

1.3 Education Plan

14 *Del. C.* §§ 512(4)-(8) and (11)

The educational program should meet the requirements of 14 *Del. C.* §§ 512(4), (5), (6) and (7) and applicable regulations.

Curriculum and Instructional Design [14 *Del. C.* § 512(6)]

1. Provide a synopsis of the proposed educational program, including key components of the education model and any unique or innovative features.

Destiny Education Leadership Academy (“DELA”) is a proposed Grades K-8 public charter school that will locate in Kent County, Delaware, within the geographic attendance zone of the Capital School District. The proposed school will initially serve Grades K-5 in its first year of operation and expand one grade per year until reaching Grades K-8 in year four of its operation. The proposed school’s educational program is a student-centered 21st Century educational model operating within a 21st Century school facility. The school will feature a 21st Century technology infrastructure which includes an Interactive white board (with clickers) in each classroom and digital camera. The Interactive white board enables the classroom teachers to enhance the audio/visual component of interactions with students. The clickers allow students to directly interact with the teachers’ presentations using the Interactive white boards. Teachers use the digital cameras to introduce non-digital materials into the visual interaction, including for read-along, open reading, and open math. The proposed school will feature one-to-one student computers with the school’s instructional leaders maintain a computer management control system like the Chrome Management Console. Teachers will be able to make student assignments using the computer technology. Students will have access to a digital repository of content materials and students’ digital works will be stored in the school’s digital repository. In addition to this 21st Century technology, the teacher will have control over temperature and lighting in each classroom with each classroom designed for optimum acoustics. Teachers will be able to achieve optimum student desktop luminance in each classroom.

DELA’s proposed educational program includes a written parent, student, teacher, school compact. DELA will establish expectations of parents, students, teachers, and the school upfront to avoid any ambiguity and to recruit all parties to participate in the students’ academic success. Each student will develop a Personal Education Plan (PEP) as an exercise in personal goal setting and to lay out a road map for individual student academic progress. Parents will play a critical role in the development of the PEP. DELA features a “Cooperative Learning Culture” designed to facilitate students’ interactions to develop and maintain a shared culture of learning, curiosity, and team spirit to create an atmosphere where students are supporting each other in the learning process.

DELA's curriculum is built around the Delaware Content Standards, including the content standards for English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages. DELA defines curriculum to include at least five distinctive components which can be characterized as key components of its educational model, including (1) Content Standards, (2) Teaching Strategies/Instructional Methods, (3) Content Materials, (4) Assessments, and (5) Remedial Response to Assessments. The most distinctive feature of DELA's educational program is its School Culture (See: Section on "School Culture").

Content Standards

DELA embraces the Delaware Content Standards as the foundation of our educational program. At the beginning of each academic year, prior to the arrival of students, teachers will be provided professional development to review the standards in general with a major emphasis on the Reading/English Language Arts, Math, and Science Standards. The professional development will include developing an understanding of nexus between the content standards, teaching methods, content materials, assessments, and the remedial response to assessments. The professional development will include planning time to create grade level pacing guides and schedules for teaching for student mastery of the content standards. We acknowledge that it is an educational best practice to take the time to assure that teachers master the content standards prior to attempting to teach them to students. (E. Moskowitz and A. Lavinia, 2012).

Teaching Strategies/Instructional Methods

DELA will seek teachers with understanding of diverse instructional strategies during the recruitment and hiring process. DELA will provide pre-service professional development in what we identify as "Intelligence Academic Rigor" (IAR). (O. Hall, 2019). IAR is a data-driven instructional strategy which is designed around Brain-Based Learning Theories. IAR's main feature is active-based learning methods which are designed as highly interactive and engage multiple neural pathways in students. Active-based learning enhances student engagement by creating vivid memorable interactions wherein content materials is transmitted to students, including within a social component wherein students discuss or engage in interactive activities which reinforce learning. DELA embraces the educational best practice that students must be afforded the opportunity to learning materials and interact at all levels of Bloom's Taxonomy on the first instance of learning. DELA embraces the educational best practice that Professional Teachers must retain a degree of flexibility in use of teaching strategies as a professional judgment call. Cooperative Learning is a critical component of the IAR Model. IAR operating with a School Culture that emphasizes the development and function of a "Student Learning Community." Variation in teaching strategies will be monitored by the school instructional leadership and the school's Professional Learning Community (PLC) will work together to assure that instruction is optimized for the benefit of students. (M. Harrison, 2005).

Content Materials

DELA will set standards for content materials which includes a requirement for the investigation of sources and deliberative process to determine whether the materials are objective, science based, or generally accepted in the academic community. Teaching staff will receive professional development regarding selection of content materials as part of pre-service training. The school will develop a data-base of approved content materials for all grade levels which teachers may add to by submission to the instructional leader and PLC committee responsible for vetting content materials. The school will select ten grade level appropriate readers for each grade level for group reading projects. The PLC will organize the selection of content materials in all subject categories. We embrace the educational best practice that content material is best if it is culturally relevant to students, inspires their imagination, and can be scaffolded onto students existing repertoire of knowledge, skills, and understanding. (L. Ma, 1999; E. Moskowitz and A. Lavinia, 2012; O. Hall, 2019).

Assessments

DELA will participate in State's mandatory assessments, the Delaware System of Student Assessments (DeSSA). The school will use the Northwest Evaluation Association Measures of Academic Progress (MAP) assessment for reading, math, and science for its benchmark testing and methods to collect data to drive its instructional program. MAP assessments are aligned to Common Core Reading/English Language Arts and Math. MAP is also aligned to National Science Standards. MAP assessments have an acceptable standard margin of error which will provide DELA with a reliable testing method which will bridge the information gap between understanding student academic status at the beginning and ending of each school year. MAP assessments feature support materials which teachers can use in instruction. MAP yields sufficiently detailed data to enable teachers to hone-in-on individual students' remedial needs. High quality interim assessments aligned to the curriculum standards and State end-of-grade test are critical components of the schools embrace of a system of "Quality Improvement."

Remedial Response to Assessments

DELA's Response-to-Intervention (RTI) Multi-Tiered Support System (MTSS) is a key component of DELA's educational program. During the first ten (10) days of school all students will be tested using the MAP assessment for reading and math, and science grades 1-8. Data from the MAP assessment is immediately available for teacher and school leadership planning. As a data-driven school, timely and accurate data is critical to our ability to measure student academic progress incrementally and determine individual student needs. Our RTI progress will essentially have four major components. First, all students remain in Phase I of the RTI process. Students which are one standard deviation below the mean grade level score will be elevated to Phase II of the RTI process for purposes of intervention. Phase II consists of interventions

which may include parent conferencing, goal setting with student and parent, small group instruction, peer support, and other appropriate interventions. If a student does not close the gap which placed them in Phase II as measured by the next testing benchmark, the student will be placed in Phase III of the RTI process. In Phase III, teachers and the instructional leader will meet with parent and student to review and modify the Personal Education Plan (PEP). The Phase III plan will include individual tutoring and review of whether the student needs of any other specialized services to help them improve academic progress. Phase IV includes student referral for evaluation for exceptional children's services (to determine if the student's learning is impaired by a disability). Teachers, parents, and the instructional leader may immediately move to place a student to Phase IV based upon appropriate evidence.

Reading

DELA recognizes that reading mastery is a gateway to high student achievement. (E. Moskowitz and A. Lavinia, 2012; O. Hall, 2019). The school will have daily Reading/ELA blocks of 90 minutes. Teachers will use the "Balanced Literacy" approach to reading and include the interactive components which established the "Think Literacy" program. Guided reading will include books the teacher as read and mastered pertaining to the standard objectives. Students will be engaged in story first, before structural components are introduced. Each grade level will have ten (10) assigned books. After completion of these foundational books, teachers and student will have greater flexibility in the selection of reading materials. MAP assessments yield Lexile Score and the Lexile System will serve as our functional way to determine challenging reading materials. The school's reading program will include cross curricular materials so that reading can also support math, science, social studies, health, physical education, visual and performing arts, and world language studies. Students will learn speed reading, comprehension, and reading mastery techniques as a regular part of the school's reading program. The school will adopt additional Reading Standards beyond the Delaware Content Standards which address 21st Century critical thinking skills including logical, analytical, abstract, and problem-solving skills. Students will begin using the case study method in third grade to enhance reading and critical thinking skills.

Writing

DELA students will learn cursive writing skills to facilitate improvement of cognitive functioning. Student will engage in daily writing exercises to improve creativity and imagination, and to develop accurate observation skills and the ability to effectively describe facts, events, situations, and master the art of writing. Student will write in cursive, print, use the keyboard, and learn to use 21st Century automated writing systems. Student writings will be stored in the school's digital repository and student will periodically review their writing progress over time.

Communications

DELA will conduct a schoolwide Speech Craft Program designed to facilitate students' verbal presentations. Student may enhance verbal presentation with visual props. DELA students will learn to engaged in effective Debate, Conference Discussions, Forum Communication, and other interactive communications scenarios. Effective communication skills are deemed vital to a well-rounded education. The school will facilitate skype, facetime, zoom or other secure electronic communication forums with other students in the United States and in foreign countries.

Mathematics

DELA will use the Delaware Content Standards for Mathematics and will adopt additional standards designed to develop a "Profound Understanding of Mathematics" in our students. (L. Ma, 1999). The additional standards will include master of math tables and the law of combinations and permutations. We will provide enhanced regrouping as contrasted to borrowing, decomposing, and mastery of the concept of place value. Our teacher will receive pre-service professional develop and continuing education to elevate math teaching skills the development of a "profound understanding of mathematics" necessary to teaching mathematics to students at the highest levels of Bloom's Taxonomy.

Science

DELA will use the Next Generation Science Standards for its foundational science standards. The school will adopt additional standards and assessments to measure student mastery of them. The school will interact with the National Aeronautics and Space Administration public education program. Students will be exposed to science from an international perspective. Student will be exposed to projects and developments from space agencies around the world including NASA, CNSA, ESA, ISRO, JAXA, Roscosmos, and space agencies from up to 72 separate nations. We will explore cutting edge research, including what we have learned about the earth.

Social Studies

DELA will use the Delaware Content Standards for Social Studies as a foundation for its program. The school will enhance its social studies program with additional standards and assessments to measure student mastery. The enhanced standards will be designed to promote future international cooperation and embrace the United Nations perspectives on global social issues.

2. Provide a synopsis of how the proposed instructional design reflects the needs of the school's target population, and how *all* students will meet or exceed the expectations of the Delaware Content Standards (English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages). The Delaware Content Standards are available at: <http://www.doe.k12.de.us/domain/374>

DELA will operate within the geographic boundaries of the Capital School District. Our student population is anticipated to reflect the general population demographics of Capital School District and the broader Kent County community. Our student population will be racially and ethnically diverse and include students at-risk, economically disadvantaged students, students with disabilities, English language learners, and students that are deemed gifted and talented. The needs of this student population are diverse and multi-dimensional. Recently reported School Report Card data show that about 43.3 percent or roughly 4 of 10 Capital School District students scored at or above grade level in English Language Arts. About 31.2 percent or roughly 3 of 10 Capital School District students score at or above grade level in Math. The public data suggests that Capital School District students are not on a trajectory toward "admission to best colleges and universities in the world" as is part of the DELA mission. The need we have identified is to move students toward academic achievement levels which will place them on the "path to admission to the best colleges and universities in the world." DELA board embraces the belief that strong reading and math skills are the keys to high academic performance. Our proposed instructional design focuses on students developing strong reading and math skills. Our strategy of "Intelligent Academic Rigor" is specifically designed to help students meet or exceed the expectations of the Delaware Content Standards.

DELA instructional design includes teacher master of standards, establishing clear pacing guides, establishing benchmarks, implementation of active-based learning, and using data to guide instruction, establishing new benchmarks, and providing instructional leadership and guidance to teachers and students which facilitate incremental student academic achievement. Our strategy includes managing progress for all subgroups and working to enable all students to meet or exceed the expectations of the Delaware Content Standards. Our proposed instructional design aligns to the needs of the targeted student population by including a method to identify individual student academic status and implementation of strategies to assure that all students individual needs are being met.

- a. The description of the instructional design should include, as appropriate, the educational approach (or approaches), including class size and structure, teaching methods with a supporting research base, technology integration for all grades to be served, and how the design relates to the mission of the school.

The average class size is 22 students contained within an approximately 750 SF classroom space furnished with high quality flex appropriate classroom furnishings or

optimum desktop illumination. Each classroom will have optimum lighting, temperature, and acoustics. Each classroom, at all grade levels, will be equipped with an interactive white board, digital camera, and one-to-one student computers with charging stations. Teachers overarching instructional method is active-based learning. Active-based learning involves the teacher engaging students in the curriculum content and mastery of standard objectives through multiple neural pathways. The active-based strategy is designed to assure that students learn in a sensory rich environment which makes for deep level learning within the brain. Active-based learning involves less teacher lectures and more student hands on learning activities, including technology facilitated instruction, cooperative learning projects, peer group support, and independent student research. The instruction design includes a special emphasis on student reading and math progress. The DELA school mission is to “To provide our students with a rigorous academic program which builds 21st Century skills and places students on a path to admission to the best colleges and universities in the world.” Our instructional design supports our mission by creating a fast-paced academic program which is specifically designed to impart 21st Century skills.

- b. Present evidence that the proposed educational program is research-based and has been or will be rigorous, engaging, and effective for the expected student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with the targeted population.

DELA’s contracted educational services provider leaders pioneered the proposed instructional design strategies at Anderson Creek Academy in Spring Lake, North Carolina. Anderson Creek Academy has consistently performed above the local school district and state standards in North Carolina since its inception in 2014. The management team acknowledges the proposed educational program design elements have been used successfully in the Success Academy schools in New York where high poverty minority students have consistently performed above the state and national average in reading, math, and science. The Clearinghouse of the Institute of Educational Sciences within the U.S. Department of Education public peer reviewed studies which identify educational best practices. Evidence from multiple studies suggest that DELA’s proposed educational model is highly likely to succeed with DELA’s targeted student population.

As a data-drive school, we also review long-range data and concluded that students who obtain the threshold academic performance score to gain entry to the best colleges and universities in the world start developing academic skills and habits at an early age. Most often, these students’ parents began to prepare them from birth and place them in supporting social environments which reinforce the expectation of attending a top tier college or university. DELA recognizes that high quality schools like Success Academies and Anderson Creek Academy have been able to achieve success with students from all backgrounds. Our proposed educational program is designed to level the playing field by being rigorous, engaging, and effective with the targeted student population.

DELA's mission is "To provide our students with a rigorous academic program which builds 21st Century skills and places students on a path to admission to the best colleges and universities in the world." Sample admissions scores from some of the best colleges and universities are as follows:

Top Tier College and University Admissions Scores

School	SAT ERW	SAT Math	SAT Total	ACT
Harvard U.	720-780	740-800	1460-1580	33-35
Yale U.	720-770	730-790	1450-1560	33-35
Princeton U.	710-770	730-800	1440-1570	32-35
Duke U.	710-770	740-800	1450-1570	33-35
Columbia U.	710-760	740-800	1450-1560	33-35
California IT	740-780	790-800	1530-1580	35-36

Source: College Boards

Now, compare the admissions criteria of the above sample best colleges and universities in the world to local colleges and universities. For example, University of Delaware SAT Total admissions threshold is 1190-1350, and ACT is 24-29. Delaware State University SAT Total admissions threshold is 800 or 17 on the ACT. According to U.S. News & World Report, of the top 20 Delaware high schools only three have college readiness rates above 50 percent, and only one above 80 percent. Multiple studies correlate success in elementary and middle school with success in high school and college. DELA's Board of Directors has assessed that our students will need to maintain academic scores in reading and math in the greater than 90th percentile to fulfill our mission. To be consistent with our mission, DELA students will need to have a combined score of 400 on each section of the SAT or a score of 17 on the ACT in 8th grade.

We submit this goal is attainable with use of the data-driven program of "Intelligent Academic Rigor." The Success Academies of New York have achieved similar academic goals with a well managed data-driven instructional program. (Citations Omitted). We believe that our high goal will lift all students. Even if only a smaller percentage of our student score above the 90th percentile, we will have obtained a significant victory in setting students on a path to college in general and some student on a path to the top universities.

Bibliography

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Ma, L. (1999). *Knowing and Teaching Elementary Mathematics*, L.E. Associates, Mahwah, NJ.

Moskowitz, E. and Lavinai, A. (2012). *Mission Possible: How the secrets of Success Academies can work in any school*, John Wiley and Sons, Inc., San Francisco, CA.

Osborne, D. (2017). *Reinvention America's Schools*, Bloomsbury, New York.

Silberman, M. (1996). *Active Learning: 101 Strategies to teach any subject*, Allyn and Bacon, Boston, MA

3. Provide an overview of the planned curriculum, including, as **Attachment 4**, 1 scope and sequence per content area per grade band (K-2, 3-5, 6-8, 9-12) the school plans to serve. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (**English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages**). If the proposed school commits to joining the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the proposed school commits to joining the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

DELA's planned curriculum operates within three grade bands (K-2, 3-5, 6-8). See: Attachment 4. DELA has not committed to joining the Science Coalition or Social Studies Coalition.

4. Provide, as **Attachment 5**, 1 Mathematics unit with corresponding summative assessment and scoring rubrics, and 1 English Language Arts (ELA) unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards. If the proposed school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.

DELA has attached sample Units for Mathematics, English Language Arts, Science, and Social Studies as Attachment 5.

5. Describe how the school will ensure that all students have equitable access to the curriculum.

DELA recognizes the existence of barriers of access to the school curriculum which may impact individual student's access to the curriculum and ultimately student academic performance. The school instructional staff, including teachers and instructional leaders, will receive special training to assure that barriers to student access are identified and effectively ameliorated. Traditional barriers to equitable access to the curriculum include race and ethnicity, gender, social economic status, language barriers, students' disabilities, and teacher competence. We embrace the maxim that [The best tool available for removal of barriers of access to school curriculums in a highly competent and well-prepared instructional staff]. The school will require that all instructional staff develop minimum competencies in Culturally Responsive Teaching (CRT), possess the skills to facilitate student participation in student with disabilities services, English language learner services, and implement the school's Response-to-Intervention, Multi-Tiered System of Support (RTI/MTSS).

6. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of **all** students, including those who are gifted and talented.

DELA, as a 21st Century School, will use what we call the "Mars One" Model. In future interplanetary space travel, the residences of space pods will pursue their individual and specific areas of competency, but the entire group is responsible to assuring that all group members have the minimum knowledge to survive in the hostile environment of space. Similarly, as part of the school culture, DELA students under the leadership of the school's instructional staff, will work together as a learning community to assure that all peers meet minimum standards. DELA's assessment system is designed to facilitate teacher and instructional staff identification of the range of learners in each classroom and at each grade level, and to help staff assess students' instructional needs. Active-Based Learning Strategies includes a social component of learning which involves peer activities which reinforce learning, understanding of content materials, and mastery of content standards. Essentially, peer tutoring, cooperative learning groups, and full class discussions, and other active learning strategies are used to assure that all students learn and master standards in the full range of Bloom's Taxonomy to learning domains.

Differentiated instruction implies that teachers can effectively use multiple instructional strategies in a single class, in a single lesson, to assure that all students gain mastery of the content materials and standard objectives being taught. Teachers use of active-based learning assures that teachers at DELA will use Differentiated instruction to reach students through multiple neural pathways.

Teacher instruction is typically directed at student mastery of discrete standard objectives which students' actual mastery can later be audited on a formative or summative assessment. Generally, the inherent problem with age/grade level cohorts in the old factory model of education is that all student to not fit the age/grade level cohort. Some student may fall significant below or above the mean student performance level for the age/grade. The 21st Century Education Model addresses this

problem by enabling students to matriculate at an individual pace with external supports facilitate advancement. Many systems identify students as gifted and talented by Intelligence Quotient Scores, demonstrated cognitive abilities, or the ease with which they perform educational task as compared to their age/grade cohort peers. DELA will address the needs of gifted and talented students by providing in-class accelerated materials, moving students to higher grade level class(es), or advancing the student's grade level. As a standards-based school, DELA will use the full range of options available to meet the instructional needs of all students, including students who are traditionally defined as "gifted and talented."

7. Provide a synopsis of plans for additional academic support for at-risk students, including a description of how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and mathematics.

DELA's program of "Intelligent Academic Rigor" will rely heavily upon its assessment program to obtain real time, accurate data which can be used to determine each student's real-time academic status. Equipped with the latter information, DELA instructional staff can identify and implement real-time interventions for reading and mathematics.

For example, a student may score significantly below the mean of his/her age/grade level peers on a benchmark reading or math assessment. The professional teacher must then make a professional judgment as to why the students is low performing and what strategy should be used to help the student keep up with his/her age/grade level peer cohort. This professional judgment will be made within the context of a collaboration between the teachers, instructional leaders, parents, and the student. Some strategies may include small group instruction, small group or individual tutoring, peer tutoring, assignment of additional time on task, assignment of a learning mentor, or other strategy.

8. Explain how the graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

DELA will serve grades K-8. Therefore, this question in not applicable.

Student Performance Goals [14 Del. C. § 512(4) and (6)]

Outline the clearly measurable annual performance status and growth goals that the school will set in order to monitor and evaluate its progress accelerating student achievement. Respond to the following with regard to the proposed school's student performance goals and the Delaware School Success Framework (DSSF).

1. Describe the student performance standards for the school as a whole.

DELA's adopts the Delaware School Success Framework (DSSF) as the foundation of its student performance standards, including student academic achievement, student academic growth, on-track-to-graduation, and college and career preparation. The school will set measurable goals in reading, math, and science each year to exceed the local school district, state, and national standards on the State's mandatory assessments.

2. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

DELA will use the North West Evaluation Association's (NWEA's) Measures of Academic Progress (MAP) assessment system to conduct primary interim assessments in reading, math, and science at available grade levels. MAP assessments are aligned to the Common Core State Standards in English Language Arts and Mathematics. MAP science assessments provide a well-tested and stable measure for student science progress which aligns to national standards.

3. If the school plans to adopt or develop additional academic performance goals or assessments beyond the State's mandatory assessments, explain what standards the school will use, and describe the adoption or development process that has taken place or will take place. Include the timeline for achievement of student performance goals and the assessment of such performance.

DELA plans to adopt additional standards for reading, math, science, and social studies. The additional standards will be developed and adopted during two separate periods, including (1) during the pre-opening planning year, and (2) post-professional staff. New standards must be adopted and prepared for implementation prior to the beginning of an academic school year.

4. Explain the school's policies and standards for promoting students' from one grade to the next. Describe how and when promotion and graduation criteria will be communicated to parents and students.

DELA will use a ten (10) point grading scale. The minimum passing score is 70 percent. Student will be required to achieve at 70 percent report card score in the core subjects of Reading /ELA, Math, Science, and Social Studies to obtain promotion to the next grade level. The school's grading scale and promotion standards and policy will be published annually in the Parent/Student Handbook and will be available to students on the school website as well as being emailed to parents and students. The school will also make paper copies of the Parent/Student Handbook available to parents and

students. The Handbook will be provided to parent and students on the first day of school and will be available on the school website and transmitted via email prior to the first day of school.

5. Explain the process for ensuring that **all** students in grades 8-12 have a complete student success plan. Describe how the success plans will be monitored as required by 14 *Del. C.* § 5.0.

Each DELA student will develop a Personal Education Plan (PEP) at all grade levels in conjunction with teachers, parents, and the school's instructional leaders. In addition, students, parents, teachers, and school administration will sign a Student, Parent, Teacher, School Compact upon enrollment. At the 8th grade level the PEP will contain all required elements of the required Student Success Plan (SSP). The instructional leadership team will monitor student progress each quarter. The team will identify students eligible for 8th grade Advanced Placement (AP) and Honors (H) courses in the 7th grade and facilitate such placement.

High School Graduation Requirements (*High Schools Only*) [14 *Del. C.* §§ 512(4), (5), (6) and (7)]

This section is not applicable. DELA will operate grades K-8 only. (Skip to next section).

1. High schools will be expected to meet the Delaware Graduation Requirements, which may be amended from time to time. The requirements can be found at:

<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage>

2. Explain how the school will meet these requirements and monitor them through the use of the State's pupil accounting system. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Delaware, explain the additional requirements.
3. If applicable, also explain how the school will meet the requirements for any and all Career and Technical Education (CTE) pathways courses. Requirements include, but are not limited to:
 - a. Programs must follow a State-approved Pathway Standard and be of sufficient size and scope to be effective for graduates;
 - b. Applications must be approved;
 - c. Documented and appropriate labor market opportunities must sufficiently exceed the current training supply;
 - d. Laboratory facilities and equipment must meet all safety requirements pursuant to 14 DE Admin. Code § 885 and reflect current industry standards;

- e. Curriculum must follow current standards and include a State-approved end-of-pathway assessment;
 - a. Student access to the program must follow the Office of Civil Rights CTE (vocational education) guidelines for admission and recruitment available at: <http://www2.ed.gov/about/offices/list/ocr/docs/vocre.html>;
 - f. Pathways must follow an approved Program of Study;
 - g. A Program of Study document must be submitted with the application. The state template is available through this link: https://education.delaware.gov/educators/academic-support/career_and_technical_education/statemodel_programs_of_study/; and
 - h. Programs must include student participation in the related Career and Technical Student Organization.
This website will provide further information on Delaware CTE requirements: https://education.delaware.gov/educators/academic-support/career_and_technical_education/
4. Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

School Calendar and Schedule [14 Del. C. § 512(6)]

1. Provide, in **Attachment 6**, the school's proposed calendar for the first year of operation. Include the length of the school day, as well as start and dismissal times. Explain how the calendar will support the success of the educational program.

DELA's school calendar for the first year of operation is attached as Attachment 6. The length of the school day is 7 hours/day and 45 minutes with 180 school days. Classes start at 8:00 a.m. and end at 3:45 p.m. Monday through Friday. The school's proposed calendar will support the success of the educational program by providing for daily 90 minute blocks of Reading /English Language Arts, and daily 60 minute blocks each for Math and Science. See: Attachment 6.

Supplemental Programming [14 Del. C. § 512(6)]

1. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

DELA will make before and after school enrichment and a summer camp programs available to our students from an outside vendor. DELA may sponsor students who are economically disadvantaged through unrestricted funds, Title I, or other sources.

2. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

DELA will partner with outside vendors to make health and mental health services available to students.

3. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

DELA will monitor possible student-focused activities and programs which may be useful for our students and the board will review and make final decisions regarding participation or partnerships.

4. *For schools offering summer school.* Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded. Describe the program(s) to be offered. Identify how many students are expected to attend summer school and how will they be selected for participation. Identify how many hours and weeks of summer school will you provide, and how will it be funded. Explain how the school will provide Extended School Year services (ESY) for eligible students with disabilities.

DELA will offer summer school to students who need additional support. The board has not authorized or develop a summer school program at this time.

Special Populations and At-Risk Students [14 Del. C. § 512(4)-(7)]

1. At-Risk Students

- a. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

DELA will be prepared to serve all identifiable at-risk groups and expects to enroll some students from all at-risk categories including Students with Disabilities, English Language Learners, Economically Disadvantaged groups, Homeless Students, and Gifted and Talented students. The school will also enroll other Educationally Disadvantaged groups including racial and ethnic minorities, and other traditionally underperforming subgroups.

- b. Describe how the school will implement Response to Intervention procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance in accordance with 14 DE Admin. Code § 925.12.0.

DELA previously discussed its Response-to-Intervention (RTI) Multi-Tiered System of Support (MTSS). DELA's Response-to-Intervention (RTI) Multi-Tiered Support System (MTSS) is a key component of DELA's educational program. During the first ten (10) days of school all students will be tested using the MAP assessment for reading and math, and science grades 1-8. Data from the MAP assessment is immediately available for teacher and school leadership planning. As a data-driven

school, timely and accurate data is critical to our ability to measure student academic progress incrementally and determine individual student needs. Our RTI progress will essentially have four major components. First, all students remain in Phase I of the RTI process. Students which are one standard deviation below the mean grade level score will be elevated to Phase II of the RTI process for purposes of intervention. Phase II consists of interventions which may include parent conference, goal setting with student and parent, small group instruction, peer support, and other appropriate interventions. If a student does not close the gap which placed them in Phase II as measured by the next testing benchmark, the student will be placed in Phase III of the RTI process. In Phase III, teachers and the instructional leader will meet with parent and student to review and modify the Personal Education Plan (PEP). The Phase III plan will include individual tutoring and review of whether the student needs of any other specialized services to help them improve academic progress. Phase IV includes student referral for evaluation for exceptional children's services (to determine if the student's learning is impaired by a disability). Teachers, parents, and the instructional leader may immediately move to place a student to Phase IV based upon appropriate evidence. DELA's RTI standards exceed the requirements of 14 DE Admin. Code § 925.12.0.

- c. Describe how the school will organize and use instructional support teams to engage in a problem solving process to ensure the behavioral and academic success of all students in accordance with 14 DE Admin. Code § 923.11.9.

DELA staffing will include an Instructional Leader whose sole job will consist of leading the school's Professional Learning Community (PLC). The Instructional Leader will provide oversight of the school's data-driven instruction. The Instructional Leader will work with grade level and ad hoc instructional support teams to address individual student needs and strategies to help students become successful. These teams will meet on a regular schedule to be established by the Instructional Leader. Each student will have a Personal Education Plan (PEP). The instructional support teams will monitor students' progress on their PEP's, communicate with parents, and provide coaching, support, and encouragement to students to do the very best they can.

2. Students with Disabilities

Charter schools are responsible for hiring licensed, certified, and highly qualified special educators as required by 14 *Del. C. Ch. 1* and 14 DE Admin. Code § 900. School personnel must participate in the IEP Process including identifying students who may be eligible for special education services, evaluating students for special education services, developing an Individualized Education Program (IEP), and providing special education supports, services, accommodation, and modifications. Schools must comply with all applicable laws as outlined in the Compliance Certification Statement.

A. Identification

- a. Describe how the school will ensure compliance with Child Find responsibilities. Explain how the school will identify students in need of special education

services and the steps required to determine eligibility for special education services and avoid misidentification.

DELA shall post Child Find posters within the school facility and in areas accessible to parents to assure that parents and staff are aware of the school's program for students with disabilities and contact information as to how to make a student referral. The school will also post Child Find posters on the school's website and provide Child find information in the Parent/Student Handbook. The school leaders will discuss Child Find during the school open house programs and monthly parent meetings. The school's Instructional Leader will be responsible for regular review of benchmark data collected from MAP assessment, and the Instructional Leader and teachers will review prior year end-of-grade test data. The Instructional Leader and teachers will use data, observed classroom behavior, student records, and other data within the RTI process to make a determination as to whether a student should be referred to the school's Students with Disabilities staff for evaluation. Once a formal referral is made, and within 90 days, the students will be tested, and other appropriate data collected and presented to an Individual Education Plan (IEP) Team for review, which includes the student's parent(s) and other representative. The Team will include a School Administrator, Regular Education Teacher, Special Education Teacher, Parent(s) and other required persons. The Teams will determine whether the student's academic underperformance is the consequence of a statutorily recognized disability. The IEP Team will determine eligibility. The IEP Team can best avoid misidentification by doing a meticulous job of collecting proper data and review of the case. DELA will provide parents with a copy of the current eligibility manual and inform parents of their rights under IDEA.

- b. Describe the multi-tiers of evidenced-based academic and behavioral interventions and supports that will be provided prior to identification.

All students at DELA are participants in the Response-to-Intervention (RTI) process as previously stated. Generally, students whose test score fall at least one standard deviation below the mean are provided Phase II RTI services. Students which do not make adequate progress by next benchmark are elevated to Phase III. Students which do not make adequate educational progress after small group instruction, individual tutoring, behavioral interventions, and other interventions are referred for evaluation in Phase IV to the school's program for students with disabilities. In the general process, students will go through three tiers of interventions prior to referral for Students with Disabilities services. The exception may be students with backgrounds which include a developed record which shows low intellectual functioning on recognized test of intelligence, or who have visual, hearing, or other impairments which present an obvious need for protection under the IDEA. DELA will strictly follow the law regarding compliance with the IDEA.

- c. Describe the IEP team who will be determining eligibility including required roles.

DELA IEP Teams include the Student with Disabilities Coordinator, the School Principal or designee, a regular education teacher, a special education teacher, a parent(s) of the subject child, other designated parent/student representative, other

appropriate professionals/service providers. DELA will strictly follow the IDEA and State law regarding participation on IEP Teams.

B. Program Plan

- a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the Individuals with Disabilities Education Act (IDEA). Specify the programs, strategies, and supports you will provide for students with basic, intensive, and complex needs.

DELA will designate a Students with Disabilities Director/Coordinator who will report to the Lead School Administrator and be responsible for students with disabilities recordkeeping and reporting, including child counts and the observation of deadlines. Said Director/Coordinator shall provide guidance and oversight to teachers and staff on the requirements related to Students with Disabilities and individual staff responsibilities. All staff will receive pre-service professional development regarding staff duties and responsibilities regarding identification, evaluation, and referral of students with disabilities. DELA will provide a full continuum of services to students with disabilities, including pull out and push in services, and a self-contained classroom. The school will provide special transportation as needed and accommodate physical handicaps. The school will contract for support services including speech pathology, occupational therapy, physical therapy, and a school psychologist. The school will contract for other services as needed. The students with disabilities staff and the Lead School Administrator will match appropriate services to student needs including basic, intensive, and complex needs. DELA will observed the requirement of a Free Appropriate Public Education (FAPE). The school will provide for secure and confidential recordkeeping and storage for students with disabilities records.

- b. Describe how the school will provide a continuum of educational placements for students with disabilities. Include a description of the instructional strategies and supports that will be implemented to ensure placement and meaningful progress in the least restrictive environment. In addition, describe how students who require a more restrictive setting will be served within the school in accordance with 14 DE Admin. Code § 925.27.0.
- c. Describe how the school will ensure that students with disabilities have access and make meaningful progress in the general education curriculum and Common Core State Standards.

DELA will serve students with disabilities in the least restrictive environment. All students at DELA will participate in the general education curriculum, which includes Common Core Reading/ELA and Math. Students with disabilities teachers will make modifications to the general curriculum as may be required by the student's IEP. The school may use small group, individual tutors, extended testing, read-aloud, and other strategies to assure that students with disabilities have access to the general curriculum.

- d. Describe how the school will provide multi-tiers of academic and behavioral supports for students with disabilities.

Students with disabilities will participate in the school's RTI program the same as all other students. Students with disabilities will receive the same discipline as other students, except that any student suspended from school for a cumulative total of more than 10 days during the school year shall receive students with disabilities services on day 11 of any suspension. The school may also provide for manifestation hearings to determine if behavioral issues are related to a student's disability.

- e. Explain how the school will ensure parent participation in the IEP process in accordance with 14 DE Admin. Code § 900.925.22.

DELA students with disabilities staff will provide all required outreach and communications to parents to assure parent participation in the IEP process. The school will provide transportation if needed to assure parent participation.

- f. Describe how the school will ensure that IEP accommodations are provided for students with disabilities on the Delaware System of Student Assessment (DeSSA) and on the Alternate Assessment.

The school test coordinator will be provided a list of student accommodation (from student IEP's) by the SWD Director/Coordinator as a routine part of their testing duties. The test coordinator will plan and coordinate whether students with disabilities take regular assessment with accommodations or participate in Alternative Assessments based upon the student's IEP. The test coordinator report to the SWD Director/Coordinator and the Lead School Administrator on the status of testing SWD prior to all test administrations.

- g. Describe how the school will ensure that IEP services, supports, and accommodations are implemented by all staff working with students with disabilities.

IEP services, supports, and accommodations monitoring will be a regular part of the Lead School Administrator's management dashboard. The Lead School Administrator will require regular reporting from the SWD Director/Coordinator and the testing coordinator.

- h. For students with disabilities who are age 14 or older, or who are entering the eighth or a higher grade, explain how the school will address transition planning/provision of transition services.

The SWB Director/Coordinator will coordinate with the appropriate staff to assure that students with disabilities in the 8th grade receive any appropriate additional transition services.

C. Monitoring and Accountability

- a. Describe how the school will regularly evaluate and monitor the progress and success of students with disabilities to ensure the attainment of each student's goals set forth in the IEP and to ensure mastery of the Common Core Standards. Include a description of how the school will address students not making progress on IEP goals or toward mastery.

All students will participate in benchmark testing, including students with disabilities. The school's instructional leader will provide oversight of progress for students with disabilities as all other tested students. The school's instructional leader will report student with disabilities data to the SWD Director/Coordinator and other appropriate staff. Students with disabilities academic progress will be monitored the same as all other students, except these students will have additional supports according to the IEP. Students with disabilities not making adequate progress will receive appropriate interventions similar to regular education students, unless indicated otherwise by the IEP.

- b. Describe how the school will ensure that required participants, including parents, will attend IEP meetings.

Assign staff participation in IEP meetings is a mandatory job duty. Contract services personnel will have provisions in their contracts which require participate in the IEP's as assigned. As previously mentioned, the school will make all required outreach to parents and provide transportation if needed to assure parent participation.

- c. Describe the strategies that will be used when parents do not respond to school staff attempting to schedule IEP meetings, or when parents cannot or do not attend IEP meetings

DELA will use strategies outlined in the Delaware Department of Education SWB Handbook. In addition, the DELA may communicate with social workers and other professionals known to them or take such other actions as may be necessary if the parents lack of response rises to the level of abuse and neglect.

- d. Describe how the school will ensure participation of general education in the IEP meeting. For students who turn 14 or enter the 8th grade during the IEP year and who are participating in a career and technical education program, describe how the school will ensure that a CTE teacher/career technical teacher coordinator attends the IEP meeting.

At DELA all staff will be provided professional development on their responsibilities regarding participation in IEP meetings and their duties and responsibilities regarding students with disabilities. We would consider it a major breach of duty for general education teachers or CTE teachers who are required to

attend an IEP meeting to fail to do so. Said personnel will be subject to immediate disciplinary action.

- e. Describe the school's system of accountability to ensure compliance with IDEA, provision of special education services and procedural safeguards, along with a process to monitor student records and staff practices for regulatory compliance across the school.

The Lead School Administrator will maintain a compliance monitoring check list regarding implementation of the students with disabilities program. The Lead School Administrator or designee will conduct compliance monitoring at least annually. The review will include records completeness, records security, service schedules, review of IEP's, monitoring of program deadlines, review of staff and parent participation, and review of student academic progress.

D. Staffing and Professional Development

- a. Describe how the school will employ qualified special education staff, including, but not limited to, certified and highly-qualified special education teachers, and related service providers (including but not limited to Occupational Therapist, Physical Therapist, Speech/Language Pathologist, and School Psychologist). Include a list of the staff positions and a description of the duties for each position.

DELA will hire certified and highly-qualified staff, including related service providers. The school will obtain copies of credentials and conduct background checks. The traditional duties of the SWD Director/Coordinator include general oversight of the SWD program, recordkeeping, reporting, monitoring schedules, and providing support to regular education staff working with students with disabilities. The Exception Children's Teacher will provide daily instruction including push-in and pull-out services, and implementation of the instructional requirement of the IEP. Related services providers will work only in their specialty area. All are required to participate in the IEP process as assigned.

- b. Describe how the school will ensure that all staff (including but not limited to administrators, special education teachers, regular education teachers, guidance counselors, and support staff) are adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

DELA's board of directors will adopt a training schedule each year to assure that all staff receive proper training and professional development in implementing state and federal law related to the identification, evaluation, and education of students with disabilities. The board adopted professional development program will require mandatory participation.

3. English Language Learners

Charter schools are responsible for the identification of English language learners, the provision of English language services, and the annual assessment of English language proficiency as required by 14 DE Admin. Code 920. Additionally, charter schools are responsible for hiring certified English as a Second Language (ESL) and/or bilingual educators to provide services to English language learners. Paraprofessionals and tutors may serve English language learners only under the supervision of a certified ESL or bilingual teacher. In addition, ESL/bilingual school personnel must participate in the IEP Process of students who are dually identified for both Special Education and English language learners (SWD/ELL).

- a. Explain how the school will identify English language learner students in need of English language services, including the steps required to screen and assess the English language proficiency level and the timeline for completion.

DELA's English Language Learner program initial student identification program starts with the Home Language Survey included as part of the student enrollment packet. Students whose first language is not English will be tested using the W-Apt (Kindergarten) and WIDA Screener (Grades 1-8) within the first 30 days of school. DELA will use the state cut scores to determine eligibility and establish the level of services. Students will be tested annually using the ACCESS test in four domains including, listening, speaking, reading, and writing. DELA will use the State cut scores to determine adjustment in services levels and to determine when a student should exit the program.

- b. Explain how the school will schedule the contact hours for instruction based upon the English language learner's proficiency level.

DELA staff will include a highly qualified licensed ELL Teacher. The ELL Teacher will establish a schedule with contact hours of instruction based upon the student's proficiency levels. The ELL Teacher will report the schedule to the Lead School Administrator and coordinate with the SWD Director/Coordinator for any student eligible for ELL services and SWD services.

- c. Describe the program model(s) the school will use to deliver the English language services to students.

DELA ELL program models include Dual Language Immersion, Full-Services Push-in and Pull-out, Blended and Co-Teaching. The school will use service delivery methods listed in the most recent version of the Delaware Department of Education English Learner Guidebook.

- d. Describe the minimum English proficiency level scores required for enrollment into the ESL/bilingual program and the minimum exit level criteria to transition out of the program.

DELA will follow the state adopted standard. Student who score below a 5.0 composite are eligible for entrance and participation in the school's ELL program. Students who test at 5.0 or greater will be determined ineligible for participation in the ELL program or required to exit the program.

- e. Describe the school's plan for addressing parent involvement for English language learners, including immigrant students.

DELA will provide for printing materials in multiple languages to accommodate the communication needs of parents. The ELL staff will invite parents and offer transportation to the extent possible for facilitate participation.

- f. Describe how the school will ensure that English language learner students receive instruction and support to access and make meaningful progress in the general education curriculum and Common Core State Standards.

DELA Lead School Administrator will maintain a management dashboard and check list which includes regular review of EL schedules and student's academic progress scores from the MAP assessment. The MAP assessment is administered five times per year as part of the progress monitoring and data driven instructional program available to all students at DELA.

- g. Describe how the school will ensure that all English language learners, including those dually identified as students with disabilities who are also English language learners, will be assessed annually for English language proficiency.

Students with disabilities will take the ACCESS test the same as other ELL students except that test administration may be modified in accordance with the IEP or an alternative ACCESS for ELL's may be used. The school will use the guidance provided in the Delaware Department of Education English Learner Guidebook.

- h. Describe how the school will ensure that English language learners, including those dually identified as students with disabilities who are also English language learners, will be provided services for both programs.

As previously mentioned, The ELL teacher and the SWD Director/Coordinator will coordinate on the schedule of services to student who are both ELL and SWD eligible.

4. Gifted Students. Explain how the school will identify and meet the needs of gifted students, including:

- a. The specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

DELA acknowledges that students who enroll in its educational program will fall within a range of gifts, talents, and academic performance levels. Our mission includes preparing students to become eligible for admission to the best colleges and universities in the world. Our regular academic program is sufficiently rigorous to push students forward to their grade level greater than 90th percentile in reading and math. Students which are able to exceed our standards may be provided accelerated work or skipped to a higher grade-level class or skipped to a higher grade-level.

- b. How the school will provide qualified staffing for gifted students; and

DELA's hiring and recruitment of staff will include hiring at least one teacher with the Gifted and Talented Certification on their Teaching License. Our general program requires high quality teachers. DELA will provide pre-service professional development and ongoing professional development to teachers and instructional staff. The school will also provide specific professional development regarding teaching students who ordinarily qualify for participation in gifted and talented programs in the tradition public school system and the specific features of our program which accommodates their academic needs.

- c. How the school will assess and monitor the progress and success of gifted students.

DELA's Instructional Leader will monitor benchmark data collected from administration of the MAP assessment for reading, math, and science. These tests will be administered during the first ten (10) days of school and at intervals which roughly corresponded to each marking period comprising at total of five (5) test administrations each school year. All student's data is monitored by the Instructional Leader and teachers. The staff will operate as a Professional Learning Community (PLC) in a data-driven school. There are regular teams of teaching staff monitoring student progress, receiving feedback from teachers working with students on a day-to-day basis, receiving parent input, and making decisions about how to increase student progress.

5. Homeless Students. Explain how the school will identify and meet the needs of homeless students. Describe the training that the staff members will receive to meet the needs of homeless students.

DELA staff will receive pre-service and continuing professional development regarding student eligibility requirement of the McKinney Vento Homeless Assistance Act. Teachers and other staff will be training to recognize when a student lacks a "fixed, regular, and adequate nighttime residence." Teachers and staff will receive training which helps them recognize some of the signs which may accompany homelessness

such as students, being hungry, wearing the same clothing, poor hygiene, sleeping in class, request for changes in where a bus rider may be dropped off, and other signs. The school may provide special transportation for homeless students. The school will maintain a database of support services providers within the community which may be able to provide assistance relative to housing, food, clothing, employment, and to help students and families meet their needs and to help the student be successful in school.

Student Recruitment and Enrollment [14 *Del. C.* § 512(6) and (8) and 14 DE Admin. Code 275.4.4.2]

1. Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties and benchmarks and timelines that will demonstrate suitable progress over time. (Note! Be sure to reference <https://www.schoolchoicede.org/>.)

The DELA board of directors has already collected over 400 “Parent Support Surveys” (See: **Attachment 7**) demonstrating a demand for the proposed charter school. The board has considered the need for a pre-opening plan to recruit students to attend the school. The board’s initial targeted enrollment is 264 students in grades K-5 for the first year of the school’s operations. The school facility will be located at 4861 N. DuPont Highway, Dover in U.S. Census Tract #0418.01 within the demographic boundaries of the Capital School District.

The DELA board has determined that several factors will impact student recruitment and enrollment including (1) the proposed academic program, (2) the board’s ability to connect and inspire the confidence of the community, (3) the quality and preparation of staff, (4) support from other parents and community groups, and (5) the quality of the school facility. The DELA board has been working diligently to conduct outreach into the Kent County community to inform parents of potential students of the proposed school and the school’s proposed academic program. The board has conducted community forums, sent speakers to community events, handed out fliers, and made a major pre-application effort to connect with the community. The board has reached out to various community groups and has secured use of a high-quality school facility.

Our pre-opening year recruitment plan will begin upon Charter Application approval. The board will organize one major community forum per month beginning in April 2020. The board will conduct a total of seven (7) community forums between April and October 2020 in targeted communities in different U.S. Census Tracts which are included in the Capital School District, Smyrna School District, Lake Forest School District, and Caesar Rodney School District. We will use free local public service announcements on radio and television, and social media to market these events. We also plan to put out fliers/brochures throughout the region in local businesses and public places. Our goal is to communicate a message to the 178,550 (U.S. Census 2018 Population Estimate) which identifies the opportunity to participate in the proposed charter school.

2. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; linguistically diverse families and other youth at risk of academic failure. The response should include the following:

- a. A brief description of the recruitment strategies that the school will employ to attract each of the students described above to the school; and

DELA 2021-2022 open enrollment period will operate for about 60 days including November and December 2020. The open enrollment application will become available to the public in early November 2020 on www.schoolchoicede.org and on the proposed school's website at www.delacademy.com. Open enrollment will close on early January 2021. The school will conduct a lottery for all grade levels in which there are more applicants than seats available after consideration of pre-approved application preferences, if any. The recruitment and enrollment process will be completed on or before March 1, 2021. In accordance with state law, parents will be requested to commit to keeping their student enrolled in the school for a full year subject to approved exceptions.

The proposed school's website and marketing materials will specifically emphasize the school is open to all students without discrimination. Our marketing plan including outreach by U.S. Census Tract in the Kent County community to include families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and youth who are at-risk of academic failure. The school will use the following strategies to target recruitment to at-risk groups as follows:

Families in Poverty

DELA will provide students with bus transportation and participate in the National School Lunch Program to assure that transportation and school lunch is not a barrier to students in poverty attending the school. This information will be prominently displayed on the school's website and in program literature. In addition, this information is a major part of the presentations in our seven (7) pre-opening community forums.

Academically Low Achieving Students

DELA's proposed academic program uses "Active-Based Learning Strategies," teachers will be trained in Culturally Responsive Teaching (CRT) competencies, and the school's Response-to-Intervention Multi-Tiered System of Support are all specifically designed to remediate academically low achieving students. This information will be prominently displayed on the school's website and in program literature. In addition, this information is a major part of the presentations in our seven (7) pre-opening community forums.

Students with Disabilities

DELA plans a high-quality program for "students with disabilities." The school's marketing materials passed out at the seven (7) community forums and located on the school's website will note the proposed schools staffing qualifications, facilities, and program features for students with disabilities.

Linguistically Diverse Families

According to the U.S. Census 2018 Population Estimate for Kent County, Delaware, about 10 percent of the population under age 5 live in homes where a language other than English is spoken at home. The 2018 Population Estimate notes

that about 7 percent of the Kent County population are of Hispanic origin. We will publish our fliers and brochures in English and Spanish and feature multiple language translations on the school's website. We will market our English Language Proficiency Program in our program literature and feature this information in the seven (7) pre-opening community forums.

Youth At-Risk of Academic Failure

The general features of our academic program, including use of Active-Based Learning Strategies, have teachers trained in Culturally Responsive Teacher (CRT) competencies, and our outreach efforts to student with disabilities, linguistically diverse families, academically low-achieving students, and our expanded outreach throughout Kent County are designed to specifically include youth at-risk of academic failure.

Academically Gifted and Talented Students

Our outreach efforts will emphasize that our "School Design Plan" targets a broad spectrum of student abilities including students who are academically gifted and talented. Our marketing literature, brochures, fliers, website, and presentations will include our challenge to academically gifted and talented students.

- b. A brief explanation of the efforts, resources, structures, or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts, including disaggregation of student performance data for each subgroup. Identify your target re-enrollment rate for each year.

DELA's education plan includes use of NWEA/MAPS assessments for benchmarking student academic performance. MAPS feature the ability to track student performance by subgroups, including male, female, Economically Disadvantaged, Students with Disabilities, English Language Learners, White, Black, Hispanic, Asian, and other ethnicities. DELA will use the MAPS tools to monitor subgroup progress and the efficacy of its program. The school will make special efforts to develop positive relationships with all individual parents. Our goal or target enrollment and re-enrollment rate each year is to recruit and enroll a student population which demographically mirrors the population of the local school district where the school resides.

3. In **Attachment 7 (Parent Support Survey)**, provide evidence of demand for the proposed school among prospective parents/guardians. (Note! The Department is looking for evidence that your proposed school is wanted by the local community, and that enough pupils would come to your school to make it financially viable. This evidence takes the form of a survey that parents sign expressing support for the school. Specifically, you should aim to show that you have **support from parents for at least as many pupils as the number of seats in your school in its first two years of opening**. This is a minimum and your application will be rated more strongly if the school is significantly oversubscribed.)

Please see: Attachment 7.

4. Describe the ongoing student recruitment work that you will do once your school has opened. Identify the ways in which it will be different than your pre-opening year in terms of the strategies, activities, events, persons responsible and benchmarks.

DELA board of directors will develop a strategic plan which at a minimum includes ongoing student recruitment work once the school opens. The school will engage in a major marketing effort using free public service announcements on local radio and television, and social media leading up to and during the school's annual open enrollment period. Outreach efforts will include community forums, open house, visiting parent forums at local Head Start's and Pre-School Programs.

DELA plans a strong parent volunteer program which will include an outreach volunteer groups whose mandate will include marketing the school to other parents and families throughout the region. The proposed school's "Enrollment Policy and Withdrawal Policy" are included in Attachment 8.

The school's post-opening recruitment work and its pre-opening recruitment work are very similar, except that post-opening work will more heavily focus on recruit of kindergarten students and address attrition in grades 1-8.

5. Provide, as **Attachment 8**, the school's Enrollment Policy and Withdrawal Policy, which must include the following:
 - a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents;
 - b. Any admission preferences in accordance with 14 *Del. C.* § 506(b) and how they will be used, including how the school will identify Founding Group members and how the preference to children of the school's Founding Group members will be used, if applicable;
 - c. Establish a timeline for its application and admissions processes identical to any such timeline set forth in 14 *Del. C.* Ch. 4 for the operation of a public school choice program. Provide an approximate date for the lottery and describe the procedures for conducting a fair lottery process;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - e. A timeline and plan for student recruitment and enrollment;
 - f. Plans to maintain on file a written statement, signed by the parent or guardian of each enrolled child, that acknowledges that the child will attend the charter school for at least one complete school year pursuant to 14 *Del. C.* § 506(c)(3).

See: Attachment 8.

School Culture [14 Del. C. § 512(6)-(7) and 14 Del. C. §4112D]

1. Describe the culture or ethos of the proposed school and how this culture or ethos will promote a positive academic environment and reinforce student intellectual and social development.

DELA will develop messaging which promotes the development of “Student Learning Community.” The Student Learning Community’s focus will be high student academic performance. The culture and ethos will emphasize students helping each other and teamwork. The school will promote the promise “To treat all others with kindness and respect.” The school staff will receive training on promoting a learning culture where students are focused on understanding the world around them and gaining a global perspective. Our school culture will include starting with training students on proper school etiquette. We will set high expectations for parents, students, and staff and enforce those expectations by engineering a positive social environment which is participatory.

2. Explain the systems, practices, and traditions that the School Leader and staff will implement to foster this culture for students, teachers, administrators, and parents, starting from the first day of school. (Note! You will be asked to describe your discipline policy in the next section).

DELA student will start each day with a morning meeting where students and staff have an opportunity to address any issues which may become a barrier to full and dedicated participation in the academic day. The morning meeting will emphasize getting focused for the academic challenges of the day. Teachers will teach school etiquette during the first ten (10) days of school each year, establish class rules, and set expectations. Students will review and discuss the parent, student, teacher, school compact. Students and staff will discuss the school’s mission and purpose and students will be introduced to the world of academia including learning about colleges and universities, the purpose of these institutions, the benefits they provide to society, and a discussion will ensure about how to get to the best colleges and universities in the world. Teachers and staff will seek to recruit students to make a commitment to pursuing a path to the best colleges and universities in the world.

3. Describe the key elements of the school’s bullying prevention and anti-hazing policies. Explain how the school will develop this culture and use scientifically researched-based practices for students, educators, administrators, and parents starting from the first day of school. Resources to ensure compliance with state requirements are available at:

<https://www.stopbullying.gov/laws/delaware.html>

DELA Board of Directors will develop an anti-bullying policy which complies with 14 Del. C. § 4112A, et seq. Key elements of the school’s bullying prevention and anti-

hazing program will include a reporting system where student may report bullying or hazing if it happens to them or to someone else. Next, the school will appoint an investigative team to investigate all bullying complaints. Next, the board will adopt penalties for students engaged in bullying and the same will be enforced by the school administration. Finally, the school will promote anti-bullying education to assure that all student understand how bullying is defined and what is acceptable and unacceptable behaviors. The anti-bullying program will include a parent component to help parents understand issues related to bullying and how to support the school's anti-bullying and anti-hazing program.

4. Explain how the school culture will serve and support students with special needs, including students receiving special education services, English Language Learners, homeless and migrant students, and any other students at-risk of academic failure.

DELA's RTI program is specifically designed as a progress monitoring tool to quickly identify students at risk of academic failure, including students with disabilities, English language learners, homeless and migrant students, and other at-risk subgroups. The school culture will create an environment of cooperation and mutual support, including support to the above-mentioned student subgroups.

Student Discipline [14 Del. C. §512(6)-(7) and (11), 14 Del. C. § 4112F]

1. What will be the key elements of the school discipline policy, and how will it support the school culture that you describe above? Include plans regarding limitations on seclusion and restraint with respect to all students, including training and reporting requirements in accordance with 14 Del. C. § 4112F and related regulations at 14 DE Admin. Code § 610.

DELA board will adopt a school discipline policy and plan as part of its pre-opening activities. Our school discipline plan and policy will include a prevention component, have clear board-based rules, address school climate concerns, emphasize visible school leaders, and include significant parental involvement. The discipline policy and plan will outline clear penalties for misconduct. The plan will restrict the use of seclusion and restraint.

2. How will the discipline policy be practiced in the classroom in order to ensure that students are working on task and focused on learning?

DELA school culture is designed to establish school etiquette upfront. Teachers will establish behavioral expectation during the first ten (10) days of school. Our school culture and the level of rigor of our program will reduce to a minimum any classroom discipline issues. Should classroom discipline issues arise teachers and staff will use their training protocols to address the same. School Discipline and culturally responsive teacher will be a significant part of teacher professional development.

3. How will you ensure that minority students and students with disabilities are not disproportionately represented in disciplinary procedures such as suspensions and expulsions? How will you measure or track this data?

DELA educational program and school culture will reduce the likelihood of student discipline issues. The board will monitor real time student discipline data and take action to prevent any type of discrimination. Discipline data will be reported to board in the Lead School Administrator's monthly report.

4. Who will be responsible for implementing the school's discipline policy? What position will be responsible for electronically reporting discipline incidents in accordance with state requirements?

The Lead School Administrator will be responsible for implementation of the school's discipline policy and meeting electronic reporting requirements.

5. How will the school ensure that staff are adequately trained and properly implementing state and federal law related to the discipline of students with disabilities? Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Delaware statutes and regulations.

DELA staff will receive significant training regarding implementing state and federal law related to student discipline of students with disabilities, including the ten-day rule and the provision of services on day eleven. The Lead School Administrator will review each student's status prior to making any discipline decisions as a matter of course. The board anticipates adopting a Student Code of Conduct by November 2020 so the code is available as a part of the Parent/Student Handbook prior to open enrollment.

<u>Subject</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Reading/ELA	<ul style="list-style-type: none"> • Literature • Informational Text • Foundational Skills • Writing • Speaking & Listening • Language • Grammar • Conventions • Vocabulary 	<ul style="list-style-type: none"> • Literature • Informational Text • Foundational Skills • Writing • Speaking & Listening • Language • Grammar • Conventions • Vocabulary 	<ul style="list-style-type: none"> • Literature • Informational Text • Foundational Skills • Writing • Speaking & Listening • Language • Grammar • Conventions • Vocabulary
Math	<ul style="list-style-type: none"> • Ratios & Proportions • The Number System • Expressions & Equations • Geometry • Statistics & Probability 	<ul style="list-style-type: none"> • Ratios & Proportions • The Number System • Expressions & Equations • Geometry • Statistics & Probability • Functions • Algebra 	<ul style="list-style-type: none"> • Ratios & Proportions • The Number System • Expressions & Equations • Geometry • Statistics & Probability • Functions • Algebra
Science	<ul style="list-style-type: none"> • Force & Matter • Matter: Properties & Change • Energy: Conservation & Transfer • Earth in the University • Earth systems, structures & processes 	<ul style="list-style-type: none"> • Force & Matter • Matter: Properties & Change • Energy: Conservation & Transfer • Earth in the University • Earth systems, structures & processes 	<ul style="list-style-type: none"> • Force & Matter • Matter: Properties & Change • Energy: Conservation & Transfer • Earth in the University • Earth systems, structures & processes

	<ul style="list-style-type: none"> • Structure and Function of Living Organisms • Ecosystems 	<ul style="list-style-type: none"> • Structure and Function of Living Organisms • Ecosystems • Evolution & Genetics 	<ul style="list-style-type: none"> • Structure and Function of Living Organisms • Ecosystems • Evolution & Genetics • Earth History • Molecular Biology
Social Studies	<ul style="list-style-type: none"> • History • Geography and Environmental Literacy • Economics and Financial Literacy • Civics & Government • Culture • Globalization 	<ul style="list-style-type: none"> • History • Geography and Environmental Literacy • Economics and Financial Literacy • Civics & Government • Culture • Globalization 	<ul style="list-style-type: none"> • History • Geography and Environmental Literacy • Economics and Financial Literacy • Civics & Government • Culture • Globalization
21 st Century Technology	TBP	TBP	TBP

<u>Course</u>	<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>	<u>Fourth Grade</u>	<u>Fifth Grade</u>
English/Language Arts	-Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge
Mathematics	-Introduction -Counting & Cardinality -Operations & Algebraic Thinking -Number & Operations in Base Ten -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Number & Operations/Fractions -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Number & Operations/Fractions -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Number & Operations/Fractions -Measurement & Data -Geometry
Science	-Motion -Physical Properties -Observable Patterns -Comparison -Structure -Growth	-Forces -Earth -Moon -Sun -Planets Living Things	-Sound and Vibration -States of Matter -Weather -Animal Life Cycles -Variation	-Speed & Motion -States of Matter -Energy -Solar System -Earth's Surface -Human Body -Plants	-Magnetism -Electricity -Properties of Matter -Energy -Earth Study -Environment -Food Chains -Human Body	-Force & Motion -Matter & Energy -Temperature -Weather -Systems of Organisms -Plant & Animal Interdependence
Social Studies	-Change -Geography -Humans & Environment -Economic Concepts -Citizenship	-Societal Change -Geography -Humans & Local Communities -Economic Concepts -Law & Authority -Diversity	-History -Human Interaction -Economic Concepts -Governments -U.S. Constitution -Citizenship -Culture	-History -Change -Geography Themes -Market Economy -Entrepreneurship -Local Government -Democracy -Diversity	-Delaware History -Delaware Landmarks -Delaware Progress -Market Economy in Delaware -Economics & Personal Choices -Delaware Government -NC Constitution	-U.S. History -Founding Fathers -U.S. Economy -Global Economy -United Nations
Information Technology	-Information uses -Information Sources	-Useful Info Sources -Information Quality -Technology Tools	-Information Sources -Information Purposes	-Sources of Information -Research Strategies	-Information Sources -Research Strategies	-Information Sources -Research Strategies

	-Enjoyment vs. Information -Technology Tools -Technology Skills -Research -Ethical Issues	-Technology Skills -Research Process -Safety & Ethics	-Technology Tools & Skills -Research Process -Safety, Ethics & Responsible Use	-Technology Tools & Skills -Collaboration -Safety, Ethics & Responsible Use	-Technology Tools & Skills -Research Process -Safety, Ethics & Responsible Use	-Technology Tools & Skills -Collaboration -Safety, Ethics & Responsible Use
Arts Education	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts
Health Education	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs
Guidance	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers

Colorado Teacher-Authored Instructional Unit Sample

Reading, Writing, and Communicating

1st Grade

Unit Title: Transformations Around Me

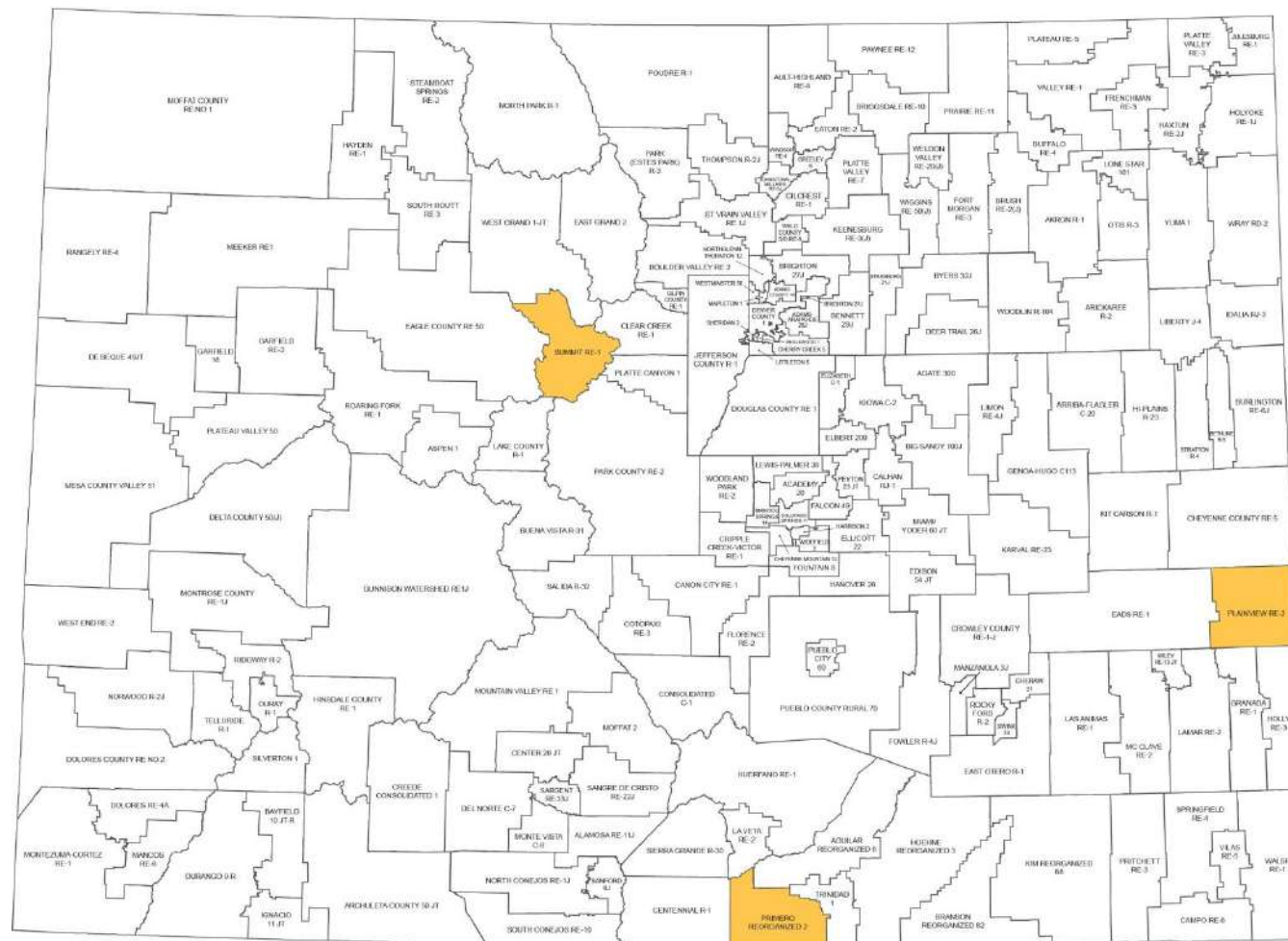
INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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Colorado's District Sample Curriculum Project

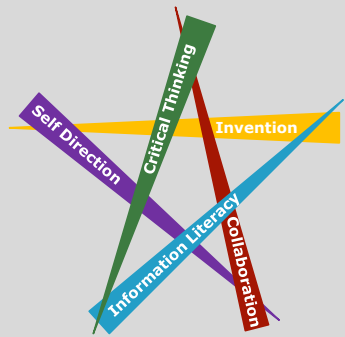
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Reading, Writing, and Communicating	Grade Level	1 st Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. Multiple strategies develop and expand oral vocabulary	RWC10-GR.1-S.1-GLE.1
	2. Verbal and nonverbal language is used to express and receive information	RWC10-GR.1-S.1-GLE.2
	3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech	RWC10-GR.1-S.1-GLE.2
2. Reading for All Purposes	1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.1
	2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers	RWC10-GR.1-S.2-GLE.2
	3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations	RWC10-GR.1-S.2-GLE.3
	4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read	RWC10-GR.1-S.2-GLE.4
3. Writing and Composition	1. Exploring the writing process develops ideas for writing texts that carry meaning	RWC10-GR.1-S.3-GLE.1
	2. Appropriate spelling, conventions, and grammar are applied when writing	RWC10-GR.1-S.3-GLE.2
4. Research and Reasoning	1. A variety of resources leads to locating information and answering questions of interest	RWC10-GR.1-S.4-GLE.1
	2. Purpose, information, and questions about an issue are essential steps in early research	RWC10-GR.1-S.4-GLE.2

Colorado 21st Century Skills



- Critical Thinking and Reasoning:**
Thinking Deeply, Thinking Differently
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*

Common Core Reading Foundational Standards

Print Concepts: [CCSS: RF.1.1](#) Demonstrate understanding of the organization and basic features of print.
[CCSS: RF.1.1a](#) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness: [CCSS: RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
[CCSS: RF.1.2a](#) Distinguish long from short vowel sounds in spoken single-syllable words.
[CCSS: RF.1.2b](#) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
[CCSS: RF.1.2c](#) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
[CCSS: RF.1.2d](#) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition: [CCSS: RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
[CCSS: RF.1.3a](#) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
[CCSS: RF.1.3b](#) Decode regularly spelled one-syllable words.
[CCSS: RF.1.3c](#) Know final -e and common vowel team conventions for representing long vowel sounds.
[CCSS: RF.1.3d](#) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
[CCSS: RF.1.3e](#) Decode two-syllable words following basic patterns by breaking the words into syllables.
[CCSS: RF.1.3f](#) Read words with inflectional endings.
[CCSS: RF.1.3g](#) Recognize and read grade-appropriate irregularly spelled words.

Fluency: [CCSS: RF.1.4](#) Read with sufficient accuracy and fluency to support comprehension.
[CCSS: RF.1.4a](#) Read grade-level text with purpose and understanding.
[CCSS: RF.1.4b](#) Read grade-level text orally with accuracy, appropriate rate, and expression.
[CCSS: RF.1.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Transformations Around Me	6-8 weeks	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Transformations Around Me		Length of Unit	6-8 weeks
Focusing Lens(es)	Change	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.1 RWC10-GR.1-S.2-GLE.2 RWC10-GR.1-S.3-GLE.1 RWC10-GR.1-S.3-GLE.2	RWC10-GR.1-S.4-GLE.1 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.4-GLE.2 RWC10-GR.1-S.2-GLE.4 RWC10-GR.1-S.2-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What causes change? (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii; iii) and (RWC10-GR.1-S.2-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.4-EO.d.ii) • Is change important? (RWC10-GR.1-S.2-GLE.2-EO.a-e) and (RWC10-GR.1-S.2-GLE.3-EO.a.i; viii; ix) • How can you affect change? (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.2-EO.b.iii) 			
Unit Strands	Oral Expression & listening – Reading for all Purposes – Writing and Composition – Research and reasoning			
Concepts	In content:	In reading:	In writing:	
	change, growth, movement, progress, patterns, adaptation, environment, transformation, metamorphosis, convey	phonics, phonological awareness, fluency, vocabulary, comprehension	phonics, phonological awareness, fluency, vocabulary, comprehension, spelling	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Decoding words requires the application alphabetic principles, letter sounds, and letter combinations (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a)*	How many different ways can we break apart the word _____? (RWC10-GR.1-S.1-GLE.3-EO.a) and (RWC10-GR.1-S.2-GLE.3-EO.a.iv; v)	Why is learning letter combinations important for becoming an effective reader? (RWC10-GR.1-S.1-GLE.3-IQ.1)
Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d,e)*	What are the three parts of reading fluency (rate – accuracy – prosody)? (RWC10-GR.1-S.2-GLE.2-EO.e.ii)	How does automaticity with underlying skills lead to reading comprehension? (RWC10-GR.1-S.2-GLE.1-N.1; 2) and (RWC10-GR.1-S.2-GLE.2-N.1; 2)
The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials (RWC10-GR.1-S.2-GLE.2)*	What are the differences between literary texts and informational texts? (RWC10-GR.1-S.2-GLE.1-EO.b.ii) and (RWC10-GR.1-S.2-GLE.2-EO.b.ii)	Why must readers understand the structural differences between narrative and informational text?

Colorado Teacher-Authored Sample Instructional Unit

<p>Change can often create progress. (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE.2-EO.d; e)</p>	<p>How has your reading improved this year? (S.2-GLE.1-EO.d, e; S,2-GLE:2-EO.d, e) What is an event that has made you change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE:2-EO.d; e) What is my responsibility to change? (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE2-EO.d; e)</p>	<p>Is progress always good? (S.2-GLE.1-EO.d, e; S,2-GLE.2-EO.d, e; S.3-GLE.1-EO.a) How can I bring about change? (RWC10-GR.1-S.1-GLE.1-EO.a-c) and (RWC10-GR.1-S.3-GLE.1-EO.a) and (RWC10-GR.1-S.3-GLE.1-N.2)</p>
<p>Reading and writing purposes change depending on context and communication intent. (RWC10-GR.1-S.1-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.1-EO.b.ii; iii) and (RWC10-GR.1-S2-GLE.2-EO.b) and (RWC10-GR.1-S.3-GLE.1) and (RWC10-GR.1-S.4-GLE.1-EO.c) and (RWC10-GR.1-S.1-GLE.3-RA.3) and (RWC10-GR.1-S.2-GLE.2-IQ.1; 2) and (RWC10-GR.1-S.3-GLE.2-IQ.1-4)</p>	<p>How do you adapt your reading and writing for a variety of purposes? (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.2-EO.e) and (RWC10-GR.10S.2-GLE.3) and (RWC10-GR.1-S.3-GLE.1) How do you change your speech when talking to different people? (RWC10-GR.1-S.1-GLE.1-EO.a) and (RWC10-GR.1-S.1-GLE.1-N.1) Why do we use conventions? (RWC10-GR.1-S.3-GLE.2) and (RWC10-GR.1-S.2-GLE.2-IQ.1)</p>	<p>What can result if you do not or cannot adapt to outside influences? (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2) Is adaptation important? (RWC10-GR.1-S.2-GLE.2-EO.a and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.2-EO.a) and (RWC10-GR.1-S.2-GLE.2-RA.2) and (RWC10-GR.1-S.2-GLE.1-EO.d; e) and (RWC10-GR.1-S,2-GLE2-EO.d; e) How do you convey meaning in writing? (RWC10-GR.1-S.2-GLE.4-EO.b.iii; iv) and (RWC10-GR.1-S.3-GLE.2-EO.a)</p>
<p>People often adapt to changing environments in order to have success in that environment. (RWC10-GR.1-S.1-GLE.2-EO.b; c) and (RWC10-GR.1-S.2-GLE.1-EO.e.i; ii) and (RWC10-GR.1-S.2-GLE.2-EO.e.i; ii)</p>	<p>How do you read different kinds of text? (RWC10-GR.1-S.2-GLE.1) and (RWC10-GR.1-S.2-GLE.2) How is your writing different when you are writing a persuasive piece versus a narrative? (RWC10-GR.1-S.3-GLE.1-EO.a; c)</p>	<p>How do you change depending on your purpose? (RWC10-GR.1-S.3-GLE.1-EO.a; c)</p>
<p>The analysis of systems and their inherent relationships help people uncover patterns and make meaning. (S.2-GLE.3-EO.a.i-vi; S.2-GLE.3-EO.a.viii; S.2-GLE.3-EO.a.ix; S.2 GLE.3-IQ.1-3, S.2 GLE.3-RA.1,3)</p>	<p>How are fiction and non-fiction text different/similar? (S.2-GLE.1-EO.b.ii) What patterns help us read? (S.1-GLE.3)</p>	<p>How can patterns be applied to learning to read and write? (RWC10-GR.1-S.1-GLE.3) and (RWC10-GR.1-S.2-GLE.3) and (RWC10-GR.1-S.2-GLE.4-EO.a)</p>

Colorado Teacher-Authored Sample Instructional Unit

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The organization and basic features of print. (RWC10-GR.1-S.2-GLE.4-EO.d) CCSS: RF.1.1 • The distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.1-GLE.2-EO.a.i) CCSS: RF.1.1a • Grade-level phonics and word analysis skills for decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Research can help us find the answer to a question (RWC10-GR.1-S.2-GLE.2-EO.d) and (RWC10-GR.1-S.3-GLE.1-EO. d; f) • Characters can change (RWC10-GR.1-S.2 -GLE.1-EO.a.iii) and (RWC10-GR.1-S.2-GLE.1-EO.c.i) and (RWC10-GR.1-S.2-GLE.2-EO.a.iii) • The difference between fiction and non-fiction writing/books (RWC10-GR.1-S.2-GLE.2-EO.c.iii) and (RWC10-GR.1-S.2-GLE.2-EO.d; e) and (RWC10-GR.1-S.2-GLE.2-EO.d.i) and (RWC10-GR.1-S.2-GLE.1-EO.d) and (RWC10-GR.1-S.2-GLE.2.e.i; ii) and (RWC10-GR.1-S-4-GLE.2) 	<ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RWC10-GR.1-S.2-GLE.4-EO.d.i) CCSS: RF.1.1a • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a) CCSS: RF.1.2 • Distinguish long from short vowel sounds in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.i) CCSS: RF.1.2a • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RWC10-GR.1-S.1-GLE.3-EO.a.ii) CCSS: RF.1.2b • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RWC10-GR.1-S.1-GLE.3-EO.a.iii) CCSS: RF.1.2c • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RWC10-GR.1-S.1-GLE.3-EO.a.iv) CCSS: RF.1.2d • Know and apply grade-level phonics and word analysis skills in decoding words. (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.3 • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (RWC10-GR.1-S.2-GLE.3-EO.a.i) CCSS: RF.1.3a • Decode regularly spelled one-syllable words.(RWC10-GR.1-S.2-GLE.3-EO.a.ii) CCSS: RF.1.3b • Know final -e and common vowel team conventions for representing long vowel sounds. (RWC10-GR.1-S.2-GLE.3-EO.a.iii) CCSS: RF.1.3c • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RWC10-GR.1-S.2-GLE.3-EO.a.iv) CCSS: RF.1.3d • Decode two-syllable words following basic patterns by breaking the words into syllables. (RWC10-GR.1-S.2-GLE.3-EO.a.v) CCSS: RF.1.3e • Read words with inflectional endings. (RWC10-GR.1-S.2-GLE.3-EO.a.vi) CCSS: RF.1.3f • Recognize and read grade-appropriate irregularly spelled words. (RWC10-GR.1-S.2-GLE.3-EO.a.vii) CCSS: RF.1.3g • Read with sufficient accuracy and fluency to support comprehension. (RWC10-GR.1-S.2-GLE.1-EO.e) CCSS: RF.1.4 • Read grade-level text orally with accuracy, appropriate rate, and expression. (RWC10-GR.1-S.2-GLE.1-EO.e.ii) CCSS: RF.1.4b • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RWC10-GR.1-S.2-GLE.1-EO.e.iii) CCSS: RF.1.4c • Describe story elements and major events using key details (RWC10-GR.1-S.2-GLE.1-EO.a.iii) • Make logical predictions and explain why or why not (RWC10-GR.1-S.2-GLE.1-

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	<p>EO.a.iv)</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension (RWC10-GR.1-S.2-GLE.1-EO.e) and (RWC10-GR.1-S.2-GLE.3-EO.a) CCSS: RF.1.4 • Use key ideas and details craft and structure to comprehend and read a variety of text (RWC10-GR.1-S.2-GLE.2-EO.a; b) • With guidance produce a piece of informative/explanatory text (RWC10-GR.1-S.3 -GLE.1-EO.b, d-f) • Use appropriate spelling, conventions and grammar when writing (RWC10-GR.1-S.3 -GLE.2-EO.a; b) • Use a variety of resources to locate information and answer questions of interest (RWC10-GR.1-S.4-GLE.1-EO.a-c) • Participate in shared research and writing with guidance and support (RWC10-GR.1-S.4-GLE.2-EO.a,b) • Determine the pronunciation and meaning of complex vocabulary (RWC10-GR.1-S.2 -GLE.4-EO.a-d) • Find key ideas and details in illustrations and text to answer questions about key ideas (RWC10-GR.1-S.2-GLE.2-EO.a.i) and (RWC10-GR.1-S.2-GLE.2-EO.c.i) • Identify main idea and retell details (RWC10-GR.1-S.2-GLE.2-EO.2.a.ii)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“My writing changed by putting an “!” to show that my character was excited.”</i> <i>“I know how to read boat so I can read soap.”</i> <i>“I have progressed in reading because now I can read chapter books.”</i></p>
<p>Academic Vocabulary:</p>	<p>pattern, adaptations, alter, environment, transformation, growth, progress, research, fiction, non-fiction, informative, explain character</p>
<p>Technical Vocabulary:</p>	<p>Metamorphosis, research process, pronunciation, illustration(s)/illustrator</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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Unit Description:	This unit centers around the attributes of physical communities and the adaptations that people make in order to be successful in particular environments. During the 6-8 weeks of the unit, students will examine their own physical community. They will respond to text and images and construct short written pieces for different purposes/audiences (including letters to pen pals, newspaper “articles,” etc.) documenting changes that occur and adaptations people make across seasons. The learning experiences build to a performance assessment that asks students to write (and create videos) about an adaptation, in the form of a favorite activity, they make in a particular season.
Considerations:	This unit focuses on a rural community; the changes that occur and the adaptations people make in this physical environment. The unit presumes that students have established pen pal relationships with counterparts in urban/suburban environments. These relationships will provide opportunities for students to explore different forms of writing and for communicating the attributes of their community with peers. Though the resources utilized in the unit are rural-specific, the learning experiences and performance assessment are easily adaptable for any physical environment.
Unit Generalizations	
Key Generalization:	People often adapt to changing environments in order to have success in that environment
Supporting Generalizations:	Change can often create progress
	Reading and writing purposes change depending on context and communication intent
Ongoing <i>These Generalizations, addressed throughout the Unit (and the entire year), are explained below in the Ongoing Learning Experiences section.</i>	
Ongoing Generalizations / Learning Experiences	Decoding words requires the application alphabetic principles, letter sounds, and letter combinations
	Reading comprehension requires knowledge of letter names/letter sounds, decoding, the development of automatic word recognition, and reading fluency
	The ability to comprehend and fluently read various informational and literary texts written at grade level allows students to access and understand a variety of written materials
	The analysis of (phonemic) systems and their inherent relationships help people uncover patterns and make meaning

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	People often adapt to changing environments in order to have success in that environment
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are an expert on your local (rural) community and you are going to be a “tour guide” for other 1st graders in Colorado who live in other (urban/suburban) communities! To help these other 1st graders get to know your community a bit, you will choose your favorite season and describe in writing one activity that is unique to your community during that season. You will work in small groups to then create a short video that will show your expert knowledge of how people in your community adapt to their environment during the season you have chosen to discuss.

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<p>Product/Evidence: (Expected product from students)</p>	<p>Students will work in small groups according to the season they have chosen (teachers could randomly assign students to seasons or have the students choose). Prior to the video work, students will individually construct responses that describe a unique activity in their community during the (assigned/chosen) season, using informational texts to support their claims about the season. Once these responses are constructed, students will create a short video together that illustrates the season and the corresponding unique activities in their community.</p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>For the individual work students may:</p> <ul style="list-style-type: none"> • Use partially completed graphic organizers for seasons/activities • Work with partners/teacher to dictate the season and activities <p>For the group work, students may take on single or multiple roles and/or participate in various tasks:</p> <ul style="list-style-type: none"> • Performer • Camera person • Visual arts/graphics person • Director

<p>Texts for independent reading or for class read aloud to support the content</p>	
<p align="center">Informational/Non-Fiction</p>	<p align="center">Fiction</p>
<p><i>Farm Community</i> by Peggy Pancella (Lexile Level - 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550) <i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360) <i>Living in Suburban Communities</i> by Kristin Sterling (Lexile Level = 420) <i>Suburb</i> by Peggy Pancella (Lexile Level = 300) <i>Living on Farms</i> by Allan Fowler (Lexile Level - 330) <i>Seasons</i> by David Stewart (Lexile Level – 610) <i>Animals in Fall</i> by Scholastic (Lexile Level - 530) <i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>Fall Weather</i> by Scholastic (Lexile Level - 530) <i>I See Winter</i> by Charles Ghigna (Lexile Level - 260) <i>Winter is</i> by Ann Dixon (Lexile Level – 500) <i>Winter</i> by Stephanie Hedlund (Lexile Level – 380) <i>Winter (The Seasons)</i> by Nuria Roca (Lexile Level – 590) <i>It’s Winter (Celebrate the Seasons)</i> by Linda Glaser (Lexile Level - 300) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590) <i>The Seasons (Spring)</i> by Nuria Roca (Lexile Level – 590) <i>Spring</i> by Sian Smith (Lexile Level – 380) <i>People in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 210) <i>Plants in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 340) <i>What Happens in Spring? (Four Super Seasons)</i> by Alex Appleby</p>	<p><i>Squirrel’s Fall Search</i> by Anita Loughrey (Lexile Level = 630) <i>Fall Leaf Project</i> by Margaret McNamara (Lexile Level - 270) <i>Fall Harvest</i> by Gail Saunders-Smith (Lexile Level – 160) <i>Winter According to Humphrey</i> by Betty Birney (Lexile Level – 630) <i>Winter Wheat</i> by Brenda Z. Guiberson (Lexile Level – 620)</p>

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Reading, Writing, and Communicating Ongoing Learning Experiences	
<p>Assessments: Each of the Ongoing Learning Experiences will use assessments aligned with and identified in the READ Act: DIBELS, PALS, DRA2 to measure foundational reading skills. (Additional commercially available resources may be found on the READ Act Resource Bank of Approved Assessments found here.) In addition, teachers may use other assessment resources to monitor student progress throughout the unit: CORE Phonics; Aimsweb resources; www.interventioncentral.org (Intervention Central), www.studentprogress.org (Student Progress) as well as the skill-specific assessments found in basal reading programs.</p>	
Ongoing Learning Experience #1	Students will think like readers by knowing and applying grade-level phonics and word analysis skills in decoding words.
Skills:	<p>CCSS: RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>CCSS: RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS: RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS: RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS: RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>CCSS: RF.1.3f Read words with inflectional endings.</p> <p>CCSS: RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards) (Commercially produced materials are available. In addition, materials may be found in particular basal readers which teacher may already access.)
Ongoing Learning Experience #2	Students will think like readers by demonstrating understanding of spoken words, syllables, and sounds (phonemes).
Skills:	<p>CCSS: RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS: RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS: RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS: RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards) (Commercially produced materials are available. In addition, materials may be found in particular basal readers which teacher may already access.)
Ongoing Learning Experience #3	Students will think like readers by reading with sufficient accuracy and fluency to support comprehension.
Skills:	<p>CCSS: RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS: RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p>
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)
Ongoing Learning Experience #4	Students will think like readers by demonstrating understanding of spoken words, syllables, and sounds (phonemes).
Skills:	<p>CCSS: RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS: RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS: RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS: RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp (FCRR resources aligned to Common Core State Standards Reading Foundation Standards)

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Prior Knowledge and Experiences

The experiences in this unit build on some basic (student) knowledge around the seasons, family occupations, and land features of their community. Teachers may want to revisit some of these concepts (particularly those physical aspects of the community) before the unit to reinforce these concepts.

Learning Experience # 1

The teacher may brainstorm with students the unique aspects of their surroundings so that students can begin to identify and define their physical community.

Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment	
Teacher Resources:	https://www.google.com/search?q=rural+community&tbm=isch&tbo=u&source=univ&sa=X&ei=sPrLUp-4E8WXrgGew4HYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-International) https://www.google.com/search?q=rural+communities+in+the+united+states+images&tbm=isch&tbo=u&source=univ&sa=X&ei=ofvLUt66BMybrQHg44CYAg&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-US) http://www.ask.com/question/characteristics-of-urban-community (Answers to the question: What is urban?) http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/ (Interactive map-physical communities) http://www.nps.gov/nr/publications/bulletins/nrb30/nrb30_5.htm (Definitions of rural environments) <i>Farm Community</i> by Peggy Pancella (Lexile Level - 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550)	
Student Resources:	<i>Farm Community</i> by Peggy Pancella (Lexile Level – 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550) <i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360)	
Assessment:	Students will begin the construction of a word wall that will continue throughout the unit, using the “brainstormed” words from this learning experience as the initial list http://www.schoolexpress.com/wordwalls/wordwalls.php (Word wall resource)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Selected rural images (See teacher resources)	The students may work with partners to locate images that connect with selected words on the word wall
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Selected rural images (See teacher resources)	The students may create visual mosaics that capture several of the words and concepts on the word wall
Critical Content:	N/A	
Key Skills:	<ul style="list-style-type: none"> Use a variety of resources to locate information and answer questions of interest 	
Critical Language:	Environment, surroundings, community	

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Learning Experience # 2		
The teacher may utilize informational texts and images of rural and urban areas so that students can create a working and shared definition of the physical aspects of a (rural) community. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment	
Teacher Resources:	https://www.google.com/search?q=rural+community&tbm=isch&tbo=u&source=univ&sa=X&ei=sPrLUp-4E8WXrgGew4HYAg&sqi=2&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-International) https://www.google.com/search?q=rural+communities+in+the+united+states+images&tbm=isch&tbo=u&source=univ&sa=X&ei=ofvLUt66BMybrQHg44CYAg&ved=0CCwQsAQ&biw=1016&bih=539 (Images of rural communities-US) http://www.nps.gov/nr/publications/bulletins/nrb30/nrb30_5.htm (Definitions of rural environments) http://www.brainpopjr.com/socialstudies/communities/ruralsuburbanandurban/preview.weml (Rural, Urban, and Suburban “ video) <i>Farm Community</i> by Peggy Pancella (Lexile Level - 620) <i>Farm</i> by Penny Arlon (Lexile Level – 550) <i>Suburb</i> by Peggy Pancella (Lexile Level = 300) http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template) <i>Country Kid, City Kid</i> by Julie Cummins (Lexile Level – 1040)	
Student Resources:	<i>Farm Community</i> by Peggy Pancella (Lexile Level – 620) <i>Farm</i> by Penny Arlon (Lexile Level - 550) <i>Living in Rural Communities</i> by Kristin Sterling (Lexile Level – 360) <i>Living in Suburban Communities</i> by Kristin Sterling (Lexile Level -420) <i>Living in Urban Communities</i> by Kristin Sterling (Lexile Level --300) <i>City Neighborhood Walk</i> by Peggy Pancella (Lexile level- 620)	
Assessment:	Students will utilize photographs and the word wall to construct graphic organizers that compare and contrast the (physical) similarities and differences between urban and rural communities.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may start or partially complete a Venn Diagram http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template)	The students may complete the partially developed Venn Diagram
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students write an “opinion” piece about the best things about living in a (rural) community http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion)	The students may complete the graphic organizer and write it into a paragraph form
Critical Content:	<ul style="list-style-type: none"> • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, growth, progress, adaptations	

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Learning Experience # 3		
The teacher may utilize photographs and informational texts so that students can analyze how communities change physically over time. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Change can often create progress	
Teacher Resources:	<i>A One-room School (Historic Communities)</i> by Bobbie Kalman (Lexile Level - 860) http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now) <i>Kiowa County</i> by Eads High School Local History Project, Kiowa County Historical Society (Obtain resources from Kiowa County Museum or Eads Library) (Lexile Level – 1210) http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present) <i>Living on Farms</i> by Allan Fowler (Lexile Level - 330)	
Student Resources:	<i>Living on Farms</i> by Allan Fowler (Lexile Level - 330)	
Assessment:	Students will use the photographs and information from the texts to describe specific aspects of their physical community from the past and today.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a partially completed graphic organizer http://www.shelleducation.com/free/activities/july2010/Bubble_Map_Graphic_Organizer.pdf (Graphic organizer for comparing past and present)	The students may work individually or in partners (dictating) to complete the partially filled in organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.campsilos.org/mod4/students/life.shtml (Farming Then and Now)	The students may create a game of flash cards (Draw pictures based on photographic images representing past and present aspects of the physical community) and quiz other students
Critical Content:	<ul style="list-style-type: none"> • Research can help us find the answer to a question 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Use key ideas and details craft and structure to comprehend and read a variety of text • Use a variety of resources to locate information and answer questions of interest • Participate in shared research and writing with guidance and support 	
Critical Language:	Environment, transformation, growth, progress	

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Learning Experience # 4		
The teacher may read a short informational text about seasons (e.g., <i>Changing Seasons</i> by Sian Smith) so that students can identify the changes in their physical community according to different seasons. [<i>Understanding text, Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Seasons</i> by David Stewart (Lexile Level – 610) <i>Squirrel’s Fall Search</i> by Anita Loughrey (Lexile Level = 630) http://www.exploringnature.org/db/detail.php?dbID=112&detID=2634 (Movie about the changing Seasons) http://www.brainpopjr.com/science/weather/seasons/preview.weml (Movie about the changing seasons) http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion) http://www.neok12.com/video/Seasons/zX755b755e04470c5d627f63.htm (Video-four seasons time lapse)	
Student Resources:	<i>Changing Seasons</i> by Sian Smith (Lexile level – 440) <i>Watching the Seasons</i> by Edana Eckart (Lexile level – 300) http://www.turtlediary.com/kindergarten-games/science-games/seasons.html (Changing seasons game)	
Assessment:	Students will write a short descriptive (opinion) piece about their favorite season that will include specific references to the informational text read by the teacher.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write the words the students wish to add to the word wall on slips of paper	The students may add (seasonal) words to the classroom word wall from the teacher read informational text The students may create a diorama or photo mosaic of their favorite season
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students write an “opinion” piece about their least favorite season http://oakdome.com/k5/lesson-plans/word/common-core-opinion-writing-template.php (Graphic organizer for writing an opinion)	The students may complete the graphic organizer and transform it into a paragraph
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, growth, progress, alter	

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Learning Experience # 5		
The teacher may read both fictional and informational texts about fall and the physical changes that occur in their environment so that students can analyze specific characteristics of the fall season. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Animals in Fall</i> by Scholastic (Lexile Level - 530) <i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>Fall Weather</i> by Scholastic (Lexile Level - 530)	
Student Resources:	<i>Fall Leaf Project</i> by Margaret McNamara (Lexile Level - 270) <i>Fall Harvest</i> by Gail Saunders-Smith (Lexile Level – 160) http://www.primarygames.com/seasons/fall/games.htm (Fall games – 11) http://www.brainpopjr.com/science/weather/fall/preview.weml (Short “movie” about fall and changes and adaptations that occur)	
Assessment:	Students will choose an image from either an informational or fictional text to respond to by drawing and describing one major change they see in their physical environment during the fall.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The students may create a collage of colorful fall leaves and write a descriptive sentence for each leaf
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Transformation, growth, progress, alter, migration, hibernation, deciduous, evergreen, preparation, harvest	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 6		
The teacher may bring in guest speakers and artifacts associated with fall (e.g., canning supplies, models of harvesting implements, blaze orange safety vests, bird calls, binoculars) so that students can connect these artifacts with specific adaptations people make in this community. [<i>Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent	
Teacher Resources:	<i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590)	
Student Resources:	<i>Fall Apples</i> by Scholastic (Lexile Level - 590) <i>Fall Leaves</i> by Scholastic (Lexile Level - 490) <i>Fall Pumpkins</i> by Scholastic (Lexile Level - 500) <i>The Seasons (Fall)</i> by Nuria Roca (Lexile Level – 590)	
Assessment:	Students will describe (in letter form) for their (urban) pen pals some of the adaptations they and their families make during the fall season (clothing, activities, jobs and roles).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a graphic organizer that provides additional structure for letter writing: http://www.enchantedlearning.com/graphicorganizers/tree/ (Graphic organizer that divides up the letter)	The students may develop a graphic organizer and the letter in small groups to send to their pen pals
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/lesson_image/s/lesson275/compcon_chart.pdf (Basic compare and contrast graphic organizer)	The students may use text and other materials to compare and contrast fall changes in their community with fall changes that occur in other (urban/suburban environments)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Environment, transformation, growth, progress, alter, migration, harvest, preparations	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 7		
<p>The teacher may read both fictional and informational texts about winter and the physical changes that occur in their environment so that students can analyze specific characteristics of the winter season. [<i>Understanding text, Responding to text</i>]</p>		
Generalization Connection(s):	<p>People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent</p>	
Teacher Resources:	<p><i>Winter According to Humphrey</i> by Betty Birney (Lexile Level – 630) <i>Winter is</i> by Ann Dixon (Lexile Level – 500) <i>Winter (The Seasons)</i> by Nuria Roca (Lexile Level – 590) <i>Winter</i> by Stephanie Hedlund (Lexile Level – 380) http://www.pegitboard.com/pin/47d6ccdd726f8b173bfeddf20a6d (Word Search Template)</p>	
Student Resources:	<p>http://www.primarygames.com/seasons/winter/games.htm (Winter games) http://www.brainpopjr.com/science/weather/winter/preview.weml (Short “movie” about winter and the changes and adaptations that occur) <i>I See Winter</i> by Charles Ghigna (Lexile Level - 260) <i>It's Winter (Celebrate the Seasons)</i> by Linda Glaser (Lexile Level - 300)</p>	
Assessment:	<p>Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the winter.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph about physical changes that occur in the winter leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pegitboard.com/pin/47d6ccdd726f8b173bfeddf20a6d (Word Search Template)	The students may create a word search using words for winter activities in their (rural) community
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	<p>Environment, transformation, progress, alter, migration, hibernation, preparation, blizzards, tumbleweeds, Fahrenheit scale, below zero, snow blindness, frostbite</p>	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 8		
The teacher may bring in artifacts associated with winter (e.g., clothing, sleds and things used for sleds, snowshoes, tumbleweeds, models of snow removal equipment) so that students can connect these artifacts with specific adaptations people make in this community. [<i>Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>World of Reading Mickey & Friends: Goofy’s Sledding Contest</i> by Kate Ritchey (Lexile Level – 350) <i>Ready, Freddy! # 16: Ready, Set, Snow!</i> by Abby Klein (Lexile Level – 500) <i>A Prairie Boys’ Winter</i> by William Kurelek (Lexile Level – 880) Newspaper Articles about local severe winter weather events the community	
Student Resources:	http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template)	
Assessment:	Students will create a newspaper article for a given headline (such as “Winter Comes to Eastern Colorado”) describing the changes in their physical community that occur during the winter months.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may partially fill in and provide a graphic organizer to help development of the newspaper article http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template)	The students may complete the graphic organizer with a partner by filling in or dictating the story they want to tell
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.attentionworksheets.com/graphic-organizer-worksheets-who-whatwhen-where-why-question-mark/ (Graphic organizer outlining newspaper article components- Who, What, When, etc)	The students may use the graphic organizer to tell the story of one of their “winter” experiences (students could then use the newspaper template to write up this story as an article)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, blizzards, tumbleweeds, Fahrenheit scale, below zero, snow blindness, frostbite	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 9		
The teacher may read both fictional and informational texts about spring and the physical changes that occur in their environment so that students can analyze specific characteristics of the spring season. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>The Seasons (Spring)</i> by Nuria Roca (Lexile Level – 590) <i>Spring</i> by Sian Smith (Lexile Level – 380) <i>People in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 210) <i>Plants in Spring (All About Spring)</i> by Martha Rustad (Lexile Level – 340) <i>What Happens in Spring? (Four Super Seasons)</i> by Alex Appleby	
Student Resources:	http://www.primarygames.com/seasons/spring/games.htm (Spring Games) http://www.brainpopjr.com/science/weather/spring/preview.weml (Short “movie” about spring and the changes and adaptations that occur)	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the spring.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.google.com/#q=pictures+of+different+stages+growth+in+flower (Pictures of flower plant growth in spring)	The students may order a series of pictures of a growing plant and write about each stage
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Environment, transformation, progress, alter, migration, hibernation, preparation, bloom, sprout, till, plow, plant, seedlings, rebirth	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 10		
<p>The teacher may bring in artifacts associated with spring (e.g., clothing, seeds, garden tools, models of planting, cultivating, and spraying equipment) so that students can connect these artifacts with specific adaptations people make in this community. <i>[Producing text]</i></p>		
Generalization Connection(s):	<p>People often adapt to changing environments in order to have success in that environment. Reading and writing purposes change depending on context and communication intent. Change can often create progress.</p>	
Teacher Resources:	<p><i>What's Inside</i> by Mary Jane Martin (Lexile Level - BR) <i>Wonderful Worms</i> by Linda Glaser (Lexile Level - 390) <i>Counting in the Garden</i> by Kim Parkerin (Lexile Level - BR) <i>Barnyard Banter</i> by Denise Fleming (Lexile Level - BR)</p>	
Student Resources:	<p>http://www.myamericanfarm.org (On-Line games and activities for spring farming) http://www.deere.com (On-Line games and activities for spring farming)</p>	
Assessment:	<p>Students will describe (in letter form), for their (urban) pen pals, some of the adaptations they and their families make during the spring season (clothing, activities, jobs and roles).</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may provide a graphic organizer that provides additional structure for letter writing: http://www.enchantedlearning.com/graphicorganizers/tree/ (Graphic organizer that divides up the letter)</p>	<p>The students may develop a graphic organizer and the letter in small groups to send to their pen pals</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf (Basic compare and contrast graphic organizer)</p>	<p>The students may use text and other materials to compare and contrast spring changes in their community with spring changes that occur in other (urban/suburban environments)</p>
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	<p>Environment, transformation, progress, alter, migration, hibernation, preparation, cultivate, sprouts, bloom, seedlings, weed control</p>	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 11		
The teacher may read both fictional and informational texts about summer and the physical changes that occur in their environment so that students can analyze specific characteristics of the summer season. [<i>Understanding text, Responding to text</i>]		
Generalization Connection(s):	People often adapt to changing environment in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	<i>Summer Days and Nights</i> by Wong Herbert Yee (Lexile level 420) <i>Summer</i> (Four Seasons Series) by Nuria Roca (Lexile 590) <i>The Relatives Came</i> by Cynthia Rylant (Lexile level 940)	
Student Resources:	<i>Summer</i> by Alice Low (Lexile beginning reader) <i>Summer, An Alphabet Acrostic</i> by Steven Schnur <i>Summer</i> by Stan Smith	
Assessment:	Students will choose an image from a text to respond to and they will draw and describe one major change they see in their physical environment during the summer.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may write a descriptive paragraph about physical changes that occur in the summer leaving out adjectives	The students may utilize the word wall and fill-in or dictate the missing adjectives for the paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.enchantedlearning.com/graphicorganizers/venn/ (Venn Diagram template)	The students may complete a Venn Diagram that compares the similarities and differences between summer in an urban environment and summer in a rural environment
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change • The difference between fiction and non-fiction writing/books 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not 	
Critical Language:	Transformation, progress, alter, harvest, weed control, planting, preparation of soil, tornados, hail	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 12		
The teacher may bring in artifacts associated with summer (e.g., clothing, seeds, garden tools, models of planting, cultivating, spraying, and harvesting equipment) so that students can connect these artifacts with specific adaptations people make in this community. [<i>Producing text</i>]		
Generalization Connection(s):	People often adapt to changing environments in order to have success in that environment Reading and writing purposes change depending on context and communication intent Change can often create progress	
Teacher Resources:	www.Deere.com (Online game about farming) www.myamericanfarm.org (Online game about the American farm)	
Student Resources:	http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template) www.myamericanfarm.org (Online game about the American farm)	
Assessment:	Students will create a newspaper article for a given headline (such as “Harvest in Full Swing” or “Heat Wave Hits the High Plains”) describing the changes in their physical community that occur in the summer.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may partially fill in and provide a graphic organizer to help development of the newspaper article http://www.enchantedlearning.com/newspaper/firstpage/2/ (Basic “newspaper” headline and paragraph template)	The students may complete the graphic organizer with a partner by filling in or dictating the story they want to tell
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.attentionworksheets.com/graphic-organizer-worksheets-who-whatwhen-where-why-question-mark/ (Graphic organizer outlining newspaper article components- Who, What, When, etc.)	The students may use the graphic organizer to tell the story of one of their “summer” experiences (students could then use the newspaper template to write up this story as an article)
Critical Content:	<ul style="list-style-type: none"> • The organization and basic features of print • The distinguishing features of a sentence • Research can help us find the answer to a question • Characters can change 	
Key Skills:	<ul style="list-style-type: none"> • With guidance produce a piece of informative/explanatory text • Make logical predictions and explain why or why not • Use appropriate spelling, conventions and grammar when writing 	
Critical Language:	Alter, preparation, cultivate, bloom, seeds, weed control, drought	

Unit Title: Keeping Track

INSTRUCTIONAL UNIT AUTHORS

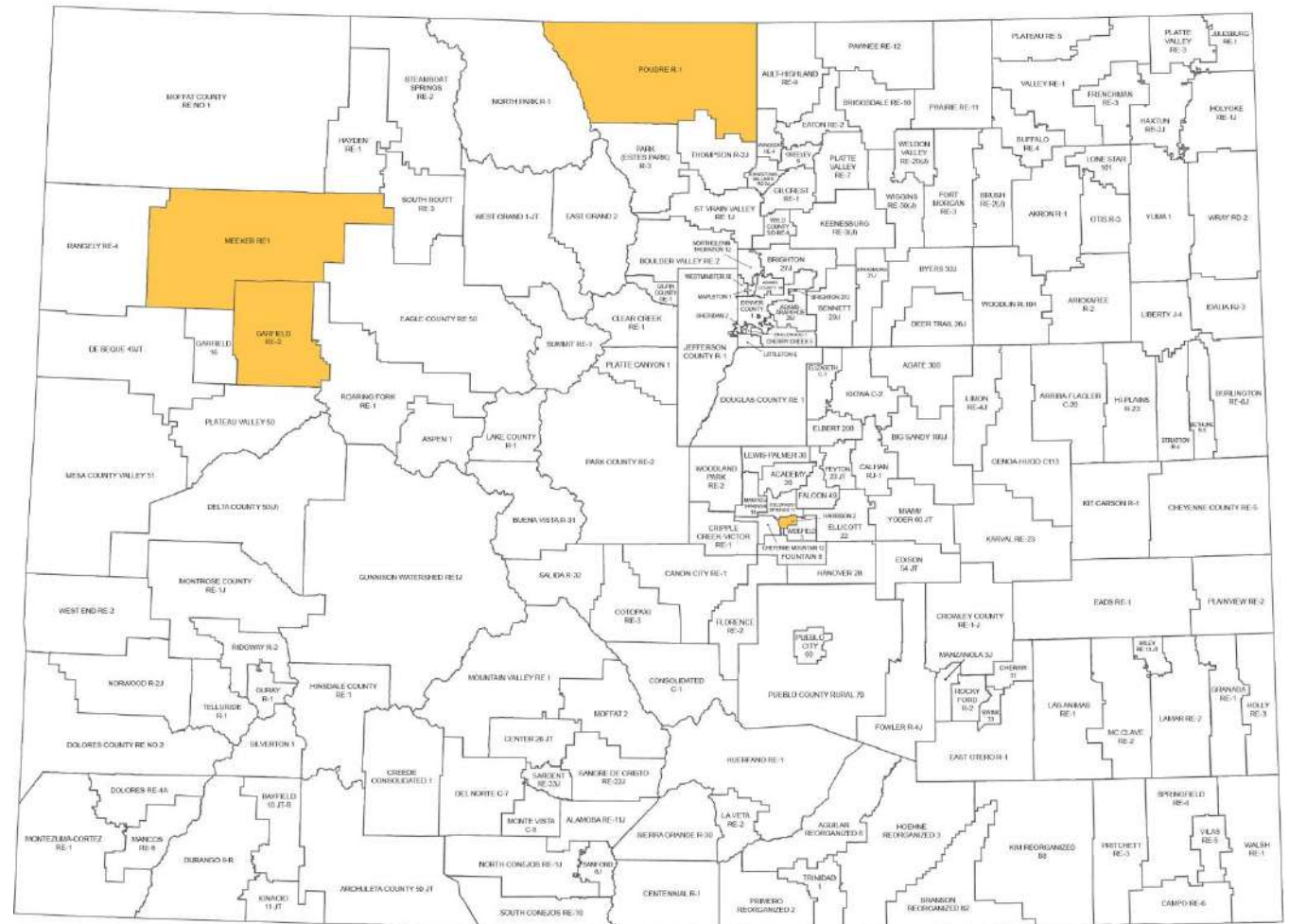
Meeker School District
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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 Robin MacArthur



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Mathematics	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Number Sense, Properties, and Operations	1. The whole number system describes place value relationships within and beyond 100 and forms the foundation for efficient algorithms	MA10-GR.1-S.1-GLE.1	
	2. Number relationships can be used to solve addition and subtraction problems	MA10-GR.1-S.1-GLE.2	
2. Patterns, Functions, and Algebraic Structures	Expectations for this standard are integrated into the other standards at this grade level.		
3. Data Analysis, Statistics, and Probability	1. Visual displays of information can be used to answer questions	MA10-GR.1-S.3-GLE.1	
4. Shape, Dimension, and Geometric Relationships	1. Shapes can be described by defining attributes and created by composing and decomposing	MA10-GR.1-S.4-GLE.1	
	2. Measurement is used to compare and order objects and events	MA10-GR.1-S.4-GLE.2	
<p align="center">Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p>Mathematical Practices:</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Keeping Track	4 weeks		

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Keeping Track		Length of Unit	4 weeks
Focusing Lens(es)	Comparison/Measurement	Standards and Grade Level Expectations Addressed in this Unit	MA10-GR.1-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why keep track of time? (MA10-GR.1-S.4-GLE.2-IQ.2) • Why do we measure objects? (MA10-GR.1-S.4-GLE.2-IQ.2) • How are length and time different? How are they the same? (MA10-GR.1-S.4-GLE.2-IQ.3) 			
Unit Strands	Measurement and Data, Geometry			
Concepts	Length, units, order, measure, time, hour, half hour, minute, rounding, indirect comparison, analog, digital			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
In different ways, both analog and digital clocks display and communicate hours and minutes (MA10-GR.1-S.4-GLE.2-EO.b)	How does a digital clock show a half hour? How does an analog clock show a half hour?	Why are there two hands on an analog clock?
Time telling requires an understanding of the half-hour unit of measure that can be composed into an hour and multiple hour increments (MA10-GR.1-S.4-GLE.2-EO.b.i)	How is a half hour different than an hour?	Why would we measure time in increments smaller than an hour?
When comparing the size of two objects that cannot be placed next to each other, a third object can be used for indirect comparison (MA10-GR.1-S.4-GLE.2-EO.a.i)	What kind of object could you use to indirectly compare the length of your desk and the length of the foursquare court on the playground?	How can you order three objects by length if you are not able to directly compare them? How can you tell when one object is bigger than another (MA10-GR.1-S.4-GLE.2-IQ.1) How can you be sure that two things that appear to be the same size truly are the same size?
Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps (MA10-GR.1-S.4-GLE.2-EO.a.ii)	What errors might occur when measuring?	Why might different measurements occur from measuring the same object with non-standard units?

Colorado Teacher-Authored Sample Instructional Unit

Key Knowledge and Skills: My students will...	<i>What students will know and be able to do are so closely linked in the concept-based discipline of mathematics. Therefore, in the mathematics samples what students should know and do are combined.</i>
<ul style="list-style-type: none"> • Order three objects by length (MA10-GR.1-S.4-GLE.2-EO.a.i) • Compare the lengths of two objects indirectly by using a third object (MA10-GR.1-S.4-GLE.2-EO.a.i) • Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object (MA10-GR.1-S.4-GLE.2-EO.a.ii) • Track the number of placed units to produce a measure of units (MA10-GR.1-S.4-GLE.2-EO.a.ii) • Tell and write time in hours and half-hours using analog and digital clocks (MA10-GR.1-S.4-GLE.2-EO.b) 	

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<p><i>It is a few minutes before nine o’clock. The length of my pencil is longer than my hand and then length of your pencil is shorter than my hand, which means my pencil is longer than your pencil.</i></p>
Academic Vocabulary:	Analog clock, digital clock, compare, half-hour, hour, minute, time
Technical Vocabulary:	Unit, indirect comparison, length, rounding

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit focuses on measurement in relation to length and time. Across the 4-week unit, students will consider the concepts of unit, zero, conservation and transitivity. Throughout the entire unit learning experiences are designed to ensure students are measuring for a purpose. Students begin by making indirect comparisons about length (transitivity) using non-standard units. The concept of comparison leads to students to discuss the need for standard units, which connects, to the concept of time and the unit of an hour. Students continue their work with units of length by repeating (iterating) a standard unit without gaps or overlaps. All of this work provides a foundation for working with a ruler.
Unit Generalizations	
Key Generalization:	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps
Supporting Generalizations:	In different ways, both analog and digital clocks display and communicate hours and minutes
	Time telling requires an understanding of the half-hour unit of measure that can be composed into an hour and multiple hour increments
	When comparing the size of two objects that cannot be placed next to each other, a third object can be used for indirect comparison

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	An educational company has hired you as mathematical designer to create a ruler for other first grade students that can be taped to their desk or table and set of directions for using the ruler. You will be provided with cardstock and two one-inch squares. The one-inch squares can be used to create individual one-inch unit marks on your ruler. Your goal it to create a ruler that will help students measure with accuracy and precision.
Product/Evidence: (Expected product from students)	Students will create a desktop ruler and set of directions for using the ruler. High quality rulers will: <ul style="list-style-type: none"> • show one-inch lengths iterated with no gaps or overlaps • accurate numbering from zero to the end the ruler High quality directions will: <ul style="list-style-type: none"> • use words and/or pictures to show how to find the length of an object
Differentiation: (Multiple modes for student expression)	Students can orally describe the directions for using their ruler. Students can include in their directions how to measure the length of an object not aligned to the zero mark of the ruler to demonstrate their understanding of the arbitrariness of zero. Students can partition the one-inch units to indicate half-inches to show an advanced understanding of the measurement concept.

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Length (Math Counts)</i> by Henry Arthur Pluckrose (Lexile level 270+) <i>Actual Size</i> by Steve Jenkins (Lexile level 1080)</p>	<p><i>How Big Is a Foot?</i> by Rolf Myller (Lexile level 660) <i>Inch by Inch</i> by Leo Lionni (Lexile level 210) <i>What time is it, Mr. Crocodile?</i> by Doug Cushman (Lexile level 270+) <i>How Tall, How Short, How Far Away</i> by David Adler (Lexile level 750) <i>Is a Blue Whale the Biggest Thing There Is?</i> By Robert Wells (Lexile level 580) <i>Super Sand Castle Saturday</i> by Stuart Murphy (Lexile level 910) <i>Measuring Penny</i> by Loreen Leedy (Lexile level 500) <i>Millions to Measure</i> by David Schwartz (Lexile level 470) <i>How Long or How Wide? A Measuring Guide</i> by Brian Cleary (270+)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a mathematician – Expressing mathematical reasoning by constructing viable arguments, critiquing the reasoning of others [Mathematical Practice 3]	Teacher Resources:	http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm (lesson plans contains exemplars that could be replicated for students to critique the reasoning of others)
			Student Resources:	N/A
	Skills:	Present and defend solutions to problems and identify and describe the flaw in reasoning of others [Mathematical Practice 4]	Assessment:	Students analyze and defend their solutions for each major learning experience. Careful attention should be paid to precise use of vocabulary and symbols. Periodically throughout the unit, students should be provided with flawed solutions and asked to identify, describe and correct the flaw.
2.	Description:	Think/work like a mathematician – Engaging in the practice of modeling the solution to real world problems	Teacher Resources:	https://www.sites.google.com/a/cmpso.org/caccss-resources/k-8-modeling-task-force/k-8-modeling-resources (examples of modeling problems and resources for teachers on teaching and scoring them)
			Student Resources:	N/A
	Skills:	Model real world problems mapping relationships with appropriate models, analyze relationships to draw conclusions, interpret results in relation to context, justify and defend the model, and reflect on whether results make sense	Assessment:	Modeling Problems Students utilize visual models for measurement such as number lines to represent and analyze relationships of real world problems to draw conclusions and interpret results in relation to the context of the problem.

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3.	Description:	Mathematicians are fluent with addition and subtraction within 10	Teacher Resources:	http://www.mathematicallyminded.com/ (resources for centers or home activities in the free downloads section) http://www.edplus.canterbury.ac.nz/literacy_numeracy/maths/numdocuments/dot_card_and_ten_frame_package2005.pdf (dot cards and ten frame activities)
			Student Resources:	http://www.fisme.science.uu.nl/toepassingen/03373/ (speedy pictures designed to practice fluency)
	Skills:	Add and subtract within 10 includes knowing all the ways to compose and decompose each whole number from 1 to 10	Assessment:	Fluency Problems Students build fluency with combinations within 10 through consistent practice.

Prior Knowledge and Experiences

Student familiarity with the concepts of shorter and longer and ordering items by length will provide a strong foundation for this unit. These concepts are the starting point for instruction. Students unfamiliar will still be able to access the unit but more time should be spent on the beginning activities.

Learning Experience # 1

The teacher may read a book (e.g., *Measuring Penny* by Loreen Leedy) to begin a discussion about all types of measurement (e.g., length, time, weight) so that students can begin to see measurement used and described in a variety of ways.

Teacher Notes:	The teacher may want to create a poster of the recollections students share about measurement that can be revisited at the end of the unit to show growth in understanding. Students may converge their thinking about measurement on length only, the book <i>Measuring Penny</i> should help to create more divergent thinking. This unit focuses on time and length but the brainstorming should be open to any type of measurement because the key ideas of this unit are true for all types of measurement. The article, Measurement of Length: How Can We Teach it Better? by Constance Kamii provides a review of the big ideas in measurement (e.g., units, conservation, transitivity, zero).
Generalization Connection(s):	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps
Teacher Resources:	<i>Measurement of Length: How Can We Teach it Better?</i> by Constance Kamii <i>Measuring Penny</i> by Loreen Leedy
Student Resources:	N/A
Assessment:	Students can demonstrate their prior knowledge with measurement by discussing questions such as: What words do you use to describe the length of an object? What words do you use to describe time? Why do we keep track of time? Why do we measure objects? How are length and time different/same?

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students can discuss measurement with a partner prior to the whole class discussion to practice verbalizing their ideas
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/cat.mhtml?searchterm=measurement+tool&search_group=&lang=en&search_source=search_form (measurement images)	Students can create a collage representing different types of measurement
Key Knowledge and Skills:	N/A	
Critical Language:	Length, time, height, weight, volume	

Learning Experience # 2		
<p>The teacher may provide string (or some other nonstandard measuring tool) to students and demonstrate how to compare the string to objects in the room so that students can practice using the words longer, shorter or same length.</p> <p><i>Enactive:</i> Students can compare their string to objects in the room <i>Iconic:</i> Students can draw pictures of the objects and their string to show if the string was longer, shorter or the same length <i>Symbolic:</i> Students can label their pictures with longer, shorter, or same length</p>		
Teacher Notes:	Students may confuse whether the word shorter describes the object or the string. As students line their string up with the item for comparison it is helpful to check if they start at the end of the object and if they pull the string tight. Some students may also “iterate” or repeat the string and be able to say the item is twice the length of my string, these students already have a concept of the measuring that can be built on later. There is no need to encourage this strategy because it is part of a later learning experience.	
Generalization Connection(s):	When comparing the size of two objects that cannot be placed next to each other, a third object can be used for indirect comparison	
Teacher Resources:	http://www.k-5mathteachingresources.com/1st-grade-measurement-and-data.html (unit on measurement and data for first grade) http://www.nzmaths.co.nz/resource/tallerwiderlonger (five lessons dealing with longer and shorter) http://www.amazon.com/Ladybug-Move-Richard-Fowler/dp/0152004750 (ladybug on the move lesson) http://illuminations.nctm.org/LessonDetail.aspx?ID=L123 (ladybug lessons)	
Student Resources:	N/A	
Assessment:	Students mastering the concept and skills of this lesson should be able to answer questions such as: How can you tell when one object is longer than another? What does it mean for two objects to be the same length? When might you want to know if an object is longer or shorter than another object?	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may predetermine the objects for string comparison and provide pictures of the objects	Students can arrange pictures of objects in a table labeled with the words shorter, longer, and same
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide curved objects (e.g., banana) to determine if the student curves the string along the object or goes straight across the object	Students can compare curved objects to their string Students can explain whether it is possible to determine which of the objects is the longest without directly comparing the objects
Key Knowledge and Skills:	<ul style="list-style-type: none"> • Order three objects by length • Compare the lengths of two objects indirectly by using a third object 	
Critical Language:	Longer, shorter, same, length, bigger, smaller, distance <i>My string is shorter than my foot. My string is longer than my pencil.</i>	

Learning Experience # 3		
The teacher may use the student work from the previous learning experience so that students can create comparison statements by indirectly comparing objects in relation to the string (e.g., The pencil is longer than the crayon because the pencil was longer than the string and the crayon was shorter than the string).		
Generalization Connection(s):	When comparing the size of two objects that cannot be placed next to each other, a third object can be used for indirect comparison	
Teacher Resources:	http://www.internet4classrooms.com/common_core/order_three_objects_length_compare_lengths_measurement_data_first_1st_grade_math_mathematics.htm (variety of resources for comparing objects including worksheets)	
Student Resources:	http://www.ixl.com/math/grade-1/compare-objects-length-and-height (practice questions on comparing lengths)	
Assessment:	Students mastering the concept and skills of this lesson should be able to answer questions such as: How can you compare the length of two objects when it is not possible to put them next to each other? When might you need to compare the length of two objects and not be able to line them up next to each other?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide sentence frames for making comparisons https://mathsentenceframes.wikispaces.com/ (explanation of sentence frames and examples)	Students can complete sentence frames to compare the pictures of objects
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may create descriptions of criteria for students to find objects (e.g., find an object longer than the stapler but shorter than the door)	Students locate objects based on criteria provided by the teacher

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Key Knowledge and Skills:	<ul style="list-style-type: none"> • Order three objects by length • Compare the lengths of two objects indirectly by using a third object
Critical Language:	<p>Short, shorter, shortest, long, longer, longest, in-between, compare, same, length, bigger, smaller, distance</p> <p><i>The pencil is longer than the crayon because the pencil was longer than the string and the crayon was shorter than the string.</i></p>

Learning Experience # 4

The teacher may provide a context, which requires a standard unit of measurement (e.g., needing a fence for a garden) so that students can begin to comprehend the need for standard units of measurement.

Enactive: Students can measure the length of the item with their own feet and compare to each other and the teacher.

Symbolic: Students can discuss the need for a standard unit of measurement.

Teacher Notes:	It may be helpful to create a visual, such as a graph, of the measurements students found when using a non-standard unit. The variety of answers should motivate the need for a consistent answer when measuring, for instance if they are ordering fencing online.	
Generalization Connection(s):	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps	
Teacher Resources:	http://www.brighthouseeducation.com/lesson-plans-grades-1-2/50168-math-measurement-lesson-plan/ (lesson plan for exploring the need for standard measurements)	
Student Resources:	<i>How Big Is a Foot?</i> by Rolf Myller	
Assessment:	<p>Students mastering the concept and skills of this lesson should be able to answer questions such as:</p> <p>Why is each person’s foot not a good tool when needing an exact measurement?</p> <p>Why do we need standard units when measuring?</p> <p>What are some common standard units we use to measure lengths?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students work in pairs	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://ellerbruch.nmu.edu/cs255/JoniEMi/metricsystem.html (description of the origin of different units of measurements)	Students can present to the class about the origin of units such as the foot
Key Knowledge and Skills:	<ul style="list-style-type: none"> • Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object • Track the number of placed units to produce a measure of units 	
Critical Language:	Length, distance, unit, measurement	

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Learning Experience # 5		
<p>The teacher may provide a context for measuring an object so that students can begin to understand the need for accuracy when finding the length of an object.</p> <p><i>Enactive:</i> One group of students can be given an unlimited number of units (square tiles, unifix cubes, paper clips) to measure the item the second group of students can be given only one unit to measure the item.</p> <p><i>Iconic:</i> Students draw a picture of the item and represent how many units it took to measure the item.</p> <p><i>Symbolic:</i> Students record the length of the units (e.g., 25 tiles, 25 paper clips)</p>		
Teacher Notes:	It is important to discuss the strategies students used to measure the item by both groups of students and the results. It is particularly important to focus on the need for accuracy (i.e., avoid gaps and overlaps when measuring an item) and how it can result in different and incorrect lengths for the same item. After the discussion students can re-measure the item switching groups and using the strategies discussed. Students might bring up the need for a better measuring tool that prevents gaps or overlaps (i.e., ruler) this is a great discussion that can be followed up in the next learning experience.	
Generalization Connection(s):	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps	
Teacher Resources:	http://www.k-5mathteachingresources.com/1st-grade-measurement-and-data.html (ideas for measurement lessons, the measuring with sticks lesson relates closely to this lesson)	
Student Resources:	N/A	
Assessment:	Students mastering the concept and skills of this lesson should be able to answer questions such as: Why is it important to not have gaps or overlaps when measuring an item? How can gaps and overlaps be prevented when measuring an item? What might cause two people to get different measurements when using the same size unit? Which is easier/more accurate measuring with a few tiles or just one tile? Why?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide unlimited tiles for students who may need extra support to measure an item	Students can measure the item by collaborating with others and sharing strategies
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with only one tile to measure item	Students can measure the item to the nearest $\frac{1}{2}$ unit using only one unit (e.g., only one square tile) to measure the item
Key Knowledge and Skills:	<ul style="list-style-type: none"> Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object Track the number of placed units to produce a measure of units 	
Critical Language:	Gaps, overlaps, unit, ruler, length, label, measurement	

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Learning Experience # 6		
<p>The teacher may have students jump along a number line (on the floor with marks (no numbers) at each one-foot increment) so that students can begin thinking of measurement as a distance traveled concept.</p> <p><i>Enactive:</i> Students can start at zero and jump as far as possible. Students can then go back to zero and jump one foot at a time to determine how far they jumped.</p> <p><i>Iconic:</i> Students can complete a number line showing the distance they jumped by showing each jump from zero to the end of their jump.</p> <p><i>Symbolic:</i> Students can compare the length of their jump to their classmates (e.g., I jumped one foot less than Jorge).</p>		
Teacher Notes:	The goal of this learning experience is to transition students from viewing measurement as counting objects towards a distance traveled concept. As students hop one foot at a time it is helpful to reinforce with them that they start at zero and count for each hop, this is to help students understand they are not counting the “tick marks”, which can result in counting the zero mark rather than counting the distance traveled.	
Generalization Connection(s):	Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps.	
Teacher Resources:	http://katm.org/wp/wp-content/uploads/flipbooks/1stFLIPpdf2.pdf (Kansas Flip Book – Grade 1)	
Student Resources:	N/A	
Assessment:	<p>Students mastering the concept and skills of this lesson should be able to answer questions such as:</p> <p>When finding the length of your jump do you count the marks on the floor or how many one foot jumps you made?</p> <p>Where is zero feet? Where is one foot?</p> <p>How many one-foot jumps does it take to get from zero to five feet? How many marks are there from zero to five feet?</p> <p>How is a number line similar and different from the one-foot marks on the floor?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may use a different color for each foot for additional clarification for students	Students can hop from the end of their hop to the end of another student’s hop to compare the hops
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may create opportunities for students to relate counting from a number other than zero as a pre-cursor to subtraction or missing addend addition http://www.tncurriculumcenter.org/resource/2429/go (game to measure objects not beginning at zero and comparing the lengths of objects)	Students can find the length of their jump when starting at a mark that does not represent zero Students can find the distance they would jump after three jumps by showing it on a number line
Key Knowledge and Skills:	<ul style="list-style-type: none"> • Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object • Track the number of placed units to produce a measure of units 	
Critical Language:	Measurement, foot, feet, distance, less than, more than, the same as, length, zero, ruler marks, number line, compare, similar, different	

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Learning Experience # 7		
<p>The teacher may use a one handed clock to discuss the position of the hour hand at hour and half hour increments so that students can connect the concept of time to measurement.</p> <p><i>Enactive:</i> Students can work together to move the hour hand on their clocks, working together to identify hour and half hour increments.</p> <p><i>Iconic:</i> Students can create a strip of paper to wrap around the clock and mark the hour and half hour marks on the strip of paper from 1 to 12, the paper then resembles a ruler/number line when laid flat.</p> <p><i>Symbolic:</i> Students can translate hour and half hour from the analog clock to the digital clock.</p>		
Generalization Connection(s):	<p>Time telling requires an understanding of the half-hour unit of measure that can be composed into an hour and multiple hour increments</p> <p>In different ways, both analog and digital clocks display and communicate hours and minutes</p>	
Teacher Resources:	<p>http://katm.org/wp/wp-content/uploads/flipbooks/1stFLIPpdf2.pdf (Kansas Flip Book - Grade 1 shows instructional strategies and common misconceptions for the measurement standard related to time)</p> <p>http://www.illustrativemathematics.org/illustrations/992 (Illustrative Mathematics provides an assessment task where students make a clock)</p> <p>http://www.fi.edu/time/Journey/JustInTime/lesson1.html (Just in Time lesson plan for telling time to the hour)</p>	
Student Resources:	<p>http://jmathpage.com/JIMSMMeasurementclocks.html (Johnnie’s Math Page half-hour math games)</p> <p>www.abcya.com/telling_time.htm (game for telling time to the hour)</p>	
Assessment:	<p>Students mastering the concept and skills of this lesson should be able to answer questions such as:</p> <p>How do digital clocks show a half-hour?</p> <p>How do analog clocks show a half-hour?</p> <p>Why are there two hands on analog clocks?</p> <p>How is measuring time similar to measuring the length of an object?</p> <p>Why is it important for an hour to be the same for everyone?</p> <p>Was there a zero on your clock and/or your clock number line? Why or why not?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide students with times at the hour or half hour	The students can show times on a clock by physically moving the hour hand on the clock
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide a clock for students with both a minute and hour hand	Students can mark time in quarter hours Students can explain how 60 minutes relates to a half and quarter hour by creating their own number line from 1-60 on a strip of paper and folding to find half-way and quarter points
Key Knowledge and Skills:	<ul style="list-style-type: none"> Tell and write time in hours and half-hours using analog and digital clocks 	
Critical Language:	<p>Clock, hour, half, half-hour, half past, digital clock, analog clock, minute hand, hour hand, length, number line, ruler, measurement, zero</p>	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 8		
<p>The teacher may create numberless rulers so that students can begin to understand how rulers facilitate accurate measurement (i.e., eliminates gaps and overlaps).</p> <p><i>Iconic:</i> Students can measure items using their ruler.</p> <p><i>Symbolic:</i> Students can record the lengths of items they measure.</p>		
Teacher Notes:	<p>The teacher may want to watch how students line up their rulers when measuring an object, (i.e., do they line the end of the ruler up to the end of the object). It is not necessary to line the end of the ruler up to the end of the object. Students can line up to any part of the ruler and find the length. This is one of the reasons to not number the ruler for students because it prompts students to think about the movement from one end of the object to the other end of the object on the ruler and to see zero as arbitrary. Any hash mark can be used as a zero. If students put numbers on their ruler watch for the misconception of numbering the spaces rather than hashmarks and check to see if they write a zero.</p>	
Generalization Connection(s):	<p>Accurate length measurement of an object requires precise iteration of same-size length units that span the object without gaps or overlaps</p>	
Teacher Resources:	<p>http://www.vendian.org/mncharity/dir3/paper_rulers/UnstableURL/squares_cm_in.pdf (link to pdf of rulers with alternating colors)</p> <p>http://www.lcps.org/cms/lib4/VA01000195/Centricity/domain/116/atsquared/Creating%20Customized%20Graph%20Paper%20in%20MS%20Word%202007%20and%202010.pdf (direction on how to create rulers with alternating colors using Microsoft word)</p>	
Student Resources:	<p>http://www.pbs.org/parents/education/math/games/first-second-grade/time-to-move/ (web-based game for measurement with rulers)</p>	
Assessment:	<p>Students mastering the concept and skills of this lesson should be able to answer questions such as:</p> <p>How can you use a ruler to find the length of an object?</p> <p>How does a ruler avoid issues with gaps and overlaps when measuring?</p> <p>How can you be sure that two things that appear to be the same size truly are the same size?</p> <p>Does the length of an item change if I don't start at zero on the ruler?</p> <p>Where is the zero on the ruler and what does it mean?</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may provide students with square tiles the same unit size as the ruler to reinforce how to find the length of the object by iterating a unit</p>	<p>Students can find the measure of an object by lining a ruler up along an object and then placing square tiles on top of the ruler along the object</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teacher may provide discussion opportunities for measuring fractional parts of whole units (ie, "What do I do with five units and a little bit more?")</p> <p>http://pbskids.org/cyberchase/math-games/sleuths-on-the-loose/ (web-game for students to compare length)</p>	<p>Students can modify their rulers to show halves and/or quarters of a unit</p>

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Key Knowledge and Skills:	<ul style="list-style-type: none">• Measure the length of an object by laying multiple copies of a shorter object end to end without gaps or overlaps and express the length of the object as a whole number of length units of the shorter object• Track the number of placed units to produce a measure of units
Critical Language:	Unit, equal, zero, measurement, distance, less than, more than, the same as, length, zero, ruler marks, number line, compare, similar, different

Colorado Teacher-Authored Instructional Unit Sample

Science
1st Grade

Unit Title: Organisms and Offspring

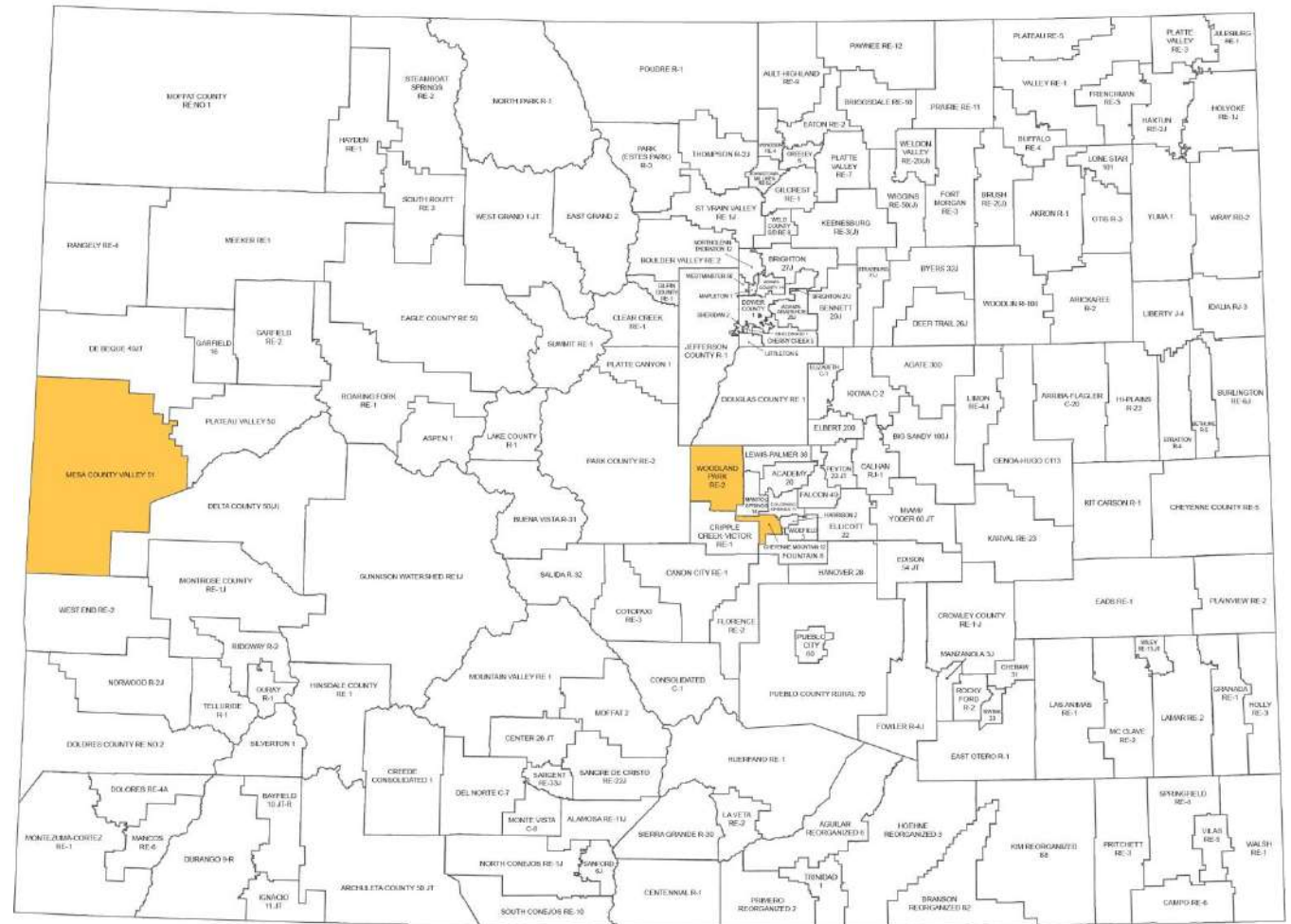
INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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Colorado's District Sample Curriculum Project

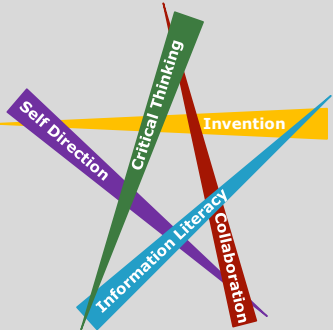
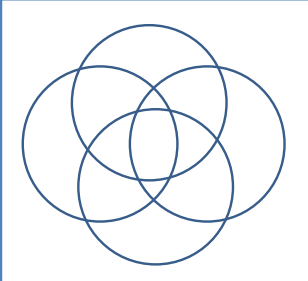
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Science	Grade Level	1 st Grade
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Course Name/Course Code			
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Standard	Grade Level Expectations (GLE)	GLE Code
1. Physical Science	1. Solids and liquids have unique properties that distinguish them	SC09-GR.1-S.1-GLE.1
2. Life Science	1. Offspring have characteristics that are similar to but not exactly like their parents' characteristics	SC09-GR.1-S.2-GLE.1
	2. An organism is a living thing that has physical characteristics to help it survive	SC09-GR.1-S.2-GLE.2
3. Earth Systems Science	1. Earth's materials can be compared and classified based on their properties	SC09-GR.1-S.3-GLE.1

<div style="text-align: center;"> <h3>Colorado 21st Century Skills</h3>  </div> <ul style="list-style-type: none"> Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i> Information Literacy: <i>Untangling the Web</i> Collaboration: <i>Working Together, Learning Together</i> Self-Direction: <i>Own Your Learning</i> Invention: <i>Creating Solutions</i> 	<p>Intrigrated Curriculum Design: This intradisciplinary approach matches basic elements in each of the science strands – physical, life, earth systems sciences - forming overlaps in instruction of certain topics and concepts in an authentic integrated model.</p> <div style="text-align: right;">  </div>
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Organisms and Offspring	3 – 5 weeks	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Organisms & Offspring		Length of Unit	3 – 5 weeks
Focusing Lens(es)	Patterns	Standards and Grade Level Expectations Addressed in this Unit	SC09-GR.1-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How are offspring like their parents? (SC09-GR.1-S.2-GLE.1; IQ.1,2) 			
Unit Strands	Life Science			
Concepts	organism, offspring, variation, characteristics, patterns, inheritance			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Patterns of inheritance acknowledge that offspring originate from the adult organism (SC09-GR.1-S.2-GLE.1-EO.a,b,c)	What does the adult look like? (SC09-GR.1-S.2-GLE.1-EO.a,b,c; IQ.1,2) What does the offspring look like? (SC09-GR.1-S.2-GLE.1-EO.a,b,c; IQ.1,2)	How can you tell if an organism and offspring are related? (SC09-GR.1-S.2-GLE.1-EO.a,b,c; IQ.1,2)
Offspring can demonstrate variations in the characteristics they inherit from their parental organism (SC09-GR.1-S.2-GLE.1-EO.a,b,c)	What characteristics are different? (SC09-GR.1-S.2-GLE.1-EO.a,b,c,d)	How do the characteristics of organisms and offspring vary? (SC09-GR.1-S.2-GLE.1-EO.a,b,c,d; RA.1; N.2)
Characteristics of adult organisms often transfer to offspring (SC09-GR.1-S.2-GLE.1-EO.a,b,c)	What characteristics are similar between the adult and offspring? (SC09-GR.1-S.2-GLE.1-EO.a,b,c,d; RA.2,3)	How are adults and offspring similar? (SC09-GR.1-S.2-GLE.1-EO.a,b,c,d)

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> The similarities and differences of parents and offspring in a variety of organisms including both plants and animals (SC09-GR.1-S.2-GLE.1-EO.a) Diversity or variation within populations of living organisms (SC09-GR.1-S.2-GLE.1;RA.1) How family photographs often reveal similar physical traits (SC09-GR.1-S.2-GLE.1;RA.2) That eye color may or may not be passed from parents eye color can be different than their child's (SC09-GR.1-S.2-GLE.1;RA.3) 	<ul style="list-style-type: none"> Use evidence to analyze similarities and differences (SC09-GR.1-S.2-GLE.1-EO.a) Analyze and interpret data (SC09-GR.1-S.2-GLE.1-EO.b; N.1) Question peers about evidence used in developing ideas (SC09-GR.1-S.2-GLE.1-EO.c; N.2) Interpret information represented in pictures, illustrations, and simple charts (SC09-GR.1-S.2-GLE.1-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Some living things and their offspring have traits that are similar, but not exactly alike.</i>
Academic Vocabulary:	evidence, analyze, interpret, data, question, collaboration, pictures, illustrations, simple charts, characteristics, traits, diversity, variation, similar
Technical Vocabulary:	parent, offspring, adult, child, family, mother, father, son, daughter, seed, plant, animal, resemble

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Unit Description:	This unit focuses on the offspring of organisms, variations and similarities within those offspring, and patterns of inheritance. Beginning with characteristics of living and nonliving things, across the unit students investigate seeds and plants, animals and offspring, characteristics of animals, and patterns of inheritance. The unit culminates in a performance assessment that asks students to reunite animals babies that have been separated from their parents based on patterns of inheritance.
Considerations:	The timing of the unit may change based on how often science is taught in the district. Students have many misconceptions about how babies are born, however this unit does not address that. The final learning experience depends on students’ ability to access family photos. Teachers will need to determine if everyone in their class can participate before endeavoring to use this learning experience.
Unit Generalizations	
Key Generalization:	Patterns of inheritance acknowledge that offspring originate from the adult organism
Supporting Generalizations:	Offspring can demonstrate variations in the characteristics they inherit from their parental organism
	Characteristics of adult organisms often transfer to offspring

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Patterns of inheritance acknowledge that offspring originate from the adult organism
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Your community is opening a brand new zoo dedicated to gorillas, baboons, chimpanzees, and orangutans. During the train ride to your community, all the babies from these animals got separated from their parents. Using photographs, your job, as budding animal scientists, is to reunite the babies with their parents based on similar patterns of inheritance.
Product/Evidence: (Expected product from students)	<p>The students’ community is opening a brand new zoo dedicated to gorillas, baboons, chimpanzees, and orangutans. During the train ride to their community, all the babies from these animals got separated from their parents. Students will be asked to match babies with their parents using photographs, based on similar patterns of inheritance.</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=chimpanzee+babies&search_group=&lang=en&search_source=search_for_m(chimpanzee (Chimpanzee baby images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=gorilla+baby&search_group=&lang=en&search_source=search_form (Gorilla baby images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=orangutan+baby&search_group=&lang=en&search_source=search_form (Orangutan baby images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=baboon+baby&search_group=&lang=en&search_source=search_formform (Baboon baby images)</p> <p>https://www.google.com/search?q=baboon+babies&tbm=isch&tbo=u&source=univ&sa=X&ei=aNggU_2YII2gogTujoGIDA&ved=0C CQQsAQ&biw=1366&bih=648#q=baboon+adults&tbm=isch (Images of Baboon adults)</p> <p>https://www.google.com/search?q=baboon+babies&tbm=isch&tbo=u&source=univ&sa=X&ei=aNggU_2YII2gogTujoGIDA&ved=0C CQQsAQ&biw=1366&bih=648#q=chimpanzee+adults&tbm=isch (Images of adult chimpanzees)</p>

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	<p>https://www.google.com/search?q=baboon+babies&tbm=isch&tbo=u&source=univ&sa=X&ei=aNggU_2YII2gogTujoGIDA&ved=0CQQsAQ&biw=1366&bih=648#q=gorilla+adults&tbm=isch (Images of gorilla adults)</p> <p>https://www.google.com/search?q=baboon+babies&tbm=isch&tbo=u&source=univ&sa=X&ei=aNggU_2YII2gogTujoGIDA&ved=0CQQsAQ&biw=1366&bih=648#q=orangutan+adults&tbm=isch (images of Orangutan adults)</p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>The teacher may allow students to work with a partner or in a small group. To extend this work, students may explain why the animals have certain characteristics (e.g. giraffes have long necks to reach food in high places, etc.)</p>

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>Baby Animals Learn</i> - Pamela Chanko [lexile level BR] <i>Animal Mothers and Babies</i> - Dona Herwick-Rice [lexile level 460] <i>Characteristics of Animals</i> - Libby Romero [lexile level 280] <i>Discover Animals</i> - Libby Romero [lexile level 130] <i>From Egg to Chicken</i> - Gerald Legg and Carolyn Scrace [lexile level 500] <i>From Tadpole to Frog</i> - Gerald Legg and Carolyn Scrace [lexile level 460] <i>From Seed to Sunflower</i> - Gerald Legg and Carolyn Scrace [lexile level 450] <i>Do Penguins have Puppies?</i> - Michael Dahl [lexile level 440] <i>Do Whales have Wings?</i> - Michael Dahl [lexile level 440] <i>Hair Traits: Color, Texture and More</i> - Buffy Silverman [lexile level 500] <i>Facial Features: Freckles, Earlobes, Noses and More</i> - Jennifer Boothroyd [lexile level 530] <i>Life Cycles</i> - Sian Smith [lexile level 650] <i>The Life Cycle of Mammals</i> - Susan H. Gray [lexile level 840] <i>The Life Cycle of Reptiles</i> - Darlene Stille [lexile level 770] <i>The Life Cycle of Fish</i> - Darlene Stille [lexile level 860] <i>The Life Cycle of Insects</i> - Susan H. Gray [lexile level 770] <i>The Life Cycle of a Kangaroo</i> - Angela Royston [lexile level 650] <i>Dogs and Their Puppies</i> - Linda Tagliaferro [lexile level 380] <i>Bears and Their Cubs</i> - Linda Tagliaferro [lexile level 450] <i>Robins and Their Chicks</i> - Linda Tagliaferro [lexile level 450] <i>Life Cycle of a Carrot</i> - Linda Tagliaferro [lexile level 420] <i>Ducks and Their Ducklings</i> - Margaret Hall [lexile level 370] <i>Elephants and Their Calves</i> - Margaret Hall [lexile level 370] <i>Cows and Their Calves</i> - Margaret Hall [lexile level 370] <i>Tigers and Their Cubs</i> - Margaret Hall [lexile level 330] <i>Gorillas and Their Infants</i> - Margaret Hall [lexile level 400] <i>Penguins and Their Chicks</i> - Margaret Hall [lexile level 420] <i>Seeds</i> by Gail Saunders-Smith [lexile level 240]</p>	<p><i>Sunflower House</i> - Eve Bunting [lexile level 530] <i>Saving the Griffin</i> - Kristin Wolden Nitz [lexile level 550]</p>

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Seeds by Patricia Whitehouse [lexile level 460]
Animals Born Alive and Well by Ruth Heller
Chickens Aren't the Only Ones by Ruth Heller

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Working like a scientist: Using a science notebook	Teacher Resources:	http://ebecri.org/content/toolkit (Teacher resource for creating science notebooks also includes lessons on using notebooks) http://www.bing.com/images/search?q=Printable+Science+Notebook+Pages+Template&Form=IQFRDR (Teacher resource for creating science notebooks)
	Skills:	Record and analyze data Graphing data and results Describing observations	Student Resources:	http://www.sciencenotebooks.org/ (Site for science note booking) https://www.google.com/search?q=science+notebooks&espv=210&es_sm=93&tbm=isch&tbo=u&source=univ&sa=X&ei=hSoGU_cU4fjIAbKcGdgM&ved=0CDEQsAQ&biw=1092&bih=533 (Images of science notebooks)
			Assessment:	Students will enter observations and data into their individual science notebooks. https://www.google.com/search?q=science+notebooks&espv=210&es_sm=93&tbm=isch&tbo=u&source=univ&sa=X&ei=hSoGU_cU4fjIAbKcGdgM&ved=0CDEQsAQ&biw=1092&bih=533 (Images of science notebooks)

Prior Knowledge and Experiences

Students must have an understanding of plants, animals, parent, child, mother, daughter, father, son, and babies.

Vertical Articulation: The last time students have seen concepts related to the ones within this unit was in PK.

Learning Experiences # 1 – 5 Instructional Timeframe: Weeks 1-5

Learning Experience # 1

The teacher may brainstorm with students the characteristics of living and non-living things so that students can create class definitions for these two categories.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism
Teacher Resources:	http://www.bing.com/videos/search?q=Video+Living+and+Non-Living+Things&FORM=VIRE10#view=detail&mid=53C09E51CD7C355057B953C09E51CD7C355057B9 (Prezi that demonstrates differences between living and non-living things. It includes animated videos. 6minutes 22 seconds)

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	http://www.bing.com/images/search?q=Living+and+Non-Living+Picture+Sort&FORM=RETAB#a (Various resources available on this website) http://files.havfunteaching.com/worksheets/science/animals/animal-classification-worksheet.pdf (Worksheet on animal classification)	
Student Resources:	http://files.havfunteaching.com/worksheets/science/living-and-nonliving-things/living-and-non-living-things.pdf (Worksheet on living versus nonliving) http://files.havfunteaching.com/worksheets/science/living-and-nonliving-things/is-it-living-worksheet.pdf (Worksheet on living versus nonliving)	
Assessment:	Students will use the definitions created as a class to create a word wall and post words and images underneath the appropriate definition. http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use small groups	The student may use visuals to add to the word wall
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Organism, characteristics, living vs. non-living things 	
Key Skills:	<ul style="list-style-type: none"> Identify, sort, justify, categorize, define 	
Critical Language:	Living, non-living, differences, characteristics, sort, categorize, justify, identify, define	

Learning Experience # 2

The teacher may lead an investigation involving different (plant) seeds so that students can begin to connect unique seeds with (the development of) unique plants.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring
Teacher Resources:	https://www.google.com/search?q=plants+and+seeds+worksheets&espv=210&es_sm=93&tbm=isch&tbo=u&source=univ&sa=X&ei=SMFU_2REemlyAGGooD4Dw&ved=0CCQQsAQ&biw=1092&bih=533 (Plant and seed worksheets) http://www.bing.com/images/search?q=different+kinds+of+seeds&qv=different+kinds+of+seeds&FORM=IGRE (Images of seeds) http://www.richmondgrowsseeds.org/ (Site for seed lending program- free seeds)
Student Resources:	https://www.google.com/search?q=plants+and+seeds+worksheets&espv=210&es_sm=93&tbm=isch&tbo=u&source=univ&sa=X&ei=SMFU_2REemlyAGGooD4Dw&ved=0CCQQsAQ&biw=1092&bih=533 (Plant and seed worksheets) http://www.sciencenotebooks.org/ (Site for science note booking)

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Assessment:	Students will accurately illustrate and describe the various seeds and their plants in a science notebook/journal to identify the differences between the seeds and plants.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use small groups The teacher may use peer partners The teacher may modify the number of seeds	The student may verbally describe the seeds and plants
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use resource books and/or videos to show students multiple types of plants and seeds https://www.google.com/search?q=ecological+succession&espv=210&es_sm=93&tbm=isch&source=lnms&sa=X&ei=kxQFU7GjKcWTyQHM1IGgAQ&sqi=2&ved=0CacQ_AUoAQ&biw=1092&bih=533&dpr=1.25#q=plants+and+seeds&tbm=isch (Images of plants and seeds)	The student may predict what kind of plant is produced by a seed
Critical Content:	<ul style="list-style-type: none"> Seeds, plants, characteristics, observe, produce 	
Key Skills:	<ul style="list-style-type: none"> Identify characteristics, describe, sort, illustrate, investigate 	
Critical Language:	Plant, seed, characteristics, investigate, produce, different, describe, sort, illustrate, identify	

Learning Experience # 3

The teacher may lead a discussion about plants and their seeds so that students can begin identifying the life cycle of a plant.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring
Teacher Resources:	http://www.education.com/files/238201_238300/238271/plant-life-cycle.pdf (Life cycle of a plant) www.teachertube.com/viewVideo.php?video_id=134153 (Video on plant life cycles) http://www.bing.com/videos/search?q=Time-Lapse+Seed+to+Plant&Form=VQFRVP#view=detail&mid=42ED2B02229602BA31B742ED2B02229602BA31B7 (Time lapse video of a seed to a plant) http://www.bing.com/images/search?q=Living+and+Non-Living+Picture+Sort&FORM=RESTAB#a (Images of living things)
Student Resources:	http://www.education.com/files/238201_238300/238271/plant-life-cycle.pdf (Life cycle of a plant) http://www.richmondgrowsseeds.org/ (Plant cycle detective game) http://www.bing.com/images/search?q=Living+and+Non-Living+Picture+Sort&FORM=RESTAB#a (Images of living things) http://files.havefunteaching.com/worksheets/reading/sequencing/carrot-sequence-worksheet.pdf (Worksheet on plant life cycle)
Assessment:	Students will sequence the life cycle of a plant (e.g., Cut and paste, draw pictures, make a wheel) to demonstrate their understanding of the life cycle of a plant.

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use peer partner and/or small group	The student may use a verbal presentation
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may allow time lapse videos and/or photographs of seed growth http://www.timetoast.com/ (Timetoast)	The student may develop a timeline for the development of a seed into a plant
Critical Content:	<ul style="list-style-type: none"> Seeds, plants, characteristics, observe, produce 	
Key Skills:	<ul style="list-style-type: none"> Sequencing, observing, understand a life cycle 	
Critical Language:	Seeds, plants, growth, roots, leaves, life cycle, stem, sprout, water, soil, nutrients, sunlight, sequencing, observe, produce	

Learning Experience # 4

The teacher may initiate a plant growth lab experience so that students can understand how to use observations to collect data.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism	
Teacher Resources:	http://www.bing.com/videos/search?q=Time-Lapse+Seed+to+Plant&Form=VQFRVP#view=detail&mid=49BB07AECDF70F69EEE149BB07AECDF70F69EEE1 (Time lapse video of plant life cycle) http://www.innovativeclassroom.com/Teaching-Toolbox/Reproducibles/index.php?id=55 (Observation sheet) http://www.nclack.k12.or.us/cms/lib6/OR01000992/Centricity/Domain/98/observing%20and%20comparing%20plants.pdf (Plant observation template) http://www.nclack.k12.or.us/cms/lib6/OR01000992/Centricity/Domain/98/observation%20posters%20K-5.pdf (Observation posters)	
Student Resources:	http://www.youtube.com/watch?v=EKx4ZwoJgXY (Growing beans time lapse) http://www.youtube.com/watch?v=sErX8NIVy8I (Time lapse of plant growth)	
Assessment:	Students will observe their growing plant and record data (in their science notebook) on that growth in order to confirm their understanding of the life cycle of a plant.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may allow a peer partner The teacher may allow small group The teacher may provide a partial sequence (some pictures provided)	The student may verbally present the sequence The student may point to the sequence

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Seeds, plants, characteristics, observe 	
Key Skills:	<ul style="list-style-type: none"> Sequencing, observing, understand a life cycle, record, 	
Critical Language:	Seeds, plants, growth, roots, leaves, life cycle, stem, sprout, water, soil, nutrients, sunlight, observe, sequencing, record	

Learning Experience # 5

The teacher may have students brainstorm animals and their offspring so that students can begin categorizing egg-laying versus live birth animals.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring	
Teacher Resources:	<i>Chickens Aren't the Only Ones</i> - Ruth Heller <i>Animals Born Alive and Well</i> - Ruth Heller	
Student Resources:	N/A	
Assessment:	Students will identify and sort animals that lay eggs and animals that have live birth (e.g., Chart, list, pictures, whiteboards) and record those observations in their science notebooks. https://www.google.com/search?q=sorting+tree+template&tbm=isch&tbo=u&source=univ&sa=X&ei=WccgU-S7DMfWyQHR-YGoBA&ved=0CCQQAQ&biw=1366&bih=648 (Sorting tree template)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use peer partners The teacher may use small groups The teacher may reduce the number of options	The student may verbally present The student may point to the correct answer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use resource books and/or videos http://www.youtube.com/watch?v=2lCKc8tURtc (Video of kangaroos birth)	The student may study the unusual births of animals such as marsupials (e.g. Kangaroo, Opossum); Platypus, or the Panda
Critical Content:	<ul style="list-style-type: none"> Inheritance, offspring, eggs, live birth, patterns 	
Key Skills:	<ul style="list-style-type: none"> Identify, sort 	
Critical Language:	Brainstorm, eggs, live birth, animals, sort, identify	

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**Learning Experiences # 6 – 7
Instructional Timeframe: Weeks 6-7**

Learning Experience # 6

Teacher may provide photographs or examples of various species of animals (e.g., fish, amphibians, mammals, birds, reptiles) and lead a discussion so that students can describe, identify, and categorize animals by unique characteristics.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring	
Teacher Resources:	http://files.havfunteaching.com/worksheets/science/animals/animal-classification-worksheet.pdf (Worksheet on animal classification) http://www.pcschools.us/woad-local/media/sciencemap/kindergarten/Kobj2babyanimals.pdf (Baby animals lesson plan and worksheet) http://www.shutterstock.com/cat.mhtml?searchterm=domestic+animals&search_group=&lang=en&search_source=search_form (Images of domestic animals) http://www.shutterstock.com/cat.mhtml?searchterm=farm+animals&search_group=&lang=en&search_source=search_form (Images of farm animals) http://www.shutterstock.com/cat.mhtml?searchterm=animals&search_group=&lang=en&search_source=search_form (Animal images) http://www.shutterstock.com/cat.mhtml?searchterm=wild+animals&search_group=&lang=en&search_source=search_form (Wild animal images) http://www.shutterstock.com/cat.mhtml?searchterm=zoo+animals&search_group=&lang=en&search_source=search_form (Zoo animals)	
Student Resources:	http://files.havfunteaching.com/worksheets/science/animals/animal-classification-worksheet.pdf (Worksheet on animal classification)	
Assessment:	Students will research an animal and present the characteristics (e.g., Appendages, body covering, head/body shape etc.) of that animal to the class (e.g., pictures, list, etc.).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use peer partners or small group The teacher may have the student identify only one characteristic	The student may describe their animal verbally The student may point to a picture when prompted
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	In addition to researching the physical characteristics of the animal, the teacher may have the student research things like: habitat, where in the world they live, types of food, types of shelter	The student may create a model of an animal within their habitat

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Critical Content:	<ul style="list-style-type: none"> Physical characteristics, mobility, fish, amphibians, mammals, birds, reptiles, species, research
Key Skills:	<ul style="list-style-type: none"> Observe, identify, describe, present
Critical Language:	Animals, inherit, characteristics, resemble, patterns, observe, identify, describe, present

Learning Experience # 7

The teacher may provide examples of animals and offspring (e.g., picture books, videos) so that students can begin identifying distinct patterns of inheritance.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring	
Teacher Resources:	http://www.youtube.com/watch?v=j7hkwjCfgc8 (Pictures of parents and babies) http://www.shutterstock.com/cat.mhtml?searchterm=domestic+animals&search_group=&lang=en&search_source=search_form (Images of domestic animals) http://www.shutterstock.com/cat.mhtml?searchterm=farm+animals&search_group=&lang=en&search_source=search_form (Images of farm animals) http://www.shutterstock.com/cat.mhtml?searchterm=animals&search_group=&lang=en&search_source=search_form (Animal images) http://www.shutterstock.com/cat.mhtml?searchterm=wild+animals&search_group=&lang=en&search_source=search_form (Wild animal images) http://www.shutterstock.com/cat.mhtml?searchterm=zoo+animals&search_group=&lang=en&search_source=search_form (Zoo animals) http://www.shutterstock.com/cat.mhtml?searchterm=baby+animals&search_group=&lang=en&search_source=search_form (Baby animals)	
Student Resources:	http://www.youtube.com/watch?v=j7hkwjCfgc8 (Pictures of parents and babies)	
Assessment:	Students will match offspring to adult animals, cite evidence, and develop a logical argument supporting their selection.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use peer partner or small groups The teacher may use extended time The teacher may reduce the number of options	The student may verbally match an offspring to a parent. Student may point to the answer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may introduce graphing and allow students to graph physical attributes of animals	The student may create a graph of physical attributes (e.g. wings, fins, scales, fur/hair, etc.)
Critical Content:	<ul style="list-style-type: none"> Animals, offspring, inherit, characteristics, resemble, patterns 	
Key Skills:	<ul style="list-style-type: none"> Matching, cite reasons, defend 	
Critical Language:	Similarities, patterns, characteristics, resemble, inheritance, animals, offspring, match, cite, defend	

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**Learning Experiences # 8 –9
Instructional Timeframe: Weeks 7-11**

Learning Experience # 8		
The teacher may use personal family photos so that students can begin to examine inherited family traits and variations in characteristics (e.g., hair and eye color, face shape, noses, ears).		
Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring Offspring can demonstrate variations in the characteristics they inherit from their parental organism	
Teacher Resources:	http://www.bing.com/videos/search?q=you+tube+video+family+resemblance&FORM=VIRE16#view=detail&mid=12D4446967A898FDF33A12D4446967A898FDF33A (Video on inheritance patterns in families)	
Student Resources:	N/A	
Assessment:	Students will document, in their science notebooks, the types of characteristics that could be passed down from parents to offspring. http://www.shutterstock.com/cat.mhtml?searchterm=family+portrait&search_group=&lang=en&search_source=search_form (Images of families)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use extended time The teacher may allow reduced number of options The teacher may use a picture with more obvious characteristics The teacher may work with student 1 on 1	The student may point to similar characteristics only The student may verbally identify similar characteristics only
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a family scenario based on hair color The teacher may show grandparents with their dark hair colors, parents (one dark hair, one light hair), and children	The student may predict, based on family history, the hair color of the children and explain their rationale
Critical Content:	<ul style="list-style-type: none"> Offspring, inherit, characteristics, resemble, patterns, family, related 	
Key Skills:	<ul style="list-style-type: none"> Identify similarities, identify differences 	
Critical Language:	Similarities, patterns, characteristics, resemble, inheritance, offspring, identify	

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Learning Experience # 9

Teacher Note: This learning experience depends on students’ ability to access family photos. Teachers will need to determine if everyone in their class can participate before endeavoring to use this learning experience.

The teacher may solicit family photos along with data collected from students’ families regarding inherited traits (e.g., eye color, hair color) so that students may analyze and synthesize similarities and differences within their family traits.

Generalization Connection(s):	Patterns of inheritance acknowledge that offspring originate from the adult organism Characteristics of adult organisms often transfer to offspring Offspring can demonstrate variations in the characteristics they inherit from their parental organism	
Teacher Resources:	N/A	
Student Resources:	N/A	
Assessment:	Students will verbally present the inherited similarities and differences of their family members.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	For students who are not with their biological family, the teacher may provide a family photo they could use or plan an alternate option with the student’s guardian The teacher may allow the student to give only similarities, not differences The teacher may allow the student to compare themselves to only one family member	The student may draw their similarities or differences between themselves and their family members
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may allow the student to expand the research to extended family members (e.g. Grandparents, Aunts, Uncles, etc.)	The student may create a Power Point presentation of their family history documenting the similarities and differences between inherited traits
Critical Content:	<ul style="list-style-type: none"> Offspring, inherit, characteristics, resemble, patterns, differences, similarities, traits 	
Key Skills:	<ul style="list-style-type: none"> Synthesize, data, identify similarities, identify differences 	
Critical Language:	Similarities, patterns, characteristics, resemble, inheritance, traits, offspring, synthesize, identify	

Unit Title: The Choices I Make

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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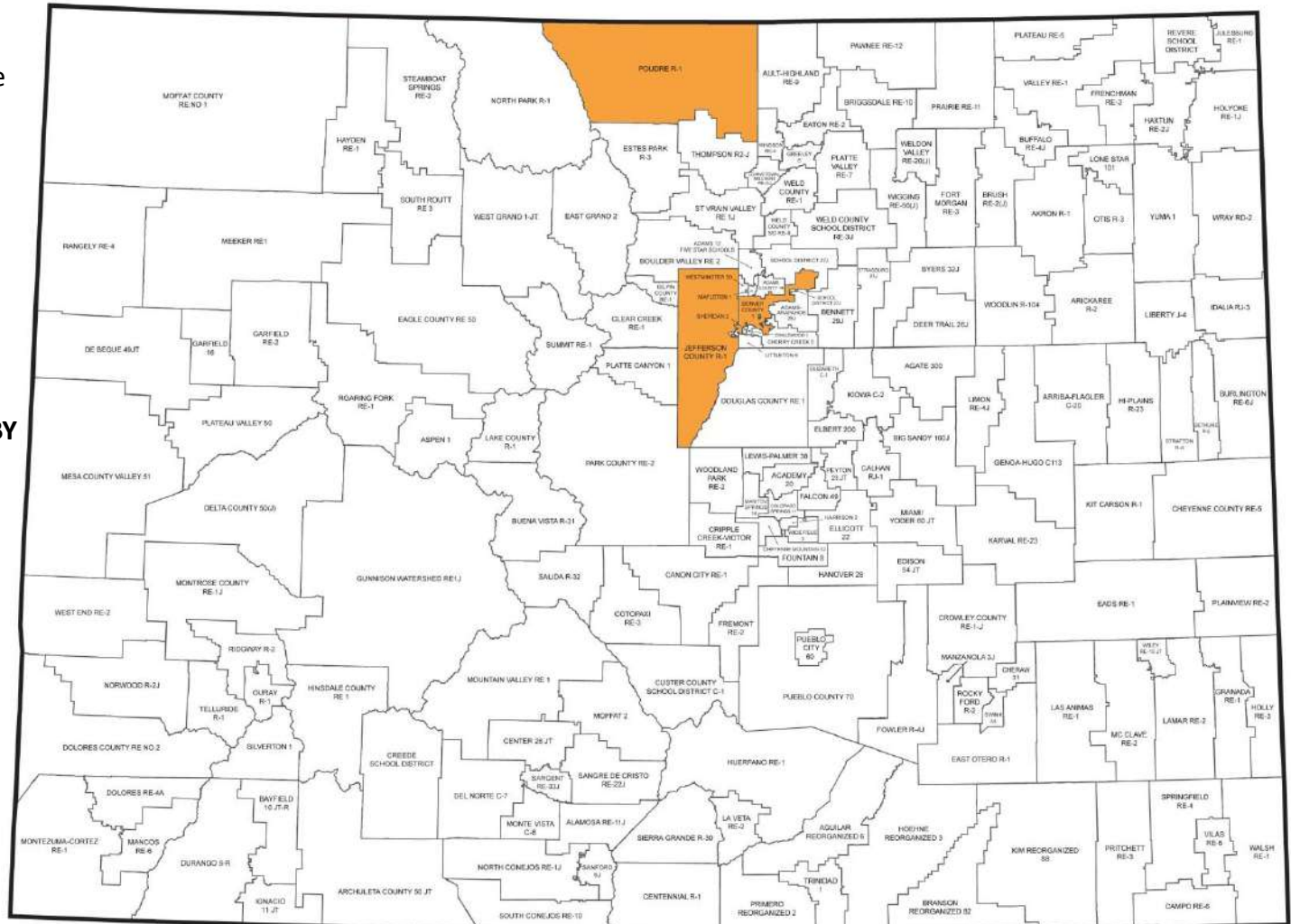
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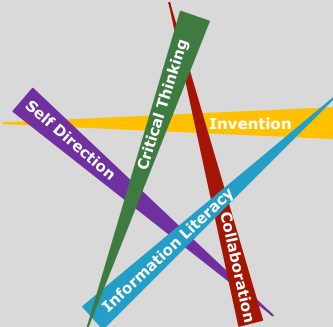
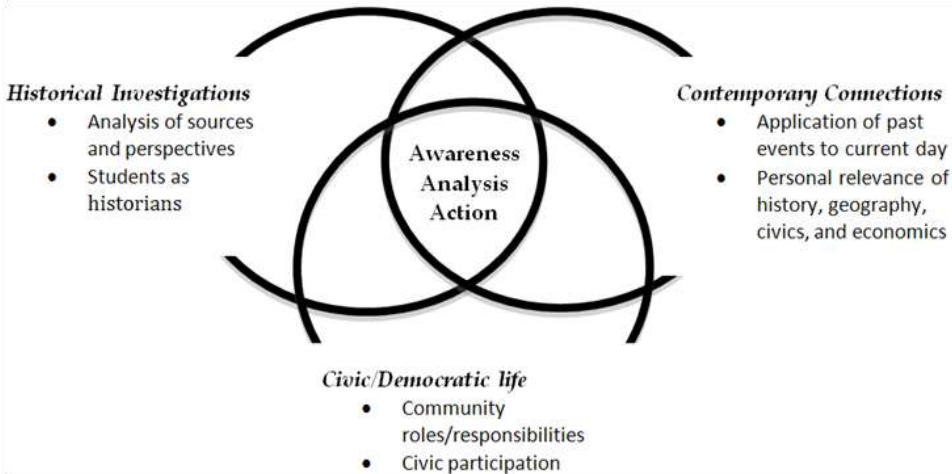


Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Describe patterns and chronological order of events of the recent past	SS09-GR.1-S.1-GLE.1	
	2. Family and cultural traditions in the United States in the past	SS09-GR.1-S.1-GLE.2	
2. Geography	1. Geographic tools such as maps and globes to represent places	SS09-GR.1-S.2-GLE.1	
	2. People in different groups and communities interact with each other and the environment	SS09-GR.1-S.2-GLE.2	
3. Economics	1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income	SS09-GR.1-S.3-GLE.1	
	2. Identify short term financial goals (PFL)	SS09-GR.1-S.3-GLE.2	
4. Civics	1. Effective groups have responsible leaders and team members	SS09-GR.1-S.4-GLE.1	
	2. Notable people, places, holidays and patriotic symbols	SS09-GR.1-S.4-GLE.2	

<p style="text-align: center;">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	 <p>Historical Investigations</p> <ul style="list-style-type: none"> • Analysis of sources and perspectives • Students as historians <p>Contemporary Connections</p> <ul style="list-style-type: none"> • Application of past events to current day • Personal relevance of history, geography, civics, and economics <p>Civic/Democratic life</p> <ul style="list-style-type: none"> • Community roles/responsibilities • Civic participation
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Choices I Make	4-6 weeks	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	The Choices I Make		Length of Unit	4-6 weeks
Focusing Lens(es)	(Family and school) Roles/responsibilities	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.1-S.1-GLE.2 SS09-GR.1-S.3-GLE.1 SS09-GR.1-S.3-GLE.2 SS09-GR.1-S.4-GLE.1 SS09-GR.1-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Who is responsible for our school? (SS09-GR.1-S.4-GLE.1) How do the financial choices we make affect self and others? What would happen if we did not have jobs? How should we decide when to save and when to spend money? 			
Unit Strands	History, Civics, Economics			
Concepts	Leaders, team member, leadership, community, money, goal, responsibility, income, goods, services, community, jobs, technology, education, skills, interests, roles, president, mayor, governor, producers, consumers, choice			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The choices people make can positively or negatively impact individuals, families, schools and communities (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-EO.a) and (SS09-GR.1-S.3-GLE.1-EO.a,b,c) and (SS09-GR.1-S.3-GLE.2-EO.a,b,c)* and (SS09-GR.1-S.1-GLE.2-EO.a,c)	What recent choices have you made that had an impact on your family? (SS09-GR.1-S.1-GLE.2-IQ.3)	How do you know when your choices have positive or negative effects?
The roles and responsibilities people take on can have a transformative effect on self and others (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-N.1) and (SS09-GR.1-S.3-GLE.1-EO.c) and (SS09-GR.1-S.3-GLE.1-RA2) and (SS09-GR.1-S.3-GLE.1-N.2)	What is a role or responsibility you have that impacts other students? (SS09-GR.1-S.4-GLE.1-EO.1,b; IQ.1-4) and (SS09-GR.1-S.1-GLE.2-IQ.3)	How do you determine the risks and benefits to the roles and responsibilities you take on?
Leadership and (occupational) roles/responsibilities are typically dictated by the needs of a community (SS09-GR.1-S.3-GLE.1-EO.c)	What are some examples of responsibilities and jobs specific to (your) school and family? (SS09-GR.1-S.3-GLE.1-EO. b)	How do occupations and leadership responsibilities reflect community values/beliefs?
Financially responsible individuals create goals and work toward meeting them (SS09-GR.1-S.3-GLE.2-N.1)*	What is a short financial term goal you are (or could be) working toward? (SS09-GR.1-S.3-GLE.2-N.1)*	Why is personal financial goal setting important? (SS09-GR.1-S.3-GLE.2-IQ.4)*

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● Vocabulary related to roles and responsibilities of leaders, community/team members and producers and consumers (in your school/community) (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-EO.a) and (SS09-GR.1-S.3-GLE.1-EO.a,c) and (SS09-GR.1-S.3-GLE.2-EO.a,c)* and (SS09-GR.1-S.1-GLE.2-EO.a,c) ● Notable leaders in the (your) community and the United States(SS09-GR.1-S.1-GLE.2-EO.c) and (SS09-GR.1-S.4-GLE.2-EO.a) ● Characteristics and attributes of responsible leaders and team members (SS09-GR.1-S.4-GLE1-EO.a,b) ● The difference between personal or classroom short term and long term financial goals (SS09-GR.1-S.3-GLE.2-EO.a,b)* ● Sources of personal or classroom income to meet financial goals (SS09-GR.1-S.3-GLE.2-EO.c)* ● Characteristics of financial responsibility (SS09-GR.1-S.3-GLE.2-N.1)* ● Different types of businesses and the goods and services they produce for the school/community (SS09-GR.1-S.3-GLE.1-EO.a) 	<ul style="list-style-type: none"> ● Demonstrate the ability to be both a leader and team member (SS09-GR.1-S.4-GLE.1-EO.c) ● Define short-term financial goals and provide examples (SS09-GR.1-S.3-GLE.2-EO.a,b)* ● Discuss sources of income needed to meet short-term goals (SS09-GR.1-S.3-GLE.2-EO.c)* ● Provide examples of different types of business and the goods and services they produce for (your) community (SS09-GR.1-S.3-GLE.1-EO.a) ● Provide examples of types of job choices available to people in your family and community (SS09-GR.1-S.3-GLE.1-EO.b,c) ● Identify similarities and differences between themselves and other (SS09-GR.1-S.1-GLE.2-EO.a)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>As class president, Jill demonstrated good leadership skills when she helped the school decide to raise money to help the library buy new books.</i></p>
<p>Academic Vocabulary:</p>	<p>Define, discuss, demonstrate, identify, similarities, differences, provide examples</p>
<p>Technical Vocabulary:</p>	<p>leaders, team member, leadership, community, money, goal, responsibility, income, goods, services, community, jobs, technology, education, skills, interests, roles, president, mayor, governor, producers, consumers, choice</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit, students will be exploring choices (e.g., financial, occupational, personal) and how their choices positively and/or negatively affect self and others. During their exploration, students will investigate various roles and responsibilities that are related to the community and how their roles and responsibilities are a result of the choices they make. Students will also examine how responsible citizens contribute to their community. The unit culminates with student groups identifying a need in the community and then creating a proposal designed to address the need.
Considerations:	In developing this instructional unit, we decided that this unit should appear first in the sequence because it lays out the roles and responsibilities of students in the classroom, school, and family. We recommend the following sequence, “The Choices I Make,” “Change Happens,” “Where in the World Am I?,” “My Country ‘Tis of Thee.” As the authors of this unit, we made a modification to the generalization, “The choices people make can positively or negatively impact individuals, families, schools and communities” to “The choices people make can positively or negatively impact individuals, families, and schools (communities)” to more closely align with the first grade expectations outlined in the Colorado Academic Standards. (i.e. community is part of the third grade expectations) Special note: Learning Experience #4 focuses on family, please consider that family composition varies among students and those variations might be deemed “private.”
Unit Generalizations	
Key Generalizations:	The choices people make can positively or negatively impact individuals, families, and schools (communities) Financially responsible individuals create goals and work toward meeting them
Supporting Generalizations:	The roles and responsibilities people take on can have a transformative effect on self and others Leadership and (occupational) role/responsibilities are typically dictated by the needs of a community

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The choices people make can positively or negatively impact individual, families, schools, and communities Financially responsible individuals create goals and work toward meeting them
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a member of a group of responsible citizens, you have decided to give back to your community. In order to determine how your group is going to “give back,” you must identify a need of the classroom, school or family in the school community. As a way to address this need, your group will create a plan for a fundraiser or community project. Your plan should include a description of an identified need, a description of either how raising money or taking action for this need will positively impact the classroom/school community, and both short or long term goals (e.g. money, time). Your plan will be reviewed by your classmates and the school principal. Not all plans (classroom/school needs) can be addressed, so your classmates and the principal will choose which plan(s) to act upon.
Product/Evidence: (Expected product from students)	Students may work groups of 3-4 to create their proposals. Students may use both pictures/visuals and words to present their ideas. http://www.cde.state.co.us/standardsandinstruction/pf1-actionplan-pdf The final presentation could be done orally and/or displayed (e.g., gallery walk). NOTE: Teachers may consider following through with the most feasible plan in order to show students at least one tangible result of being a responsible citizen.
Differentiation: (Multiple modes for student expression)	Students may be assigned roles within their groups based on their learning strengths or areas of interest. Based on skills level, students may be provided with sentence starters or an outline to guide their thinking.

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
Bellisario, Gina. (2013). <i>Let's Meet a Librarian</i> . Lexile: 550 Falk, L. (2009). <i>We Are Citizens</i> . Lexile: 310 Miller, A. (2009). <i>We Help Out</i> . Lexile: 380	Cooney, Barbara. (1985). <i>Miss Rumphius</i> . Lexile: 680 DiSalvo-Ryan, D. (1994). <i>City Green</i> . Lexile: 480 Javernick, E. (2010). <i>What If Everybody Did That?</i> Lexile: 650 Kates, B.J. (1996). <i>We're Different, We're the Same. And We're all Wonderful!</i> Lexile: 150 Madden, D. (1993). <i>The Wartville Wizard</i> . Lexile: 760 Mayer, M. (1999). <i>I Just Forgot</i> . Lexile: 490 McCloud, C. (2007). <i>Have You Filled a Bucket Today?</i> Ages 4 – 9. Muth, J.J. (2002). <i>The Three Questions</i> . Lexile: 410 Simon, N. (2016). <i>All Kinds of Families</i> . Lexile: 470 Stevens, J. (1995). <i>Tops & Bottoms</i> . Lexile: 580

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like an economist - using financial vocabulary	Teacher Resources:	http://www.schoolexpress.com/wordwalls/wordwalls.php (How to create word-wall flash cards)
			Student Resources:	N/A
	Skills:	Use words related to money, spending and saving	Assessment:	Students will create and add words and phrases to a financial word wall as they pursue the goals/outcomes of the unit
2.	Description:	Think/work like a responsible citizen	Teacher Resources:	http://tinyurl.com/gu2ggdk (Lesson Plan: What Does it Mean to be a Responsible Community Member?) http://www2.ed.gov/parents/academic/help/citizen/index.html (Tips for helping children become responsible citizens)
			Student Resources:	N/A
	Skills:	Identify attributes of responsible citizens	Assessment:	Students will create a visual representation (e.g., poster, book, etc.) of what it means to be a responsible citizen

Prior Knowledge and Experiences
None

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 1		
The teacher may introduce an activity that highlights similarities and differences among people (e.g., 5 things about you activity) so that students can compare and contrast self and other.		
Generalization Connection(s):	The roles and responsibilities people take on can have a transformative effect on self and others	
Teacher Resources:	http://lessonplanspage.com/obeginschoolgettingtoknowmeboxidea14-htm/ (Idea for an “All About Me” box) http://lessonplanspage.com/omebags-1stday-gettoknoweachotheridea15-htm/ (Idea for making “Me Bags”) http://www.learningtogive.org/units/recognizing-our-similarities-and-differencekindergarten/recognizing-our-similarities-and-differences/ (Lesson plan: Recognizing Our Similarities and Differences)	
Student Resources:	https://www.teachingchannel.org/videos/first-grade-social-studies (Video: All About Me! – 15:50 min) Kates, B.J. (1996). <i>We’re Different, We’re the Same. And We’re all Wonderful!</i> Lexile: 150	
Assessment:	Students will complete an ALL ABOUT ME! Book (http://www.education.com/activity/article/allaboutme_first/)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in pairs or in groups	Students may use prepared words and pictures to complete the ALL ABOUT ME! book
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add additional examples to the comparative assessment
Critical Content:	<ul style="list-style-type: none"> • The differences between self and others (e.g., me, you, we, us, they) 	
Key Skills:	<ul style="list-style-type: none"> • Identify similarities and differences between self and others • Recognize individual vs. group responsibility 	
Critical Language:	Self, individual, other, group(s), difference, similarity	

Learning Experience # 2		
The teacher may share roles and responsibilities in their family so that students can explain their roles and responsibilities within the family.		
Generalization Connection(s):	The roles and responsibilities people take on can have a transformative effect on self and others The choices people make can positively or negatively impact individuals, families and schools (communities)	
Teacher Resources:	http://www.uen.org/Lessonplan/preview.cgi?LPid=10710 (Lesson plan: Family responsibilities) http://learningtogive.org/lessons/unit60/lesson2.html (Lesson plan: Our family) http://www.twinkl.co.uk/resource/t-t-15182-my-family-book (Template: My family booklet) http://www.tolerance.org/lesson/every-family-same-every-family-different (Lesson Plan: Every Family is the Same. Every Family is Different)	
Student Resources:	Mayer, M. (1999). <i>I Just Forgot.</i> Lexile: 490 Simon, N. (2016). <i>All Kinds of Families.</i> Lexile: 470	

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will create a foldable identifying members of their family and their corresponding responsibilities. (Similar to this one: http://cdnpix.com/show/imgs/1af0c6d107e7e554154a5fac7cbd5418.jpg with people on the left and responsibilities on the right)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner or in a small group	Students may present roles and responsibilities in their family using visuals
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://docs.google.com/file/d/0B_gYCGzVzuz3R2VmbW15Znp5N28/edit?pli=1 (Template: booklet with sentence lines)	Students may present roles and responsibilities in their family using complete sentences
Critical Content:	<ul style="list-style-type: none"> ● Roles and responsibilities within family units ● Positive and negative impact of making choices ● All families make financial decisions ● Financial decisions are based on wants and needs ● Families choose between wants and needs ● Goals (short term and long term) help families maintain financial responsibility 	
Key Skills:	<ul style="list-style-type: none"> ● Provide examples of different types of job choices available to people in your family ● Identify how home responsibilities affect others ● Explain the cause(s) and effect(s) of not carrying out responsibilities (e.g., taking out the trash, walking the dog) 	
Critical Language:	Family, task, other, self, choice(s), positive, negative, job, chore, responsibility, role, financial responsibility, wants, needs, goals	

Learning Experience # 3		
The teacher may model classroom responsibilities so that students can begin to identify the roles and responsibilities of being a member of a classroom community.		
Generalization Connection(s):	The roles and responsibilities people take on can have a transformative effect on self and others The choices people make can positively or negatively impact individuals families, and schools (communities)	
Teacher Resources:	https://www.icivics.org/news/citizenship-and-elementary-education-how-do-you-teach (Article: Citizenship and the Elementary Classroom – a seamless, perfect pair) http://www.scholastic.com/teachers/article/classroom-jobs-all-your-student-helpers (Article: Classroom Jobs for All Your Student Helpers) http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Octresponsibility.pdf (Lesson Plan: Responsibility) http://www.learningtogive.org/units/healthy-youth-healthy-community-k-2/what-my-responsibility (Lesson Plan: What Is My Responsibility?)	

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	https://www.youtube.com/watch?v=2aNG9zXXLGU (Video: Peddlesfoots Citizenship) https://www.youtube.com/watch?v=NLEP-VbO0mc (Video: The Berenstain Bears Go to School – Responsibility) http://tinyurl.com/jkrdm3t (Video: The Berenstain Bears Get the Gimmies) https://www.youtube.com/watch?v=RJJgUAhXxqw (Video: Needs and Wants)	
Assessment:	Students complete a “role” checklist illustrating the completion of their particular task in the classroom (e.g., line leader, chair stacker).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may be provided with a checklist that has illustrations of classroom tasks and responsibilities
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> ● The roles of the students in the classroom (e.g., classmate, line leader, paper collector) ● The responsibilities of the students in the classroom (e.g., push in chairs, keep desk clean/neat) ● People in communities must make choices based on unlimited needs and wants and scarce resources; these choices involve costs (e.g., if there aren’t enough crayons for everyone in class, then someone may have to share or go without) ● The difference between wants and needs ● The importance of fulfilling one’s classroom responsibilities ● The choices one makes can positively or negatively impact the classroom community 	
Key Skills:	<ul style="list-style-type: none"> ● Recognize students have a choice about the role and/or job they have in the classroom ● Demonstrate the ability to be both a leader and a team member 	
Critical Language:	Role, responsibility, choice, job, classmate, leader(ship), community, classroom, task, cost	

Learning Experience # 4	
The teacher may bring in guest speakers (e.g., Principal, custodian) so that students can discuss the various roles and responsibilities within the school community.	
Generalization Connection(s):	The choices people make can positively or negatively impact individuals, families, and schools (communities) Leadership and (occupational) roles/responsibilities are typically dictated by the needs of a community The roles and responsibilities people take on can have a transformative effect on self and others
Teacher Resources:	http://www.teach-nology.com/lessons/isn_pln_view_lessons.php?action=view&cat_id=10&isn_id=1114 (Lesson Plan: Me and My School Community) http://www.writeaboutapp.com/scavengerhunt/ (Lesson Plan: My School is A Community Scavenger Hunt) http://teaching.about.com/od/pd/a/School-Personnel.htm (Article: Roles of School Personnel)
Student Resources:	Stevens, J. (1995). <i>Tops & Bottoms</i> . San Diego, CA: Harcourt Brace.

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will create a “helping hand mobile” with their name in the middle and on each finger, one task they can perform to help out the school community.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner to assist with various elements of assembling the mobile	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add text descriptions to pictures
Critical Content:	<ul style="list-style-type: none"> ● Notable leaders and members within the school and local community ● Characteristics and attributes of responsible leaders and team members ● Everyone at school contributes in their own special way to make sure students learn safely and happily ● Types of jobs within the school community ● Responsible behavior is inherent in being a good citizen in the school (e.g., safety, right to learn) ● School and local communities work together to meet people’s needs (e.g., Thanksgiving Food Drive) ● The various individuals in the school community (e.g., Principal, Librarian, Custodian) provide a service to the students of the school 	
Key Skills:	<ul style="list-style-type: none"> ● Identify the attributes of a responsible team member ● Demonstrate the ability to be a leader and team member ● Name the people who work in the school 	
Critical Language:	Leader, team, community, team member, contribute, need, want, service	

Learning Experience # 5	
The teacher may model cause and effect relationships so that students can discuss how carrying out one’s responsibilities helps to satisfy the needs of a community (e.g., classroom, school, local).	
Generalization Connection(s):	The choices people make can positively or negatively impact individuals, families, and schools (communities) Leadership and (occupational) roles/responsibilities are typically dictated by the needs of a community The roles and responsibilities people take on can have a transformative effect on self and others
Teacher Resources:	http://character.org/lessons/lesson-plans/elementary/dobys-mill-elementary-school/ (Lesson Plan: Have You Filled a Bucket Today?) http://www.scholastic.com/teachers/sites/default/files/asset/file/making_difference_community.pdf (Worksheet: Making a Difference in My Community) http://learningtogive.org/lessons/unit211/ (Lesson Plan: Making a Choice)
Student Resources:	Javernick, E. (2010). <i>What If Everybody Did That?</i> New York: Two Lions Publishing. McCloud, C. (2007). <i>Have You Filled a Bucket Today?</i> Brighton, MI: Bucket Fillers, Inc. Muth, J.J. (2002). <i>The Three Questions</i> . New York: Scholastic Press.

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will complete a cause/effect chart illustrating various responsibilities and the effect(s) on the community if the responsibility isn't carried out. (Cause & Effect Chart: http://tinyurl.com/jovutrr)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner to complete the graphic organizer	Students may use pictures to illustrate the causes and effects
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write sentences explaining the cause and effect relationships
Critical Content:	<ul style="list-style-type: none"> ● Families and communities make choices about wants, needs and scarce resources ● Characteristics of positive and negative effects (impact) ● The importance of being a responsible leader and member of the community 	
Key Skills:	<ul style="list-style-type: none"> ● Demonstrate the ability to be both a leader and team member ● Recognize ways to make a positive impact as responsible citizens ● Participate in responsible activities that contribute to the school and neighborhood (e.g., follow teacher directions, put belongings away, participate in discussions, take turns, listen to others, share ideas, clean up litter, report vandalism) 	
Critical Language:	Respect, caring, cause, effect, positive, negative, leader	

Learning Experience # 6		
The teacher may guide students in identifying a need within the school so that students can discuss ways to address the need and how to give back to the school.		
Generalization Connection(s):	The choices people make can positively or negatively impact individuals, families, and schools (communities) Financially responsible individuals create goals and work toward meeting them	
Teacher Resources:	http://www.kidactivities.net/category/community-service-ideas.aspx (Article: Community Service Ideas)	
Student Resources:	DiSalvo-Ryan, D. (1994). <i>City Green</i> . New York: Scholastic Books.	
Assessment:	Students will conduct interviews with members of the school community to determine a pressing need in the school community (e.g., new musical instruments, books for the library). Students will then create a list of short and long term goals that address a need in the school community.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided a list of interview questions	Students may submit an audio or video tape of the interview(s) Students may use visual representations of needs in the school community

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may write their own interview questions	N/A
Critical Content:	<ul style="list-style-type: none"> ● Needs and wants in a school setting ● Responsible citizens give back to their community ● Setting short and long term goals helps one to meet their needs and/or the needs of the community 	
Key Skills:	<ul style="list-style-type: none"> ● Document cause and effect of (financial) decisions making ● Define short and long term goals ● Identify and list the needs of the school community ● Prioritize the needs of the school community 	
Critical Language:	Priority, “give back”, long term goal, short term goal, community service, teamwork	

DESTINY EDUCATION LEADERSHIP ACADEMY

2021-2022 ACADEMIC CALENDAR

(Draft)

(School Hours 8:00 a.m. to 3:45 p.m)

AUGUST 2021							DECEMBER 2021							APRIL 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30	31		24	25	26	27	28	29	30

SEPTEMBER 2021							JANUARY 2022							MAY 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1		1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
26	27	28	29	30			23	24	25	26	27	28	29	29	30	31				
							30	31												

OCTOBER 2021							FEBRUARY 2022							JUNE 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2			1	2	3	4	5				1	2	3	4
3	4	5	6	7	8	9	6	7	8	9	10	11	12	5	6	7	8	9	10	11
10	11	12	13	14	15	16	13	14	15	16	17	18	19	12	13	14	15	16	17	18
17	18	19	20	21	22	23	20	21	22	23	24	25	26	19	20	21	22	23	24	25
24	25	26	27	28	29	30	27	28						26	27	28	29	30		
31																				

NOVEMBER 2021							MARCH 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4	5
7	8	9	10	11	12	13	6	7	8	9	10	11	12
14	15	16	17	18	19	20	13	14	15	16	17	18	19
21	22	23	24	25	26	27	20	21	22	23	24	25	26
28	29	30					27	28	29	30	31		

	First and Last Day of School
	Holidays (No School)
	Teacher Work Days (No School)
	Testing and Assessment
	Vacation
	End of Grading Period
	Report Card Day

DESTINY EDUCATION LEADERSHIP ACADEMY

SAMPLE DAILY/WEEKLY SCHEDULE

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
7:30 a.m.	Arrival	Arrival	Arrival	Arrival	Arrival
7:30-8:00 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:15 a.m.	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15-9:45 a.m.	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
9:45-10:45 a.m.	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:45-11:45 a.m.	Foreign Language	Computer Coding	Foreign Language	Computer Coding	Foreign Language
11:45-12:45 a.m.	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
12:45-1:15 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-1:45 p.m.	Recess	Recess	Recess	Recess	Recess
1:45-2:45 p.m.	Science	Science	Science	Science	Science
2:45-3:15 p.m.	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
3:15-3:45 p.m.	Technology	Art	Music	Healthful Living	Career Exploration
3:45 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

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Name	Postcode	Grade Level your child will enter into for school year 2021-2022	I would select Destiny Education Leadership Academy as first choice for my child(ren) Please sign	OR: I am interested in finding out more information	Email address
Summa Meli	19901	5	Summa Meli	✓	
Reenieaya Rich	19962	6	Reenieaya Rich	✓	
Amanda Terray	19904	K	Amanda Terray	✓	amandaterray13@gmail.com
Dominique Harris	19901	11	Dominique Harris	✓	dominiqueharris@cpkco.com
Brenda Harris	19901	1	Brenda Harris	✓	

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Stacie Goodwin	19934	4th 2nd 1st		Stacie	Stacie191974@gmail.com
Christina Viem	19904	Kindergarten	@		LAGirlKER@aol.com
Shirley Mady	19907	K 1st 2nd	S Mady	I am	newmommy372@gmail.com
Webster Wiley	19904	Kinderg	W Wiley	I am	w.wiley1@aol.com
Eric Jackson	19904	1st	E Jackson	I am	ejjackson@gmail.com

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Jamara Bourman	19901	2, 3, 4, 5, 6	Jamara Bourman	<input checked="" type="checkbox"/>	bowman15@gmail.com
Henry Yearley	19962	4	Henry Yearley	<input checked="" type="checkbox"/>	
Melissa Martinez	19977	K, pre K	Melissa	<input checked="" type="checkbox"/>	melims23.93@gmail.com
Heather Rouse	19977	K-11	Heather Rouse	<input checked="" type="checkbox"/>	hrouse10@gmail.com
Dorothy Tighe	19904	K-12	D. Tighe	<input checked="" type="checkbox"/>	tighe.dorothy69@gmail.com



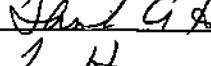
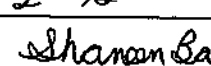
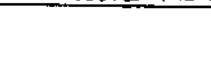
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<i>Name</i>	<i>Postcode</i>	<i>Grade Level your child will enter into for school year 2021-2022</i>	<i>I would select Destiny Education Leadership Academy as first choice for my child(ren)</i> <i>Please sign</i>	<i>OR: I am interested in finding out more information</i>	<i>Email address</i>
Gerry Pennings	19904	3		yes	Ruderng@gmail
Hassan Achar	19904	Kindergarten		Yes	MCKYB/w@gmail.com
Tamika Hudson	19943			yes	doverdollar@gmail.com
Tiarra Hudson	19904	Prek		yes	tiarra5@aol.com
Shaneen Banks	19901	4th + 1rs		Yes	Shyneen0120@yahoo.com

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Carlina Lewis	19977	4, 5	<i>Carlina Lewis</i>		gamijaa@hotmail.com
Electa Thompson	19904	K	<i>Electa Thompson</i>		electa34.com
Dana Hamler	19977	K	<i>Dana Hamler</i>		dana.hamler@yahoo.com
Carmelita	19901	7th	<i>Carmelita</i>	<i>Carmelita</i>	virtuosuit3@yahoo.com

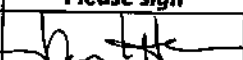
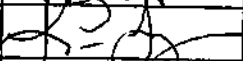
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Theresa Harris	19977	1 st .		✓	HarrisTerry2017@gmail.com
Latosha Taylor	19977	4 th		✓	mrskatchataylor@gmail.com


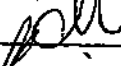
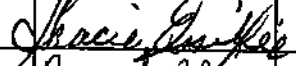
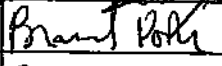

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Sonya Sparks	19904	2, 3, #2		<input checked="" type="checkbox"/>	ubeginnew2@gmail.com
Shadrhycel Essilfie	19901	3, 4, #		<input type="checkbox"/>	slessilfie@gmail.com
Gracie Essilfie	19901	3, 4		<input type="checkbox"/>	dutchess2273@gmail.com
Brandy Poole-lee	19901	1K		<input type="checkbox"/>	bjonae1@gmail.com
Letisha R. Counts	19934	6 th		<input checked="" type="checkbox"/>	lekcou@hotmail.com

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Justina Brinkley	19904	2nd	<i>Brinkley</i>	<input checked="" type="checkbox"/>	Justina.Brinkley@Delaware.Gov
Regine Walker	19962	7 th	Walker	<input checked="" type="checkbox"/>	regine.walker@capital.k12.de.us
Rashad Walker	19962	7 th	<i>Rashad Walker</i>	<input checked="" type="checkbox"/>	RashadWalker@ssd.k12.de.us
Justin Gordy	19901	4 th	<i>Justin Gordy</i>	Yes	Jgordy123@gmail.com
Jenee Tyson-Givch	19904	5 th	<i>Jenee Tyson-Givch</i>	yes	jeneegivch@yahoo.com

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Janice Campbell	19953	3	Janice Campbell		ljcampbell.5355@gmail.com
Zaitun Justice	19946	6/9			ZaitunJustice@yahoo.com
Pamella and Kerry Jenkins	19964	5		✓	cooljenkins95@gmail.com
Sariyah O.iggs	19977	4	Sally O.iggs		di995630@gmail.com
Skyfar Oiggs	19977	1	Sally O.iggs	✓	

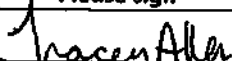
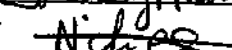

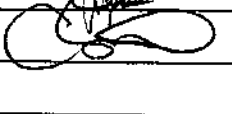
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Shila Allen	19904	6 th			mistyl80@gmail.com
Grisele Nabe	19901	2 nd , 4 th , 6 th , 8 th			nchegisele@yahoo.com
Diane HAKO	18901	3 th			diane hako@yahoo.fr
Courtney Sutter	19938	2 nd & 7 th			Csutter@gmail.com

DESTINY EDUCATION LEADERSHIP ACADEMY: PARENT SUPPORT SURVEY

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CONSTANCE FULLER	19904	Center	GRANDMOM	✓	FULLER@KSTL.ORG

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James Brumbe	19901	1st grade	<i>Please sign</i> James Brumbe		
Katrina Brumbe	19901	Pre school	Katrina Brumbe		J.Brumbe@crossroadlife.com
Rise Washington	19962	3rd	Rise Washington		KatrinaBrumbe@gmail.com
Bridget Hefflin	19962	4th & 5th	Bridget Hefflin		Rise.JAM@destiny1@gmail.com
ANTHONY WALLACE	19901	3rd 2nd	Anthony Wallace		speakefather@hotmail.com

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Sheikha Shaeep	19904	1 st	<i>Sheikha Shaeep</i>		SHARPLS6@gmail.com
Teall Clayton	19962	5 th & 6 th	<i>Teall Clayton</i>		Clayton.Teall@gmail.com
Gary Ballard	19962	1 st	<i>Gary Ballard</i>		GaryBallard9278@gmail.com
Dawndrea Little	19963	1 st	<i>D Little</i>		littlesdawndrea05@gmail.com
Anthony Morris	19904	5 th	<i>AM</i>		anthony.charlesmorris@gmail.com



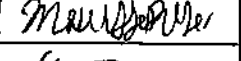


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Wykiesha Harris	19904	4 years old			
Bridget Harris	19904	5y 1st			
Marissa Fisher	19901	2 1/2 years old			
Kereshia Thur	19977	3yrs old			
Brianna Murphy	19943	4			




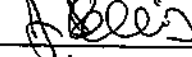
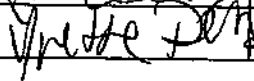

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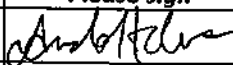
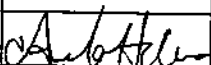
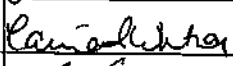
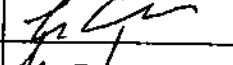
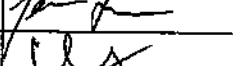

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Khalia Davis	19				
Khalia DAVIS	19904	K			bueton.zh@yahoo.com
Nakeya Bey	19901	3 rd			Kaboyce11@yahoo.com
Teresa Hudson-Kearns	19904	8 th		Yes	reesie2923@yahoo.com
SITKA ELLIS	19904	PK			rosen251@hotmail.com
	19901	PK			Sen19210@gmail.com

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Amanda Holman	19977	K			aholman89@cutlook.com
Carrie Whitney	19901	K			eightwhitneys@aol.com
Tierca Christman	19904	1 st grad			TiercaChristman@gmail.com
Tiana Hure	19901	3 rd			TianaHure@icloud.com
Will White	19901	2 nd			

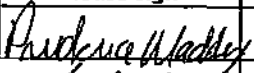


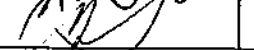

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Prudence Maddy	19952	K, 4, 5			pmaddy1206@gmail.com
Andre McLeod	19901	1			dre4506@gmail.com
Mandi Anderson	19904	K-5th			mandimayhew@gmail.com
Scott Hampton	19904	K-5th			hamp1a.comcast.net
Maryann Stevens	19904	5th			maryannmurray83@gmail.com

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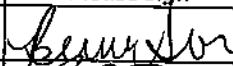

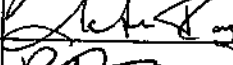
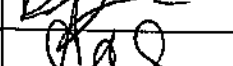
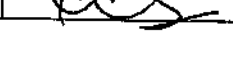
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TyKisha Scott	19901	2 nd 5 th	TyKisha		msmadougale4201@gmail.com
Rockettia Ribbett	19943	5 th	Rockettia		rockettia@yahoo.com
Monikia Cuffee	19963	3 rd	Monikia		cuffee mac@gmail.com
Latasha Cushis	19962	3 rd 6 th	Latasha		Latashadov@aol.com
Talley Lane	19943	3, 4	Talley Lane		TalleyLane@hotmail.com

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Bernita Seth	19904	2nd		✓	bernitta seth86@gmail.com
Previous Wilson	19901	5 th		✓	2freshus44@gmail.com
Amber Kiffin	19901	5 th & 2		✓	holla217@yahoo.com
Dann Edward	19904	6 th 7 th		✓	DEjch@gmail.com
Altamese Stevens	19901	preK		✓	altamese99@yahoo.com

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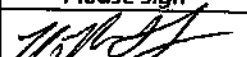
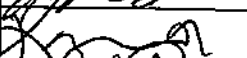
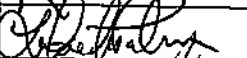
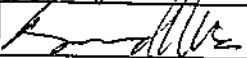
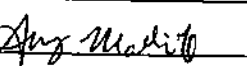
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Chiora Fox	19901	K		<input checked="" type="checkbox"/>	ChaosCoordinator38@gmail.com
Chaknya Bai	19952	K	1		Chaknya@aol.com
Bryana Williams	19934	- daycare			Bryana.Kirsten@yahoo
Shanita Powell	19904	High	—	—	
Traci Dashiehl	19904	4th	J. J. R.	<input checked="" type="checkbox"/>	tracedashiehl@gmail.com
Engene Jackson	19904	3rd	[Signature]	<input checked="" type="checkbox"/>	Esia2484@gmail.com

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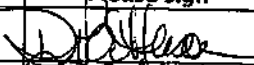
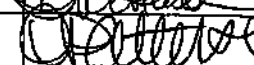
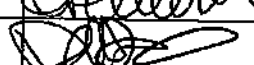
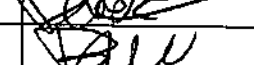
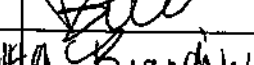
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Norman Royal II	19904	K			Normanroyali@gmail.com
Kuyonna Mayza	19904	K			Kuyonna.mayza@yahoo.com
Lafreda Palmer	19901	K			Palmer.lafreda@gmail.com
Bernard Willis	19938	2nd			boote331@gmail.com
Amy Malish	19938	2nd			Fm4Roswell@aol.com

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D. Patterson					dpatterson55@netzero.com
D. Patterson	19901	2			daniellepatterson9@aol.com
D. Fields	19901	2			11
B. Wright	19936				bwright93@gmail.com
Brandi Wright	19901	Kindergarten			Brandiss90@yahoo.com

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Bianca Lacore	19934	③ No school yet		✓	Beautifulb.ajj.ajj@gmail.com

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Robert Wright	19904	10&12		✓	leanandgreen1@yahoo.com

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Taylor Drayton	19934	K	Taylor Drayton		taylor drayton88@gmail.com
Laura Cruz	19904	-	-	Yes	lcruz0818@gmail.com


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Malcolm John	19901	Pre-K			MalcolmJohn11@gmail.com

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Angela Kelley	19904	4th		✓	adcreations@gmail
Theresa Williams	19901	4th		✓	twilliams2399@gmail.com*
Gerald Green	19904	8		✓	gerald.m.green@outlook.com
Natalie Cheryl	19977	8th			ncher02@gmail.com
Renata James	19904	7th		→	XXXXXXXXXXXXXXXXXXXX risetosuccess tutoring@gmail.com

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Monday Omoreke		✓	M Omoreke		MONDAYO@GMAIL.COM
Monica Delapina		✓	Monica Delapina		monica05@hotmail.com
Todd Hughes Sr	19977	4 th	Todd Hughes	✓	jctk@comcast.net
Terry Tolson	19934	6 th	Terry Tolson	✓	ttolson32@aol.com
ISAAC WILBY	19962	8 th	Isaac Wilby	✓	dor.isa@comcast.net

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William Rounds	19962	5 th		✓	roundsw@ yahoo.com
Josephine Wilson	21617	6 th			jowilson253@ yahoo.com
Melissa Mickens	19934	kindergarden	Melissa Mickens	✓	melmick14@gmail.com
Bobbie Alton	19934	7 th		✓	bobbiesayslive@gmail.com
Michael Howell	19709	9 th	Michael Howell	✓	howw32@yahoo.com

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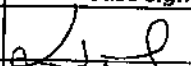

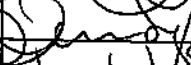
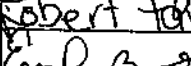

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Inger Helm	19977	11	<i>Please sign</i>	yes	ishelm9802@gmail.com
Lozell Robinson	19938	6 st		yes	rrob174447@aol.com
BriHany Mitchell	19901	4th - kindergarten		yes	mitchellsbrihan1@gmail.com
Betty Henkey	19977	11 th		yes	flowers6413@gmail.com
Robert Brown	19904	2 nd		yes	robert.brown@delaware.gov

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Kevin Jones	ND 08231	4 th		✓	Vjones@gmail.com
Sebrena Cottingham	DE 19977	9 th & 11 th		✓	Sebrena.132@gmail.com
Karen Lyles	19734	11 th		✓	klyles@yahoo.com
Robert Taylor	19734	2			
Evelyn Butler	19977	8 th		✓	eveyb4@gmail.com

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Sonja McRant	19977	5TH	<i>Sonja McRant</i>	Mother	sonja.mcraant@yahoo.com
Christine Osorio	19901	1, 7, 12	<i>Christine Osorio</i>	Grandparent	jlan5osorio@yahoo.com
Mandha Bazid	19934	5	<i>Mandha Bazid</i>	Grandpa	ARAMSAY78@icloud.com
Dana Armananday	19904		<i>Dana Armananday</i>		cert3ing4me@gmail.com
Evans Armananday	19904		<i>Evans Armananday</i>		

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Ruth Sudler	19901	4th	<i>Ruth Sudler</i>	<i>Ruth Sudler</i>	<i>ruthsudler@aol.com</i>
Robin Brown	19709	3rd	<i>Robin Brown</i>	<i>Robin Brown</i>	<i>niarobin@verizon.net</i>
Pier Straws	19904	Kindergarten	<i>Pier Straws</i>	<i>Pier Straws</i>	<i>rydevdave@yahoo.com</i>
Benjamin Feltner	19504		<i>Benjamin Feltner</i>	<i>Benjamin Feltner</i>	<i>feltnerrepair@gmail.com</i>
VERNON Hester	19934	6th	<i>Vernon Hester</i>	<i>Vernon Hester</i>	<i>bobbiesmyler@gmail.com</i>

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Katrina Morgan	9971	6 th 5 th Kindergarten	<i>Katrina Morgan</i>	Yes	Katrina57@msn.com
Damelle Jenkins	19904	5	<i>Damelle Jenkins</i>		
Danielle Winters	19709	4 th / 7 th	<i>Danielle Winters</i>		
Christopher Dalton	19977	9 th / 10 th	<i>Chris Dalton</i>		
Mary Ann Burris	19938	8 th	<i>Michael Neal</i>		maryann8119@gmail.com

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Kimberly Barcott	19904	5	<i>Kimberly Barcott</i>		kbar10@gmail.com
Julius Muller	19901	1	<i>Julius Muller</i>		drijmullen@gmail.com
Janice Pieu	19977	3	<i>Janice L. Pieu</i>		N/A
LATARA WHITE	19904	7	<i>Latar White</i>		LATARA999@hotmail.com
Roselyn Young	19904	3 & 4	<i>Roselyn Young</i>		theyoungs1969@gmail.com

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Tamika Lee	19904	K	<i>T Lee</i>		tamikalee.lee@gmail.com
John Hurrex	19901	5	<i>John Hurrex</i>	YES	deserteaglesbrigade@gmail.com
Anne Scott	19709	K	<i>Anne Scott</i>		LYV87904@gmail.com
John Hurrex	19934	K	<i>BS</i>		gemina428@gmail.com
Tanisha Baker	19709	K	<i>Tanisha Baker</i>		Tanishabaker@yahoo.com

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Melonae Artis	19938	5 th	<i>Melonae Artis</i>		Melonae.Artis@gmail.com
Jamile Brown	19938	K	<i>Jamile Brown</i>		Jamile923@aol.com
Natasha Muller	19901	1 st	<i>Natasha Muller</i>		natashafreshwatermuller@gmail.com
Jayla Muller	19901	K	<i>Jayla Muller</i>		mullerjayla@gmail.com
Thomas Campbell	19953	2 nd	<i>Thomas Campbell</i>		BJCampbell535@gmail.com

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Jessica Frederick	19734	1 st , 9 th , 11 th	Please sign Frederick		jffrederick916@gmail.com
Sharon Waller Roberts	19901	1 st , 11 th	Sharon Waller Roberts		roscofsharon722@gmail.com
DeVante E. Loyd	19709	1 st , 2 nd , 3 rd	DeVante Loyd		devante_loyd92@gmail.com
Sandra E. Emory	21651	K, 1 st	Sandra Emory		semory2@gmail.com
Sade' Truitt	19904	2022	Sade	yes	struitt@gmail.com

DESTINY EDUCATION LEADERSHIP ACADEMY: PARENT SUPPORT SURVEY

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Name	Postcode	Grade Level your child will enter into for school year 2021-2022	I would select Destiny Education Leadership Academy as first choice for my child(ren) Please sign	OR: I am interested in finding out more information	Email address
M					
Margot Wallace	19901	1-6	Margot Wallace		leading.lady321@gmail.com
Karen Hughes	19977	K	Karen Hughes		khughes2705@gmail.com
Beth Hardman	19962	K-12	Beth Hardman		hard3909@gmail.com
Willie Hardman	19962	K-12	Willie Hardman		whardmanjr@gmail.com
Nate Morris	19904	K-12	Nate Morris		NathanielMorris58@gmail.com

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Fatimah Sharieff	19963	Kinderg	Fatimah Sharieff		
Dwayne Henderson		2 nd Tr	Fatimah Sharieff	yes	fatimahsharief@yahoo.com

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Peter WINGA	19904	11 th Grade	Father		pepin.v@gmail.com
K. FAMA KINWATA	19904		G Father		famakimwa
FERRUG HOWARD	19901	8 th grade	Father	yes	max300imj@gmail.com
Judy Kuckler	19909	8 th g	Grandmother	yes	Judy Kuckler

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Nyoka Fithett	19973	11th	Nyoka Fithett	✓	nyoka811@icloud.com
Eric Johnson	19934	10th	[Signature]	✓	FAT4CHAUSEE.COMCAST.NET
Alfred Helms	19977	1st & 3th	[Signature]	✓	helma1231@gmail.com

Joyce Raulings 914 830-7531 joycehaurlet@optonline.net *

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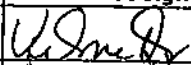
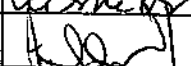

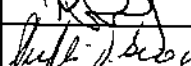
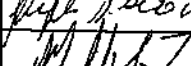
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Linda S. Bordley	19901	11 th grade	Linda Bordley	Grandmother	lbordley@comcast.net
Shirley Scott	19901	Kindergarten	Shirley Scott	YES	olajemi@usa.com
Henrietta Ward	19907	Kindergarten	Henrietta Ward	YES	dotward@verizon.net
Rosique Edwards	19904	Kindergarten	R/E	YES	rosique@gmail.com

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VILMA TORRES	19901	(over) Pre-Kinder		Yes	v+nebloodofJesus@yahoo.com
TERRA LAWRENCE	19904	JR		YES	LITECFMMA@ccmcst.com
Ken Cordero	19943	JR		YES	Allan.KC@CC@gmail.com
Phyllis Brown	19901	All		yes	apbrown0503@gmail.com
Malik Lopez	19963	Kindergarten		yes	Malik.Lopez@gmail.com

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Rod					
Rodney C Abrams	19901	K	Rodney Abrams	Rodney Abrams	rodabrams294@gmail.com
Rachael Gonesh	19934	4	Rachael G	Rachael G	rachael.gonesh@gmail.com
BRIAN SUDLER	19938	K+5	Brian Sudler	Brian Sudler	C.sudler@gmail.com
Hendrix Dickens III	19943	K-6	Hendrix Dickens	Hendrix Dickens	h006-0230@comcast.net
MICHAEL THOMAS	19946	K-5	Michael Thomas	Michael Thomas	PKAIZEM277@yahoo.com

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Brown, Alan	19901	6	Alan Brown	-	alambrown513@yahoo.com
Betty Bagwell	19901	7	Betty Bagwell	Yes	bagwell1br123@aol.com
Rose M. Maphuca	19901	5/6	[Signature]	Yes	rmaphuca@desa.edu
Michelle Henry	19950	4	[Signature]	Yes	mehenry83@gmail.com

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MONDAY ONOGE		✓	M Onoche		MONDAYONOGED@gmail.com
Monica Delapina			Monica Delapina		deacow05@hotmail.com
Todd Hughes Sr	19977	4th	Todd Hughes		jctk@comcast.net
Terry Tolson	19974	6 th	Terry Tolson		ttolson324@aol.com
ISAAC WILEY	19962	8th	Isaac Wiley		DOB.ISA@COMCAST.NET


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Malcolm James	19901	Pre-K			MalcolmJames11@gmail.com

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Taylor Drayton	19934	K	Taylor Drayton		taylorcdrayton88@gmail.com
Laura Cruz	19904	-	-	Yes	lcruz0818@gmail.com


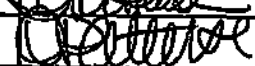



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D. Patterson					dpatterson55@netzero.com
D. Patterson	19901	2			daniellepatterson9@aol.com
D. Fields	19901	2			11
B. Wright	19936				bwright93@gmail.com
Brandi Wright	19901	Kindergarten		✓	Brandiss90@yahoo.com



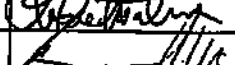
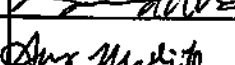

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Norman Rajali	19904	K			Normanrajali@gmail.com
Kyonna Mayra	19907	K			Kyonna.mayra@yahoo.com
Lafrada Palmer	19901	K			Palmer.lafrada@gmail.com
Bernard Willis	19938	2nd			bofer331@gmail.com
Amy Malish	19938	2nd			TimRoswell@aol.com

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Chiora Fot	19901	K		<input checked="" type="checkbox"/>	ChacoCoordinator38@gmail.com
Chaknya Bai	19952	K	1		Chaknya@901.com
Beyana Williams	19934	- daycare			Beyana.Kirstene@yahoo
Shanita Powell	19904	High			
Traci Dashiell	19904	4th	J. J. [Signature]	<input checked="" type="checkbox"/>	tracedashiell@gmail.com
Eugene Jackson	19904	3rd	[Signature]	<input checked="" type="checkbox"/>	Ejack484@gmail.com

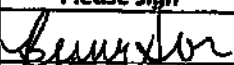


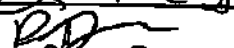

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Bernita Seth	19904	2nd		✓	bernitta.seth06@gmail.com
Previous Wilson	19901	5 th		✓	2previous4u@gmail.com
Amber Kiffin	19901	5 th & 2		✓	holle217@yahoo.com
Damon Edward	19904	6 th 7 th		✓	DE1ch@gmail.com
Altamose Stevens	19901	preK		✓	altamose99@yahoo.com

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TyKisha Scott	19901	2 nd 5 th	TyKisha		msina.dougald42011@gmail.com
Ravetta Ribbett	19943	5 th	Ravetta		monkettia@yahoo.com
Monika Cuffee	19943	3 rd	Monika		cuffee.mac@gmail.com
Latasha Cuthis	19962	3 rd 6 th	Latasha		Latashadur@aol.com
Talley Lane	19943	3, 4	Talley		TalleyLane@hotmail.com



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Theresa Harris	19977	1 st		✓	HarrisTerry2017@gmail.com
Latosha Taylor	19977	4 th		✓	mrs.latoshataylor@gmail.com



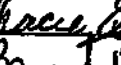
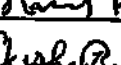

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Smaya Sparks	19904	2, 3, 4		<input checked="" type="checkbox"/>	ubeginnew2@gmail.com
Shelbyce Essilfie	19901	3, 4		<input type="checkbox"/>	slessilfie@gmail.com
Grace Essilfie	19901	3, 4		<input type="checkbox"/>	dutchezz79@gmail.com
Brendy Poole-lee	19901	1K		<input type="checkbox"/>	bjonaz1@gmail.com
Lekisha R. Counts	19934	6 th		<input checked="" type="checkbox"/>	lekceva@hotmail.com

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Janice Campbell	19953	3	Janice Campbell		ljcampbell5355@gmail.com
Zentrum Justice	19946	6/9			ZentrumJustice@yahoo.com
Pamella and Kerry Jenkins	19969	5		✓	cooljykins95@gmail.com
Sariya O. Goss	19977	4	SALLY O. GOSS		digoss630@gmail.com
Skyler O. Goss	19977	1	SALLY O. GOSS	✓	

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Angela Kelley	19904	4th		✓	adcreations@gmail
Theresa Williams	19901	4th		✓	twilliams2399@gmail.com
Gerald Green	19904	8		✓	gerald.m.green@outlook.com
Natalie Cherry	19977	8 th			ncher02@gmail.com
Renata James	19904	7 th			renatajames@gmail.com risetosuccess tutoring@gmail.com

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William Rounds	19962	5th		✓	roundsw@yahoo.com
Josephine Wilson	21617	6th			jowilson253@yahoo.com
Melissa Mickles	19934	kindergarden	Melissa Mickles	✓	melmick14@gmail.com
Bobbi Oates	19934	7th		✓	bobbi.sayslive@gmail.com
Michael Howell	19709	9th	Michael Howell	✓	howw32@yahoo.com

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Bianca Isaac	19934	③ No school yet		✓	Beautifulb.ajj@gmail.com



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Eliu Awon	19904			✓	anadieluis2000@yahoo.com
Nnenna Awon	19904		N/A	✓	neliyawon@yahoo.com
Kolawole Akinbami	19904			✓	Kolawole.Akinbami@yahoo.com
Tennille Pettis	19709			✓	betterthanbleed@hotmail.com
Micah Newton	19119			✓	MNewton2610@gmail.com

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Richard Rutledge	19734	1	Duplicate	Mr Rutledge	
Paula Rutledge	19734	1		Mrs Rutledge	
Lauran Staley	19901				
Claudia Dalton	19977				

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TRIST TARGUSS HICKS	19901	12		✓	
Yokque M. Brent. Ali-Bey	19977	2 nd Year College			yokquebzingha@live.com
Marilyn Parnell	19934	Le			MarilynPA162@gmail.com
Michelle Derres	19934	2			AD
Sylvia A. Fletcher	19901				N/A

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Kelly Jones	19934	10 th		Kelly Jones	kellywoolard1@me.com
Donna Blakely	19901	NA		dlbw	@hotmail.com
Kanissia R	19962	5-6 th		Kanissia R	@yahoo.com
Sonya McRant	19977	8		Melrose	@yahoo.com
Earl Jackson	19934				EJackson@comcast.net

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Darell Jones	15534	9-12		<input checked="" type="checkbox"/>	relljones@hotmail.com
Stanley M. Hooper					
Kathleen Green	19977				
Kays Erin	19977				
Arletha Morris		1	Arletha Morris		Arletha40@gmail.com



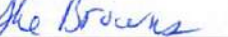
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Denise Thomas					mistyblue186@gmail.com
David Livingston					dave7102@comcast.net
Sherrie Livingston					
Therese BRYAN					therese.bryan@y410.com
Alicia & Phyllis Brown					apbrown0803@gmail.com

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David F Bull					bust-e-454209@yepha.com
Vanessa Riddick					
Mary Harris					
Adelina Riddick					
Thomas Riddick					

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Ammanda Holman	19977	K	<i>[Signature]</i>	<input checked="" type="checkbox"/>	alholman89@cut100k.com
Carrie Whitney	19901	K	<i>[Signature]</i>	<input type="checkbox"/>	eighthwhitneys@aol.com
Tiera Christens	19904	1 st grad	<i>[Signature]</i>	<input type="checkbox"/>	Tiera.Christens@gmail.com
Tina Hure	19901	3 rd	<i>[Signature]</i>	<input type="checkbox"/>	Tina.hure@icloud.com
Will White	19901	2 nd	<i>[Signature]</i>	<input type="checkbox"/>	






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Khalia DAVIS	19				
Khalia DAVIS	19904	K			bueton.zb@yahoo.com
NaKeya Bey	19901	3 rd			Kaboya11@yahoo.com
Teresa Hudson-Baxton	19904	8 th		Yes	reesie2923@yahoo.com
SITKA ELLIS	19904	PK			rosen251@hotmail.com
Vivette Davis	19901	PK			Ses19210@gmail.com



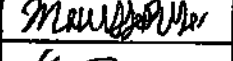

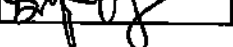
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Wykiasha Harris	19904	4 years old			
Bridget Harris	19904	5th 1st			
Marissa Fisher	19901	2 years old			
Kerasha Thur	19977	3 years old			
Bottany Murphy	19943	4			

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Stellik Lascala	19934	4th 2nd 1st		Still	Stellik1974@gmail.com
Christina Vien	19904	K/Kindergarten	@		LAGIRIKER@aol.com
Shirley Machy	19901	K 1st 2nd	Shirley Machy	I am	newmommy372@gmail.com
Webster Wiley	19904	Kinderg	W. Wiley	I am	W.Wiley1@aol.com
Eric Jackson	19901	1st	Eric J	I am	ejackson@gmail.com

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Lamara Bourman	19901	2,3,4,5,6	<i>Lamara Bourman</i>	<input checked="" type="checkbox"/>	<i>lbouman15@gmail.com</i>
Henry Yearley	19962	4	<i>Henry Yearley</i>	<input checked="" type="checkbox"/>	
Melissa Martinez	19977	K, preK	<i>Melissa Martinez</i>	<input checked="" type="checkbox"/>	<i>melism23.93@gmail.com</i>
Hecther Ouse	19977	K-11	<i>Hecther Ouse</i>	<input checked="" type="checkbox"/>	<i>houscrave10@gmail.com</i>
Dorothy Tighe	19904	K-12	<i>D. Tighe</i>	<input checked="" type="checkbox"/>	<i>ttighe.dorothy69@gmail.com</i>

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Gerry Pennings	19904	3	<i>[Signature]</i>	yes	RunDown5@gmail
Hassan Ahsan	19904	Kindergarten	<i>[Signature]</i>	Yes	MCKYB/ub@gmail.com
Tamika Hudson	19943		<i>[Signature]</i>	yes	chverdoll@ol@gmail.com
Tiarra Hudson	19904	Prek	<i>[Signature]</i>	yes	tiarra5@aol.com
Shaneen Banks	19901	4th + 1rs	<i>[Signature]</i>	Yes	Shyneen0120@yahoo.com

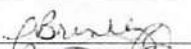
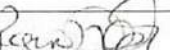

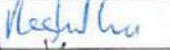
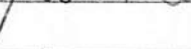
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Justina Brinkley	19901	2nd			Justina.Brinkley@Delaware.Gov
Regine Walker	19962	7 th	Regine Walker		regine.walker@capital.k12.de.us
Rashid Walker	19962	7th			Rashid.Walker@SSD.K12.de.us
Justin Gordy	19901	4th	Justin Gordy	Yes	Jgordy123@gmail.com
Jeneé Tyson-Givch	19964	5 th		Yes	jeneetgneh@yahoo.com

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Rose Spielman	19962	8	Rose Spielman ✓	✓	rspielman01@gmail.com
Gregory Spielman	19962	8	Gregory Spielman ✓	✓	greg.spielman@aol.com
Dorhonya Nichols	21060		Dorhonya Nichols ✓	✓	djohnichols02@yahoo.com
Joyce Nichols	19901		Joyce Nichols ✓	✓	joycenichols67@gmail.com
Erin McMillan	19962		Erin McMillan ✓	✓	maczillo7@gmail.com


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Anthony Swift	19938	pre-school			aswift@aol.com
Stefoni Dor Harrell	19901				Stefoni.harrell@yahoo.com
Karen Tawors	19904	K			Kenjeja@Comcast.net
Theresa Baddison	19901	1C			netgodson1@Comcast.net




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Linda Stewart	19977				mrsbuck02@gmail.com
Rosetta Jackson	19934				jenksr@a.comcast.net
Earl Jackson, Jr.	19934				ejackjr@a.comcast.net
Janice Riggs	19977				

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Rhonda Akimbayo	19904	K	<i>[Signature]</i>		Rhonda.Akimbayo@delaware.gov
Aileen Martin	19904	K	<i>[Signature]</i>		mb1transcription@aol.com
Deanna Deegan	19977	N/A	<i>[Signature]</i>		559.deanna@gmail.com
TEMIKA CARTER	19962	4 th	<i>[Signature]</i>		temika.carter@hotmail.com
<i>Karyn</i> Betty Brines	19901				mellowfellow277@msn.com

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Barbara Lovell	19904	1st	B. Lovell	✓	Lore Bar 26@gmail.com

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Grace Bulllock	12219962	2 yr College	Grace Bulllock		elizabeth91263@yahoo.com
Jandra Edwensye	12219962		J Edwensye		

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Vanetta Gladson	19904	3	Vanetta Gladson	✓	newnetta030@gmail.com

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M. Jackson	19934	4 th , 6 th	-m. Jackson		Kingdom Kids 357@gmail.com

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Shatema Adams	19904	4 th	Shadug	✓	adamssh82@gmail.com


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(TE) #973-336-0496 Christine Jenkins-Lucas	19977	GREAT NEPHEW			LucasChristine68@yahoo.com *

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Carlise Lewis	19977	4, 5	<i>Carlise Lewis</i>		garnijaa@hotmail.com
ELEETA THOMPSON	19904	K	<i>[Signature]</i>		electa36.com
Dana Hamler	19977	K	<i>[Signature]</i>		dana.hamler@yahoo.com
Carrie [Signature]	19901	7th	<i>[Signature]</i>	Carrie [Signature]	virtuosub@yahoo.com

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Jinger Helm	19977	11	<i>[Signature]</i> Please sign	yes	jshelm982@gmail.com
Rozell Robinson	19939	6 th	<i>[Signature]</i>	yes	rrobi7447@aol.com
Brittany Mitchell	19901	4 th - kindergarten	<i>[Signature]</i>	yes	mitchellbrittany@gmail.com
Betty Henry	19977	11 th	<i>[Signature]</i>	yes	flowerst13@gmail.com
Robert Brown	19904	2 nd	<i>[Signature]</i>	yes	robert.brown@delaware.gov



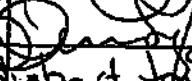
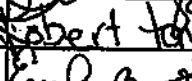
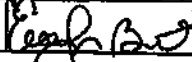
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Neville Jones	DE 19734	4 th		✓	Nevillejones@gmail.com
Sebrenu Cottingham	DE 19777	9 th & 11 th		✓	Sebrenu.530@gmail.com
Karen Wiles	19734	11 th		✓	rkwiles@yahoo.com
Robert Taylor	19734	2 nd			
Bicelya Butler	19977	8 th		✓	evayb4@gmail.com

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Sonja McRant	19977	5TH	<i>[Signature]</i>	Mother	Sonja.mcrant@yahoo.com
Christine Asorio	19901	1, 7, 12	<i>[Signature]</i>	Grandparent	jlonsoasorio@yahoo.com
Mandha Bazid	19934	5	<i>[Signature]</i>	Grandpa	ARANSAY78@aol.com
Dana Armantrading	19904		<i>[Signature]</i>		cert3try4me@gmail.com
Ewan Armantrading	19904		<i>[Signature]</i>		cert3try4me@gmail.com

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Ruth Sudler	19901	4th	<i>Ruth Sudler</i>	<i>Ruth Sudler</i>	ruthsudler@aol.com
Robin Brown	19709	3rd	<i>Robin Brown</i>	<i>Robin Brown</i>	niarobin@verizon.net
Pier Straws	19904	Kindergarten	<i>Pier Straws</i>	<i>Pier Straws</i>	rydevdave@yahoo.com
Benjamin Allen	19504		<i>Benjamin Allen</i>	<i>Benjamin Allen</i>	festinrepar@gmail.com
VERNON ALLEN	19934	6th	<i>Vernon Allen</i>	<i>Vernon Allen</i>	bobbie.smylie@gmail.com

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Katrina Morgan	19971	6 th 5 th Kindergarten	<i>Katrina Morgan</i>	Yes	Katrina57@msn.com
Pamelle Jenkins	19904	5	<i>Pamelle Jenkins</i>		
Danielle Winters	19709	4 th / 7 th	<i>Danielle Winters</i>		
Christopher Dalton	19977	9 th & 10 th	<i>Chris Dalton</i>		
Mary Ann Burris	19934	8 th	<i>Michael Neal</i>		maryann819@gmail.com

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Kimberly Bonardi	19904	5	<i>Kimberly Bonardi</i>		kreb010@gmail.com
Julius Mullen	19901	1	<i>Julius Mullen</i>		drjmullen@gmail.com
Janice Pili	19977	3	<i>Janice L. Pili</i>		N/A
Latoya White	19904	7	<i>Latoya White</i>		Latoya999@hotmail.com
Roselyn Young	19904	3 & 1e	<i>Roselyn Young</i>		theyoungs1969@gmail.com

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Tamika Lee	19904	K	<i>[Signature]</i>		tamikalee.lee@gmail.com
John Hanner	19901	S	<i>[Signature]</i>	Yes	deserteaglesbrigade@gmail.com
Aime Scott	19709	K	<i>[Signature]</i>		LUV8704@gmail.com
<i>[Signature]</i>	19934	K	<i>[Signature]</i>		gemin428@gmail.com
Tanisha Baker	19709	K	<i>[Signature]</i>		Tanishabaker@yahoo.com

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Melonae Artis	19938	5 th	<i>Melonae Artis</i>		Melonae-Artis@gmail.com
Jamile Brown	19938	K	<i>Jamile Brown</i>		Jamile923@aol.com
Natasha Muller	19901	1 st	<i>Natasha Muller</i>		natashafreshwatermuller@gmail.com
Javilla Muller	19401	K	<i>Javilla Muller</i>		mullerjavilla@gmail.com
Thomas Campbell	19953	2 nd	<i>Thomas Campbell</i>		BTCampbell5355@gmail.com

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Jessica Frederick	19734	1 st , 9 th , 11 th	Jessica Frederick		JFrederick916@gmail.com
Sharon Walker Roberts	19901	1 st , 11 th	Sharon Walker Roberts		roscofsharon722@gmail.com
Devante E. Woots	19709	1 st , 2 nd , 3 rd	Devante E. Woots		devanteWoots92@gmail.com
Sandra E. Emory	21651	K, 1 st	Sandra Emory		semorye2@gmail.com
Sade Truitt	19904	2022	Sade Truitt	yes	struitt@gmail.com

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M					
Margaret Wallace	19901	1-6	<i>Margaret Wallace</i>		leadin lady321@gmail.com
Karen Hughes	19977	K	<i>Karen Hughes</i>		khughes2705@gmail.com
Beth Hardman	19962	K-12	<i>Beth Hardman</i>		hard3909@gmail.com
Willie Hardman	19962	K-12	<i>Willie Hardman</i>		wshardmanjr@gmail.com
Nate Morris	19904	K-12	<i>Nate Morris</i>		NathanalMorris58@gmail.com

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Fatimah Sharieff	1996 3	Kinderg	Fatimah Sharieff	yes	Fatimah.Sharief@yahoo.com
Danyel Henderson		5 th	Danyel Henderson	yes	

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ROSE OJENGA	19904	11 th grade	Father		
K. FAMIKINWA	19904		Father		fern.v@gmail.com famakinwa
FERRUG Henjita	19901	8 th grade	Father	Yes	maxzdimus@gmail.com
Judy Krueger	19709	8 th g	Grandmother	Yes	Judy Krueger

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Nyoka Fitchett	19973	11th	<i>Nyoka Fitchett</i>	✓	nyoka811@icloud.com
Erik Johnson	19934	10th	<i>[Signature]</i>	✓	FAT4CHRISTPCOMCAST.NET
Alfred Helms	19977	1st & 3th	<i>[Signature]</i>	✓	helma123@gmail.com

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Linda S. Bardley	19901	11 th grade	<i>Linda S. Bardley</i>	Grandmother	lbardley@comcast.net
Shirley Scott	19901	Kindergarten	<i>Shirley Scott</i>	YES	01ajem@usa.com
Henrietta Ward	19907	Kindergarten	<i>Henrietta Ward</i>	YES	dotward@verizon.net
Rashique Edwards	19904	Kindergarten	<i>Rashique</i>	YES	rashique@gmail.com

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VICMA TORRES	19901	(over) Pre-Kinder	<i>[Signature]</i>	Yes	v+nebloodofJesus@yahoo.com
Terra Lawrence	19904	JR	<i>[Signature]</i>	YES	LITECFMWR@ccmcost.sch
Van Cochrane	19943	JR	<i>[Signature]</i>	YES	ALLAH.KC@KC@GMAIL.COM
Phyllis Brown	19901	All	<i>[Signature]</i>	yes	apbrown0503@gmail.com
Malik Lopez	19963	Bindergradn	<i>[Signature]</i>	yes	Malik.Lopez@gmail.com

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DESTINY EDUCATION LEADERSHIP ACADEMY: PARENT SUPPORT SURVEY

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Brown, Alan	19901	6	Alan Brown	—	alambrown513@yahoo.com
Bethy Bagwell	19901	7	Bethy Bagwell	Yes	bagwellbr123@gmail.com
Rose M. Maphuca	19901	5/6	[Signature]	Yes	rmaphuca@desty.edu
Michelle Henry	19950	4	[Signature]	Yes	mehenry83@gmail.com

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Rod					
Rodney C Abrams	19901	K	Rodney Abrams	Rodney Abrams	raabrams294@gmail.com
Rachael Gonesh	19934	4	Rachael G	Rachael G	rachael.gonesh@gmail.com
BRIAN SUDLER	19938	K+5	B	B	C.sudler@gmail.com
Hendrix Dickens	19943	K-6	Hendrix Dickens	Hendrix Dickens	hndx6-0z3d@comcast.net
MICHAEL THOMAS	19946	K-5	Michael Thomas	Michael Thomas	PLAIZEM277@yahoo.com

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Danielle Cj	19907	4 th		✓	Danielle.K.Craig7@gmail.com

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Summer Mahi	19901	5	Summer Mahi	✓	
Reenieauja Rich	19962	6	Reenieauja Rich	✓	
Amanda Terry	19904	K	Amanda Terry	✓	amandaterry12@gmail.com
Dominique Harris	19901	4	Dominique Harris	✓	Dominiqueharris@cpheo.com
Brenda Harris	19901	1	Brenda Harris	✓	

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Sheikha Shaeep	19904	1st	<i>Sheikha Shaeep</i>		SHARAH156@gmail.com
Teall Clinton	19962	5 th / 6 th	<i>Teall Clinton</i>		Clinton.Teall@gmail.com
Gary Bellard	19962	1st	<i>Gary Bellard</i>		Gary Bellard 4279@gmail.com
Dandrea Hillas	19963	1st	<i>D Hillas</i>		hillasdandrea05@gmail.com
Anthony Morris	19904	5 th	<i>AM</i>		anthony_checkerdorris@gmail.com

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James Brumbe	19901	1st grade	<i>[Signature]</i>	James Brumbe	jbrumbe@crossroadlife.com
Katrina Brumbe	19901	Pre school	<i>[Signature]</i>		katrinabrumbe@gmail.com
Rise Washington	19962	3rd	<i>[Signature]</i>		Rise.AmyW@destiny.com
Bridget Hefflin	19962	4th & 5th	<i>[Signature]</i>		
Anthony Wallace	19901	2nd	<i>[Signature]</i>		speakefaith2@hotmail.com

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CONSTANCE FULLER	19904	Grade K	GRANDMOM	<input checked="" type="checkbox"/>	FULLER@KSTJ.ORG

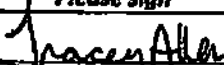


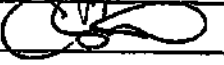
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Shila Allen	19904	6 th			misty18@gmail.com
Grisela Nabe	19901	2 nd , 4 th , 6 th , 8 th			nchegrisela@yahoo.com
Daue HAKO	19901	3 rd			daue macko@yahoo.fr
Courtney Suller	19938	2 nd & 7 th			Csuller@gmail.com

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Robert Wright	19904	10&12		✓	leandgreen@yahoo.com

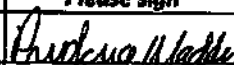




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Prudence Maddox	19952	K, 4, 5			pmaddox1206@gmail.com
Andre McLeavel	19901				dre4506@gmail.com
Mandi Anderson	19904	K-5th			mandianderson@gmail.com
Beck H. Hemphill	19904	K-5th			beckh1a.comcast.net
Margann Stevens	19904	5th			margannmurray83@gmail.com

DESTINY EDUCATION LEADERSHIP ACADEMY
ENROLLMENT POLICY AND WITHDRAWAL POLICY

The following is the enrollment and withdrawal policies of Destiny Education Leadership Academy (DELA).

Enrollment Policy

Any student who is a resident of the State of Delaware is eligible for enrollment in DELA except as may be restricted by 14 Del. C. § 506(3) because of age and grade or by lottery in the case of over-enrollment. Admission is by application made during the open enrollment period established by 14 Del C. Ch. 4 for the operation of a Public School Choice Program. Open enrollment starts on November ____, 2020 and closes on January ____, 2021. If submitted during the open enrollment period exceed the number of seats available for any grade level, then the seats will be awarded by lottery. The date, time, and location of the lottery will be published on the school website and parents are invited to attend. Any student not selected in the lottery will be placed on the wait list in the order in which their name is drawn. The wait list will be published on the school website using a number code. Each parent of a student not selected in the lottery will be provided a wait list code to monitor the wait list to determine if their child has a chance at enrollment. If a seat is offered to a student and the student fails to complete registration within ten (10) business days, then the seat will be awarded to the next person on the wait list. Said next person on the wait list will be notified of the available seat and will then have ten (10) business days to complete registration. A registration packet will be provided along with notice of the available seat. The registration packet will contain a form providing written confirmation, to be signed by a parent or guardian in the student's initial year of attendance at the charter school, that the student will remain in the charter school for a least 1 year. The confirmation shall include the following: "I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least 1 school year."

Admission Preferences

DELA recognizes admission preferences for siblings of students enrolled at the school and children of the school founders, not to exceed 5% of the school's total population.

Withdrawals

Students withdrawn from the school by parents shall do so in writing. Once a student is withdrawn the seat become available to another student. Student that withdraw from the school are required to start the enrollment process all over against and become position as any other student seeking to enroll in the school. The exception is that student who transfer or withdrawal due to a parent's military service of a valid employment training opportunity may re-enroll upon return if there is a seat available.