EST. 1999

PRAIRIE CROSSING

CHARTER SCHOOL

CREATING NATURAL LEADERS

Accountability Report 2022-2023

Prairie Crossing Charter School

Accountability Plan 2022-2023

Exhibit G

Part 5 – Education Elements

Section A: Class Size

Section A: Class Size

2022-2023

	Number of Students
Kindergarten, Parker	24
Kindergarten, McKee	24
1st/2nd, Jeffery	24
1st, Mui	24
1st/2nd, Barnett	24
2nd, Smetters	24
4th, McGarry	24
3rd, Luckey	24
3rd/4th, Hahn	24
3rd/4th, Agnew	24
5th, Loiacano	24
5th, Psimaras	24
6th, Aguilar	24
6th, Steinbeck	24
7th, Hershiser	24
7th, Stewart	24
8th, Flood	22
8th, Wright	22
Total	**428**

Section B: Enrollment

Policy # 500.6

Admissions to Prairie Crossing Charter School

Prairie Crossing Charter School students are admitted in accordance with the state Charter Schools Law. The application process begins in January when parents are encouraged to fill out an application which they can get at the office or from the school website. After all applications have been submitted, returning students are given places as are their siblings if places are available.

Thereafter, admission is determined by a public lottery. The lottery and admissions are on a non-discriminatory basis and open to all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, religious preference or disability. All students are welcome to apply. Out-of-district students will only be admitted after all in-district student applications have been placed during the lottery process. After classes are filled, the lottery continues to create a waiting list for each grade. The application policy and procedures referred to below reflect Prairie Crossing Charter School's intent to maintain integrity and clarity throughout the following admission process.

1. Any student living in District 50 or 79 (in-district) is eligible for free admission to Prairie Crossing Charter School (PCCS). Out of district students are eligible on a tuition fee basis.
2. The registration period runs from approximately January 1 to the last day of February each year. During the time, PCCS sends information in English and Spanish to local newspapers, community service organizations, and other sources advising the community of opening at the school for the coming school year.
3. During the registration period, families of current students are asked to inform the school as to whether the student(s) will return for the coming year. These families are also asked to submit applications for any siblings who wish to attend the school, since siblings are given priority where space allows.
4. Also during the registration period, applications are available online and at the school for any interested and qualified families. These applications must be submitted to the school prior to the deadline, usually March 1. Families with children on the current waiting list are contacted to determine whether they are interested in being in the lottery for the next school year. Except as provided for in item #6, the waiting list is not maintained from year to year; a new waiting list is drawn each year.
5. All new applicants to the school and families currently on the waiting list indicating their desire to have a child(ren) considered for admission will be given a receipt to document the school's acknowledgement of their application or restatement of their desire for their child(ren)'s admission to the school.
6. At the end of the registration period, the school determines how many spaces are available at each grade level after returning students have been tabulated. Priority for registration at each grade level is as follows: returning students, siblings of returning students, in-district applicants and finally out-of-district applicants. If there are more siblings than can be accommodated at any given grade level that are on the current year's waiting list, they will remain on the list in the current order. If there are new siblings to be added to the waiting list, their names will be drawn and added to the bottom of the current siblings' waiting list.
7. Once places have been assigned to returning students and their siblings, students from the applicant pool are assigned to the various grade levels. If there are more students than can be accommodated at a given grade level, a lottery is held among new students seeking admission to the affected grade levels, beginning at the highest grade level and moving to the lowest. If

Board of Director's Policy
Auxiliary Services 700 Series

Policy # 700.2

Transportation Plan

The Prairie Crossing Charter School transportation plan is closely aligned with the school's size, environmental philosophy, dual district boundaries and finances. Prairie Crossing Charter School is situated at the far corner of each district. Its students may come from anywhere in a 63 square mile area. The goal of PCCS' transportation plan is to allow all children, regardless of location of residence, income, or disability, to attend PCCS. One of the principles on which the school is founded is the belief that children can learn to respect a diverse group of people by learning next to them and becoming friends with them.

PCCS facilitates a carpool program among families as its primary method of transportation. PCCS understands that some families may not be able to rely on carpooling for transporting their children to school. PCCS will provide transportation for "eligible students" either by bus or other vehicle as allowable under Illinois law.

Eligible students are defined as follows:

1. Students who are entitled to transportation due to a disability or chronic health condition and whose need for transportation is documented in the student's IEP or 504 plan. PCCS will also provide transportation to the siblings of such students on a space-available basis.

2. Students who meet the definition of "at-risk" student, including students that are low-income, homeless, and students in migrant families.

All transportation routes and schedules will be decided by PCCS.

For students who do not meet the definition of "eligible students" and are in need of transportation support, PCCS will work individually with these families to facilitate participation in the carpool program or explore other transportation options.

PCCS will follow all state law and regulations related to utilizing bus or other vehicles for transportation purposes, including by employing vendors with properly inspected vehicles and licensed drivers.

Adoption Dates:

Adopted: December 2003
Revised September 2022

applicable, a final lottery is held in the same manner at each grade level for out-of-district applicants. They will be placed on the wait list immediately following the last in-district applicant previously drawn. If any student with siblings in the applicant pool is accepted, his or her siblings are automatically given priority as described above (i.e. the siblings are either accepted or added to the bottom of the waiting list of other siblings at the appropriate grade level).

8. All lotteries are held in public on a publicly disclosed date as soon as possible after the registration period has closed. Each lottery is held by grade level and priority as described above. Names from a pool of all applicants will be randomly selected to fill each grade level. Additional applicants are placed on a waiting list in the order selected, maintaining a priority status for siblings. Beginning with student enrollment for the 2015-2016 school year, the lottery must be administered and videotaped by the Executive Director, or designee. The authorizer or its designee must be allowed to be present or view the lottery in real time. The Executive Director or designee must maintain a videotaped record of the lottery, including a time/date stamp. The Executive Director or designee shall transmit copies of the videotape and all records relating to the lottery to its authorizer on or before September 1 of each year.
9. If during the lottery procedure a name was left out of the drawing for the appropriate grade level, one of five scenarios will result.
    a. If the missing name is found before any other grades have been drawn, the lottery for that class is repeated with the name included.
    b. If the missing name is found after other grades have been drawn and no siblings are impacted, the lottery for the class from which the name was missing is repeated with the name included.
    c. If the missing name is found after other grades have been drawn and a student, Student A, was accepted into the class as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be accepted into the class unless the student at the top of the waiting list is a sibling of a student selected in the lottery. In that case, the sibling is accepted into the class. If not, the student whose name was first on the waiting list will be accepted into the class.
    d. If the missing name is found after other grades have been drawn and a student, Student A, was placed above other students on the waiting list as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be placed first on the waiting unless the student at the top of the waiting list is a sibling of a PCCS student or a student selected in the lottery. In that case, Student A will be placed on the waiting list immediately following any siblings of PCCS students or students selected in the lottery.
    e. If the missing name is found after other grades have been drawn and a student, Student A, was not accepted as a sibling in the errant drawing, but is a sibling in the corrected drawing, Student A will be placed in the spot he or she would have been if his or her status as a sibling had been known. If student A is placed into the class, the last person placed in the class in the errant drawing will become the first person on the waiting list. No other changes in the waiting list will occur.
10. If after the lottery a student, Student A, was found to have been left out of the drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed

in the waiting list after the name of the student after whom he or she is drawn. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be placed first on the waiting unless the student at the top of the waiting list is a sibling of a PCCS student or a student selected in the lottery. In that case, Student A will be placed on the waiting list immediately following any siblings of PCCS students or students selected in the lottery. If Student A is a sibling, he or she will be placed in his or her appropriate spot based on his or her sibling status.

11. All affected families are advised of the results of the lottery as soon as possible in writing and on the website.
12. Students are moved up from the waiting lists as openings occur at their grade level. When a family on the wait list is eligible to be offered a space, the school will contact the family to determine their interest in having the child attend the school. The school will use three working days for contacting the family. The family will be given three working days to notify the school of their decision to enroll from the date they are contacted by the school. Those applicants who cannot be reached or who do not respond within this designated period of time will be removed from the wait list and will be required to reapply. The spot will then be offered to the next applicant on the wait list.
13. No priority is given to any applicant to Prairie Crossing Charter School, except returning students, their siblings, and siblings of accepted students, as noted above and provided for in the Illinois' Charter Schools Law.

Adoption Dates:

Adopted: November 15, 2005
Revised : May 2015 , January 2017

Board of Director's Policy
Auxiliary Services 700 Series

Policy # 700.3

Volunteer Policy

Prairie Crossing Charter School encourages the participation of the entire family in the education process and emphasizes the importance of a pledge to life-long learning. The parental role in achieving the Prairie Crossing vision is critical. This role can take many forms.

All parents are encouraged to provide a home atmosphere in which their children are supported in their educational goals. Frequent two-way communication between school and home is a hallmark of PCCS. This serves to keep parents informed of their children's progress and any special help they may need. It also provides an opportunity for the parents to discuss any questions or concerns with school personnel. Parents of Students are welcome to volunteer for many school activities in the classroom;

- as chaperones and drivers for field trips;
- as helpers in the maintenance of the school;
- as coaches, as participants in Parent Staff Organization (PSO);
- as members of the school board or its committees, task forces, etc.;
- in contributing special talents and skills; or
- by providing financial contributions to the school.

However, no parent is required to volunteer at the school or provide financial contributions. Children will not be discriminated against in any way if parents are unable or choose not to volunteer or contribute financially. Volunteerism and financial contributions are not requirements for enrolling in or remaining at Prairie Crossing Charter School.

Adoption Dates:

Adopted: November 2003

Board of Director's Policy
Business Services 800 Series

Policy # 800.2

Collection Student Instructional Fees

1. Instructional fees, including all tuition obligations for out of district students, for continuing students shall accompany a completed Enrollment Form. Both are due on or by June 30, of each year. Instructional fees are those fees charged to families because of their child's admission to, and enrollment in, Prairie Crossing Charter School. These Instructional Fees are collected to support the general operating expenses of the School including, but not limited to, instructional materials, textbooks, and consumable supplies.

2. A lottery for open slots in each grade is held in accord with Board Policy# 500.6- admissions to Prairie Crossing Charter School.

3. Any continuing student who has not submitted a completed Enrollment Form accompanied by full payment of the instructional fee will be subject to having his/her slot filled by a waiting list student from the most recent lottery.

4. Instructional fees for new students (siblings of returning students and those who are selected in the lottery) are due on or by June 30 of each year. Failure to comply with this deadline will result in assignment of the student's slot to a student on the waiting list.

5. The exclusionary provisions of this policy shall not pertain to those families who have requested and qualified for a Fee Waiver.

6. Any family unable to comply with the above deadlines must file a written request for an extension to a specified date, or for a payment plan. The PCCS Executive Director must receive this request no later than the applicable deadline for payment. Compliance with the agreed-upon extension or payment plan will be required in order for the student to begin school in the upcoming year. In no case will a student be allowed to begin attending school without payment of fees in full, or a valid payment plan, which was approved prior to June 30th, and a payment plan for which payments are current by the first day of attendance.

7. Should a family whose student is attending on the basis of a payment plan become delinquent in payments, that student's seat will be filled by a student on the waiting list at the conclusion of the trimester during which the account became delinquent unless by the last day of the trimester the account has been paid in full or the family has filed a request for an appeal to the Board of Directors.

8. The Board of Directors charges the administration with the responsibility to develop Rules and Regulations, by which the covenants of this policy shall be administered. The rules and regulations shall provide to families the right to appeal to the Board of Directors the administration's decision to replace an existing student as a result of a default on a payment plan or failure to make payment in full of Instructional Fees by June 30th should a payment plan have not been established.

9. Prior to any child being denied admission under this policy, the School Director shall send to the parent/guardian not less than two certified letters over a fourteen day period in an attempt to notify the parent/guardian that failure to comply with the instructional fees policy will result in the child's non-admission to the school or the child's forfeiture of the child's current enrollment in the event of delinquency on a payment plan.

Cross Reference:
Policy# 500.6-Admissions to Prairie Crossing Charter School
Policy #800.3-Fee Waivers

Adoption Dates:

Adopted: February 2002
Revised and Adopted: July 2009

Prairie Crossing Charter School
Board of Director's Policy

Policy: 800.3 Business Procedures

Prairie Crossing Charter School
Fee Waiver Policy

Definition of Instructional Fees

Instructional fee or fees mean any monetary charge collected by Prairie Crossing Charter School (PCCS) from a student or the parents or guardian of a student as a prerequisite for the student's participation in any instructional program of PCCS. It is not defined as a fee when PCCS requires that a student provide his or her own ordinary supplies or materials (e.g. pencils, paper, notebooks) that are necessary to participate in any curricular or extracurricular program.

Prairie Crossing Charter School has a yearly books, materials, and activity fee of **$100** per child. PCCS also charges fees for involvement in extracurricular activities and field trips. School fees do not include library fines and other charges made for the loss, misuse, or destruction of school property; charges for the purchase of pictures; charges for optional travel undertaken by a school club or group of students outside of school hours; charges for admission to school dances, athletic events, or other social events; or charges for optional community service programs (e.g. before- and after-school child care and recreation programs).

Students Eligible for Waiver

Each child's instructional fee is due by July 1st each year. For students that enroll in Prairie Crossing Charter School during the school year, this fee is due on their first day of attendance. The due dates for fees for extracurricular activities vary and are provided to students interested in those activities.

Fees may be waived for students whose family income falls within the United States Department of Agriculture guidelines for free or reduced price lunch and breakfast. Fees may also be waived for students whose families have suffered a significant loss of income due to death, severe illness, or injury in the family or unusual expenses incurred because of a natural catastrophe. The **FY-12** Fee Waiver guidelines from the U.S. Department of Agriculture are not yet available and will be sent, to those making a request, as soon as we get them.

Any family unable to pay the books and materials, or needing extra time to pay the fee should submit the form below to Prairie Crossing Charter School's Director **by June 30th** or the first day of attendance for students enrolling in PCCS during the school year. For fees for extracurricular activities, due dates will be provided with the information about each activity. The Director will process the request within thirty (30) calendar days and reply to the family with a payment plan, fee waiver statement, or denial of request. PCCS's Director shall decide waivers on a case by case basis in a non-discriminatory fashion and shall rely upon documentation submitted by the applicant. The Director's decision can be appealed to the School Board President.

Payment plans will be provided for students whose families do not qualify for fees to be waived but whose children would be prohibited from attending Prairie Crossing Charter School or taking part in extracurricular activities unless a payment plan is provided. Explanation for payment plan requests will be reviewed by the Director as provided above.

Notification to Parents/Guardian

PCCS's policy for the waiver of instructional fees shall be communicated in writing to the parents or guardian of all students enrolled in the PCCS near the beginning of July with the first bill or fee notice sent and any other time a notice of fees (e.g. for extracurricular activities) is sent to parents. PCCS also will state in all of its notices sent to parents who owe instructional fees that PCCS waives fees for persons unable to afford them in accordance with its policy and the procedure for applying for a fee waiver. The Director's name, address, phone number, and email address will be included. A fee waiver application form also may be included with this notice when it is sent to parents. The notification will be in English, Spanish, or the home language of the parents, if it is needed to ensure their understanding of the district's policy (if translation of the notice is not feasible, PCCS will use interpreters, e.g. other students or neighbors). The notice shall describe:

- PCCS's policy, including the criteria and other circumstances under which PCCS will waive school instructional fees or provide a payment plan for these fees;
- the instructional fees subject to waiver under the district's policy;
- the procedure to be used by parents in applying for a waiver of instructional fees;
- the procedure to be used by parents in resolving disputes concerning the waiver of instructional fees.

If the fee waiver policy and/or procedures are substantively amended, then parents of students enrolled in PCCS shall be notified in writing within thirty (30) calendar days following the adoption of the amendments.

Resolution of Disputes

If PCCS denies a request for a fee waiver or payment plan, then it shall mail a copy of its decision to the parents within thirty (30) calendar days of receipt of the request. The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver or payment plan at any time during the school year, if circumstances change.

An appeal shall be decided within thirty (30) calendar days of the receipt of the parents' request for an appeal. Parents shall have the right to meet with the President of the PCCS Board of Directors, who will decide the appeal, in order to explain why the fee waiver or payment plan should be granted. If the appeal is denied, then PCCS shall mail a copy of its decision to the parents. The decision shall state the reason for the denial.

No fee shall be collected from any parent who is seeking an instructional fee waiver in accordance with PCCS's policy until the district has acted on the initial request or appeal (if any is made), and the parents have been notified of its decision.

Confidentiality

School records that identify individual students as applicants for or recipients of instructional fee waivers are subject to the Illinois School Student Records Act (105 ILCS 10/1 et seq.). Information from such records is confidential and may be disclosed only as provided in the Act.

Prohibition Against Discrimination or Punishment

No discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, will be exercised against a student whose parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees.

Adoption Dates: 20 April 2004
Amended: 22 May 2007
Revised and Adopted 1 September, 2009

Request for Fee Waiver or Fee Payment Plan
Please submit by June 30

Student's Name: _____

Student's Grade: _____

Parents' Names: _____

Address: _____

_____

Phone Number: _____

Email: _____

☐ I/We request a payment plan for our books and materials.

☐ I/We request a waiver of the books and materials.

Please provide a brief explanation of the reason you are requesting a payment plan or waiver of fees. The Director is the only person who will see the reason for which you are requesting a payment plan or waiver of fees. _____

_____

_____

_____

_____

_____

Please mail to: Prairie Crossing Charter School
Atten: Executive Director
1531 Jones Point Road
Grayslake, IL 60030-3536

Section B: Lottery

Prairie Crossing Charter School
Lottery Results
2004-2023

	Total # of Applicants	Total # accepted	# of siblings of returning students	# of Out of District Applicants	Woodland 50 Applicants	Fremont 79 Applicants
2004-05	188	43	22	4	N/A	N/A
2005-06	211	42	37	10	N/A	N/A
2006-07	229	44	36	4	185	40
2007-08	188	74	33	14	150	24
2008-09	185	52	29	20	151	26
2009-10	182	40	27	19	127	36
2010-11	198	39	28	27	137	31
2011-12	205	44	17	19	148	38
2012-13	238	44	19	31	173	34
2013-14	191	44	26	24	150	17
2014-15	165	51	29	20	133	12
2015-16	166	46	27	11	142	13
2016-17	156	48	30	6	131	19
2017-18	221	48	28	31	169	21
2018-19	263	49	29	49	187	27
2019-20	262	49	33	56	180	26
2020-2021	244	48	16	63	159	22
2021-2022	232	48	19	55	154	23
2022-2023	231	49	18	48	159	24
2023-2024	244	49	19	66	164	14
2023-24						
Kindergarten	79	48	19	15	59	5
2022-23						
Kindergarten	93	48	17	14	69	10
8th grade level	1	1	1	0	1	0

Link to the Website 2023-2024 school year wait list, this wait list is updated as changes happen.

Kindergarten Lottery Registration Form 2023-2024

jsiegel@pccharterschool.org Switch account

* Required

Email *

Your email

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CHARTER SCHOOL
CREATING NATURAL LEADERS

Registration for the 2023-2024 Lottery Instructions:

Kindergarten Registration form 2023-2024 Lottery Instructions:

1. Complete form only for new students applying for the lottery(Not for current students already attending PCCS).

2. Parents/Guardian must electronically complete/submit or come to the office for a paper form(forms can be mailed upon request). Forms must be submitted by 12:00 PM. on February 28, 2023 in order to be included in the lottery on March 6, 2023.

3. You will receive a confirmation receipt of the registration by email. If you don't receive an email from the school within 3 days of submitting the form, please contact Janette Siegel @ 847-548-1938.

4. After the Lottery has been conducted you will receive a mailed letter confirming that your child has been drawn for an open seat or that your child has been placed on the wait list(the wait list will be posted on our Website).

5. When your child's name is drawn and you accept the open seat, PCCS will require:
-- Your signed confirmation letter that you have accepted the seat,
-- 3 items showing Proofs of Residency (E.g. Utility Bill, Rental Agreement, Tax Bill) and
-- Your child's birth certificate (your child must be 5 years of age on/before Sept 1st in order to enter Kindergarten).

Once these are received your child will be included in the 2023-2024 School Year Registration/Enrollment process.

Admission is on a non-discriminatory basis and open to all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, religious preference or disability. Prairie Crossing Charter School provides a full complement of services for students with disabilities, students with Limited English Proficiency, and offers transportation assistance for all students via carpools and 3rd party services for those who qualify. Instructional fee waivers are available for families whose income level qualifies based upon federal standards provided by the U.S. Department of Agriculture. We are a free public school that provides a personalized Kindergarten through 8th Grade education for students that reside in the Woodland (50) and Fremont (79) Districts.

Applicant's Last Name *

Your answer

Applicant's First Name *

Your answer

Applicant's Middle Name

Your answer

Applicant's Date of Birth *

Your answer

Applicant's District of Residence *

- ◯ Woodland School District #50
- ◯ Fremont School District #79
- ◯ We live outside of both District #50 and District #79
- ◯ Other:

I am confirming what school district I reside in. Please provide the district name and number. *

Your answer

I am confirming that for the 2023-2024 school year my child will be entering: *

- ◯ Kindergarten
- ◯ 1st Grade
- ◯ 2nd Grade
- ◯ 3rd Grade
- ◯ 4th Grade
- ◯ 5th Grade
- ◯ 6th Grade
- ◯ 7th Grade
- ◯ 8th Grade

Do you currently have a child/children attending Prairie Crossing Charter School? *

- ◯ Yes
- ◯ No

Do you have other children applying for the lottery? Please fill out a separate form for each child applying. *

- ◯ Yes
- ◯ No

If you have other children applying for the lottery, please provide their name and grade level for the 2023-2024 school year *

Your answer

First Guardian's Name *

Your answer

First Guardian's Street Address *

Your answer

First Guardian's City *

Your answer

First Guardian's State *

Your answer

First Guardian's Zip Code *

Your answer

First Guardian's Cell Phone *

Your answer

First Guardian's Home Phone *

Your answer

First Guardian's Email Address *

Your answer

Second Guardian's Name *

Your answer

Second Guardian's Street Address *

Your answer

Second Guardian's City *

Your answer

Second Guardian's State *

Your answer

Second Guardian's Zip Code *

Your answer

Second Guardian's Cell Phone *

Your answer

Second Guardian's Home Phone *

Your answer

Second Guardian's Email Address *

Your answer

Where did you hear about Prairie Crossing Charter School? *

- [ ] Friend
- [ ] Newspaper
- [ ] Schools
- [ ] Daycare
- [ ] Facebook
- [ ] Instagram
- [ ] Great Schools
- [ ] Niche
- [ ] Prairie Crossing Charter School Event

By checking this box, I confirm and agree that all of the information provided on this document is true and accurate. *

- ◯ Yes, use this as my electronic signature
- ◯ No, I will come into the office to sign this form

A copy of your responses will be emailed to the address you provided.

Submit Clear form

Never submit passwords through Google Forms.

Formulario de Inscripción para la Lotería de Jardín de infancia 2023-2024

* Required

Email *

Your email

Inscripción para la Lotería 2023-2024 Instrucciones:

Registro del Jardín de infancia 2023-2024 Instrucciones de la Lotería:

1. Completa el formulario sólo para los nuevos estudiantes que solicitan la lotería (No para los estudiantes actuales que ya asisten al PCCS).

2. Los padres / guardianes deben completar / enviar electrónicamente o venir a la oficina para un formulario de papel (los formularios se pueden enviar por correo a petición). Los formularios deben enviarse antes del mediodía del 28 de febrero de 2023 para ser incluidos en la lotería el 6 de marzo de 2023.

3. Usted recibirá un recibo de confirmación de la inscripción por correo electrónico. Si no recibe un correo electrónico de la escuela dentro de los 3 días siguientes a la presentación del formulario, comuníquese con Janette Siegel al 847-548-1938.

4. Después de que se haya llevado a cabo la lotería, recibirá una carta enviada por correo confirmando que su hijo ha sido
dibujado para un asiento abierto o que su hijo ha sido colocado en la lista de espera (la lista de espera será publicada en nuestro sitio web).

5. Cuando el nombre de su niño es dibujado y usted acepta el asiento abierto, PCCS requerirá:

- Su carta de confirmación firmada que usted ha aceptado el asiento,
-3 artículos que demuestran las pruebas de residencia (E.g. factura de servicios públicos, contrato de alquiler,
- Certificado de nacimiento de su hijo (su hijo debe tener 5 años de edad el / antes del 1 de septiembre para ingresar al Kindergarten).

Una vez que se hayan recibido, su hijo (a) será incluido en el proceso de matrícula / inscripción del año escolar 2023-2024.

La admisión es sobre una base no discriminatoria y está abierta a todos los estudiantes independientemente de su raza, etnia, género, estatus socioeconómico, orientación sexual, preferencia religiosa o discapacidad. Prairie Crossing Charter School ofrece un complemento completo de servicios para estudiantes con discapacidades, estudiantes con dominio limitado del inglés y ofrece asistencia de transporte para todos los estudiantes a través de vehículos compartidos y servicios de terceros para aquellos que califiquen. Las exenciones de cuotas de instrucción están disponibles para familias cuyo nivel de ingresos califique según los estándares federales proporcionados por el Departamento de Agricultura de EE. UU. Somos una escuela pública gratuita que brinda educación personalizada desde el jardín de infantes hasta el octavo grado para los estudiantes que residen en los distritos de Woodland (50) y Fremont (79).

Apellido del Solicitante *

Your answer

Nombre del solicitante *

Your answer

Segundo nombre del solicitante

Your answer

Fecha de Nacimiento del Solicitante *

Your answer

Distrito de Residencia del Solicitante *

- ◯ Distrito Escolar # 50 de Woodland
- ◯ Fremont Distrito Escolar # 79
- ◯ Vivimos fuera del Distrito # 50 y Distrito # 79

Estoy confirmando en qué distrito escolar resido. Por favor proporcione el nombre y número del distrito. *

Your answer

Estoy confirmando que para el año escolar 2023-2024 mi hijo entrará: *

- ◯ Jardín de infanciation (Kindergarten)
- ◯ Primero Grado (1st)
- ◯ Segundo Grado (2nd)
- ◯ Tercero Grado (3rd)
- ◯ Cuarto Grado (4th)
- ◯ Quinto Grado (5th)
- ◯ Sexto Grado (6th)
- ◯ Séptimo Grado (7th)
- ◯ Octavo Grado (8th)

¿Tiene actualmente un niño / niños que asisten a la escuela autónoma Prairie Crossing? *

- ◯ Sí
- ◯ No

¿Tiene otros niños solicitando la lotería? Por favor llene un formulario separado para cada niño que solicita. *

- ◯ Sí
- ◯ No

Si tiene otros niños solicitando la lotería, por favor proporcione su nombre y grado para el año escolar 2023-2024

Your answer

Padre / Guardianes Nombre *

Your answer

Dirección del Padre / Guardianes *

Your answer

Padre / Guardianes Ciudad de residencia *

Your answer

Padre / Guardianes Estado de residencia *

Your answer

Padre / Guardianes Código postal de residencia *

Your answer

Padre / Guardianes Número de teléfono celular *

Your answer

Padre / Guardianes Número de teléfono de la residencia *

Your answer

Dirección de correo electrónico del Padre / Guardianes *

Your answer

Nombre Madre / Guardianes *

Your answer

Dirección de la calle Madre / Guardianes *

Your answer

Madre / Guardianes Ciudad de residencia *

Your answer

Madre / Guardianes Estado de residencia *

Your answer

Madre / Guardianes Código postal de residencia *

Your answer

Madre / Guardianes Número de teléfono celular *

Your answer

Madre / Guardianes Número de teléfono de la residencia *

Your answer

Dirección de correo electrónico de Madre / Guardianes *

Your answer

¿Dónde se enteró de Prairie Crossing Charter School? *

- [ ] Amigo
- [ ] Periódico
- [ ] Escuelas
- [ ] Guardería
- [ ] FaceBook
- [ ] Instagram
- [ ] Grandes escuelas
- [ ] Niche
- [ ] Prairie Crossing Charter School Evento

Al marcar esta casilla, confirmo y acepto que toda la información proporcionada en este documento es verdadera y precisa. *

- ◯ Sí, utilizar esto como mi firma electrónica
- ◯ No, entraré a la oficina para firmar este formulario

A copy of your responses will be emailed to the address you provided.

Submit Clear form

Never submit passwords through Google Forms.

Section B: Outreach

2022-2023 Outreach Outcomes for Accountability Report

Our outreach plan consisted of Organizational Initiatives, Evaluations of our Lottery, Assessment of our Transportation Plan, and Expanding our Outreach Methods.

PCCS has been working closely with the 11 other state authorized charter schools and the Illinois Network of Charter Schools (INCS) to introduce legislation for state authorized charter schools to become eligible for transportation funding. Currently, we are seeking state representative(s) to sponsor this legislative piece, with hopes of getting it introduced in an upcoming legislative session.

Lottery Evaluations & Recommendations

This marks our fifth year with the streamlined lottery application, with parents asked to complete a one-page form but not required to submit supporting documentation until after their child is selected through the lottery. This year, we received 244 lottery and wait list applications for the 2023/2024 school year.

- 19 of the 48 openings for the 2023-2024 school year were filled by sibling preference, with 29 seats eligible to the remaining applicants. Of the 244 applicants 66 are applying from outside of District 50 or District 79. We received applications from 27 different districts, 1 Out of state, and children that are Homeschooled.

Through these efforts, our Lottery numbers for Out of District have increased substantially, with 66 applications for our 2023 Lottery. The assumption here is that through creating more robust outreach efforts, we are getting noticed by many more families both in and out of our district boundaries.

To accommodate families requiring transportation our transportation plan implements a two-pronged approach for meeting those needs. A carpool system that continues to be the transportation plan for our students. PCCS has taken an active role in the process, working in close contact with new families to aid them in securing a carpool to mitigate their transportation needs. Additionally, PCCS has an annual budget which allocates $30,000 for alternate transportation needs through 3rd Party transport companies. Additionally, PCCS has waived or significantly reduced the cost of before and after school care services to assist families who have benefitted from this support to either drop off or pick up their children later at more convenient time that meets their work schedules.

Regarding **Organizational Initiatives**, PCCS focused on ensuring that all written materials, both in marketing and outreach, were available in Spanish and English. Further, the school website, lottery forms, and all enrollment policies are available in English and Spanish. Additionally, PCCS has increased its visibility through our social media platforms, including Facebook, Instagram and Twitter; these forms of social media have made us more accessible to people in incalculable ways.

Typically, to expand our outreach, PCCS engages with several community and environmental-based organizations to increase our visibility and deepen our partnerships with the larger community. Some of our connections within Lake County and beyond have included:

- Supporting the community through several annual events:
  - School Supply Drives,
  - Backpack Distributions to Families in Need,
  - Blood Drives,
  - Early Music Series Concerts (4)
  - 6 Weeks of Community Open Gym Saturdays,
  - Hosted 5 Lake County Midwest Sustainability Group Meetings
  - Green Schools National Network
  - Increased visibility in print ads and media,
  - Used the school as an Election Polling Place
  - Held 2 Open Houses,
  - Illinois Network of Charter Schools, and
  - Held food drives.

In FY24, we anticipate an emphasis on strengthening these partnerships and our continued involvement in the school, local and regional community. Additionally, we will continue to hold events through various committees and workgroups, all with a common goal to increase involvement, understanding and partnership within our school community and beyond to the broader community and to attract at-risk students to our school.

Section C: Enrollment of Students with Disabilities

Section C: Enrollment of Students with Disabilities 2022-2023

	Primary Disability	Secondary Disability	Related Service(s)	Dismissed from Services 2022-2023
1	Speech Language Impairment (I)			X
2	Specific Learning Disability (D)			
3	Other Health Impairment (L)		Social Work	
4	Other Health Impairment (L)		Social Work	
5	Other Health Impairment (L)		Social Work Speech Language	
6	Specific Learning Disability (D)			
7	Speech Language Impairment (I)			X
8	Specific Learning Disability (D)	Other Health Impairment (L)	Occupational Therapy Social Work Behavior Intervention Plan	
9	Other Health Impairment (L)	Speech Language Impairment (I)	Speech Language	
10	Other Health Impairment (L)			
11	Specific Learning Disability (D)			
12	Other Health Impairment (L)		Occupational Therapy Speech Language Counseling Services Behavior Intervention Plan Transportation (NSAE)	

13	Speech Language Impairment (I)			
14	Developmental Delay (N)		Social Work	X *new 504
15	Specific Learning Disability (D)			X *new 504
16	Specific Learning Disability (D)			
17	Specific Learning Disability (D)		Speech Language	
18	Other Health Impairment (L)		Social Work	X - transferred out
19	Specific Learning Disability (D)			
20	Specific Learning Disability (D)			
21	Other Health Impairment (L)	Emotional Disability (K)	Behavior Intervention Plan	
22	Specific Learning Disability (D)			
23	Specific Learning Disability (D)		Social Work	
24	Autism (O)		Speech Language Social Work	
25	Specific Learning Disability (D)			
26	Speech Language Impairment (I)			

27	Other Health Impairment (L)		Occupational Therapy Physical Therapy Speech Language Aide Individual Student	
28	Emotional Disability (K)	Other Health Impairment (L)	Occupational Therapy Counseling Services Behavior Intervention Plan Aide Classroom	
29	Developmental Delay (N)		Occupational Therapy Behavior Intervention Plan	
30	Specific Learning Disability (D)		Social Work	
31	Developmental Delay (N)		Occupational Therapy	
32	Speech Language Impairment (I)		Occupational Therapy	X
33	Speech Language Impairment (I)			X *new 504
34	Hearing Impairment (F)	Other Health Impairment (L)	Audiology	
35	Specific Learning Disability (D)		Speech Language	
36	Intellectual Disability (A)		Occupational Therapy	
37	Developmental Delay (N)		Occupational Therapy Physical Therapy Speech Language Behavior Intervention Plan	
38	Specific Learning Disability (D)			

39	Specific Learning Disability (D)	Speech Language Impairment (I)	Speech Language	
40	Specific Learning Disability (D)			
41	Specific Learning Disability (D)			
42	Other Health Impairment (L)			
43	Specific Learning Disability (D)	Speech Language Impairment (I)	Speech Language Social Work	
44	Speech Language Impairment (I)			
45	Specific Learning Disability (D)		Speech Language	
46	Other Health Impairment (L)		Occupational Therapy Behavior Intervention Plan	
47	Specific Learning Disability (D)		Occupational Therapy	
48	Orthopedic Impairment (C)		Occupational Therapy Physical Therapy	
49	Emotional Disability (K)		Occupational Therapy Counseling Services Behavior Intervention Plan Transportation (Felicity School)	
50	Developmental Delay (N)			

51	Other Health Impairment (L)		Social Work	
52	Autism (O)		Speech Language Behavior Intervention Plan	
53	Other Health Impairment (L)	Autism (O)	Speech Language Counseling Services Occupational Therapy Physical Therapy Behavior Intervention Plan	
54	Emotional Disability (K)	Other Health Impairment (L)	Occupational Therapy Social Work Behavior Intervention Plan	
55	Specific Learning Disability (D)			
56	Specific Learning Disability (D)			
57	Other Health Impairment (L)		Occupational Therapy	
58	Other Health Impairment (L)	Specific Learning Disability (D)	Occupational Therapy Physical Therapy	

1	504			
2	504			
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4	504			
5	504			
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37	504			
38	504			

Section D: Personnel Credentials

Legal Last Name	Legal First Name	Position Title/Grade Level	Degree	Certification	Years Teaching
Agnew	Sarah	3rd/4th Grade Teacher	Masters	Yes	9
Aguilar	Samantha	6th ELA/SS Gr.Teacher	Bachelors	Yes	1
Alvarado	Jesus	Custodian		No	
Barnett	Katherine	1st/2nd Grade Teacher	Masters	Yes	19
Becker	Linda	Instructional Assistant	Masters	Yes	
Blietz	David	PE Teacher	Bachelors	Substitute	1
Blom	Edith	Instuctional Assistant	Bachelors	ParaPro	
Bonicontro(Luckey)	Allison	3rd/4th Grade Teacher	Masters	Yes	1.5
Botello	Jaqueline	Sp. Ed IA	Bachelors	Sub Pending Review	
Breum	Janet	School Secretary	Bachelors	Sub	
Burgess	Amber	Instuctional Assistant	Diploma	No	
Byrd	Elizabeth	IA/Enrich Me	Bachelors	ParaPro	
Canfield	Katelyn	K-8 Music Teacher	Masters	Yes	13
Carreon	Anahi	Lunch Support	Diploma	No	
Coonan	James	Tech Support	Bachelors	No	
Covalt	Becky	Director of Sp. Ed.	Masters	Yes	
Cox	Nathaniel	Sp. Ed IA	Diploma	ParaPro	
Coyle	Shanna	School Nurse	Bachelors	Nurse	
Deigan	Geoff	Executive Director	Bachelors	No	
DeStefano	Alex	Instructional Assistant	Diploma	No	
Dietzel Hershiser	Naomi	Dean of Envir. Curric.	Masters	Yes	8
Duerig	Julia	Sp. Ed IA	Bachelors	ParaPro	
Dulmage	David	Sp. Ed. Teacher	Bachelors	Yes	2
Fiorelli	Kyle	Sp. Ed. Teacher	Masters	Yes	7
Flood	Joshua	Teacher 7th/8th Gr S.S.	Masters	Yes	10
Fox	Gracie	AfterCare Assistant	Diploma	No	
Fox	Janice	Instructional Assistant	Diploma	No	
Franzen	Audrey	Instructional Assistant	Bachelors	No	
Freeman	Robert	Sp. Ed.Teacher Other	Bachelors	Yes	8.25
Furlong	Michael	Maintenance Staff	Degree	No	
Geoghan	Rebecca	Academic Interventionist Teacher	Bachelors	Yes	2
Gernady	Anne	School Psychologist	Masters	Yes	
Hahn	Lynn	3rd Grade Teacher	Bachelors	Yes	24
Hansis	Laura	Instructional Assistant	Bachelors	ParaPro	
Harrison	Ingrid	Business Manager	Masters	No	
Hershiser	Michael	Teacher $7^{th}/8^{th}$ Gr. Math	Masters	No	19.5
Hodapp	Christine	Capacity Builder	Diploma	No	
Hodapp	Jack	AfterCare Assistant	Diploma	No	
Huska	Melinda	Sp. Ed. Teacher	Masters	Yes	11
Jeffery	Christine	1st/2nd Grade Teacher	Bachelors	Yes	20
Jensen	Elle	AfterCare Lead/Wellness Coord.	Bachelors	Yes	
Johnson	Patricia	Reading Specialist	Bachelors	Yes	17
King	Megan	Sp. Ed. Teacher	Bachelors	Yes	1
Larson	September	EL Teacher	Masters	Yes	11
Leve-McClevey	Wendy	Sp. Ed. IA	Bachelors	Substitute	

Lindstrom	Katie	Instructional Assistant	Diploma	No	
Loiacano	Megan	5th Gr. Teacher ELA/SS	Masters	Yes	4
Lucas	Megan	Instructional Assistant	Diploma	No	
McGarry	Meghan	4th Grade Teacher	Bachelors	Yes	1
McGeever	Jana	Teacher 5th-8th Spanish	Bachelors	Yes	14
McKee	Marjorie	Teacher Kindergarten	Masters	Yes	9.45
Mock	Samantha	Sp. Ed. IA	Associates	ParaPro	
Moriello	Nicholas	Building/Grounds Superviosor	Diploma	No	
Mui (Chan)	Katherine	2nd Grade Teacher	Bachelors	Yes	5
Newby	Kathleen	Instructional Assistant	Diploma	No	
Parker	Julianna	Teacher Kindergarten	Masters	Yes	9.6
Porembski	Francine	Instructional Assistant	Bachelors	Yes	
Psimaras	Laura	5th Gr. Teacher Math/Science	Masters	Yes	14
Reidy	Joseph	AfterCare Assistant	Diploma	No	
Reidy	Nancy	Long Term SP. Teacher FY23/ One-o	Masters	Yes	
Roman-Ahlgrim	Lisette	Teacher Kdg–4th Spanish	Bachelors	No	6.75
Shin	Kyung-Ihn	Teacher/Accelerated Math	Bachelors	Yes	3.64
Siegel	Janette	Executive Admin. Assist.	Diploma	No	
Siegel	Spencer	Safety Assurance Advocate	Diploma	No	
Smetters	Felicia	1st Grade Teacher	Bachelors	Yes	3
Soyke	Laura	55% K-3 PE Teacher/45% Sp. IA	Masters	Yes	9
Steinbeck	Tammy	Teacher Math/Science 6th Grade	Masters	Substitute	1
Stewart	Sarah	Teacher 7th/8th Gr. LA	Masters	Yes	8.5
Stewart	Scott	Instructional Assistant	Associates	ParaPro	
Thomas	Andrew	Teacher Art	Bachelors	Yes/ Sub	9
Thompson	Melissa	Director of Student Services	Masters	Yes	13
Tomei	Susan	Sp. Ed. IA	Bachelors	Sub/ParaPro	
Trage	Helen	Instructional Assistant	Bachelors	Substitute	
Venegoni	Danielle	Culture Coach	Masters	Yes	6
Venugopalan	Poornima	Instuctional Assistant	Masters	Yes	
Verenski	Frances	Administrative Assistant	Masters	Substitute	
Wright	Theresa	7th/8th Gr. Science Teacher	Bachelors	Yes	3
Zamiar	Robert	Dean of Staff & Students	Masters	Yes	19
Zaragoza	Peter	Instructional Assistant	Diploma	ParaPro	
Zimmerman	Kristen	Instructional Assistant	Bachelors	ParaPro	

Legal Last Name	Legal First Name	Position	Degree	Certification	Years Teaching
Caruth	Laura	Speech Pathologist	Masters	Yes	
Jacobs	Jim	Band Instructor		No	
Kruse	Norma	Hearing Itinerant	Masters	Yes	
Vanderbilt	Katie	Occupational therapist	Bachelors	Yes	
Johnson	Renee	Physical Therapist	Masters	Yes	
Bhattacharya	Paramita	Social Worker	Masters	Yes	
Myers	Kim	Sp. Ed. IA	Bachelors	Substitute	
India	Linda	Bookkeeper	Diploma	No	

Section E: Best Instructional Practices

Section E: Kindergarten

Kindergarten Unit of Study 2022 - 2023

Unit of Study:

Energy Sustainability: A Project Based Learning Experience

Project Based Learning Unit learning objective:

Through classroom conversations, books, writing prompts, and in-class and community experiences, students will understand the importance of energy sustainability. Students will learn how to use energy sustainable practices at home and school and lead in our community by positive example.

Day1: Introduction to Sustainable Energy: Why should we save energy and how can we save energy?

To introduce the topic, read this definition. Then summarize to the students using the following slides:

Sustainable energy refers to the use of any type of energy that can meet demands without putting the resources in danger of running out. Sustainable energy sources cause minimal damage to the environment and will never deplete. They offer sustainability in the form of healthy, safe, long-lasting, and self-replenishing energy sources.

In ecological terms, anything sustainable poses minimal risk to the environment and can be reused or replenished relatively quickly. For example, sustainable living involves making life choices that reduce our daily food, water, material, and energy waste. Using renewable energy is a small but vital part of living sustainably, and it’s one of the easiest changes you can make.

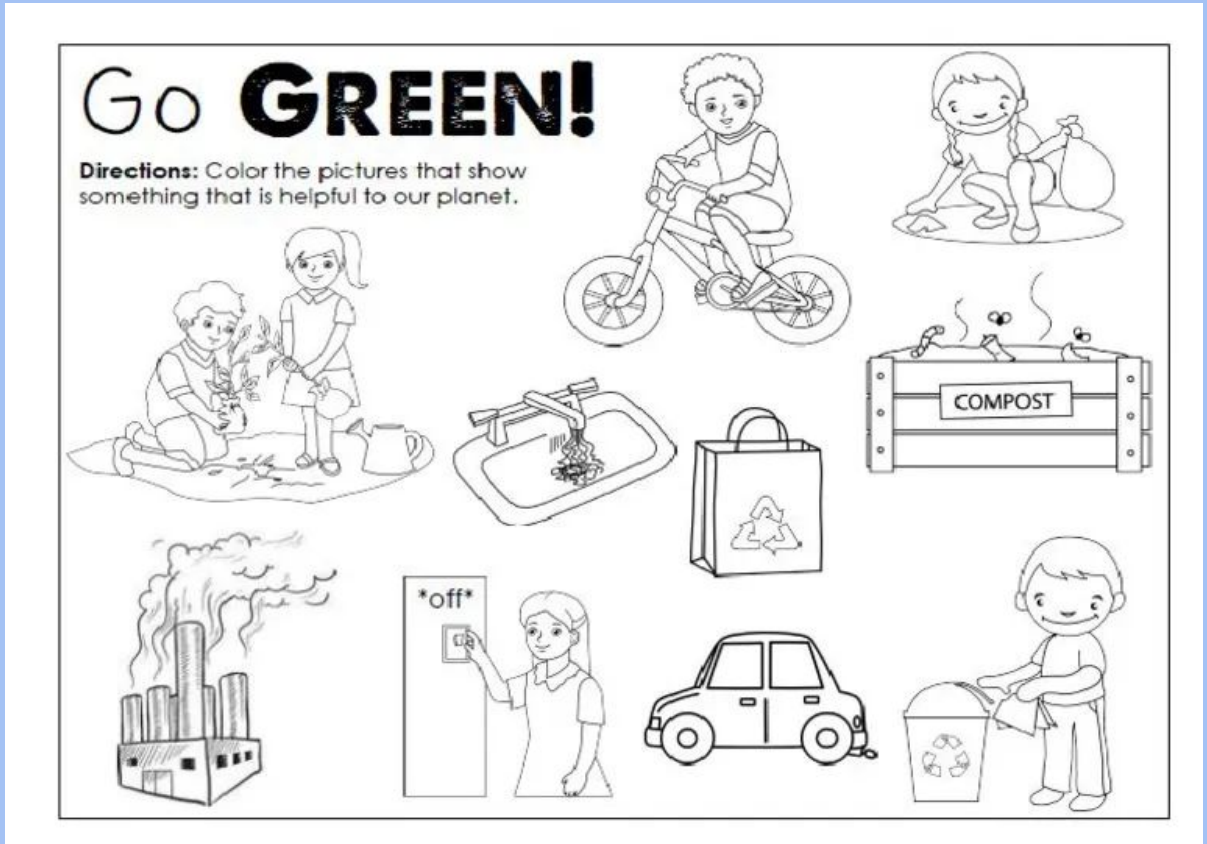
Saving energy means that we use less resources. When we use less resources, we are creating less waste and putting less stress on systems in the environment. Let's think about some examples of when we can use less of something, or put less stress on the environment:
Click on the book picture:
After the video, have a classroom discussion to further student understanding of why it is important to be sustainable and how they can participate in becoming more sustainable.

Day 2: Brainstorming, show we know: How Can We Save Energy?

Review what it means to save energy resources and why that is important. Then assist students as they brainstorm some examples. Below are some ideas if students need help or to reinforce:

- Turn off the classroom water supply when not in use and use a smaller stream of water
- Use only one paper towel when drying hands.
- Use the compost bin for degradable food waste items.
- Use classroom lights and fans only when needed.
- Use a lower setting on the classroom thermostat
- Do not waste paper(use whiteboards when possible and don't throw paper away for a small mistake).
- Use the recycle bin for appropriate items.

Students will complete this worksheet as a review. To save paper, you can also discuss or have students draw pictures on a whiteboard:



Day 3: Learning About Recycling

Before Winter Break, Ms. Naomi taught us about recyclables as well as what kinds of materials we must throw in the trash. Today we are going to find out what happens to the the items you put into your recycle bin! While you are watching, listening and think about the following questions:

How do the recyclables get to the recycling center?

How does the trash get separated?

What happens to the recyclables after they are sorted?

click

Now, let's go on a **virtual field trip** to a Recycling Center!

Now, let's play a recycling game! Let's help the gorilla decide what to put into the trash, compost, and recycle bin!

click

(If time)

Now, draw a picture of two things you can recycle!

Day 4:

Project Based Learning Activity: How to Create a Sustainable Lunch

Look at the pictures in the next slide. You will see that the different foods have a lot of packaging. The packaging includes plastic and paper materials. The packaging makes the food look yummy, but the packaging is wasteful.


Banquet
MADE IN THE USA
SINCE 1953
Meatloaf MEAL
Gravy over Meatloaf (made with chicken, pork & beef), Creamy Mashed Potatoes, Sweet Corn, and Cinnamon Apple Dessert
MASHED POTATOES MADE WITH REAL CREAM
330
KEEP FROZEN
NET WT 11.88 OZ (337g)


Low Price
$2.24
THE OFFICIAL PIZZA OF HALLOWEEN
TOMBSTONE
ORIGINAL
PIZZA
EXTRA CHEESE


NEW!
Lunchables
Breakfast
with Bacon!
PANCAKE & BACON DIPPERS
7g Protein
LOW EVERYDAY price

When many people use food items with plastic packaging, or paper packaging with food on it, it cannot be recycled. It has to go in the trash. The trash piles get very big and cause problems in our environment.

We are going to do another activity to show how we can save energy!

Raise your hand if you've ever recycled something from your classroom lunch before??

What was it?

Has anyone ever brought one of these for lunch?

What are the differences between these two lunches?

If your mom or dad went to the store and bought a container of cookies, a bag of pita bread, some cheese and sauce, and a bag of carrots, how many lunches do you think they could make? Do you think that making a bunch of lunches wastes less than buying a bunch of Lunchables?


PIZZA WITH PEPPERONI
MADE WITH PORK AND CHICKEN
Lunchables
14g PROTEIN

=

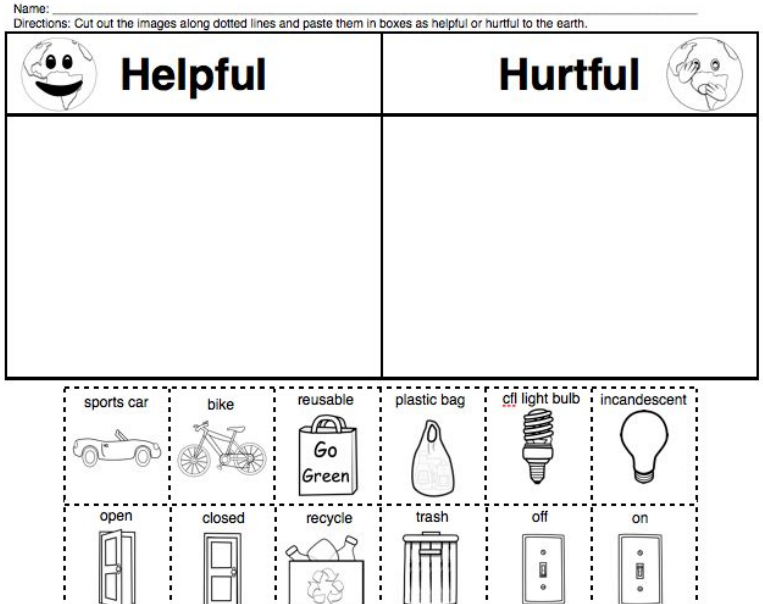
We can make our own lunchable! Then we can show mom and dad what we have learned about using less waste when we prepare food.

What supplies would we need to do this?

Logistics: Some students will be making a Lunchable while others are working. Everyone will get a turn

Rotations – building center, teacher will call names

When students wait, they will work on this worksheet:
To save paper, students can work in pairs, so one paper for two students.


Name: _____
Directions: Cut out the images along dotted lines and paste them in boxes as helpful or hurtful to the earth.

Helpful	Hurtful

sports car | bike | reusable (Go Green) | plastic bag | cfl light bulb | incandescent

open | closed | recycle | trash | off | on

Day 5: Going on a trash walk

We have learned so much about the importance of saving energy in many different ways. Today we will make a difference in our environment and collect trash. We can recycle items that are recyclable and throw trash in the garbage. It is important to understand that we should try and create as little trash as possible. It is also important to keep our Earth clean. We can teach others to be more sustainable too.

Note: provide compostable gloves and have students work with a partner. One student points out trash and the other picks up items. Half way through, students will trade. Back at school, sort out the items in groups and dispose of items in the recycling bin or trash.

Section E: 1st/2nd Grade Band

1st/2nd Grade Band Economy PBL Unit Planner

UNIT PLANNER

Learning Experience Overview	
Anchor Phenomenon (local person, place, thing or event)/kick-off immersion field experience	Harvesting and shelling the beans from garden beds
Guiding Questions	How can the 1st and 2nd graders explore the use of the bean crop to create a sellable product for families using their knowledge of government and economics?
Enduring Understanding	-People provide goods and services to meet the needs of the community. -A consumer is someone whose needs and wants are satisfied by goods and services. -A producer is someone who uses resources to provide goods and services. -Wise consumers balance their needs with their wants by making a plan. -People make choices when using goods and services.
Long-Term Learning Targets (I Can statements)	-I can describe (tell about) the skills and knowledge I need to make _____. -I can explain how people earn money. -I can explain the role of money in exchanges (buying and selling). -I can compare the goods and services that people in my community produce to goods and services in other communities. -I can explain how money can be saved or spent on goods and services.

<table>
<tr><th colspan="2">Content Overview</th></tr>
<tr><td>In-Depth Content (including project/problem)</td><td>Students will make “Soup in a Jar” to sell to families. Farm to Table will partner with 1st/2nd graders to produce the soup for February Farm to Table lunch. They will work with students to help prepare the soup for the school community.</td></tr>
<tr><td>Standards</td><td><u>Inquiry Skills</u>
Developing Questions and Planning Inquiries
● K-2
○ SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers
○ SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.

Evaluating Sources and Using Evidence
● K-2
○ SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.

<u>Civics</u>
● First Grade: Living, Learning, and Working Together
○ SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community.
● Second Grade: Families, Neighborhoods, and Community
○ SS.CV. 1.2. Explain what governments are and some of their functions.
<u>Economics</u>
● First Grade:
○ SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.
● Second Grade:
○ SS.EC.3.2. Compare the goods and services that people in the local community produce and those that are produced in other communities.</td></tr>
<tr><td>Assessments</td><td>Responding to questions
Matching vocabulary to definitions</td></tr>
</table>

	Brain Pop Jr.- use to create our own quizzes
Embedded and Related Literacy	
Reading **Literacy Practices** **Non-fiction Resources** **Fiction Resources**	Before We Eat, From Farm to Table by Pat Brisson (GPL) Betty Bunny Wants Everything by Bailey Byrne (GPL) From Sheep to Sweater - Start to Finish series (GPL) We the Kids by David Catrow (Warren Newport Library) Berenstain Bears Get the Gimmies What Do Governments Do by Kathleen Krull The Collaborative Raccoon by Efrat Haddi Making Choices and Making Friends by Pamela Espeland Goods and Services by Heather Swartz Do I Need it or Do I Want It? By Jennifer Larson https://www.startwithabook.org/summer-reading-learning/money
Writing **Literacy Practices** **Formats** **Resources**	Nonfiction Writing- Lucy Calkins How-To Writing - Lucy Calkins (2nd grade)
Integration Potential	
Integration Potential	
CARES connections (how will this unit foster and teach Collaborate, Aware, Respect, Empowerment, and Sustainability?)	Students will collaborate on making soup in jar. Students will Students will
Place Based Connections - Overview	
Place Based Connections - Overview **Fieldwork** **Service/Action**	Harvest beans Advertise soup in a jar Make soup in a jar Sell soup in a jar to school community Help make the soup for February Farm to Table
Resources and Experts	Naomi

DECEMBER

2-Producers/Consumers	3-Producers/Consumers	4-Producers/Consumers	5-Producers/Consumers	6-Producers/Consumers
9	10	11	12	13
16	17	18	19	20

JANUARY

6	7	8	9	10
13	14	15	16	17
20	21	22 - Farm to Table **Post info about Bean Soup Sale (Farm to Table, Office & our Friday Newsletter)**	23	24
27 **Send out info to community about Bean Soup Sale (PSO Facebook page, class email, flyers/posters in hall)**	28	29	30	31

FEBRUARY

3	4	5	6	7 - pre sale closed
10	11	12	13	14
17	18	19 - Send home jars (this week potentially)	20	21
24	25	26	27	28

PBL Bean Soup Outline

- Add Efs standards, Common Core standards and NGSS standards
- Efs- sustainable economics, responsible local and global citizenship, multiple perspectives
- ELA- informational writing, RI, S/L
- Math- number & operations in Base Ten
- Science- plant life cycle

RESOURCES: https://financeintheclassroom.org/passport/first/social_studies.shtml; BrainPop Jr. videos,

Recipe: https://wholefully.com/homemade-soup-mixes-in-a-jar/ Spicy Black Bean Soup (leave out Chile Pepper)

Dates	Grade Level	Unit	Lesson
Dec 2-6	1st	2	**Producers/Consumers-** **Producer and Consumer Video** **https://jr.brainpop.com/socialstudies/economics/goodsandservices/** Buying/Earning Consumers buy the product and the producers earn money from selling it Example **Farm to Table-** Producers- parents making the lunch Consumers- students and parents who buy the lunch and eat it **Use nonfiction books:** **Start to Finish Series** - **From Tree to Paper** - **From Cocoa Bean to Chocolate** - **From Sheep to Sweater** - **From Strawberry to Jam** - **From Pumpkin to Pie** **Make a Venn Diagram after reading the book - to figure out who was a consumer vs. producer (or both)**

Dec 16-20 Can go into next week	1st	2	Lesson 3: How Income Works **I can explain how people earn money.** Identify ways that students could earn money (chores) **https://jr.brainpop.com/socialstudies/economics/savingandspending/** (How do people earn money, how do people spend money, how can you save money, how can you share money)
Jan 6-10	2nd	3	Lesson 2: Buying and Selling **I can explain the role of money in exchanges (buying and selling).** **Lesson HERE**
Jan 13-17	2nd	3	Lesson 4: Saving and Spending **I can explain how money can be saved or spent on goods and services.** Brainstorm items we will need to make the soup. Make a list of items needed (make sure they are the items on the worksheet) Grocery ad of how much it would cost vs Growing it ourselves - See if Naomi can come do a lesson with the kids (make a worksheet/table for them to see price difference) Discussion about how to get money to pay for these items (~~loan from Geoff~~)
Jan 21-24 Post Info about Bean Soup Sale (Farm to Table, Office & Our Friday Newsletter)			Discussion about money and what we need it for **Advertisement** How do we advertise? Posters at Jan Farm to Table Who do we want to advertise to? What goes on a poster? What information do they need to know?
Jan 27-31 Send out info to community about Bean Soup Sale (PSO Facebook page, class email, flyers/posters in hall)			
Feb 3-7	2nd	3	Lesson 3: Comparing Goods and Services

Pre-sale closed			**I can compare the goods and services that people in my community produce to goods and services in other communities.**
Feb 10-14			Making Jars- Soup Recipe Following directions- Labels Reading a recipe
Feb 19-21			cooking/helping prep the soup? Farm to Table- sell extras **send home jars this week
			Discussion - what do we want to do for next year?

Section E: 3rd/4th Grade Band

Lesson 10 Secrets of the Prairie

Overview: Introduce students to the history and components of Illinois' native prairie. Expose students to the prairie's biodiversity.

Essential Question: Compare and contrast the biodiversity of prairies and woodland.

Key Concepts and Vocabulary

- Prairie
- Biodiversity
- Insect

Students Performance Objectives: The students will . . .

- Be able to list, draw or articulate at least four characteristic features of native tallgrass prairie
- Be able to identify through pictures, drawings, and real prairie biodiversity
- Be able to list, draw or articulate at least four characteristics of native tallgrass prairie
- Be able to describe characteristics of a particular prairie plant or insect they encountered
- Be able to describe why their yard at home is or is not biodiverse.

Time required: 90 Min.

Special Requirements: Need the outdoor classroom for access to the lawn and prairie. No rain preferably.

Standards:

SS.G.2.4. Analyze how the cultural and environmental characteristics of places in Illinois change over time.

Environmental Standard: Standard 1: Students will understand the Earth's Systems.

Environmental Standard: Standard 2: Students will understand the relationship between the environment and human beings.

Assessments/Performance Tasks:

- Data collection for insect sweep/participation

Materials Needed/Advanced Preparation Required:

- Blank/scratch paper
- Prairie Box - Contents include: Pictures of sun, Big Bluestem, Goldenrod, colorful flowers, a string for deep roots, picture of fire and ash, insects (caterpillars, butterflies, grasshoppers), and animals (mice, rabbits, snakes, bison)
- 5 Insect sweep nets
- Nature Bags fully stocked with colored pencils, pencils, sit-upon, nature journal, and a clipboard
- 10-15 bug boxes
- 5 white sheets
- Jack Rabbit and the Prairie Fire

Background information:

The teacher should be familiar with Prairie areas around PCCS and the different things that go into the Prairie Box. teachers do not need to know specific insects

Learning activities/procedure:

1. Write on the board, “How much Prairie is left?”. Have students make a few guesses such as half or 1/4. Tell them the Prairie started with 20 million acres. See if they want to guess the number of acres left. Tell each student to make a guess in their head and listen carefully when you explain how much is left.
2. Read “How much prairie is left?” Make sure to have a blank or scratch sheet of paper ready for the demonstration.
3. Students and teachers should prepare to go outside with students' ready nature bags. The teacher leads the class to The Outdoor Classroom area. Students sit on benches while the teacher places the Prairie Box in the middle.
4. The teacher reads “ Introduction and Prairie Box” on page two of the introduction to the Prairie sheet.
5. When finished, put everything back in the box and see if students can name all the things that make a prairie.
6. Now you will move on to learning about the biodiversity of the prairie. ask students if they know what biodiversity means. ask what area has more biodiversity, field grass, or Prairie? by how much? double? Half?
7. Say “Usually where we find a variety of plants (or biodiversity of plants) we also find a variety of biodiversity of animals. We are going to check out the population of insects and the Prairie and see what we find.” Put out the sheet. “One of the tools scientists used to capture large quantities of insects is the sweep net. I am going to sweep the net through the prairie of flowers to see what surprises we find.”
8. Only sweep two times so that the other two times items can be put back what is found in the bug boxes.
9. Once students have seen the biodiversity in the prairie, tell them they are going to compare the biodiversity in the prairie to the biodiversity in the lawn. split the class up

into five groups. lay out a sheet for each group and have them place their Nature Bags by their group. Have everyone gather around the teacher so she can model each of the groups' activities and procedures for the insect sweep.

10. The teacher will demonstrate the insect sweep with the net in the prairie making a figure eight and moving at a slow to moderate pace. Then the teacher shakes out what is found on her white sheet. Explain to the kids that they will be recording and counting each different species found. Once everyone in the group has recorded, they will shake off their white sheet and move on to the lawn. The teacher demonstrates the same figure eight motion on the lawn and dumps the findings on the white sheet again. Students record their findings and clear the white sheet again.
11. Explain to the group that each team will insect sweep the lawn and Prairie twice to record. Each team will have two bug boxes to put any cool critters they wish to share and observe later.
12. Teachers will make sure everyone understands their task and then hands out one net to each group and their bug boxes.
13. Students work on collecting data and noticing the difference in biodiversity in the prairie and lawn areas.
14. When the teacher notices students are about done, have students clean up their stations and collect materials except bug boxes if they want to share. Have students gather around the Outdoor Classroom seating and share their results.
15. Review the meaning of biodiversity and what it means in the prairie and lawn. Share insects and spiders that are found.
16. Bring students back to the classroom and ask them about the plant biodiversity between lawn and prairie. This will ignite their thinking for the next prairie lesson.

Adaptations/Differentiation:

- Create student groups ahead of time for cooperation or working together purposes
- Create smaller or larger groups depending on class constraints

Extension Ideas:

- The teacher could add a solo spot for students to observe the prairie in more depth.
- The teacher could find the biodiversity of plants by placing hula hoops around an area of the lawn and counting the number of species of plants. Then do the same procedure in the prairie.

Name _____ Date _____

Insect Sweep -What will you find?

Insect Sweep Location	# of Bugs Found	Description of Bugs (Specific names of colors)
Prairie Sweep 1		
Lawn Sweep 1		
Prairie Sweep 2		
Lawn Sweep 2		

How Much Prairie is Left Script

In a few minutes, we will be entering a very special place called a prairie. Prairie, which is another name for grassland, once covered 20 million acres in Illinois alone. It stretched from here to the Rocky Mountains making it one of the largest grassland ecosystems in the world. Many people alive today have never even walked in a real prairie. If you lived 200 years ago you could have walked from here to the Rocky Mountains- right through the middle of America- and walked through prairie the whole way!

But how much of it is left today? I'm going to use this paper to demonstrate just how little prairie is in Illinois. (Tear the paper in half.) Now we have 10 million acres or 50%. (Tear the paper in ½ again.) Now we have 5 million acres or 25%. (Tear again) Now we have 2.5 million acres or about 12.5%. (Tear again) Now we have 1.25 million acres or 6.25%. …. (keep going until you reach 1/100 of 1 % or 2000 acres.) This tiny piece of paper represents the entire undisturbed prairie that we have left in Illinois today. Not very much left is there? The good news is that people are restoring more prairie, but only 2000 acres is the original undisturbed prairie.

So where we are going today is a very special place. It is a land (ecosystem) that is rare and more threatened than the rainforest. We are lucky to have a piece of prairie left here in Grayslake because even though we live in the Prairie State of Illinois, most people will not ever see or walk in a prairie.

Introduction to the Prairie Box

Welcome the students and have them circle the Prairie Box. "The Prairie Box contains the secrets of the prairie. Here is what makes the prairie, the prairie. I'm going to open it and together we'll see what makes a prairie such a special place.

The Sun: The prairie is a very sunny place. There are few to no trees or large bushes on a prairie, so there is very little shade. The plants that live in the prairie all need sunny places to grow. The main plants in the forest (behind you) are trees., which produce shade. The main plants in the prairie are all tall grasses and flowers- as we see here. (Point out Big Bluestem or another tall prairie plant.)

The Grasses: The grasses that grow in the prairie are much larger than the grasses that grow in most yards and play fields. Let's see how tall this grass is. Some people call this the Big Bluestem. let's see, you're about 4 ft tall and this grass must be twice as tall as you are, wow, that's 8 ft tall! The Prairie has lots of tall grasses. But the Prairie isn't just grass, it also has many beautiful flowers - different kinds of flowers, blooming at different times of year. So the Prairies always change colors throughout the year.

The Roots: The grasses and flowers of the Prairie all have something in common, deep roots. Prairie plants have roots that go down deeper than any tree roots. Some Prairie plants have roots like this (show "roots" made of rope) that reach down into the soil 12 to 15 ft to get the

water they need to grow. This is another special thing about Prairie. Most of the living part of plants is actually under the ground in the roots.

Insects: Because there are so many different kinds of grasses and flowers in the prairie we also find these - caterpillars and butterflies and grasshoppers and all sorts of insects. Mice and rabbits and snakes and lots of other kinds of animals also live in the Prairie.

Biodiversity: All of these plants help support all of these different kinds of animals and that is another secret of the Prairie - biodiversity, which means many different kinds of living things living in one place together.

Bison: Here is an animal we won't see on the Illinois Prairie anymore because all the Prairies we have left around here are too small for them. The number of bison that the Prairie once supported numbered in the millions. Most of the Prairieland in Illinois is now farm fields or roads or towns/cities. (Mention Native American connection to Buffalo)

Fire and Ash: The last important element of the Prairie is fire and ash. Prairies used to burn regularly once every 2 to 3 years. The fires that swept across the Prairie were good for the Prairie. Remember, most of the living part of the Prairie plant is where?... underground. So After the fires burn off their tops, the Prairie plants can just re-sprout from their roots and grow back. The ashes of the fire make good fertilizer for the plants, so often they grow back bigger and healthier than before. All of those hot fires kept the trees and bushes from growing up in the Prairie - so Prairie plants never had to deal with the tall shade-making plans blocking their sunlight. Remember they love the sun. Because occasional fire is so important to the prairie, now we burn our prairies here. Of course, this is done by trained adults to make sure it stays under control. So that's what makes a prairie- sun; tall grasses; deep, deep roots; lots of insects and animals; biodiversity; and fire.

Prairie Challenge-Lesson 11

Overview:
Students will go out into the prairie and work in groups to find a plant using the clues on the worksheet.

Essential Question: Are all prairie plants alike?

Key Concepts and Vocabulary:

- Work cooperatively in groups
- Be able to identify specific prairie plants
- Measure parts of a plant to describe it
- Use a field guide to check their answers and accuracy

Time Required: 45 minutes

Special requirement: Preferably without rain and we need the outdoor prairie space near PCCS.
Teacher note: These are the plants that were found here in the past, have the students check them in their field guide and use those to help them answer the questions if they can't find the plant.

Standards:

RI4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Environmental Standard- Standard 1: Students will understand the Earth's Systems.

Assessments/ Performance Tasks:

- Students should have a detailed Prairie challenge sheet filled out to show participation. students should also have a detailed colored picture on the back of their sheet.

Materials Needed/Advanced preparation required:
- Nature Bags: colored pencils, pencils, nature journals, sit-upon
- Prairie challenge sheet (five different plants) - five copies of each sheet

- Prairie/ plant field guides- at least five -rent from the library
- Clipboards
- Set of classroom cups for Prairie whiffs

Background information:

Teachers can go out to the prairie a few days before to identify the plants for the challenge. If a new challenge sheet needs to be made then they can choose a different Prairie plant that is out there at the time. Teachers should look up pictures of each plant before the lesson.

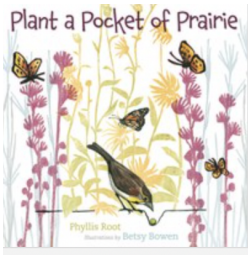
Learning Activities/Procedure:

1. Today we start the Prairie challenge. This will let me know how close you pay attention to the Prairie every time we go outside! The teacher will tell the students that they will be discovering different Prairie plants, but they will not be given what plant to look for this time, they have to use the clues on their team Prairie challenge page and try to find the plant in the prairie. If teams finish early, they will complete the Prairie Whiff challenge. Explain that the Prairie Whiff challenge will be to use your sense of smell and make a tea that smells like the prairie. Put your ingredients in the cup and we will share them later. make sure to include your plant.
2. The teacher will split the class into five groups and then hand out their prairie challenge sheet. Each student receives a sheet to place on their clipboards. Remind them to work together and pay attention to detail while they are searching.
3. The teacher prepares the class to go outside equipped with their Nature Bags, journals, and clipboards.
4. The teacher leads the class to their **prairie spot** (prairie near an outdoor classroom or trail) and gathers them around. The teacher reminds the students that they must work together and their descriptions must be detailed and their drawings accurate and detailed. The pictures will later be hung around the room for the rest of the class to identify on a different day (another challenge)!
5. The teacher and assistant walk with groups and monitor where they are going. When students are finished with their drawing and challenge, give them a field guide to check their answers and see if they got the right plant. If they did not then they can find the right one and add in observations and drawings.
6. If the students find the right plant and are completed with the challenge, hand them a prairie whiff sheet and cup to complete while the other groups are finishing.
7. After some time, bring all the students back together and have them share their prairie challenges. each should share their picture and also show a picture of the plant in a guidebook and point it out in the Prairie as well. This way students not in the group will be able to identify the plant as well.
8. If students did the Prairie whiff activity, have them share and pass their cups of tea around for others to smell.
9. The teacher will lead students back into the classroom and put materials away.

Adaptations/Differentiation:

- Students can search for a second plant or have different plants to choose from using the same format as the Prairie challenge sheet.

Related Readings:



Plant a Pocket of Prairie

An inspiring children's book about the endangered prairie ecosystem and how we can help restore it

Phyllis Root and Betsy Bowen take young readers on a trip to one of Minnesota's important ecosystems—the prairie—teaching children how changes in one part of the system affects every other part. The book shows what happens when we work to restore the prairies, encouraging readers to "plant a pocket of prairie" in their backyards.

Resources:

Prairie plant field guides

Prairie Whiff Sheet

Out at the Prairie today, you will make your very own tea. You will be able to decide what goes in your tea, but your goal is to have it smell like the prairie. You may need to add in some earth (dirt), parts of plants, or flowers but try your best to make it smell like the Prairie. Spend some time sniffing around the Prairie and finding stronger-smelling items and then choose what you would like to place in your teacup. Try to add some of your Prairie challenge plants to specialize your tea

Hint: you may need to crush up the flower or break apart the stem\seeds to smell the plant.

Answer Key for Prairie Challenge Sheets:

Big Bluestem -Scientific name: Andropogon gerardii

Common Sunflower -Scientific name: Helianthus annuus

Mountain Mint -Scientific name: Pycnanthemum

GoldenRod -Scientific name: Solidago

Milkweed-Scientific name: Asclepias

Vervain-Scientific name: Verbena Officinalis

Compass -Scientific name: Silphium laciniatum

Andropogon gerardii

I am a prairie plant that can grow high over your head. I am a grass that grows as tall as 8 ft. Most people don't know that my roots grow deep into the Prairie soil, as deep as 8 ft below ground. I make clusters of small seeds at the end of my stock that some people think looks like a turkey foot. After the first frost and late September, my green stems turn a blue-red color.

1. How tall am I?
2. How many seeds do you find on one seed head (one turkey's foot)?
3. Rub my seeds in your hand. What do they smell like?
4. Are my leaves rough or smooth?
5. What color are my stems now?
6. How many leaves are on one stem?
7. Can you find any insects on me or near me? What kind?
8. What words would you use to describe me to a friend?
9. please give me a name to describe me
10. What do most people call me?
11. On the back of this paper draw what I look like so you can share it with others.

Helianthus annuus

I am one of the tallest Prairie plants on the Prairie so I am easy to find. I grew up to be 10 ft tall. My flowers are yellow and you'll find lots of them blooming in the fall. My leaves are long and thin and they don't grow in pairs on my stem.

1. How tall am I?
2. What color is my stem? Is it rough, hairy, or smooth?
3. What do my leaves feel like?
4. How many flowers do I have on one flower stalk? try counting several
5. Do my flowers have a strong smell? my leaves? how would you describe it?
6. Are my leaves opposite each other or alternate on my stem?
7. How many leaves do I have on one stem?
8. how would you describe me to a friend who is coming out to find me?
9. describe any animals or signs of animals on me or near me.
10. Please give me a name that you think suits me.
11. Why did you choose that name?
12. most people call me:
13. On the back of this page draw a picture of me so you can remember me.

Pycnanthemum

I am a medium-sized Prairie dweller. I have a square stem. I produce small white flowers in bunches at the top of my stems, and in late summer these turn into light brown seed heads. My leaves are small and thin. don't confuse me with another minty cousin I have out here. That family member has a single Brown seed head at the top of each stock. my seat heads are in clusters, like my flowers. My seed leaves are narrower than my cousins. Happy Hunting!

1. How tall am I?
2. What do my leaves smell like? My seed heads?
3. Are my leaves opposite each other or alternate?
4. Do I have more than 25 or less than 25 leaves on each stem?
5. What do my leaves feel like?
6. Is my stem hairy or smooth? round or square?
7. Based on what you have learned about me, how would you describe me to a friend coming out to find me?
8. describe any animals or signs of animals on me or right near me.
9. Please give me a name that you think suits me.
10. Why did you choose that name?
11. On the back of this page make a drawing of me so you can remember me.

Solidago

I am a prairie dweller that blooms in late summer and early fall. I put out lots of tiny, gold-yellow flowers closely packed together. I am one of the medium-sized plants out here on this prairie. However, I am easy to find because I grow all over the place. but when you look closely you may find that I come in several varieties. There are about 150 species of me. Wow, I have a big family!

1. How tall am I?
2. What do I smell like? my flowers? my leaves?
3. How many leaves do I have on one stem?
4. Are my leaves opposite each other or alternate?
5. What do my leaves feel like?
6. Is my stock smooth Harry or rough?
7. how would you describe me to a friend who's coming out to find me?
8. Please give me a name that you think suits me.
9. Why did you give me this name?
10. Most people call me:
11. On the back of this page draw a picture of me so you can remember me.

Asclepias

I am a prairie plant that is about as tall as a 9-year-old. butterflies love me! I can be a little bit sticky if you pull off one of my leaves, so wash your hands after you touch me. I also make the most beautiful pods in the fall that burst open to reveal fairy fluff.

1. How tall am I?
2. Describe my leaves.
3. How many leaves are on my stem?
4. Describe my pod.
5. What Critters do you see on my leaves?
6. Can you see flowers on me? If not, why?
7. What words would you use to describe me to a friend?
8. Please give me a name to describe me.
9. What do most people call me?
10. On the back of this paper, draw what I look like so you can share it with others.

Verbena Officinalis

I am a prairie dweller and you can find me in the Prairies of North America, but my ancestors came from Europe. I am about as tall as a small child. I have small flowers clustered around the top of my stem. I have a cousin who has white flowers, and I haven't seen him in a long time. Some people believe that I am good medicine! people used to make tea for me to cure their fevers and infections.

1. How tall am I?
2. Smell me. What do my leaves smell like? My flowers?
3. How many leaves do I have on one stem?
4. Describe what my leaves look and feel like.
5. Are my leaves opposite or alternate on my stem?
6. Describe my flowers. How many do I have on each stem?
7. What Critters can you find near me?
8. How would you describe me to a friend who is coming out to find me?
9. Please give me a name that suits me.
10. On the back of this paper, draw a picture of me so you can remember me.

Silphium laciniatum

I am a prairie dweller who blooms in summer. I tower over all the other plants, stretching high above even Big BlueStem! My roots reach deep into the Prairie soil, up to 14 ft deep! My leaves at the base are lobed and quite rough to the touch. I can't even make my leaves point to the north and south! I produce many yellow flowers like my cousin the sunflower. Can you find me?

1. How tall am I?
2. Smell me. What do my leaves smell like? My flowers?
3. How many leaves do I have on one stem?
4. Are my leaves alternate or opposite?
5. What do my leaves feel like?
6. Is my stock hairy, smooth, or rough?
7. How would you describe me to a friend who is coming out to find me?
8. Please give me a name that you think suits me.
9. Why did you give me this name?
10. Most people call me:
11. On the back of this paper, draw a picture of me so you can remember me.

Lesson 12 Prairie Animals and Their Adaptations

Overview: Students play two games to help them become familiar with popular prairie animals and their adaptations. Students research a little more about their prairie animals and write a piece from the perspective of that animal living in the Prairie.

Essential question: What kinds of prairie animals live in Illinois and what helps them survive?

Key Concepts and Vocabulary:
Materials

- Adaptation
- Interdependence

Student Performance Objectives: The students will…

- Define adaptation
- Explain how animals use their adaptations and why they are important
- Write an article from the perspective of a prairie animal

Time Required: 1-hour

Special Requirements: The adaptation game can be done inside if unfavorable weather conditions.

Standards:

RI.3.2 Determine the main idea of the text; recount the key details and explain how they support the main idea.

W.3.7 Conduct short research projects that build knowledge about a topic.

Environmental Standard- Standard 1: Students will understand the Earth's Systems.

Assessments/Performance tasks:

- Article on Prairie animals with a picture.

- Students can draw pictures of their animals labeled with the animals' name and their featured adaptations

Materials needed/Advanced preparation required:

- Clipboard
- Who Am I? animal cards
- Who Am I? teacher script
- Adaptation scorecard
- Open area for running portion of the game
- Prairie field guides
- One copy of insect, birds, and mammals from Julia's Journal (save these copies for next Prairie lesson as well)
- 24 copies of article sheet

Background Knowledge:

Teachers should review Julia's journal to be familiar with the different mammals, snakes, birds, and insects of the prairie that students can choose from.

Learning Activities/ Procedures:

1. Follow the "Who Am I?" The prairie animals lesson plan is attached.
2. When the class has completed the adaptations game and returned inside, tell them they will now be putting themselves in the shoes of a prairie animal. They must write a short article about the daily life of one Prairie Animal speaking as if they were the animal. (ex. Hi, I'm Victoria, a prairie vole that lives on PCCS grounds. Let me take you through my daily life and dangers. When I wake up in the morning it is very dark. There is a little light shining through my hole that opens up in the prairie. I am usually starving in the morning, so I have to scoot out to the open light. Before I pop out into the open Prairie to look for food, I have to keep an eye out for badgers and coyotes. They are usually looking to eat me but good thing I am fast and small just to slip right into my neighbor's hole if I need to.)
3. On the board, right down the five pieces of information that must be included in the article about the Prairie animal. 1. Where do they live? 2. What do they eat? 3. What eats them or is a danger to them? 4. Two adaptations that help them survive. 5. Draw a picture of the animal. Their article should be two to three paragraphs in length.
4. Students will need to include these four pieces of information and a picture in their article. Students should also use writing strategies to enhance their articles. Pass out the article pages for them to write on.

5. Allow students to pick any of the 10 prairie animals they just played their games with or they can choose from the insects, birds, and mammals pages from Julia's journal. Place a copy of each packet at the front of the room. They may look through the journals to find further information. They can use the Prairie field guides as well. Since their writing piece is short and only needs basic information, they should be fine with the sources provided and not need additional information.
6. Have students get started and when they finish, they can read them to the class to share about their prairie animal and hang up the articles.

Adaptations/differentiation:

- An adaptation would be to only allow students to pick their animal from the 10 that they played the games with.

Resources:

- Prairie school project binder Who Am I? Prairie animals lesson.
- Prairie field guides
- Julia's Journal

Who am I? Teacher Script:

Badger
Badgers live underground. They are in the weasel family so they are predators and must find other animals to eat. Their diet includes mice and ground squirrels; their most noticeable adaptations are strong front legs and long claws for digging.

Coyote
Coyotes, like all dogs, have a very sharp sense of smell and very good hearing. They eat a variety of plants and animals, including lots of mice and voles. Coyotes often live in an underground den. Their best adaptations are good hearing and smell.

Thirteen-lined Ground Squirrel:

Thirteen-lined ground squirrels Live in underground burrows in areas where the vegetation is short enough for them to see over the tops. They hibernate from October until late March. They eat plants, seeds, and insects such as grasshoppers. Birds of Prey and badgers eat them. Their extensive burrows are their best adaptation.

Prairie Vole

Prairie Voles live in underground burrows and make a network of runways under the prairie grass. They eat a variety of plants and many predators such as coyotes and Badgers eat them. They live in underground nests; their best adaptation is the network of runways they build.

Eastern Meadowlark

This is a common bird that nests on the ground. It eats seeds and insects such as grasshoppers. Meadowlark nests are cup-shaped with a dome of grass covering the top. Their best adaptation is their long beak, which is perfect for catching bugs.

Killdeer
Killdeer are birds that nest and bear places in very open areas. They have long legs. They eat insects and seeds. When danger threatens their nest, the adults draw the Predator Away by pretending to have a broken wing. Their best adaptation is their broken-wing act.

Grasshopper
Grasshoppers lay their eggs in the soil. They eat grass and other plants and hop from place to place on strong back legs. Grasshoppers can also fly short distances. Many birds, including meadowlarks, are and killdeer eat them. The Grasshoppers' anatomy and behavior are completely adapted to life in the Prairie.

Monarch Butterfly
This beautiful butterfly eats milkweed leaves as a caterpillar and flour nectar as an adult. Birds sometimes eat monarchs; however, a poison in the milkweed the caterpillars eat gives the butterflies a bad taste so Birds may get sick if they eat monarchs. Several generations of monarchs are on the Prairie each year. Some only live a short time but the last generation lives over 6 months, which gives them enough time to migrate to Mexico for the winter! Monarch butterflies' best adaptation is their bad taste.

Goldenrod Gall Fly
These tiny flies reproduce by laying their eggs in the stems of Goldenrod plants. Along with the eggs, the flies inject the chemical that makes the Goldenrod grow in a ball shape around the egg. This gives the gall fly a protected place to grow up and leaves the Goldenrod plant looking as if it swallowed a marble! Gall Flies eat flowers, and nectar and are eaten by other insects, spiders, and birds such as meadowlarks and Killdeer. Their greatest adaptation is their ability to produce a chemical that makes the gall on the goldenrod.

Bullsnake

This is Illinois's largest snake; it can grow up to 7 ft in length. Bull snakes may lunge, hiss loudly and pretend to strike when disturbed, but they are not poisonous. Their food consists of small mammals such as mice and voles, and their primary predators are birds of prey and people who don't like snakes. One of the snake's adaptations is the act it puts on to scare away predators.

Procedures:

1. Show the students a picture of each animal and read aloud the corresponding description from the teacher's script.
2. Tell the students that they are not going to have a test on what you have just told them, but this is going to be a different kind of test.
3. Ask the students to close their eyes, no fair peeking! mix up the cards and hang one card around each suit and snack so the picture hangs on his or her back.
4. When you are done, tell the students that they are not allowed to say anything until you finish giving instructions, they must remain completely quiet. This is very important now to tell them to open their eyes.
5. Explain that each of them has a picture of one of the animals you just described on his or her back when you tell them to begin, they are to talk to other students and ask only yes or no questions to try to find out information about the animals on their backs.
6. When students think that they know what their animals are, they are to tell you. If they are right, you will turn their pictures around. When students' pictures are turned around they can still help other students who have not yet guessed their animals.
7. After all the students have guessed their animals take the class to an open area outside or the gym or a hallway. Have the students divide into two teams and line up facing each other as shown, the team should have the same number of each animal if possible.
8. Name some of the adaptations from the adaptation scorecard and have the students who have animals with those adaptations run to the center and ring the bell or touch the object. The first student to ring the bell and have one of the correct animals gets one point for their team. Once you have checked the students who ran to the middle those students are to return to their teams for the next adaptation. Some adaptations will have many right answers. This is a good time to have the students figure out why some adaptations are so popular in the Prairie.

Adaptation examples:

- Animals that eat plants: meadowlark, killdeer, 13 lined ground squirrel, grasshopper gallfly
- Animals that get around by flying: meadowlark, killdeer, grasshopper, Monarch, gallfly
- Animals that have webbed feet
- Animals that put on an act to survive: killdeer, bull snake
- Animals with a prehensile (grasping)tail
- Animals that live underground: badger, 13 lined ground squirrel, Prairie vole
- Animals that lay eggs: bull snake, meadowlark, grasshopper, monarch, Gall fly

- Animals with fur: coyote, badger, 13 lined ground squirrel, Prairie vole
- Animals with feathers: meadowlark, killdeer
- Animals that eat other animals all except: monarch and Gall fly

Who Am I game?
Adaptation Scorecard

Adaptation	Correct Answers	Team 1	Team 2
Animals that eat plants	Gallfly, grasshopper, ground squirrel, killdeer, meadowlark		
Animals that get around by flying	Gallfly, grasshopper, killdeer, meadowlark, monarch		
Animals that have webbed feet	none		
Animals that put on an act to survive	Bullsnake, killdeer		
Animals that live with a prehensile tail	none		
Animals that live underground	Badger, ground squirrel, vole		
Animals that lay eggs	Bullsnake, gallfly, grasshopper, meadowlark, monarch		
Animals with fur	Badger, coyote, ground squirrel, vole		
Animals with feathers	killdeer, meadowlark		
Animals that eat other Animals	All except monarch and gallfly		

Lesson 13 Prairie Mural

Overview: Students will work together to pick a part of the Prairie and create a grade band mural of the Prairie including the grasses, Forbes, insects, mammals, birds, and reptiles/amphibians.

Essential Question: What does a prairie ecosystem need?

Key Concepts and Vocabulary:

- Ecosystem
- Forbs

Student Performance Objectives: The students will…

- Discover all the parts of the Prairie necessary for it to function
- Focus on one part of the prairie and lightly research
- Draw a picture of their plant or animal to add to the prairie mural
- Write a notecard about their plant or animal for display

Time Required: 45 minutes

Special Requirements: Teacher needs to order a class set of the "Summer Prairie Wildflowers and Grasses of Illinois" poster from the INDR.

Standards:

- W.3.7 Conduct short research projects that build knowledge about a topic.
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.
- Environmental Literacy Standard 1: Students will understand the Earth's Systems.
- Environmental Standard: Standard 2: Students will understand the relationship between the environment and human beings.

Assessments/Performance Tasks:

- Index card with information posted by plant or animal on the mural and presentation
- Rubric

Materials Needed/Advanced Preparation Required:

- Class supplied research materials for each of the six components in the ecosystem (grasses, Forbes, insects, birds, mammals, reptiles/amphibians)
- Index cards
- White construction paper
- Colored pencils/markers/paint
- Large mural prepared with a light blue wash at the top, greenwash in the middle, and brown wash on the bottom third. this will be the background to represent the three different layers of the prairie, above ground (blue), grassy middle, and below ground
- Rulers/meter sticks

Background Information:

The teacher should be familiar with Prairie Wildlife from previous lessons.

Learning Activities/Procedure:

1. Today is going to be a great day! We, as a whole grade band, will be putting together a mural of the Prairie to share with anyone walking down the hallway what we have learned. Teachers should tell the students about the six different sections of the Prairie that we will create (grasses, Forbes, insects, mammals, birds, and reptiles/amphibians).
2. Explain that they will be placed into six groups and within those groups, they will choose one plant/animal in their section to create for the mural. Before they choose any item for the prairie, they must read together in partners through their classroom materials and discover information about each of the plants/animals in their sections.
3. Tell the students that once they have gained this background knowledge they will be able to make the best choice. Each person in the group MUST choose a different species in their section.
4. Explain that after groups have gotten together, read about the species, and chosen a species to draw, they will use the white construction paper to draw on. Remind them that their species must be ACTUAL SIZE! if a big blue stem can grow to be 6 ft tall then they must make a big bluestem 6 ft tall. Measuring tools should be available if needed. If the vole is only 10 in long then students should use a ruler to measure it.
5. After the drawing is completed, the students will take a note card and write a few facts about their species to inform people stopping and passing in the hallway. This will be pinned up by their drawing. They must have it checked by the teacher or assistant before being completely done.
6. If students seem ready, split them up into six groups and give them the reading materials from the classroom. they may not write on the sheets of these materials because other classes will be using them as well to save paper.
7. Once groups are split up, gather the grasses and forbs group and talk about the roots of their plants. remind them that their roots are important in the prairie and there is space on the mural to show the roots below the grasses. They can use yarn or draw the roots if they would like but the roots should be actual size as well.

8. Next head over to the mammals and insect groups and ask if any of their species burrow or live under the soil. If so, remind them that there is a soil portion of the mural and they should use this part for their species if appropriate.
9. Teacher needs to monitor the class and make sure drawings are done neatly and accurately. Prairie field guides are available for pictures and information reference. They should also use the information and pictures from the classroom materials as a source.
10. When a student finishes their index card and drawing they can post it on the mural with the teacher. If appropriate the student can draw another picture of their animal but keep in mind that 88 students will be posting on this same mural. At the teacher's discretion.
11. When students are completely finished, they can read through and color in their Illinois Prairie, INDR poster.
12. When the class has completed their drawings and index cards and everything is posted, the teacher can start presentations. They will take the class into the hallway and have each student point out their drawing and tell about their prairie life.

Adaptations/Differentiation:

- Teachers may allow students to pick their groups or make the groups ahead of time.
- Teachers can have the students write the answers to the research questions on a separate sheet of paper as they read to go along with a partner during the presentations.

Related Readings:

Extension Ideas:

Resources:

- Prairie Field Guides
- Classroom resources/ online sources

Section E: 5th Grade

Natural Resources: Renewable Resources as Sustainable Practices
Grade level: 5th **Time Frame:** 18 Days

Essential Questions:

- What are the qualities of renewable resources?
- What can we learn about the history, how each is designed, where they are used, and the advantages and disadvantages of each renewable energy?
- How does our community address the need for renewable energies?
- How can individuals protect the earth's resources?
- How do we collaborate as a group to create an informative newscast?

Knowledge and skills:

Students will be able to...

- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Essential Vocabulary:
Natural Resources
Wind power
Solar power
Geothermal power
Hydropower
Biomass
Nonrenewal Resources
Coal
Oil
Natural Gas
Conserve
Environment

Illinois Standards (ELA):
CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.5.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CC.SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CC.SL.5.1.b Follow agreed-upon rules for discussions and cary out assigned roles.
CC.SL.5.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.

NGSS (Science):
5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

EfS Standards:
Sustainable Economics: Envision how choices of individuals and as members of school, family, club, neighborhood, business, town, and prospective professional communities can contribute to the viability of a sustainable future.

Sequence of Lessons:

Day One:
Students learn about renewable energy by reading these texts: Natural Energy Resources article and the Super Savers Digital Student Guide.pdf.
Students are able to state the differences between renewable and nonrenewable energies.
Students take notes on the renewable energies. Pillars and Energy Notes Template

Day Two:
Introduce Renewable Energy Newcast Project: Renewable Energy Group Newscast
Each student will pick a renewable energy (Solar, Wind, Hydropower, Geothermal, and Biomass) and a specific role within that renewable energy to research.

- Historian: When was it developed?
- Engineer: Describe how it works
- Investigator: What is it? Where is it used? Who uses it?
- Analyzer 1: Advantages/Pros of what makes that renewable energy better than other energies
- Analyzer 2: Disadvantages/Cons of what makes that renewable energy less desirable than other energies.

Days Three-Seven
Each student will research their specific renewable resource pertaining to their role and take notes on notecards. They will use book and online resources to gather information.

Days Eight-Eleven
Students convene in their energy groups to share their researched information. They begin to create their newscast by using Google Slides. Each student in the group practices their presentation and add creative elements.

Days Twelve-Fourteen
The "audience" takes notes as each group presents their Newscast to the class. They listen to compare their energy to the one being presented to them, and share feedback and comments afterward. They evaluate their individual performance and their classmates' work.

Day Fifteen
Students tour their school's campus to locate renewable energies and to see how their community is making positive decisions at address environmental issues as a local level. Students read the signage about solar, wind, and geothermal energies. They are reminded about the importance of composting daily.
PCCS Signs.

Day Sixteen
Students take a field trip to College of Lake County. The goal is to go into the community to see how scientific ideas are developed to protect the Earth's resources and environment. They tour various part of the campus to learn about their LEED, Leadership in Energy and Environmental Design, features and sustainable, renewable energy practices. During the tour, students walk on the roof to observe the green spaces and solar panels, learn and see how the function of geothermal pipes, understand how the college reuses water, and uses and benefits of having a greenhouse and apiary.
Living Lab Trail Vision 5.0.pdf
Science Building FAQ v3.pdf
Solar Information CLC.pdf

Day Seventeen
We partner with the Energy Action Team, an Illinois energy program, created for schools funded by ComEd, Nicor Gas, Peoples Gas, and North Shore Gas. Super Saver Kits are distributed to each student. Students share the different items they can use at their home with their families to encourage energy saving practices. Students have discussions with their families about their decisions to use these items and how make changes in their lives to help the environment.

Day Eighteen
Students take a summative assessment based on their understanding of their assigned renewable energy.

Assessments:
Students practice vocabulary for each of their renewable energies by using:
Quizlet Link: Renewable and Nonrenewable Energies,
Tests: Biomass Energy, Geothermal Energy, Hydropower, Solar Energy, Wind Power

Sample Collaborative Newscast Projects
Wind Power Presentation
Geothermal Energy Newscast Slide

Section E: 6th Grade

ELA Unit-6th Grade

Unit: <u>Narrative-Telling my Story</u>

Description: The purpose of this unit is to introduce students to narrative writing by examining narrative writing models, practicing their writing skills, and expanding their knowledge about the writing process. They will examine and analyze the six elements of narration by reading *Ms. Marvel Volume 1: No Normal by G. Willow Wilson*, *Eleven* by Sandra Cisneros (Fictional Narrative), and *The Racist Warehouse* (Personal Narrative). This unit will culminate in students producing a fictional or personal narrative.

Objective: Examining narrative writing models will help students understand what a narrative is. Students will be able to identify and analyze the six elements of a narrative by reading the text Ms. Marvel Volume 1: No Normal by G. Willow Wilson, *Eleven* by Sandra Cisneros (Fictional Narrative), and *The Racist Warehouse* (Personal Narrative). As students explore topics and ideas, write a first draft, revise, edit, and proofread, they will be able to practice their writing skills and build upon their knowledge of the writing process. By using relevant descriptive details, adjectives, and well-structured sentences, students will be able to write a personal or fictional narrative.

Essential Questions:

- What is a narrative? (Personal Narrative or Fictional Narrative)
- How to write a narrative? (Structure, pacing, organization, etc)
- What are the six elements of a narrative? (Theme, point of view, conflict,etc)

Standards:

CC.6.R.L.1	**CC.6.W.2.b.**	**C.C.6.L.1**
CC.6.R.L.2	**CC.6.W.2.c.**	**C.C.6.L.2.a**
CC.6.R.L.4	**CC.6.W.3**	**CC.6.L.3.a**
CC.6.R.L.5	**CC.6.W.3.a**	
CC.6.R.L.6	**CC.6.W.3. b**	
C.C.6.R.I.1	**CC.6.W.3.c**	
C.C.6.R.I.2	**CC.6.W.3.d**	
C.C.6.R.I. 3	**CC.6.W.4**	
C.C.6.R.I.5	**CC.6.W.5**	
C.C.6.R.I.6	**CC.6.SL.1**	
	CC.6.SL.1.c	

Materials:

- **Chromebook**
- **Colored pencils or Markers**

- **ELA notebook**
- **Pencil**
- **Google Slide-Introduction to Narrative Writing (Used periodically throughout the unit)**

Introduction to Narrative Writing

- **Narrative notes-Fill in the Blank (Notes used for Day 1 of the unit)**
  Narrative Notes

- **Google Slide-Types of Conflict**

Types of Conflict Google Slide

- **Theme-Stories/Poems (Students analyze stories/poetry on pg. 5 & 6 to find the common theme)**

Theme

- **Common Themes in Literature List**

Common Themes Literature Sheet

- **You Betcha Dialogue Game (Game used to practice Speech tags and Quotations for Dialogue)**
  You Betcha Game/Worksheet

- **Google Slide-Background information about Ms. Marvel**
  Background Information on Ms. Marvel

- **Narrative Writing Supplements (Students used this resource to help with the brainstorming process for their narrative [Personal or Fictional]. Used pgs. 7, 8, 9, 10, 13, 17,& 18)**

Narrative Writing Supplements

- **Peer Review Checklist (pg. 19)**
  Peer Review Checklist

- **Narrative Rubric (pg. 21)**

Narrative Rubric

Ms. Marvel Packet: (Used in conjunction with reading Ms. Marvel Volume 1: No Normal by G. Willow Wilson)

- **Directions/Overview of Ms. Marvel Graphic Novel**
  Directions

- **Character Graphic Organizer**

Character Graphic Organizer

- **Point of View Graphic Organizer**

Point of View Graphic Organizer

- **Story Elements Graphic Organizers**

Story Elements Packet

- **Ms. Marvel Questions**

Ms. Marvel Questions

Online Sources:

- **Personal Narrative vs Fictional Narrative PowerPoint**

Personal Narrative vs. Fictional Narrative

- **Fictional Narrative-***City or Country-A Mouse Chooses*

Fictional Narrative

- **Personal Narrative-***The Racist Warehouse*

Personal Narrative Example

- **Fictional Narrative-***Eleven* by Sandra Cisneros

Fictional Narrative Example

- **Character Analysis Graphic Organizer (Use graphic organizer on pg. 9)**

Character Analysis Graphic Organizer

- **Ms. Marvel Volume 1: No Normal by G. Willow Wilson (Students used this online source to read the graphic novel online. Students read up to vol. 5.)**

Ms. Marvel Graphic Novel

- **Narrative paper example-Traveling to India for First Time**

Travel to India for First Time

Youtube Videos:

- Five Elements of a Story-Themes of Story
- How to Complete a Character Analysis
- Theme | English For Kids | Mind Blooming
- Types of Conflict Video

Procedure:

Day 1-Introduction

Hook: What is a narrative?

We will discuss the answers students come up with as class once they have taken a few minutes to answer the following question.

Students will be given a Narrative fill-in-the-blank worksheet to follow along with a google slide (*Introduction to Narrative Writing)* I will have on the board. We will review what a narrative is and the six elements of a narrative.

If there is time permitted-students will watch *Five Elements of a Story-Themes of Story*
(Video will review some of the narrative elements students took notes on)

Materials: ELA notebook, pencil, Narrative notes worksheet, and Introduction to Narrative Writing google slides (taking notes only for slides 1-15)

Day 2- Personal vs. Fictional Narrative

Recap:
As a class we will review material from the previous class (Narrative and six elements of a narrative).

Students will go to their ELA notebooks and create a venn diagram. On one side they will write Personal Narrative, in the middle they will write similarities, and on the right, they will write, Fictional Narrative. Once done, they will go to the powerpoint posted in ELA google classroom.

They will go through the powerpoint and fill out the venn diagram. They will compare and contrast between Personal and Fictional Narratives.

For homework, students will read personal narrative and a fictional narrative. They will use their venn diagram to find at least 3 traits for a personal and fictional narrative.

Materials: ELA notebook, chromebook, pencil, Personal vs. Fictional Narrative powerpoint, *City or Country-A Mouse Chooses*, and *The Racist Warehouse*.

Day 3-Character Analysis

Review Homework. Draw a venn diagram on the board and have students come up to fill out the diagram.

As a class we will watch *How to Complete a Character Analysis* youtube video. The video will go through the steps on how to complete a character analysis.

Once done, we will have a short class discussion on the content we just watched.

Students will be given a character analysis graphic organizer. Before starting this assignment, I will provide an example on a character analysis using the character Draco Malfoy from Harry Potter.

Students will go to ELA Google Classroom and read *Eleven* (Fictional Narrative) and fill out the graphic organizer.

Materials: ELA notebook, chromebook, pencil, character analysis graphic organizer, *Elven, City or Country-A Mouse Chooses*, and *The Racist Warehouse* narratives.

Day 4-Continue Character Analysis and Setting

Give students the first 15 minutes of class to complete the graphic organizer. Go over the character analysis graphic organizer with the class.

Once done, ask students to take out their narrative notes they did on the first day. Go in more detail about setting. Have students take notes on additional information on setting.

Last few minutes of class, have students take out their ELA notebook and ask them to close their eyes and visualize their favorite place in the world. Once they have visualized their favorite place in the world, have students write down details they remember about that place (e.g., location, landscape, etc).

Materials: ELA notebook, chromebook, pencil, character analysis graphic organizer, *Elven* personal narrative.

Day 5- Conflict

Have students take out their ELA notebook and have them take notes on information presented.

Students will follow along with me as we go over *Types of Conflict* google slide.

During the presentation, stop and ask students questions about the information we are going over.

After students are done taking notes, they will watch Types of Conflict youtube video. The video will go over the content they took notes over and provide examples in the form of scenes from Disney and other material.

Materials: ELA notebook, pencil, Types of Conflict google slide, and Types of Conflict youtube video.

Day 6-Dialogue

Ask students take out their ELA notebook and continue with Introduction to Narrative Writing google slide (slides 16-19)

Have students write notes and go over some examples provided in the google slide.

Students then will be given a You Betcha Dialogue Game worksheet. I will also post the worksheet on the projector. While playing this game, students will need to look at sentences and plug in the correction grammar, punctuation, and speech tags. After giving students a chance to answer each question, I will ask students to provide the answer, if they do not know it, I will provide it.

Last five minutes of class, students will record their scores and share them with the class.

Materials: ELA notebook, pencil, You Betcha Dialogue Game worksheet.

Day 7- Day 11-Ms. Marvel and packet

Review previous material (Dialogue) and bring up how it is connected to the next novel students will read in class, *Ms. Marvel Volume 1: No Normal by G. Willow Wilson*. Go over the first few pages of the graphic novel (posted on their ELA google classroom) online and show examples of dialogue and speech tags.

Pass out the Ms. Marvel Packet and go over it together as a class. Plus, give students background information about the character Ms. Marvel. Show Ms. Marvel google slide on the board. During this time students can ask questions about the expectations of the assignment, the graphic novel, etc.

Once done students can start reading the novel and working on the packet.

Periodically throughout this mini-lesson I and the IA will meet with different groups (in assigned groups of 4-7) and work with them on their packets.

Materials: Pencil, chromebook, Ms. Marvel Packet, Ms. Marvel graphic novel (online), and Ms. Marvel Background Information google slide and colored pencils/markers.

Homework: Work on packet at home if needed

Day 12- Catch up day

During this period students will be finishing up their packet if needed or work on the final trimester project (Book in the Box) that was assigned a while ago. Students can also read ahead of their assigned reading in the Ms. Marvel graphic novel (they only had to read up to vol. 5, it goes up to vol. 19).

Homework: Need to complete packet

Materials: ELA notebook, pencil, chromebook, Ms. Marvel Packet, Ms. Marvel graphic novel, and Book in the Box packet (if needed).

Day 13-Narrative Writing-Background Information/Rubric for narrative paper

Students need to turn in their packets. Afterwards, students continue to take notes in their ELA notebook with the content we will be covering in the Introduction to Narrative Writing google slide (slides 20-25) on the writing process of narrative writing.

Once done, I will hand out the rubric for the narrative paper and talk about the expectations for this assignment.

Then show students an example of a narrative paper, *Traveling to India for the First time*.

Have a short discussion in class about the narrative paper (Traveling to India for the First Time) (e.g., the writing process, content, etc).

Materials: ELA notebook, pencil, chromebook, Introduction to Narrative Writing google slide, and *Traveling to India for the First time*.

Day 14-17-Brainstorming (their personal or fictional narrative)

Students will be given graphic organizers (Narrative Writing Supplements-pgs. 7,8, 9, 10, and 13). for each step of their writing process for their narrative papers (e.g, setting, dialogue, etc for their narrative). If everything is filled out correctly, they will be given the next graphic organizer. Once every graphic organizer is filled out, they will start on their narrative (personal or fictional).

Note: If a student's graphic organizer is not filled out correctly, a teacher or IA will point out the mistakes he/she made before giving them the next one.

Materials: ELA notebook, pencil, and graphic organizers (Narrative writing supplements-pgs. 7,8,9,10, and 13), and chromebook.

Day 18-22 -Writing their narrative

In this time, students will work independently on writing their narratives (rough drafts). The IA and I will periodically check in with students on their progress one-on-one, checking grammar, organization, reaching a resolution in their narrative, etc.

Materials: ELA notebook,pencil, chromebook, and graphic organizers (Narrative writing supplements-pgs. 7,8,9,10, and 13).

Day 22-Finishing up/Peer Review

As students complete their rough drafts for the first half of the class, they will get a partner and peer evaluate each other's papers using a peer review checklist.

Once done, they will start working on their corrections.

Materials: ELA notebook, pencil, chromebook, peer review checklist ((Narrative writing supplements-pg. 18).

Day 23-24 Revisions/Turing in Paper

Students will be working on their revisions for their narratives and turning in their final product. They will turn them into their ELA google classroom under *Narratives-Turn in here.*

If we have time, students can share their narratives with the class.

Materials: ELA notebook, pencil, chromebook, and narratives (personal or fictional)

Assessments:

Formal Assessment

- **Character Analysis Graphic Organizer (Use graphic organizer on pg. 9)**

Character Analysis Graphic Organizer

- **Narrative Writing Supplements (Students used this resource to help with the brainstorming process for their narrative [Personal or Fictional]. Used pgs. 7, 8, 9, 10, 13, 17,& 18)**

Narrative Writing Supplements

- **Peer Review Checklist (pg. 19)**
  Peer Review Checklist

Summative Assessment

Ms. Marvel Packet: (Used in conjunction with reading Ms. Marvel Volume 1: No Normal by G. Willow Wilson)

- **Directions/Overview of Ms. Marvel Graphic Novel**
  Directions

- **Character Graphic Organizer**

Character Graphic Organizer

- **Point of View Graphic Organizer**

Point of View Graphic Organizer

- **Story Elements Graphic Organizers**

Story Elements Packet

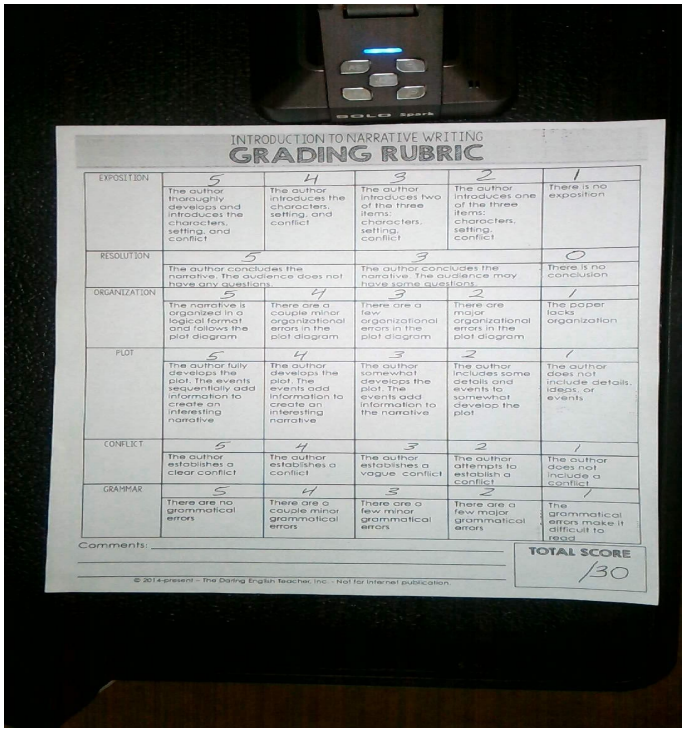
- **Ms. Marvel Questions**

  Ms. Marvel Questions

- **Narrative Rubric (pg. 21)**

Narrative Writing Supplementals.pdf **(Blank Copy)**

Rubric Used for Narrative



INTRODUCTION TO NARRATIVE WRITING

GRADING RUBRIC

EXPOSITION	5 The author thoroughly develops and introduces the characters, setting, and conflict	4 The author introduces the characters, setting, and conflict	3 The author introduces two of the three items: characters, setting, conflict	2 The author introduces one of the three items: characters, setting, conflict	1 There is no exposition
RESOLUTION	5 The author concludes the narrative. The audience does not have any questions.		3 The author concludes the narrative. The audience may have some questions.		0 There is no conclusion
ORGANIZATION	5 The narrative is organized in a logical format and follows the plot diagram	4 There are a couple minor organizational errors in the plot diagram	3 There are a few organizational errors in the plot diagram	2 There are major organizational errors in the plot diagram	1 The paper lacks organization
PLOT	5 The author fully develops the plot. The events sequentially add information to create an interesting narrative	4 The author develops the plot. The events add information to create an interesting narrative	3 The author somewhat develops the plot. The events add information to the narrative	2 The author includes some details and events to somewhat develop the plot	1 The author does not include details, ideas, or events
CONFLICT	5 The author establishes a clear conflict	4 The author establishes a conflict	3 The author establishes a vague conflict	2 The author attempts to establish a conflict	1 The author does not include a conflict
GRAMMAR	5 There are no grammatical errors	4 There are a couple minor grammatical errors	3 There are a few minor grammatical errors	2 There are a few major grammatical errors	1 The grammatical errors make it difficult to read

Comments: _____

TOTAL SCORE 30/30

Examples of Student Work:

Narratives-Personal or Fictional

Narrative Paper

Narrative Paper 2

Section E: 7th/8th Grade Math, SS, LA & Science

7th Grade Math
Covering, Surrounding, and Filling

EXPLORATION 1

Designing Gardens: Extending and Building on Area and Perimeter

Gardening is an American past-time that the entire family can enjoy together. You are never too young or too old to start your first garden. Of course, as time goes by, you can enjoy more complex scenarios, plants, and flowers. This is an extremely rewarding and entertaining hobby for those who are willing to dedicate the time and energy to properly care for their plants.

1.1 Designing Square Foot Gardens

Area and Perimeter

Square foot gardening is a simple and popular way to design garden spaces for backyards and schools. Square foot gardens use raised beds to make the gardening experience even easier for new gardeners. The Square Foot Gardening Company or SFGC designs all of their gardens by using 1 foot by 1 foot squares. The timber sections are measured in 1 foot board length.

Two measures tell you important facts about the size of the raised bed garden plans. The number of squares needed to cover the garden bed is a measure of **area**. The board length needed to surround the raised bed is a measure of **perimeter**. Most raised garden beds are in the shape of a rectangle. However, today you will work with garden beds that are not rectangles.

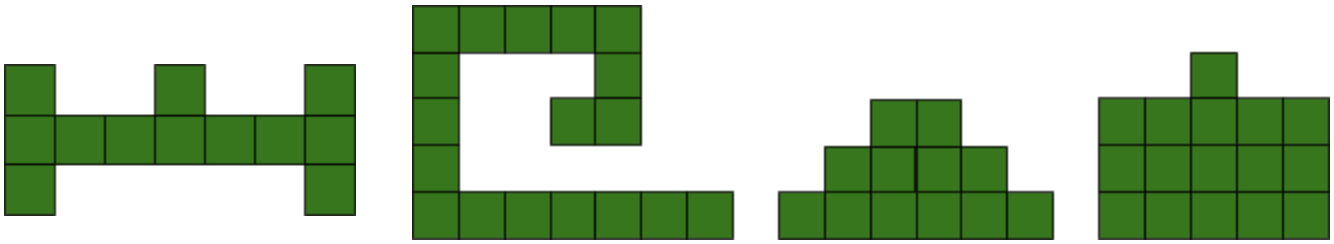
Problem 1.1

When a customer places an order, the designers at SFGC use square tiles to model possible floor plans. SFGC receives the customer orders below. Experiment with square tiles and then sketch some designs on grid paper for the customer to consider.

1. John Muir Middle School in Wisconsin wants a garden bed that covers 24 square feet and has lots of fencing. Sketch two or three possible garden designs for this request.

2. Badger State Community College, also in Wisconsin, requested a garden design with 36 square feet of gardening space and 26 feet of fencing. Sketch two or three garden plans for this request.

3. The designers of SFGC created four designs for garden beds.



Design A Design B Design C Design D

Problem 1.1 Continued

a. Find the area and perimeter of each garden plan. Record your data into this table. You will use the "Cost" column of the table in part (c).

b. Which of the designs have the same number of square feet gardening? Do those designs have the same number of board feet length? Explain.

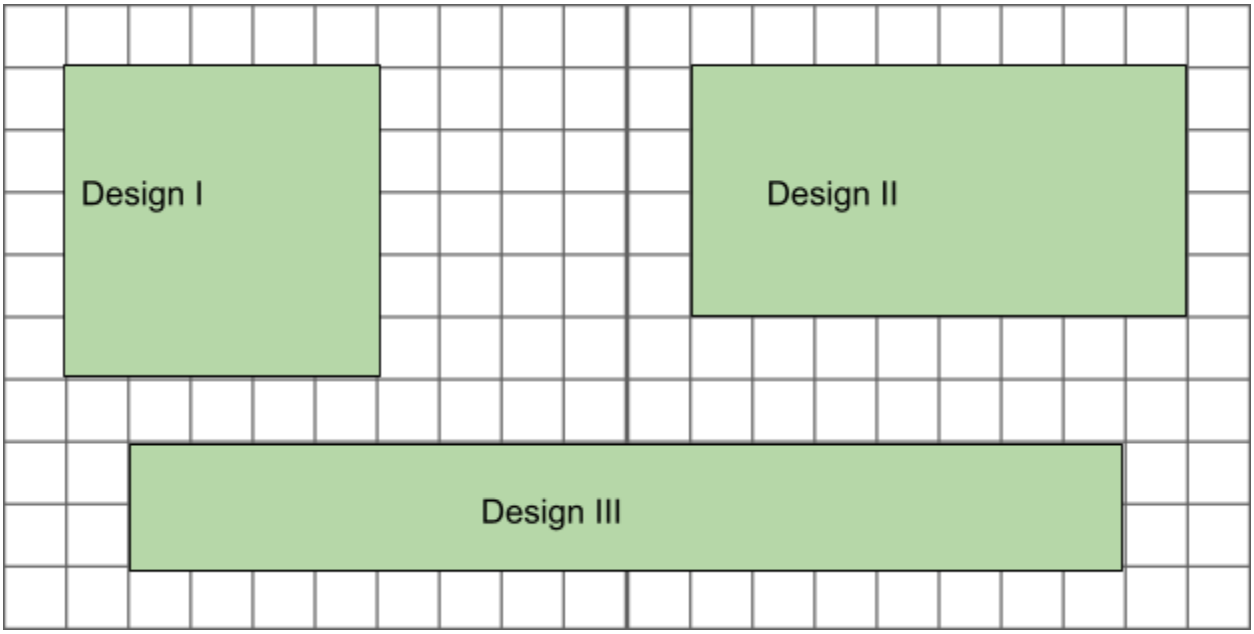
c. The designers at SFGC charge $2.50 for each board foot length and $5 for each square foot of gardening fabric to go on the bottom of the garden bed to keep out weeds. For the designs with the same square footage, which design will cost the most? Which design will cost the least? Show your work.

d. Redraw Design B so that it forms a rectangle. Is the cost for this garden design more or less than the original design? Show your work.

4. Waters Edge High School orders a series of designs for their Farm to Fork initiative. The SFGC sends the school Designs I, II, and III.

   a. What is the area of each design? Show your work.

   b. What is the perimeter of each design? Show your work.



   c. Using the cost from the previous page, what is the cost for each of the three different designs?

   d. Which design would you choose? Explain your reasoning.

5. The dimensions of a rectangle are called the **length (l)** and **width (w).** Look for patterns throughout problem 1.1 to help you answer the questions below.

   a. Use words to describe a formula for finding the perimeter of a rectangle. Write the formula using the symbols for length and width.

   b. Use words to describe a formula for finding the area of a rectangle. Write the formula using the symbols for length and width.

   c. Find the perimeter and area of a garden bed with a width of 4 feet and a length of 15 feet.

ODE Outdoor Extension 1.1

Our school has many garden beds around the school. The Rachel Carson building itself has some on the west side of the building and some behind Ms. Stienbeck's classroom and near Ms. Stewart's classroom. The dimensions of the 5/6th grade gardens are 6' by 4' and the 7/8th grade gardens are 4' by 25'.

Find out the total amount of square feet of gardening space that the 5th through 8th grade classrooms have in total. After you have determined the total amount of square foot gardening, answer the following scenario.

The teachers in the Rachel Carson building wish to plant ½ of the available garden space in tomatoes, ¼ of the available garden space in corn, ⅛ of the available space in onions, and the rest of the available space in basil. Calculate how much of each plant they will need to grow to meet these requirements.

Use this website for referencing Plant Spacing

Work in a group of two or three to solve this problem. This is an extended problem so you will need to come up with a plan on how to solve it before you begin. Write your plan down and then have it checked over by an adult in your classroom.

1.2 Building Garden Sheds

Constant area, Changing Perimeter

Whether you simply need to store your basic garden tools like watering pots, lawnmowers, gardening soils, rakes and shovels or you want an outdoor area that you can use as an office or other environment, a garden shed is a smart and simple option.

The Square Foot Gardening Company has decided to expand their business to include garden sheds. When you make a design for anything from a raised bed garden to a garden shed, you need to consider the use of space to find the best possible plan. A general rule of thumb is that form follows **function**. In other words, the shape of a building or object should be primarily based upon its intended **function** or purpose. Therefore at times you might want the greatest or *maximum* possible area or perimeter. At other times you may want the least or *minimum* area or perimeter.

Problem 1.2

The Square Foot Gardening Company has received several orders for garden sheds by Prairie Crossing homeowners. Due to regulations all of the garden sheds must have 36 square feet of floor space.

1. Experiment with different rectangles that have whole-number dimensions. Sketch each possible floor plan on grid paper. Record your data onto the Garden Shed Table. The first one has been done for you. Notice that the dimensions are written as *1 ft x 36 ft*. As you work please look for patterns in the data. **Remember math is about the study of patterns.**

2. Suppose the walls are made of flat rectangular panels of exterior plywood that are one foot wide and have the needed height.
    a. What determines how many wall panels are needed, area or perimeter? Explain your reasoning.

b. Which design would require the most panels?

c. Which design would require the fewest panels?

3. Use your table to fill in the graph that your teacher hands out. Compare the length of each rectangle and the perimeter to the corresponding rectangle.

a. Describe the shape of the graph. How do the patterns that you saw in your table show up in the graph?

4. Suppose SFGC was asked to build a garden shed with 50 square feet of rectangular floor space. Which design has the smallest perimeter? Which one has the greatest perimeter?

5. In general describe the rectangle that has the greatest perimeter for a fixed, or unchanging area. Describe the rectangle that has the least perimeter for a fixed area.

ODE Outdoor Extension 1.2

The school is looking at adding a garden shed to help with storage of garden tools. There are four locations that the school is evaluating as spots for the garden shed. The walls of the shed will be eight feet tall.

Your group will have to design a shed for each location. Additionally you will need a blueprint or an area layout for the shed you design. You should be able to explain your reasoning for why you chose the perimeter that you did.

Additionally cost is always a factor in making decisions. The cost for floor panels is $7 per square foot and the cost for wall panels is $48 per panel (or $48 x perimeter). What is the cost of your design?

Location 1:
The first location is the west end of the Carson building. Teachers there would like a shed large enough to walk into, but with enough wall space to hang 12 shovels from the walls. They are looking for an area of 48 square feet.

Location 2:
Along the north porch between Mrs. Lorican's and Mrs. Stienbeck's classrooms. Due to the narrowness of the porch they are wanting a shed that is longer than it is wide. Since it is only for the two of them they only need for the area of the shed to be 24 square feet.

Location 3
Along the north side of the Gym the school staff would like to have a shed. This shed needs to have enough room or space to park a riding lawn mower in. The staff has decided that they would like a shed with 108 square feet of area.

Location 4:
Ms. Smetters and Mrs. Chan would like to have a garden shed for their two classrooms to use. The shed would go on their back porch. The shed will need to be longer than it is wide but still with enough storage space to put all of their garden tools and two shovels. They would like the shed to cover an area of 30 square feet.

1.3 Don't Fence Me In

Constant perimeter, Changing area

In the last problem the length and width of rectangles changed, but the area was fixed. In this situation length and width are variables. The **formula**, or rule, for the area **A** of a rectangle is ***A= l x w.*** This formula shows a relationship between area and the length and width of a rectangle.

In the next problem, length and width are variables, but the perimeter is fixed. The formula for the Perimeter ***P*** of a rectangle shows a relationship between the perimeter and the length and width of a rectangle.

P=2l + 2w or **P=2 (l + w)**

You have discovered that rectangles with the same area do not always have the same perimeter.
What do you think will happen when the perimeter is fixed (stays the same)? What rectangle will have the greatest area? The least area?

Problem 1.3

During World War I and World War II families planted Victory Gardens to help out on the homefront. These gardens were used to lessen the pressure on the public food supply that was needed to feed the soldiers at war. Victory Gardens were an important civic responsibility and were an essential part of everyday life on the homefront. At the peak of WWII there were more than 20,000,000 Victory Gardens planted across the United States. Forty percent of the food eaten on the home front in 1944 was grown in a Victory Garden.

Since 1943, Fenway Victory Gardens has been the home to a motley collection of garden plots. There is 7.5 acres of land with over 500 garden plots dotting the park's landscape. Each person or family has a plot that is delineated by fences.

1. The Reidy family has been given the right to have a garden at the College of Lake County. The president of the gardens has allowed them to put up 24 feet of fence. The Reidy family hires the Square Foot Gardening Company to design all the possible **rectangular** garden plots they could have with 24 feet of fencing.

    a. On the table record each possible rectangular garden plot. The first one has been done for you. Additionally keep a lookout for patterns in the data.

    b. Which rectangle would allow them to have the largest growing plot? How much area would they have to grow crops in?

    c. Which garden plot would give them the smallest growing plot? How much area would they have to grow crops in?

    d. Which design would you choose to build your garden plot? Explain your reasoning. (Be sure to have supporting details for your main point)

2. Use your table to make a graph to compare the lengths and areas of various garden plots with a perimeter of 24 feet.

    a. Describe the shape of the graph. How do the patterns that you saw in your table show up in your graph?

    b. How is this graph similar to the graph you made in Problem 1.2? How is it different?

3. Suppose the planning committee decided to let another family use 36 feet of fencing. Which rectangular garden plot would have the least area? Which would have the greatest area? Explain your thinking.

4. Write a general description or rule for the rectangle that has the least area for a fixed perimeter.

5. Write a general description or rule for the rectangle that has the greatest area for a fixed perimeter.

ODE Outdoor Extension 1.3

The school is thinking of starting up a community garden in the space between the Comstock and Carson buildings.

The Acme Fence Company has decided to donate 240 feet of fencing to this endeavor. Using the equipment given to you, lay out the perimeter for the community garden space.

This is an extended problem so you will need to come up with a plan on how to solve it before you begin. Write your plan down and then have it checked over by the teacher.

Once you have the layout for the fencing sketched, write an explanation why the design you have chosen works best for the site you were given. Be sure to use supporting details why your chosen layout was the best possible one for the site you were given.

Furthermore the school would like to use 80% of the area for garden beds. If each bed will cover 18 sq feet, how many beds can they build? Lastly, if the cost for each bed was $34 in wood and $27 in soil, how much does this "free" garden cost the school?

Designing Gardens: Triangles, Trapezoids, and Hexagons Oh My!

There are many different sizes and shapes for a garden, each garden is a specific individual project. A garden should be creative and aesthetically pleasing to the owner and those who visit it.

In Exploration 1, you looked at rectangular garden designs. In this exploration you will look at some other **polygon** designs. A polygon is a figure with at least three line segments or sides and at least three angles. Finding the area of any polygon is very similar to finding the area of a rectangular polygon. In Exploration 1, we found a formula for finding perimeter and area. In this Exploration you will discover the formulas for finding the perimeter and area of other polygons.

Before we begin this Exploration let's make sure we all understand some of the vocabulary. An angle that measures 90 degrees is called a **right angle.** Right angles are sometime indicated in a drawing as a small square in the vertex. Two lines that form a right angle are often called **perpendicular lines**.

Triangles are usually drawn so that they rest on one side. This side is called the **base**. Any of the three sides can serve as the base. The **height** of the triangle is the perpendicular distance from the vertex opposite the base of the base.

2.1 Triangular Gardens

Finding Area and Perimeter of Triangles

For this Problem several triangular gardens are drawn on grid paper.

As you find the area of each triangular garden in this Exploration, contemplate the patterns you observe. These observations will help you create a formula for finding the area of any triangle.

Problem 2.1

1. In figure 2.1 there are six possible triangular gardens designed by the Square Foot Gardening Company. Each square is one foot by one foot.

    a. Find the approximate perimeter and area of each triangle.

    b. Explain the strategy you used to find the perimeter and the one you used to find the area.

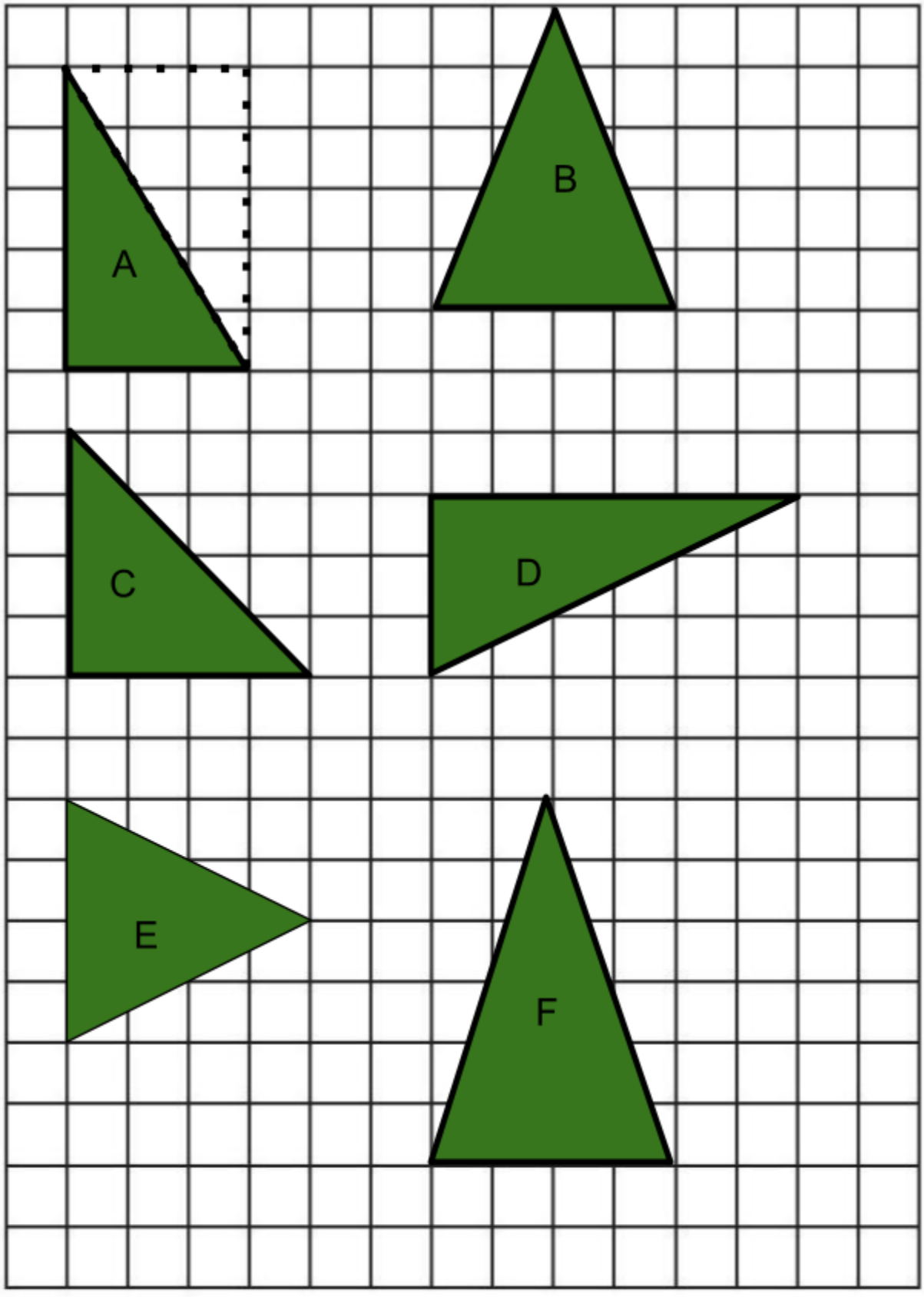


Figure 2.1

Problem 2.1

2. Luke looked at the triangular gardens and decided to box triangle A. After doing so he made an observation and wrote this down.

> *I think triangles and rectangles have a relationship to each other. I observed that when I drew the smallest rectangle around Triangle A…*

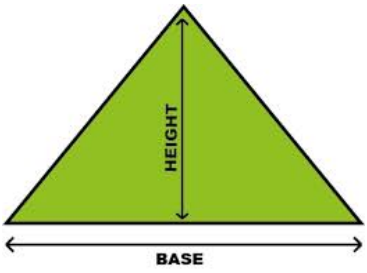
   a. Using Luke's observation, find the area of the rectangle that he drew and compare it to the area of Triangle A. What do you notice?

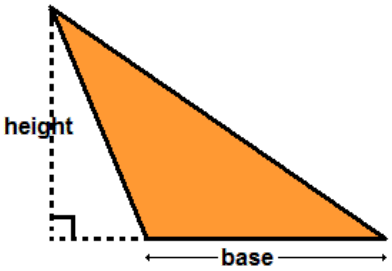
   b. Continuing Luke's plan, draw the smallest possible rectangles around the rest of the triangles. Then compare the area of each rectangle to the area of each triangle. Describe the pattern that shows us the relationship between rectangles and triangles.

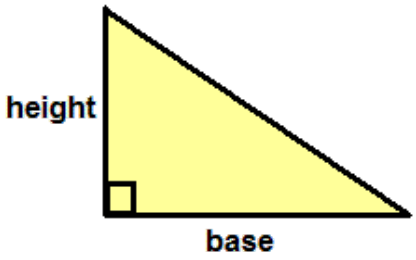
3. Using your answers from question 2, formulate a rule or equation that could be used to find the area of any given triangle.

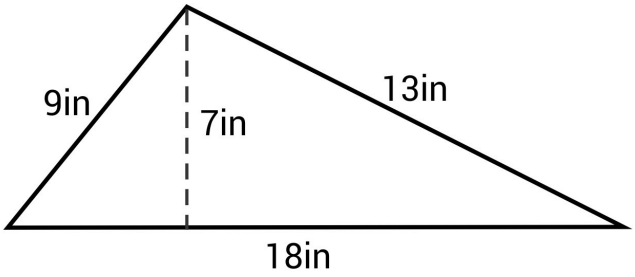
   a. Use your new formula to find the square foot gardening space for a triangular garden with the base of 8 foot and the height of 3 feet.

   b. Use the rule or formula to find the area of the three triangles below. Their base is 12 and their height is 9. What do you notice about the area of each triangle?



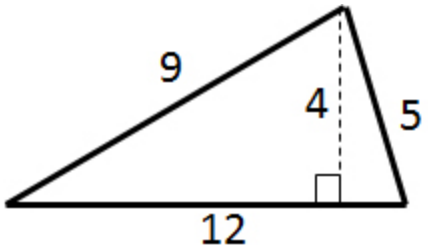






   c. Area= Perimeter=

d. What is the area of the following triangle?



e. Mr. Hershiser wanted a triangle garden bed that had an area of 28 square feet of growing space. List three sets of base and height dimensions that would give an area of 28 sq ft.

Base	Height	Area

ODE Outdoor Extension 2.1

Mrs. Stienbeck would like to make some new raised beds that are triangular in shape. The new beds will have a total area of 720 ft^2. You will need to design triangular raised beds that have a total area of 720 ft^2. She would like two possible designs that would work for this situation. Make sure to keep tabs of the base, height, and area of each triangular bed. You may want to create a table to help you organize your data.

Work as an individual to solve this problem. This is an extended problem so you will need to come up with a plan on how to solve it before you begin. Write your plan down and then have it checked over by an adult in your classroom. Make sure to answer all parts in the checklist below.

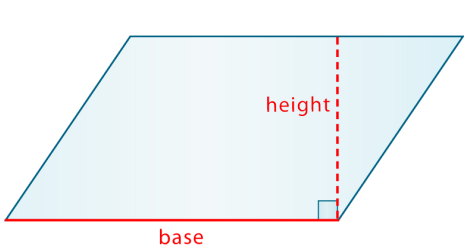
- ❏ Design Triangular beds to replace the current rectangular beds outside of Mrs. Stienbeck's classroom
  - ❏ Make sure to have the base of each triangular bed
  - ❏ Make sure to have the height of each triangular bed
  - ❏ Make sure to have the area of each triangular bed
- ❏ Determine the total cost of the beds
  - ❏ The wood will be donated by a local lumber company
  - ❏ Every 1 square foot of landscape fabric will cost $0.75
  - ❏ What is the cost for the fabric?
- ❏ Answer the following questions
  - ❏ If Mrs. Stienbeck has $475 in her budget for this garden, does she have enough money? If yes, how much is left over and if not how much does he still need to raise?
  - ❏ Mr. Flood stated 40 triangle beds that had a base of 6 and height of 3 would meet the requirements of the problem. Explain the error that Mr. Flood made when calculating the area.

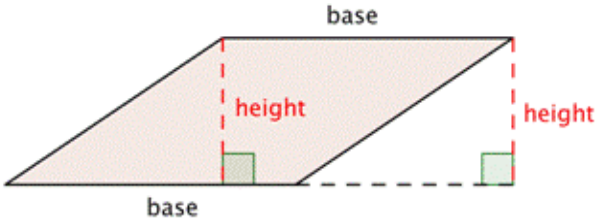
2.2 Gardens of Polygons

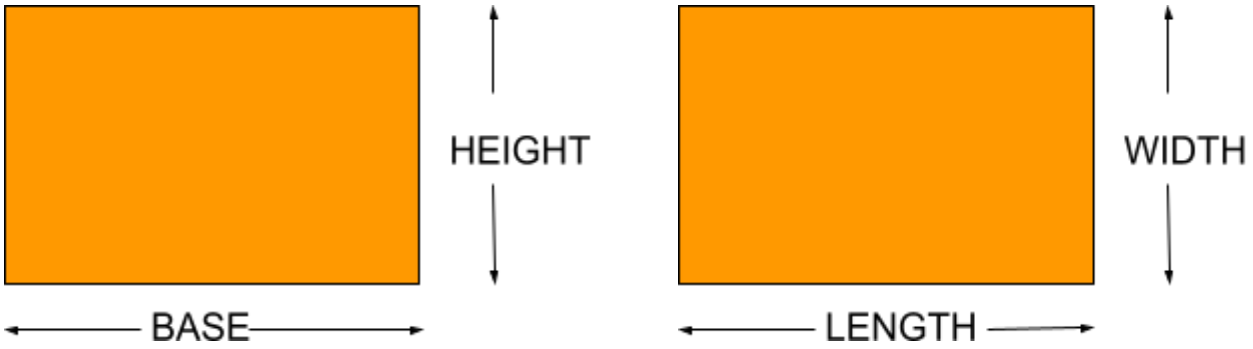
Finding the Area of Other Polygons

You have developed strategies and rules for finding the area and perimeter of rectangles and triangles. In this Exploration, you will create new strategies and rules for finding the area of parallelograms and other polygons. It is important to note that rectangles are also parallelograms. This means that everything that is true for parallelograms is also true for rectangles.

When you work with rectangles, you use the measurements length and width. However parallelogram measurements are much closer to triangles. Often a parallelogram's measurements will be described by side length, base, and height.







Problem 2.2

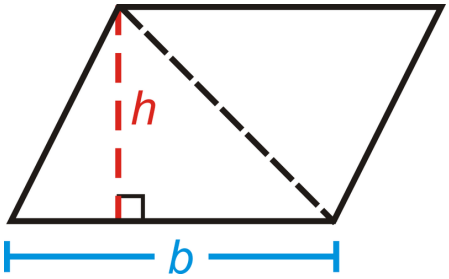
1. In figure 2.2 there are five possible parallelogram gardens designed by the Square Foot Gardening Company. Each square is one foot by one foot.

    c. Find the perimeter and area of each parallelogram.

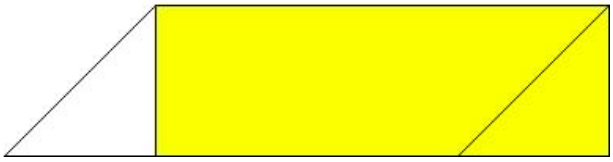
    d. Explain the strategy you used to find the perimeter and the one you used to find the area.

2. Srihari looked at the parallelogram gardens and decided to use what he knew about the area of a triangle to find the area of a parallelogram. He drew a diagonal and height in the parallelogram and used the formula for finding the area of a triangle.

    a. Using Srihari's observation, find the area of the triangles that he drew and compare it to the area of the parallelogram. What do you notice?

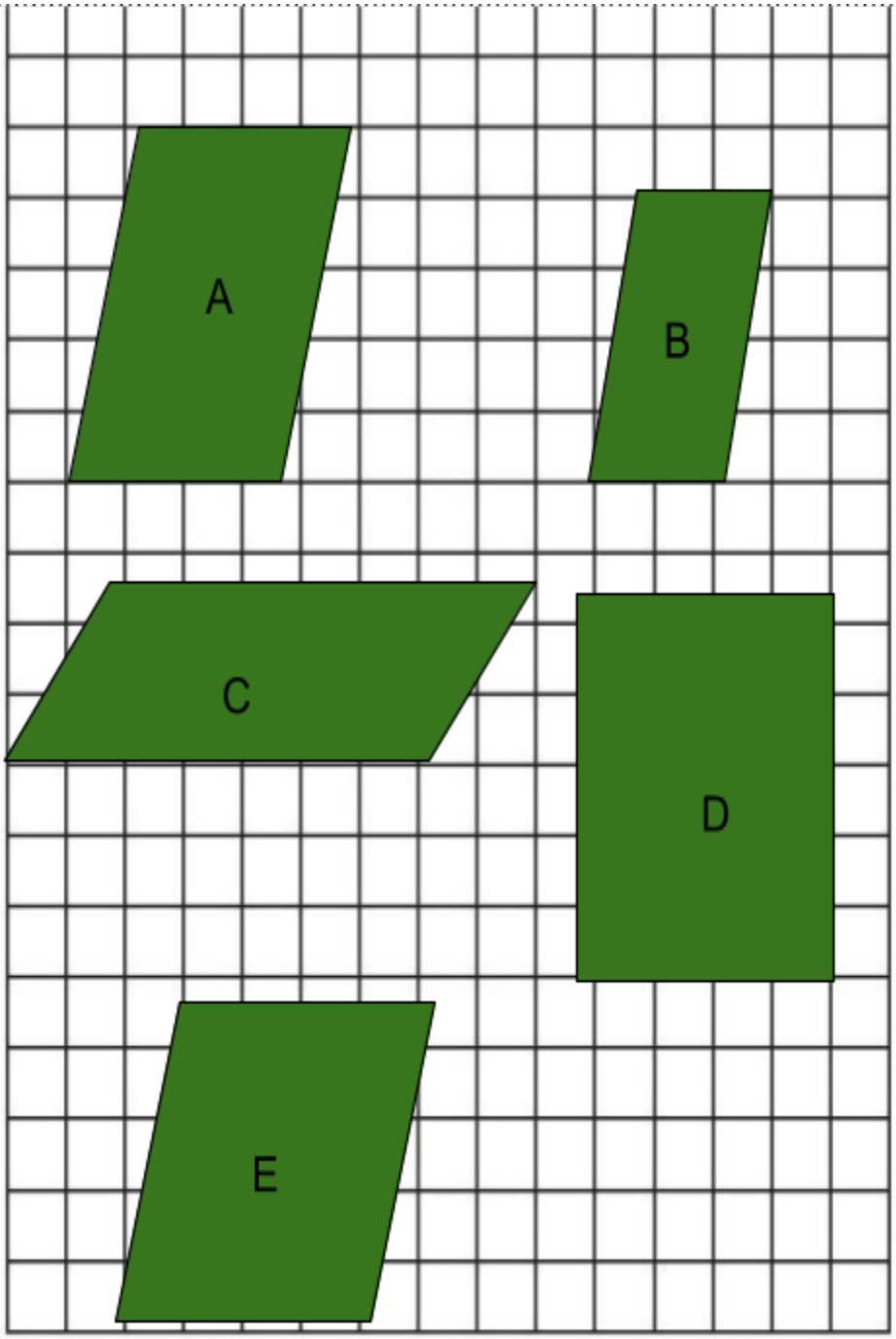


    b. Kerme decided to use what she knows about the area of a rectangle to help her find the area of a parallelogram. She makes a drawing to show how she cut a triangle off of one side of the parallelogram and added it to the other side.

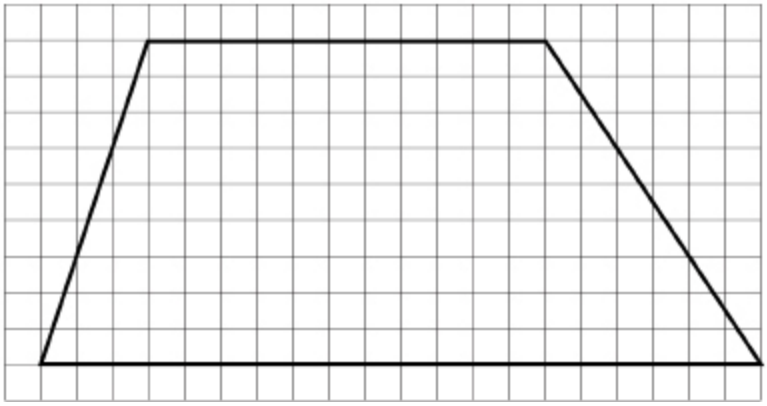


3. Write a formula for finding the area of a parallelogram. Use b to represent the base and h to represent the height. Explain why your formula works.

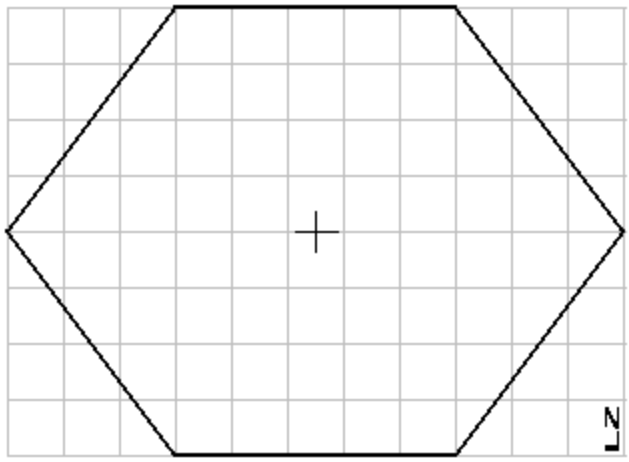
    a. Use your formula to find the area of a parallelogram with a b= 7.5 ft and h=12 feet



4. A trapezoid is a quadrilateral or four sided polygon that has just one set of parallel sides. Use your knowledge to find the area of the trapezoid below.



5. A hexagon is another type of polygon that you could use your prior knowledge to help you find the area.



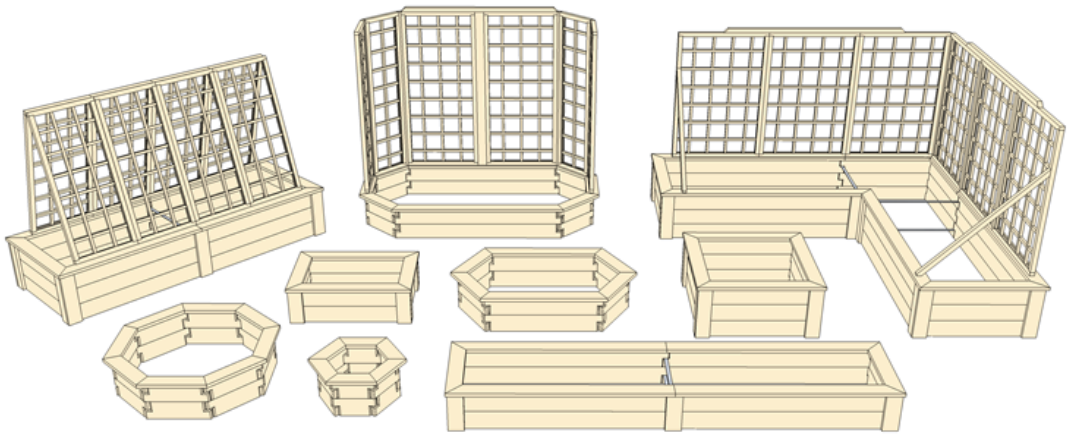
20

ODE Outdoor Extension 2.2

Mr. Flood asked if it would take more or less wood and dirt to create parallelogram raised beds. He would like to have all the beds the same, with a 45 degree angle. In order to grow the same amount of food he would like the beds to have the same area as our current raised beds by the gym (6ft x 4ft).

He is also wondering what the dimensions would be to create a raised bed that is hexagon in shape and has the same area as the beds by the gym (8' by 3'). Would this bed require more or less wood than the rectangular bed?

Please find a way to explain to Mr. Flood the answers you discovered. Be sure to give reasons to back up your answers. Work in a group of two or three to solve this problem.



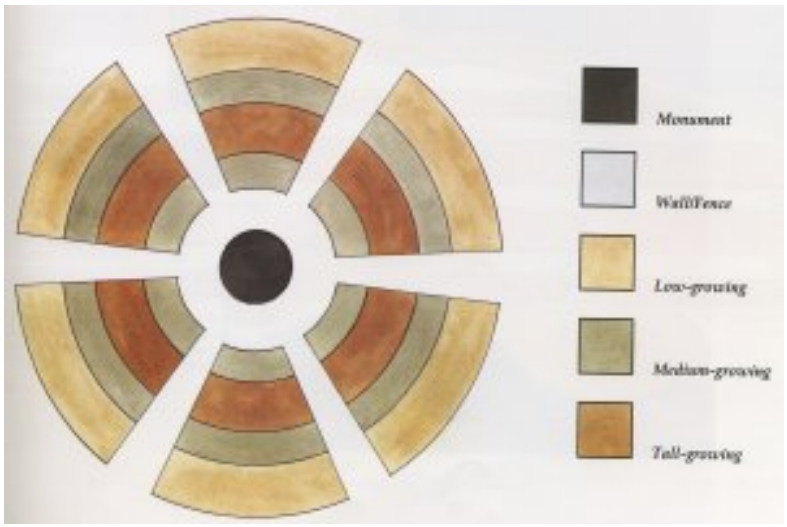
A selection of different types of raised beds in SFGC's latest catalog

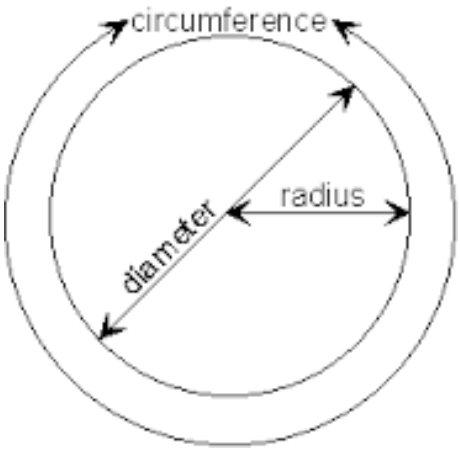
2.3 Circular Gardens

Discovering Pi

.....

Pi is the ratio of the circumference (perimeter) of a circular object to its diameter. Pi is also an irrational number or a number that cannot be expressed exactly as a fraction; due to the fact that the decimal representation never truly ends. Today mathematicians have taken pi to the 13th trillion decimal place. Today you will examine and explore just the tip of that giant pi.





The **circumference** of a circle is the distance around the outside of the circle.

The **diameter** of a circle is any straight line that passes through the center of a circle and whose endpoints lie on the circle.

The **radius** of a circle is any straight line whose endpoints are the center of the circle and the circle itself. A **radius** is one half the length of a **diameter**.

Problem 2.3

1. Each group is responsible for measuring at least five of the circular objects from the available objects. Record each object and the data on the table below. Use a string to help you measure the circumference for each circular object. Make sure to use centimeters (cm).

Object	Diameter	Circumference	Ratio

2. Are you noticing any patterns in the relationship between the Circumference and the diameter?

3. Is the ratio between the circumference and the diameter influenced by objects with a larger circumference? Why or Why not?

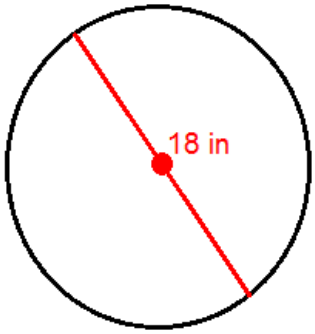
4. What is the average of the numbers in the last (4th) column?

5. Write a rule or equation to find the circumference of any given circle. Use d for diameter and C for circumference.

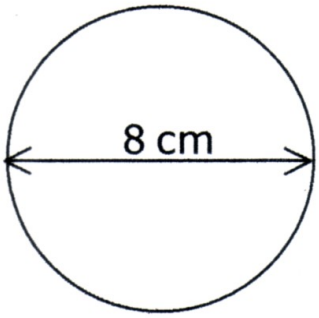
Problem 2.3 cont.

6. Find the circumference and the area for the following garden circles:

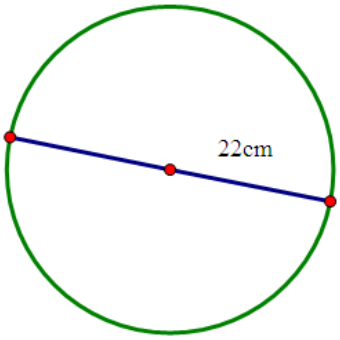
a.



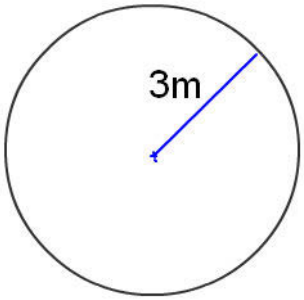
b.



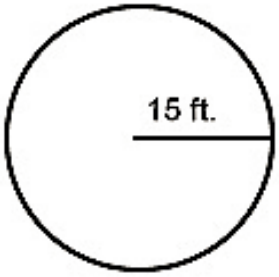
c.



d.



e.



7. Find the diameter of a circle that has a circumference of 78.5 inches. What is the diameter of a circle that has a circumference of 9.5 feet? What is the radius of each one of those circles?

8. Xavier's mom wants to put in a circle butterfly garden in her backyard. She wants the diameter of the garden to be 4 meters.

    a. How much edging does she need to purchase in order to edge the circumference of the garden?

    b. If the edging costs $5.75 per meter, how much will she have to pay to buy all of the edging that she needs?

ODE Outdoor Extension Final Assessment

Your final assessment for this unit will be a partner based hands on task. Your partner for this assessment will be assigned by the teacher. You and your partner will be given a task card which will ask you to design a garden for a customer of the Square Foot Gardening Company. Each customer of the Square Foot Gardening Company receives a scale drawing or blueprint of their garden area. Additionally SFGC also gives each customer a list of each garden bed, its dimensions, amounts of board length and how much soil it would take to fill each raised bed. Lastly, each customer receives a list of the plants they wish to grow and how many of each type.

Task #1
Alice Waters Elementary School has 12 teachers and wishes to have SFGC design them a garden plan that incorporates at least one trapezoidal garden bed with an area of 24 square feet, a square garden with a perimeter of 24 feet, and two triangular gardens each with a base of 6 feet and an area of 12 square feet for each teacher. Furthermore the garden needs a circular strawberry garden in the center with a circumference of 37.68 feet. Lastly, the school would like to have two garden sheds with a perimeter of 20 feet. The sheds need to hold 18 or more shelves and other garden supplies.

Finally, they would like to have half the gardens planted in watermelons, a quarter of the gardens in tomatoes, ⅛ of the space planted in cucumbers, and the rest in onions. How much total garden space do they have? How much garden space do they have for watermelons, tomatoes, cucumbers, and onions?

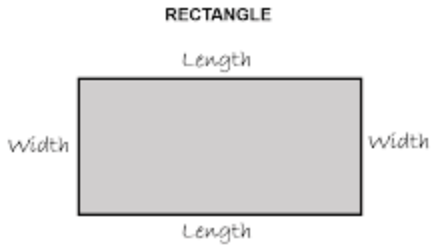
Task #2
Muir Elementary School wishes to have SFGC design them a garden plan that incorporates two quadrilateral garden beds that are no larger than 24 square feet, two triangular gardens each with a base of 8 feet and a growing area 20 square feet for each teacher. Lastly, they would also like you to include one circular garden with a radius of 2.75 ft for a pollinator flower garden for the entire school.

Additionally, the school would also like to have one garden shed for every three teachers. Each shed should have an area of 18 square feet. Muir Elementary School has nine teachers teaching K-5th grade. The school would like to have at least 360 square feet of gardening space. (this does not include the circular garden) Finally, they would like to have a fourth of the gardens planted in eggplant, half of the gardens in tomatoes, a ⅕ of the space planted in peas, and the rest in lettuce.

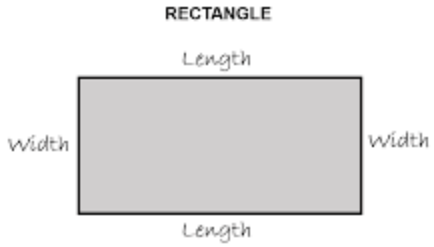
Appendix

Rectangle Workpages

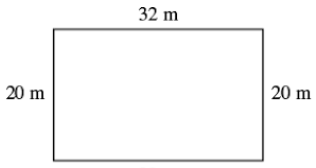
1. What is the formula or rule for finding the area of a rectangle?



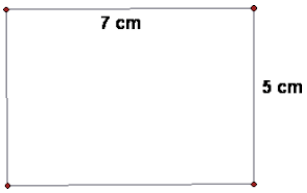
2. What is the formula or rule for finding the perimeter of a rectangle?



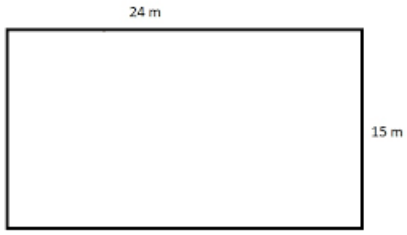
3. Find the area and perimeter of the following rectangles:



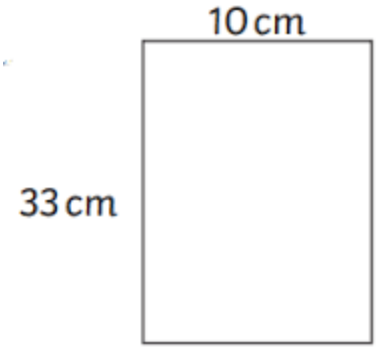
a. Area= Perimeter=



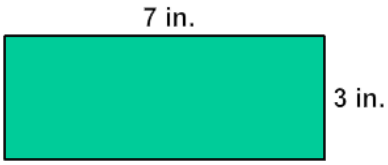
b. Area= Perimeter=



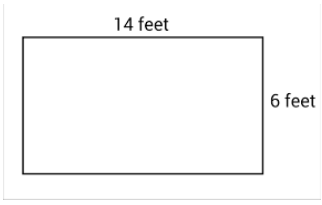
c. Area= Perimeter=



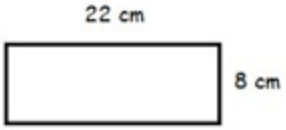
d. Area= Perimeter=



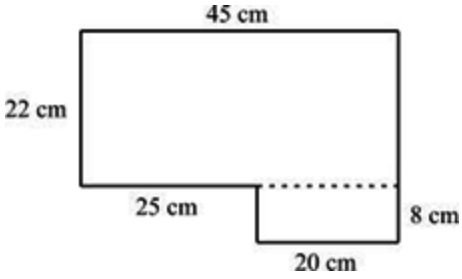
e. Area= Perimeter=



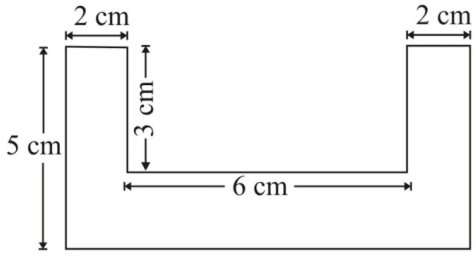
f. Area= Perimeter=



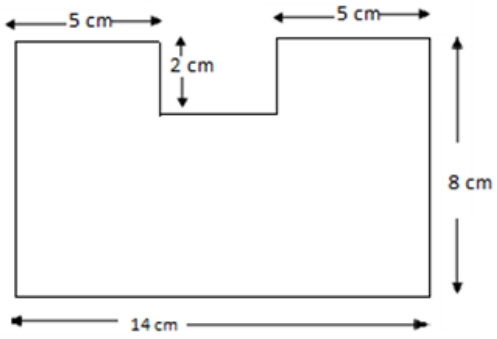
g. Area= Perimeter=



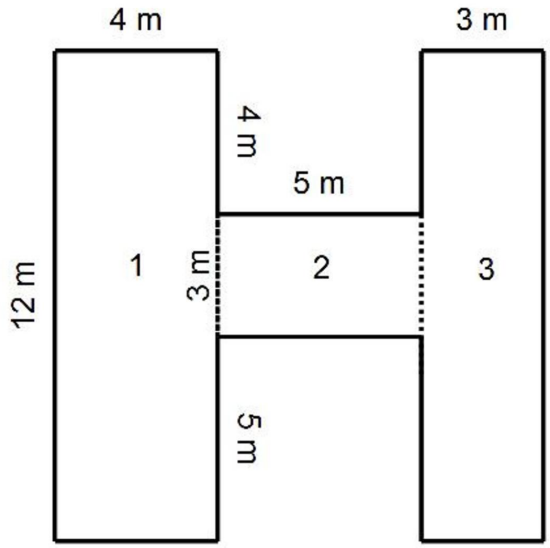
h. Area= Perimeter=



i. Area= Perimeter=



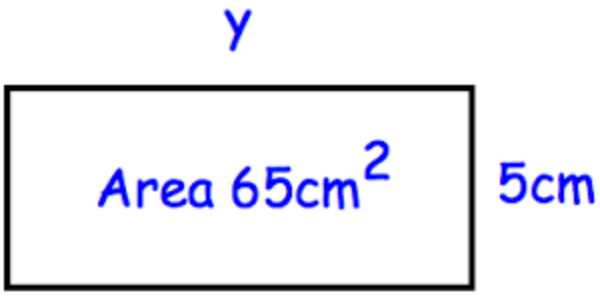
j. Area= Perimeter=



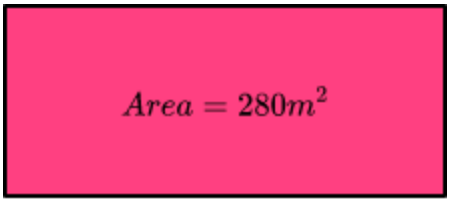
k. Area= Perimeter=

4. Find the missing dimension:

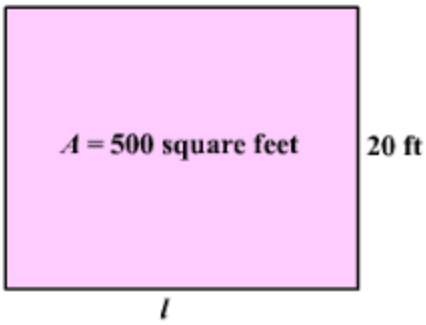
a.



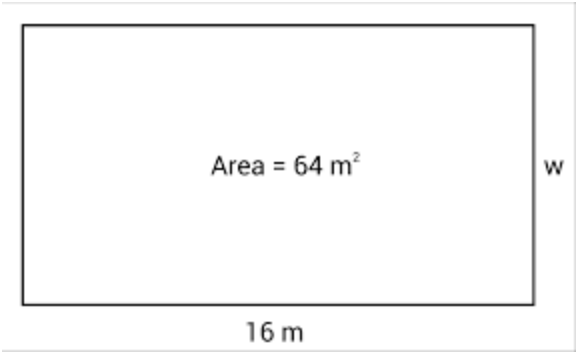
b.



c.

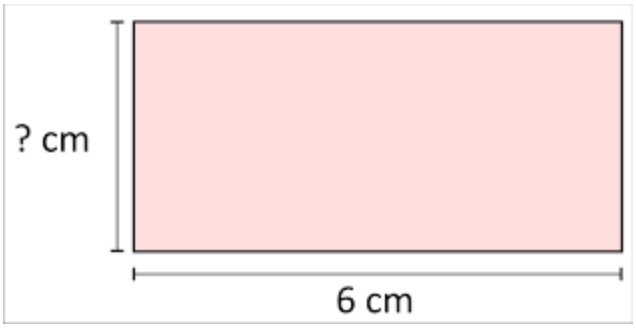


d.

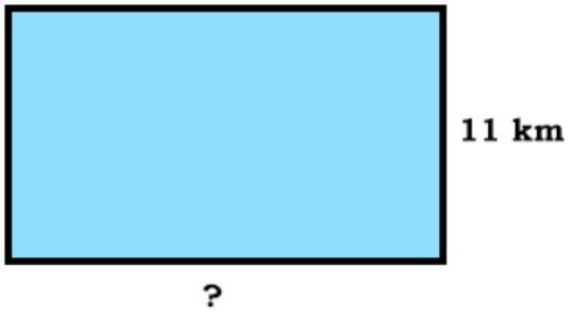


e.

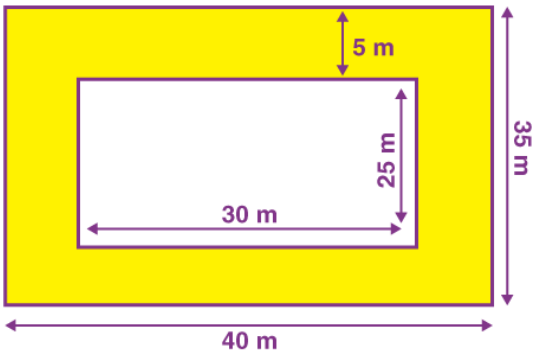
f. The perimeter of this rectangle is 32. What is the width?



g. The perimeter of this rectangle is 46. What is the width?

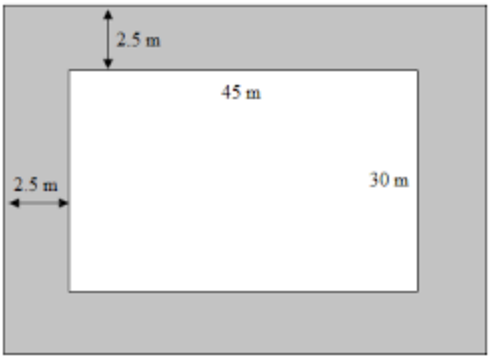


5. Find the area of the shaded region:



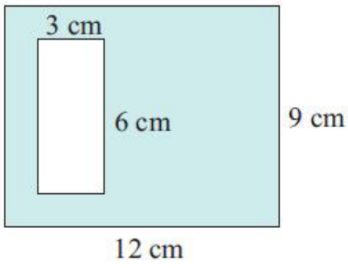
a.

Area of the shaded region=



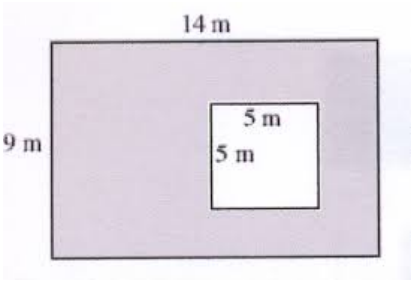
b.

Area of shaded region=

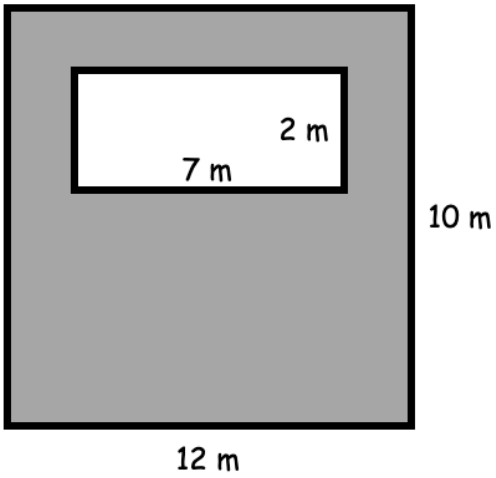


c.

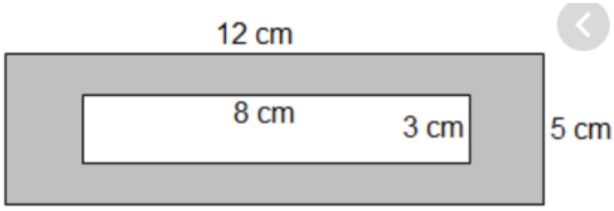
Find the area of the shaded region



d. Find the area of the shaded region



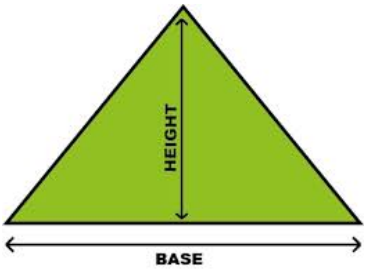
e. Find the area of the shaded region



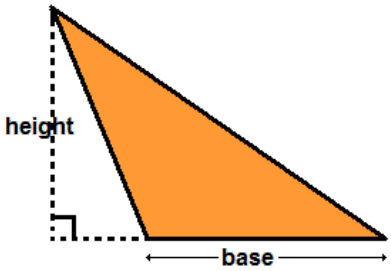
f. Find the area of the shaded region

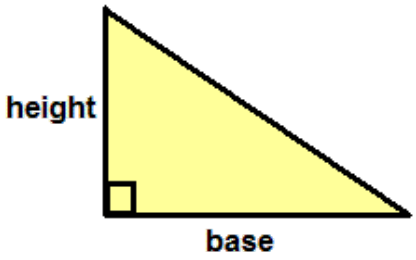
Triangle Work Pages

1. What is the formula or rule for finding the area of a triangle?



2. Two different triangles like the ones below, have a base of 6 and a height 4. Do they have the same area? Explain.

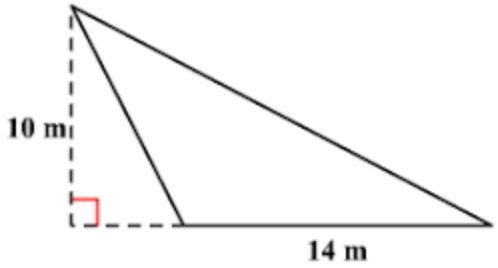




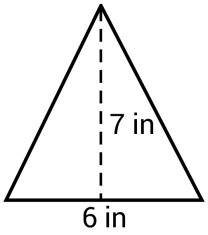
3. Two different triangles like the ones above have an area of 20 square centimeters. Do the two triangles also have the same perimeter? Explain.

4. The triangles above have the same side lengths 3, 4, and 5. Will they have the same area? Perimeter?

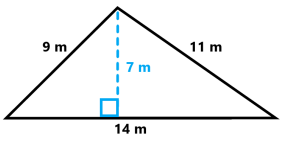
5. Find the area of each triangle:



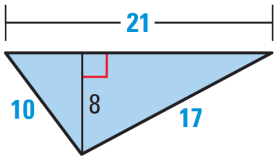
a.



b.

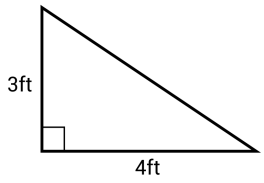


c.

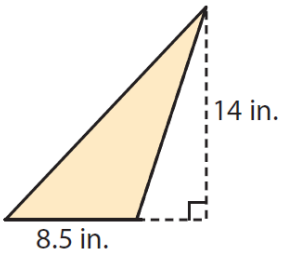


d.

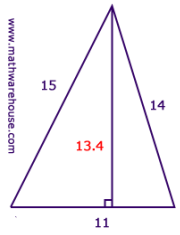
e.


3ft
4ft

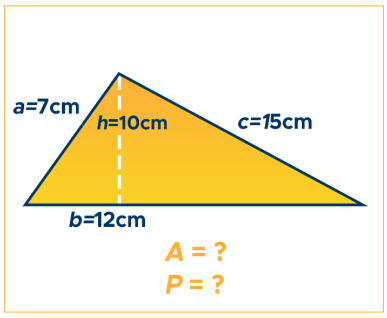
f.


14 in.
8.5 in.

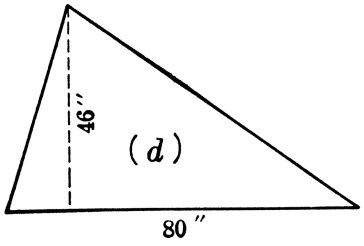
g.

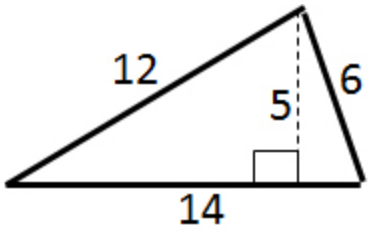

www.mathwarehouse.com
15
14
13.4
11

h.


a=7cm
h=10cm
c=15cm
b=12cm
A = ?
P = ?

i.

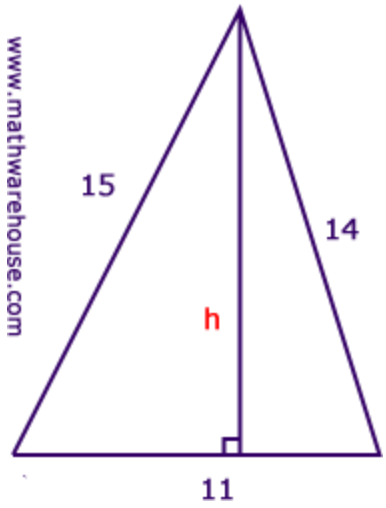

46''
(d)
80''



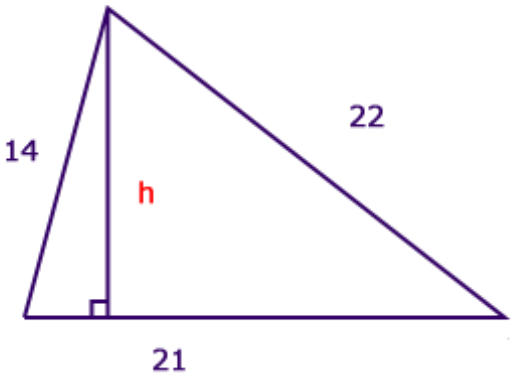
j.

k. Go back and find the perimeter for questions c, d, g, h, and j.

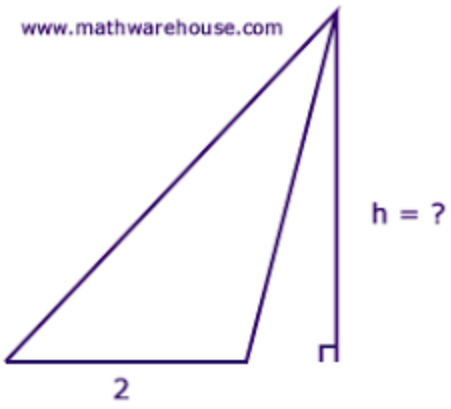
6. Find the missing height for each triangle:



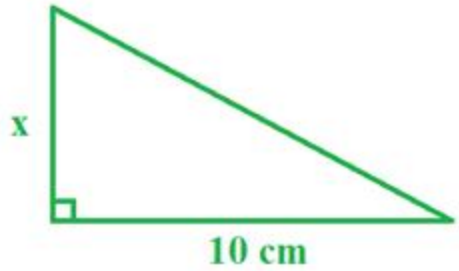
a. The area of this triangle is 22. What is the height?



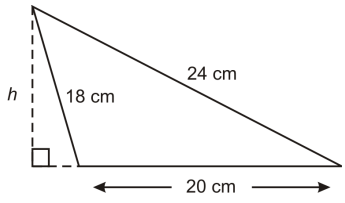
b. The area of this triangle is 21. What is the height?

c. 

The area of this triangle is 12. What is the height?

d. 

The area of this triangle is 30. What is the height?

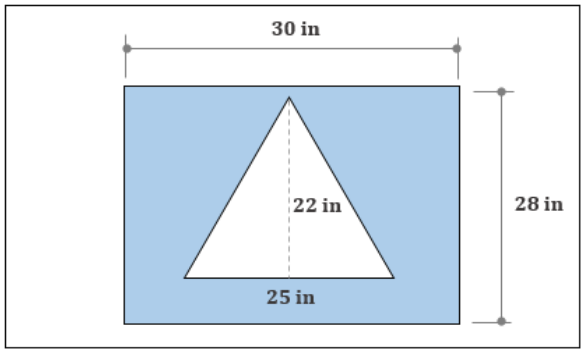
e. 

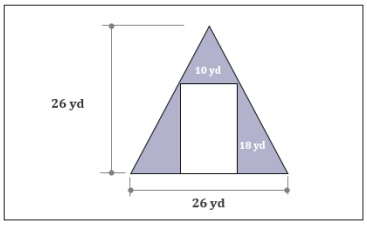
The area of this triangle is 45. What is the height?

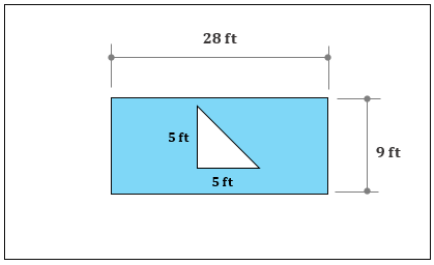
7. What is the area of a triangle with a base of 7.2 and a height of 5?

8. What is the height of a triangle with a base of 12 and an area of 36?

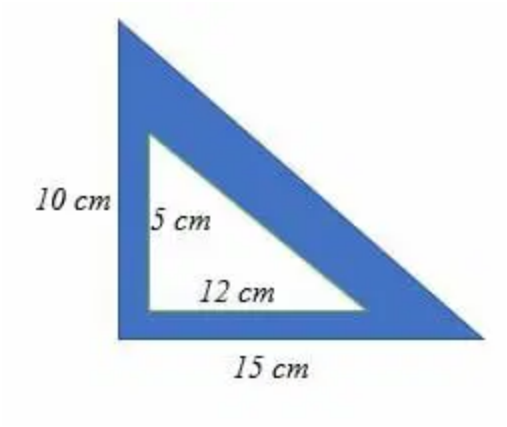
9. Find the area of the shaded region:

a. 

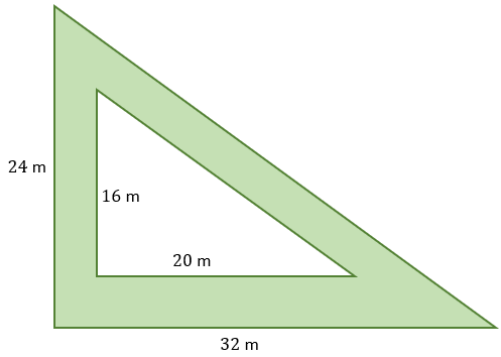
b. 

c. 

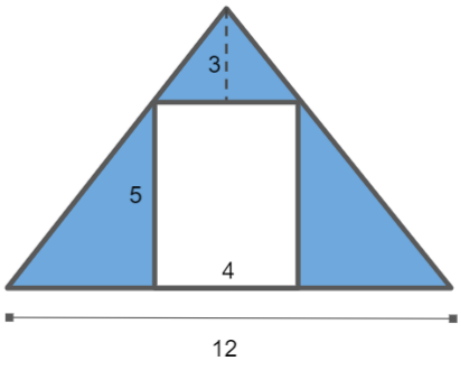
d.



e.

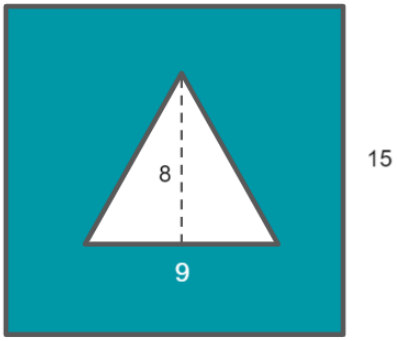


f.

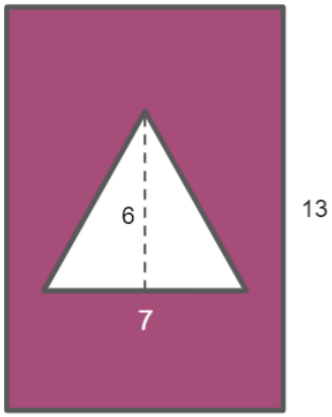


10. Students are designing flags for a social studies project. Three groups design the following three flags. How much color fabric and white fabric is needed to make each flag? (all measurements in inches)

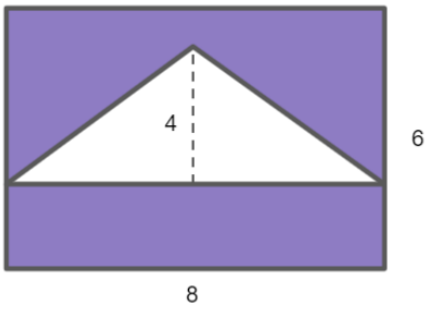
a.



b.



c.



8th Grade Social Studies World War II

Essential questions	
Primary skills taught: ● Primary source analysis ● Secondary source analysis ● Argumentation ● CCSS Speech and language discussion skills ● Political system comparisons	Standards covered (6-8) ● SS.H.2.6-8.MC. A ● SS.H.1.6-8.MC. U ● SS.H.3.6-8.MdC. ● SS.H.4.6-8.MdC.
Assessment ● Propaganda Project ● CER- How did the Holocaust Happen? ● WWII Test	Intended learning outcomes (click link)

Texts & Resources	
Anchor: ● Mcdougal Little, World History: Patterns of Interaction ● Prentice Hall, "America: History of Our Nation" ● Various primary and secondary sources (linked below)	Videos: 1. America the Story of Us WWII 2. American Homefront 3. The Century: America's Time Homefront

1. Rise of Allies Notes	Students gain an understanding of Allied leaders, backgrounds, and beginnings of WWII.
2. Battles of WWII	Background information provided on WWII key battles and turning points.
3. Edpuzzle- WW2 American Homefront	Students learn about the American homefront— rationing, women in the workplace, minority struggles, and changes to American society.
4. WWII Propaganda Reading 5. WWII Propaganda examples	4. Basic techniques and uses of Propaganda that existed in WWI and WWII are introduced, analyzed, and explained by students. 5. Students gain an understanding of similarities and differences between advertising and propaganda, and learn to identify types of propaganda with several examples.
6. WWII Propaganda Poster Project	Students apply knowledge of propaganda to create their own propaganda posters based on modern or WWII topics. They have to clearly explain their purpose and messages, but the historical background of their poster.
7. Japanese Internment Camps- Geographic Analysis	Students gain an understanding of the Japanese internment camp program and its origins throughout the US.
8. Homefront Stations	Taking a deeper look at different areas of the US homefront, students study the impact the war had on Women, African Americans, Japanese Americans, Native Americans, and every day Americans.
9. America the Story of US- WWII	Continued summary documentary on World War II from this series.
10. European Antisemitism From it's Origins to the Holocaust a. Reading b. Worksheet	Students review the roots of the Holocaust throughout history, its causes and origins.
11. How did the Holocaust Happen a. Timeline Lesson b. CER Assignment	Students build a layered timeline about the Students analyze the process of the Holocaust, looking at individual victims and

	events. Using this information, they construct an argumentative statement summarizing the causes of the Holocaust.
12. The Century- America's Time- WWII	Continued look at the American experience through WWII and the homefront.
13. Ethical Interpretation of dropping the bomb	Students read various interpretations and views on the dropping of the atomic bombs, and discuss the arguments for and against dropping them.
14. End of WWII Notes	Students gather information on the resolution of WWII and discuss its consequences and aftermath.

7th grade Unit 2B: Exploring Point of View

Unit Focus/Essential Questions	
• How does point of view affect our perception? • How do first-person, second-person and and third-person points of view differ and what effect do they have on a reader's understanding of the text? • How do our perspectives change as we gain knowledge and experience?	
Primary skills and concepts • Narrative points of view: first-, second-, and third-person points of view, limited and omniscient • Narrative perspective • How point of view affects the reader's understanding of plot and character • How differences in the points of view of the characters and the reader create such effects as suspense, sympathy, or humor. • How setting shapes plot • Determining a theme and analyzing its development over the course of the text • Analyzing how a text's structure contributes to its meaning • Citing evidence to support inferences • Understanding how writers of fiction use or alter history • Analyzing the structure an author uses to organize a text	**Standards covered** RL 7.1 RL 7.2 RL 7.3 RL 7.5 RL 7.6 RL 8.6 RL 7.9 RL 7.10 RI 7.5 RI 7.10
Speaking & Listening, Language Skills • Conventions of punctuation, capitalization and spelling (Warm-ups throughout unit) • Presenting claims with evidence and well-chosen details. • Appropriate pace, volume, clarity in presentations • Strategic use of digital material	SL 7.1 SL 7.5 L 7.1 L 7.2 L 7.5
Writing • Narrative (historical fiction) • Using dialogue, pacing and description to develop experiences and characters • Creating well-structured event sequences • Writing a historical fiction narrative using nonfiction source material • Supporting claims with clear reasons and evidence	W 7.1 W 7.3 W 7.9 W 7.10
Assessment: Quiz on point of view, narrative writing task, extended response questions, "Charlie's Changes" slideshow	
Texts	
Anchor text:	

- "Flowers for Algernon" by Daniel Keyes (short story/novella)

Supporting texts:

- "To Build a Fire" by Jack London (short story)
- "Saving America's Wolves" (nonfiction article) *read on Scope website
- "Abd al-Rahman Ibrahima," from *Now Is Your Time* by Walter Dean Myers (biography)
- "The Courage of Harriet Tubman" (TedEd video)
- "The Railroad Runs to Canada," from *Harriet Tubman, Conductor on the Underground Railroad* by Ann Petry (biography)
- "Frequently Asked Questions on Intellectual Disability" (nonfiction article)
- "What is Intellectual Disability?" (nonfiction article)
- "Barney" by Will Stanton (short story)

Teaching sequence	Notes/differentiation
POV Unit Part A	
1. POV introduction. Introduce vocabulary: **first-person, second-person, third-person limited**, **third-person omniscient points of view**; **perspective**. Students will define, match different text examples to the correct type of narrator, generate examples from their reading, and discuss strengths and weaknesses of the various types of narrators. Perspective introduced.	Guided notes sheet available. Advanced: generate examples from their own reading of point of view and perspective.
2. POV review. Read "To Build a Fire" and watch film. Complete Point of View in "To Build a Fire" partner activity. How does the third-person point of view contribute to the mood and help develop the theme? What is the narrator's perspective? Optional: Setting in "To Build a Fire."	Opportunity for co-teacher to work with a small group focusing just on POV; advanced students also consider how the author develops the setting.
3. Second-person point of view in "Saving America's Wolves." How does the point of view affect your empathy for the wolves, and the suspense and drama in the article? You Are the Wolf activity sheet.	Differentiation: Audio available on Scope website.
4. Quiz on point of view and perspective.	Modified quiz available
5 Historical background building for "Abd al-Rahman Ibrahima" Stations on empires, Islamic scholarship, African geography, slave trade.	Options for differentiation: read just one of the excerpts. Reduce the timeline requirements. Audio of Harriet Tubman available

6. Read “Ibrahima” chapter, create timeline of important events.	
7. Build background on Harriet Tubman by watching TedEd film. Read biography excerpt. Annotate moments in the text that reveal her character traits.	
8. Historical fiction narrative. Students will choose a scene from either “Ibrahima” or “Harriet Tubman” (both third-person) and expand that into a historical fiction piece written in first-person point of view. Story will include dialogue and imagery, and will be told from a character’s perspective. Focus on including facts, but using techniques of fiction. Being aware of what the narrator would or would not know, creating a character. — Classroom “Hit or Miss” game to brainstorm things the Harriet or Ibrahima could hear, see, feel/smell/taste to help them think of imagery to use in their stories.	Differentiation options: Help generating details for their story. Text-to-speech. Reduce length requirement.
9. Revise story through peer editing; final draft. Class or table-group discussion: share ways you altered the original text, and why you chose to do that.	
POV Unit Part B	
10. Optional: BBC “Battle of the Brains” television special, exploring different perspectives on the concept of intelligence. Students complete a viewing guide.	
11. Read articles on intellectual disability; class discussion	
12. Read “Flowers for Algernon,” Progress Reports 1-3. Fill out “Characterizing Charlie” graphic organizer. As you read, see what you can infer about the narrator, and think about how having this narrator is affecting your understanding of the story.	
13. Warm-up: What is a Rorschach test? Discuss inferences from “Characterizing Charlie” graphic organizer. How are we connecting our knowledge to the text? Read Progress Reports 4-7, complete “Other Characters” chart and the “Too Hooked on Phonics” worksheet.	
14. Warm-up: “Punctuation is Fun” activity. Discuss Progress Report 4-7, Miss Kinnian and the doctors. Read Progress Reports 8-9.	
15. Read Progress Report 11. Highlight in (yellow) examples of how he is becoming more intelligent. Highlight in (pink) places where it shows how people are reacting to the changes in him. Discuss people’s reactions in small groups.	

16. Activity: Divide the class into pairs or groups of three. Assign each group two or three characters. Have them create a list of things, large or small, we would and would not know if the story was told from that character's perspective. How would that affect our experience reading this story? Class discussion. What's the writer's goal? How does having Charlie as the narrator help or hurt that?	Easier/more challenging characters to consider.
17. Read Progress Reports 12 and 13 and complete reflection questions independently (assessment).	Different question sets available
18. Review theme, discuss how it relates to the conflict. What does the protagonist learn? What are key points in his development? What does the reader learn? (Small groups, and then whole class)	
19. "Changes in Charlie" presentation (assessment). Slide 1 - Who is Charlie? Slides 2, 3, 4 - How does Charlie change? (At the beginning of the story… Later….) Slides 5, 6 - What does Charlie learn as a result of his experiences? Slide 7 - What do you think the author wants us to understand as a result of reading this story? Slide 8: Do you think the author's use of first-person perspective was effective? Explain.	
20. Extension/enrichment. Read "Barney." Complete activity sheet. How is the first-person perspective used for a different purpose in this story, also about a scientist who increases the intelligence of a rat?	Can be an extension assignment for advanced students.

Electricity Unit
8th Grade Science
Unit Length: about 18 class periods

"I Can" Statements-
I CAN define electric current.
I CAN model series and parallel circuits and trace the flow of electricity.
I CAN explain how energy flows through a circuit.
I CAN calculate ohms using a mathematical model

Physical copies of worksheets and answer keys can be found in the Electricity & Magnetism binder in Room 28.

Day	Lesson	Supplies Needed
1	Introduction to Unit • Notes on Electric Charge & Static Electricity • EdPuzzle- What is Static Electricity? Found in EdPuzzle. • Questions to answer from video	Textbooks, Half Sheet, Guided Notes, Chromebook
2	Static Electricity Lab	Balloons, Pop Cans, Tape
3	Electric Current Notes	Textbooks, Half Sheet, Guided Notes, Chromebook
4	Ohm's Law	Video, Worksheet
5	Continue Ohm's Law	Worksheet, Worksheet
6	Electric Circuits & Safety Notes	Textbooks, Half Sheet, Guided Notes, Chromebook
7	Quiz on electricity topics covered so far	Quiz
8	Parts of a Circuit • Video • Drawing Circuits worksheet	Worksheet, pHeT lab for extra practice/fun
9	Snap Circuits	6 Snap Circuit kits, worksheet, worksheet
10	AC/DC Video	Computer, worksheet
11	Finish Video & Introduce Unit Project	Computer, Project Handout
12-18	In-Class Work Time • Peer Evaluation at the conclusion of the project	9V batteries, brads, paperclips, strings of holiday lights, wire strippers, hot glue, shoeboxes, paint,

Section E: Advanced Math Unit

Algebra 1
7th Grade Double Accelerated Class

<u>Unit 1: Expressions, Equations, and Inequalities in One Variable</u>
6 weeks

Topic A
Adding, Subtracting, and Multiplying Polynomial Expressions

Students use operations and the properties of arithmetic to generate equivalent expressions and to demonstrate the equivalence of algebraic expressions. Students identify polynomial expressions and classify them based on characteristics such as number of terms and degree. They also leverage the similar arithmetic structure between integers and polynomial expressions to add, subtract, and multiply polynomial expressions.

Lesson 1: The Growing Pattern of Ducks
Lesson 2: The Commutative, Associative, and Distributive Properties
Lesson 3: Polynomial Expressions
Lesson 4: Adding and Subtracting Polynomial Expressions
Lesson 5: Multiplying Polynomial Expressions
Lesson 6: Polynomial Identities

Essential Questions

- Can different expressions represent the same value? How?
- How do we know whether two expressions represent the same value?
- What do the commutative, associative, and distributive properties allow us to do?
- How do we know when two expressions are equivalent?
- How do we know when two expressions are not equivalent?
- How are polynomial expressions similar to numerical expressions? How are they different?
- Compare polynomial expressions with algebraic expressions. What is similar? What is different?
- How is adding or subtracting polynomial expressions similar to adding or subtracting integers?
- Will adding or subtracting two polynomial expressions always result in a polynomial expression? Why?
- Compare using a tabular model and the algebraic method of applying the distributive property. What are the advantages and disadvantages of each?
- How is polynomial multiplication similar to integer multiplication?
- Will the product of two polynomial expressions always be a polynomial expression? Why or why not?

Topic B
Solving Equations and Inequalities in One Variable

Students use operations and the properties of arithmetic, equations, and inequalities to find solution sets for linear equations and inequalities in one variable. They represent the solution sets by using set notation and set-builder notation and by using graphs on the number line. Students apply the properties and operations in new situations, including rearranging formulas, solving equations with variable coefficients, and creating equations or inequalities to model contexts.

Lesson 7: Printing Presses
Lesson 8: Solution Sets for Equations and Inequalities in One Variable
Lesson 9: Solving Linear Equations in One Variable
Lesson 10: Some Potential Dangers When Solving Equations
Lesson 11: Writing and Solving Equations in One Variable
Lesson 12: Rearranging Formulas
Lesson 13: Solving Linear Inequalities in One Variable

Essential Questions

- What are some strategies for solving a mathematical problem? How are these strategies related?
- How is writing an equation helpful in solving a problem?
- What are some strategies for solving a mathematical problem? How are these strategies related?
- How is writing an equation helpful in solving a problem?
- What does it mean to say that applying a property preserves the solution set of an equation?
- Which properties can we use to rewrite an equation in a way that preserves its solution set?
- What are some potential dangers when taking actions outside of the properties of arithmetic and equality when solving an equation?
- While it is a good habit to always check solutions, when is it necessary to check solutions to an equation?
- When we write an equation to represent a situation, why is it important to define the variable as specifically as possible?
- When can we write a one-variable equation to solve a problem in context?
- When we write an equation to represent a situation, why is it important to define the variable as specifically as possible?
- When can we write a one-variable equation to solve a problem in context?
- What does it mean if an inequality is sometimes true?
- How can we determine what conditions make an equality true?
- How are the properties of equality and the properties of inequality similar? How are they different?

Topic C

Compound Statements Involving Equations and Inequalities in One Variable

Students determine the solution sets of compound statements involving any combination of two equations or inequalities joined by and or or. Students rewrite absolute value equations and inequalities as compound statements and represent the solution sets by using set notation and as graphs on the number line.

Lesson 14: Solution Sets of Compound Statements
Lesson 15: Solving and Graphing Compound Inequalities
Lesson 16: Solving Absolute Value Equations
Lesson 17: Solving Absolute Value Inequalities

Essential Questions

- What is required for a compound statement connected by the word *and* to be true?
- What is required for a compound statement connected by the word *or* to be true?
- Given a compound inequality, how do we know the endpoints of the graph of its solution set?

- How does the inequality symbol impact the graph of the solution set?
- How do the words *and* and *or* affect the solution set of a compound inequality?
- How can we predict the number of solutions an absolute value equation has before we solve it?
- Why do we rewrite absolute value equations as compound statements?
- How do the solution sets of absolute value equations differ from the solution sets of absolute value inequalities?

Topic D

Univariate Data

Students represent univariate data distributions with dot plots, histograms, and box plots. They use graphical displays and statistics to compare two or more data distributions based on shape, center, and spread, and they interpret the results within the context of the data. Students also analyze how outliers affect the measures of center and spread for data distributions.

Lesson 18: Distributions and Their Shapes
Lesson 19: Describing the Center of a Distribution
Lesson 20: Using Center to Compare Data Distributions
Lesson 21: Describing Variability in a Univariate Distribution with Standard Deviation
Lesson 22: Estimating Variability in Data Distributions
Lesson 23: Comparing Distributions of Univariate Data

Essential Questions

- What information can we use from a dot plot to help describe a set of univariate quantitative data?
- What are some ways to describe the shape of a data distribution?
- What are some ways to describe the center of a data distribution?
- How are the mean and median of a data set related to the shape of the distribution?
- Suppose we wanted to compare two data distributions. Should we compare them by using histograms or box plots? Why?
- Besides measures of center, mean and median, what are other ways we can compare two data sets?
- What does standard deviation reveal about a data distribution?
- Why is comparing the mean or median of two data sets not enough to describe differences in their distributions?
- How does the shape of a distribution influence your decision about which measures of center and variation to use to compare data sets?
- How can the presence of outliers affect measures of center and variation?
- What do the shape, center, and spread reveal about distributions of univariate data?
- Why is it important to always interpret data in context?

Key Terms

absolute value equation
An equation of the form, or equivalent to the form, $|bx - c| = d$, where b, c, and d are real numbers. The equation $|bx - c| = d$ means $bx - c$ is a distance of d units from 0 for some value or values of x and can be interpreted through the compound statement $bx - c = d$ or $-(bx - c) = d$.

absolute value inequality
An inequality of the form, or equivalent to the form, $|bx - c| > d$, where b, c, and d are real numbers and any inequality symbol is used.

algebraic expression
A number, a variable, or the result of placing previously generated algebraic expressions into the blanks of one of the four operators $(\ ) + (\ )$, $(\ ) - (\ )$, $(\ ) \cdot (\ )$, $(\ ) \div (\ )$, or into the base blank of an exponentiation with an exponent that is a rational number.

binomial expression
A polynomial expression with two terms where each term has a distinct degree.

compound statement
Two or more statements connected by logical modifiers, like and or *or*.

degree of a monomial expression (in one variable)
The value of the variable's exponent when there is one instance of that variable.

degree of a polynomial expression
The degree of the term with the highest degree.

element of a set
An item in the set
Example: 3 is an element of the set {1, 3}.

empty set
The set that contains no elements, denoted { }.

equivalent expressions
When both expressions evaluate to the same number for every possible value of the variables.

monomial expression
A polynomial expression that is generated by using only multiplication. It does not contain + or – symbols.

polynomial expression
A numerical expression or variable, or the result of adding or multiplying two previously generated polynomial expressions.

standard deviation
A measure of variability appropriate for data distributions that are approximately symmetric, often used to describe the typical distance from the mean. It is calculated by taking the square root of the variance of a data set.

statement
A sentence that is either true or false, but not both.

term (of a polynomial expression)
A single nonzero monomial expression in a polynomial expression.

trinomial expression
A polynomial expression with three terms where each term has a distinct degree.

uniform distribution
A quantitative data distribution where the values have the same frequencies.

univariate quantitative data
Observations on one numerical variable.

variance
The sum of the squared deviations from the mean of a data set divided by one less than the sample size. It is a measure of the overall variation from the mean in a sample.

Sprints

Sprints are activities that develop mathematical fluency with a variety of facts and skills. A major goal of each Sprint is for students to witness their own improvement within a very short time frame. The Sprint routine is a fun, fast-paced, adrenaline-rich experience that intentionally builds energy and excitement. This rousing routine fuels students' motivation to achieve their personal best and provides time to celebrate their successes.

Each Sprint includes two parts, A and B, that feature closely related problems. Students complete Sprint A, followed by two count by routines—one fast-paced and one slow-paced—that include a stretch or other physical movement. Then students complete Sprint B, aiming to improve their score from Sprint A. Each part is scored but not graded. Sprints can be given at any time after the content of the Sprint has been conceptually developed and practiced. The same Sprint may be administered more than once throughout a year or across grade levels. With practice, the Sprint routine takes about 10 minutes.

Directions

1. Have students read the instructions and sample problems. Frame the task by encouraging students to complete as many problems as they can—to do their personal best.
2. Time students for 1 minute on Sprint A. Do not expect them to finish. When time is up, have students underline the last problem they completed.
3. Read the answers to Sprint A quickly and energetically. Have students call out "Yes!" if they answered correctly; have them circle the answer if they answered incorrectly.
4. Have students count their correct answers and record that number at the top of the page. This is their personal goal for Sprint B.
5. Celebrate students' effort and success on Sprint A.
6. To increase success with Sprint B, offer students additional time to complete more problems on Sprint A or ask sequencing questions to analyze and discuss the patterns in Sprint A.
7. Lead students in the fast-paced and slow-paced count by routines. Include a stretch or other physical movement during the count.
8. Remind students of their personal goal from Sprint A.
9. Direct students to Sprint B.
10. Time students for 1 minute on Sprint B. When time is up, have students underline the last problem they completed.
11. Read the answers to Sprint B quickly and energetically. Have students call out "Yes!" if they answered correctly; have them circle the answer if they answered incorrectly.
12. Have students count their correct answers and record that number at the top of the page.
13. Have students calculate their improvement score by finding the difference between the number of correct answers in Sprint A and in Sprint B. Tell them to record the number at the top of the page.
14. Celebrate students' improvement from Sprint A to Sprint B.

Sample Sprint

Adding and Subtracting Fractions

A

Number Correct: _____

Add or subtract.

1.	$\frac{1}{7} + \frac{1}{7}$	
2.	$\frac{1}{7} + \frac{2}{7}$	
3.	$\frac{1}{7} + \frac{3}{7}$	
4.	$\frac{1}{7} + \frac{5}{7}$	
5.	$\frac{8}{11} - \frac{1}{11}$	
6.	$\frac{8}{11} - \frac{4}{11}$	
7.	$\frac{8}{11} - \frac{5}{11}$	
8.	$\frac{8}{11} - \frac{7}{11}$	
9.	$\frac{8}{11} - \frac{8}{11}$	
10.	$\frac{1}{5} + \frac{1}{10}$	
11.	$\frac{1}{5} + \frac{3}{10}$	
12.	$\frac{1}{10} + \frac{3}{5}$	
13.	$\frac{1}{9} - \frac{1}{18}$	
14.	$\frac{7}{9} - \frac{1}{18}$	
15.	$\frac{7}{18} - \frac{1}{9}$	
16.	$\frac{9}{20} + \frac{1}{10}$	
17.	$\frac{1}{20} + \frac{9}{10}$	
18.	$\frac{9}{10} - \frac{1}{20}$	

19.	$\frac{5}{9} + \frac{2}{3}$	
20.	$\frac{3}{7} + \frac{4}{21}$	
21.	$\frac{5}{9} - \frac{4}{27}$	
22.	$\frac{3}{4} + \frac{9}{16}$	
23.	$\frac{2}{5} + \frac{3}{25}$	
24.	$\frac{3}{4} - \frac{7}{24}$	
25.	$\frac{9}{24} + \frac{2}{3}$	
26.	$\frac{5}{8} - \frac{9}{32}$	
27.	$\frac{4}{5} - \frac{9}{35}$	
28.	$\frac{1}{7} + \frac{1}{10}$	
29.	$\frac{1}{7} - \frac{1}{10}$	
30.	$\frac{5}{8} + \frac{2}{9}$	
31.	$\frac{5}{8} - \frac{2}{9}$	
32.	$\frac{7}{20} + \frac{7}{8}$	
33.	$\frac{5}{12} + \frac{3}{8}$	
34.	$\frac{5}{6} - \frac{4}{27}$	
35.	$\frac{4}{25} + \frac{9}{10}$	
36.	$\frac{7}{12} - \frac{5}{18}$	

B

Number Correct: _____

Improvement: _____

Add or subtract.

1.	$\frac{1}{9} + \frac{1}{9}$	
2.	$\frac{1}{9} + \frac{3}{9}$	
3.	$\frac{1}{9} + \frac{4}{9}$	
4.	$\frac{1}{9} + \frac{6}{9}$	
5.	$\frac{9}{13} - \frac{1}{13}$	
6.	$\frac{9}{13} - \frac{4}{13}$	
7.	$\frac{9}{13} - \frac{5}{13}$	
8.	$\frac{9}{13} - \frac{7}{13}$	
9.	$\frac{9}{13} - \frac{9}{13}$	
10.	$\frac{1}{4} + \frac{1}{8}$	
11.	$\frac{1}{4} + \frac{3}{8}$	
12.	$\frac{1}{8} + \frac{3}{4}$	
13.	$\frac{1}{7} - \frac{1}{14}$	
14.	$\frac{5}{7} - \frac{1}{14}$	
15.	$\frac{5}{14} - \frac{1}{7}$	
16.	$\frac{7}{16} + \frac{1}{8}$	
17.	$\frac{1}{16} + \frac{7}{8}$	
18.	$\frac{7}{8} - \frac{1}{16}$	

19.	$\frac{2}{3} + \frac{7}{9}$	
20.	$\frac{5}{21} + \frac{4}{7}$	
21.	$\frac{4}{5} - \frac{8}{15}$	
22.	$\frac{2}{3} + \frac{5}{12}$	
23.	$\frac{2}{7} + \frac{3}{35}$	
24.	$\frac{3}{5} - \frac{7}{30}$	
25.	$\frac{7}{48} + \frac{5}{6}$	
26.	$\frac{2}{7} - \frac{3}{28}$	
27.	$\frac{2}{3} - \frac{4}{21}$	
28.	$\frac{1}{9} + \frac{1}{10}$	
29.	$\frac{1}{9} - \frac{1}{10}$	
30.	$\frac{5}{6} + \frac{2}{7}$	
31.	$\frac{5}{6} - \frac{2}{7}$	
32.	$\frac{4}{15} + \frac{4}{9}$	
33.	$\frac{7}{16} + \frac{5}{6}$	
34.	$\frac{7}{8} - \frac{5}{12}$	
35.	$\frac{9}{35} + \frac{3}{10}$	
36.	$\frac{7}{12} - \frac{4}{15}$	

Math Standards

Interpret the structure of expressions.

A.SSE.A.2

Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).

Perform arithmetic operations on polynomials.

A.APR.A.1

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Create equations that describe numbers or relationships.

A.CED.A.1

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A.CED.A.3

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

A.CED.A.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.

Understand solving equations as a process of reasoning and explain the reasoning.

A.REI.A.1

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve equations and inequalities in one variable.

A.REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Summarize, represent, and interpret data on a single count or measurement variable.

S.ID.A.1

Represent data with plots on the real number line (dot plots, histograms, and box plots).

S.ID.A.2

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S.ID.A.3
Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Standards for Mathematical Practice

MP1
Make sense of problems and persevere in solving them.

MP2
Reason abstractly and quantitatively.

MP3
Construct viable arguments and critique the reasoning of others.

MP4
Model with mathematics.

MP5
Use appropriate tools strategically.

MP6
Attend to precision.

MP7
Look for and make use of structure.

MP8
Look for and express regularity in repeated reasoning.

Section E: Kindergarten-4th Grade Spanish

Lisette Roman- Ahlgrim - Spanish
Lesson - “El oceano”
Grade level - 2nd grade

Standards	28.B.5A -Imitate sounds and words 28.B.1D - Ask learned questions spontaneously in familiar contexts. 28.D.1A- Copy words and phrases in the target language. 28.D.2A- Categorize words based on meaning.
Objective	Students will learn words for various types of oceanic animals Students will be able use phrases and implement their vocabulary words.
Environmental	Students will be familiar with affects of water pollution on these animals and ways to help prevent it. Use nature as an inspiration and to treat it with respect Gain experience of being natural leaders
Materials	Whiteboard Notebooks Slides Index cards/ flashcards Drawing materials Music

Lesson

1. Write vocabulary in Spanish on the white board and then again with Google Slides using chromecast.

2. Allow three guesses for each word.

3. Write the correct translation next to the Spanish words.

4. Have class go over vocabulary words and draw pictures of each vocabulary word.

5. Copy words from the board into their notebooks.

6. Pass out vocabulary/flashcard sheets and have students cut and paste unto their index cards.

7. Play a game of pictionary. Teacher will draw a picture that corrolates with the vocabulary and have kids guess the vocabulary word. Students will also have the opportunity to play with each other.

8. Watch presentations of each vocabulary word and watch videos.

9. Discuss various ways that we can protect the oceans and it's benefits.

10. Assess the students at end of unit.

Activities:

1. Have students make their own flashcards.

2. Pass out worksheets to work with vocabulary words.

3. Show slides through google chromecast. and play three seperate games.
    a) Name the animals
    b) Buzzer game
    c) Pictionary

4. Draw picture of vocabulary word they learned most about and what surprised them.

Vocabulary:

el océano - ocean

el mar - sea

la playa - beach

la ballena - whale

la medusa - jellyfish

el cangrejo - crab

el caballito de mar - seahorse

el delfin - dolphin

el tiburón - shark

el pulpo - octopus

la estrella de mar -starfish

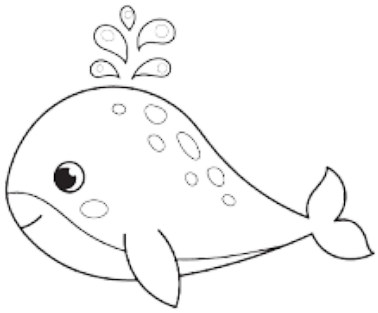
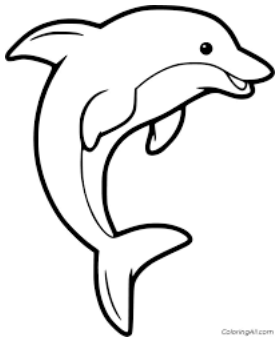
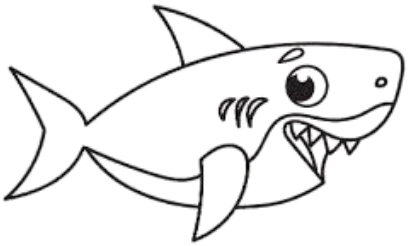
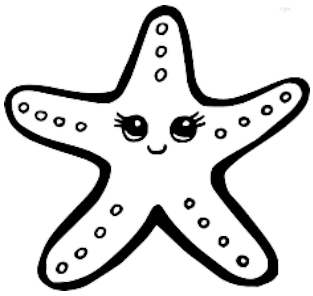
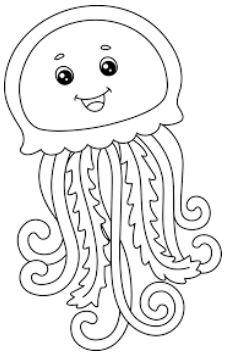
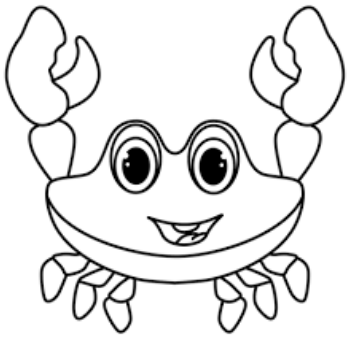
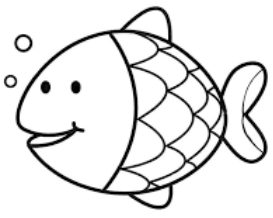
el coral - coral

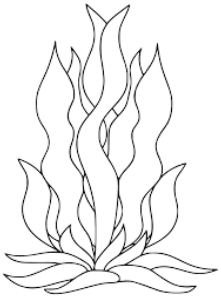
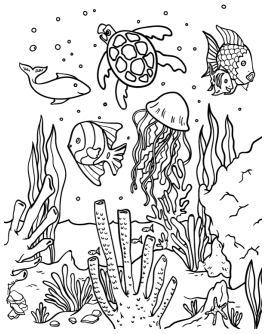
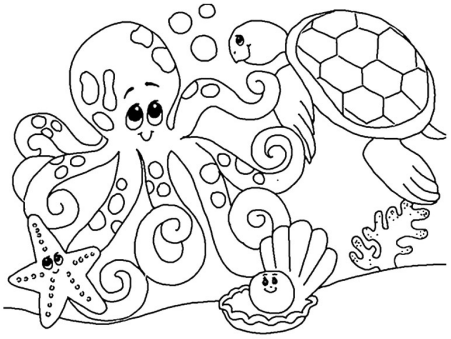
el quelpo - kelp

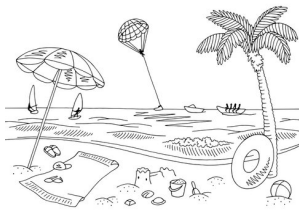
el pez- fish

la arena - sand

Flashcards

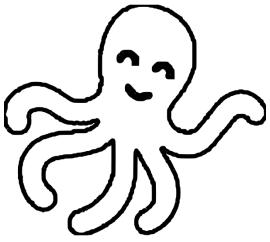
	
	
	
la ballena	el delfín
el tiburón	estrella de mar
el caballo de mar	la medusa

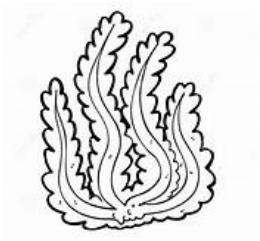
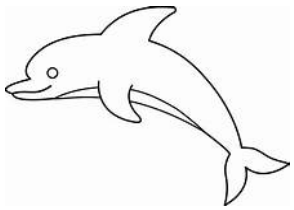
el cangrejo	el pez
el pulpo	el coral
el quelpo	el oceáno
la arena	el mar
	la playa

Nombre _____Fecha _____ Maestra _____

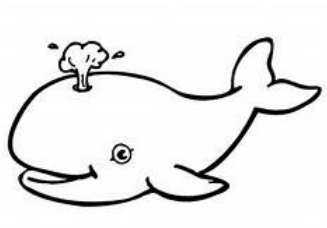
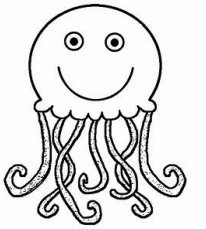
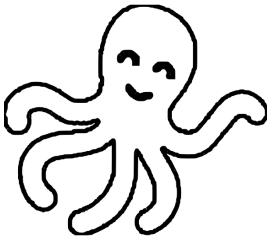
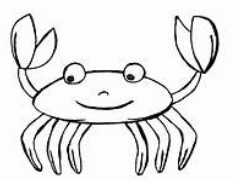
2nd grade

1. el océano

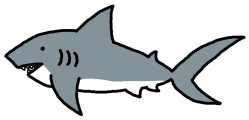


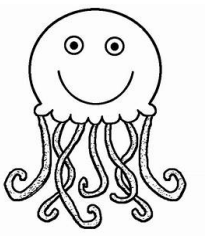



2. la ballena

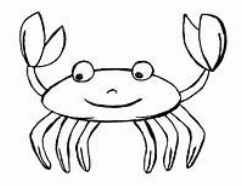





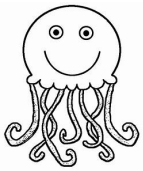
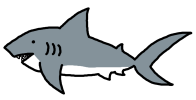
3. el tiburón



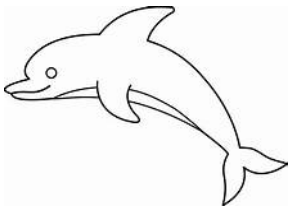
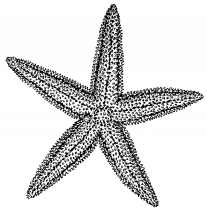



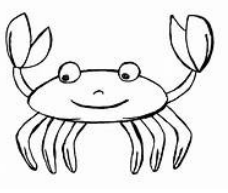
4. la medusa



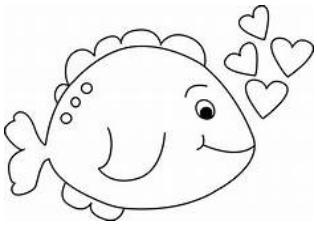



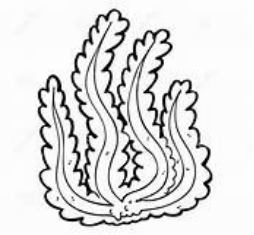
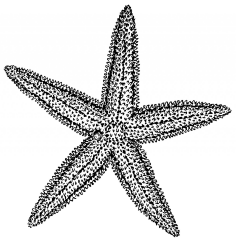
5. el cangrejo

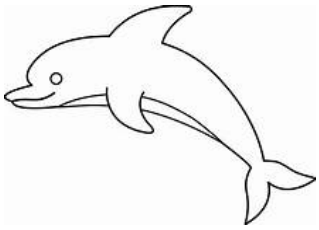
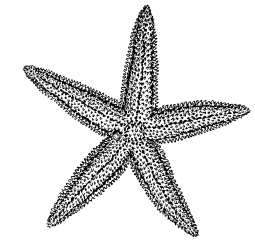
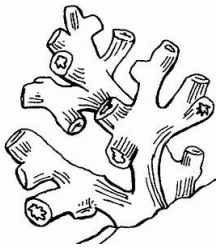
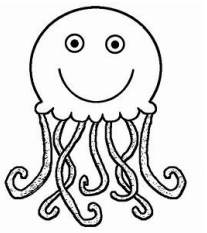


6. el caballo de mar

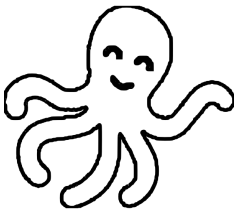
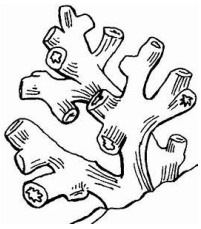
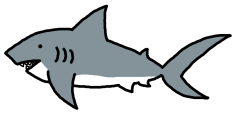


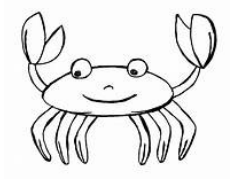
7. el delfin

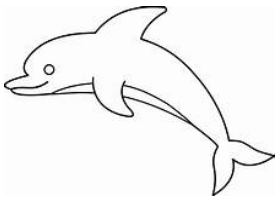
8. el pulpo

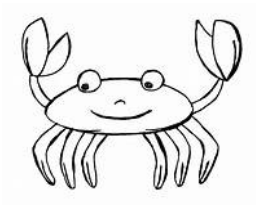

9. la estrella de mar

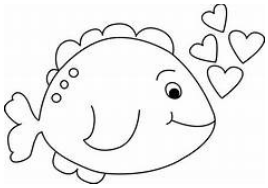
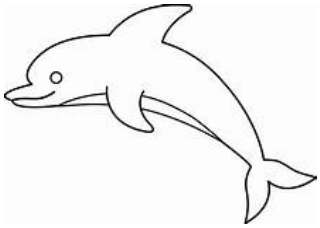



10. el coral

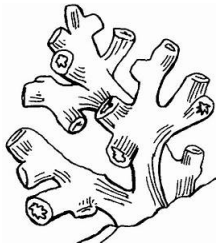
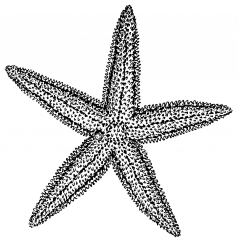
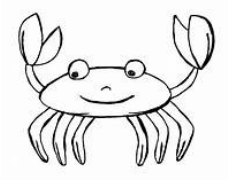
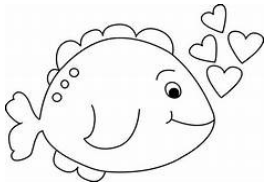



11. el quelpo

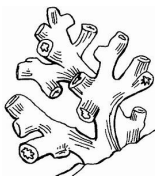


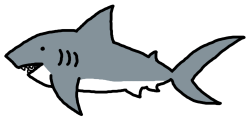



12.el pez

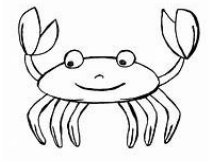





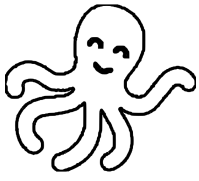
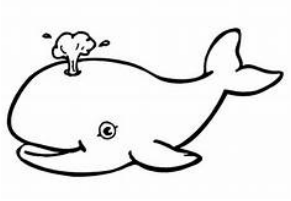
13. la playa



14. la arena



Section E: 5th-8th Grade Spanish

Jana McGeever

Lesson Plan: -AR verbs endings of verbs in the preterite tense

Lesson Name: -ar verbs in the preterite, introductory lesson

Grade Level: 8th grade

Standards	28.A.1A Understanding oral communication. Recognizing language patterns. 28.A. 3A Comprehend main messages. Understand in oral presentation.
Objective	My objectives for this lesson are for the students to recognize and differentiate between the present and the preterite tenses. Once an understanding is developed, the students will be able to use and understand the preterite tense.
Concepts	Review of -AR verbs endings in the present tense, introducing -AR verb endings in the preterite tense, vocabulary review
Materials	-whiteboard/markers -flashcards -poster - notecards with velcro - to put verb endings on poster -book -worksheet- -chromebook
Procedure	-I will introduce the lesson by practicing the subject pronouns. Students will place a subject in the proper place in the "verb house" poster. -Students will tell me and place the present tense -ar verb endings on the house poster. -We will practice some sentences in the present tense. -I will write a sentence in the preterite tense on the board. Do the students understand this sentence? -I will read a few more sentences in the preterite and see if students can pick out the verb. Students will put the preterite tense endings in the house. -I will read an exercise from the book to practice listening skills. As I read a

	sentence, students will write whether the sentence was in the present or preterite tense. -To practice and share knowledge, the students will work with a partner to write 2 sentences about something they did yesterday (ayer) and last night (anoche). I will put a few sample infinitives on the board. -I will check the progress of each group. If time allows, the students will share their sentences with the class. -Begin the homework assignment so the students understand what the homework is and how to complete the assignment. -Students will make their own notes page including a verb house and some sentence examples. -We have various games to play to practice the verb conjugations in the next couple of days. -We will also have a question/answer oral dialogue to practice our listening/speaking skills.
Assessment	-Oral assessment will be the primary assessment of this lesson. I will also be checking for the students' success in being able to write sentences on their own about what they did yesterday/last night. Check homework assignments.

Homework assignment on Google Doc/Google Classroom:

Nombre _____
Fecha _____

Fill in the charts by using the given information.

nadar- presente

nado	
	nadan

nadar-pretérito

nadé	
	nadaron

hablar-presente

	hablamos
hablas	

hablar-pretérito

	hablamos
hablaste	

mirar-el presente

miro	

mirar-el pretérito

miró	

comprar-el presente

compras	

comprar-el préterito

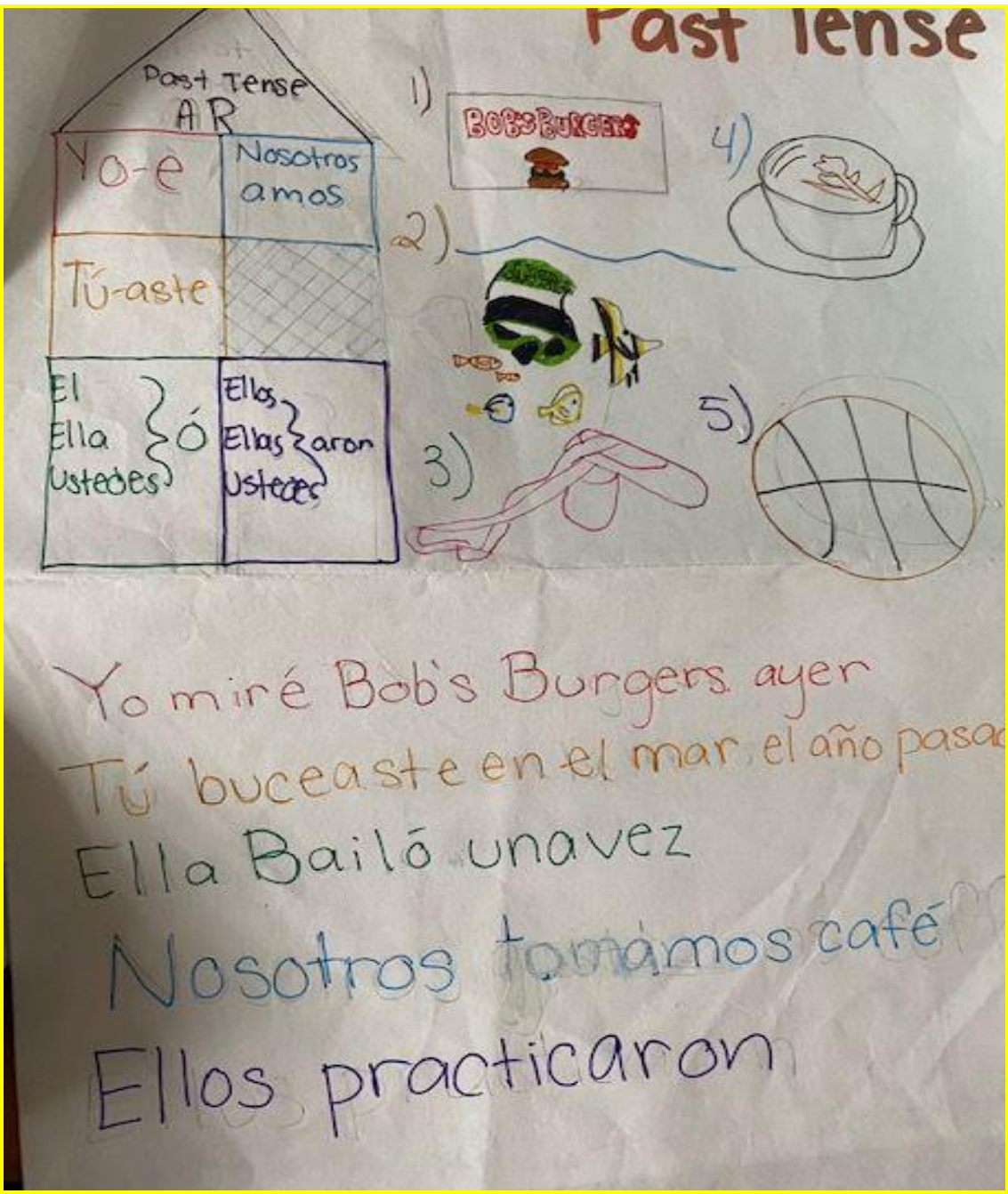
	comprasteis

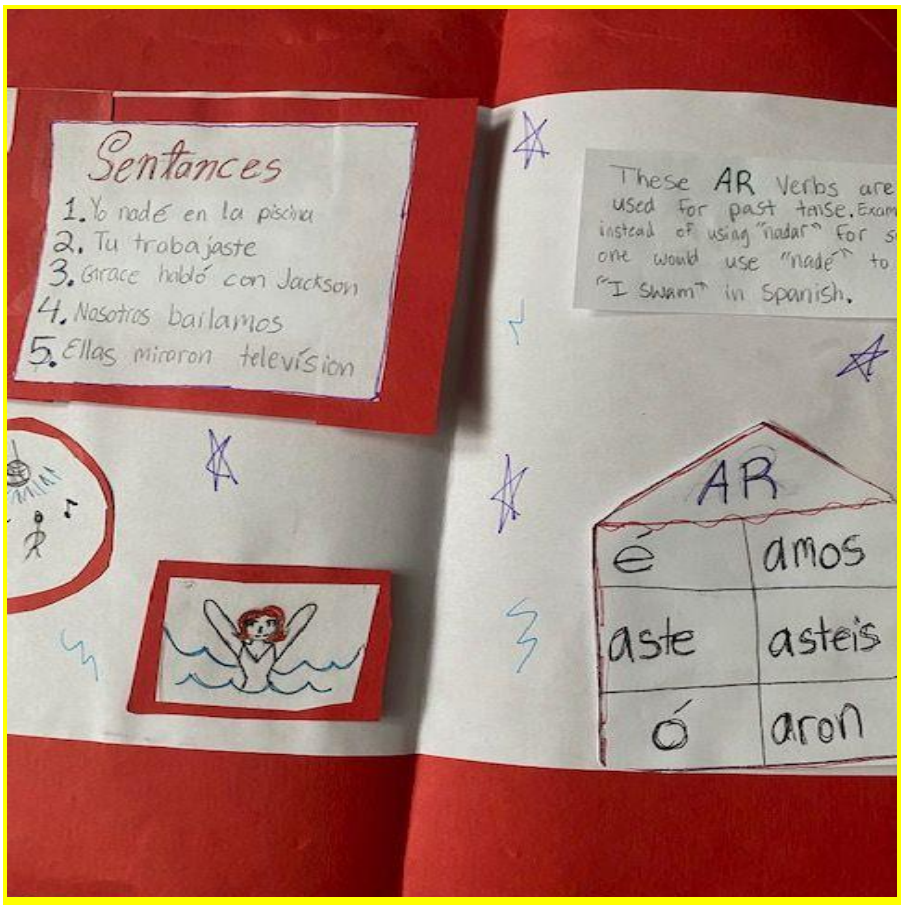
patinar-presente

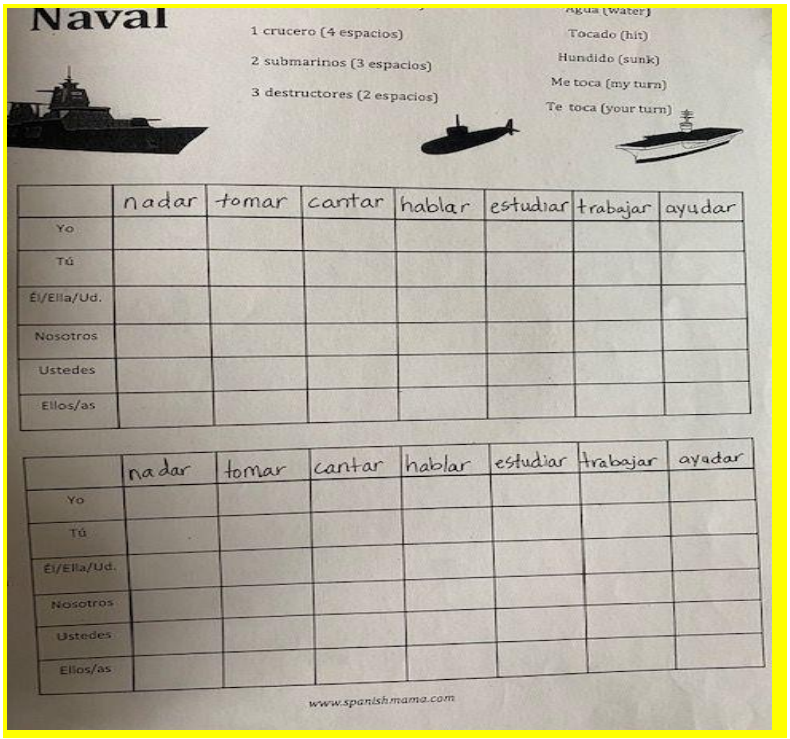
patino	

patinar-préterito

	patinamos


Past Tense
Past Tense
AR
Yo-é
Nosotros
amos
Tú-aste
El
Ella
Usted
ó
Ellos
Ellas
Ustedes
aron
1)
BOB'S BURGERS
2)
3)
4)
5)
Yo miré Bob's Burgers ayer
Tú buceaste en el mar el año pasa
Ella Bailó unavez
Nosotros tomámos café
Ellos practicaron


Sentances
1. Yo nadé en la piscina
2. Tu trabajaste
3. Grace habló con Jackson
4. Nosotros bailamos
5. Ellas miraron televisión
These AR Verbs are used for past tense. Exam instead of using "nadar" for s one would use "nadé" to "I swam" in Spanish.
AR
é
amos
aste
asteis
ó
aron


Naval
1 crucero (4 espacios)
2 submarinos (3 espacios)
3 destructores (2 espacios)
Agua (water)
Tocado (hit)
Hundido (sunk)
Me toca (my turn)
Te toca (your turn)
nadar tomar cantar hablar estudiar trabajar ayudar
Yo
Tú
Él/Ella/Ud.
Nosotros
Ustedes
Ellos/as
nadar tomar cantar hablar estudiar trabajar ayadar
Yo
Tú
Él/Ella/Ud.
Nosotros
Ustedes
Ellos/as
www.spanishmama.com

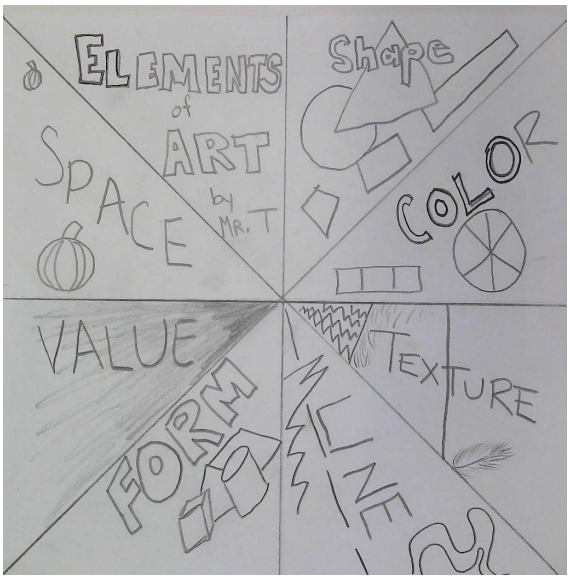
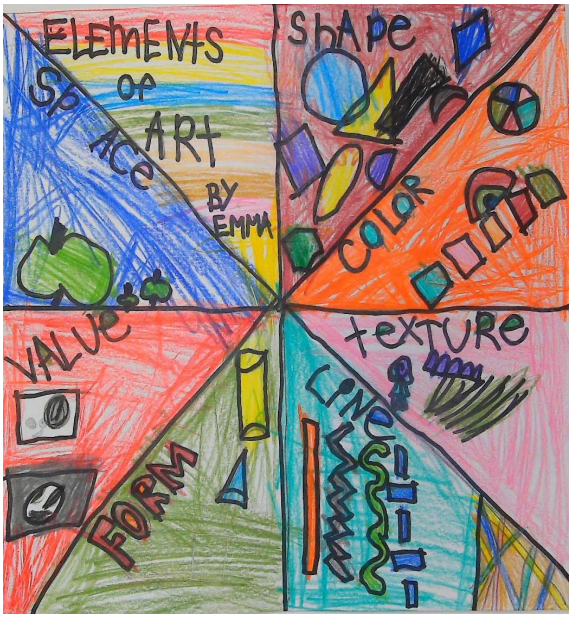
¡LLAMA MÍA!

PRETERITE TENSE -AR VERBS

1) Escoge una llama para ser tu jugador
2) Empieza en la "ENTRADA"
3) Tira un dado para mover tu llama
4) Lee el espacio, y sigue las instrucciones o usa el verbo en una frase para ganar el espacio. Por ejemplo, **Ella / hablar = "Ella habló mucho", Yo / bailar = "Yo bailé con mis amigas."**
5) Toma turnos en tu grupo hasta que llegues a la "SALIDA".

Section E: Art

Unit: Elements of Art
Lesson: Elements of Art Illustration
Class: 1st/2nd Grade Art Class
Time: 4 Class Sessions

Class:	1st/2nd Grade	Teacher Example and Student Example
Standards	1. Demonstrate knowledge and application of basic elements of art and principles of design in visual art. 2. Create works of art that explore different materials and techniques.	 
Objectives & Concepts	To understand the 7 elements of art and how to use them in the art making process.	
Concepts	Elements of Art: Line, Shape, Color, Form, Space, Texture, Value. Visualizing the art elements as well as utilizing folding, planning and ruler work.	
Directions	Begin by introducing the concept of the elements of art. Show examples of artwork that use lines, shapes, colors, and textures in interesting and creative ways. Discuss how these elements can be used to create different moods or feelings in artwork. Fold square paper in half and then half again. Unfold and create two folds in which each corner creates a diagonal line across the page in an x. Then label one section with a title and the other 7 devoted to each of the 7 elements. Each of the sections will illustrate the 7 Elements of art. Students may use any medium as long as it allows them the ability to illustrate the element of art (example colored pencil blending to illustrate value etc.) Students will have 4, 40 minute classes to finish their project.	

Section E: Music

Music Unit of Study

Cultural Music Unit
Grades 3-4

Topic/Theme:	Cultural and musical study of a Native American children's music game and a Yangtze River Boat Song
Cross-Curricular Differentiation:	**ELA Connections:** Students will read Native American words from the board and will learn new pronunciations of a language outside of English. **Geographical Connections:** Students will be able to connect our current America to the America of the past and will experience a game Native American children played. Students will identify the Yangtze River on a map of China and discussions regarding the ecosystems of different areas of the river will be discussed. **Historical Connections:** Students will make connections to other events that were occurring in the world during the time period of the originations of the songs they will learn. **SEL Connections:** Students will be able to form their own opinions on life experiences Native American children may have had and how their own lives would be different if they had lived long ago or had lived working on a boat on the world's third longest river.
Essential Questions:	What music skill are we mastering while using this Native American song and children's game? What are experiences Native American children may have had that differ from experiences we have today? What materials from nature could we use to play this game? How are the words used in this song different from our language? What do they mean? What are the similarities between the singing of Yangtze River Boatmen and the traditional singing of Native Americans?
Standards:	MU:CR3.1.4b. Present the final version of personal created music to others and explain connection to expressive intent. MU:PR4.1.3c. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. MU:PR6.1.4a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. MU:CN11.1.4a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.
Student Learning Objectives:	Students will be able to describe the characteristics of a Native American song. Students will be able to perform a steady beat using rhythm sticks while singing a Native American song. Students will be able to create a steady beat pattern with a partner using creative movements with rhythm sticks. Students will be able to play the Yangtze Boat Song on recorders

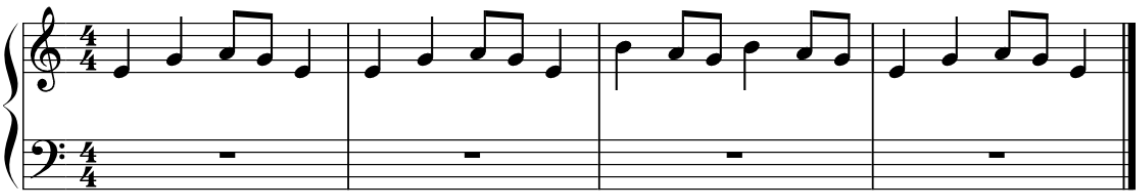
	through reading music written on the board. Students will be able to play a crossover pattern on barred instruments along with the recorder part played by other students.
Procedure:	Throughout the course of 2-3 class periods, students will be taught both an Asian folk song and a Native American song through reading music and words written on the board. Students will play the Asian melody on recorder and will learn a crossover pattern on barred instruments. After mastered, both parts will be performed at the same time. Students will learn the steady beat pattern that matches the Native American Stick Song that they will perform with a partner using Lummi sticks. Students will perform the pattern with a partner and will then create their own steady beat pattern that matches the steady beat of the song. Each set of partners will perform their original steady beat pattern for the class.
Assessments:	Students will be assessed on their accuracy of playing recorder, barred instruments, and the steady beat during their final presentation of their original pattern.

Documents used during lessons:

Yangtze Boat Song

(Subtitle)

(Lyricist) (Composer)



Section E: Physical Education

Unit: Soccer
Lesson: Dribbling
Class: 1st Grade PE Class
Time: 1 Class Session

Title of Lesson	Ninja Turtle Soccer
Standards	-19.A.1a: Motor Skills and Movement Patterns: Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills. -21.B.1a: Cooperative Skills During Structured Activities: Work Cooperatively with another to accomplish an assigned task
Objectives	Students will learn how to dribble and control the ball while navigating through an activity area. They will collaborate with a partner while keeping track of pizzas and taking turns dribbling.
Materials	Poly Spots Hula Hoops Soccer balls Pencil
Concepts	Students will keep soccer balls close to their body when practicing cues for dribbling with feet and toe taps.
Procedure	Students dribble around the gym trying to get as many “pizzas” as possible. To get a “pizza” (poly spot), they keep track of how many times they can stop their soccer balls on the “pizza” (poly spots are scattered in the activity area. Students will have partners, they will take turns on who is dribbling the soccer ball and who is keeping count of the pizzas obtained. Students can’t pick the “pizzas” up. They also try to avoid the “manholes” (hula hoops). If the students’ ball travels across a “manhole” (out of control), they must perform 3 toe taps to climb out of the “manhole” before continuing to dribble.
Assessment(s)	Students will be assessed informally by the teacher based on their ability to keep the ball close to their bodies.

Unit: Hockey - Blietz
Lesson: Dribbling and Shooting the Puck (Ball)
Class: 5th Grade PE Class
Time: 1 Class Session

Title of Lesson	
Standards	-19.A.2 - Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns. -19.B.2 - Identify the principles of movements (absorption and application of force, equilibrium). -19.C.2a - Identify and apply rules and safety procedures in physical activities. 21.A.2b - Use identified procedures and safe practices without reminders during group activities.
Objectives	Students will work on their dribbling skills and scoring shots with a puck (ball).
Materials	Eye Protection Hockey sticks Pucks (balls) Cones Nets
Concepts	Students will at all times wear provided eye protection when playing hockey in P.E. class. Students will keep the puck touching the hockey stick as much as possible while they are dribbling around the cones, and they will shoot an accurate scoring shot towards the net.
Procedure	The cones will be spaced 10 feet apart starting from the gym end line, in a straight line toward the hockey net that will be located on the other end line. Demonstration of the proper way to wear the provided eye protection and an explanation of why it is required wearing, begins the lesson. Demonstration of how to properly hold a hockey stick and how to control the puck (ball) while walking, with special attention to having the stick touch the puck as much as possible. Demonstration of how to shoot scoring shots towards the net, with special attention to explaining that the tip of the stick can only come as high as the student's knee. After taking their shot, students will NOT retrieve their puck (ball), but will return to the end of their line. After all of the pucks (balls) have been shot, the first person in line will retrieve all of the balls.

	Students keep track of how many goals they have scored for a verbal recognition at the end of class. A line by line competition.
Assessment(s)	Students will be assessed informally by the teacher based on their ability to dribble the puck (ball) under control and touching the stick as much as possible. Students will also be assessed informally by the teacher based on their shooting technique and the accuracy of their scoring shots. Students will receive a lot of encouragement.

Section F: Updated Goals,Objectives, and Pupil Performance Standards

Section F: Updated Goals, Objectives, and Pupil Performance Standards 2022-2023

Education & Curriculum

The 2022-2023 Prairie Crossing Charter School (PCCS) school year started with similar staffing challenges faced by schools throughout Illinois and the country. As a result of starting with 25% new teachers and staff, several planned objectives for the year required adjustment in order to prepare and support these new educators. Regardless of these staffing issues and additional training needed, the teachers and mentors quickly adjusted and delivered a strong year of learning.

As predicted, the school found an increase in SEL needs at all levels which helped to guide our SEL instructions and practices. In ELA we continued our plans with implementing Fountas & Pinnell ELA curriculum in grades K-4. For individuals using these materials, which are more closely aligned with current assessment and benchmarking tools and practices, we found continued success in increasing student growth. Our most current Fall to Spring ELA data suggests we continue on this trajectory with building a more robust and accurately aligned 5th through 8th grade ELA curriculum.

All grades will again focus on their current work with integrating writing strategies into the current curriculum, including common assessments.

In mathematics, current data indicates much greater success with meeting our Fall to Spring growth goals for learning. Of the 44 students graduating in 2023, 59% completed Algebra or above, and 18% completed Geometry.

Overall, according to our end of year NWEA data, PCCS students exceeded expectations for achievement in both ELA and Mathematics, however we will continue to analyze our progress with regard to growth for all students, individually, class, and school wide.

For those students who have not yet met achievement and growth expectations, the PCCS Student Services intervention team added a reading interventionist and an EL teacher. These intervention groups included more than 35% of the school's total population. With the addition of an additional Reading interventionist, the team was able to provide dedicated ELA Tier 2 & 3 interventions in all grade bands. In 2023/24 our MTSS program will include adding time to the schedule for more robust Tier 2 intervention and differentiation at the classroom level for grades 6 through8.

Social Emotional: Positive Behavior Intervention and Supports (PBIS), CARES, & Restorative Practices

PCCS continues to build upon the previous successes of the multi-award PBIS team while incorporating our *CARES* components into classroom and school practices. This year found our staff learning to use more restorative practices in the classroom. In 2023/24 we will create additional opportunities for more formalized training with these Restorative and SEL processes. Restorative practices in response to disciplinary incidents increased opportunities for learning, growth, and increased connection versus punishment. Our students and staff have, and will continue to benefit from our focus on a culture that prioritizes their social-emotional support and well-being.

Staffing and Professional Development

Prairie Crossing Charter School began the school year with only 75% retention of certified teachers, two new Directors of Special Education and Students Services, a new School Social Worker, resource teacher, and EL Teacher. Five of these positions were filled with less than one week to prepare for the school year. This year we are expecting a much better rate of retention and thus will be able to focus our Professional Development opportunities on our individual teacher, team, and school needs. This four legged approach to Professional Development (PD) includes 1st and 2nd year teachers working closely with their mentors to build basic skills and assimilate into the PCCS culture and practice. This mentor approach includes weekly meetings, attending individualized PD together, as well as non-evaluative teacher mentor observations. All teachers are afforded opportunities to attend PD on a group or individual basis depending on their educational goals and needs. Finally, our most experienced Career teachers developed personal and student growth goals and attended PD which most accurately prepares and supports these efforts.

From these goals, these teachers identified, with school leadership, specific individual PD goals to best meet their individual needs. These ranged from attending national conferences, local instructional seminars, formal courses of instruction, grade level and content area articulation with surrounding schools and organizations. The following are examples of the many detailed PD opportunities created by and for the PCCS staff this year:

- The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching / A Virtual Full-Day Workshop
- Highly Targeted Interventions for Students Struggling with Reading (Grades K-4)
- Phonics, Spelling and Word Study Grades (K-4) Fountas & Pinnell Classroom Webinar Series
- Reading Mini Lessons (Grades K–4): A Fountas & Pinnell Classroom™ Webinar Series
- Step-by-Step Differentiation for Advanced Learners Featuring Lisa Van Gemert
- Environmental Educators Association of Illinois (EEAI) 2022 Annual Conference
- Bridges Intervention - Gr. K-5 Workshop
- Math Interventions
- ADHD Interventions
- WIDA Conference
- Wilson Reading Strategies and Instruction
- Dyslexia Strategies
- Reading Recovery
- Math Curriculum Building - Middle Grades
- FBA/BIP Writing Strategies
- IXL Strategies for Differentiation
- Reading Science
- Trauma Informed Teaching - Teach Train Thrive
- Strategies for School Refusals

Academic Best Practices: Prairie Crossing continues to create goals and integrate resources and strategies which support the culture and instruction of Education for Sustainability (EfS).

PCCS staff continue to assess our model for instruction for best practices as compared to research in EfS, Literacy, and Mathematics instruction. One instructional goal this year will be to increase the staff's capacity for differentiation within the classroom while attending to the many standards in the Tier 1 curriculum.

This year staff continued the important work of documenting the curriculum used as well as moving toward a more comprehensive scope and sequences which could eventually be shared and duplicated with other interested locations.
In the coming year, our staff will continue to build and ensure the use of best practices in the classroom. For many, this will mean additional PD opportunities in the understanding and use of the most common practices used at PCCS:

- Differentiated instruction
- Integrated curriculum
- Scaffolded learning
- Authentic and real-life connections
- Targeted intervention and enrichment
- Positive classroom environment

Through the continued use of these best practices and more, we feel Prairie Crossing Charter School is leading the way with teaching for equity and inclusion of all students with the goal of one plus year of learning for all students.

Section G: Evaluation of Student Performance

Section G: Evaluation of Students' Performance

Types of Assessment & Timelines, 2022-2023

Students in grades 2-8 completed NWEA MAP assessments in fall, winter, and spring (FWS). Students in grades K-2 completed aimswebPLUS benchmark assessments in fall, winter, and spring, and students in grades 3-6 completed aimswebPLUS benchmark assessments in fall and winter. Whereas some of the aimswebPLUS assessments have been administered more broadly in the past, the practice was reconsidered in light of the COVID-19 pandemic and the current cost vs. benefit of the measures along with other data that is collected. The BESS social-emotional self-report screening was completed in grades 5-8, and teachers in grades K-4 completed the BESS teacher report on nominated students (e.g., through a gated process) in fall and late winter. The assessments given are listed below:

Grade Level/ Assessment	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**
District Assessments									
aimswebPLUS Assessments of Early Literacy/ Reading	FWS	FWS	FWS	FW	FW	FW	FW	N/A	
aimswebPLUS Assessments of Early Numeracy/ Math	FWS	FWS	FWS	FW	FW	FW	FW	N/A	
NWEA/MAPS (Reading & Math)	N/A		FWS	FWS	FWS	FWS	FWS	FWS	FWS
Fountas & Pinnell (Reading)	FS	FS	FS	FS	FS	FS	FS	As Needed	
SEL Teacher Questionnaire (Behavior)	Fall & Late Winter					N/A			
BESS Self Report (Behavior)	N/A					Fall & Late Winter			
State Assessments									
ACCESS (EL*)	X	X	X	X	X	X	X	X	X
IAR	N/A			Spring					

**EL students take all other assessments as per their grade level requirements*

Data Review/Tiers of Support

PCCS utilizes a Multi-Tiered System of Supports (MTSS) for students. During a typical school year, upon completion of the universal screenings each trimester, the assessment data is examined by the Data Team, which includes the Director of Student Services, Dean of Faculty and Students, School Psychologist/Intervention Coordinator, Grade Level Resource Teacher and Grade Band Classroom Teachers. Data is examined to determine each student's attainment and/or progress toward grade level academic benchmarks and needs for intervention support. When students perform below set benchmarks (below the grade level benchmark [25th-30th percentile] on aimswebPLUS Curriculum-Based Measurements, below expectations on Fountas & Pinnell benchmark assessment, or below the 35th percentile on the NWEA in the content area of reading and/or math), the Data Teams discuss additional factors that may be impacting a student's performance. Data teams and teachers discuss student performance on classroom assessments, unit assessments, assignments, and day-to-day performance.

A student is typically identified as needing intervention when performance on two or more indicators is below grade level expectations. Students are determined eligible for Tier 2 and Tier 3 interventions based on data collected from formal benchmark assessments and informal assessments/information from the classroom teacher. Students determined eligible receive instruction in the core curriculum along with additional instruction either in the classroom by the classroom teacher and/or instructional assistant and/or by an interventionist outside of the regular classroom. Students receiving assistance are instructed in small groups within the classroom, or individually/in a small group outside of the classroom. Parents of students identified as needing intervention(s) are contacted by the Intervention Coordinator or an Intervention Teacher via formal letter describing the need and types of support the student will receive. At Tiers 2 and 3, students have goals set and progress is monitored on an ongoing basis, typically every other week. A schedule is set which reflects when students will be pulled for intervention outside of the classroom and for how often.

Each student's progress data is typically discussed at least monthly during intervention team meetings and via communication with the teacher. If a student is not making progress, intervention is adjusted; this may include changing the frequency or duration of intervention, group configuration, and materials being used. If needed, the student may be referred to the Student Support Team (SST) to begin the problem solving process. Reports of student progress are sent home each trimester in line with report cards.

In addition to collecting and reviewing academic data for intervention, PCCS collects and reviews behavioral data for intervention. Upon completion of behavioral screening twice per year (fall and late winter) using a research-based screening tool, data is reviewed by the School Social Emotional Support Team (School Social Worker, School Psychologist/Intervention Coordinator, Interns) and the Administrative Team. Additional sources of data considered include office discipline referrals, behavioral log entries in Powerschool, Student Support Team (SST) referrals, and teacher observations. Difficulties identified in the student's educational functioning due to behavioral, organizational, and/or emotional factors are examined to determine if the student is at or below grade level behavioral standards, and what tier of behavioral/social-emotional support is appropriate:

- **Tier 1**: General behavior expectations per the PBIS Matrix and CARES attributes, core social-emotional curriculum with weekly to monthly visits from School Social Emotional Team (School Social Worker, School Psychologist, Social Work Intern, and School Counseling Intern), Weekly/Daily class "crew" meetings, Consultation with teachers at grade band meetings regarding ongoing needs and concerns, Social-emotional website shared with staff and families, Development of a Family Lending Library with materials focused on social-emotional topics, Restorative practices related to classroom supports and discipline.

- **Tier 2**: *Tier 1 plus* formal and informal Check In/Check Out, Social Academic Instructional Groups (SAIGs), SST referral and problem-solving process which includes early parental involvement, and individual social work/counseling.

- **Tier 3**: *Tiers 1 and 2 plus* Modified CICO (individual goals and/or structure), FBA/BIP, and Referral for special education evaluation.

Assessment Data 2022-2023

Assessment Data should be interpreted in light of the impact of the COVID-19 pandemic on student academic and social-emotional functioning. In addition to consideration of the impact on learning and performance, it should be noted that the majority of comparative norms were established prior to the pandemic and therefore do not account for the unforeseen negative influence of the pandemic on student scores. For the current school year, it was determined that spring aimswebPLUS academic benchmarking would be completed in grades K-2; therefore, for grades 3-6, only fall and winter data is available. In addition to academic assessment data, behavioral/ social-emotional data was also able to be analyzed to compare fall and winter administrations.

Behavior Assessment System for Children- Behavioral & Emotional Screening System (BASC-3 BESS)

BESS

K-4th Comparison of Fall to Winter Scores:

	Nominated only Fall (Suggests Improvement)	24	*Nominated only Winter (Suggests Decline)*	15
		31.58%		19.74%
NOMINATED BOTH FALL & WINTER: COMPARISON IN SCORES				
	Behavioral & Emotional Risk Index	Externalizing Risk Index	Internalizing Risk Index	Adaptive Skills Risk Index
IMPROVED/STABLE #	20	26	19	24
IMPROVED/STABLE %age	55.56%	72.22%	52.78%	66.67%
DECLINED #	16	10	17	12
DECLINED %age	44.44%	27.78%	47.22%	33.33%

5th-8th Comparison of Fall to Winter Scores:

	Behavioral & Emotional Risk Index	**Internalizing Risk Index**	**Self- Regulation Risk Index**	**Personal Adjustment Risk Index**
IMPROVED/STABLE #	39	37	34	23
IMPROVED/STABLE %age	62.90%	59.68%	54.84%	37.10%
DECLINED #	15	17	20	31
DECLINED %age	24.19%	27.42%	32.26%	50.00%
Took only Fall or Winter, so a score could not be calculated.	8	8	8	8
	12.90%	12.90%	12.90%	12.90%
Remaining 125 Students reported all typical/normal risk on both fall and winter measures, so a difference of scores was not calculated.				

aimswebPLUS Early Literacy/Reading

Kindergarten Early Literacy Composite:

	Grade K		
Comparison: National	Fall	Winter	Spring
90-99th %ile	5 (10.6%)	3 (6.3%)	1 (2.2%)
75-89th %ile	10 (21.3%)	6 (12.5%)	7 (15.6%)
26-74th %ile	21 (44.7%)	28 (58.3%)	25 (55.6%)
11-25th %ile	6 (12.8%)	8 (16.7%)	7 (15.6%)
1-10th %ile	5 (10.6%)	3 (6.3%)	5 (11.1%)
Total Students	47	48	45
Mean	44.4	75.6	93.7
Standard Deviation	26.85	27.16	24.06

Grades K & 1 Nonsense Word Fluency:

	Grade K		Grade 1		
Comparison: National	Winter	Spring	Fall	Winter	Spring
90-99th %ile	9 (19.6%)	5 (11.1%)	4 (8.9%)	3 (6.4%)	3 (6.5%)
75-89th %ile	3 (6.5%)	7 (15.6%)	5 (11.1%)	3 (6.4%)	5 (10.9%)
26-74th %ile	26 (56.5%)	21 (46.7%)	27 (60.0%)	29 (61.7%)	31 (67.4%)
11-25th %ile	7 (15.2%)	10 (22.2%)	7 (15.6%)	7 (14.9%)	6 (13.0%)
1-10th %ile	1 (2.2%)	2 (4.4%)	2 (4.4%)	5 (10.6%)	1 (2.2%)
Total Students	46	45	45	47	46
Mean	34.5	47.3	39.1	55.6	74.2
Standard Deviation	28.42	29.34	24.17	24.86	28.03

Grade 1 Early Literacy Composite:

	Grade 1	
Comparison: National	Winter	Spring
90-99th %ile	5 (10.6%)	5 (10.9%)
75-89th %ile	6 (12.8%)	8 (17.4%)
26-74th %ile	17 (36.2%)	20 (43.5%)
11-25th %ile	7 (14.9%)	7 (15.2%)
1-10th %ile	12 (25.5%)	6 (13.0%)
Total Students	47	46
Mean	56.1	75.9
Standard Deviation	40.76	42.04

Grades 1 & 2 Oral Reading Fluency:

	Grade 1		Grade 2		
Comparison: National	Winter	Spring	Fall	Winter	Spring
90-99th %ile	5 (10.6%)	5 (10.9%)	8 (17.0%)	8 (17.0%)	5 (10.9%)
75-89th %ile	6 (12.8%)	8 (17.4%)	6 (12.8%)	8 (17.0%)	6 (13.0%)
26-74th %ile	17 (36.2%)	20 (43.5%)	16 (34.0%)	17 (36.2%)	20 (43.5%)
11-25th %ile	7 (14.9%)	7 (15.2%)	6 (12.8%)	6 (12.8%)	6 (13.0%)
1-10th %ile	12 (25.5%)	6 (13.0%)	11 (23.4%)	8 (17.0%)	9 (19.6%)
Total Students	47	46	47	47	46
Mean	56.1	75.9	70.3	90.9	101.6
Standard Deviation	40.76	42.04	46.60	48.04	49.24

Grade 2 Reading Benchmark:

Comparison: National	Grade 2		
	Fall	Winter	Spring
90-99th %ile	10 (21.3%)	10 (21.3%)	9 (20.0%)
75-89th %ile	9 (19.1%)	6 (12.8%)	6 (13.3%)
26-74th %ile	14 (29.8%)	20 (42.6%)	18 (40.0%)
11-25th %ile	7 (14.9%)	4 (8.5%)	8 (17.8%)
1-10th %ile	7 (14.9%)	7 (14.9%)	4 (8.9%)
Total Students	47	47	45
Mean	348.3	380.3	402.9
Standard Deviation	72.65	74.88	70.95

Grade 3 & 4 Oral Reading Fluency:

Comparison: National	Grade 3		Grade 4	
	Fall	Winter	Fall	Winter
90-99th %ile	9 (18.8%)	13 (27.1%)	4 (8.5%)	7 (14.6%)
75-89th %ile	13 (27.1%)	8 (16.7%)	8 (17.0%)	6 (12.5%)
26-74th %ile	20 (41.7%)	22 (45.8%)	22 (46.8%)	22 (45.8%)
11-25th %ile	3 (6.3%)	3 (6.3%)	9 (19.1%)	5 (10.4%)
1-10th %ile	3 (6.3%)	2 (4.2%)	4 (8.5%)	8 (16.7%)
Total Students	48	48	47	48
Mean	111.2	126.1	108.7	122.7
Standard Deviation	33.69	32.44	38.02	45.98

Grade 3 Reading Benchmark:

	Grade 3	
Comparison: National	Fall	Winter
90-99th %ile	9 (18.8%)	8 (16.7%)
75-89th %ile	10 (20.8%)	16 (33.3%)
26-74th %ile	26 (54.2%)	20 (41.7%)
11-25th %ile	2 (4.2%)	3 (6.3%)
1-10th %ile	1 (2.1%)	1 (2.1%)
Total Students	48	48
Mean	421.4	442.5
Standard Deviation	47.37	48.92

Grade 4 Reading Benchmark:

	Grade 4	
Comparison: National	Fall	Winter
90-99th %ile	14 (31.1%)	14 (30.4%)
75-89th %ile	9 (20.0%)	12 (26.1%)
26-74th %ile	17 (37.8%)	17 (37.0%)
11-25th %ile	1 (2.2%)	0 (0.0%)
1-10th %ile	4 (8.9%)	3 (6.5%)
Total Students	45	46
Mean	472.3	483.1
Standard Deviation	73.65	60.07

Grade 5 Reading Benchmark:

	Grade 5	
Comparison: National	Fall	Winter
90-99th %ile	19 (39.6%)	22 (48.9%)
75-89th %ile	6 (12.5%)	6 (13.3%)
26-74th %ile	18 (37.5%)	14 (31.1%)
11-25th %ile	3 (6.3%)	2 (4.4%)
1-10th %ile	2 (4.2%)	1 (2.2%)
Total Students	48	45
Mean	503.7	532.3
Standard Deviation	71.20	66.90

Grade 6 Reading Benchmark:

	Grade 6	
Comparison: National	Fall	Winter
90-99th %ile	18 (40.0%)	13 (28.9%)
75-89th %ile	7 (15.6%)	9 (20.0%)
26-74th %ile	14 (31.1%)	19 (42.2%)
11-25th %ile	5 (11.1%)	3 (6.7%)
1-10th %ile	1 (2.2%)	1 (2.2%)
Total Students	45	45
Mean	536.0	527.5
Standard Deviation	63.01	56.44

NWEA MAP Reading/Language Arts: Student Growth Summary Report

map GROWTH

Student Growth Summary Report

Aggregate by School

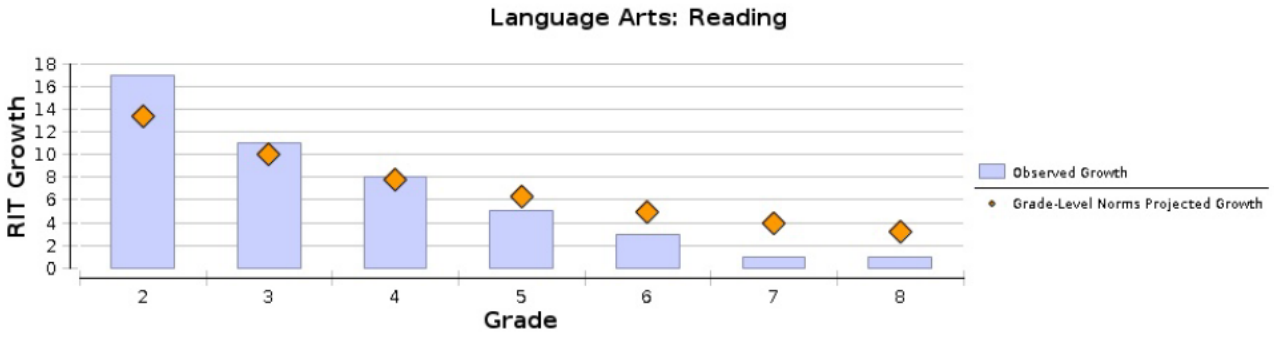
Term: Spring 2022-2023
District: Prairie Crossing Charter School

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: No

Prairie Crossing Charter

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	46	175.2	21.4	67	191.9	14.8	81	17	1.8	13.3	1.35	91	46	27	59	66
3	48	196.6	14.0	92	207.4	11.6	92	11	1.3	10.1	0.35	64	48	28	58	54
4	47	202.3	15.6	78	209.8	15.0	76	8	1.2	7.8	-0.16	44	47	23	49	47
5	48	208.6	14.6	72	213.5	14.5	64	5	1.1	6.3	-0.70	24	48	24	50	48
6	45	214.9	16.0	75	217.4	15.5	62	3	1.2	4.9	-1.39	8	45	21	47	41
7	48	220.4	15.5	80	221.5	17.8	67	1	1.3	3.9	-1.59	6	48	21	44	40
8	43	226.8	13.2	87	228.1	15.9	80	1	1.3	3.2	-0.95	17	43	21	49	49



aimswebPLUS Early Numeracy/Math

Kindergarten Early Numeracy Composite (Winter & Spring):

	Grade K	
Comparison: National	Winter	Spring
90-99th %ile	11 (23.4%)	6 (13.0%)
75-89th %ile	12 (25.5%)	11 (23.9%)
26-74th %ile	23 (48.9%)	22 (47.8%)
11-25th %ile	1 (2.1%)	7 (15.2%)
1-10th %ile	0 (0.0%)	0 (0.0%)
Total Students	47	46
Mean	50.4	56.4
Standard Deviation	9.32	9.00

Grade 1 Early Numeracy Composite:

	Grade 1		
Comparison: National	Fall	Winter	Spring
90-99th %ile	4 (8.7%)	7 (14.9%)	11 (23.9%)
75-89th %ile	5 (10.9%)	16 (34.0%)	20 (43.5%)
26-74th %ile	30 (65.2%)	22 (46.8%)	14 (30.4%)
11-25th %ile	6 (13.0%)	1 (2.1%)	1 (2.2%)
1-10th %ile	1 (2.2%)	1 (2.1%)	0 (0.0%)
Total Students	46	47	46
Mean	49.3	70.1	77.5
Standard Deviation	13.80	12.87	12.13

Grade 2 Math Benchmark:

	Grade 2		
Comparison: National	Fall	Winter	Spring
90-99th %ile	9 (19.1%)	16 (33.3%)	20 (42.6%)
75-89th %ile	10 (21.3%)	9 (18.8%)	11 (23.4%)
26-74th %ile	21 (44.7%)	19 (39.6%)	13 (27.7%)
11-25th %ile	5 (10.6%)	2 (4.2%)	2 (4.3%)
1-10th %ile	2 (4.3%)	2 (4.2%)	1 (2.1%)
Total Students	47	48	47
Mean	177.6	206.0	232.6
Standard Deviation	36.31	44.66	42.33

Grade 3 Math Benchmark:

	Grade 3	
Comparison: National	Fall	Winter
90-99th %ile	11 (22.9%)	19 (39.6%)
75-89th %ile	11 (22.9%)	10 (20.8%)
26-74th %ile	21 (43.8%)	16 (33.3%)
11-25th %ile	4 (8.3%)	1 (2.1%)
1-10th %ile	1 (2.1%)	2 (4.2%)
Total Students	48	48
Mean	209.7	235.1
Standard Deviation	33.44	36.63

Grade 4 Math Benchmark:

	Grade 4	
Comparison: National	Fall	Winter
90-99th %ile	12 (25.5%)	13 (27.7%)
75-89th %ile	13 (27.7%)	10 (21.3%)
26-74th %ile	15 (31.9%)	17 (36.2%)
11-25th %ile	3 (6.4%)	0 (0.0%)
1-10th %ile	4 (8.5%)	7 (14.9%)
Total Students	47	47
Mean	217.3	222.5
Standard Deviation	34.14	35.50

Grade 5 Math Benchmark:

Comparison: National	Grade 5	
	Fall	Winter
90-99th %ile	16 (33.3%)	13 (28.9%)
75-89th %ile	7 (14.6%)	13 (28.9%)
26-74th %ile	17 (35.4%)	15 (33.3%)
11-25th %ile	5 (10.4%)	1 (2.2%)
1-10th %ile	3 (6.3%)	3 (6.7%)
Total Students	48	45
Mean	238.0	250.8
Standard Deviation	41.17	35.77

Grade 6 Math Benchmark:

Comparison: National	Grade 6	
	Fall	Winter
90-99th %ile	14 (31.8%)	13 (28.9%)
75-89th %ile	3 (6.8%)	3 (6.7%)
26-74th %ile	21 (47.7%)	21 (46.7%)
11-25th %ile	3 (6.8%)	6 (13.3%)
1-10th %ile	3 (6.8%)	2 (4.4%)
Total Students	44	45
Mean	241.0	246.3
Standard Deviation	44.04	47.44

NWEA MAP Mathematics: Student Growth Summary Report

Student Growth Summary Report

Aggregate by School

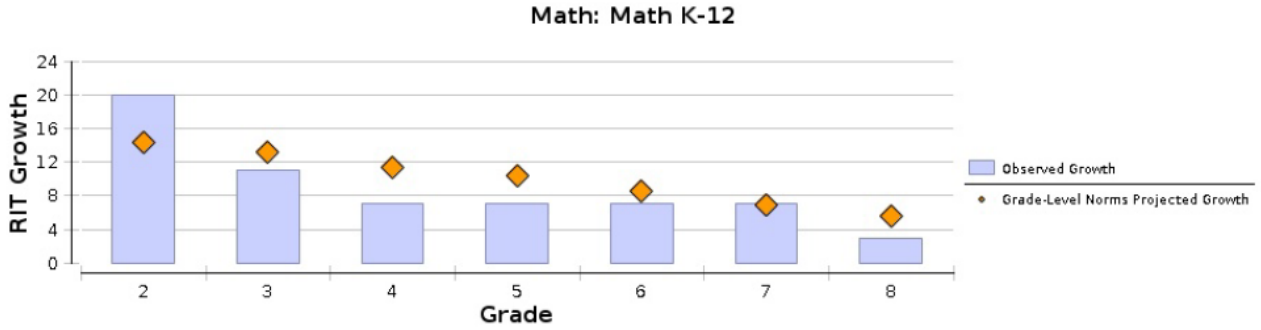
Term: Spring 2022-2023
District: Prairie Crossing Charter School

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: No

Prairie Crossing Charter

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	46	179.2	15.0	76	198.7	14.4	93	20	1.9	14.4	2.25	99	46	34	74	85
3	48	199.5	10.1	97	210.6	10.1	93	11	0.9	13.1	-0.95	17	48	21	44	38
4	47	205.1	13.7	80	211.9	14.8	57	7	0.9	11.3	-2.28	1	47	14	30	31
5	48	217.5	15.9	87	224.8	16.0	77	7	1.3	10.4	-1.33	9	48	16	33	30
6	45	223.2	19.3	86	230.4	20.3	81	7	0.9	8.6	-0.64	26	45	25	56	49
7	48	228.9	17.6	84	236.0	18.5	84	7	1.1	6.9	0.10	54	48	27	56	59
8	43	238.1	16.2	91	241.5	16.5	87	3	1.0	5.6	-0.91	18	43	17	40	36



Section H: Results of Corrective Action

Section H - Results of corrective action

Students were identified for Title I services (the “Scholars” program) based on benchmarking data obtained along with consideration of prior participation in previous years and close monitoring of classroom performance during the first several weeks of school. Forty-four students in grades 1-6 were identified for Scholars reading, and 25 in grades 1-4 were identified for Scholars math, with an overlap of 11 students identified for both programs. Intervention groups of 2-4 students met 2-3 times per week (typically 3 times per week for grades 1-4 and twice a week for grades 5-6), utilizing scientifically research-based interventions and methodologies.

Period 1- August-December: Of the 44 students in the Title I reading program, as of December 31, 57% exhibited a Performance Rate of Improvement near, at, or above their Goal Rate of Improvement, meaning they were considered on target to meet their goal by spring, all of which are set at or above the 50th percentile. Of the 25 students in the Title I math program, 72% exhibited a Performance Rate of Improvement near, at, or above their Goal Rate of Improvement, meaning they were considered on target to meet their goal by spring, all of which are set at or above the 50th percentile. During this period, one student qualified for special education services in both reading and math, and three were still currently under evaluation. Seven students exited due to improvement.

Period 2- January-May: Of the 50 students in the Title I reading program during this period, as of May 26, 30% exhibited a Performance Rate of Improvement near, at, or above their Goal Rate of Improvement, meaning they were considered on target to meet their goal by spring, all of which are set at or above the 50th percentile. Of the 24 students in the Title I math program during this period, 63% exhibited a Performance Rate of Improvement near, at, or above their Goal Rate of Improvement, meaning they were considered on target to meet their goal by spring, all of which are set at or above the 50th percentile.

It is notable that several factors impact these Period 2 percentages. Specifically, several students began receiving intervention mid-period, so fewer data points were able to be collected, and the rate of improvement required to meet the 50th percentile spring goal would be much steeper due to the relatively short duration of the data-gathering period. Additionally, measures were adjusted, to more complex measures, due to students’ performance on the simpler measure (e.g., shifting from measuring first graders’ nonsense word fluency to oral reading fluency), and students may not have performed as strongly on the more complex measure, but given their progress on the simpler measure, hold promise for improvement on the more complex measure. During this period, four students qualified for special education services in reading, and one qualified in math. Five students exited due to improvement in reading and nine exited due to improvement in math.

In addition to Title I services in math and reading, students in grades 5-8 were identified for MTSS services in math. Beginning in January, students participated in small group intervention twice per week with a certified math teacher utilizing scientifically research-based interventions and methodologies. Some progress monitoring data was collected, but became scarce after the primary teacher collecting the data was out for an extended period of time due to a medical emergency.