reasoning Skills:

1. Questions are where learning begins.
2. Thoughtful speakers and listeners establish agreed upon rules for communicating in their environment.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk

Evidence Outcomes

Students Can:

a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
b. Add drawings or other visual displays to descriptions as desired to provide additional detail.
c. Speak audibly and express thoughts, feelings, and ideas clearly.
d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent.
e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
f. Identify real-life connections between words and their use (for example: note places at school that are colorful).
g. Distinguish shades of meaning among verbs describing the same general action (for example: *walk*, *march*, *strut*, *prance*) by acting out the meanings.
h. Use new vocabulary that is directly taught through reading, speaking, and listening. *
i. Relate new vocabulary to prior knowledge. *

Academic Context and Connections

Essential Skills:

1. Articulate personal strengths and challenges using different forms of communication to express themselves. (Information and Communications Technologies)
2. Ask questions and learn more about careers and other life pursuits. (Professional Skills, Career Awareness)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

Essential Questions:

1. Why is it important to learn new words and build speaking vocabularies?
2. Why is it important to speak clearly and use words the person understands?
3. How do we describe how objects belong together?

Essential Reasoning Skills:

1. Effective communicators expand their vocabulary.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. *
ii. With prompting and support, retell familiar stories, including key details.
iii. With prompting and support, identify characters, settings, and major events in a story. *
b. Use Craft and Structure to: i. Ask and answer questions about unknown words in a text.
ii. Recognize common types of texts (for example: storybooks, poems). *
iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
c. Use Integration of Knowledge and Ideas to:
i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts).
ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
d. Use Range of Reading and Level of Text Complexity to:
i. Actively engage in group reading activities with purpose and understanding.

Academic Context and Connections

Essential Skills:

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Risk Taking)
3. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)

Essential Questions:

1. How do pictures help us understand a story?
2. What are different ways to tell a story?
3. How do we determine what a story is about?

Essential Reasoning Skills:

1. Critical readers ask questions and draw conclusions from pictures and texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to: i. With prompting and support, ask and answer questions about key details in a text. *
ii. With prompting and support, identify the main topic and retell key details of a text.
iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
b. Use Craft and Structure to:
i. With prompting and support, ask and answer questions about unknown words in a text.
ii. Identify the front cover, back cover, and title page of a book.*
iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
c. Use Integration of Knowledge and Ideas to:
i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts).
ii. With prompting and support, identify the reasons an author gives to support points in a text.
iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures).
d. Use Range of Reading and Level of Text Complexity to:
i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)

Academic Context and Connections

Essential Skills:

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Risk Taking)
3. Identify key attributes of a variety of information products. (e.g., books, newspapers, online or print articles, social media) (Professional Skills, Information Literacy)

Essential Questions:

1. How do the illustrations help us figure out the meaning of the text?
2. How are informational texts read differently than literary texts?

Essential Reasoning Skills:

1. Critical readers understand that print informs and explains.

Minimum Skills Competencies:
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Evidence Outcomes

Students Can:
a. Demonstrate understanding of the organization and basic features of print. *
i. Follow words from left to right, top to bottom, and page by page.
ii. Recognize that spoken words are represented in written language by specific sequences of letters. *
iii. Understand that words are separated by spaces in print (concept of word). *
iv. Recognize and name all upper- and lowercase letters of the alphabet. *

b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
i. Recognize and produce rhyming words. *
ii. Count, pronounce, blend, and segment syllables in spoken words. *
iii. Blend and segment the onset and rime of single-syllable spoken words. *
iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *
v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *
vi. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. *
vii. Identify phonemes for letters. *
c. Know and apply grade-level phonics and word analysis skills in decoding words.
i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. *
ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *
iii. Read common high-frequency words by sight (for example: *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). *
iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. *
d. Read emergent-reader texts with purpose and understanding.
e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
i. Identify new meanings for familiar words and apply them accurately (for example: knowing *duck* is a bird and learning the verb *to duck*). *
ii. Use the most frequently occurring inflections and affixes (for example: *-ed*,*-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) *
f. Identify and manipulate sounds. i. Identify and produce groups of words that begin with the same sound (alliteration). *
ii. Identify the initial, medial, and final phoneme (speech sound) of spoken words. *

Academic Context and Connections

Essential Skills:
1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial Skills, Inquiry/Analysis)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Risk Taking)
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)

Essential Questions:
1. How do letters connect to sounds?
2. What are the parts of words?
3. How do parts

Essential Reasoning Skills:
1. Critical readers understand the connection between letters and sounds.
2. Critical readers understand that groups of letters are words.

Minimum Skills Competencies:
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Evidence Outcomes

Students Can:
a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: *My favorite book is…*).
b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Academic Context and Connections

Essential Skills:
1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Recognize personal characteristics, preferences, thoughts, and feelings. (Personal Skills, Initiative/Self-Direction)
3. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:
1. How do we express our opinions in writing?
2. Why is it important to express our opinions in writing?

Essential Reasoning Skills:
1. Critical writers can describe their opinions.

Evidence Outcomes

Students Can:
a. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Academic Context and Connections

Essential Skills:
1. Create information through the use of technologies.
2. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
3. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)

4. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:
1. How do people share ideas in print?
2. Why is it important to explain ideas in writing?
3. How can writers use pictures and words to explain ideas?

Essential Reasoning Skills:
1. Critical writers can explain a topic.

Evidence Outcomes

Students Can:
a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Academic Context and Connections

Essential Skills:
1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Inquiry/Analysis)
3. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)

Essential Questions:
1. How do people share stories in writing?
2. Why is it important for us to write our stories?
3. Why does writing our own story require us to be creative and original?

Essential Reasoning Skills:
1. Critical writers can produce narratives with beginnings, middles, and ends.

Evidence Outcomes

Students Can:
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
i. Print many upper- and lowercase letters.
ii. Use frequently occurring nouns and verbs.
iii. Form regular plural nouns orally by adding /s/ or /es/ (for example: *dog, dogs*; *wish, wishes*).
iv. Understand and use question words (interrogatives) (for example: *who*, *what*, *where*, *when*, *why*, *how*).
v. Use the most frequently occurring prepositions (for example: *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).
vi. Produce and expand complete sentences in shared language activities.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
i. Capitalize the first word in a sentence and the pronoun I.
ii. Recognize and name end punctuation.
iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Academic Context and Connections

Essential Skills:

1. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)
2. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we write a complete sentence?
2. How does a writer show that one sentence ends and another begins?

Essential Reasoning Skills:

1. Critical writers use complete sentences.

Evidence Outcomes

Students Can:

a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them).
b. Identify a clear purpose for research or inquiry (for example: *If the class is learning about trees, is my need to know more about pets related?*).
c. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.
d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.
e. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).
f. Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).
g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.

Academic Context and Connections

Essential Skills:

1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. Why do researchers ask questions?
2. How do researchers use resources to help find the answers to their questions?

Essential Reasoning Skills:

1. Researchers continually find resources to support, challenge, or change thinking.
2. Researchers understand that a variety of sources may be explored to find answers (for example: direct observation, trade books, texts read aloud or viewed) to answer questions or interest through guided inquiry.
3. Researchers know that for thinking to improve, it is necessary to ask critical questions.

Reading and Language Arts: Grade 1

Evidence Outcomes

Students Can:

a. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
i. Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion).
ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
iii. Ask questions to clear up any confusion about the topics and texts under discussion.
b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Academic Context and Connections

Essential Skills:

1. Articulate personal strengths and challenges using different forms of communication to express themselves. (Information and Communication Technologies)
2. Find information through the use of technologies. (Professional Skills, Use Information and Communication Technologies)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

Essential Questions:

1. What does it mean to communicate courteously in conversations?
2. How do we effectively communicate in conversations?

Essential Reasoning Skills:

1. Thoughtful speakers and listeners are curious and seek to understand answers to their questions and others.

Evidence Outcomes

Students Can:

a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
c. Produce complete sentences when appropriate to task and situation. *
d. Give and follow simple two-step directions.

Academic Context and Connections

Essential Skills:

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Find information through the use of technologies. (Professional Skills, Use Information and Communication Technologies)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

Essential Questions:

1. Why is it important to learn new words?
2. How do presenters decide which words to use when they speak?

3. How do we give and follow directions?

Essential Reasoning Skills:
1. Effective communicators can express ideas and feelings clearly.

Minimum Skills Competencies:
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Evidence Outcomes

Students Can:
a. Use Key Ideas and Details to:
i. Ask and answer questions about key details in a text. *
ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
iii. Describe characters, settings, and major events in a story, using key details. *
iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. *

b. Use Craft and Structure to: i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ii. Explain major differences between books that tell stories and books that give information. (adapted from) *
iii. Identify who is telling the story at various points in a text. *
iv. Follow and replicate patterns in predictable poems.

c. Use Integration of Knowledge and Ideas to:
i. Use illustrations and details in a story to describe its characters, setting, or events.
ii. Compare and contrast the adventures and experiences of characters in stories. *

d. Use Range of Reading and Level of Text Complexity to:
i. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Academic Context and Connections

Essential Skills:
1. Read a minimum of 53 words per minute in the spring with fluency. *
2. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
3. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Risk Taking)
4. Articulate personal strengths and challenges using different forms of communication to express themselves. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:
1. How do we know if a text is fiction or nonfiction?
2. How do details help us understand key parts of a story?

Essential Reasoning Skills:
1. Critical readers ask questions and draw conclusions from pictures and texts.

Minimum Skills Competencies:
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Evidence Outcomes

Students Can:
a. Use Key Ideas and Details to:
i. Ask and answer questions about key details in a text. *
ii. Identify the main topic and retell key details of a text.
iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. *
iv. Activate schema and background knowledge to construct meaning
b. Use Craft and Structure to:
i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
ii. Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.*
iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
c. Use Integration of Knowledge and Ideas to:
i. Use the illustrations and details in a text to describe its key ideas.
ii. Identify the reasons an author gives to support points in a text. *
iii. Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). *
d. Use Range of Reading and Level of Text Complexity to:
i. With prompting and support, read informational texts appropriately complex for grade 1.

Academic Context and Connections

Essential Skills:
1. Read a minimum of 53 words per minute in the spring with fluency. *
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Risk Taking)
3. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)
4. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)

Essential Questions:
1. Why do we use different punctuation marks?
2. How does a reader's voice change when a sentence uses a specific punctuation mark?
3. In informational texts, why is the main idea important? How do the details support the main idea?

Essential Reasoning Skills:
1. Critical readers connect their existing knowledge to new information.

Minimum Skills Competencies:
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Evidence Outcomes

Students Can:
a. Demonstrate understanding of the organization and basic features of print.
i. Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation).) *

b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
i. Distinguish long from short vowel sounds in spoken single-syllable words. *
ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (adapted from *
iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). *

c. Know and apply grade-level phonics and word analysis skills in decoding words.
i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). *
ii. Decode regularly spelled one-syllable words.
iii. Know final -e and common vowel team conventions for representing long vowel sounds. *
iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. *
v. Decode two-syllable words following basic patterns by breaking the words into syllables.
vi. Read words with inflectional endings. *
vii. Read grade-appropriate irregularly spelled words. *
viii.Use onsets and rimes to create new words (for example: *ip* to make *dip*, *lip*, *slip*, *ship*) *
ix. Accurately decode unknown words that follow a predictable letter/sound relationship *
d. Read with sufficient accuracy and fluency to support comprehension:
i. Read grade-level text with purpose and understanding.
ii. Read grade-level text orally with accuracy, appropriate rate, and expression.
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
i. Use sentence-level context as a clue to the meaning of a word or phrase. *
ii. Use frequently occurring affixes as a clue to the meaning of a word.
iii. Identify frequently occurring root words (for example: *look*) and their inflectional forms (for example: *looks*, *looked*, *looking*).*
iv. Identify and understand compound words. *
f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
i. Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent.
ii. Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes).
iii. Identify real-life connections between words and their use (for example: note places at home that are cozy).
iv. Distinguish shades of meaning among verbs differing in manner (for example: *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (for example: *large*, *gigantic*) by defining or choosing them or by acting out the meanings.
g. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: *because*).

Academic Context and Connections

Essential Skills:

1. Read a minimum of 53 words per minute in the spring with fluency. *
2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial Skills, Inquiry/Analysis)
3. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Risk Taking)
4. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)

Essential Questions:

1. How does understanding the parts of words help us decide what they mean?
2. How do we understand what words mean?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to decode and understand the meaning of words.

Minimum Skills Competencies:
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Evidence Outcomes
Students Can:
a. Introduce the topic or name the book they are writing about.
b. State an opinion.
c. Supply a reason for the opinion.
d. Provide some sense of closure.

Academic Context and Connections
Essential Skills:
1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Recognize personal characteristics, preferences, thoughts, and feelings. (Personal Skills, Initiative/Self-Direction)
3. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:
1. How can thoughts and ideas be organized to prepare for writing?
2. How do we support our opinions in writing?

Essential Reasoning Skills:
1. Critical writers can explain their opinions.

Evidence Outcomes
Students Can:
a. Introduce the topic or name the book they are writing about.
b. State an opinion.
c. Supply a reason for the opinion.
d. Provide some sense of closure.

Academic Context and Connections
Essential Skills:
1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Recognize personal characteristics, preferences, thoughts, and feelings. (Personal Skills, Initiative/Self-Direction)
3. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:
1. How can thoughts and ideas be organized to prepare for writing?
2. How do we support our opinions in writing?

Essential Reasoning Skills:
1. Critical writers can explain their opinions.

Evidence Outcomes
Students Can:

a. Recount two or more appropriately sequenced events.
b. Include some details regarding what happened.
c. Provide some sense of closure.

Academic Context and Connections

Essential Skills:

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Inquiry/Analysis)
3. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)

Essential Questions:

1. How can thoughts and ideas be organized to prepare for writing?
2. Why is it important to plan before beginning to write?
3. Why is it important for people to share stories?

Essential Reasoning Skills:

1. Critical writers produce narratives based on real/imagined experiences.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
i. Print all upper- and lowercase letters.
ii. Use common, proper, and possessive nouns.
iii. Use singular and plural nouns with matching verbs in basic sentences (for example: *He hops*; *We hop*).
iv. Use personal, possessive, and indefinite pronouns (for example: *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*).
v. Use verbs to convey a sense of past, present, and future (for example: Yesterday I *walked* home; Today I *walk* home; Tomorrow I *will walk* home).
vi. Use frequently occurring adjectives.
vii. Use frequently occurring conjunctions (for example: *and*, *but*, *or*, *so*, *because*).
viii.Use determiners (for example: articles, demonstratives).
ix. Use frequently occurring prepositions (for example: *during*, *beyond*,* toward*).
x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
i. Write complete simple sentences.
ii. Capitalize dates and names of people.
iii. Use end punctuation for sentences.
iv. Use commas in dates and to separate single words in a series.
v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
c. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Academic Context and Connections

Essential Skills:
1. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)
2. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:
1. How does clear communication impact our readers?
2. How do we help others improve their writing?
3. How do we improve our writing?

Essential Reasoning Skills:
1. Critical writers utilize the conventions of standard English to convey their message.

PLEASE NOTE: YESTERDAY, WHILE ATTEMPTING TO ADD THE REST OF THE CURRICULA INTO THIS SECTION, THE AREA FROZE AND WOULD NOT ALLOW ANY MORE DATA TO BE ENTERED. IN AN EMAIL SENT TO THE CHARTER SCHOOL DIVISION OF PED, WE WERE GIVEN PERMISSION TO CONTINUE DRAFTING THE CURRICULA AND USE THAT DOCUMENT GENERATED AS AN ATTACHMENT TO THIS SECTION. IT IS THEREFORE INCLUDED AS AN ATTACHMENT. PLEASE TO THE ATTACHMENT FOR THE CONCLUSION OF THE CURRICULA.

Total Points Available	Expectations
12	A complete response must • Describe the proposed school's curriculum; • **Identify information that demonstrates the curriculum is research-based;** • Describe a curriculum that is reasonable, based on the professional judgment of experienced educators; • **Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards;** • **Identify information that demonstrates how the curriculum will align with the proposed school's mission; and** • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. ○ The timeline must identify the following: ▪ responsible staff ▪ action steps ▪ deadlines ○ **The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school's mission.**

	○ The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1st of the planning year—the deadline for having the commencement of operations approved. ○ **If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico.**

INDEPENDENT REVIEWER EVALUATION: The Review Team rated this section as **"Falls Far Below the Criteria."** This is an impressive scope and sequence of learning for the grades proposed; much of it seems to come from websites or other documents such as: Common Core, Next Generation Science, Colorado Healthy Eating standards with no additions or references. While the application mentions Grade 6 and 7, no curriculum material or framework is provided for these grade levels. There is no mention of NM CCSS nor is there a research-based justification for the proposed curriculum. No data is given to support assumptions about the needs of the school population. The timeline for curriculum development does not include specific action steps or alignment with CCSS and there is a concern that the timeline given is too short for the amount of work to be completed. Information is pulled verbatim from the following sites:
Mathematics: https://www.cde.state.co.us/comath/2020cas-ma-p12
Science: https://www.cde.state.co.us/coscience/2020cas-sc-p12
Health: https://www.cde.state.co.us/cohealth/2020cas-ch-1
Physical Education: https://www.cde.state.co.us/cophysicaleducation/2020cas-pe-p12
Reading, Writing and Communicating: https://www.cde.state.co.us/coreadingwriting/2020cas-rw-p12
Social Studies: https://www.cde.state.co.us/cosocialstudies/2020cas-ss-p12 WIDA
https://wida.wisc.edu/teach/standards/sld.

E. Graduation Requirements.

E. (1) Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirements, ensure they are clearly explained.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

APPLICANT RESPONSE: *The School will begin by offering classes K though 5 and each year thereafter will add a grade until 7th grade level is reached. The school will not at this time proceed with a high school curriculum but instead will focus on delivering a quality education based on its mission statement and will decide at a later time whether to petition PED for an amendment to the Charter to include the upper grades.*

Total	Expectations

Points Available	

4	A complete response must
	• Identify all of the proposed school's graduation requirements;
	• Provide proposed Alternative Demonstration of Competency policies, if any
	• Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and
	• If there are variances from state minimum requirements explain the following:
	  ○ why the proposed school believes the change is important
	  ○ how the change supports the mission
	  ○ how the change ensures student readiness for college, career, or other post-secondary opportunities.

INDEPENDENT REVIEWER EVALUATION: N/A	

F. Instruction.

F. (1) Provide a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** supports and aligns with the proposed school's mission, and curriculum.

T RESPONSE: A. CURRICULUM FRAMEWORK

1. Philosophy and Approach to Instruction

The school believes in the efficacy and usefulness of delivering standard and proven curricula to our students, enhanced by the STEM curricula. In this way, our teachers will already be familiar with the standard curricula, can readily find teaching aids and ancillary support, and effectively deliver the core lessons.

STEM

Several measurable goals will help us evaluate whether or not our philosophy and approach to instruction is effective:

- Grade completion will be 70% or higher
- Students will achieve at least 70% proficiency on NM Standards Based Assessment
- Farmer's Market will express 80% satisfaction with students working in their organizations
- Students will express 80% satisfaction with their work experience

The age and individual learning preferences of the students will guide the way skills are taught. Strategies based on researched approaches such as Learning Styles and Multiple Intelligences (MI) will be utilized in student instruction. By using a multi-sensory approach to learning, students will be provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs. There are many forms of Multiple Intelligence (MI); many ways by which we know, understand, and learn about the world. Seven intelligences have been identified: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, intrapersonal and interpersonal. Instructional staff will use the following areas to challenge the students' various intelligences:

- Visual/Spatial: charts, graphs, photography, visual awareness, organizers, visual metaphors, visual analogies, visual puzzles, 3D experiences, painting, illustrations, story maps, visualizing, sketching, patterning, mind maps, color, and symbols.
- Verbal/Linguistic: stories, retelling, journals, process writing, reader's theatre, storytelling, choral speaking, rehearsed reading, book making, speaking, nonfiction reading, research, speeches, presentations, listening, reading silently and aloud, and drama.

- Bodily/Kinesthetic: field trips, activities, creative movement, hands on experiments, body language, manipulative, physical activities, crafts, and drama.
- Logical/Mathematical: problem solving, coding, geometry, measuring, classifying, predicting, logic games, data collecting, classifying attributes, experimenting, puzzles, manipulative, scientific method, money, sequencing, and critical thinking.
- Musical/Rhythmic: singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, and playing instruments.
- Intrapersonal: individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, self-reflection and self-esteem activities.
- Interpersonal: cooperative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study groups, clubs, and brainstorming.

With these seven basic ways of learning, our teachers will be instructed how to best address the needs of students in these differentiated areas. Our students will be tested to determine which of these Multiple Intelligences most fit their learning patterns and behavior.

Special needs students and ELL students will learn along with peers. Research shows that cooperative learning strategies are a highly effective method on the academic progress of students, and even more effective on that of minority students. Therefore, cooperative learning groups will be widely implemented in all grades and subjects in the School. This will also help the English Language Acquisition progress of ELL students at the school, since ELL students improve their language mostly by interacting with their teachers and peers at the School. In cooperative learning groups ELL students have more chance to talk, discuss, share ideas, and knowledge, and excel in English in a shorter period of time. The curriculum incorporates cooperative learning groups in its framework because research shows that this strategy not only improves students' academic achievement, but also their critical thinking skills, problem solving skills as well as their social skills. Students are encouraged to work cooperatively, each of them given a role, and task within a small group, but still held responsible for their own learning as well as their teammates' learning. The teacher becomes the guide who monitors the process and creates a non-threatening environment in which all students, especially ELL students, can learn and challenge themselves, ask questions, share ideas, and learn from each other.

Students who fall behind in the curriculum will be recommended to the after-school remediation program either by teacher recommendation, students' performance results in STAR Reading, STAR Math or a comparable testing tool, or teacher driven assessment tools. After school tutoring and homework assistance will be provided by 21st Century Program or a similar program. After- school staff may include: school teachers, retired teachers, or student teachers from the local colleges. ELL students

will focus on pronunciation and spelling of vocabulary used in the classroom, cafeteria, home, school, and workplace. Students will also work on mastering basic math facts needed to successfully complete higher level mathematics courses. Teachers are encouraged to become involved in and out of class in helping children overcome typical errors in English with intonation, plurals, and grammar. Students will also be trained with literary, interpretative and creative writing skills.

Goals, objectives, and content in all subject areas and grade levels under the New Mexico Content Standards have been established by NM PED and codified in the New Mexico Administrative Code, Title 6 Chapters 30 part 2 (6.30.2 NMAC). The School will follow all the state's goals and objectives related to curriculum. The School supports the state's aims through:

- Selecting textbooks and other instructional materials that are aligned to the NM Content Standards.
- Maintaining updated information provided by PED related to the NM Content Standards' requirements.
- Requiring curriculum for each content area and grade level that is consistent with the state's Content Standards.
- Ensuring rigor in the school's curriculum.
- Articulating to the parents, students, and community members as to what students should know and be able to do at each grade level.
- Ensuring that knowledge and skills meet the learning needs of all students.
- Providing professional development to teachers and others related to the state's Content Standards from NM Coalition of Charter Schools and other appropriate sources.
- Ensuring student assessment measures that are aligned with the SBA and NM Content Standards.

The school's core curriculum will integrate and require mastery and skill development in the areas of English language arts, mathematics, science, social studies, and science. In addition, the school will incorporate an enrichment curriculum, which will include a secondary language, philosophy and leadership training. Oral and written language activities which emphasize philosophical roots and values clarification will be embedded throughout the curriculum. Students will be taught social skills to become socially competent in school and the workplace.

The curriculum will combine traditional teaching methods with student-based curriculum in an inter-disciplinary, collaborative classroom environment. Individualized attention to each student's educational needs and a rigorous process of assessment and evaluation will be utilized. Examples of teaching methods that will be utilized at the School by the instructional staff throughout the year also include cooperative learning, goal-setting, individualized instruction, and role modeling.

Integrating standards into the curriculum is a complex process that brings added dimensions to the curriculum development process. The integration of standards into the curriculum emphasizes learning and growth for all stakeholders is the natural and desired outcome of reform in our schools. From this perspective, a standards-based curriculum will include goals, objectives, and standards, but it also must include everything that is done to enable the attainment of those outcomes and simultaneously, foster reflection and revision of the curriculum to ensure the students' continued growth. Strategies, such as Dr. Marzano's Professional Learning Communities school model, will be implemented because curriculum development is most successful when educators collaborate with parents, community members, students, and their own peers.

Using the Content Standards as a foundation, teachers will have curricula for each course that meets all the objectives through written assignments, presentations, group discussions, formal instruction and peer tutoring. Many resources will be used such as state-adopted textbooks and other educational materials and teacher created lessons. Teachers will be able to create interdisciplinary lesson plans and students will be encouraged to have their work contain material covered in different subject areas.

The school's curriculum will be comprehensive and broad in scope. An ongoing review and analysis process of all aspects of the curriculum will ensure that students are always afforded a challenging program. The sequence of all program courses is matched with the local Espanola School District's program offerings, thereby enabling students a smooth transition into and out of the school as well as to the local school districts.

We will strengthen our educational plan over time through the following activities designed for continuous improvement in educational service delivery:

- Ongoing professional development activities provided by Solution Tree or similar agency will enhance the knowledge base of the instructional staff, thereby providing additional strategies and classroom activities that add value. These activities will be scheduled during in-service days or retreats.
- Onsite professional development for both Principals and instructional staff will broaden the knowledge base and add value to the educational services. These activities will be scheduled on student work days.
- Retention of qualified staff members will ensure that continuous improvement in the educational plan occurs. As experience increases, so will the quality of teaching.
- Annual evaluations regarding academic progress, parent satisfaction, and teacher satisfaction will provide feedback that will strengthen the educational plan. Surveys and Professional Development Plan (PDP) will help with this evaluation process.

The school's standards of performance and student aptitude will be compared to New Mexico and national standards and aptitudes, and students will be expected to meet or exceed the national standards. To measure progress, students will be required to take state-mandated standardized tests. They will also receive grades and written evaluations at the end of each quarter and frequent progress reports based on periodic content area exams, portfolios of student work, and teacher-student conferences. Ongoing student, parent and teacher conferences will establish academic and affective goals for the students, and the student outcomes will be recorded and reports made. Appropriate procedures will be followed to notify parents with regard to student promotion and remediation. The school will strive to comply with the *No Child Left Behind (NCLB) Act*, and Adequate Yearly Progress (AYP) reports, as evidenced by the percentage of students performing at the proficient and advanced levels on the New Mexico School Board Association (NMSBA). The School will utilize short-cycle assessments no fewer than four times per year and teachers will adjust instruction according to the results. The school is in the process of considering various short-cycle instruments. The school will provide the annual school report card per PED requirements. The school will comply with the PED requirements, including the staff survey, the needs assessment, and the template design for accountability of activities. Students will achieve success in required standardized examinations, as well as in other assessment instruments administered by the school. Performance assessments will augment standard assessments. Student Portfolios and presentations will be widely used.

Students and teachers will be considered as partners in the students' educational program, where there will be mutual respect and support. We believe that addressing the students' successes and setbacks are equally important for the students' growth. Because reflection, thought, and expression develop out of experience, learning should nurture a sense of caring for other people, the community, and the environment. An emphasis on these concepts and academic scholarship, coupled with high expectations of students, will provide the basis for the development of excellence by students and pave the way for their eventual entry into college. By involving students in relevant, engaging and challenging content and effective pedagogy, they will be prepared to be critical thinkers about the curricula and their lives. In addition, staff members will act as advisors who help the students make a plan that outlines their career and future. The counselor will meet with the students individually twice a year to check on their progress and update the plan. For students who are in danger of not passing on to the next grade level on time, tutorials will be arranged with their teachers and diagnostic assessments will be done frequently to track the students' progress.

Community members will be involved in all levels of school activities, including governance, advisement, curricular design auxiliary teaching and extra- curricular activities. The strengths, experiences and history of the Northern New Mexico community will be an integral part of the school environment.

The aims of education are to support the growth of the student's whole personality. The cognitive goals are to strengthen the student's thinking and study skills. The affective and social goals are met by providing socio-ethical and values clarification skills alongside conventional learning of facts.

Total Points Available	Expectations
4	A complete response must • Describe the educational philosophy of the proposed school; • Identify primary instructional methods to be implemented that align to the educational philosophy; • **Identify information that demonstrates the instructional methods are research-based; and** • **Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.**
INDEPENDENT REVIEWER EVALUATION: Esperanza's team outlines an educational philosophy and instructional strategies that align with the mission and vision articulated earlier. However, there are no references given to support the research basis for each strategy proposed. The school also references NCLB and AYP as influences on their work; these have been replaced by ESSA and our state plan for growth in proficiency percentages for all student groups - these parts of the instructional program text were copied from the 2010 Trinity School Espanola charter application. The Review Team rated this section as "**Falls Far Below the Criteria."**	

F.(2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks, and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population.
APPLICANT RESPONSE:

Total Points Available	Expectations

4	A complete response must
	• Include **a yearly calendar** that identifies the following:
	  ○ Annual start date and end date
	  ○ **Teacher professional development days and times**
	  ○ **School-wide assessment periods**
	  ○ **School days, holidays, and partial days**
	  ○ Teacher parent conferences;
	• **Include a daily schedule that identifies the following:**
	  ○ **Instructional times**
	  ○ **Break times**
	  ○ **Start and end times**
	  ○ **Differences in the daily schedule for full and partial days;**
	• **Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1;**
	• **Describe how the calendar and schedule support the proposed school's educational program;**
	• **Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population;**
	• **Describe specifically identified services to improve the academic success of at-risk students;**
	• Describe the extended learning time programs to improve academic success of students and professional learning of teachers;
	• If this is an elementary school, describe the K-5 plus program;
	and
	• Be supported by the proposed budget found in the Financial Framework section of the application.

INDEPENDENT REVIEWER EVALUATION: The Esperanza Charter Schools response contains few of the major components required - it does not address the alignment of the calendar to the instructional model, does not address partial day schedules (or the Wednesday PD days for teachers), or include a daily schedule of any kind. Instructional hours are not part of the school's response in this section. School will be engaging in K3Plus (now K5). One of the calendars attached to the application is not a daily schedule and is for the Espanola Valley

School District, so it does not communicate what Esperanza Charter School would be doing to support implementation of the academic program/curriculum or how it complies with state requirements. The Review Team rated this section as **"Falls Far Below the Criteria."**

F. (3) Provide a **clear, comprehensive, and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

APPLICANT RESPONSE: *To support our mission statement that there are significant at-risk students in the target area we wish to serve, we present some demographic information from Rio Arriba County, based on 2017 figures.*

- *The population of the county is 39,455.*
- *32% of our children live in poverty*
- *Children under the age of 18 who live in poverty account for 33% of all our children*
- *The average income is $19,602; whereas for New Mexico it is $25,257 and for the USA, it is $31,177*
- *The graduation rate for Espanola Public School District is 65%*
- *Of the 100 school districts in New Mexico, only 7 school districts have lower graduation rates.*
- *27% of the population is between the ages of 0-19: we are not a retirement community!*
- *The county is composed of 13% whites, 14% Native American and 71% Hispanic.*
- *The households where there are children ages5-17 and where English only is spoken is 56%*
- *The households where there are children ages5-17 and where Spanish only is spoken is 30%*
- *85% of foreign births are from Latin America*

The single demographic statistic that justifies our charter school and its mission is the fact that our graduation rate is so low. Of the 7 school districts whose rates are lower than ours, only two other school districts are comparable in size: Bernalillo and Socorro. The rest are very small: Logan, House, Lake Arthur, Cuba and Tularosa. Therefore, our district suffers the most and needs remedial help the most.

Of the many issues that accompany at-risk students, poverty is one of them. Our poverty rate is just 80% of the poverty rate of the rest of New Mexico, and 33% of our children, which is 1.3 times the rate of 20% in New Mexico and nearly double the rate of 14% in the United States, live in poverty. Therefore, there is a direct correlation between these statistics and the low rate of graduation.

According to the Collegesimply web page, the limited English proficiency rate id 65-69%, another statistic that points to the need for early learning intervention. The number of students who are math proficient is 4%; the number who are reading proficient is 16% for boys and 29% for girls.

The chronic absenteeism rate is 24%, while it is only 6% state wide.

Although these are statistics from our high school, they are indicative of a systemwide problem that culminates in these high school figures. Our governor is correct: our state needs programs in schools to stem the problem of low graduation rates and high risk students, and there is no place in the state that needs it as much as Espanola.

Our philosophy of a school that is set up and run especially for at-risk students has to be seen as the most direct and effective way to address the problem. A person with a special medical problem goes to a specialist; a student with a special learning problem should go to a specialist: a school established to address those particular learning needs.

Our curriculum that includes animals and agriculture will provide a nurturing environment and greater participation of the students in their own education. The Farmer's Market experience will make the school relevant. The STEM program will be added to provide the practical use of education in the Farmer's Market program.

Our program will not need to alter the school calendar from what the EPSD offers; the length of day will not change. We will have after school programs and other intervention modalities to help students who are falling behind, but it will not be accomplished through longer teaching hours.

Total Points Available	Expectations

4	**A complete response must**
	• **Identify the anticipated student population, including:**
	  ○ **Demographic information based on the local community population**
	  ○ **Educational proficiency based upon enrollment at the school**
	  ○ **Attendance and truancy trends**
	  ○ **English language proficiency**
	  ○ **Other special educational needs;**
	• **Explain any special factors influencing the makeup of the anticipated student population;**
	• Explain how the educational philosophy has been designed to meet students' needs;
	• Explain how the instructional methods have been designed to meet students' needs and specifically how they will meet the needs of at-risk students; and
	• **Explain how the yearly calendar and daily schedule have been designed to meet students' needs.**

INDEPENDENT REVIEWER EVALUATION: The school provides local data and student data from the local high school, but these numbers do not reflect the age group that the school proposes to serve. Special education data is not included here, which is an oversight for a school proposing to focus on that demographic. The schedule and calendar are not clearly and explicitly aligned to the mission of the school. Moreover, the application didn't address the educational proficiency based upon enrollment at the school. The team cannot evaluate if instructional hours are met. The Review Team rated this section as **"Falls Far Below the Criteria."**	

G. Special Populations.

This includes those with Individualized Education Programs (IEPs) English Language Learners (ELLs), Native American Students, Hispanic Students, and Bilingual and Multicultural educational needs to improve student outcomes.

G. (1) Special Education.

G. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.
APPLICANT RESPONSE: The school will have in effect policies and procedures to ensure that all children with disabilities enrolled, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the ADA of 1990 as applicable. Modifications for Special Education students will be made in accordance what is mandated by law. Newsletters will be sent to parents to inform parents about special education services. In addition, the school will discuss with parents the available services during parent meetings. The school will maintain a list of service networks including community agencies and facilities, individuals, and clearinghouses that child find services for our students. In particular, students will be encouraged to make an appointment with one of the foremost acupuncturists in the world, Dr. Jason Hao. He specializes in neuroacupuncture and has started the country's first Institution to teach neurosurgeons his technique so that they can augment their western medicine practices with the type of acupuncture that he has pioneered. He success with children with ADHD and Autism is especially noteworthy. He has agreed to partner with our school to diagnose and to treat our students. His treatments are of a short duration and when successful, provide amazing results that outdo what western medicine can do. Special Education student service schedules, accommodations, and modifications will be made to our curricula and to our delivery of teaching for qualifying student. Documentation and IEP notices and minutes will be overseen by the Special Education Director or the Principal. As determined by the IEP meeting, students may be served in a combination of appropriate instructional arrangements during any given semester. Pursuant to all applicable laws, the School will follow all special education/IDEA requirements in its delivery of services, including: • a written IEP for all students identified and qualified as having a qualifying disability; • due process requirements that include parental notification and consent for special education assessment; • access to certified special education teachers; • the incorporation of the Student Assistance Team (SAT) for assessment of individual student needs;

- reasonable accommodations of all students to ensure a free and appropriate public education delivered in a non-discriminatory manner and in the least restrictive environment; and
- accommodations for participation in standardized testing, if necessary.
  For testing accommodations, the School will follow the most current requirements of the New Mexico Public Education Department, IDEA, and the NCLB Act in all aspects.

The School's referral process for special education services consists of the Response to Intervention (RTI) method. According to this method, there are three main intervention categories. These categories include research-based scientific interventions that are applied prior to special education.

RTI Tiered Intervention Categories:

- Tier I interventions: These interventions are universal and available to all students. Teachers often deliver these interventions in the classroom. Tier I interventions are those strategies that instructors are likely to put into place at the first sign that a student is struggling.

- Tier II interventions: These interventions are individualized to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies. There are two different methods that can be used to deliver Tier II interventions:
  a) Problem-solving (classroom-based) interventions: The classroom teacher is responsible for carrying out these interventions. In this approach, the intervention can be customized to the student's needs.
  b) Standard-protocol (stand-alone) interventions: In this method, group intervention programs based on scientifically valid instructional practices are created to address frequent students' referral concerns. These services are provided outside of the classroom. It is efficient and consistent because large numbers of students can be put into these group interventions. However, standard protocol interventions cannot be often individualized easily to accommodate a specific student's unique needs.

- Tier III interventions: These interventions are the most intensive academic supports available in the school and are generally reserved for students with severe and chronic academic delays or behavior problems. They are mostly given only through special education.

Identification steps of a student with disabilities are as follows:
1. Classroom teacher notices the sign of academic difficulty.
2. Teacher independently puts Tier I interventions into place and monitors/documents the performance.
3. If the student fails Tier I, the teacher refers him/her to SAT for Tier II interventions by completing a referral form.
4. SAT Team starts collecting data and meets with the teacher in order to brainstorm about interventions (must be scientific, research-based interventions) likely to meet the needs of the referred student.
5. The student is observed/monitored with Tier II by SAT Team for a reasonable period of time (Ex: 6 weeks). If the student fails, the team will change the intervention.

6. A student, who continues to show chronic and significant academic deficits, despite a history of intervention attempts, may need to be found eligible for special education. If a child continues to experience difficulty in general education after above interventions, school personnel may refer the child for an evaluation for special education services.
7. A parent may directly ask for an evaluation for special education services. A parent may begin this process of referral by indicating in writing to the teacher or Principal that he or she believes that the child is in need of special education services.
8. During the initial referral process, notice of procedural safeguards should be given to the parent and a notice of receipt should be signed by parent.
9. If a parent makes a referral for an evaluation and the school decides an evaluation is not needed, the school must give prior written notice to the parent of its refusal to evaluate.

Evaluation Process
1) School asks for consent from the parent to conduct evaluation.
2) SAT team reviews observations and additional data collected from teachers and parent.
3) Within 60 calendar days from the date of parental consent, necessary evaluations will be completed.
4) IEP initiation meeting will be conducted after evaluation in order to discuss child's eligibility for special education and provision of appropriate instructional and/or related services. The meeting committee includes the following members:
(a) the parents of the child;
(b) not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
(c) not less than one special education teacher of the child or when appropriate, not less than one special education provider of the child;
(d) a representative of the public agency who:
(i) is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
(ii) is knowledgeable about the general education curriculum; and
(iii) is knowledgeable about the availability of resources of the public agency
(e) an individual who can interpret the instructional implications of evaluation results;
(f) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
(g) whenever appropriate, the child with a disability.
5) Parental consent to initiate special education and related services will be separately obtained from the parent. If parent refuses consent, no special education and related services will be provided.

At-risk student needs: The School will organize a student assistant team (SAT) to determine and implement strategies to assist students in need. The team shall include a classroom teacher, the Principal, and two other teachers, and will help identify any student not performing at the expected grade level. The SAT team will also convene when other needs arise and determine if any other form of intervention is necessary.

SAT team collects the following data before evaluation
1. Parent Consent for Evaluation
2. Oral Language Rating Scale
3. Behavior Rating Scale
4. Vision and Hearing Screening

5. Sociological Data
6. Classroom Observation Form
7. Classroom Based Assessment
8. Referral Letter to the Parent (for initial evaluation only)

Access to Ancillary Services Including Counseling and Health
Based on the individual student's needs, the school will provide access to ancillary services such as counseling and health. These services may include, but are not limited to, the following types of modifications and services:
• Maintaining Cumulative Student Health Records for each student.
• School-wide vision and hearing screening
• Provision of individual and class-wide counseling services as determined by the SAT.
• Provision of related services such as occupational therapy, physical therapy, and speech therapy as specified in student IEPs.
• Provision of full handicap accessibility in accordance with all federal and state requirements, etc.

Throughout this entire process, all members of the SAT and other members of the school's intervention personnel will be mindful if the student is EL, recalling that the inability to convey thoughts clearly in English has been misdiagnosed by professionals as a learning disability or a physical condition. At all times, an EL student will be accompanied by an interpreter so there will be a much-reduced chance that the student will be misunderstood and misdiagnosed.

Students with IEP's need to be regularly evaluated to assure that they are addressing the goals set forth in the IEP; occasionally, the IEP must be adjusted as the overall condition of the student is better understood. It is the teacher who must provide the reports on the progress of the student. The report should be comprehensive and cover areas such as: development of social skills, use of language and other communication skills, progress in academics, travel, screening, and results of conferences. All areas of progress should be noted and tied in with all other areas of evaluation to find an overall pattern of progress, if present.

Free Appropriate Public Education assures the same education to students with disabilities regardless of the nature or severity of the disability. We will design our educational program for such students to meet their individual needs through appropriate evaluation and placement procedures.

In evaluating students with IEP's, we will be data-driven. The evaluation of the data will focus on whether there has been progress to reach the goals of student achievement. Timelines will be studied and respected.

The Principal must be aware and assure that all teachers are not only trained in IEP's but also feel comfortable and fully competent in navigating them well. Teachers should be aware of the possible use of short cycle assessments, quizzes and other tools to document progress.

The teachers must use progress monitoring in their ongoing process of collecting data and properly analyzing it to determine student of improvement or non-improvement so as to change their IEP or the delivery of services.

The successful use of IEP's necessitates regular and frequent communication with the parents. Data must be shared with them and explained in layman's language. There must be a team approach, a give and take from parents and teachers so that both can learn from each other

about the student and can plan the best future course of action. It is important that this team set measurable goals so that progress can be objectively demonstrated and future goals can be set clearly. The team should share stories about the student with each other that serve to demonstrate without jumping to a conclusion what is actually happening with the student's progress. Work samples of the student should be studied to detect signs of progression or regression. With this information in hand, this team can evaluate the data, set new goals and directions as well as directives to achieve the goals, and continue to work in the most unfettered way to achieve success with the student.

Gifted students will be identified through an analysis of testing data, teacher observations, conferences, and interviews with the student. Teachers will be aware of the traditional ways to identify a gifted student, and to remember that at times it is a difficult process. It requires parental participation. Often, it is the parents who notice that the child is performing ahead of the schedule of development, but many times, parents are not aware of such a schedule. But if a child learns to read and write faster than children around them and has a quick ability to learn new tasks, the child might be gifted. In Kindergarten, the teacher may also notice these traits. This is when a teacher should suggest an appropriate test to identity whether the child is gifted. Teachers should recall that a child can be gifted in various ways, such as academically and artistically, or in areas of leadership or creativity. It results in not only a particular talent but the ability to use that talent at a high level.

In underserved populations, gifted children may be hindered because of a lack of resources in the school, by an unsafe environment or by teachers who are distracted by other issues in the classroom

There are other more subtle indicia of giftedness. These children can appear to be perfectionists or have a heightened sensitivity to what is expected of them. They tend to learn their lessons faster than their peers. Tests can be used effectively, such as an IQ test, the Stanford test or the Wecscher Intelligence Scale for Children Test. The school will allow the Principal to decide which test(s) to use if the teacher recommends the situation to the Principal.

The challenge that any gifted child presents to the teacher is how to challenge the student at his/her interest level, because such children usually complain that the work is too easy. The solution can be to put such a child in a gifted education program, either in a separate school programmed in this way or in a larger school that has advanced placement courses; but our school will be too small to have an independently run program, so the teacher must devise a gifted program that fits into his/her classroom.

One of the great social challenges that a teacher faces with a gifted student is to assure that the student has the ability to overcome the difficulties socializing with other students when they feel they may not belong or be accepted by the others. In fact, they may have more advanced social skills that make it hard to be around their peers. Sometimes these students have a lack of work ethic, a bad self-perception (they see themselves as different and odd) and they have higher expectations for themselves.

It is the role of the school to provide information to the teachers on how to spot gifted students and how to provide challenges to them while not driving them further from the standard behavior of their peers. And it is the role of our teachers to be further educated in this area of education.

Total	Expectations

Points Available	
4	A complete response must • Describe how the proposed school will identify and **provide instructional supports and services** to students with disabilities, who have IEPs or are eligible for an IEP; • Describe how the proposed school will ensure that students who are ELs are not over-identified as students with disabilities; • **Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP;** • **Describe how the school will address the spectrum of needs that students with IEPs may present;** • Describe the steps to ensure that students with disabilities have access to a free and appropriate public education; • **Identify specific responsibilities for school staff, classroom teachers, and special education staff; and** • **Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.**
INDEPENDENT REVIEWER EVALUATION: The Review Team rated this section as **"Falls Far below the Criteria."** Instructional methods and specifics were missing in this response as well as clarity as to roles of the classroom teacher, EAs (if any), SpED teachers, SpEd director, principal, etc. While it was stated that staff would receive training in IEPs, it was not clear what other training might be provided and where, when, and how this training would occur. Large parts of the text come from a 2010 charter application for Trinity High School - the question is what does Esperanza Charter school propose to do to support these students in their unique learning model? There is additional plagiarized information from other publicly available material: US Dept. of Ed., Office of Civil Rights webpage on FAPE was used, nearly word-for-word for the 4th full paragraph on pg. 131 of this application. There is no clear plan for ensuring licensed staff members to support the Special Education model proposed and there is a mischaracterization of gifted students as not needing intervention, when some of these may in fact be twice-exceptional and receiving services for both Gifted and their secondary or even primary disability.	

G. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

APPLICANT RESPONSE: **Evaluating data that is used to measure and monitor the progress of our students will allow our faculty to identify the strengths and weaknesses of our curriculum, our classes altogether, and our individual students. This data will come from the observations of our teachers as well as from the results of tests we administer. And because the majority of our students are expected to be at-risk students, another source of data will be the counselors and therapists who treat our students. It would remiss not to include the observations of the parents of our students who can observe at home the progress or problems that our students are experiencing.**

It must be determined that the data is collected regularly and is relevant to drive the plan of instruction. It cannot simply accumulate but must be reviewed regularly by teachers and parents. The ultimate goal of data evaluation is to determine if the student is making progress toward the goals set forth in the IEP.

Our teachers, by examining the data can use their education and experience, particularly as special needs teachers, to analyze the factors that affect the student's learning patterns and can develop a plan to adapt the teaching modality to best reach the student's educational needs. An important part of our educational model is to build in sufficient time for the teacher to analyze the data and to come up with an IEP for the student.

The teacher will have the prime responsibility to see that the data is collected and reviewed regularly. If there are teacher's aides or other classroom support staff, they will also be charged with reading the data and adding their input. Depending on the intensity of the intervention, the data will be reviewed weekly or at the longest, once every two weeks. The teacher will also analyze other factors that may be directly causing an adverse impact on the ability of the student to learn. If it appears that the student should be screened for vision, hearing, or developmental problems, then these issues need to be addressed by the family of the student. The school, however, should help to facilitate these testings to assure that they are done.

If the student is chronically absent, then this issue needs to be addressed. Clearly, a student who misses more than 2 weeks of classes per year is likely to fall behind the class, and chances of making up the lost work is slim and harder still for at-risk students.

Closely monitoring homework is another way to assess when a student needs intervention. A close examination will reveal If the student understood the assignment, took proper time to attempt the assignment, had help in completing it, and many other indicia become apparent.

Specific actions to take must include discussing the issue of this particular student with other teachers in order to share ideas and come up with a plan that can be used system-wide in the school. This should be done within the same semester that problems and issues are discovered. A similar school-wide approach can then be discussed so that students can benefit year by year in a school that shows continuity in how it addresses learning issues with the students.

The teachers will assemble the data from these students in order to suggest to the entire faculty what approaches seem to be effective, and the actual data driven results of the intervention. This information will be shared with the Principal who will make official recommendations to the Board in order to suggest systemwide approaches to the issues found to be present in the school that are impeding the process of learning. The school will then be in position to develop a remediation program for academic improvement. This will allow for special instructional assistance to our students. Although this template asks the applicant to address NMSA Sec. 22-2E-4(E), this section seems to have been repealed by the 2019 legislative session since schools will no longer be given a grade of A-F.

Total Points Available	Expectations
4	**A complete response must** • **Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals;** • **Identify specific responsibilities for school staff, classroom teachers, and special education staff;** • **Identify the regular intervals at which progress will be monitored and success will be evaluated;** • **Identify specific actions/reporting that will engage students and or families; and** • **Describe how the school will evaluate the effectiveness of its special education program and services.**

INDEPENDENT REVIEWER EVALUATION: The response does not make clear what specific data will be gathered in order to assess student progress, what systems will be in place to evaluate the program as a whole, or how the input of parents will be gathered to support this process. While the PED will no longer assign letter grades, schools ARE still being ranked according to the degree to which they are serving students. The school does not address NMSA Sec. 22-2E-4(E), or give a plan for how they will determine success in this area. Large parts of the text come from a 2010 charter application for Trinity High School - the question is what does Esperanza Charter school propose to do? The Review Team rated this section as **"Falls Far Below the Criteria."**

G. (2) English Language Learner (ELLs).

G.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELs.
APPLICANT RESPONSE: ELL Students Every student enrolled who has a home language other than English and who is identified as limited English proficient (LEP) shall be provided a full opportunity to participate in a English as a second language (ESL) program, as required by law. To ensure equal educational opportunity, the School will identify limited English proficient students based on criteria established by the state and seek certified teaching personnel to ensure that limited English proficient students are afforded full opportunity to master the essential skills and knowledge. The School will assess achievement for essential skills and knowledge to ensure accountability for limited English proficient students. Identification will be the first part of the School's program of services available to ELLs. All students entering the School for the first time will complete the Home Language Survey (HLS) or comparable survey, which will be included in the permanent record of every student enrolled in school and it will elicit the following information pertinent information: 1. First language learned by the student 2. Language other than English used at home 3. Language student uses most often Any student whose completed HLS indicates use of a home language other than English is considered a language minority student and will be screened for English language proficiency. Students who first learned a language other than English or who speak another language most of the time will be screened for English Language proficiency. For a student identified as language minority, the School will use a standard, objective screening instrument to assess for English proficiency in order to determine whether the student is "limited English proficient" and, therefore, to be offered a specialized language program(s). The instrument will measure proficiency levels in each of the four language domains: listening, speaking, reading, and writing. The designated School staff members will be trained in the administration of the screening instrument in order to place ELLs in a specialized language program(s). The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school. In order for an ELL student to be exited from a language education instructional program, he or she must attain levels of English proficiency in speaking, reading, writing, and comprehension so that the student will be able to meaningfully participate in academic classes and reach levels of academic achievement commensurate with that of his/her English-speaking peers. If an ELL student scores full English proficiency on the English Language Development Assessment (ELDA) or other comparable assessment in listening,

speaking, reading, and writing, the School will no longer provide a specialized language program(s) or services.

Educational programs that the School will provide for English Language Learners (ELLs) will be based on sound theory, ensure that ELLs will learn
English in a timely manner, and provide them with equal access to the full range of the School's academic programs and content that other students have. When developing a specialized language program for ELLs, the School will foster collaboration among Principals, teachers, counselor, and other staff who
work with the school's ELL population. The School will include parents and community members in the planning and evaluation of the programs.
The School affirms that all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the School. The services provided in the
instructional program will ensure that ELLs learn English in a timely manner, learn the same content as their English-speaking peers, and have equal access to all educational programs that the school provides.

Instructional Arrangements for ELL Students
Services provided for second language learners should be addressed as an instructional continuum and delivery should be dependent on the students' needs and the program in which those needs are served. ELL, the primary program of second language instruction, focuses on assisting the student to learn content area subject matter. Arrangements to address ELL instruction may be made during regular class instruction as well as after school tutoring.

Sheltered English is a research-based approach to teaching content area subject matter through specific teaching techniques to homogeneous language leveled groups. Sheltered English teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as vocabulary in the target language. The teacher uses clear concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech speed and vocabulary and use few idiomatic expressions. ELL Students receive ELL instruction during a regular class period. Students may be grouped for instruction according to their second language proficiency level.

The School ensures quality education for every student enrolled. To accomplish this objective, it will develop and maintain partnerships with parent/guardians and will create open communication lines that will expand and enhance learning opportunities for everyone involved.

Upon enrollment at the school, students must provide evidence that they are in compliance with immunizations required under New Mexico state laws. A health record form will be on file for all students at the School, and all official records will be requested from the student's prior school. Local clinics identified below will provide immunizations where necessary.

At registration, students will be enrolled, if they qualify, for Student Child Health Insurance (Medicaid). Las Clínicas del Norte and other local community clinics will provide health and mental health services for students. A teacher who is noticing a behavioral, educational or developmental issue in a student should bring the issue to the attention of the school's

Principal who will decide whether to refer the matter to the School's licensed counselor where the matter will then be addressed with the participation or notice of the child's parents. All instructional staff will receive in-service training on how to recognize students whose needs are beyond their expertise and to conduct student referral.

Total Points Available	Expectations
4	**A complete response must** • **Describe how the proposed school will identify English learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs;** • **Identify how the school will implement the English Language Development Standards for ELs in its school;** • Identify how the school will provide ELs with instruction and support to develop English language proficiency; • Identify how the school will provide ELs with access to grade-level content; • Describe how the school will address the spectrum of needs that ELs may present; • **Identify specific responsibilities for school staff and classroom teachers; and** • **Identify specific training, professional development and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.**
INDEPENDENT REVIEWER EVALUATION: The school response uses language that is not in use in New Mexico (Home Language Survey, for example, and ELDA, which is not an assessment for EL students in our state) and does not align with guidance from the NMPED Language and Culture Bureau on identification and service of EL students. ELD standards are not addressed and there is no clear delineation of roles from classroom teacher to EL coordinator, etc. Large parts of the text come from a 2010 charter application for Trinity High School. This section was rated as **"Falls Far Below the Criteria."**	

G. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English learners.
APPLICANT RESPONSE: *The two primary ways that the progress of EL's toward English language proficiency will be through testing and through the watchful eye (and ear) of the teacher. Proficiency in any language is noticed by the ability of the speaker to understand what is being said to him/her and the ability to respond in an appropriate way that also expresses what the speaker wishes to say adequately. By analyzing test results, both during the academic year and at the end of the year, the observant teacher will be able to pinpoint what parts of English learning has become a stumbling block, and can then assign a course of study to remediate it.* *The Principal will also be part of the team to devise an approach to deal with the EL issues. This may include researching and purchasing secondary study materials, seeking assistants who can help during class, devising an after-school program to speed up the learning process. It will also be the responsibility of the Board to monitor the progress and pitfalls of the ELL program and to direct that more pro-active measures be instituted, if needed.* *Progress will be monitored according to a timeline that the faculty will devise, since so much of devising a practical schedule depends on the numbers of students who are EL's and the individual and collective level of competence in English. This is not something that finds a general and universal norm. It would be unfair and impractical to take this responsibility away from the teaching staff and to impose a standard before even the students themselves have been tested and analyzed.* *Progress will be monitored as frequently as the teacher finds necessary, but on a corporate level, the school will have the teachers meet at least once a quarter to assess the successfulness of the ELL program and to suggest additional remedial actions to take.* *It is especially important in the modality of EEL for teachers to communicate with the family of the student so that a common plan for immersion into EL can be effectuated. The staff will meet with EEL families twice a semester to discuss these matters.* *The effectiveness of the EL program can be evaluated by viewing test scores along a timeline and by the ability of the student to improve in all other subjects of study. Also, the objectives of the teacher will be added to the analysis of the improvement of the student in English. For as long as the student stays in our school, the student's academic file will be shared for two years with each successive teacher in order to monitor and assess the progress of the student.*

Total Points Available	Expectations
4	A complete response must • Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year; • **Identify specific responsibilities for school staff and classroom teachers;** • Identify the regular intervals at which progress will be monitored; • Identify specific actions/reporting that will engage students and/or families;

	• **Describe how the school will evaluate the effectiveness of its EL program and services; and** • Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.

INDEPENDENT REVIEWER EVALUATION: Esperanza's team has detailed a plan that meets some the criteria for this section; however, annual testing is not addressed here, nor is there a clear plan for evaluating programmatic success. The school did not give a clear action plan on the EL program and timeline for having the ELL students exit the program. Large parts of the text come from a 2010 charter application for Trinity High School. The Review Team ranked this section as **"Approaches the Criteria."**

G. (3) Provide a **clear, comprehensive, and cohesive plan** to address the needs of Native American Students, Hispanic Students, and Bilingual and Multicultural educational plan to improve educational outcomes

APPLICANT RESPONSE: *On a practical level, one way to address the needs of these target populations is for our staff to be instructed in the general and overall needs of these populations, so as to be able to more quickly recognize and identify the most common needs. The next step is for our teachers to be able to notice and to document these issues, and others, as they occur. The Principal will devise a system for this information to be documented and turned over to that office, where the Principal can then begin to bring the staff together to address these issues. The Principal will also investigate evidence-based programs and approaches to remediate these matters.*

By regular research and inquiries made to NMPED, the Principal and the staff will discover appropriate teaching, monitoring and counseling modalities; this area is presently developing and will produce more study materials, and guidances for schools. Our school will stay on the forefront of tracking these developments.

Our school policies will be culturally and linguistically responsive first of all by not having any impediment built into our system that would impede learning. Second, if there is found any teacher who exhibits a cultural bias: either a preference or a bias against any cultural or linguistic group of students, that teacher will be counseled and corrected; should that habit persist, it will be grounds for progressive discipline and dismissal.

Counselors will be employed who demonstrate sensitivity toward and understanding of diverse population groups, especially those groups that are present in the Valley.

Any behavior that takes place anywhere on the campus involving any person on campus that displays culturally insensitive behavior will be reported to the Principal who then can make a report to the Board and can begin to prepare an action plan to address these situations.

Please see above for a description of culturally meaningful curricula and instructional material

This part of our program will be monitored at the end of each semester to be able to analyze over the course of a semester whether there have been noticeable trends, either positive or negative, in this regard.

In trying to tap into the resources available for Native American education opportunities, the Indian Education Act is available to charter schools, but only if the school has a "significant number of American Indian students." It is not anticipated that this contingency would happen, at least not during the first few years of operation, but our school will stay alerted to this possibility if it should arise. There are other educational funds available for Native American education, but only for Tribes themselves. And there is the Rural Literacy Initiative, and should our school become eligible for those funds, we will apply for them.	
Total Points Available	**Expectations**
4	A complete response must • Describe how the proposed school will develop an educational framework to address the educational needs of Native American, Hispanic, and bilingual studies within a multicultural approach to learning; • Identify specific responsibilities for school staff and classroom teachers, **including professional development for teachers;** • Describe how the proposed school will ensure that the best practices are used in teaching, mentoring, counseling and administration are culturally and linguistically responsive to students; • **Describe how school policies will be culturally and linguistically responsive;** • Describe how rigorous and culturally meaningful curricula and instructional materials will be developed and implemented; • **Identify the regular intervals at which progress will be monitored;** • Identify specific actions/reporting that will engage students and/or families; and • **Describe how the school will evaluate the effectiveness of its programs to improve educational outcomes.**
INDEPENDENT REVIEWER EVALUATION: The Review Team rated this section as **"Falls Far below the Criteria."** The school's response in this section fails to address with clarity and specificity many of the components of this section. Program evaluation, timelines for progress monitoring and metrics for progress monitoring, and professional development for culturally responsive instruction are not spelled out here. School policies are not addressed. Large parts of the text come from a 2010 charter application for Trinity High School.	

H. Assessment and Accountability.

A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards, as well as with the proposed school's student performance goals, and should be presented, along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included, reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent) assessments to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan, you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth; 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (e.g., reading, writing, problem-solving).

Note: Be aware that all New Mexico public schools, including charter schools, are subject to a variety of testing requirements, which are aligned with state and federal content standards.

For more information on NM assessment requirements, please see:
https://webnew.ped.state.nm.us/bureaus/assessment/

H.(1) Provide a **clear, comprehensive, and cohesive assessment plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, all federally and state required assessments, and the proposed school's projected student population.
APPLICANT RESPONSE: Since our target population of students is at-risk students, our school understands the importance of providing ourselves with the proper information regarding the progress and pitfalls the students are experiencing in order to continue to improve the quality of education and services that we provide to them. The results of our data collection, including test results, anecdotal examples of successes and failures, results of interviews with families, will be some of the information that our teachers will share when they meet to discuss strategies and in our planning sessions. The IEP for each student will be tailored along the lines of the information received from these sources. Our staff will also discover if additional intervention is needed for individual students. Students and their families will be timely informed of the outcome of these meetings in creating a plan for going forward. Testing is a proven method to collect data and to pinpoint areas where both the student and the program itself need to analyzed and improvements sought. Future performance can then also be tabulated and assessed. If there is a need for outside intervention to investigate possible neurological issues, then baseline tests will help to guide this process. Results of the testings on a schoolwide basis will be given to the Board in a timely manner so that the Board will be aware of any need for other programs or modalities that may be needed for the school and can direct the Principal to take appropriate action to address this situation.

Typically, schools administer to kindergarteners the KOT (Kindergarten Observation Tool). We will do this. This test, along with the daily observation of teachers will help to determine whether any early childhood developmental issues or other issues are present that may affect future learning capabilities. In particular, the teacher will use KOT test results and first-hand observations to assess the individual student's capacity regarding reading (and recognizing letters of the alphabet and their sounds); counting and recognizing the written numbers; general health, nutrition, normally functioning eyes and ears; ability to understand, learn, and form conceptual ideas; understanding of relationships between the student and his/her family and classmates. These assessments align with the National Research Council's recommendations for early childhood development. The KOT will be administered within the first week of school, it not before.

Map Growth is a trusted means of testing and analyzing progress in education with individual students. Our school will administer this test three times a year. With this tool, students can be screened and progress can be charted. If there are areas in a student's learning that may need to be focused on for signs of deficiency, the teacher can start an intervention program.

In testing and analyzing reading skills, Map Growth looks at oral fluency, foundational skills, and comprehension. It pinpoints specific skills that at-risk students are missing so that individual instruction can focus on specific areas of concern and monitor those areas.

When it comes to testings that are part of New Mexico assessments, understand that the Governor of New Mexico has stated that she feels that there are too many tests being administered to students in our public schools. Although this application lists tests that our school is prepared to administer, we will follow the directives of NMPED in eliminating or substituting other tests for the ones we list below.

We will administer WIDA Screener and WIDA ASSESS annually as appropriate to incoming students, K-5, and to ELL students. It will assist our teachers to determine when an ELL can exit the program and in what areas the school's ELL program needs to be addressed.

We will administer the PARCC exam once a year to students in grades 3-5. It will help us to analyze our curricula and make appropriate changes.

We will administer the New Mexico Standards Based Assessment once a year to grade 4 students. The results will help us determine if our science curriculum needs adjustment.

We will administer the New Mexico Alternative Performance Assessment once a year to students in grades 3-5 with IEP's. This will help us assess our curriculum and other services provided to these students.

These tests are of particular importance in our mission to address the needs of at-risk students since, by the very nature of our mission, we are looking for areas where our students are falling short in their comprehension of the material they are taught. In a regular public school class, the number of at-risk students would be less than what we will have, and the test results in those schools will produce findings that will align with the average student. But the results of our tests must be studied with greater diligence and with the purpose to determine where our curricula need to be improved.

Total Points Available	Expectations
6	A complete response must • Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction ○ Include assessments/progress monitoring for special populations; • **Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered;** • **Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction;** • **Describe how the data identified will be used to inform instruction;** • **Align with all state assessment and data reporting requirements;** • **Describe how the assessment plan meets the specific needs of the proposed school's projected student population;** • Describe how the assessment plan aligns to the proposed school's mission; and • Include any assessments that may be negotiated as part of the performance framework and contract.
INDEPENDENT REVIEWER EVALUATION: This section was ranked at **"Falls Far Below the Criteria"** by the Review Team. No assessment calendar is included, although the assessment list does include grade levels to be tested. No mention is made of iStation testing and there is no clear plan for teachers or administrators to analyze, reflect upon, or use data gathered through any of these assessments to inform instruction. It is not up to date as SBA will be NM STEM Ready! for Grade 5. There are misalignments between the tests suggested and the grade levels where they would be administered. There is no alignment of mission and assessment plan.	

H.(2) Provide a **clear, comprehensive, and cohesive** description of the how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement, or growth expectations, or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

APPLICANT RESPONSE: *The most effective way to use the data generated by the state tests, classroom material tests and the classroom observations of the teachers is to analyze the data on an ongoing and frequent basis; not to delay to the end of the semester or worse, the end of the year to do this. The data must also be reviewed by the administration of the school to assure that the teachers are being held accountable and properly guided to use the data effectively for the individual student's benefit.*

Discussion among the teachers is also crucial, especially among teachers who have taught the same student year by year. A smaller school such as ours allows this to be done and is practical to do. Sharing stories and methodologies that work in a given class and for a given student is invaluable. The teachers then, as a team, develop better methodologies and understand on a wider basis the challenges and needs of the students at any given time and over the course of time.

Corrective actions are triggered by a variety of stimuli: low test results; behavioral problems; chronic tardiness or missing class; and, most perceptively, by the subtle changes that the teacher notices in demeanor, tiredness; listlessness; attention span changes, interactions with other students and with the teacher him/herself. This will then trigger discussions with other teachers and the Principal in order to determine whether remedial action should be taken.

These interactions among the teachers and the administration will be the primary tool to use to assess the strengths and weaknesses in the classroom and with specific students. Action plans can be developed that are site-specific and appropriate. This team can also be the tool to assess whether the remedial actions are effective.

At times, a situation or a disruption in the classroom may require more attention than this team described above can resolve. At that time, it will be appropriate for the PTA to be called into consultation so that a community-wide solution can be attempted. With the care and attention of many people and the good-hearted support they offer, even the most difficult dilemma can be addressed.

When it comes to timelines, the situations discussed above only worsen and rarely improve when left to themselves to resolve. Therefore, immediate action, led by the timeline of the Principal, is to be followed. There would scarcely be a reason to delay taking immediate and pr0-active steps, especially when those steps begin with simple communication of observations and ideas. At these meetings, relevant data can be produced, including student files, test results and documentation of incidents. The goal will be an action plan that is at once agreeable for the teacher to implement and one that gains the general consensus of the teachers. This results in a school-wide level of action and responsibility.

This first level of involvement is addressed at individual and classroom issues in both the academic and social level because learning is advanced or inhibited by individuals in the classroom: by their

academic achievement or failures, and by their conduct that affects every other student in the classroom. That is why the ultimate success or failure of the school itself must look at and address its component parts: the individual student and the classrooms individually and as a group.

If it is discovered that the school is underperforming in its goals and expectations and the component parts are being analyzed and addressed, it is then necessary to see why academic achievement and growth expectations are falling short. The skills of the individual teachers must be assessed; the involvement of the parents with each individual student must be examined, especially with any student who is underperforming. If there is a direct correlation there, then the parents must be called in to a meeting to discuss impediments to learning that may be taking place outside of school. The school counselor and nurse must also be consulted to determine if there are factors that they are aware of that may be affecting the academic performance standards in the school And the Principal must listen to all f this input to suggest a method of approach to improve the situation. The Principal, in consultation with the entire school staff, must then make recommendations to remediate the situation and discuss this proposal with the staff. The effectiveness of the remedial action will be part of the evaluation of the Principal by the Board. The triggers for corrective actions would include: school-wide disciplinary problems; low test scores; complaints by the PTA or individual parents that rise to a level of concern for an average Principal; initiatives from the Board. Effectiveness will be measured by higher test score results; lower numbers of truancies and students missing school; less incident reports or complaints from the parents/guardians; compliments to the Principal by the Board.

Total Points Available	Expectations

4	A complete response must
	• **Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to**
	  ○ **monitor academic performance and**
	  ○ **take appropriate corrective action if the school is not on track to or does not meet academic performance expectations;**
	• **Address specific responsibilities related to**
	  ○ **meeting student academic achievement or growth expectations <u>at the school-wide level</u> and**
	  ○ **meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student);**
	• **Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions; and**
	• Describe how the proposed school's processes meet the requirements of NMSA 1978 § 22-2C-6(A) and (B) and 22-2E-4(E).

INDEPENDENT REVIEWER EVALUATION: The school's plan does not meet the requirements of this section. Again, specificity is an issue - there are no clear measurements given either for "triggers" for intervention or for analyzing the success of the school as a whole. There was no definitive timeline for implementation if they need a corrective action plan or defined steps	

on how they will solve the problem. The Review Team rated this section as **"Falls Far Below the Criteria."**

H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, the proposed school's Governing Body, the proposed school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

APPLICANT RESPONSE: *Student assessment and progress are strong motivators for continued success, and are also indicators of areas where improvements can be made. When it comes to the students, this information is appropriately communicated to the student and his/her parent(s)/ guardian(s) first of all by maintaining accurate and up to date records for each student. This information must also be complete, with all test results for every year that the student is enrolled; there must be written reports from all doctors and other medical professionals filed in a way that is easily accessible and chronologically kept. Any incident reports must also be kept in the same way. Notes from the teacher, as appropriate must be maintained in the general student file or in another file in the teacher's custody but readily available for inspection by the Principal and other authorized people. The IEP will also be in the file, with written comments from the student, the family, and the teacher that are maintained over the course of time. All of this information will be on hand whenever there is a parent conference with the Principal and/ or the teacher. It is unacceptable to tell a parent/guardian that information about a student is not readily available AT THE SCHOOL ITSELF when that is where it is supposed to be kept. This does not mean that all information in the student's file will be made available without some advanced notice; the school has the right to maintain proper recordkeeping and disclosure decorum and procedures. All information in the student file should be communicated to the students and parents at the meeting with the teacher each semester, category by category, so that there is the opportunity for the family to know what is in the file and to ask to inspect any part of it. This open communication is most important to allow the student and the family to take the proper responsibility to assume the educational duties that belong to them. It allows the parents to know the areas of strengths and weaknesses of their child. It will give tangible proof to the parents to enable and to empower them to take the necessary steps at home to promote the education of their child. Progress reports will be sent by the teachers to the parents regularly and when a special matter requires. Teachers may also reach parents by phone, if appropriate. The school and teachers will make reasonable efforts to accommodate the schedules of parents when it comes to meetings and phone calls. If a parent cannot attend the two annual parent-teacher conferences when scheduled, then other provisions will be made. And if a domestic problem requires that there be separate meetings for the mother and for the dad, this also will be done. If the parent wants additional time to meet with the teacher and/or the Principal, reasonable accommodations will be made. Teachers will not wait until the semiannual conference to inform a parent of lack of expected progress. Notices will be sent out as often as needed, asking for a phone conference or a face to face meeting.*

When it comes to the Board, simply being a member of the school board does not entitle a member to confidential student information that is also protected, at times, by HIPPAA laws. But on a more general basis, at its monthly school board meetings, the Principal will inform the Board of any and all trends, changes, improvements, issues that would reasonably be seen as affecting the academic performance of the school, and a grade-by grade analysis of progress or regressions.

Communications with the community are important on many levels. The school will take advantage of opportunities to speak on the local radio, as Carinos has done in the past, through the Principal or Board members participating and being interviewed on CoffeeTalk, a daily live broadcast. The school will inform the local newspaper of events and achievements for stories to be written. The school will receive public attention when participating at the Farmer's Market. In the past Carinos has participated in the annual Christmas Light Show Parade sponsored by the City of Espanola and Esperanza will do the same.

Regarding the authorizer, as charter school authorized by PEC, we will provide all reports and updates according to required timelines and deadlines via the NWEA reporting system. The school will report student data after assessment windows in August, January, and May. We will have data and reports prepared for the New Mexico Public Education Commission regarding the monitoring plan, site visits, and other requirements.

Total Points Available	Expectations

6	A complete response must
	• **Identify how student achievement and progress will be communicated to**
	  ○ **Students**
	  ○ Parents
	  ○ The governing body
	  ○ The authorizer
	  ○ **The broader community;**
	• **Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data;**
	• **Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate; and**
	• For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I).

INDEPENDENT REVIEWER EVALUATION: The school's response does not adequately state where, when, and how they will share out either individual student's progress (via report cards? every two weeks via progress reports? other?) or how they will share out to their community and stakeholder groups their schoolwide data on student achievement and assessment outcomes. FERPA is not addressed here; STARS is the system by which achievement data is reported to the PED. The Review Team rated this section as **"Approaches the Criteria."**	

II. Organizational Framework

A. Governing Body Creation/Capacity.

A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the proposed school's administration). Provide comprehensive "bylaws", attach bylaws as **Appendix A**.

APPLICANT RESPONSE:

Our Governing Board does consist of 4 of the 5 members of the Board of Carinos Charter School who have demonstrated their dedication to education in the Espanola Valley despite the malfeasance directed toward Carinos in the past. They see this as an opportunity to build upon the good will and success of the past, learning valuable lessons along the way, and now being able to address what they know to the most pressing issue in the Valley: at-risk students. In this regard, they share a common goal of our new Governor Lujan-Grisham who also wants to initiate new programs for this population.

The Board will initially consist of four members until the school opens, at which time a fifth member will be added from the choice of the Parent Student Association of the school: that member could be a parent/guardian of one of the students, or anyone else whom they would want to represent their interests.

Our Board will serve staggered terms with two Board members serving 2-year terms and two Board members serving 3-year terms. A fifth Board member will be selected by the families of the students, probably a parent or a guardian but not necessarily so, to serve a 1-year term. All Board member terms are renewable.

The Governing Board will hold its annual organizational meeting during the first regular Board meeting when the new Board assumes office, and every year thereafter, within 30 days of that date. At the initial meeting, the Board will elect a president, vice-president, and secretary and will adopt a set of by-laws. At subsequent annual meetings, the Board will elect its president, vice-president and secretary, and will confirm or select the day and time for regular Board meetings, as well as the location determined by the Board. Each year, the Board will approve the Open Meeting Resolution that defines reasonable notice for public meetings. The roles and responsibilities of the positions are detailed below:

- President: The president shall be the chief executive officer and is to ensure that the mission of the school is being fulfilled at all times. The president shall supervise and control all of the business affairs of the school. The president shall preside at all meetings. The President will oversee that the Board is following its mandate, scheduling Board training sessions, alerting the Board members to other trainings and meetings of interest to charter schools, and set the agenda for the Board meetings in conjunction with the other Board members.
- Vice-President: The role of vice president is to serve as chief executive officer if the president is absent or unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions of the president. A vice president shall perform other duties as assigned by the president or Board.
- Secretary: The role of the secretary is to administrate documentation and communication of activities. The Secretary shall give all notices as provided in the bylaws or as required by law; take minutes of the meetings of the members of the Board and keep the minutes as part of the corporate records; maintain custody of the corporate records and of the seal of the School; prepare any correspondence the Board deems necessary; maintain a calendar of all scheduled board meetings; and perform duties as assigned by the president or by the Board.

Board Meetings

Regular meetings of the Governing Board will normally be held on the first Monday of each month, unless the Board decides differently. If that date is a school holiday, the regular meeting will be held on the following day. The date of a regular meeting may be changed by action of the Board as provided by law, provided that every member is notified of this change. Notices of meetings will be mailed to each Board member five (5) days before each scheduled meeting. The school will also publish the agenda and notice of meetings in the weekly Rio Grande Sun, and post a copy of both on a public bulletin board in the school, in order to invite community and professional educator involvement. Meetings will be conducted according to Roberts Rules of Order, unless the Board adopts another set of rules. The by-laws will set forth the policies and procedures of the Board as well as the model of governance and the number of votes required for an action matter to be approved by the Board. The by-laws will also set up the structure for standing and ad hoc committees, such as for finance, curriculum and school polices. It will be through motions passed and adopted by the Board that that the composition, governance and operation of the Board and its committees will be implemented. The by-laws will also establish the relationship between these committees, the Board and staff. Professional development of the Board and its committees will be handled through motions passed and adopted by the Board. Professional development will include the 5 hours of mandated training and one day retreats as needed. A special Board meeting may be called by the Board president, by a quorum of the Board members, or by written petition of the Principal. Advance notice will be given in accordance with the Open Meetings Act. A majority of all members of the Board will constitute a quorum.

Decisions will be made in the following manner: Members of the school Board will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The school Board will have the authority for policy and operational decisions of the school. However, the school Board does not intend to manage daily school activities. It is the school Principal's primary responsibility to run day-to-day school operation.

To operate a successful charter school, each board member must understand and accept the specific duties and responsibilities that come with board directorship. Key responsibilities include the following:

- Consistent attendance at regular board meetings,
- Participation as an active member on it least one committee when need arises,
- Participation in the fund-raising activities of the school in a manner appropriate for that board director; and
- Preparation in advance before regular board meetings by reading and studying materials sent in advance regarding key actions the board is expected to take at the next meeting.

When the above procedures and protocols are followed, the Board is anticipated to serve and to maintain proper discipline at its meetings. If there is a lack of decorum at a Board meeting, it is expected that the President may call for a recess and attempt to address the problem with the individual who is causing the disruption.

Committees

Initially, the committees that the school will utilize are the Finance Committee and the Parent Teacher Committee. Additional committees, as stated above, will be formed within the first 6 months of operation. The Finance Committee will ensure that the school is following sound financial policies and reviewing the monthly bank statements of the school This committee will also assure that the school is following state and federal guidelines. This committee will meet with auditors as needed and make recommendations to the Board if questions or concerns need to be addressed following an audit. The Parent Teacher Committee will maintain a liaison between faculty, administrators and parents to assure that the reasonable requests of members of these groups are being addressed and to perform general oversight duties that all employees of the school are following the directives of the approved Charter.

Selection

As vacancies occur on the Board, the remaining Board members will meet and discuss the procedure for finding and selecting a new Board member. Emphasis will be given to those background traits that the Board determines would best serve the immediate and future needs of the Board and of the school. The Board will use the student newsletter to allow parents to also suggest a candidate, and the school may also advertise in local media. The candidate will be interviewed at a public board meeting and a vote will later be taken to admit the candidate as a new Board member.

Discipline

It has been reported in New Mexico that Board members have either conducted themselves in rude ways (or worse) at public meetings, have overstepped their authority (or attempted to do so) either at Board meetings or in the office of the Principal, or have hurt the reputation of the school by their private lives. This is a sensitive area to dive into. Initially, if there is any matter involving a Board member that fits these categories, the President (or another Board member if the matter involves the President) will address this matter privately in an attempt to resolve it with the least amount of damage. If this is not effective, then the matter must be addressed at a Board meeting, and depending on the matter, it could be addressed in Executive Session, but only if it is a matter that fits the appropriate definition. Finally, if the member must be removed from the Board, then the by-laws must be followed.

Removal

A Board member can be removed by a majority vote of the Board members if that member has missed three consecutive Board meetings without an excused absence, and only after that member has been given 14 days' advanced notice of the action to remove him/her at a publicly held meeting. The member will be given the opportunity to speak. Otherwise, a Board member can be removed if that member has been found to have taken an action which seriously harms the safety of any member of the school, using the same notice and hearing procedure as stated in this paragraph.

Total Points Available	Expectations
8	A complete response must • Include governing body bylaws in **Appendix A**; and • Summarize <u>key</u> governance components in the application response as follows: ○ **Membership structure (number, roles, length of terms)**

	○ **Officer structure (roles, election process, responsibilities, length of terms)** ○ **Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms)** ○ Member selection, discipline, and removal processes.

INDEPENDENT REVIEWER EVALUATION: There is no mention of the selection process for either board members or committee members for the Finance or Parent Teacher Committee. They are missing an Audit Committee and the GC needs to identify a Treasurer role. This section was rated as **"Approaches the Criteria"** by the Team.

-A. (2) Enumerate the qualifications desired for governing body members that will ensure the proposed school's governance is competent to operate a public school. Provide a **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of the proposed school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (e.g., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations).

APPLICANT RESPONSE: The School's Board is composed of the members of the former Carinos Charter School. Their dedication and tenacity to take on many challenges and obstacles over the course of over 10 years has proved their dedication to the educational challenges present in their community. Their skills include: serving as a Board member of the Espanola Public School District, serving as a City Council person for the City of Espanola, serving as County Attorney for Santa Fe County, serving as a leader in education and focusing on Native American education for over 40 years. This collective group has worked effectively together and is prepared to learn from past experience in organizing and directing a new charter school with the goal of serving at-risk students. Carinos Charter School began as a dual language school with a focus on animals and agriculture, a strong part of the culture and tradition of the Espanola Valley. And over the years of the school's operation, the Board saw the compelling need to admit more and more at-risk students. In order to start anew with a charter specifically drawn to fit this specific need with innovative ideas, this Charter is being proposed.

The issue of the circumstances surrounding the closing of Carinos must also be addressed, since the same Board members are proposing this Charter. The history of Carinos is one of great successes and constant battles with the local school district. Carinos' greatest vindication came with the settlement of a lawsuit against the local school district which resulted in the school district being required to deed its administration building to Carinos, and this building became the home for the school and its base of operations. Enrollment maintained a healthy number, faculty was content, and students were being given quality instruction.

As stated above, the school focused more and more on at-risk students, under the requirements and standards of the former charter. This resulted in the school not being able to maintain acceptable test score results. But the fatal blow came when a disgruntled teacher took it upon herself to phone the families of students and to convince them to withdraw their students. Many did; too many did that it was not possible for the school to financially stay viable. Some might see this as a failed effort on the part of the school and its Board. Others might see it as an opportunity to start anew, to build on past

successes, and to craft a school to address the needs that Governor Lujan-Grisham is spotlighting at-risk students and their attendant needs. Some Boards would have walked away from the entanglements. We are ready to go forward and serve our community and those students who are very much in need of this school.

The names of the four members of the Board are:

Dr. Juanita O Cata was born October 29, 1937, at Fort Defiance, Arizona, and is a member of the Ohkay Owingeh Pueblo Indian Tribe. She was awarded her B.S. Degree in Education in 1961, her M.A. Degree in 1967 and her Ph.D. in curriculum and instruction in 1977 from the University of New Mexico.
Her professional experience includes six years as an elementary teacher and four years as a research assistant. From 1972 to 1992 she served as Director ff Education for the Albuquerque Area Office of the Bureau of Indian Affairs. From 1992 to 1996 she served as Education Line Officer for the Northern Pueblos Agency of the Office of Education Programs. She retired from the BIA in August. 1996. She was then the Coalition Leader for the N M Tribal Coalition for the UCAN/RSI project from its inception in 1994 to 2000.Although she has retired, Juanita is still actively involved in education currently serving on the Tribal Ohkay Owingeh Board of Education and on Governance Board for Carinos Charter School from 2006 to June 2018 when that Board decided not to apply for Charter renewal.

Isaac Media is a small business owner who manages his own subcontracting business in the Espanola Valley. He has owned and operated his own business for over 25 years and has made it a family-based business. His involvement in public education began with his direct parental involvement with his own children in the Espanola Public Schools. That led to him running for a position on the Espanola Public School District and winning his election. His tenure was marked with nearly perfect attendance at all Board and Committee meetings. After his tenure expired, he was asked to serve on the Board of Carinos Charter School. His knowledge and expertise gained with EPSD allowed him to lead and guide Carinos through many administrative procedures and allowed him to help manage that school's budget. His gentlemanly demeanor also helped maintain a good working relationship with EPSD.

Carla Martinez has served as a member of the City Council of the City of Espanola. She also has worked at Los Alamos National Laboratory for 33 years in a financial review position. She brings these talents and experiences to our Board, as well as having served on the Board of Carinos Charter School. She, along with every member of our Board, has direct Board experience with Charter Schools and therefore this makes this Board unique in its charter school experience.

Fr. Terry Brennan and Dr. Juanita Cata were the initial organizers of Carinos Charter School and saw it through its formative years of operation. He practiced law in Washington DC, Virginia and New Mexico where he served the County of Santa Fe for four years as County Attorney. He has experience in management and community relations during the 20 years he has been a priest and pastor. He is on the boards of three other non-profit organizations and took the lead in opening a women's long-term drug and alcohol rehabilitation house in Northern New Mexico and still serves on its board.

Board members will hold office for a four-year term, except for the parent representative who will serve a one-year term. The terms for the other four Board members will be staggered, and

at the initial Board meeting, the members will decide what two members will serve a two-year term and which two members will serve a four-year term.

It will be the intent of the Board to increase its size to 7 members by the end of the second year of operation.

This Board has worked over the years for the advancement of student academic achievement by overseeing the progress of Carinos Charter School. They have shown dedication by faithfully attending long and special meetings. They have worked together as a cohesive team without dissention and with respect for each other. Knowing how a charter school operates by having operated one is of great value. This board is aware of legal obligations regarding charter schools because they have been challenged in this regard; they have filed applications to renew the charter of Carinos. They have come up with practical ways to balance the budget of Carinos year after year, in the face of multiple challenges. Having worked with a Principal over the years to oversee the best operation of the school, they are in a position to know what to look for in the incumbent position.

Total Points Available	Expectations
4	A complete response must • **Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership;** • Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school; • Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require; and • Specifically address how the governing body will have the skills to ○ Ensure student success and academic achievement; ○ Oversee the stewardship and management of public funds and responsible government accounting; ○ Ensure compliance with legal obligations related to government organizations and public schools; ○ **Select and oversee a qualified and highly effective school leader; and** ○ Support the applicant team in moving from an application to a fully operational school.
INDEPENDENT REVIEWER EVALUATION: A plan for more legal expertise on the team, or for having access to legal advice when needed, would be reassuring. There was not a clear	

process for recruiting and hiring a highly qualified and effective school leader. This section was rated at **"Approaches the Criteria"** by the Review Team.

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how governing body members will be recruited, evaluated, and selected as vacancies arise.

APPLICANT RESPONSE: **As shown above, Esperanza has four Board members who have crafted the mission of Esperanza based on their knowledge and experience of the educational needs in the Espanola Valley through direct, hands-on involvement in direct-service education in the Valley. This creates a unique and valuable asset when it comes to Board composition. Their passion and dedication for a charter school operation has abundantly been demonstrated. Single mindedly, they will assure that the mission of the school is followed and attained. The Board is used to having a strong and active working relationship with the Principal, and this pattern will continue. The Board is unique in having had direct experience for years of crafting and overseeing the school's budget.**

The Board is also singularly qualified to search for and to bring on board qualified Board members, since they have accomplished this at Carinos over the years. They have recruited, they have interviewed, they have developed the right questions to ask the candidates. Presently, their collective skills and backgrounds cover the following areas: education, marketing, finance, government management, strategic planning, grant writing, counseling and community outreach.

When selecting a potential candidate for a Board position, the Board will provide the candidate with one year's budget and financial statement. The by-laws, curriculum, and mission statement will also be given. The candidate will be asked if he/she would like any other information, such as minutes of the last years' Board meetings. The candidate will also be given a written statement of the expectations of a Board member, including the necessity to attend all meetings and to come prepared for the meetings by reading all Board packets and asking questions to the appropriate person before and at the Board meeting. The entire Board will have ongoing input in this letter.

Letters of interest by candidates will be received by the Principal and forwarded to the President, who will not pre-screen them but will pass them on to the entire Board. There will be no discussion of the candidates that would violate the Open Meetings Act. As long as the Board membership is 5 or less, it is not practical to form a committee for screening candidates because it would only consist of 2 persons. Better is to bring the candidate to meet the Board at an open meeting and to allow parents and other interested persons to view the candidate all together. If this system works, as it has in the past with Carinos, it will be continued, even after the Board increases in number. So be it by a recruitment committee or by the action of the President of the Board, the school will reach out by public media, e-communications such as Facebook, school newsletters, and direct requests to candidates who seem to be helpful to the school. The initial contact will be done under the direction of the President either by the President, a Board member, or the Principal. The candidate will be told if his/her particular skills that would enhance the Board. The candidate will be asked to submit a resume and a letter that details why the candidate is interested and what skills can be relied upon by the school. If the candidate would like a site visit to the school, the Principal will arrange this.

When questioned, the candidate will be asked to specifically discuss his/her background in finance and budgets, serving on Boards, community involvement, prior experience in public or private school education, even as a volunteer parent. Another question will be what should be the future goal of our school, as well as experience with at-risk students.

To continue an ongoing recruitment process, all contacts with prospective candidates will be maintained in an office file for future reference. Board members may add names of candidates as they meet people in the community and have concluded that such a person would make a good Board member. These files will be reviewed every two years to update them or purge them and will be a resource especially if there is an emergency vacancy.

Because of the necessity to have a full and active Board, whenever a vacancy occurs, the process of contacting candidates will begin within 3 days of the notice of the vacancy with the President taking the initiative to start the process of contacting candidates from the modes listed above. At the next regularly scheduled Board meeting, this matter will be placed on the agenda for either discussion or action, with the stated goal to fill the vacancy within 45 days of the vacancy. The challenge will be to vet the candidate within 45 days of the vacancy. Oftentimes in the Espanola Valley, the background and qualifications of persons active in the community are well known. For these candidates, the vetting process will be easy; the prior engagements of the candidate are easy to trace and to make appropriate contacts. For others, the process may be slightly longer, but with due diligence, it will be done.

Total Points Available	Expectations
8	A complete response must • Identify a **regular and on-going** governing body recruitment process, including identification of action steps, timelines, and responsible parties; • **Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties;** • Describe how the processes will ensure that all governing body vacancies are filled within 45 days; • Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2); and • **Describe how the processes will ensure that governing body members are vetted appropriately** to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service.
INDEPENDENT REVIEWER EVALUATION: The recruitment process described is not regular or ongoing; there is not formalized rubric or way to determine board needs in terms of expertise. A more thorough vetting process would help the Board maintain its cohesion as it grows. The Review Team rated this section as **"Approaches the Criteria."**	

B. Governing Body Training and Evaluation.

B.(1) Provide an **ongoing**, **clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.
APPLICANT RESPONSE: *Fortunately, our present Board has attended and benefitted from Board training offered by the PEC. Our Board has also attended conventions of the Charter School Association held at the Marriott Hotel in Old Town every year. Every member of our Board is committed to ongoing training. Our Board has attended training on the Open Meetings Act, and therefore understands the importance of continuing training on this Act; it provides the public with clear and non-secretive witnessing of the process as well as the decision on matters of public interest, and it is possible to unwittingly violate this Act; hence, ongoing training is needed. The Board will review the Open Meetings Act every year, pass a Resolution to that effect, and look for opportunities to learn more about this Act.* *The President, in conjunction with the Principal, will be tapped into the notifications that are put out by NMPED and the Charter School Coalition for Board training opportunities in addition to the ones offered at the annual convention. Our Board will take advantage of these learning opportunities.* All new members to the Board must complete 10 hours of governing body training as required by NMSA Sec. 22-8B-5.1 and New Mexico Administrative Code 6.80.4.20. This training by the Public Education Department, instructs on school governance, ethics and responsibilities, charter school fiscal requirements, understanding and evaluating curricula, open government requirements, and legal matters. These courses are offered specifically for new Board members and at times and locations convenient to all. Our Board members, old and new, will be informed of these classes. The Secretary of the Board and the Principal will keep track of attendance at these classes and will present them to PEC if asked. The Santa Fe Chamber of Commerce offers training for non-profit Boards on how to conduct meetings. Although our Board has fared well in this area over the years, it will be recommended that, as we begin a new life as a new school, we go together to attend this training as a group-building experience. Because the cost of these trainings is either free or minimal, the school budget will reimburse the Board members when these trainings take place in New Mexico. The Board will schedule an annual meeting at which time they will review the classes that each member has taken for ongoing training and assure that sufficient training has taken place. If it has not, the President will investigate immediately the sources for Board training and will schedule this for the Board members who are lacking. In particular, the President will review the classes that have been taken and look for a balance in classes that pertain to budget, financial management, administration, curriculum, Open Meetings Act, and any other area that pertains to the operation of our school.

▪ **Total Points Available**	▪ **Expectations**

4	A complete response must • **Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties;** • **Identify a plan for annual governing body training, including action steps, timelines, and responsible parties, include how it will be tracked and monitored.** • Describe **how the plan will identify governing body training needs**, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year; • Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and • Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.
INDEPENDENT REVIEWER EVALUATION: The Review Team rated this section as **"Approaches the Criteria."** The onboarding process is not described in detail here and is missing for new or incoming members. There is no process for tracking of training completed by board members. These activities are budgeted for.	

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

APPLICANT RESPONSE: *In training that the Board has received by PEC, the Board fully understands and accepts its responsibility to remain accountable to the state of New Mexico who will be our authorizer, to all federal and state laws, to the parents of the students, and to the students themselves who, through our mission statement, can expect to receive what we promise to deliver. We are fiduciaries of government / public monies, and we are charged to deliver what we promise and what by law we must abide by. We must follow best practices that have been established in our industry and use due diligence at every step of the way. Our high standards of performance will be proved and enhanced by those we hire; in particular, the Principal, and again by those he/she hires and who are under his/her direct and sole supervision. The Board will continue to give clear policy statements to the Principal who will be held responsible to implement them. The Principal will assure and be accountable for the following of sound management and operational practices. The Board will expect this and probe into this area to assure that its high standards are being met.*

The Board will also look for areas of collaboration between staff and the Principal, as well as between the students and their families and the Principal. There must be a safe environment, the prompt attention given to complaints, and a recognition by the Principal of the value of our employees and their ideas.

These modalities are set forth here because this directly identifies one of the roles of our Board and how we will analyze ourselves. If we are creating a climate of cooperation and leadership from the top down and from the ground up, then we are more likely to fulfill our mission. Our mission is directly tied into how our staff performs, individually and as a team. And if there is a breakdown in this area, then the Board has to claim ultimately responsibility.

Annually, the Board will also analyze the data requested for Board review which includes: first day enrollment; additions and drop outs of our program; changeover in staff; testing results; attendance schedules of students and staff; complaints; requests from staff for Board consideration of such matters as curriculum; funding; discipline policy. The Board will also analyze the operation of the PTA. By scrutinizing the issues, successes and problems in each of these areas, the Board can self-assess whether it is providing good leadership and is properly listening to and taking proper Board action to address the needs of the School.

The Board will also look into any issues related to legal matters, insurance matters, health and safety, and all aspects of meals served. If there have been any complaints leveled in these areas, the Board will ask the Principal how they were handled.

In particular, the Board will spend a focused time every year on the overall performance of the fiscal management of the school. Every month, the Board will review financial matters, but once a year, the Board will analyze itself to see if it has spotted trends that may financially affect the school, taken proper action to safeguard the monies entrusted to it, and followed sound financial practices.

Annually, the Board will look at the physical plant to see if it has planned wisely for repairs and improvements.

The Board will look at its own members' attendance at Board and Committee meetings, as well as at trainings and conventions. This will help the Board to give itself an honest appraisal of its own goal of living up to high standards of Board activity.

Ultimately, the Board must ask itself if it is leading the school to fulfill the mission of the charter. This conclusion will be based on honest assessments of all the above categories and more; it will ultimately serve as a reward for the Board or a source of embarrassment with the need to recommit to these core and fundamental practices.

The Board will make written findings in all of these categories and this will serve as a means of self-correction and improvement for the year ahead. The findings will include action steps to take, a timeline to take them in, and the names of responsible parties to accomplish the tasks at hand. In this way, the Board will know that it is taking appropriate steps to offer the community a quality choice for education with a transparent operation to reassure the continued progress of the school.

Total Points Available	Expectations

8	A complete response must
	• **Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards;**
	• include action steps to obtain feedback from, at a minimum, parents and families and all willing staff;
	• The plan must include action steps to evaluate the effectiveness of the governing body in the following:
	  ○ maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2)
	  ○ meeting all training requirements
	  ○ ensuring student success and academic achievement
	  ○ ensuring fulfillment to the school's mission
	  ○ overseeing the stewardship and management of public funds and responsible government accounting
	  ○ ensuring compliance with legal obligations related to government organizations and public schools
	  ○ selecting and overseeing a qualified and highly effective school leader
	  ○ **addressing grievances received from staff and parents and families; and**
	• **Describe how the identified plan will focus on and support continuous improvement.**

INDEPENDENT REVIEWER EVALUATION: It is not clear from the narrative what formal framework will be used for the Board's self-evaluation or by what mechanism they will gather and receive stakeholder feedback. The action steps requested here are not in evidence and possible cost of training was not addressed although it appears in budget. The narrative is missing explicit alignment with the school's mission and does not include grievance process	

from parents or community members. The section was rated at **"Falls Far Below the Criteria."**

C. Leadership and Management.

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.

APPLICANT RESPONSE: *The Board will monitor the financial, organizational and academic outcomes of the school primarily through the monthly Board meetings that it will hold, supported by the monthly reports of the Principal in each of these three delineated areas. Over time, the Board and the Principal will determine the specific items that the Principal will cover in each monthly report, but at a minimum, the report will contain: Academic: current student enrollment; incident reports of note; test results; current report on the health of any and all animals in the program; crop reports; Farmer's Market report; results of any teacher/parent conference; complaints received and how they were resolved. Financial: how the monthly expenses matched up to budget projections; needs for BARS adjustments; any future anticipated expenses not budgeted for; preparation for audit, if any are being done. Organizational: staffing; office procedures and smooth operations; building maintenance; upcoming events. In addition, if there are any special or emergency matters in any of the above categories, the President will decide in which way to appropriately inform the Board and whether a special meeting is necessary or whether to include the matter in the next Board's agenda. Matters of significant health or safety are those that might need to be immediately addressed either by action within the authority of the Principal after having informed the President of the situation, or it may require a special meeting of the Board. This will be handled in the discretion of the President. Other matters that may require a special meeting will be decided by the President whether to convoke a special meeting or to wait till the next scheduled meeting.*

The monitoring plan will ensure that the school is meeting its mission first of all by addressing all concerns, either by direct Board action or by monitoring the actions taken by the Principal in all matters of health and safety. There can be no dereliction of duty or postponement of action in this area. Next, the Board will hold the Principal responsible for correctly and timely reporting to the Board on all tests that the students have taken and on all rest results. A discussion by the Board will then ensue, involving the Principal and anyone the Principal wishes to be present to address the Board, to help analyze the successes or shortcomings of the school, based on the test results. The Board believes in the importance of data driven test results and will not lightly entertain excuses; on the other hand, the very nature of a school geared toward special-need and at-risk students means that there will be logical and reasonable reasons that need to be heard when it comes to analyzing test results. The Board will then direct the faculty and the administration will then determine action steps, timelines, responsible persons to effectuate needed changes if the Board determines that changes must be made. The Board will then decide whether to approve the action item proposed or to recommend that more changes be made before approval. The Board will give the procedure a reasonable amount of time to perform this task, but generally not longer than 2 months. The responsible party will generally be the Principal to deliver an action plan, because it is only the Principal who is directly accountable to the Board. If the action plan involves the need for outside intervention, the hiring of experts, the paying for additional training, then the Board will give serious consideration to these recommendations and understanding that oftentimes outside intervention is

needed, the Board will make a proper decision. If there is no adequate solution to the problems presented, then the Board should seriously consider not renewing the contract with the Principal.

The major areas of Board concern, after health and safety will be: test scores and continued improvement in student achievement; proper relationships between teachers, the Principal, students and families; delivery of outcomes from vendors; proper implementation of fiscal policies; timely payment of debts; proper answering/ resolution of complaints; teacher satisfaction with job environment and support from the Principal; response by office personnel to the public. The Board expects to be informed by the Principal of any matters that pertain to these areas of operation. The monthly agenda will include discussion of each of these three general areas of academic performance, organizational performance and financial performance, and the Principal will be expected to address questions in these areas, including the ones listed above. If these matters are addressed in a sufficiently acceptable way, then the Board can be reasonably assured that the school is meeting its mission, providing a quality education and is acting as a responsible public entity with public funds being properly accounted for and expended, with an organization that attempts to make its employees satisfied by addressing its legitimate concerns by the Principal and by the Board's oversight; and that the concerns of the parents are also being addressed by an office and staff that have their best interests at heart and who respond to them quickly and completely.

Total Points Available	Expectations
12	A complete response must • **Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards;** • Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and • **Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity.**
INDEPENDENT REVIEWER EVALUATION: This section was rated as **"Approaches the Criteria"** by the Review Team. There is no mention of what measures or data points would indicate to the Board that there is a need for corrective action on its part.	

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school**. Include **evidence of a clear plan** (e.g., job search process, timelines) to hire and evaluate a highly qualified administrator no later than July 1.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

APPLICANT RESPONSE: *Criteria and Procedure to Select Principal*

The school will advertise one week after charter approval for the hiring of Principal. We may also use a consultant in order to locate the best person for the job. The State of New Mexico maintains a well-used and highly efficient job bank, on-line, that we will use. We will also advertise on social medial for this position. We will advertise in the Albuquerque Journal, the paper having the largest statewide distribution.

He or she must have qualifications that align with the school's academic program. Ideally, the incumbent would have supervised special ed teachers or have taught in this area. Lacking these credentials, a candidate who has 5 years' experience as a school administrator and who has demonstrated outstanding characteristics as a proven leader, a good listener, a public relations charmer, a financial background with school budgets, would qualify for an interview. The Principal must be a Level III Principal. The Board will check all references. The Board will review all resumes for compatibility to the job description and will schedule interviews with the top candidates. The vote of the Board will decide who to hire as the Principal. The Principal will be hired within 3 months of the initiation of the hiring process.

Besides experience in the field of education the Principal should possess strong and capable leadership skills to be effective in a charter school environment. The following points are characteristics of a principal who will be sought after: being a relentless achiever, demonstrating potential for instructional leadership, being self-aware, having respect for others, possessing the ability to prioritize, remaining flexible and inspiring others, knowledge of resources in the educational community, including people; knowledge of curricula. Ideally, the candidate will have raised farm animals, at least have a dog, and a garden.

It is through the job reference calls/ interviews that we will conduct that we can discover other important traits that the candidate should possess, traits that will not always be exhibited in an interview or on a resume. These include: being a team player (the ability to honor the ideas of others and not seek all the glory; not blaming others or seeking excuses for failures); someone who is a fair decider of issues and disputes; someone is not fickle or unpredictable; someone who is honest and can be relied upon to follow up on what is promised; a worker who is organized in mind and on his/ her desk and file drawers; a person who does not raise one's voice to make a point or to get one's way; someone who overcomes disappointments or insults quickly and completely; someone who makes the time to meet with someone and does not rush through the meeting; someone who answers phone calls, texts and letters promptly; someone who can arbitrate a dispute; someone who garners respect; someone who knows how and when to laugh; someone who can make someone else's ideas as important his/her own; someone when another is done talking can actually remember what that person said and can ask an intelligent question in reply…and does!

Resumes of all candidates will be retained in the event of future need.

Total	Expectations

Points Available	
12	A complete response must • **Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards;** • **Identify all leadership characteristics and all qualifications the head administrator must possess;** • **Explain why and how the identified leadership characteristics and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public school;** • **Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school;** • Describe how the identified process will ensure the school is able to identify and hire a highly qualified, licensed administrator no later than July 1, 2018; and • If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.
INDEPENDENT REVIEWER EVALUATION: The school's response does not fully explain if a scoring mechanism is used to evaluate candidates or if this same process would be followed at any time there is a principal vacancy or how it is an ongoing process; there is not a clear explanation of the qualities desired and their alignment to the school's mission/vision. The timeline for hiring is not addressed. The Review Team ranked this section as **"Approaches the Criteria."**	

C. (3) Describe how the governing body will convey and distinguish their roles and responsibilities with those of the proposed school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as **Appendix B**.
APPLICANT RESPONSE: *Any candidate for the Principal should already have experienced, either directly or by observation, the roles and responsibilities of the Principal and the Board. Nevertheless, the Board will remind the candidate during the interview, that the role of the Board is to oversee the operation of the school and not to be involved with the day-to-day operations of the school: that is the sole job of the Principal. The Board is to oversee the financial operation of the school, to be sure that the funds are being used for the intended purpose as authorized by the Board, and not even the Principal can make or encumber expenditures that are not approved in the budget. And it is the function of the Board to hire and to direct the course of operation for the Principal to follow, but not to micromanage or in other ways to tell the Principal what to do in the performance of the job; a well-defined job description will do that, and it becomes the contract with the Principal and the basis for his/her evaluation.*

Total Points Available	Expectations
4	A complete response must • Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator; • **Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application; and** • Attach a job description in **Appendix B** that includes the following: ○ Lists all major responsibilities of the head administrator ○ **Includes responsibilities that are unique to charter school leaders** ○ **Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy** ○ Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications.
INDEPENDENT REVIEWER EVALUATION: There is no mention of how the Board will determine if the Head Administrator or Principal has a full grasp of the school's charter contract. Additionally, the job description attached does not address duties specific to charter leaders or duties specific to the mission and vision of the school. The section was rated a**s "Approaches the Criteria."**	

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.
APPLICANT RESPONSE: Board's Annual Review of the Principal The Board will evaluate the principal by the end of December annually in compliance with New Mexico State Statutes and Public Education Department Standards. The process and criteria that are mutually agreeable to the Principal and the Board of Directors will evaluate the effectiveness as it relates to the policies/procedures and regulations promulgated through the Board as well as how well the Principal has performed according to the Principal's contract and the requirements that the Board has placed upon the Principal at its Board meetings. The Principal will be informed by the end of January whether he/she will be rehired by the school. The Principal will be informed, in writing, that the criteria for evaluation will include the following: maintaining the numbers of students so as to make the school viable; overseeing and working toward maintaining the health of the animals in the school' custody; expanding the types of animals and agricultural crops; working toward improving test scores; reducing truancy and absenteeism; hiring quality teachers; not missing meetings with teachers and families; establishing partnerships with health care providers such as acupuncturists for the care of our students in need of this service; assuring the efficient delivery of services for food and transportation; attending all Board meetings; scheduling training for the Board, teachers, as needed. Negotiating best prices from vendors. Faring well on teacher surveys and parent surveys. Keeping a balanced budget. Assure that the facility is always safe and clean. Meet all state and federal law requirements.

Total Points Available	Expectations
8	A complete response must • Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria; • Include action steps to evaluate the effectiveness of the head administrator in the following: ○ ensuring student success and academic achievement ○ ensuring fulfillment to the school's mission ○ overseeing the stewardship and management of public funds and responsible government accounting ○ ensuring compliance with legal obligations related to government organizations and public schools ○ addressing grievances received from staff and parents and families; • Describe how the plan specifically takes into account the mission and goals of the proposed school; and • Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.
INDEPENDENT REVIEWER EVALUATION: This section was ranked as **"Falls Far Below the Criteria."** There is no evaluation plan presented and the application does not reference either NMTEACH and HOUSSE standards for principals. The written policy and attached document	

don't match each other. The attached head administrator evaluation policy is dated from 2010.

D. Organizational Structure of the Proposed School.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.
APPLICANT RESPONSE: attached

Total Points Available	Expectations
8	A complete response must • Include an organizational chart; • **Include a narrative that describes the structures and relationships represented in the organizational chart;** • **Include all entities essential to the operation and success of the proposed school; and** • **Reflect an understanding of the appropriate relationship between each of the relevant entities.**
INDEPENDENT REVIEWER EVALUATION: This section was rated **"Falls Far Below the Criteria."** The chart shows the PTA as hierarchically above the Principal, which seems problematic. There is no narrative accompanying this chart as required by the prompt; this response is not demonstrated as clear, comprehensive, cohesive or reasonable without a narrative description of the chart provided. Esperanza gave no descriptions for positions or how they work with each other in alignment with the goals of the school.	

D. (2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and **appropriate** reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as **Appendix C**.	
APPLICANT RESPONSE: *attached*	

Total Points Available	Expectations

4	A complete response must
	• Identify the following:
	  ○ all certified and licensed staff identified in the application
	  ○ all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school
	  ○ any non-traditional roles or positions;
	• Describe why the identified roles are key to the operation and success of the proposed school; and
	• **Attach staff job descriptions as Appendix C for all of the positions identified in the application response and include the following:**
	  ○ List all major responsibilities of the positions
	  ○ Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy
	  ○ **Identify all hiring requirements including qualifications and licensure or certification**
	  ○ **Identify reporting lines ("reports to") that aligns to the organizational chart.**

INDEPENDENT REVIEWER EVALUATION: Meets many of the requirements listed, but omits mention of licensure and qualifications needed to be eligible for each job described and reporting lines. The job descriptions are from Trinity School. The section was rated at **"Falls Far Below the Criteria."**	

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs, is **reasonable and adequate** to support effective and timely implementation of the academic program/curriculum, and is aligned with the budget and projected enrollment. Include evidence of a clear plan (job search process, timelines etc.) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE: Staffing Plan

The school will begin by hiring a Principal. The Principal will then hire the teaching staff. They will not overlap in their areas of expertise but will be able to complement each other in the subjects they can teach. This will also be the time when the Principal starts to plan for the orientation of the teachers, including a solid explanation of the mission of the school. This is an ideal time for teachers to get to know each other on a personal basis, and the Principal can introduce "ice breakers" and other group activities to accomplish this.

This is also an ideal time for the Principal to start to learn the strengths and weaknesses of the faculty, which ones are the leaders, which ones can be mentors. The Principal will assess the strengths and weaknesses of the faculty in order to start to plan efficient staffing and various roles and responsibilities. It may be discovered that certain teachers have talents that can be helpful to the school and enjoyable for the teacher to perform. This is especially with the animal and agriculture program: to find teachers who love these areas as their own hobbies and would like to be actively involved would enhance the program.

Simultaneously, the Principal will interview and hire the administrative staff and supporting positions in the school. The following year, the school will hire new teachers to cover the next higher grade level. In year two, an additional office staff person will be hired as Business Manager. In year two, the school will hire a part time janitor. By years three through five, this position will be full time. The school will contract for special education nurse/ healthcare provider, and other types of required service providers, as need be.

Because of the special needs of the student population we plan to serve, the Principal will also assess the needs of the school for specialists and part time tutors, as well as after school staff. The Board will not impose quotas or numbers on the Principal, but will work with the Principal and the budget to accommodate the needs as they develop.

Pupil-teacher ratio**.** There will be one certified teacher for every 20 students.

The posting of notices for hiring will take place in October of 2019. We will extend our search to Northern New Mexico College and to our major universities, including Highlands and UNM with specific ads to be posted through their respective offices. Our goal is to have commitments from teachers in written form by May 2020. Our Principal will also attend hiring fairs and similar events when hosted by colleges. The Principal will develop promotional material in the form of written explanations of the mission of the school. Special ed instructors at our major colleges and universities will be contacted for them to get the word out to their sources that our school is geared toward special ed students. Our Principal will follow up with any leads or strategies that are received when it comes to searching out teachers who would fit well into our program. This process will start in October 2019 and continue until March 2020. The school will post job openings on Indeed, the web site developed by the New Mexico Department of Workforce Solutions as another popular and statewide job search resource.

When positions become vacant, the Principal can rely on the contacts made in the initial search process, assess the productiveness of them, and decide how to proceed. The resumes previously submitted can be used as a point of contact also.
One key to having a strong staff in place by the start of the school year is to be pro-active early on in the process. That is why advertising for the positions will occur in October 2019. The Board will remind the Principal that one of the top priorities is the recruitment and hiring of qualified teachers and staff.

After the Principal has received resumes and other forms of applications, the Principal will screen the information to be sure that any candidate who is interviewed will have the proper credentials. The candidates will first be contacted by phone in order for the Principal to make an initial determination whether an interview would be productive. If so, then the interview will be scheduled promptly. Once a candidate is selected, a letter of intent or of employment should be signed as soon as possible. The letter will be contingent upon a thorough reference and background check, and the Principal will actively undertake these duties. If all matters appear satisfactory to the Principal, then the candidate will be given an offer letter that will serve as the school's part of a contractual relationship with the candidate.

A similar process will be undertaken by the Principal for all other hirees, adapted as is appropriate to the mode most appropriate to locate administrators, part time employees, etc.

Despite being a smaller school, our needs for professional help are as needed as any school. Some employees prefer working at a smaller institution and we will attract some individuals in that way. Also, at least for the first years of operation, if our class size is small, then some of our administrative needs can be contracted out our a person who can multi-task can handle several responsibilities until those tasks become more needing of additional hours to complete. We plan to hire an office administrator who can handle the secretarial duties for the President and who can also work with billing and records. We plan to contract with a business manager who can perform our work on a part-time basis and not require employee benefits.

Our staffing plan outlined above in this section is aligned to the budget proposed in this application and that is based on the SEG funds calculated in the Form 1095, which is based on projected enrollment of 20 students per grade level. To support this, we will employ two classroom teachers per grade; with an increasing number of enrichment teachers each year as the number of classes grows. The number of special education teachers increases over the first four years to accommodate providing services to the population of student with special needs as the school grows.

Total Points Available	Expectations
8	A complete response must • Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties;

	• Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time; include how the school will recruit and hire highly-qualified licensed staff; • Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/curriculum during the planning year and for all subsequent years; • **Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and** • **Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.**
INDEPENDENT REVIEWER EVALUATION: It is not clear what the recruitment or hiring process will be or who exactly will be involved with this work. There is a misalignment with the budget; the budget shows they will have teachers and EA's in year 0, which is a planning year with no SEG funding. The application doesn't discuss how the hiring of staff goes along with their mission statement. The Review Team rates this section at **"Falls Far Below the Criteria."**	

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements and supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

APPLICANT RESPONSE: Professional Development

The School requires all instructional staff to engage in on-going professional development activities. These include, but are not limited to, courses of study, independent study, attendance and presentations at professional conferences, and language development. Professional development procedures include in-service days for teacher training and development during the academic year; payment by the School of job-related training and seminars, and encouragement given to the teachers and staff to grow educationally.

It is the role of the Principal to schedule and to equip the times of professional development so as to meet the needs of the teachers, and thereby meet the needs of the school. It will be the role of the Principal to 1) observe through test data and direct observation of classroom dynamics; 2) meetings with teachers, and 3) keeping updated with trends and learning opportunities in the field of education to determine what particular courses and other studies would best benefit the teachers, and then to organize the presentation of material for the accomplishment of this goal.

These professional development programs will take place: during appropriate times in the two weeks before classes begin; during the four Professional Development days that are on the school's calendar; and as needed by a particular teacher.

The Principal will assure that all training that takes place aligns with the New Mexico Admin. Code Sec. 6.65.2 8 and Section 6.65.2.10. In particular, classes, seminars and other presentations that focus on at-risk students and special ed will be given special attention. Depending on the observations of the Principal, other needed courses of study will be sought or presented on-site through the Principal bringing in trained professionals to conduct seminars as needed.

There will be time set aside every year to review the mission of the school and to discuss the ways in which this is being accomplished, and to discuss shortcomings and how the staff and make greater strides to implement the mission.

Another ideal opportunity for professional development to take place is during the weekly afternoon sessions that take place after all the students are dismissed for home. Knowing that at times, these Wednesday afternoons are necessary for other academic and administrative assignments, such as meeting with the Principal individually or as a group, yet more than holf of the time together, more than half the time, can be used for professional development.

Although it is difficult to predict what actual trainings our faculty will need and we will not know with certainty what trainings to schedule until we hire our faculty, the Principal will start immediately to locate experts in New Mexico in the fields of early childhood development, at-risk students, teamwork formation and planning, and similar issues that relate to our mission statement. The Principal will begin scheduling sessions with these experts who will come into the school for inservice training on our half-days of school and for sessions before the academic year begins. The cost of these trainings will be paid by the school and built into our annual budget. If during the academic year the Principal discovers that students in certain grade levels are falling behind in certain subjects, then the Principal will research and find experts who can address curriculum and teaching methods to immediately

address the current issue. The Principal will also consult with the faculty on a regular basis to determine what trainings they would find beneficial.

The Principal will conduct yearly and ongoing evaluations of the school's professional development program. The Principal will poll the teachers and observe the outcomes of the professional development to determine its efficacy. This data will be used to further craft future professional development for the school. The polling could take the form of an anonymous survey or, if the faculty is comfortable, in the form of an open forum. This latter method, if unanimously agreed upon, would lend itself to greater discussion and development of ideas.

Evey school needs to acknowledge the need to support new teachers through proper orientation and mentoring. Doing this properly will lead to greater retention of new talent, stronger team building, and a better outcome for the mission of the school. Our school will use both individual mentors and a team approach of meeting with new teachers and listening to their questions and concerns. There will be particular attention paid to new Level I teachers, with the Principal spending additional time with these teachers to listen to their issues and help them to plan a method to address them, in conjunction with the help of the mentor. In this way, the new teachers will feel the understanding and support of peers and administration together. This will break down a sense of "us versus them" and instead develop trust and fellowship. In this way, the Principal can start sooner to notice leadership and teaching skills in the new teachers and encourage them to develop these skills.

The Principal must also monitor the initial work of the mentor to be sure that the mentor does not become overcontrolling. The mentor is to serve as a support for the new teacher and a sounding board for ideas rather than as a supervisor. The mentor should work with the skills that the new teacher displays in order to develop what is already present and also to address areas where the new student is weaker. This will serve as additional professional development for the new teacher. The mentor should be a teacher with solid and noteworthy skills, one who serves as a model for emulation. Successful mentors will likely become successful leaders in the school. The success or shortcomings of the mentorship program will be part of the professional development analysis that the Principal will conduct at the end of the academic year.

Regarding timelines, the mentorship program new Level I teachers must begin the first week of school with the Principal choosing the mentor for the new student. The two of them will meet and agree upon an action plan that serves the need of the new teacher to be observed by the mentor while in class, and also time set aside for discussion and feedback. The two of them must meet at a minimum of twice a week for the first semester, and then they can decide on a different plan, if necessary. The Principal will be told of the plan and will monitor it to be sure it is complied with. The Principal will also monitor the relationship to be sure that the two teachers can communicate effectively and to be aware of any personality conflicts. Intervention or replacement of the mentor may be required. The Principal may, after assessing the mentor program, recommend to the Board that mentors receive a stipend for the additional work of mentoring. No decision on this matter will be made until a recommendation is made to the Board by the Principal. The Principal may also seek out inservice training on mentoring: both from the position of the new teacher and of the mentor. All this depends on the actual need presented.

Besides the inservice training, the Principal will look for seminars and trainings held anywhere in the state that the teachers can attend. These opportunities allow our teachers to interact with other teachers and to share experiences and learn together. The school will budget for these costs. If a

teacher discovers a seminar that he/she would like to attend, the Principal will investigate the suggestion and if the Principal determines that it is reasonable and helpful for the teacher, then this can be also paid for by the school.

Total Points Available	Expectations

8	A complete response must
	• Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs
	  ○ Describe how the plan meets state requirements found in NMAC 6.65.2.8, 6.65.2.9, 6.19.8.10
	  ○ **Describe how the school will ensure professional development time is not used for routine staff meetings;**
	• **Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of NMAC 6.60.10.8; and**
	• **Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur:**
	  ○ **are supported by the budget**
	  ○ **support the implementation of the proposed school's educational plan, mission, and performance goals**
	  ○ **not only address required annual trainings, but are also tailored to address school- and teacher-specific professional development needs.**

INDEPENDENT REVIEWER EVALUATION: This section was rated at **"Falls Far Below the Criteria"** by the Review Team. The PD plan as presented does not clearly delineate between days that will be used for PD and whether or not these days will also include grading tasks, report card development, etc. There is not a clear annual plan given for cycles of PD activities to be undertaken throughout the school year, and no specific PD provider is identified. There is no funding in the budget for PD for teachers, including a stipend for Level II or III teachers to mentor novice teachers. Training should be provided to support the mission of the school and Title I/at-risk student needs.	

E. Employees.

E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation of** how you will address employees' recognized representatives.
APPLICANT RESPONSE: *Through the leadership of the Principal, as overseen by the Board, our employees will form a cohesive team to serve our school and to deliver a quality education. Administrative staff are exempt employees and will work 244 days a year, for a set salary. Full-time teachers will work 198 days a year, are salaried and are exempt employees. 181 of these days are instructional days; the rest are set aside for professional development. The school may also hire part time staff who are not full-time employees or employees who will work for shorter periods of time who also will not be full time employees.* *The school will hire both certified and non-certified employees. Those certified include teachers, most administrators, therapists, counselors, and nurses. Non-certified employees can include some of the office and supporting instructional staff, as well and custodial staff. Hourly staff will usually include part time workers, such as custodians. Overtime pay is earned by non-exempt employees and paid according to state and federal laws. All job postings include whether the job is exempt or non-exempt.* *All employees will comply with standard hiring application process that will include providing a federal I-9 form and W-a4 form; fingerprint clearance form and permission to conduct a fingerprint and background check; job application form, TB test and certificates when appropriate (teachers, nurses, etc). All employees will sign a one-year contract with the school, following the rules set forth in NMSA Sec. 22.10A.21. Employees will receive a written notice of reemployment or termination of employment before the last day of school, as set forth in NMSA Sec. 22.10A.22.* *Punctuality is most important, both at school for teaching and supervisory purposes and for attendance at meetings and other job-related assignments.* *The school will recognize as set the calendar to reflect 24 days of holidays; 4 days for professional development in the school year, 3 days for teacher conferences with parents, and the remainder of the 198 days will be devoted to student instruction. Each employee is entitled to 6 sick days and 2 personal days.* *Our Employee Handbook, attached hereto, sets forth the other pertinent terms of employment.* *The salary scale for teachers will be based on a combination of educational and work experience. Recognition of experience can only be based on verified documentation,* *Benefits that accrue to employees include: workers compensation, unemployment benefits, when appropriate, Medicare benefits, Social Security benefits, and health insurance. To be eligible for health insurance, the employee must work a minimum of 25 hours per week (see: NM Public Schools Insurance Authority's benefits program). The amounts paid for coverage by the individual employee and the school will vary depending on the employee's salary and the plan selected by the employee.*

Retirement benefits are earned for eligible employees and the school will pay its allotted contribution. Employees will be instructed where to go at the New Mexico Retirement Board to get additional information about their eligibility if they are certified and classified employees.
In order for employment contracts to be renewed, the process will begin in February when the Principal will ask the employees to indicate where they prefer to work in the school next year. The request is optional to answer and will have no binding effect on either party. In April, each employee will meet with the Principal to discuss the employee's desire to return and in what capacity. The Principal may also give a job performance review at this time. At the beginning of May, the Principal will issue contracts to employees whom the school wishes to re-employ.

Presently, employees are not covered by collective bargaining or by any union. The school does not envision such organizations but will recognize such an organization if property constituted.

Employees will be paid according to the conditions set forth in their contracts and in accordance with the compensation guidelines established in New Mexico law. Proposed salary schedule will follow the 3-tiered formula set up by the state. This is included and set forth in our proposed budget for FY of the school year. The proposed salary schedules are subject to available funding and final approval of Principal. Our school's proposed salary schedule is included.

Salary increase will be based upon cost of living adjustments as well as documented professional development activities, and in accordance with New Mexico law, and the availability of funds. As needed, this schedule may be modified to be competitive with local school districts.

Total Points Available	Expectations

4	A complete response must
	• Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract);
	• Identify the primary conditions of employment for each class of employees, including:
	  ○ **Benefits and pay terms**
	  ○ Daily work schedules and annual work calendars
	  ○ Major conditions of employment
	  ○ Employee conflict and grievance resolution processes
	  ○ Employee **discipline, re-contracting**, and contract termination processes; and
	• Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.

INDEPENDENT REVIEWER EVALUATION: This section was rated as "**Approaches the Criteria"** by the Review Team. Discipline and re-contracting were not addressed in the narrative; the salary schedule shown does not reflect current guidelines for the 3 levels of teacher licensure in New Mexico. The new laws are Level I $40,000, Level II $50,000, and Level III $60,000. The	

school does not list pay terms (EX: every two weeks, twice a month). Health benefits were mentioned, but not dental, vision, etc. Major conditions of employment did not include teacher evaluation.

F. Community/Parent/Employee Involvement in Governance.

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

APPLICANT RESPONSE:

The investment in the community insures greater success of the school. We will be looking for businesses and governmental agencies to provide jobs for the students. We will be working with Los Alamos National Labs Foundation to provide help with computers and other materials. The staff and parents will work closely on the IEP's and with any student in particular who has learning or other drawbacks. We recognize that parent involvement is essential as we partner to educate our students and to prepare them for life-long learning. The school, families, and community must all be actively involved in developing strong programs and policies that support the academic success of every student in our school. This is especially necessary for our animal and agriculture program to be successful. Parent teacher conferences are also vital means to build trust and partnership.

The Parent Teacher Association that we will organize is another vital organ for communication and transparency. There will be a regular newsletter sent out to parents, averaging once every 3 weeks, to alert them to events and achievements in the school.

Every Board meeting will include an item on the agenda that discusses parent-school relations. There will be a parent or a PTA designee serving on the Board as a member.

The community can participate at any Board meeting, not by merely attending but the agenda will include time for oral presentations from the community.

In material advertising and promoting the school, and on the school bulletin board, a notice will be posted that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, dis-enrolling, or otherwise differentiating treatment of a student.

Because of the needed involvement of parents in the care of the animals and crops, it will be strongly urged that parents sign up to help, especially on weekends. If there is not adequate parental participation, then a system of mandatory service will be instituted, with parents being able to opt out based on a presentation given to the PTA and the decision resting with the PTA whether to allow less hours or no hours being assigned to the family, with an appeal possible to the Board.

A strong continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement. The parent involvement creates a positive bond between home and the school. Therefore, we will create

a more responsive and inviting school climate to increase the level of family engagement. Upon approval of this charter proposal, the members of the Board will hold several open houses. In these open houses, the new administrative team will provide presentations regarding our proposed programs and school expectations from its parents and students. Following these presentations, parents will be asked for feedback and to form or join various committees in conjunction with the faculty and staff.

Total Points Available	Expectations

4	A complete response must
	• Identify school operation and governance structures that will provide the following:
	  ○ A meaningful opportunity for parental input and participation
	  ○ **A meaningful opportunity for professional educator input and participation**
	  ○ A meaningful opportunity for community input and participation;
	• Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission;
	• **Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, dis-enrolling, or otherwise differentiating treatment of a student; and**
	• **If the school plans to have a suggested amount of parent service or contribution, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's suggested service or support commitment.**

INDEPENDENT REVIEWER EVALUATION: It is unclear from the response how the PTA, Principal, and Board will interact or how information is conveyed from one group to the other. There is not a clear plan for garnering community support or involvement. While the community and PTA involvement are mentioned, the employee and staff involvement are lacking in governance of the school. Finally, the school does not fully indicate that it MAY NOT require parental participation, but may only encourage it and it may not ask that the PTA require service from parents in any capacity. The Team rated this sections as **"Approaches the Criteria."**	

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the governing body.

APPLICANT RESPONSE: : Transparency and communication are two goals of the school when it comes to processing complaints and concerns from the community. A third priority is not to delay in addressing the concerns of others.

There are two general ways that the school anticipates that is will receive notices of concern and complaints: verbally, when directed toward an employee or representative of the school, and in writing.

Foremost, it must be remembered and followed as policy that questions and concerns about individual students often involve matters of privacy and even HIPPA issues. Therefore, staff will be trained on how to properly respond to such inquiries and comments. But as a general rule, the following will apply:

- **All written matters that come from the community or from a parent to an employee or representative of the school must be given immediately and directly to the Principal, who will decide how to handle the matter.**
- **Any matter that involves a student and is communicated verbally to an employee or a representative of the school should be handled by the person receiving the question or comment to direct the speaker to put the matter in writing and to deliver it to the Principal, or to speak to the Principal directly about the matter.**
- **Any matter that appears to be a complaint that is delivered verbally should be listened to with politeness and without interrupting the speaker. If the employee or representative of the school has no responsibility or authority involving the matter, then this is what should be told to the speaker, and the speaker should be directed to the person who is responsible to handle the matter.**

- **In addition to these general policies, if there is a complaint, verbal or written, that comes to the attention of an employee or representative of the school that involves a crime, a violation of any law, or a matter of child abuse or neglect, then this matter, when discovered, must be brought immediately to a member of the Board, to the Principal, or if the matter directly involves their conduct, then to the NM Department of Education or even to law enforcement representatives, depending on the severity of the offense.**
- **If there is a matter that pertains to a student but not to his/her health and safety, such as grades or enrollment, then these questions and complaints should be received and delivered to the Principal who will take the proper course of action to address them.**
- *Oftentimes, a complaint is made by a parent or a member of the community directly to an employee of the school or to a representative of the school, and the matter involves that person to whom it is addressed directly. The listener should always try to exhibit calmness and allow the speaker to complete the message before responding. Depending on the gravity of the matter and the emotion of the speaker, the listener can address the matter on the spot, can ask the person to meet later when the matter can be adequately addressed, or the listener may wish to ask for a witness to be present.*
- *If the speaker wishes to lodge a formal complaint, then the listener should direct the speaker to put the complaint in written form and to deliver it to the Principal. At that point, the*

Principal should decide what would be the best course to take: respond in writing, bring the matter to the Board's attention, ask the Board to intervene, seek legal advice, ask to meet with the author either with or without someone present. In any event, the Principal should make a written notation or a formal written report, depending on the perceived severity of the matter.

- *If the matter is reduced to writing by the complainant, then there should be a written reply, generally written by the Principal, or the Principal may direct the employee who is involved with the matter to respond in writing, with the Principal reviewing it before it is sent.*
- *If a complainant is not satisfied with the response by the school staff, then the complainant should be directed to take the matter to the Board for consideration. The matter should be put in writing and sent to the Board President.*
- *The following are matters that the Principal must address promptly, in writing, with written notice given to the Board; these are also matters that, if the complainant is not satisfied with the action taken by the Principal and if the complainant wishes to appeal the matter, then the Board must hear:*
- ** matters that endanger the health and safety of the child, including allegations of any abuse*
- ** criminal actions*
- ** failure of staff to apply the Personnel Handbook*
- ** failure to follow the dispute resolution procedures*
- ** perception of excessive discipline and/ or lack of due process*
- ** failure to follow the complaint policy*

Total Points Available	Expectations
8	A complete response must • **Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties;** • Include a final step in the process that provides the grievant a meaningful opportunity to be heard by, and receive a response from, the governing body; if they are unable to obtain resolution from the head administrator; • **Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and** • **Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.**
INDEPENDENT REVIEWER EVALUATION: The section was rated as **"Approaches the Criteria."** The school's grievance procedure does not include timelines or a clear flow of communication. There is not mention of how the grievance procedure is transparent and accessible to stakeholders. There is no addressing in detail of upholding McKinney Vento requirements.	

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment/enrollment timelines presented are **reasonable.**

APPLICANT RESPONSE:

Enrollment

All students who meet the eligibility requirements for attending a public school can apply for admission to the school. The school does not discriminate in admissions based on gender, age, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability. The school is a non-sectarian public School that does not charge tuition or have admission requirements. We will follow the following procedure for enrollment, all in compliance with the *Charter Schools Act* of 1999, as amended. The school will require the following documentation for enrollment: birth certificate, immunization records, registration form, authorization for Release of Information form, Special Education documents (if applicable), health insurance information form, emergency contact information form, and emergency medical authorization form. Admittance to the school will be based on a lottery system in compliance with the Public School Code, the 1999 Charter Schools Law as amended.

Advertisement of Charter School

The school will place ads in the local newspapers, at post offices, grocery stores, public assistance offices, local places of worship, libraries, etc. The school will also be advertised on the local radio station. We will begin the advertisement process in January and will run the ads for two months in papers and radio. We will then conduct enrollment from February until April, and we will conduct our lottery at the end of April or later, if we do not have at least 40 students enrolled. Our cutoff date for enrolment for the school year 2019-20 will be August 15.

- The school will advertise for students in the Rio Grande Sun, on KDCE radio, and using other media such as flyers. The advertisement will give general information and a phone number and address to contact for additional information.
- All advertisements will make it clear that the school is non-sectarian and will be advertised as a public, tuition-free school and that any resident of the Espanola School District can apply. Our non-discrimination policy will also be stated, as will our policy to make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in lack of appropriate facilities or services or an undue hardship that state and federal laws recognize as just. The lottery policy will be available upon request.
- Interested persons will be given a blank Letter of Intent to fill out, which will serve as an application. The deadline will be clearly stated. The student's parent or guardian will deliver a Letter of Intent expressing the desire to attend our school by the deadline.
- When the deadline has been met for accepting Letters of Intent, the school will determine whether full enrollment has been met.
- If the school receives Letters of Intent in excess of the number of seats available (i.e., 40 per grade), then the school will follow the lottery process set forth in the Charter School Act.
- We will conduct at least one Open House from January until April.

We will annually evaluate the effectiveness of our outreach by asking new enrollees how they found out about our school and what they heard about our school. These results will be written up and given to the Principal and to the Board. The methods that were most effective in attracting students will be continued.

Our recruitment and timeline are reasonable because they are geared to attract families at the time of year when decisions about the following years. Our plan takes into consideration the realities of the Espanola Valley and the usual way that people find out about events and opportunities like our school.

Total Points Available	Expectations

4	A complete response must
	• **Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs;**
	• **Describe:**
	  ○ **how the plan is tailored to ensure equal access to the school**
	  ○ **why the plan is likely to attract a student body that is demographically reflective of the local community and school district;**
	• Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan; and
	• Explain why the recruitment and enrollment timelines are reasonable.

INDEPENDENT REVIEWER EVALUATION: The recruitment process given here is less robust than it could be and needs much more detail. A list of events held thus far and planned events in the future with dates, places, and times would be helpful. No explanation was given of why this plan will ensure equal access or how the recruitment/enrollment timelines are reasonable. There is no mention of speakers of other languages and how the school plans to reach these minority and at-risk populations. The Review Team rated this section as **"Approaches the Criteria."**

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes and **support equal access** to the proposed school; include how a wait list will be maintained. Please provide tentative timeframes or dates.

APPLICANT RESPONSE: The Lottery Process in accordance with applicable law

All age-appropriate students who are eligible to enroll in a New Mexico public school will be eligible to be enrolled in the school. Students will be enrolled on a first come, first served basis. If the total number of applicants exceeds the number of available spaces as established in this charter, then the school will hold a lottery, as specified in PED regulations. The school will not discriminate on the basis of race, religion, age, gender, national origin, affiliation, economic status or disability in offering admission or in providing educational and recreational services.

We will accept applications during our open enrollment time. During this time, the school will engage its advertising and public awareness campaign, hold its Open House. The enrollment period will last 12 weeks and will begin in early January.

In following years of operation, the school will give priority to its current students and siblings of current students. Students will be asked to register for the subsequent school year by no later than thirty days before the end of each academic year so that the student will ensure his/her enrollment at the school. The school will comply with 22-8B-4.1 NMSA 1978 (start up schools, existing charter school thereafter).

The applications will be taken up by 5:00 p.m. of the application deadline. A lottery will be conducted if the number of applicants exceeds the maximum enrollment in accordance with the applicable laws. The lottery will take place within fifteen days after the closing date of the admission, either in late April or early May. Each student will be assigned a number, and the numbers will be selected at random by the principal or his designee from the lottery box under the supervision of board members of the sponsoring entity. The students will be listed as admitted in the order they are drawn until all slots are filled.

All students will have two weeks after they have been notified of their lottery selection to complete an application for admission in order to guarantee their admission. Thereafter the names will be placed on a waiting list in the order they are drawn from the lottery box. If a student applies to the school outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received. In this school, the student will be placed in the waiting list after the students who were placed on the waiting list during the lottery process. Students will be notified and asked to register by completing and bringing the appropriate registration documents within ten days of being notified or forfeit their seats at the school.

Total Points Available	Expectations

4	A complete response must • Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties; • Describe each of the steps of the process to include the following: ○ Pre-lottery entry ○ **Lottery** ○ Post-lottery registration ○ Waitlist maintenance and entry; and • **Describe how the lottery process supports equal access to the school.**

INDEPENDENT REVIEWER EVALUATION: One question here is if students are not asked to register until 30 days before the end of the school year, how does the school accurately conduct a lottery for incoming students? State criteria for charter school enrollment processes precludes setting an enrollment cutoff date as written here; the school must enroll any student who applies if they have an opening. There was not clarity about the letter of intent>registration packet forms. The Review Team's rating for this section was **"Approaches the Criteria."**

H. Legal Compliance.

H. (1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

APPLICANT RESPONSE: *The following is our Conflict of Interest Policy is as follows:*

A. A person shall not serve as a member of the Board of Directors of Esperanza Charter School if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which this charter school contracts directly, for professional services, goods or facilities. A violation of this subsection renders the contract between the person or the person's immediate family member and this charter school voidable at the option of the chartering authority, the New Mexico Department of Education, or the Board of Esperanza. A person who knowingly violates this subsection may be individually liable to the Esperanza for any financial damage caused by the violation.

B. No member of a Board of Esperanza school or employee, officer or agent of Esperanza school shall participate in selecting, awarding or administering a contract with Esperanza school if a conflict of interest exists. A conflict of interest exists when the member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which Esperanza school is contracting. A violation of this subsection renders the contract voidable.

C. Any employee, agent or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation or charter renewal process of Esperanza school is ineligible to serve on the Board of Directors of Esperanza school chartered by the chartering authority.

D. As used in this section, "immediate family member" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported.

Our Conflict of Interest Policy meets the requirements of NMSA Sec. 22-8B-5.2 because it closely tracks the language of the statute and does so accurately. The policy that is described in the section of this application dealing with the Board demonstrates a strict application of this policy.

These policies are especially important in a smaller geographic region like the Espanola Valley; there are many family relationships that have developed over the years, and this policy must be strictly enforced to maintain fairness in the entire contracting procedure, and the appearance of propriety throughout.

Therefore, all non-Board members will sign the following statement: "I have read the Esperanza School's Conflict of Interest Policy as presented to be, a copy of which is in my personnel file, and I agree to comply fully with its terms and conditions at all times during my employment at Esperanza School If at any time during my employment, I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Board of Directors of Esperanza School."

Board members will sign the following statement at the beginning of the year:
"I have the following potential conflict(s) of interest:

- I serve on the following Boards:
- My spouse serves on the following Boards:
- A member of my immediate family serves on the following Boards:
- I, myself or an immediate family member is an officer, director or majority shareholder in the following entities:
- This is the name of my and my spouse's employer:
- This is a business owned by me or by a member of my immediate family:"

Total Points Available	Expectations
4	A complete response must • Provide a governing body conflict of interest policy that includes **action steps, timelines, and responsible parties;** • Describe how the policy meets the requirements of NMSA 1978 § 22-8B-5.2(2011); and • Include all forms the governing body will or may be required to submit pursuant to the policy.
INDEPENDENT REVIEWER EVALUATION: This section has elements of all requirements but needs to include clear timelines, action steps, and responsible parties – **"Approaches the Criteria."**	

I. Evidence of Partnership/Contractor relationship. (If Applicable.)

I.(1) If there is /are third party relationship(s) (partner organization, a contractor, etc.) that are essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.
APPLICANT RESPONSE: N/A

Total Points Available	Expectations

8	A complete response must
	• Identify any third party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application;
	• Describe, in detail, the relationships;
	• Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school;
	• If any such relationships exist identify the following:
	  ○ The specific, identified organizations
	  ○ Contact information for that organization
	  ○ Specific individuals in the organization that will be associated with the proposed school; and
	• Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.

INDEPENDENT REVIEWER EVALUATION: N/A	

I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.
APPLICANT RESPONSE: N/A because Esperanza owns its own school, the same building the Carinos operated at for several years. This building was approved by PED and would not require any additional agreements, approvals, or paperwork to be used as a school, with full approval, by Esperanza.

Total Points Available	Expectations
4	A response is only required if relationships were identified in questions I.(1) A complete response must • Identify all MOUs or formal agreements that are attached in **Appendix D**; • Include proposed formal agreements or MOUs that are signed in **Appendix D**; and • Identify the responsibilities, activities, and costs of both sides.
INDEPENDENT REVIEWER EVALUATION: N/A	

J. Waivers.

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers, specifically identify statutes or state rules for which a waiver is requested. For all, describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's mission and the educational program and curriculum**. For further information please see the following link: https://webnew.ped.state.nm.us/information/waivers/

NMSA 1978 § 22-8B-5(C) Waiver	Utilized	Description of how waiver will support school's plan.
Individual class load	☐	Click here to enter text.
Teaching load	☐	Click here to enter text.
Length of school day	☐	Click here to enter text.
Staffing pattern	x☐	We request that, due to the small size of our school and the need for supervision of students at times when they are not in their classrooms, that teachers perform some non-teaching tasks such as monitoring the halls lunch duty and supervising the arrival and departure of students
Subject areas	☐	Click here to enter text.
Purchase of instructional materials	☐	Click here to enter text.
Evaluation standards for school personnel	☐	Click here to enter text.
School principal duties	☐	Click here to enter text.
Drivers education	☐	Click here to enter text.

Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1	Description of how waiver will support school's plan.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Total Points Available	Expectations
3	A complete response must • Identify all non-discretionary waivers that will be utilized; • Describe how the non-discretionary waiver will support the school's plan, including the following: ○ a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement ○ a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum; • Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested; and • Describe how the discretionary waivers will support the school's plan, including the following: ○ a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement

	○ a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum ○ how the school will meet the requirements for being granted a discretionary waiver.
INDEPENDENT REVIEWER EVALUATION: N/A - The waiver requested is not needed as this is the norm in most public schools (that teachers also have supervisory duties over students during non instructional times).	

K. Transportation and Food.

K. (1) *If applicable, s*tate how the proposed school plans to offer transportation to its students. Provide **a clear description** of how student transportation needs will be met that are supported by the proposed budget. For further information, please see the following link: https://webnew.ped.state.nm.us/bureaus/transportation/.
APPLICANT RESPONSE: The school may enter into negotiations with Espanola Public Schools for bus services, or with an independent contractor. If this is successful, the Transportation Department of the EPS will be contacted a minimum of six months prior to the opening of school in order to provide ample time for all arrangements to be made. At this point in time, the school has no intention of offering transportation services. If transportation services are required by a special education student's IEP, the school expects to negotiate such services under contract with EPS or another certified provider. All federal and state policies with respect to student safety will be adhered to. The Governing Board may negotiate with EPS Food Services or subcontract with a licensed food provider to serve hot breakfasts and lunches for the school under the National School Lunch Program. At this time, the school has no intention of offering food services. Regarding both the lunch program and the transportation services, the school retains the right to require the families of the students to provide for these services themselves. We will apply to NMPED for financial assistance for meals and funds for transportation services.

Total Points Available	Expectations
4	A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission. These are awarded as "preference points" if the school plans to provide to and from school transportation to all students. All schools must be prepared to meet IEP transportation requirements.

	A complete response must
	• Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following:
	  ○ Identifying equipment purchase or contracting needs
	  ○ Identifying hiring and or contracting needs
	  ○ Hiring or contracting
	  ○ Establishing training needs and inspection process needs
	  ○ Establishing travel routes and pickup/drop off points
	  ○ Establishing transportation policies and practices
	  ○ Identifying student transportation needs;
	• Identify how the school will fund the transportation plan costs; and
	• Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.

INDEPENDENT REVIEWER EVALUATION: N/A as the school does not intend to offer transportation.	

K.(2) *If applicable,* provide a plan to offer food services to students (e.g., contracting with approved/appropriate food service vendors, providing free and reduced lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.	
APPLICANT RESPONSE: *N/A*	

Total Points Available	Expectations

4	A response is only required if the school plans to offer food services at the school. These are awarded as "preference points" if the school plans to participate in free and reduced lunch programs.
	
	A complete response must
	• Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following:
	  ○ Identifying equipment purchase or contracting needs
	  ○ Identifying hiring and/or contracting needs
	  ○ Hiring or contracting
	  ○ Establishing training and inspection process needs
	  ○ Identifying and completing relevant program application and reporting requirements;
	• Identify all federal and state food service programs the school plans to participate in;
	• Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and
	• Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.

INDEPENDENT REVIEWER EVALUATION: N/A as the school does not intend to offer food services.	

L. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority no later than **the published deadline in the month of April**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

http://www.nmpsfa.org/legacy/pdf/planning/Con2_PSFA_Ed_Specs-FMP_Contract%20_Rev_03-05-15.pdf

L.(1) **Complete, submit, and attach as Appendix E,** the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.
APPLICANT RESPONSE: *The facility proposed by our Charter is already owned by the Board of the Charter School, has already been approved for operation by the PSFA, and will be ready for operation after the year of preparation. We will apply to NMPSIA for funds for our utilities and for insurance.*

Total Points Available	Expectations
4	**A complete response must** • **Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline; and** • **Demonstrate the PSFA has approved the applicant's Facilities Master Plan.**
INDEPENDENT REVIEWER EVALUATION: This section was rated as **"Approaches the Criteria."** There is no evidence submitted to demonstrate ownership of a property, e-occupancy designation, or approval by PSFA. While the response states that the Board will have use of the previously held building currently owned by the County, there is no verification of this claim or documentation of the applicable deed or clause. If the building has been cleared by PFSA (as seems likely since it was recently in use as a school under Carinos de los Niños), then e-occupancy would not be an issue. Again, the problem here is simply lack of documentation of access to and eventual ownership of the building.	

L. (2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.
APPLICANT RESPONSE: Because Carinos Charter School successfully sued the Espanola Public School District, it was awarded, by General Warranty Deed, the campus located near the Plaza in downtown Espanola. Carinos utilized this campus for 3 years before it asked to discontinue its charter. But in the deed to the property whereby Carinos sold the property to Rio Arriba County, a clause was added that stated that if the Board should be able to open another school within 3 years of the signing of the deed, then the property shall revert to the Board. Because it is the same Board that is petitioning for this Charter, the former Carinos campus will be returned for use of Esperanza. The campus includes a gym and sufficient classrooms, offices and other necessities since it was first constructed to be a public school.

Total Points Available	Expectations

4	A complete response must
	• Demonstrate the applicant has done the following:
	  ○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable
	  ○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable
	  ○ **Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership;**
	• Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location;
	• Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs; and
	• Identify how the project to prepare the facility will be funded.

INDEPENDENT REVIEWER EVALUATION: Again, there is no supporting documentation provided of the clause or deed to the building, its condition or its suitability for students. This section was rated as **"Approaches the Criteria."**	

III. Financial Framework

A. School size.

State the requested enrollment, grade levels to be served, and student/teacher ratio.

A.(1) Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	120	K-5	1:20
Year 2	160	K-6	1:20
Year 3	200	K-7	1:20
Year 4	240	K-7	1:20
Year 5	280	K-7	1:20
At Capacity (Enrollment Cap)	400	K-12	1:20

Total Points Available	Expectations
4	**A complete response must** • **Identify the anticipated number of students for each of the first five years and "at capacity", based on the long-term strategic plan;** • **Identify the grade levels requested to be served in each of the first five years (phase in plan) and "at capacity", based on the long term strategic plan; and** • **Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and "at capacity", based on the long term strategic plan.**
INDEPENDENT REVIEWER EVALUATION: The number of children on the graph do not match the budget form 910B-5. Year one on the graph states 120 students and the 910B-5 says 110; each subsequent year is also off. In addition, there are conflicting responses throughout the narrative regarding which grade levels will be served ultimately by the school. For these reasons, the rating for this section was **"Falls Far Below the Criteria."**	

B. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding of all areas of the budget.

B.(1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use projected unit value and for special education, please budget the local district's percentage of special education unless the school has a sufficient justification for why it will have a larger population). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement,** New Mexico public school funding.	
APPLICANT RESPONSE:	

Total Points Available	Expectations
8	A complete response must • **Include a complete 910B5 Worksheet in Appendix F;** • **Use appropriate values and computations in each year;** • Use projected unit value; and • **Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable).**
INDEPENDENT REVIEWER EVALUATION: The response does not include a completed SEG worksheet as several key areas are misaligned or missing entirely from the projections. The number of students in Year 1 and subsequent years does not follow the projections in the previous section. No projections are made for Special Education students or EL students as directed; School Size adjustment is calculated, although Charter Schools are not eligible for these monies. At-risk units (line 99) are not calculated for any year, a critical oversight in a school model designed to serve this population. The Review Team rated this section as **"Approaches the Criteria."**	

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, based on the 910B5 SEG Revenue Worksheet that clearly supports the proposed school's mission and aligns with the proposed school's five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).	
APPLICANT RESPONSE:	

Total Points Available	Expectations
12	**A complete response must** • **Include a five-year budget plan in Appendix G that is based on the 910B5 SEG Revenue Worksheet from Appendix F;** • **Support the proposed school's mission and all elements of the proposed program laid out in the application; and** • **Align with the proposed school's five-year growth plan.**
INDEPENDENT REVIEWER EVALUATION: The Review Team rated this response at **"Falls Far Below the Criteria."** The budget worksheet has not been fully completed in that it diverges significantly from the projections shown on the SEG worksheet. The school's expenses in Year 1 are over $2 million while the income projected is well under $1 million. The concern here is that the budget as it stands does not show any direct correlation to the mission or narrative thus far and is not based on viable numbers from the SEG worksheet.	

B.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

APPLICANT RESPONSE: The operating budget covering each year of the charter term is based on current unit value in a form specified by the New Mexico Public Education department: In addition, the School will meet with the budget analyst at PED to develop or to refine its presented budget based on revenues to determine fiscal viability, if PED so requests.

Our school will prepare and adopt an annual budget in accordance with statutory requirements. Our projected revenue will be based on State Equalization Grant (SEG) monies and federal program funds, particularly Title programs and for Special Education. In addition, the Los Alamos National Labs Foundation provides grant monies to public schools within the geographic area of its employees. The public schools in Espanola have benefited with grant monies from this source over the years, and our School would quality for monies from this source. We anticipate that our grant request would be geared toward technology assistance, particularly for computers. Finally, in our first year of operation, we will rely upon federal and state stimulus funds. Our school understands that this source is not to be relied upon after the first year, and we plan to use this source to build our program for the future, especially in areas of teacher training and student educational resources.

Our school is committed to sound financial accountability of valuable state resources and funding. We will operate with strict compliance to standard accounting and auditing practices, as set forth in our "Internal Control Procedures." We will assign duties to staff members or to contractors who have access to the finances, books and records with the intent of limiting their ability to cause and conceal error or irregularities. We will implement sound oversight and security procedures to the financial system.

The school will use the financial accounting software system to best meet the school's accounting and auditing needs. Since the school plans to use the accounting services of the New Mexico Coalition of Charter Schools, or another qualified provider, we will purchase and implement whatever software and other accounting model that they recommend for us to use.

The school understands that, under GASB 34, financial statements must be prepared using full accrual accounting. The school further recognizes it will need to apply depreciation requirements for its fixed assets under GASB 34.

Pursuant to 6.20.2 NMAC, our school will follow Generally Accepted Accounting Principles and NM State laws and regulations in accounting for all funds in its custody and control. The School will utilize an accounting program which will accommodate the account structure (fund, function, and object code) and chart of accounts mandated by the Public Education Department. The School will hire a licensed business manager pursuant to 6.63.12 NMAC who will ensure the appropriate use of public funds as required by law.

SEG and most other revenues will flow from the State of New Mexico directly to the school. The PED will retain 2% of the School's SEG for administrative expenses. Our school will work collaboratively with the PED to assure timely reporting and other financial/fiscal

processes. In accordance with the Charter Schools Act and good business practices, the school will be held solely accountable for its fiscal performance. Upon approval of the charter and after classes begin in Fall 2011, a revised budget will be prepared and submitted to the PED, based on the actual, rather than estimated or projected enrollment numbers for the charter student population.

The Governing Board agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations. The school also agrees to contract with an independent, outside auditor and pay for its proportionate share. The results of the audit shall be provided to the PED in written form and shall be published and posted as required by law.

The Governing Board recognizes that he Public Education Department may adjust the funding based on the 40th and 80th day STARS enrollment counts to reflect the actual student count as compared to the estimated numbers used at the beginning of the school year. The adjustment in funding flows from the PED, to the charter school, minus the PED's 2% administrative fee. If a student who has been included in the enrollment counts of any district transfers to school during the school year, the unallocated pro-rata portion of the funding for the student shall be allocated to the charter school, and vice versa. This will require the school and respective school districts to share student enrollment information freely.

The school will provide Special Education services to its students in complete conformance with all State and Federal regulations. The special education funding will be generated as part of the SEG formula. Special education numbers cannot be anticipated in the formula, therefore the adjustment will be made in the funding formula based on the 40th and 80th STARS enrollment counts. This money flows from the PED to the charter school. IDEA- B funds flow from the federal government, and the state to the charter school. In the first year of operation, districts typically estimate the anticipated special education enrollment for the charter school based on the district's special education average enrollment and fund the charter school based on that number.

The school will provide its own payroll function for the school, including the preparation of W-2s and other reports required by state or federal law. All payroll information will be certified to the PED in a timely manner. The school will provide employees of the School comparable benefit programs to other public schools including, basic life, health, dental, vision care, unemployment and workers' compensation consistent with the same eligibility requirements that apply to other school employees and state law.

Total Points Available	Expectations
4	**A complete response must** • **Explain basic assumptions;** • **Identify reliable sources for each assumption;** • **Include priorities consistent with the proposed school's mission;** • **Include priorities consistent with the proposed school's educational program;** • **Include priorities consistent with the proposed school's staffing; and** • **Include priorities consistent with the proposed school's facility.**
INDEPENDENT REVIEWER EVALUATION: Basic assumptions are not explained here, such as a projection for SpEd funding, for Title funding, or a rationale for the $2 million expenditures in Year 1 that outweigh the revenue. Other issues include: There is no Principal coded in the 2300 area code as PED has asked for charter schools, no money is allocated for teacher professional development, and the school appears to be paying money to Governance Council members (these positions are supposed to be voluntary). The school only has $2500 to $3500 budgeted for audit when it cost $13,000 a year for the audit - this guidance was sent out in an email from PED. The Review Team rated this section as **"Falls Far Below the Criteria."**	

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula, the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

APPLICANT RESPONSE:

School Budget Process

The Governing Board will present the PED a balanced budget consistent with the school's mission, goals and objectives. This budget shall be in a format and on the schedule prescribed by Governing Board and the PED.

The adoption of the annual operating budget for presentation to the PED is the responsibility of the Governing Board. The Governing Board's Finance Committee shall provide input and guidance into establishing the School's budget. The Principal will propose a specific budget calendar to the Governing Board for its adoption that meets the deliverable deadlines established by PED. The PED will give the charter school the schedule for submitting the budget to the assigned PED Budget Analyst, and set a meeting to obtain PED budget approval. The Governing Board will identify priorities and give general instructions to the Principal to prepare a balanced budget incorporating school priorities to fulfill its mission articulated in the approved charter.

Budget Formulation

School will submit its budget to the PED for each assigned cost account. If there are requirements for which cost accounts have not been assigned, the PED will be asked to establish additional cost accounts. As a state-chartered school, the *1999 Charter School Act* does not require budget approval via the normal local school board review process.

Financial Reporting & Budget Monitoring

School will furnish the authorizer and the PED with Quarterly Revenue and Expenditure Reports as required by law.

Changes to Budget

During the course of the school year, it is probable that budget changes, increases, or transfer will be necessary. The licensed Business Manager will prepare Budget

Adjustment Requests (BAR's) with the appropriate documentation or revenue source (e.g., a contract from outside agency) and an appropriate expenditure cost account for new and/or changes in revenue streams and submit them to PED for approval. Depending on the BAR, both PED approval and/or Governing Board approval may be required and funds will be spent only after receiving appropriate approval.

Growth Plan

We wish for our staff to be an integral part of planning for our future growth. Until we begin operation, it is difficult to know the amounts and destination of monies for future growth. We wish to postpone this discussion to a later time. However, we do plan to allocate funds to be sure that we comply with state laws in all areas, such as monies needed to be on public property by a given deadline, monies set aside to purchase additional portable classrooms, and monies for future textbooks, materials, and related supplies in adoption years.

As with any budget, if our cash flow situation demands it, we will cut back on any expenses that are not fundamental to our operations: salaries, utilities, insurances, food, transportation and such essentials will not be sacrificed. If we must temporarily not send the newsletter home and rely on e-transmissions, we will do that and look for similar temporary measures.

Because our curriculum is geared toward at-risk and special needs students, they will automatically receive services before the 40-day count begins.

Total Points Available	Expectations
4	A complete response must • Describe budget control strategies **as well as** budget adjustments that will be made to meet financial budget and cash-flow challenges; • Describe budget control strategies **as well as** budget adjustments that will be made to address the failure to receive any anticipated funding sources; • Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials; • **Address how special education students will receive services *before* special education funding is provided, based on accurate 40-day counts; and** • Address how gaps between budgeted students and actual enrollment will be addressed.
INDEPENDENT REVIEWER EVALUATION: Response lacks specificity and depth. There is no mention of how Special Education services will be funded prior to 40th day and in general, there is little guidance given on how the school will support fiscal responsibility and built-in checks to their processes. There is a concern that the worksheet is copied from another school district as it does not align with the school narrative to this point. The rating here was "**Falls Far Below the Criteria."**	

C. Financial Policies, Oversight, Compliance, and Sustainability

C.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school's procedures.

APPLICANT RESPONSE:

Procurement Process

The School shall adhere to all requirements in 13-1-21 et seq. NMSA 1978. The school will initially follow the GSD procurement regulations set forth in Title 1 Chapter 4 NMAC. All purchases shall be made subject to available budget and adequate segregation of duties.

Signatory Authority on Contracts

The Governing Board will determine individuals with Signatory Authority for the school. However, in no instance shall the party initiating the purchases, be the same party who acknowledges receipt of these goods or services; nor shall the party acknowledging or recording receipt, be the same party who authorizes payment to the provider of these goods or services. This segregation of duties shall be enforced to protect the school from fraud.

Disbursements Process

In no instance shall the party initiating a request for disbursement be the same party who approves that disbursement. Nor shall the party approving the disbursement be the same party who distributes the payment. This segregation of duties shall be enforced to protect the school from fraud.

Payroll Procedures

The Governing Board will determine the policy and payment schedule for all employee compensation. Payroll payments will be made in the manner defined by policy in accordance with the appropriate separation of duties and approval of payroll time records to ensure that employees of the school are paid only for services rendered. Time records will be maintained for all employees.

Non-Payroll Disbursements

The School shall be responsible for paying all approved and authorized school-related bills in accordance with school policy prescribed in the Charter Schools Act, as amended.

Internal Control Procedures

The School will adopt an Internal Control Procedure during the planning year. However, the following is a general outline of the types of procedures and protocols that the school anticipates using. However, procedures and protocols will always comply with appropriate laws and generally accepted accounting protocols.

Segregation of Duties

Segregation of duties will be implemented at school to ensure that one staff member does not have full control of all processes involved in receiving and expending funds, thus protecting the school's assets and limiting the possibility of fiscal fraud. The procedures that the School will follow will be approved in advance by the firm that will be hired to conduct the School's yearly audits.

Purchasing

The school will establish the protocols regarding the issuing of purchasing orders and when they will be required. Both the Principal and the Business Manager are required to approve all purchase orders, ensuring that sufficient funds are available for the purchase. Once a purchase order has been approved, it is assigned a number and a copy will be given to the employee who submitted the purchase order. The requesting employee then has authorization to make the purchase. The vendor will receive either a copy of the purchase order or the purchase order number. Vendors will be required to include the purchase order number on their invoices.

Receiving Purchases at the School

When orders are received they will be reviewed for accuracy and items compared to the packing slip for completeness. The packing lists will then be signed and forwarded to the bookkeeper. This will let the bookkeeper know that items have been received and are in good order. If a packing list in not included with the shipment, the staff member receiving the shipment sends a confirmation email to the bookkeeper stating that the order has arrived.

Cash Disbursements

Incoming invoices will be verified for accuracy and then stamped by the bookkeeper to indicate approval. Areas on the stamp will provide space for identification of fund, function, and account code to be charged for the purchase school, as well as the check number that the invoice was paid with and the date the check was written. The bookkeeper will then attach the invoice to the purchase order and packing slip, if applicable. The Business Manager will review and initial all invoices and then return them to the bookkeeper who will input the invoice into the accounting system and print all checks. The Principal will make the final review and grant final approval of all invoices and sign all checks. Blank check stock will be kept in a locked cabinet in the Business Manager's office. Neither the Principal nor the Bookkeeper will have a key to this cabinet. All check stock will be imprinted "Void after one year from issue date" as required by state law.

Cash Receipts

The Bookkeeper will accept, count and write receipts for all cash and checks received at the school. The Business Manager will perform a second count, prepare deposits, and return the paperwork associated with the deposit to the bookkeeper. The bookkeeper will then enter the deposit into the accounting system and attach the bank deposit receipt to the paperwork after the deposit is made. All deposits will be made within 24 hours of receipt.

A log will be utilized as a final safeguard to reasonably assure that all money collected is deposited into the bank. The bookkeeper will log the date, person received from, form in which received (including check information) and amount. The Business Manager will initial the log and note the amount on the deposit slip. Finally, the bookkeeper will initial the log and

note the amount on the bank deposit receipt. If there is a discrepancy in cash greater than $5.00, it will be noted and investigated. If a receipt is voided, this will be noted on the log with an explanation as to why the receipt was voided. The completed log will be placed in the file folder which holds the paperwork from the deposits.

Payroll

The Office Manager will assemble all personnel files. The Governing Board and the Principal approve and sign all staff contracts. The Business Manager inputs the employee information into the accounting system and prepares the payroll. When payroll is prepared, a report is printed and given to the Principal to review and sign. This report will be filed with other payroll reports for the period.

Bank Reconciliations

The Business Manager will reconcile the bank statement within five business days of receipt. Once the reconciliation is complete, a bank account reconciliation report will be generated in the financial software system and attached to the bank statement. A cash balance report will be attached which will detail each active fund and its corresponding cash balance. The bank provides an analysis statement and, when necessary, a collateral statement; these statements will also be attached to the bank statement. This bank reconciliation packet will then be given to the Principal who will review and initial it.

Inventory

A member of the staff designated by the Principal will be responsible for maintaining inventories of books, computers and other technology, and other furniture and equipment belonging to the school. Physical inventories will be conducted each year by a third party, and all books, computers, equipment and furniture must be accounted for.

Journal Entries

Non-standard journal entries are prepared by the Business Manager and are reviewed and signed by the Principal on a monthly basis.

Professional Development and Staff Travel

Staff members planning to participate in professional development submit a Request for Professional Development. This request details the need and the benefits for this opportunity as well as the costs involved. It is then forwarded to the Principal. When approved, the staff member can then proceed with any registration and travel arrangements. Staff is reimbursed for all reasonable and customary expenses for travel within the guidelines and limitations of the law.

Petty Cash

The school will not use a petty cash system.

Anti-Donation Stipulation

With respect to public schools, the New Mexico Constitution's Anti-donation Clause mandates that state funds may not be used to improve non-state owned property or lease the property.

This is particularly relevant to the school since, initially at least, the school will lease rather than purchase the property. The school will abide by the Anti-donation Clause.

Total Points Available	Expectations
4	**A complete response must** • **Identify all the internal control procedures that have been attached in Appendix H;** • **Attach in Appendix H internal control procedures the proposed school will utilize to assure the following:** ○ **safeguard assets** ○ **segregate its payroll** ○ **segregate cash and check disbursement duties** ○ **provide reliable financial information and promote operational efficiency** ○ **ensure compliance with all applicable federal and state statues, regulations, and rules;** • **Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and** • **Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in Appendix H and other internal control procedures that will be developed and implemented by the school.**
INDEPENDENT REVIEWER EVALUATION: This area **"Falls Far Below the Criteria"**. There is no description of the school's evaluation process to see how their internal controls are working. There is no mention of procurement on items over $60,000, or having a Chief Procurement Officer. There is mention of receiving money from the PTA. There is an additional concern that this section was copied from another school application.	

C. (2) Identify the appropriate staff to perform financial tasks and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (e.g., job search process, timelines) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE: *The s*chool will apply sound fiscal practices that adhere to GAAP, NM State School law as well as federal and local laws and statutes. To minimize the risk inherently involved in administering any school's finances, Trinity has clearly defined roles for the Governing Board, the Principal, the Business Manager, and other employees responsible for handling the school's financial assets, thus giving reasonable assurance of the school's long-term financial health and the school's success. The Governing Board will establish both Finance and Audit Committees as required by state statute.

The school Governing Board will apply to become a Board of Finance, provide oversight of the school's finances by regularly reviewing and approving financial reports at the monthly board meeting. The Governing Board will also establish and approve the yearly budget, as well as approve the Principal's contract and the staff salary schedule.

The Principal will have ultimate responsibility for all management and fiscal decisions. These fiscal responsibilities include, but are not limited to the proper oversight of the school's approved budget, hiring of all employees, and monitoring of the proper reporting student data. The Principal will ensure that reports to all federal and state agencies (such as the NM PED and the school's authorizer) are completed accurately and submitted in a timely manner. The Principal will hire the Business Manager who will hold a State of New Mexico School Business Official License. The Business Manager will report to the Principal and be responsible for conducting or ensuring that all fiscal activities of the School are conducted in a timely manner and in full accordance of the law. To this end, the school will use a computerized fund accounting financial software system, to process its daily financial business.

Statement of Management of Fiscal Responsibilities

The Governing Board will ensure that the charter school is following general standards of accounting and otherwise sound public school business practices by requiring regular reporting by the Principal and Business Manager at meetings. The Governing Board will develop sound financial management policies and procedures to address the following aspects of the School's business:

- Procurement (adopt policies to implement the New Mexico Procurement Code, NMSA 1978, §13-1-1, *et. seq.*);
- Budget policies: fiscal year, budget preparation, budget maintenance standards; budget adjustment requests;
- Segregation of duties; anti-nepotism policies;
- Internal controls;
- Cash management program to safeguard cash in custody;
- Procedures for expenditure projections to identify School staffing and equipment needs;
- Receipt of funds;
- Cash disbursement;

- Procedures for Bank Reconciliation (monthly review and reconciliation); personnel and payroll policies (contracts, personnel/payroll action forms, certification records, employment eligibility, federal/state withholding, pay deduction authorizations, Educational Retirement Act plan and direct deposit authorizations);
- Compliance with the annual School audit as outlined in New Mexico Audit Act, NMSA 1978 §12-6-1 *et seq.;*
- Conflict of interest disclosure statement and policy;
- Such other policies to ensure that the School complies with the Public School Finance Act, NMSA 1978 §§22-8-1, *et seq.,* Title 6, Chapters 19 through 21 of New Mexico Administrative Code and the New Mexico Public School Accounting Budgeting Manual;
- Policy defining the relationship to the charter authorizer; and
- Charter amendment procedure.

School will employ a licensed full-time Business Manager or contract with a Business Manager to manage the School's fiscal responsibilities. The Business Manager must hold a State of New Mexico Professional School Business Official License.

The Business Manager must also attend all required NM PED trainings and workshops. The Business Manager must have the following areas of expertise and knowledge:

- Public school accounting and budgeting
- Budget preparation and management
- Preparation and submission of all NM PED Reports
- Internal control policies and procedures
- Standards for fund accounts and reports
- Cash management and controls
- Payroll Preparation
- NM PED Reimbursement Request Submissions
- Procurement oversight
- Asset and inventory management oversight
- Accounts Payable oversight
- Accounts Receivable oversight
- Human Resources Oversight

We will need to hire the business manager by January 2021; the search will begin in November. We will need to hire the Secretary by October 2020 so that this position can start to work smoothly with the Business Manager and Principal; this process will begin in July.

Total Points Available	Expectations
4	**A complete response must** • **Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks;** • **Align completely with the organizational chart from response to D(1) in the Organizational Framework;** • **Align completely with the budget in A(1) and A(2) responses in Financial Framework;**

	• **Describe appropriate qualifications and responsibilities for each of the identified positions; and** • **Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.**

INDEPENDENT REVIEWER EVALUATION: The school's response includes language from the Trinity 2010 charter school application. The response does not include legal oversight or advisement of the administration, GC, or finance committees, nor does it address the interaction of the finance committees with the school administration. There is misalignment between this section and previous sections. The Review Team rated the response for this section as **"Falls Far Below the Criteria."**

C.(3) Provide a **clear, comprehensive, and cohesive plan for** how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school's overall governance and management.

APPLICANT RESPONSE: **Budget**

The school will prepare and adopt an annual budget in accordance with statutory requirements. Sample budgets are attached in the Appendix. The budget will be prepared by the Business Manager under the direction of the Principal with input and oversight by the Governing Board. The school will establish a Finance Committee as required by law with the required members. This Committee will assist in making decisions around budgetary issues as well as provide additional oversight of all financial decisions.
Once the budget is set, any variances from it may require a Budget Adjustment Request (BAR). Variances include new money received by the School or a change in spending patterns. The Business Manager will prepare a BAR to be presented at a Governing Board Meeting. When the BAR is approved by the Governing Board, it will be submitted to the PED.

Financial Statements/Financial Reports

The Business Manager will prepare a monthly financial report that will be presented at the monthly Governing Board meeting. It will be reviewed and approved by the Governing Board and this will be noted in the minutes. The report will be designed by the Governing Council to meet their requirements for effective financial oversight.

Annual Audits

Pursuant to state law, the School will create an Audit Committee whose composition will reflect current statutory requirements. The Audit Committee will play a large role in overseeing the annual audit process**.** Annual audits will be conducted following the guidelines set forth by the NM State Auditor and the State Audit Rule. The school's annual audit will be conducted pursuant to the instructions of the PED, Charter Schools Division. Currently, it is anticipated that the School will be audited as a component unit of the Public Education Department. The school will be responsible for paying its proportionate share of the audit and making all of the requested information available to the auditor at a time and place designated by the PEC/PED auditor upon reasonable advanced notice. It is anticipates that the annual audits will be conducted between July and October of every year, with the final report submitted to the NM State Auditor following the close of the previous fiscal year.

Audit findings assessed against the School will be addressed and become a part of the audit report. An audit finding is any deficiency, major or minor, found during the audit process. State audit guidelines have no "materiality factor" built in, therefore even the smallest deficiency found becomes a part of the audit report. The audit will be discussed after the audit is completed in a meeting termed the audit exit interview. At a minimum, the Audit Committee members, the Principal and the Business Manager will attend this meeting along with members of the audit firm and representatives of the PED as necessary.
School will make every attempt to minimize the possibility of audit findings and repeat audit findings (a finding that occurs in more than one audit). However, during the course of a year items can and do get overlooked and are brought to the School's attention by the Business Manager or auditor. The School will respond to all audit findings through a corrective action

report approved by the Governing Board, which will become part of the audit report. A corrective action plan will be submitted to the authorizer as negotiated or upon request.

Reports to the PED and the School's authorizer

School will provide quarterly financial reports to the PED and its authorizer as required by law. These reports are prepared and transmitted through the school's financial software. The Principal will report to the Governing Board on the timeliness of the quarterly report and review with them the content provided therein.
End-of-year reports will also be submitted to the Public Education Department. They include the reports described above as well as any other reports required by the PED. These too will be provided to the Governing Board during a regular and open meeting.

Some of the details and procedures in this category are covered in Section A, above and are incorporated herein by reference.

The school will establish procedures to maintain internal control over all assets, using regular and accepted accounting practices. The purpose of establishing internal controls is to provide a reasonable assurance that the school will accomplish its objectives of safeguarding assets, providing reliable financial information, promoting operational efficiency and insuring compliance with laws, regulations and established School policies and procedures. The school understands that it may serve as its own fiscal agent for its programs, projects and for the general operation of the school, or that it may contract for these services to be performed. The school uses the term "fiscal agent" to mean an individual, an entity (including the school itself) or a contractor that is acting on behalf of the school and that will provide a specific services relating to financial and /or accounting issues and other related contractual services. The fiscal agent will collaborate and process its budget, financial reports, and other related and required documents for accountability and audit purposes as is reasonably necessary to do. The school's internal control policies will include but not be limited to the items below:

Personnel

The recruitment of certified, competent, honest individuals is administered by the Principal. The training of staff regarding the established policies and procedures governing all financial transactions may be administered by the Business Manager, the Fiscal Agent, or the school may contract with a reputable company to perform these services. The school's fair and comprehensive rights, duties and obligations of the teachers and administration are set forth in the Personnel Manual (Attachment G).

Total Points Available	Expectations
4	**A complete response must** • **Describe how the Governing Body audit and finance committees will be formed and how they will:** ○ **Function generally** ○ **Ensure proper legal oversight** ○ **Ensure proper financial oversight;**

	• **Describe how the proposed school's audit and finance committees will interact with the school's management; and** • **Describe how the audit and finance committees will interact with the full Governing Body.**

INDEPENDENT REVIEWER EVALUATION: The school's response includes language from the Trinity 2010 charter school application. The response does not include legal oversight or advisement of the administration, GC, or finance committees, nor does it address the interaction of the finance committees with the school administration. There is misalignment between this section and previous sections. The Review Team rated this response section as **"Falls Far below the Criteria"** for these reasons.

IV. Evidence of Support

A. Outreach Activities.

A.(1) Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities, demonstrating that the applicant is attempting to reach a broad audience and understand the community's needs.
APPLICANT RESPONSE: Our outreach program is based on our knowledge of the Espanola Valley, and the familiarity that the people in the valley have with us. Because Espanola is 10,000 people in 2017, and a very tight knit community, people tend to be related to each other if they have roots in the Valley for several generations, and people's paths cross frequently. And our Board members' experiences in the community covers a broad audience. **In Dr. Cata's case, her contacts with educators in the Valley is extensive. She has served the Native American populations with great diligence and love. Any project that she is involved with already carries with it approbation from tribal leaders. Therefore, when tribal members inquire about the advisability of sending a child to our school, the influential tribal leaders will not withhold their approval. As is known, it is not easy to advertise or to "get the word out" on a Pueblo; therefore, the traditional "word of mouth" that is practiced there will include a good word for Dr. Cata's new school.** **Fr. Brennan has been an active community member for many years. He is known for starting a women's drug and alcohol long-term rehab program that serves the women from the valley to this day. He serves on two boards in the valley: Interfaith Leap, Inc., where he met regularly with faith leaders in the Valley, and Inside Out, a peer-to-peer drug counseling program headquartered in Espanola. He has served in all three Catholic Churches in Espanola, and participates in all activities that he is invited to be part of: the annual Walk Against Drugs, the annual Fiestas, graduations, etc. He has appeared on the local radio station numerous times. He carries with him credibility and the ability to lead in the community.** **Isaac Medina was born and raised in the Espanola Valley. His family is very well known. When he first ran for the Espanola Public School Board, he won against his opponent, although he had never run for office before. He served with distinction, known for responding to his constituents and caring for he programs at the schools. His leadership led to many improvements to the physical facility at the high school. He was known as a man who got things done. His extensive contacts as a business owner touches many lives and many people have expressed their desire that he not stop but continue with the efforts to establish Esperanza Charter School. When he tells his contacts that the charter was approved, word will spread better than a newspaper story.** **Carla Martinez, as a former City Councilor, is another pillar in the community. Her dedication to her home town is known by all. Her contacts are extensive. She also is related to many people in the valley. With her messaging on Facebook, she will inform hundreds of people that the Charter is approved, and they, in turn, will alert hundreds of others.** **Our outreach program is not confined solely to this approach. During the planning year, we will use advertisements in the local Rio Grande newspaper, open houses at the school, flyers, notices on**

bulletin boards at the places we know people congregate in the Valley. We will have more radio interviews (one former Board member owns the radio station). We will reach out to churches and faith based organizations whose membership covers roughly half of the Valley.

It must be remembered that Carinos Charter School was a vibrant and integral part of the Valley for over 10 years. We had graduations. We participated in community events. Our enrollment included members of many families for all these years. And our reputation was excellent for providing a good education for our students. Therefore, our school, with the same board members, serving the same target group (at-risk children) at the same campus has already provided a community outreach program, ongoing for the past 10+ years. No other charter school can boast such a long-term and far reaching outreach program. Our good name and reputation is a unique asset. Our outreach program is tailor-made to fit our unique situation.

Total Points Available	Expectations
4	**A complete response must** • **Describe an outreach program to develop community support for the proposed school that has been implemented during the application process;** • **Describe specific activities that have been implemented, include evidence of implementation;** • **Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community; and** • **Describe how this outreach has enabled the applicant team to understand community needs.**

INDEPENDENT REVIEWER EVALUATION: The rating for this section by the review Team was **"Falls Far Below the Criteria."** While some informal outreach efforts have been made, the team should plan on a more consistent, planned, broad-reaching approach that involves their presence at existing community events to build relationships and awareness as well as to attract new students and families to Esperanza. That the Board members are influential and widely-known members of the community is an asset for this school, but to capitalize on that, a more detailed plan is asked for here. The plan should include dates and specific actions as well as targeted outreach in areas and with organizations serving the population that Esperanza hopes to include in its enrollment.

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable, and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate, to support earlier descriptions of the anticipated demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender, type of current school (home, private, public), or other pertinent data.
APPLICANT RESPONSE: Another unique factor that our application brings with it is the fact that the year before Carinos closed down, it had a vibrant enrollment of over 120 students, most of them at-risk youth. This figure alone substantiates both the presence of at-risk students in the Valley, but also the desire for an alternative school to focus on their unique needs. The data is there. But that is just the data from our former school. It is predictable that the number of at-risk students from other public schools in Espanola is significant, based in part on the high dropout rate and low graduation rate. **But what is also undeniable is that many of the youth from the Valley are enrolled in public schools in Pojoaque, Los Alamos and Mesa Vista. There is a "fluidity" associated with students attending schools other than those where they reside. Lately, is has been mainly a "brain drain" of Espanola Valley students attending schools outside of our district, but it can now be anticipated that Esperanza will be a magnet school for students in those districts who are in need and searching for a school that directly tackles the issues of at-risk students.** **Finally, from the response given in IV. A. above, the broad-based support for Esperanza's mission and target population have been concretely proven and applies to the answer to this question.**

Total Points Available	Expectations
8	**A complete response must** • **Include quantitative data that demonstrates community support from a broad audience for this proposed school;** • **Include qualitative data that demonstrates community support from a broad audience for this proposed school;** • **Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and** • Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.
INDEPENDENT REVIEWER EVALUATION: The school provided neither qualitative nor quantitative data to support their claim that their application has broad community support. Documents such as letters of support, a survey of families in the area, a number of inquiries	

from Facebook or some other source, or a list of potential families from a community outreach event would all provide evidence of support for Esperanza Charter School. The Review Team rating for this section was **"Falls Far Below the Criteria."**

C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

APPLICANT RESPONSE: *One area in which we have developed meaningful and strategic working relationships is through our former school, Carinos. Through it, we have had a great working relationship with the Espanola Valley Public School District: we contracted through them to provide meals and transportation, and we feel that the success of that relationship will pave the way for an agreement to do that same with Esperanza.*

Another area that has been quite useful for Carinos in the past was how Carinos (and therefore the present Board of Esperanza) was able to stay on good working relationships with its past Board members. This, again, is a unique element that this application brings to the table that is not found in almost all other applications. We will gain easy and free on- air time on the local radio station since one former Board member owns the station. Del Jiminez was on our Board for many years, and he operates the NMSU Agriculture Lab in Alcalde. He will assist us in the agriculture part of our program. Other members have been professors at Northern New Mexico College; those contacts will again be valuable when we look for help from that institution and wish to establish a relationship with their teaching program.

These relationships will result in the school being embraced by the community because these were the same people who embraced Carinos. There is a special niche that many people have for children, and even a bigger niche for children with special needs. Can this be documented or is there evidence to prove this? The proof of this is in the positive relationships that Carinos built over the years, the same relationships that Esperanza will enjoy.

Could it be argued, conversely, that the closure of Carinos, and having the same Board working to open Esperanza, would generate negative relationships? It could, if the potential negative relationships were caused by Board members or by malfeasance / negligence transpiring at Carinos in the past. But this was never the case. Carinos was known for the quality and dedication of its teachers, foremost. The administration was known for its support given to its teachers. The students were known for being engaged in their studies and loyal to their school. So, the question that should be asked fairly is: what "baggage" will the old Board, in the former location of Carinos, with the same target population, bring to the community? The answer is: absolutely none. The overall performance of the school, in the eyes of the community, was stellar. What was not widely known was that a disgruntled employee was calling parents of students to convince them to disenroll their students. And it worked. And there was one employee who was angering some of the staff with inappropriate actions. This perfect storm of events worked to destabilize Carinos at a time when it was not possible to address all of the issues simultaneously. Serving an at-risk population also reflected in lower overall grades and performances. What it meant for the Board was that it was not practical to go forward to renew our charter. Better to let it lapse, with its "baggage," and to go forward with the same desire

to serve at-risk students, the same enthusiasm to keep this same educational option in the Valley, the same good-will that had been generated for over a decade, and to return to our facility as the only charter school in New Mexico that owns its own facility.

With this whole picture laid out, it can be seen that there are oceans of positive relationships in the Valley that support this at-risk school; there is an abundance of community support, and there is a huge and ever-growing need for this Board to build on the successes of the past, clean house from past problems, learn from its varied experiences, and move forward, with Governor Lujan-Grisham, for the good of our students, for the good of education, for the good of the Espanola Valley.

Total Points Available	Expectations
4	**A complete response must** • **Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships;** • **Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and** • **Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.**
INDEPENDENT REVIEWER EVALUATION: The school team does not provide a thorough, meaningful response to the questions asked in this section, including a list of local organizations that it intends to partner with or letters of agreement/support from the same. There are many opportunities for partnerships that align with the school's mission and vision and that capitalize on the expertise of and build lasting relationships with the people of Espanola Valley. The rating for this section was **"Falls Far Below the Criteria."**	

D. Uniqueness and Innovation.

D.(1) Provide **clear evidence** demonstrating the **uniqueness, innovation,** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school's educational program and that it is based on reliable research, effective practices, or replicated successfully in schools with diverse characteristics.
APPLICANT RESPONSE: The uniqueness of our educational program can first of all be seen in the mission of the school: to have a special school, not just a program within a school, that addresses the needs of at-risk students. It allows teachers with a special calling to teach this category of students to do so, with a group of like-minded teachers, with a curriculum designed specifically for at-risk students. This is unique, at least in Northern New Mexico. Our geographic location allows us to serve our school district as well as at-risk students from three other school districts, since they are in close proximity to our school. **The need for an at-risk school has been amply demonstrated by the number of students who enrolled in Carinos. And the methodology that we will now add of animals and agriculture will make the school imminently attractive to students and families. Finally, the component of seeking out alternative forms of treatment for these at-risk students, especially though non-evasive and non-drug initiatives such as acupuncture, proves our innovative, unique approach that is not being attempted in any other school.**

Total Points Available	Expectations
8	A complete response must • Describe the uniqueness, innovation, and significant contribution of your educational program to the broader or the local NM public education environment; • **Include meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate; and** • **Describe how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school plans to locate.**

INDEPENDENT REVIEWER EVALUATION: The school's response demonstrates the unique model being proposed but does not offer data-driven "compare and contrasts" as required here. Again, there is a lack of evidence presented to support the founding team's statement that the proposed school will fill a need in the community and attract students. This would have been an excellent place for the founding team to reiterate how their model will improve outcomes for the proposed student population. The Review Team's rating for this section was **"Falls Far below the Criteria."**

Appendices and Attachments

Appendix Number	Appendix Description	Attached (Check if Yes)
A	Governing Body Bylaws	☐x
B	Head Administrator Job Description	x☐
C	Job Descriptions for Certified, Licensed, and Other Key Staff	☐x
D	Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	N/A☐
E	PSFA-Approved Projected Facility Plan Documentation	☐N/A
F	Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	☐x
G	Five-year Budget Plan	☐x
H	Internal Control Procedures	☐x