



Accountability Report  
2008-2009

**Prairie Crossing Charter School  
Accountability Report 2008-2009**

**Part 3: Educational Elements**

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## Section A: Class Size

2008-2009

Class	Number of Students
Kindergarten, Berger	21
Kindergarten, Fields	21
1st, Jeffery	20
1st/2nd, Johnson	22
1st/2nd, Spinney	21
2nd, Smith	21
3rd, Dawley	20
3rd/4th, Hahn	22
3rd/4th, Gaughan	21
4th, McGovern	21
5th, Zamiar	22
5th/6th, Hershiser	22
5th/6th, Koeinger	21
6th, DiNanno	21
7th, Viands	16
7th, Haight	15
8th, Mallin	17
8th, Habel	18
<b>Total</b>	<b>362 – maintained through April 27- 6 withdrawals at the end of April due to out of state moves.</b>

## **Section B: Enrollment and Lottery Procedures**

### **Documents included in lottery registration packets:**

- **Lottery Details**
- **Lottery Results**
- **Lottery Registration Form**
- **Admissions to Prairie Crossing Charter School Policy**
- **Fee Waiver Policy**
- **Transportation Policy**
- **Volunteer Policy**
- **School Fees Policy and Administrative Regulations**
- **Voluntary Fee Collection Policy & Administrative Regulations**

Our admission criteria will continue to:

- Provide a non-exclusive, non-discriminatory admissions process;
- Ensure that admission is on a non-discriminatory basis with respect to race, ethnicity and religious preference;
- Achieve a student population generally reflective of the larger population, including children of low-income families, limited English proficiency (LEP); students of different ethnic backgrounds; and those with special education needs;
- Ensure that no priority is given to any applicant, except returning students and their siblings as well as siblings of accepted students;
- Comply with applicable state and federal laws.

The School continues to strive to ensure that all students have equal access to it. While the School engages in numerous outreach activities and its population generally resembles that of the underlying districts it serves, the School's ability to take affirmative actions to address any discrepancies in population demographics that may arise is limited by the School's prescribed admissions practices. The School's admissions policy is based upon the Illinois Charter Schools Law that states in part, "If there are more eligible applicants for enrollment in a charter school than there are spaces available, successful applicants shall be selected by lottery." Therefore, the School is prevented from taking any affirmative steps to directly increase the representation of any group that could be found to be underrepresented in the School via a practice of admission preference. The School continually seeks to maintain a population that reflects that of the underlying district by striving to engage in outreach practices that will effectively present the School as an educational alternative to all residents of the underlying districts.

## 2008 Lottery Results

	Total Applicants Accepted	Total Sibs Accepted	Total New Accepted	Total Wait List	Wait List Kdg	Wait List 1st Grade	Wait List 2nd Grade	Wait List 3rd Grade	Wait List 4th Grade	Wait List 5th Grade	Wait List 6th Grade	Wait List 7th Grade	Wait List 8th Grade
<b>Woodland</b>	<b>26</b>	<b>17</b>	<b>9</b>	<b>102</b>	<b>23</b>	<b>26</b>	<b>17</b>	<b>14</b>	<b>11</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>0</b>
Gurnee	13	9	4	52	15	15	5	8	5	2	1	1	
Grayslake( PC)	11 (5)	7 (4)	4 (1)	38 (13)	7 (3)	9 (4)	9 (3)	3	4 (2)	3 (1)	3		
Waukegan	2	1	1	12	1	2	3	3	2	1			
<b>Fremont</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>19</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>3</b>				<b>1</b>	<b>0</b>
Mundelein				4	2	2							
Grayslake (PC)	8 (8)	5 (5)	3 (3)	13 (13)	4 (4)	4 (4)	1 (1)	3 (3)				1 (1)	
Libertyville				0									
Wauconda	1		1	1			1						
Round Lake	4	1	3	1			1						
Hawthorne Woods	1	1		0									
<b>Out of District</b>				<b>19</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>40 (13)</b>	<b>24 (9)</b>	<b>16 (4)</b>	<b>140 (26)</b>	<b>33 (7)</b>	<b>37(8)</b>	<b>22 (4)</b>	<b>21 (3)</b>	<b>12 (2)</b>	<b>7 (1)</b>	<b>6</b>	<b>2 (1)</b>	<b>0</b>

The bolded numbers reflect the 2 Districts and Out of District Totals  
 Under the City of Grayslake in both districts, (PC) represents families living in the Prairie Crossing Subdivision - They are included in the total

## 2008-2009 Lottery Details

- A press release and paid advertisements were placed in local newspapers in English and Spanish. The advertisements announced the 2 open house dates and the open registration period. They ran for two weeks in January and for two weeks in February. The Spanish ads ran one week in January and two weeks in February.
- Fliers were mailed to 94 preschool, daycare centers, youth centers and the local library branches throughout Woodland and Fremont school districts. An offer to make a presentation was included in the flier.
- Two open houses were held for prospective families, one on Tuesday, January 27<sup>th</sup>, and one on Thursday, February 26<sup>th</sup>.
- The Lottery Registration Packet is available in English and Spanish, including 4 board policies.
- There were approximately 35 parents at the first meeting and 45 at the second meeting.
- Applications were due at 5 pm on March 2<sup>nd</sup> and the lottery was held at 7 pm in Helle Hall (Anna Botsford Comstock Building).
- Barb Provost, School Board Member, drew the names.
- The Director of PCCS, the Principal, the Administrative Assistant, and the School Secretary were present.
- Kathy Beyer, the administrative assistant, kept electronic records of the results.
- Yvonne Schaefer, the school secretary, kept paper records of the results.
- The meeting was open to the general public with approximately 30 people in attendance that night.

Sample Enrollment Lottery Application:



**Prairie Crossing Charter School**

1531 Jones Point Road      TEL 847-543-9722      School Director: Myron Dagley  
Grayslake, IL 60030-3536      FAX 847-543-9744      Principal: Brian Greene  
Visit us at [www.pccs.ws](http://www.pccs.ws)

Where education comes naturally!

**Registration for the 2009-2010 School Lottery**

**Instructions**

1. Complete form only for new student drawing for lottery. (Not for current students attending PCCS)
2. Include **both** a proof of residency (i.e., electric bill with your name and address on it) **and** a copy of your child's birth certificate.
3. Parent or guardian must sign the statement at the end of the registration form.
4. Only complete registration forms will be accepted.
5. You will receive a confirmation receipt of the registration by email.
6. If you do not hear from the school within 2 weeks of mailing the registration, call the school.

Return to: PCCS, 1531 Jones Point Road, Grayslake, IL 60030-3536  
**Deadline for receipt of registration is March 2, 2009 at 5:00 pm.**  
**The lottery will be held at 7:00pm on Monday, March 2, 2009**

**Student Information**

Name (first, middle initial, last) \_\_\_\_\_

Date of Birth \_\_\_\_\_ (Must be 5 by Sept 1 to attend Kdg.) Gender  M  F

Grade entering in 2009-2010 school year  K  1  2  3  4  5  6  7  8

Schools attended to date (include preschool) \_\_\_\_\_

Do you currently have a child/children attending Prairie Crossing Charter School  yes  no

Your child is a resident of:  Woodland School District #50  Fremont School District #79

Out of District (Name of current school) \_\_\_\_\_

Siblings and residents of District #50 and #79 have priority over Out of District registrations.  
Out of District tuition will be charged if an offer is made and accepted.

We heard about Prairie Crossing Charter School from: \_\_\_\_\_  
(Friend, Newspaper, Schools, Daycare, Online, Other-Please Specify)

**Siblings applying for lottery 2009-2010.** A separate registration form is needed for each student.

Name \_\_\_\_\_ Grade entering in 2009-2010 \_\_\_\_\_  
(first, middle initial, last)

Name \_\_\_\_\_

Grade entering in 2009-2010 \_\_\_\_\_

### Parent/Legal Guardian Information

Name of Parents/ Guardian \_\_\_\_\_

Address \_\_\_\_\_  
Street City Zip Code

Telephone \_\_\_\_\_  
home number with area code work or cell with area code

Email address \_\_\_\_\_

Name of Parents/ Guardian \_\_\_\_\_

Address \_\_\_\_\_  
Street City Zip Code

Telephone \_\_\_\_\_  
home number with area code work or cell with area code

Email address \_\_\_\_\_

### Parent/Guardian Signatures Required

The information provided on the registration form is true and correct.

My child and I are residents of the district noted as of the date of the lottery, March 2, 2009.

I will notify Prairie Crossing Charter School immediately if my child or I move from the school district noted on the registration.

\_\_\_\_\_  
Father, or Legal Guardian Signature Date

\_\_\_\_\_  
Mother, or Legal Guardian Signature Date

For School Use Only: Date Received \_\_\_\_\_ Init. \_\_\_\_ Date Called & Accepted: \_\_\_\_/\_\_\_\_

Plan to attend an Open House Night on either: January 27, 2009 or February 26, 2009 at 7:00pm.

The public lottery for admission will be held on Monday, March 2, 2009 at 7:00pm in the Anna B. Comstock Building (K-4). Results of the lottery will be posted on the web site the day after the lottery. Notification of admission or placement on the waiting list will be mailed within 14 days of the lottery.



Where education comes naturally!

## **Prairie Crossing Charter School**

1531 Jones Point Road

TEL 847-543-9722

School Director: Myron Dagley

Grayslake, IL 60030-3536

FAX 847-543-9744

Principal: Brian Greene

Visit us at [www.pccs.ws](http://www.pccs.ws)

### **Registro par el año escolar de 2009-2010**

#### **Instrucciones**

7. Incluya **los dos** comprobantes de su residencia ( como: una cuenta del teléfono que contiene su nombre y dirección) y una copia del acta de nacimiento de su hijo/hija.
8. El padre/la madre ó el tutor tiene que firmar la declaración en la parte inferior de la planilla.
9. Aceptaremos solamente las planillas que estén completas.
10. Usted recibirá un recibo como comprobante si usted se registró por correo.
11. Si usted no ha recibido ninguna comunicación después de dos semanas, llame a la escuela.

Devuélba por correo a: PCCS, 1531 Jones Point Rod, Grayslake, IL 60030-3536

**La fecha final para que el registro sea aceptado es le 2 de marzo del 2009 a las 5:00 pm.**

**La lotría se realizará a las 7: pm. El lunes, 2 de marzo del 2009**

#### **Información del estudiante**

Nombre (primer, inicial del segundo nombre y el apellido) \_\_\_\_\_

Fecha de nacimiento \_\_\_\_\_

Género/sexo \_\_\_M\_\_\_F

Tiene que tener haber cumplido 5 años de edad antes del primero de septiembre para entrar al kinder.

En el año escolar del 2009-2010, el estudiante entrará al \_\_\_K\_\_\_1\_\_\_2\_\_\_3\_\_\_4\_\_\_5\_\_\_6\_\_\_7\_\_\_8

Incluya toda las escuelas en donde el alumno a estudiado (inclúyal en prekinder) \_\_\_\_\_

Tiene usted a un ó unos de sus hijos estudiando en Prairie Crossing Charter School actualmmente  
\_\_\_si\_\_\_no

Su hijo/hija perteneca a: \_\_\_Woodland School Distric #50 \_\_\_Fremont School District #79

\_\_\_Usted vive fuera del distrito (¿Cuál es el nombre del distrito?) \_\_\_\_\_

Los hemanos y hermanas tanto come las personas que pertenecen a los distritos #50 y #79 tienen prioridad sobre los estudiantes que viven fuera del distrito. Los estudiuantes que viven fuera del distrito pagarán es tipo de matrícula al ser aceptados.

Nos informamos acerca de Prairie Crossing Charter School por medio de \_\_\_\_\_  
(amistades, el periódico, las escuelas, la guardería, en línea, de otra fuente sea específico)

Hermanos y hermanas pidiendo ser admitidos par el año escolar del 2009-2010. Tienen ser registrado por separado usand una planilla para cada estudiante.

Nombre \_\_\_\_\_ Entrará al \_\_\_\_\_ año durante el 2009-2010

## Información de los padres ó del tutor legal

Nombre de los padres/Tutor \_\_\_\_\_

Dirección \_\_\_\_\_  
Número y calle Ciudad Código postal

Teléfono \_\_\_\_\_  
De la casa incluyendo el código del area Del trabajo ó el celular

Correo electrónico \_\_\_\_\_

Nombre de los padres/Tutor \_\_\_\_\_

Dirección \_\_\_\_\_  
Número y calle Ciudad Código postal

Teléfono \_\_\_\_\_  
De la casa incluyendo el código del area Del trabajo ó el celular

Correo electrónico \_\_\_\_\_

### Se requiere la firma de los padres/tutor

Confirmando que la información incluida en esta planilla es correcta y verdadera.

My hijo tanto como yo, vivimos en el distrito especificado desde la fecha de la lotería, el 2 de marzo del 2009.

Notificaré a la escuela Prairie Crossing Charter School inmediatamente si yo ó mi hijo/a nos mudamos del distrito escolar que hemos puesto en la planilla.

\_\_\_\_\_  
Firma del padre ó del Tutor legal Fecha

\_\_\_\_\_  
Firma de la madre ó del Tutor legal Fecha

For School Use Only: Date Received \_\_\_\_\_ Init. \_\_\_\_ Date Called & Accepted: \_\_\_\_/\_\_\_\_

Estén seguros de atender a nuestra bienvenida el: 27 de enero del 2009 ó el 26 de febrero del 2009 a las 7:00 p.m.

La lotería pública par ser admitido a la escuela, se realizará el lunes, 2 de marzo del 2009 a las 7:00p.m. en el edificio Anna B. Comstock (K-4). Los resultados de la lotería pública serán publicados en la página web de la escuela el próximo día. Usted será notificado por correo en cuanto el estudiante ha sido aceptado ó puesto en la lista de espera, dentro de 14 días después de la letría públ

## 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 is a nonexclusive, nondiscriminatory process where all students who live in Districts 50 and 79 are welcome to apply. All in-district applicants have the same chance of being selected. Out-of-district applications are also accepted. Legal residency must be established as of the day of the lottery for an applicant to be included in the in-district lottery process. 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 is eligible for admission to Prairie Crossing Charter School (PCCS).
2. The registration period runs from approximately January 1 to March 1 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

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. An independent third party randomly selects names from a pool of all applicants to fill each grade level. Additional applicants are placed on a waiting list in the order selected, maintaining a priority status for siblings.
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 list 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.

Adopted November 15, 2005

Revised and readopted November 25, 2008

## **Prairie Crossing Charter School Fee Waiver Policy**

### **Definition of School Fees**

School 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 curricular or extracurricular 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 \$250 per child. PCCS also charges fees for involvement in extracurricular activities. 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 books, materials, and activity fee is due by July 1<sup>st</sup> 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-08 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, materials, and activity fee or needing extra time to pay the fee should submit the form below to Prairie Crossing Charter School's Director **by July 1<sup>st</sup>** 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 school 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 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 fees or provide a payment plan for these fees;
- the fees subject to waiver under the district's policy;
- the procedure to be used by parents in applying for a waiver of school fees;
- the procedure to be used by parents in resolving disputes concerning the waiver of school 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 a 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 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.

**Request for Fee Waiver/Payment Plan  
For Enrollment & School Sponsored Activities  
Please submit by June 6, 2008**

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_

Parents' Names: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

I/We request a payment plan for our books, materials, and activity fee.

I/We request a waiver of the books, materials, and activity fee.

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: Myron Dagley, Director  
Prairie Crossing Charter School  
1531 Jones Point Road  
Grayslake, IL 60030-3536

## **Prairie Crossing Charter School Transportation Plan**

The Prairie Crossing Charter School transportation plan is closely aligned with the school's size, environmental philosophy, dual district boundaries and finances. Door to door bus service for all students will not be offered, since the Charter Schools Law exempts Prairie Crossing from this requirement except for special needs students.

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. It simply cannot commit to door to door bus service. However, being committed to welcoming a diverse array of students from throughout the districts, Prairie Crossing Charter School will coordinate a car pool program designed to address the needs of families beyond walking or biking distance (which is greater than usual given a regional network of trails). The parents of children who are at risk or who are from low income families may be unable to take part in the car pool program. It is important to provide a means by which these children can attend Prairie Crossing Charter School. 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. The following options will be provided for parents of at risk and low income children who wish to send their children to Prairie Crossing Charter School but cannot take part in the car pool program.

1. Parent volunteers will be sought to pick up and drop off the children whose parents cannot take part in the car pool program. In this way, these children will arrive at school in the same manner as other children and will not be singled out in any way that may make them feel different from other children attending the school.
2. If no parent volunteers can be found to pick up and drop off children and there are only a few children that need transportation, Prairie Crossing Charter School will hire a person to pick up and drop off these children using his or her car. In this case, Prairie Crossing Charter School would register with the Illinois Secretary of State as a School Bus Driver Employer. Prairie Crossing Charter School will insure that the person obtains and maintains a valid bus driver permit. This includes
  - an initial classroom course for school bus drivers;
  - a minimum of two hours classroom training annually related to driving responsibilities;
  - participation in a Federally required drug and alcohol testing program, possessing a valid and properly classified Commercial Driver's License (CDL) with a Passenger Endorsement and properly classified school bus driver permit;
  - completion and certification of a passed annual physical examination on a form prescribed by and available from the Secretary of State's Office; and
  - Criminal background check including fingerprinting through the Illinois State Police.

Prairie Crossing Charter School will further insure that any vehicle used to transport children by an employee meets the requirements for a Division I vehicle. Under no circumstances will a Division II vehicle be used to transport students to and from school. All vehicles will have proof of adequate insurance on file at PCCS and will complete a safety inspection every six months at an Official Testing Station regulated by the Illinois Department of Transportation.

3. If the number of children needing transportation is large enough, Prairie Crossing Charter School will lease a school bus to transport the children to and from school. The Director of

Prairie Crossing Charter School or his/her designee will obtain documentation from the bus company insuring that the drivers used hold valid bus driver permits and that their buses are maintained and inspected as required. In this case the Director of PCCS or his/her designee will do the following to insure the safety of school bus-transported children:

- Supervise school bus emergency evacuation drills for all bus-riding students on school property twice annually and maintain documentation;
- Insure classroom instruction in safe bus-riding practices by classroom teachers for all bus-riding students twice annually including the dangers in the loading and unloading zone and maintain documentation; and
- Insure that all bus-riding students have copies of bus-riding rules which include the consequences for gross disobedience or misconduct.

-adopted by the Prairie Crossing Charter School Board  
15 December 2003

## **Prairie Crossing Charter School 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 Prairie Crossing Charter School 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.**

-adopted by the Prairie Crossing Charter School Board  
17 November 2003

## **Voluntary Fee Collection Policy**

The purpose of the Voluntary Activity Fee Payment Plan Policy is to define parameters for the School's Administration in relation to allowing families to establish a payment plan with the School for their child(ren's) participation in elective/voluntary activities (e.g. band, clubs, out-of-state field trips) with which fees are associated. This Policy only applies to fees associated with elective activities that are not covered by the School's Fee Waiver Policy; further, this Policy is subservient to any applicable State Laws or Regulations that establish requirements for the School's actions in relation to the waiving or allowance of payment plans for various School Fees. Further, this policy only applies to requests to establish a payment plan for an activity after the established due date for the applicable activity fee (i.e. it does not apply to situations where families are making payments in advance of their child(ren's) participation in an activity).

The School's Administration is charged with developing and implementing a Voluntary Activity Fee Payment Plan for applicable fees as outlined above that incorporates the following elements:

- No family shall be allowed to have an outstanding fee balance under this Voluntary Activity Fee Payment Plan in excess of \$150.00.
- A family shall be required to submit payment equal to at least 25% of the total fee.
- The School shall establish monthly payment dates on which at least 25% of the total amount financed shall be made to the School.
- If a family is 30 days late in making a scheduled payment, the account balance shall become past due and payment in full shall be required immediately.
- Participating families shall be required to provide the School with a means of collecting any past due balances (e.g. a credit card account or an account and routing number). Additionally, at the time the payment plan is established, families will be required to authorize the School to bill the provided source of funds for any past due balances.
- The School shall not charge any interest, fees, or penalties in relation to fees for which a payment plan has been established pursuant to this Policy.
- The School shall provide information regarding the Voluntary Activity Fee Payment Plan to families of the School.

Adopted: February 24, 2009

**Administrative Regulations  
Implementation of Payment Plans  
Voluntary Student Fees**

1. Upon receipt of School Director's notice that the establishment of a payment plan for Voluntary Student Fees as described in Policy 800.2.10 is authorized, the Bookkeeper shall derive a payment plan in accord with Policy 800.2.10.
2. The payments shall be equally divided in 25% increments by month and will be due on the 30<sup>th</sup> of the month. The 1<sup>st</sup> payment must be made prior to the beginning of the activity. Then the remaining payments are due on the 30<sup>th</sup> of the month. The payments must be secured with either a credit card number or debit account authorization. A personal check will be accepted ONLY if it is clearly communicated to the Business Manager that payment will be on time and the check is guaranteed (debit authorization). An example of the payment plan is as follows:

A student's family requests a payment plan for the 8<sup>th</sup> grade Virginia Trip in January. The estimate cost of the trip is \$800. (While Policy 800.2.10 states in part, "No family shall be allowed to have an outstanding fee balance under this Voluntary Activity Fee Payment Plan in excess of \$150.", payment plans for the 8<sup>th</sup> grade Virginia Trip as outlined herein are not subject to the \$150. cap, for there would be no applicable outstanding balance limit . The plan calls for payment in full prior to undertaking the beginning of the activity.) The School Director authorizes such payment plan and the Bookkeeper is able to derive a payment plan. The family will be required to make a deposit payment of \$200 (25% of the estimated total) prior to the start of the payment plan with subsequent payments due on the 30<sup>th</sup> of the month. The staggered payments will be as such:

\$200 Down payment due January  
\$200 Payment due February 28<sup>th</sup>  
\$200 Payment due March 31  
\$200 Payment due April 30<sup>th</sup>  
\$800 Payment in full prior to VA trip in May

3. The payment plan as communicated to the family will be written via letter from the Bookkeeper who will also keep a copy. Will maintain records associated with the payment plan including the family name and the body of the worksheet shall include family name, dollar amount due, applicable check numbers, other payment records, and date when payment is made. Follow up notes and discussions via communication modes of phone, fax, mail or email shall be annotated as such in the record as appropriate
4. If payment is late and collection calls are warranted, the account, as stated in the policy, after 30 days will become past due and payment in full shall be required via the credit card or debit account authorizations.
5. If a family has past due balances, the School shall collect any and all via the credit card or debit account authorizations prior to the issuance of any future payment plan. Failing the ability to collect, the family in default shall become ineligible to secure any future payment plan from Prairie Crossing Charter School until all outstanding balances have been settled in full.
6. The Bookkeeper will monitor the accounts prior to the 30<sup>th</sup> of the month to ensure family's are in compliance. The Bookkeeper will keep the Business Manager and School Director apprised of such delinquencies.

**Administrative Regulations**  
**Payment Plans for Enrollment Fees**

1. Policy #800.2 provides that a family may request a payment plan by which to make payments on student enrollment fees. (Enrollment fees are those fees charged to families as a result of their child's admission to, and enrollment in, Prairie Crossing Charter School. These Enrollment Fees are collected to support the general operating expenses of the School including, but not limited to, the provision of field trips and general educational activities. Excluded from Enrollment Fees are those fees associated with Voluntary Activities such as Band, Farm to Table, Tae Kwon Do, basketball, Pizza Friday, etc. Provisions for payment plans for those latter fees are the subject of Policy #800.2-10.)
2. These procedures do not apply to any family which has qualified for fee waivers in any given school year.
3. Any family not otherwise on a fee waiver, may request from the School Director a payment plan for Enrollment Fees.
4. Upon notice of approval for such a plan, the Bookkeeper shall construct a plan based upon payment due dates determined by the Bookkeeper and give written notice of the plan to the requesting family.
5. Each plan shall be based upon the requirement that a 25% down payment must be paid before the child (ren) the subject of the plan will be allowed to attend the first day of school in August. In this instance the down payment must be paid by June 30<sup>th</sup>, and if not paid a default notice to the family shall be immediately sent containing the right to appeal content.
  - a. Subsequent installments of such a plan will be due on the last day of each subsequent month until paid in full.
  - b. All payment plans must be guaranteed by the family either by giving the school access to a debit authorization or a credit card authorization.
  - c. Personal checks will only be accepted when guaranteed by a debit authorization or credit authorization.

Sample Payment Plan: Enrollment Fee=\$250

Down payment of \$62.50 due on or before June 30<sup>th</sup>.  
Second payment of \$62.50 due on or before September 30<sup>th</sup>  
Third payment of \$62.50 due on or before October 31<sup>st</sup>  
Final payment of \$62.50 due on or before November 30<sup>th</sup>

6. Should a family on a payment plan allow the plan to become delinquent following the beginning of the school year, the bookkeeper will notify the School Director that a delinquency has occurred. The School Director shall notify the family in writing that the child(ren) the subject of the payment

plan will be allowed to complete the trimester in which the delinquency occurred and will then be removed from the school and relinquish the seat(s) to the next eligible child(ren) on the waiting list for the appropriate grade band..

7. Failing to cure the delinquency by the end of the current trimester and completing the plan in full, the child(ren) will be removed from the school enrollment. Notice of this pending action will be given the family not less than fourteen days in advance. If the family requests in writing to appeal to the Board of Directors the administration's announced intention to remove the child(ren) prior to the intended date of removal, the removal shall be stayed pending the Board's review of the matter. The Board of Director's decision regarding this appeal shall be binding and the administration will implement that decision accordingly.
8. A family requesting a payment plan from the administration may appeal the administration's actions to the Board of Directors in the following circumstances:
  - a. Denial of a payment plan,
  - b. Determination of default status
  - c. Determination to exclude a student as a consequence of plan default.
9. Families wishing to file an appeal must do so in writing addressed to the President of the Board of Directors with a copy to the School Director asserting the basis of the appeal from among those listed above. Such appeals shall be mailed via U.S. Mail to the:

President, Board of Directors  
Prairie Crossing Charter School  
1531 Jones Point Road  
Grayslake, Illinois 60031

Revised June 23, 2009

## SECTION C: Enrollment of Students with Disabilities 2008-2009

State ID #	Primary Disability	Secondary Disability	Related Service	Related Service	Related Service	Discharged from Services during 08-09 school year
678269706	Autism	OHI	Occupational Therapy	Social Work		
859585153	Learning Disability	--	--	--	--	
556419220	Learning Disability	--	Social Work	Occupational Therapy	--	
264324015	Speech/Language	--	--	--	--	X
978633823	Speech/Language		Occupational Therapy			
579654972	Learning Disability	Speech/ Language	Social Work	--	--	
862076170	Learning Disability	--			--	
489409828	Speech/Language					
749780054	Speech/Language	--	--	--	--	
422653321	Speech/Language	--	--	--	--	X
192945471	Speech/Language					X
189021561	Learning Disability	--	Speech/ Language	--	--	X
868523369	Learning Disability	--	--	--	--	
849075251	Other Health Impairment					
129047150	Speech/Language	--	--	--	--	
821808994	Speech/Language	--	--	--	--	X
408070440	Speech/Language					
402434948	Autism	Other Health Impairment	Social Work			
650468238	Learning Disability	Speech/ Language	--	--	--	
236022766	Learning Disability					
287020890	Speech/Language					
449914677	Speech/Language	--	--	--	--	
344515087	Speech/Language	--	--	--	--	
936594757	Learning Disability	Other Health Impairment	Social Work	Occupational Therapy	Speech/ Language	
982288208	Speech/Language					
277398144	Learning Disability	--	Social Work	--	--	
366528123	Learning Disability		Occupational Therapy			
251604298	Learning Disability	Speech/ Language	Social Work	Occupational Therapy		
110065067	Speech/Language					
365542482	Speech/Language	--	Occupational Therapy	--	--	X
689646893	Speech/Language					
175678658	Speech/Language					
272922166	Speech/Language	--	--	--	--	

602176965	Learning Disability		Occupational Therapy	Speech/ Language	Social Work	
487282409	Speech/Language					
721676378	Learning Disability		Occupational Therapy	Social Work		
656236201	Speech/Language		Occupational Therapy	Social Work	--	
851838289	Speech/Language					
208650160	Speech/Language	--	--	--	--	
536968682	Speech/Language	--	--	--	--	
614946389	Speech/Language	--	--	--	--	
776537804	Learning Disability	--	Occupational Therapy	Speech/ Language	--	
196562680	Speech/Language	--	--	--	--	
546632477	Speech/Language		Occupational Therapy	Social Work		
256727371	Speech/Language		Social Work			X
752411600	Speech/Language					
604664732	Speech/Language					X
297344088	Learning Disability	Speech/Lang uage				
817132978	Speech/Language		Occupational Therapy	Social Work		
901986546	Speech/Language	--	--	--	--	
401170308	Speech/Language					
259866854	Speech/Language					
281979711	Learning Disability	Other Health Impairment	Occupational Therapy			
588578799	Learning Disability					X
826874937	Learning Disability	--	Social Work	--	--	
919086391	Learning Disability	--			--	
134849312	Speech/Language	--	Occupational Therapy	--	--	
104075203	Speech/Language		Occupational Therapy			
112080799	Cognitive Disability	--	Speech/ Language	Social Work	Occupational Therapy	
271681216	Learning Disability	--	--	--	--	
862931806	Speech/Language					
559641400	Other Health Impairment		Social Work	Occupational Therapy		
559923521	Hearing Itinerant					
186409682	Speech/Language	--	Social Work	Occupational Therapy	--	
844975472	Speech/Language	--	--	--	--	
371994816	Other Health Impairment	Speech/ Language	Occupational Therapy		--	
211565340	Learning Disability		Speech/ Language	Occupational Therapy		

saved as: Section C Enrollment of Students with Disabilities08-09 no names

## SECTION D: 2008-2009 Personnel Credentials

Name	Position	Degree	Certification	Teaching Experience
Bagri, Reena	Assistant	Bachelors	Substitute	
Berger, Shirley	Teacher	Bachelors	Yes	6
Beyer, Kathy	Administrative Assistant	Bachelors		
Bohac, Ginger	Psychologist	Masters	Yes	6
Boyle, Peggy	Assistant			
Burks, Mary	Benefit/Facilities Manager	Bachelors		
Caddell, Caragh	One-on-One Teacher Assistant	Bachelors		
Carani, Kathy	Dir. of Spec. Ed	Masters	Yes	38
Caruth, Chet	Speech Pathologist	Masters		
Caruth, Laura	Speech Pathologist	Masters		
Corra, Adam	P. E. Teacher	Bachelors	Yes	1
Dagley, Myron	Director	Masters	Yes	46
Dawley, Peter	Teacher	Masters	Yes	17
Di Nanno, Claire	Teacher	Masters	Yes	4
Dulin, Naomi	Environmental Educator	Bachelors		4
Dybas, Dil	Special Education Assistant	Bachelors	Substitute	
Erickson, Christine	Bookkeeper	Bachelors		
Fields, Katy	Teacher	Masters	Yes	5
Flaig, Carol	Assistant			
Gaughan, Sharon	Teacher	Masters		5
Germata, Katie	One-on-One Teacher Assistant			
Greene, Brian	Principal	Masters	Yes	7
Habel, Paul	Teacher	Bachelors	Yes	8
Hahn, Lynn	Teacher	Bachelors	Yes	7
Haight, Ben	Teacher	Masters	Yes	3
Hershiser, Michael	Teacher	Masters		6.5
Hoffman, Jody	Assistant	Bachelors	Substitute	
Huber, Jolene	Resource Teacher	Bachelors	Yes	1
Jeffery, Christine	Teacher	Bachelors	Yes	6
Johnson, Annette	Assistant			
Johnson, Patricia	Teacher	Bachelors	Yes	4
Jung, Elizabeth	Business Manager	Bachelors		
Knight, Cathy	Assistant	Bachelors	Substitute	
Koeniger, Andrea	Teacher	Bachelors	Yes	8
Kovacs, Megan	Assistant	Bachelors	Yes	
Krissek, Donna	Assistant	Bachelors	Substitute	
Kumar, Madhu	Assistant	Bachelors		
Lynch, Kathleen	Sp. Ed. Supervisor	Masters	Yes	12
Mallin, Patti	Teacher	Bachelors	Yes	5
Martinez, Ray	Teacher	Masters	Yes	36
McGovern, Cynthia	Teacher	Masters	Yes	14
Mehrtens, Sallie	One-on-One Teacher Assistant	Masters	Substitute	
Meyer, Caryn	Social Worker	Masters	Yes	16

Miedona, Susan	Teacher	Bachelors	Yes	36
Mirretti, Angela	Resource Teacher	Masters	Yes	4
Nasir, Nasreen	Assistant	Bachelors		
Nathan, Erica	Assistant	Bachelors	Yes	5.5
Roscher, Kathy	Assistant			
Schaefer, Yvonne	Secretary			
Schwabe, Mitzi	Title One	Masters	Yes	
Sickle, Cathy	Assistant	Bachelors	Substitute	
Smith, Kelly	Teacher	Masters	Yes	7
Spinney, Heather	Teacher	Bachelors	Yes	9
Stempeck, Julie	Assistant	Bachelors		
Sutchar, Ilse	Teacher	Bachelors	Yes	10
Thomas, Gery	Assistant	Bachelors	Substitute	
Tomei, Susan	One-on-One Teacher Assistant	Bachelors	Substitute	
Vanderbilt, Katie	OT	Bachelors	Yes	
Verenski, Frances	Assistant	Bachelors	Substitute	
Viands, Angela	Teacher	Masters	Yes	2
Zamiar, Tony	Teacher	Masters	Yes	

## **Sections E: Best Instructional Practices**

Kindergarten – Little Red Hen Literacy Project

1<sup>st</sup>/2<sup>nd</sup> Grade – Balance and Motion

3<sup>rd</sup>/4<sup>th</sup> Grade– Green Fair

5<sup>th</sup>/6<sup>th</sup> Grade– Health Fair

7<sup>th</sup> Grade– Service Learning Project

8<sup>th</sup> Grade– The Colonial Experience

Spanish Elements

## Kindergarten Unit

### Compare and Contrast of different versions of Little Red Hen

Teacher: Katy Fields

Subject: Language Arts

**Lesson Objective:** To compare and contrast different versions of The Little Red Hen and to sequence the parts of the story Little Red Hen. (We will read over 8 different versions of The Little Red Hen and used a venn diagram to compare and contrast the different stories.)

**Standards Met: 1.B.Kb, 1.C.Kb, 1.C.Kc, 4.A.K.a, 4.A.Kb, 4.A.Kc, 4.B.Kc**

#### **Materials:**

Chart Paper and Marker

Out of the Egg by Tina Matthews

The Little Red Hen Makes a Pizza by Philemon Sturges

Armadilly Chili by Helen Ketteman

Digger Pig and the Turnip by Caron Lee Cohen

The Little Red Hen by Margot Zemach

The Red Hen by Judith Bauer Stamper

The Little Red Hen by Paul Galdone

The Little Red Hen by Jerry Pinkney

The Little Red Hen Story Sequencing Worksheet

Glue/scissors/pencils/crayons

Large construction paper

#### Teaching Procedure:

At circle area discuss the 8 different books using the venn diagrams. Review the stories, how they are alike and how they are different. Vote on favorite book that was read.

Reread The Little Red hen by Jerry Pinkney and discuss. Make another venn diagram and compare and contrast the book The Little Red Hen by Jerry Pinkney to the play that we are performing.

Ask questions such as:

How are these stories alike?

How are these stories different?

What characters do they have in common?

Are their settings alike or different?

How are the characters alike or different in the 2 stories?

After discussing the two stories and using the venn diagram, discuss the steps of The Little Red Hen. Show the students the Little Red Hen Story Sequencing worksheet and read the different steps on the page.

Ask for volunteers to help you put a sequencing sheet in the correct sequence.

Students will then go to their seats.

Directions for the sequencing sheet

First- color the pictures

Second- cut the pictures out

Third- place them in the correct sequence on the construction paper

(raise hand to let teacher know that you are finished)

(teacher will check to make sure that they are correct and will reteach if there is confusion)

Fourth- glue on paper

Fifth- Get reading bags and read books quietly

**Curricular Tie:**

This activity ties in with our Farm Unit. We have worked with the chickens at the farm, learned about wheat and the steps of how wheat becomes flour and then we use it to bake bread.

**Students with special needs:**

Student will receive assistance when needed. He will be asked direct questions during circle time. He will be able to cut out the story steps will need some guidance to put them in the correct sequence.

**How will you assess understanding of concept:**

Informal assessment will be done through questions during the review of the books and after reading the story and comparing the story to the play. Assess the sequence of the story before they glue. This will tell me if they are able to retell the story in the correct sequence of if I need to review more with the child.

**Assignments/Homework:**

N/A

# The Little Red Hen Story Sequencing

Directions: Color and cut the pictures along the dotted lines. Then arrange the pictures in the correct sequence.



The Little Red Hen watered the wheat.



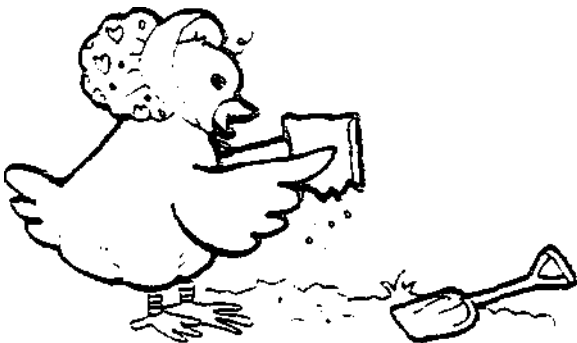
The Little Red Hen ate the bread.



The Little Red Hen made the bread.



The Little Red Hen found some wheat.



The Little Red Hen planted the wheat.



The Little Red Hen planted the wheat.

## **Grades 1 and 2**

### **Balance and Motion Unit**

In the 1<sup>st</sup> and 2<sup>nd</sup> grade, we do a unit titled: Balance and Motion. The first portion of the unit found the students exploring the balanced and unbalanced systems. They learned that objects can be balanced in many ways both with and without counterweights. They also learned the way an object balances can be changed by moving the counterweight. This was done through the balancing of tag-board shapes with the use of clothes pins for counterweights. A final project had the students demonstrating their knowledge of balance by creating a mobile.

In the second portion of the unit, the students explored rotational motion. This was done through the construction of tops, whirligigs, and twirlers. During the course of the investigation, the students discovered a push or pull was needed to start the rotation and how mass affects the rotation and stability of the object.

Tops were made using a combination of large and small plastic discs and a central plastic shaft. The students were given the freedom to construct the top with any combination of discs placed in any position along the shaft. They were to discover what made a top spin in a stable manner.

Whirligigs were constructed using the large plastic discs and string. The students had to discover that a pull was needed to start this.

A final project had the students working with different paper twirlers to find a stable configuration that would allow the twirler to slowly float to the ground like a helicopter.

In the third and final portion of the balance and motion unit, the students worked with rolling systems. They explored how wheel size and weight affects a wheel and axle system. They also worked with runways and marbles to explore how spheres roll from high places to low places, with some tricks in between.

All the investigations in this unit allowed the students to investigate the different materials used constructively in both a free exploration time and through guided discovery. They were given the time to solve the different problems posed to them through a trial and error method. This caused the students to develop persistence in their exploration of the different problems. A healthy vocabulary associated with balance and motion was developed, as well.

Here is a list of the Illinois State Standards that are met by doing this project:

#### **Science –**

- 11.A.1a – Describe an observed event.
- 11.A.1b – Develop questions on scientific topics.
- 11.A.1c – Collect data for investigations using measuring instruments and technologies
- 11.A.1d – Record and store data using available technologies.
- 11.A.1e – Arrange data into logical patterns and describe the patterns.
- 11.A.1f – Compare observations of individual and group results.
- 11.B.1a – Give a simple design problem, formulate possible solutions.
- 11.B.1b – Design a device that will be useful in solving the problem.
- 11.B.1c – Build the device using the materials and tools provided.
- 11.B.1d – Test the device and record results using given instruments, techniques, and measurement methods.
- 11.B.1e – Report the design of the device, the test process, and the results of solving a give problem.
- 12.D.1a – Identify examples of motion (e.g. moving in a straight line, vibrating, rotating).
- 12.D.1b – Identify observable forces in nature (e.g. pushes, pulls, gravity, magnetism).
- 13.A.1a – Use basic safety practices (e.g. not tasting materials without permission,

“stop/drop/roll”).

- 13.A.1b – Explain why similar results are expected when procedures are done the same way.
- 13.A.1c – Explain how knowledge can be gained by careful observation.
- 13.B.1a – Explain the uses of common scientific instruments (e.g. ruler, thermometer, balance, probe, computer).
- 13.B.1b – Explain how using measuring tools improves the accuracy of estimates.
- 13.B.1d – Identify and describe ways that science and technology affect people’s everyday lives (e.g. transportation, medicine, agriculture, sanitation, communication occupations).

**Math –**

- 9.A.1b – Draw two-dimensional shapes.
- 10.A.1a – Organize and display data using pictures, tallies, tables, charts or bar graphs.
- 10.B.1c – Analyze data, draw conclusions and communicate results.

**Art -**

- 26.B.1d - Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.

Information and Activities for Grades 3 - 4  
Developing a Green Fair  
A Problem Based Learning Experience

## **Developing a Green Fair: A Problem Based Learning Experience**

Cynthia McGovern

Fourth Grade / Prairie Crossing Charter School

February 19, 26. March 2, 5, 12, 23, 24. April 6, 8, 14, 15, 17, 20, 21. 2009

Time Frame: One hour sessions for 13 meetings, culminating in a three hour session for the fair.

### **Connecting to Standards:**

STATE GOAL 3: Write to communicate for a variety of purposes.

3.C.2a, 3.C.2b

STATE GOAL 4: Listen and speak effectively in a variety of situations.

4. B.2a, 4.B.2b, 4.B.2c. 4.B.2d

Due to the nature of this experience, only the state goals will be identified. Each group chose their own ecological focus for their projects.

STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.

STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical, and earth/space sciences.

STATE GOAL 13: Understand the relationships among science, technology, and society in historical and contemporary contexts.

### **Learning Outcomes:**

As a result of this problem based experience, all third and fourth grade students will develop a presentation with visual aids on a current environmental issue, organize the Green Fair as a community outreach, and present their projects to classmates, parents, and community members. The goal of the Green Fair is to raise community awareness of environmental issues and to effect a change in behavior through this awareness.

Assessment:

Assessment of this project is based on oral presentation of the project at the Green Fair, group cooperation, and integration of visual aids.

Materials/Technology:

- Computers for research into topic
- Current periodicals on environmental concerns (Sierra Club, Lake County Horizons, National Geographic, etc.)
- Whiteboard for notetaking

- Markers
- Chart paper

## **Differentiation, Accommodation, and Learning Styles:**

Differentiation will occur through the small group approach. Each group of three students will be able to contribute what they are able to the group. For example: the OT child with poor handwriting will either do research or model building.

Prior to beginning a PBL of this magnitude, I needed the cooperation of my grade band team members and the blessing of our environmental educator and administration. The Green Fair was to be held during Earth Week; therefore I also needed to meet with the eighth grade student who was organizing the week's activities.

## **Overview of the lessons:**

### Lesson One:

- Introduction of the concept of creating and managing a Green Fair during Earth Week.
- Development of a problem statement.
- Development of a Know and Need to Know list.
- Development of Action Items.
- Establish work groups of three students
- Consideration of topics

### Lesson Two

- Begin group work
- Choose topics
- Designate children to speak to other third and fourth grade classes on the Green Fair

### Lesson Three

- Continue group work
- Speakers explain Green Fair process to other classes. Explain goal of fair, structure of fair, dates, deadlines, guidelines, and expectations. Handouts distributed.

### Lesson Four

- Continue group work
- Complete "Application to participate in the Green Fair"

### Lesson Five

- Whole class work to sort and assign presentations of all third and fourth grade presentations
- Complete "Green Fair Notification" forms and return to other classes
- Group work if time allowed.

### Lesson Six

- Whole class work to review “Green Fair Notification” forms
- Whole class discussion on publicity. Decided to create flyer to send electronically in PCCS Friday school newsletter. Contacted Mrs. Dybas (school publicity) for her input.
- Group work if time allowed.
- Deadline for bringing materials to school given. (Two weeks)

### Lesson Seven

- Work in computer lab in small groups to research topics.
- Students took notes on note cards.
- Students hand wrote invitations to local school administrators and politicians
- Restated deadline (Two weeks)

### Lesson Eight

- Green Fair check up.
- Small group work
- Deadline in two days.

### Lesson Nine

- Small group work with student materials
- Final copy of the flyer for the PCCS Friday newsletter.

### Lesson Ten

- Small group work with student materials

### Lesson Eleven

- Small group work with student materials

### Lesson Twelve

- Presentation of Green Fair projects to the 3- 4 multiage class

### Lesson Thirteen

- Set up gym for the Green Fair. Tables, chairs, numbers on tables.

### Lesson Fourteen

- Green Fair in the gym.
- Make presentations to other grade levels (K – 8), parents, community members.

## **Closing:**

Back in the classroom, we “debriefed” and shared experiences. The children felt a great sense of accomplishment in creating and presenting these projects. Many of the students chose this experience as their topic for their annual oral presentation a month later.

## **Attachments:**

- Green Fair description sheet
- Green Fair topic list
- Application to participate
- Green Fair notification
- Green Fair flyer

**There will be a Green Fair held during Earth Week. The fair will be coordinated by Mrs. McGovern's class. We will have the fair in the gym. PCCS students, families, and community members will be invited. All third and fourth graders will be asked to participate by providing an informational booth on an environmental topic.**

- 1. Make a group of three classmates.**
- 2. Review the topics and do preliminary research on your interests.**
- 3. Complete the application and return to Mrs. McGovern by March 9, 2009.**

### **List of Types of Presentations (MUST COVER YOUR CHOSEN TOPIC)**

- Science demonstrations
- Storytelling/Book Reading
- Display
- Powerpoint
- Easy recycled craft
- Haiku poetry

### **Guidelines**

- Presentations must not require more than one 4' X 6' table space.
- No more than three people to a booth.
- A table space and three chairs will be provided to you.
- You must rehearse to be well prepared.
- You must provide all your other materials, including extension cords for any power needs.
- You will set up your own "booth" and take down your "booth".
- You will be required to stay with your booth at all times.
- You must focus on the presentation at all times.
- No off-task behavior will be tolerated.

## List of Possible Presentation Topics

### Food Related

- PBJ campaign.org
- Organic food
- Organic gardening
- CSA
- PC Learning Farm
- Organic Plant Sale
- Grayslake Farmers Market
- IL Extension Agency
- Sustainable Agriculture

### Habitat Loss/Destruction

### Habitat Restoration/Preservation

- Prairie
- Woodland
- Wetlands
- Rain gardens

### Biodegradable Materials

- Biodegradable products
- Biodegradable polymers to replace petroplastics

### Natural Resources

- Management/Depletion

### Soil

- Effects of erosion
- Effects of hazardous waste
- Soil types
- Pesticides/herbicides

### Earthkeepers

- Munchline demo.
- Speck trails
- Web of Life

### Environmental Protection Agency

### Endangered Animals

- Species and efforts to save
- Endangered Species Act

### Water

- Oil spills (Save the Bay demo.)
- Acid rain
- Effects of pollution on wildlife
- Conservation
- Water quality demo.
- Pesticides/herbicides

### Energy

- Conservation
  - At home
  - At work

### Alternative Sources

- Solar
- Wind
- Prairie biomass
- Biodiesel
- Ethanol
- Geothermal

### Energy Efficiency

- LEED building design

### Air

- Pollution effects
- Air quality demo.

### Composting

- Regular
- Worms

### Global Warming/Climate Change

- Inconvenient Truth

## **Carbon Footprint**

### **Four R's**

- Recycle, Reduce, Reuse, Recover
- Book exchange
- Reclaimed materials

### **Landfills**

- How they work

### **Ecotourism**

### **Environmental Awards**

- Audubon Medal
- Right Livelihood
- Goldman Environmental Prize
- UN Environmental Programme

### **Environmentalist Biographies**

### **Environmental History**

### **Wildlife Management**

- Illinois Dept of Natural Resources

### **Land Management**

- Bureau of Land Management

## **Transportation**

- Alternative fuel vehicles
- Advantages of mass transportation

## **Environmental Careers**

### **Nature Deficit Disorder**

- Lake County Forest Preserves
- Last Child in the Woods: Richard Louve
- Green Hour (NWF)
- Playground design
- Child and Nature Network

## **Environmental Organizations**

- Roots and Shoots
- Earth First
- Environmental Defense Fund
- Friends of the Earth
- Greenpeace
- League of Conservation Voters
- National Resource Defense Council
- Nature Conservancy
- Rainforest Action Network
- Boy /Girl Scouts of America
- Sierra Club (local chapters)
- Smithsonian Conservation and Research Center
- World Wildlife Fund (Earth Hour)

**Application to participate in the Green Fair to be held during Earth Week**

Your teacher:

List your group's names:

- 1.
- 2.
- 3.

Choose your topics. List first, second, third choices.

- 1.
- 2.
- 3.

What type of presentation do you plan to do?

**RETURN TO MRS. McGOVERN'S CLASS BY March 9, 2009.**

You will be notified of your reservation at the Green Fair within one week.

Thank you for helping our school and the environment!

## **Green Fair Notification**

Teacher:

Presenters:

- 1.
- 2.
- 3.

You have been approved to prepare a booth for the Green Fair during Earth Week.  
Your topic is:

Your type of presentation is:

Your presentation must be complete by **April 17, 2009**.

### **FOLLOW THE GUIDELINES GIVEN YOU!**

#### **Guidelines**

- Presentations must not require more than one 4' X 6' table space.
- No more than three people to a booth.
- A table space and three chairs will be provided to you.
- You must rehearse to be well prepared.
- You must provide all your other materials, including extension cords for any power needs.
- You will set up your "booth" and take down your "booth".
- You will be required to stay with your booth at all times.
- You must focus on the presentation at all times.
- No off-task behavior will be tolerated.



# Green Fair



Celebrate Earth Week

at



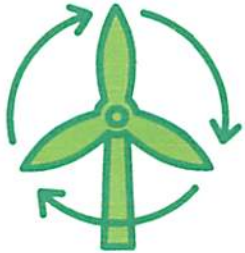
the 1<sup>st</sup> Prairie Crossing Charter School  
Green Fair



Come and join the third and fourth graders as they present Earth Friendly ways to help our environment.

There will be booths with displays and demonstrations.

Come to the PCCS gym between 9:00 and 10:00 **OR** 10:30 and 11:30 on Tuesday, April 21, 2009.



*Everyone is invited to this free event.*

PCCS is located at 1531 Jones Point Road, Grayslake, IL  
We are just a quarter mile south of route 120 on route 45.

School phone: 847 - 543 - 9722  
Visit [www.pccs.ws](http://www.pccs.ws)



## Grades 5 and 6

### 5<sup>th</sup>/6<sup>th</sup> Grade Health Fair Lesson

**Lesson Overview:** This lesson is the culminating research project of an entire unit on health and the human body systems. The students have previously learned about the body systems and their interactions with one another. After choosing a body system to report on, they will use an inquiry learning experience method to identify a lifestyle disease associated with that system and ask appropriate questions about this disease. They will then find the answers to their questions using multiple resources. The students will write a formal research report, prepare an oral presentation including visual aides, and finally present their findings to their classmates, teachers, and students from other grade levels.

**Lesson Objectives:** The students will:

- Show understanding of a lifestyle disease through detailed research and presentation of material learned.
- Use multiple resources (written/electronic) to gather information and prepare a written and oral report about their research their disease topic.
- Use new knowledge of the interactions of body systems to explain how our lifestyles cause disease and affect our lives.

Illinois Standards:

**State Goal 1. Read with understanding and fluency.**

1.C.3a

1.C.3d

**State Goal 5. Use the language arts to acquire, assess, and communicate information.**

5.A.2a

5.A.3a

5.A.2b

5.A.3b

5.B.3a

5.B.2b

5.C.2a

5.C.3a

5.C.3b

**State Goal 23. Understand human Body systems and factors that influence growth and development.**

23.A.2

23.A.3

23.B.2

23.B.3

23.C.3

### **Instruction Procedures:**

- Introduce the project to the students and allow them time to choose a topic for research. Discuss appropriate questions for research and read examples on worksheet. Use jigsaw grouping to allow the students to get a good idea what others are planning and help one another stay focused on the appropriate questions. See **List of Research Topics Worksheet**. Attachment 1.
- Review topics and questions on Day 2. Introduce the **Project Rubric** and use the checklist on it to begin guiding the project. (Attachment 2). If students have chosen similar topics and questions, consider allowing them to team up on the presentation portion of the project.
- Have the students begin to gather resources for their topic. Introduce the format for the bibliography and advise them to start compiling the resource information as they proceed with their reading. Attachment 3. Guide the students through the use of a graphic organizer to help pre-write their research paper. A web, or topic detail guide would be best.
- Show students an appropriate outline of information for their topic. Use overhead to write a basic outline for the questions presented on example. Allow students time to begin researching and outlining their information. 1 week. During this time, continue to guide and review outlines. As students finish their outlines, have them begin rough drafts.
- Review the need for graphic material in their research paper. Make sure they understand that they must make or find, interpret, and explain an appropriate graph or table to accompany their research.
- Each day for 1 week, review information with students and help guide their writing. You will want to ensure they are citing works used and following appropriate research writing guidelines. Emphasize not writing in the 1<sup>st</sup> person
- After week 1. Have the students begin gathering materials and boards for their health fair presentation. See attachment 4.
- Have students begin writing a summary (abstract) of project. Together (on overhead) write a summary of the sample topic.
- Have students begin constructing presentation boards and preparing note cards for their oral presentations. Review rubric for presentations.
- After finalizing the presentation boards, students will begin practicing their presentations. It is good to film oral presentations to allow students to see where they can improve.
- Present information in the health fair.

### **Best Practices:**

- Inquiry Learning Method
- Graphic Organizers
- Demonstration
- Jigsaw Grouping
- Rubrics to help guide instruction
- Small group instruction and review
- Assessment through Celebration of Learning

**Accommodations/Modifications:**

- For slower readers. Adjust the number of resources required. Allow for more on-line research with one-on-one help.
- Project Partners for those who struggle with research or need help reading. They can do the project as a team.
- For more mature students, have them make a Power Point Presentation with lecture notes.
- Allow alternative video presentation for students with stage fright.

**Assessment:**

- Rubric for assessing written product.
- Use Oral Presentation Rubric for assessing presentation.
- Direct Observation

## List of Research Topics

Choose two topics from the list below and write three questions that you would like to answer. One of these topics will become your research topic. Questions are due: \_\_\_\_\_

**Example questions: Topic: West Nile Virus.**

1. What is West Nile Virus?
2. How does one contract West Nile Virus?
3. Is West Nile Virus contagious?
4. How can one prevent West Nile Virus?
5. How does the environment contribute to this disease?

**Circle two topics below.**

**Arthritis**

**Asthma**

**Cancer**

**-Lung**

**-Skin**

**-Esophageal**

**Chronic Liver Disease**

**Coronary Artery**

**Disease**

**Diabetes Type II**

**Emphysema**

**Heart Disease**

**Hypertension**

**Obesity**

**Stroke**

**Dental Health**

**Allergies**

**Tobacco Usage**

**Peer Pressure and**

**Health**

**Colds/Flu**

**Skin Diseases**

**Sleep/Sleep Disorders**

**Eye Sight Difficulties**

**Hearing Difficulties**

**Careers in Medicine**

**First Aid**

**Sports Injuries**

**Vaccinations**

**High Cholesterol**

## Rubric for 5/6<sup>th</sup> Grade Health Fair Report

### Parts of the Report 6 pts. Total

- 1    \_\_\_ 3 Questions on Topic.
- 1    \_\_\_ Outline
- 1    \_\_\_ Title Page
- 2    \_\_\_ Bibliography Page
  - \_\_\_ a. 2 pts. if bibliography uses correct form, capitalization and punctuation
  - \_\_\_ b. 1 pt. if bibliography attempts but doesn't use correct form, capitalization and punctuation
- 1    \_\_\_ Includes one of the following functional texts: 1 total pt.
  - \_\_\_ A graph or table to display data researched.

### 5 paragraphs

#### a. Paragraph 1 = Introduction 2 pts. Total

- 2    \_\_\_ 4-5 introductory sentences logically organized
- 1    \_\_\_ 2-3 introductory sentences logically organized
- 0    \_\_\_ 0-1 introductory sentences logically organized

#### b. Paragraph 2-4: **Body of the Report** 4 pts. Total

- 4    \_\_\_ 1-3 paragraphs logically organized with examples from at least 4 sources using the student's own words. All three areas of information are present and reported on. (Definition/explanation of condition (topic), prevention, treatment.) Original Questions were addressed and answered.
- 3    \_\_\_ 1-3 paragraphs logically organized with examples from at least 3 sources using mostly the student's own words. 2 areas of information are present and reported on. (Definition/explanation of condition (topic), prevention, treatment.)
- 2    \_\_\_ 1-3 paragraphs with little organization and 2 or fewer examples of a source using some of the student's own words. One area of information is present and reported on. (Definition/explanation of condition (topic), prevention, treatment.)
- 1    \_\_\_ 1-2 paragraphs, lacking organization, with little documentation of sources. The student copies information. Incomplete reporting on any of the topic areas.

#### c. Paragraph 5: **Conclusion** 2 pts. Total

- 2    \_\_\_ 3 to 5 well thought-out sentences that summarize the main points of the report **or** reflect the significance of the information learned.
- 1    \_\_\_ 2 to 3 thought-out sentences that summarize the main points of the report **or** reflect the significance of the information learned.
- 0    \_\_\_ 1 to 2 sentences summarizing some the main points of the report or somewhat reflect what was learned.

### **Body of Each Paragraph 5 pts. Total**

- 5 \_\_\_\_\_ 1-3 middle paragraphs, each consisting of a topic/introductory sentence and at least four additional sentences that provide support with examples, explanations, or facts.
- 4 \_\_\_\_\_ 1-3 middle paragraphs, each consisting of a topic/introductory sentence and at least three additional sentences that provide support with examples, explanations, or facts.
- 2 \_\_\_\_\_ 1 middle paragraph, consisting of a topic/introductory sentence and two additional sentences that provide support with examples, explanations, and/or facts.
- 1 \_\_\_\_\_ The middle portion of the written piece lacks either a topic/introductory sentence or has less than two sentences that provide support with examples, explanations, and/or facts.

### **Transitional words or phrases 3 pts. Total**

- 3 \_\_\_\_\_ The student uses at least 4 varied and appropriate transitional words or phrases that "move" the writing logically
- 2 \_\_\_\_\_ The student uses at 3 varied and appropriate transitional words or phrases that "move" the writing logically
- 1 \_\_\_\_\_ There are at least 2 appropriate transitional words or phrases that "move" the writing logically
- 0 \_\_\_\_\_ There are no appropriate transitional words that "move" the writing logically .

### **Grammar 3 pts. Total**

- 3 \_\_\_\_\_ The student uses his own clear, precise language to help the reader more clearly visualize the explanation, examples or facts. No more than 3 grammar errors.
- 2 \_\_\_\_\_ The student uses his own clear, precise language to help the reader more clearly visualize the explanation, examples or facts. No more than 4 grammar errors.
- 1 \_\_\_\_\_ The student uses his own clear, precise language to help the reader more clearly visualize the explanation, examples or facts. No more than 5 grammar errors.
- 0 \_\_\_\_\_ The student uses his own clear, precise language to help the reader more clearly visualize the explanation, examples or facts. 6 or more grammar errors.

### **Conventions 2 pts. Total**

- 2 \_\_\_\_\_ The student follows conventions of capitalization, punctuation, and spelling and any errors do not interfere with the smooth readability of the piece.
- 1 \_\_\_\_\_ Capitalization, punctuation, and spelling errors interfere somewhat with the smooth readability the piece.
- 0 \_\_\_\_\_ Capitalization, punctuation, and spelling errors interfere significantly with the smooth readability of the piece.

**26 Total Points:** Use the total calculation to give the following grade:

23 - 26 pts. = A    19 - 22 pts. = B    14 - 18 pts. = C    0 - 13 pts. = Unacceptable

**Examples for Bibliography**  
Works Cited

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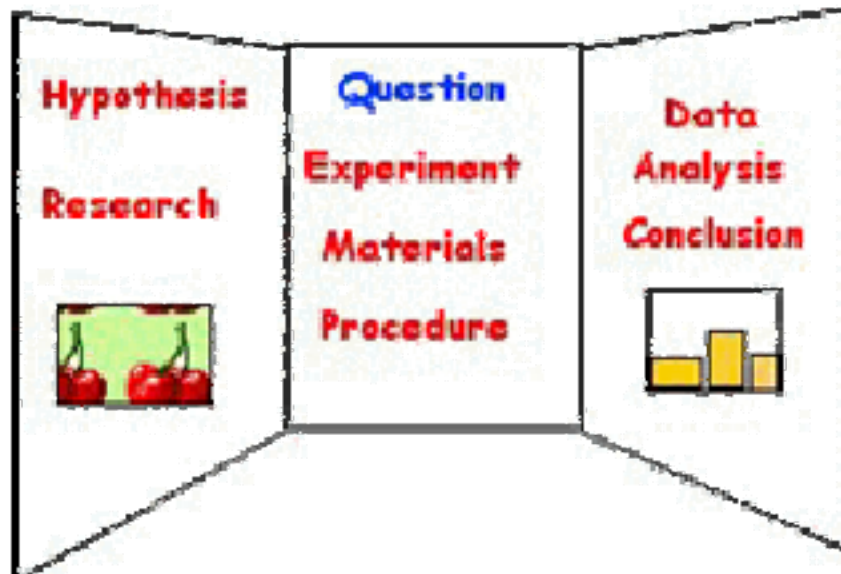
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Tri-Fold Display Board

Requirements:

- \_\_\_\_\_ All information and labels should be typed and neatly presented.
- \_\_\_\_\_ Summary of Project (abstract- 200 words or less)
- \_\_\_\_\_ Include a copy of the final report.
- \_\_\_\_\_ Include pictures, charts, and graphs. (at least 2)
- \_\_\_\_\_ Display original questions with complete answers. (Summarize if needed)
- \_\_\_\_\_ Other interesting facts.
- \_\_\_\_\_ Recommendations to healthy living.

**Materials and Construction Techniques**

- The standard presentation boards are self-standing and work quite well. Display boards in black or white-colored "foam core" (a sandwich made up of two pieces of cardboard with plastic foam in the middle) or corrugated cardboard are readily available at most office supply stores (Staples, Office Depot, Office Max) for \$6 to \$12. Of course, you can also make your own for free from a large cardboard box.
- Print out or write your information on white paper that you will attach to your display board. Be sure to proofread each sheet before you attach it.
- Glue sticks (use plenty) work well for attaching sheets of paper to your display board. Use double-sided tape for items like photographs that may not stick to glue.
- Tip: Instead of regular paper, use cover stock (67#) or card stock (110#). These heavier papers will wrinkle less when you attach it to your display board, especially if you use a glue stick. Matte paper is preferable to glossy because it won't show as much glare— glare makes your display board difficult to read.
- Use color construction paper to add accents to your display board. A common technique is to put sheets of construction paper behind the white paper containing your text.

**Attachment 5.**

**Presentation Rubric**

Evaluating Student Presentations					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

# Seventh Grade Service Learning Project

## Requirements for Project Approval:

In the seventh grade, students will conduct one individual service learning project. Each student must submit a proposal for approval using the guidelines below. Students can solicit volunteers to help with their projects. The projects will consist of at least 10 implementation hours apiece.

In order to be approved a project should include

- a description of service to be performed that indicates that the project will have a positive impact on the environment;
- evidence that the student has had interaction with community group or school personnel in helping to plan the project;
- a plan for studying the science, history, social, and economic aspects that impact the project;
- a description of the communities or groups that likely will be impacted by the project;
- a timeline for completion of the project.

## Timeline

- Due date: Wednesday, October 15<sup>th</sup> - Project Proposal Idea (see above)
- Due date: Wednesday, October 29<sup>th</sup> - Action plan steps number one and two
- Due date: Wednesday, November 12<sup>th</sup> - Action plan step number three
- Due date: Wednesday, December 3<sup>rd</sup> - Action plan step number four
- Due date: Wednesday, December 17<sup>th</sup> - Ecological processes paragraphs —
- Due date: Wednesday, January 14<sup>th</sup> - Societal impacts paragraphs —
- Due date: Wednesday, January 28<sup>th</sup> - Five hours with proof (time sheet)
- Due date: Wednesday, February 4<sup>th</sup> - Environmental impact paragraphs —
- Due date: Wednesday, February 18<sup>th</sup> - Project summary paragraphs —
- Due date: Wednesday, March 4<sup>th</sup> - Introduction/conclusion paragraphs —
- Due date: Wednesday, March 25<sup>th</sup> - 10 hours completed with proof
- Due date: Wednesday, April 8<sup>th</sup> - Personal aspects paragraphs —
- Due date: Wednesday, April 29<sup>th</sup> - Full rough draft
- Due date: Wednesday, May 6<sup>th</sup> - Final draft
- Due date: Tuesday, May 12<sup>th</sup> - Service Learning Oral Presentations (SLOP)
- Due date: Wednesday, May 13<sup>th</sup> - SLOP - continued

## **Action Plan Outline**

- 1. Determine what your project is about:** What is a community need? What are your interests? What are your strengths? Do you want to do this alone or with a partner? How will I carry out this project? For example: Ask yourself how you will travel to your project. Will you need your parents to drive you or can you walk or ride your bike?
- 2. Define your goal for the project:** What do you want the outcome of your project to be? Remember you don't want to set a goal that is unattainable. An example of this would be: I want to get all the stores in the area to stop selling products made by child labor. A more attainable goal would be: I want to get 10 stores to give me an hour to make a presentation or have a phone conversation with them.
- 3. Create a list of possible ways to go about reaching your goal:** Include what you already know and will need to know in order to reach your goal. Remember you need to make sure that you are getting at the understandings in the rubric.
- 4. Make a plan:** Plan out how you will go about achieving your goal for the project. For example: how will you go about getting local stores to hear your presentation: Make a list of **action items** (what you will need to do in order to complete the project. Make a timeline for your project, for example you will want to have a certain date by when you will have your action items completed. Use the timeline you received along with the rubric to guide you. Remember you need to make sure that you are getting at the understandings in the rubric.
- 5. Carry out your plan:** This is the part where you will be doing your action items, along with your 10 hours of service. Keep a journal of your project so it will be much easier to write your paper. You will be very glad that you did it. 😊 Remember you need to make sure that you are getting at the understandings in the rubric.

**Evaluate the project:** I will be asking you to evaluate your project and we will be evaluating the project together.

**Remember:** You will be writing a paper and presenting your work in an oral presentation format. Please follow the rubrics provided, proofread your work and while doing so ask yourself the following questions: How does my project meet the understandings outlined in the rubric? Does my paper and presentation clearly explain my understanding of each item in the rubric? Is it clear how I went about my project, the steps taken and what the project entailed? Is my project clearly described, does it make sense what I did, where I did it, what I did for my service and what community I interacted with.

Make sure to use references for the research you needed to do in order to carry out your project and demonstrate the understandings in the rubric.

## **Action Plan Outline**

- 1. Determine what your project is about:** What is a community need? What are your interests? What are your strengths? Do you want to do this alone or with a partner? How will I carry out this project? For example: Ask yourself how you will travel to your project. Will you need your parents to drive you or can you walk or ride your bike?
- 2. Define your goal for the project:** What do you want the outcome of your project to be? Remember you don't want to set a goal that is unattainable. An example of this would be: I want to get all the stores in the area to stop selling products made by child labor. A more attainable goal would be: I want to get 10 stores to give me an hour to make a presentation or have a phone conversation with them.
- 3. Create a list of possible ways to go about reaching your goal:** Include what you already know and will need to know in order to reach your goal. Remember you need to make sure that you are getting at the understandings in the rubric.
- 4. Make a plan:** Plan out how you will go about achieving your goal for the project. For example: how will you go about getting local stores to hear your presentation: Make a list of **action items** (what you will need to do in order to complete the project. Make a timeline for your project, for example you will want to have a certain date by when you will have your action items completed. Use the timeline you received along with the rubric to guide you. Remember you need to make sure that you are getting at the understandings in the rubric.
- 5. Carry out your plan:** This is the part where you will be doing your action items, along with your 10 hours of service. Keep a journal of your project so it will be much easier to write your paper. You will be very glad that you did it. ☺ Remember you need to make sure that you are getting at the understandings in the rubric.

**Evaluate the project:** I will be asking you to evaluate your project and we will be evaluating the project together.

**Remember:** You will be writing a paper and presenting your work in an oral presentation format. Please follow the rubrics provided, proofread your work and while doing so ask yourself the following questions: How does my project meet the understandings outlined in the rubric? Does my paper and presentation clearly explain my understanding of each item in the rubric? Is it clear how I went about my project, the steps taken and what the project entailed? Is my project clearly described, does it make sense what I did, where I did it, what I did for my service and what community I interacted with.

Make sure to use references for the research you needed to do in order to carry out your project and demonstrate the understandings in the rubric.





## Seventh Grade Service Learning Project Content Rubric

The project will be evaluated using the following rubric.

Score	Evidence
5	The project demonstrates that the student:
	has an understanding of how his/her personal choices impact the environment;
	has taken some action that has an impact on the local community (Grayslake or Lake County) <b>OR</b> involves some type of outreach to the local community (Grayslake or Lake County);
	understands at least two of the four basic ecological processes that tie all living things together (energy flow; cycling air, water and soil; interrelationships between all living things and their environment; change over time);
	has an understanding of how our choices as a society impact ecosystems.
	considers the well being of all living things even if it means moving outside ones comfort zone.
	is able to describe how his/her project impacts the broader community throughout the world;
	is able to describe his/her understanding of the background knowledge about his/her project and the impact of the project on the environment to peers and adults including school administration and staff in a research paper written format.
	is able to describe his/her understanding of the background knowledge about his/her project and the impact of the project on the environment to peers and adults including school administration and staff through an oral presentation.
	has successfully completed the required 10 service learning hours.
	has gone above and beyond the basic parameters of the project.
	<b>Total</b>

## Service Learning

**Service learning** connects classroom and/or academic learning to the **community** in a way that helps meet community needs. In service learning, you apply a broad range of **skills** and **knowledge** from different **subjects** to a **problem** or **project** that will help the community. It involves **self-reflection** and **analysis** – this reflection is essential to service learning!

**Community service** or volunteerism provides service to the community and tries to create an ethic of public service. It is not necessarily connected to academic learning, and does not necessarily include a reflection component.

From Community Service to Service Learning...

<i>Community Service...</i>	<i>Becomes Service Learning</i>
Folding, stapling and bulk mailing flyers about an important issue for a local non-profit organization	Researching an issue and authoring a flyer for a local non-profit organization that explains an important issue to the public; creating and implementing a plan to effectively and cheaply distribute the flyer to the targeted audience.
Removing invasive buckthorn from a local natural area at a volunteer workday	Analyzing a local natural area for invasive species; determining the best course of action for removing the invasive species; recruiting volunteers to help you with removal and organizing a workday; and creating a sign for the trail that explains to visitors what work is being done and why it is important.
Helping at a local pre-school	Creating a lesson plan for students that helps them to appreciate the natural areas near their school and teaching it to local classes
Serving food at an event such as the Edible Harvest Festival	Taking a leadership role analyzing the successes and challenges of the previous year's festival and in organizing certain aspects of the coming year's festival; working with the adult coordinators on budget, scheduling, presentations, etc.

Our service learning projects will be environmental in focus. This means that the community need that you meet will have an impact on local natural areas, plants, animals or environmental groups; the classroom learning that you connect to will involve ecosystems, (or certain components of them). Of course, you will also make connections to math, history, economics, politics and just about every other subject you study in school!

## The Good, the Bad and the Ugly

1. Students in Washington State organize a donation drive for PAWS, collecting dog and cat food and supplies. When asking for donations, they provide information to community members about what they're doing, who it helps and why it's important. They volunteer as dog walkers and cat city assistants at the shelter.
2. Students in Maryland learned that the Eastern Oyster population was decimated due to harvesting. Students researched the impact that this was having on the Chesapeake Bay area and helped scientists in creating oyster habitat and in releasing healthy oyster larvae onto designated oyster bars in the local river. They also made posters to help educate local citizens about the importance of the oysters and help them make informed decisions about oyster consumption.
3. Students in Colorado collect trash by the side of the highway. They collect 20 full hefty bags, which they then sort into categories – trash, can recycling, glass recycling, plastic recycling, paper recycling, and electronics. They dispose of properly each category properly.
4. Students from the Orange Twin Conservation Community\* in Georgia create a lesson plan that aims to get the younger students to learn about recycling and start recycling in their classrooms and homes. They ask teachers if they can teach the lesson to younger students in the school. They provide all the materials necessary to start a school recycling program and offer to assist the younger students with setting up their program.

\*Orange Twin is a "pedestrian-based eco-village...preserving 100 acres of woodland..."  
Imagine that a school there would be similar to Prairie Crossing Charter School.

---

Analyze the project using the following criteria:

- Meets a community need
- Relates to environmental studies
- Relates to other subject areas (which and how?)
- Will allow the students to get 5's on the grading rubric if the project is well-implemented

How could this project be improved or changed to better meet the requirements of our service learning projects?

<b>Criteria</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Nonverbal Skills</b>				
<b>Eye Contact</b>	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Occasionally looks at someone or some groups during presentation	Constantly looks at someone or some groups during presentation
<b>Body Language</b>	Displays disinterest, is distracting or is inappropriate to the purpose	Shows little interest and uses appropriate body language during parts of the presentation	Shows interest during most of the presentation and uses appropriate body language most of the time	Displays interest and is appropriate for the purpose of the presentation
<b>Enthusiasm</b>	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a positive feeling about topic during entire presentation
<b>Vocal Skills</b>				
<b>Vocalized Pauses (uh, well uh, um)</b>	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
<b>Delivery</b>	Student mumbles, incorrectly pronounces terms, or speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.
<b>Content</b>				
<b>Hook</b>	Student begins with "My oral presentation is about ..."	Student begins the presentation with something somewhat interesting to the audience and it relates to the topic.	Student begins with something interesting to get the attention of the audience and it relates to the topic.	Student begins with something outstanding that grabs the attention of the audience and it relates to the topic.
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
<b>Time frame</b>	Presentation is significantly less than minimum time	Presentation is significantly more than maximum time	Presentation goes a little longer or shorter than the required time but does not take away from the presentation	Presentation falls within required time frame
<b>Visual Aids (when appropriate)</b>	None, poor, distracts audience or is hard to read	Adds nothing to presentation	Thoughts communicated clearly related to the topic	Visual aid enhances presentation and thoughts are communicated clearly. Visual aid acts as an outline.
<b>Content Knowledge</b>	Student does not have grasp of information; student leaves out one or more major points; student cannot answer questions about subject.	Student is uncomfortable with information, glosses over one or more major points and is able to answer only rudimentary questions.	Student is at ease with content, covers all major points, but fails to elaborate.	Student demonstrates in depth knowledge (more than required) with explanations and elaboration.

# Seventh Grade Writing Assessment Rubric for a Research Paper

Name \_\_\_\_\_

Due:

Assignment:

This research paper . . .

4	3	2	1	0
contains complete sentences of varied styles, effective paragraphs, and appropriate word choice	contains complete sentences that lack variety in style, effective paragraphs, and occasional in appropriate word choice	contains some incomplete sentences and lacks variety in sentence style, as well as some ineffective paragraphs, and consistent inappropriate word choice	contains mainly incomplete sentences and lacks variety in sentence style; uses ineffective paragraphs, and uses primarily inappropriate words	contains no complete sentences and shows no variety in sentence style; does not use paragraphs, and uses primarily inappropriate words
is organized and "flows" from idea to idea	is generally organized and usually "flows" from idea to idea	is generally unorganized and somewhat "flows" from one idea to another	is extremely unorganized and ideas do not "flow" together	has no organization and ideas have no "flow" at all
identifies, evaluates, and cites the required number of primary and secondary sources using correct bibliography format	cites the required number of primary and secondary sources using correct bibliography format	cites the required number of secondary sources sometimes using the correct bibliography format	cites less than the required number of sources and does not use correct bibliography format	has no references and thus no bibliography page
conveys a clear understanding and interpretation of ideas and information	conveys a clear understanding and interpretation of ideas and information, but may lack clarity or understanding in regard to minor points	shows some understanding and interpretation of ideas and information in regard to most of the main ideas	shows little understanding and interpretation of ideas and information in regard to all of the main ideas	shows no understanding and interpretation of ideas and information in regard to all of the main ideas
displays focus, organization, elaboration and coherence relating to the document's topic	usually displays focus, organization, elaboration and coherence relating to the document's topic	displays some focus, organization, elaboration and coherence relating to the document's topic	displays little focus, organization, elaboration and coherence relating to the document's topic	displays no focus, organization, elaboration and coherence relating to the document's topic
includes no typographical, grammatical, or sentence structure errors	includes no more than three (3) typographical, grammatical, or sentence structure errors per full page of text	includes no more than five (5) typographical, grammatical, or sentence structure errors per full page of text	includes no more than seven (7) typographical, grammatical, or sentence structure errors per full page of text	includes nine (9) or more typographical, grammatical, or sentence structure errors per full page of text

## Grade 8 The Colonial Experience

At the start of the school year, the 8<sup>th</sup> Grade Social Studies curriculum begins with the American Colonial period. The students learn that England established 13 colonies in the newly discovered North American continent, in hopes of boosting their own economy and gaining more global control of land. The students also learn that many European citizens, mainly English but also French, Irish, Dutch, and German, came to the new colonies in search of opportunity and a fresh start.

In order to better understand what life was like for those colonists, the students become part of The Colonial Experience. Each student designs his or her own colonial person (*please see attached Character Setup Sheet*), complete with a period name, an occupation, and an optional family (students can decide if they want to be single or married, with or without children). The students also determine what skills their character will have, such as Physical Strength, Wisdom, Beauty, Charisma, etc. (*please see attached Character Skills Development Sheet*). The strength of each of these skills will determine how much they will make in their specific profession, as well as how they will be able to react to situations and events that come up as the Colonial Experience progresses.

For example, a student may decide to become a farmer. A farmer would require much Physical Strength in order to be more successful, but would not necessarily need high Beauty or Diplomacy levels. If a student were to become a shopkeeper, however, they would need less Physical Strength and more Charisma or Integrity, in order to increase the number of customers at their store.

The students also decide which colony to live in, which would be influenced by their careers. Farmers (particularly plantation owners) would be more successful in the Southern colonies, due to larger areas of available land and better weather for crops. A shop owner would be better off near a city or small town, such as Boston or New York, in the Northern Colonies.

In class, the students learn about and discuss key events that occurred during the troubling times between the colonies and England. As these events are discussed in class, they actually experience those same events as a colonist. For example, in class the students learn about the King's Proclamation of 1763, which forbade colonists from settling west of the Appalachian Mountains. The student's colonial character would then receive information on the King's Proclamation on their next weekly "event sheet", and they need to decide whether they will obey it or ignore it. If a colonist obeys the proclamation, they will continue receiving protection from the British military against attacks from "native savages"; if they decide to ignore the proclamation, they will have a greater risk of those attacks, but will not be expected to pay the weekly taxes demanded from the King, since they would be living beyond his area of control. As can be seen, every decision they make as colonists has positive and negative outcomes.

A student's "success" in the Colonial Experience is determined by many factors, which has an effect on what is known as their Happiness Level. Their Happiness Level is a calculation that includes their weekly income from their jobs, the results of positive or negative events in their lives (such as the birth or death of a child or spouse, the purchase of more land, etc.), and their reaction to important political events.

Once the students have established who they are and where they will live, they begin to experience life as a colonist. Each week, each student receives a piece of paper specifically designed for their

character. They need to decide where their character stands on very important issues, such as slavery, independence from England, etc. Their decisions will determine what events happen to them in future weeks. *(Please see the attached example of a weekly event sheet.)*

As events happen to them, students are required to keep a “weekly journal”, which is a diary entry that reflects what is happening to their colonist, from their colonist’s point of view. This activity encourages creativity in how they describe the events, as well as detail in making the journal entries more personal and realistic.

Each week students will also have the opportunity to purchase land, slaves, and other commodities that will help to increase their personal wealth, and thereby hopefully raise their Happiness Level. Of course, if they decide to support slavery and even purchase some, they run the risk of slaves escaping from their master and going on a rampage, possibly harming or even killing members of their own family.

The progress of each colonial character is recorded in an Excel spreadsheet, which helps calculate income, Happiness Levels, etc. for each student. This helps to keep track of what events have already happened, which events are upcoming, and what progress they have made *(please see the attached example of that spreadsheet).*

As the in-class lessons progress towards the American Revolution actually beginning, the students (and their colonial characters) will be faced with greater and greater issues and decisions to make. Just as the Revolution is about to start, the Colonial Experience ends, and the “winner”, or student with the overall highest Happiness Level, is revealed.

# The Colonial Experience – Character Setup

You are a citizen of England, the greatest and most powerful country in the world. The year is 1763, and you have decided that you want to try your luck in the New World. There are currently 13 new English colonies in newly-discovered America that seem very interesting to you, and seem to offer many opportunities for wealth, happiness, and most importantly, FREEDOM.

## **Step 1. Who are you?**

First, you need to describe who you are:

What is your name?

---

Are you a male or female?

---

How old are you?

---

Are you married?

---

If you are married, how many children do you have?

(0, 1, 2, or 3)

---

## **Step 2. What are you bringing?**

As you pack up and prepare to leave for the New World, there are some optional items that are being left behind. These are items that you may not NEED to bring with you, but you might WANT to bring with you. You have room to pack ONE of the following items. Which do you choose?

I choose to bring the \_\_\_\_\_

- An extra set of fancy “dress-up” clothing
- A book of medicinal healings and cures
- A book of old traditional family recipes
- An extra hunting rifle
- An extra 50 pounds of curing salt
- Your great grandmother’s family heirloom jewels
- A heavy locked box, the size of a small trunk, that hasn’t ever been opened, without a key
- The family bible
- A sewing kit, complete with all needed supplies
- A very expensive and reliable compass
- Some seedlings of native plants from your English garden
- A pane of green glass, 2’ by 3’

### **Step 3. Where are you headed?**

After reviewing the colonies that are established, you need to choose your destination. Keep in mind that each colony has certain advantages and disadvantages for you, so choose carefully. Things to consider are the climate, the current colonist population, how well you and your family will thrive, the local relationship with the Indians, and how well you think your career will do in that colony. Also, remember that certain colonies offer different types of ways for making money. For example, Massachusetts is a coastal colony, with some small towns, so there are jobs in fishing and maybe running a store, but not much room for farmers. On the other hand, Georgia has plenty of farmland but very few towns and very little coastline. Which Colony do you choose to live in?

**WRITING ASSIGNMENT:** On a separate sheet of paper, in paragraph form, give a *thorough* explanation for why you chose this colony.

### **Step 4. Getting Started**

Once you arrive in The New World, you need to determine what kind of life you want to lead. There are many opportunities to start a new career, and you need to decide what you want to do in order to make money. Remember that certain jobs require more physical strength, while some require more “brains”. Also, remember that certain careers are easier to get, but have a lower society status, while other jobs are harder to get but have a higher society status. This will affect your **Happiness Level**.

**WRITING ASSIGNMENT:** On the same separate sheet of paper, in paragraph form, give a *thorough* explanation of which career you chose, and why.

# Colonial Experience - Character Skills Development

Name (Student's Name)	Livelihood
-----------------------	------------

Physical Strength	Wisdom	Skills	Beauty	Integrity	Charisma	Diplomacy	TOTAL
(0-20)	(0-20)	(0-20)	(0-10)	(0-10)	(0-10)	(0-10)	(no more than 40)

**Physical Strength:** How strong your physical body is; more strength will also help you heal better and faster if you happen to get injured or sick

**Wisdom:** How much you have learned in school and from life experience; more wisdom may help you get a better paying job, and help you learn new skills

**Skills:** Your ability to use your hands to build or fix things

**Beauty:** How physically attractive you are; it might be easier to make friends and meet a spouse if you are more attractive

**Integrity:** How trustworthy and believable you are

**Charisma:** A strong leadership skill; the more charisma you have the better chance you have of getting people to think the way you do or do what you want

**Diplomacy:** Your ability to work with other people and your ability to be a strong leader

**NAME: Charles Baker**

**Item:** compass  
- DONE

**Salary:**

**Boycott?** YES

**Career:**

Farmer (cotton, sugar cane)

**\$717**

**Committee?**  
**Slavery Allowed?**

**Colony:**

South Carolina

**# of emps:**

21

**HAPPINESS**

**In Jail?**

\$6

**Cost of emps:**

3

Work Value: 3

**7183**

**Soldiers?**

**Spouse:**

1

**Pat/Loy:**  
**Fever in House?**

**Kids:**

4 (2 boys, 2 girls)

**Income**

**Acres owned:**

1

: \$136

**Mourning?:**

**Money Saved:**

**\$1,721**

Phys. Strength

10

**EVENTS:**

Wisdom

5

8/22: Uncle gives \$60, buys 2 slaves (\$40), treats Mild, Work Level is 1, obeys Proc, WE: accused of treason, fined \$300

Skills

9

8/26: (skills), Sugar Act costs 10%, buys zero acres, WE: accused of treason, fined \$200

Beauty

5

9/3: Curr Act costs 40%, 4 soldiers stay, cost \$120, can't buy slaves, WE: soldiers ransack (\$350)

Integrity

5

9/9: can't convince soldiers to leave, no slaves run away, joins boycotts, WE: can't buy slaves

Charisma

1

9/12: productivity increases 25% PERM, Stamp Act revoked makes 10%, boycotts cost 30% of Happ but makes 10% of Salary, WE: makes \$888 once

Diplomacy

5

9/24: employee steals \$5, wants to smuggle, loans COMPASS to Army, WE: buys 20 slaves (\$100), treats Mild, Work Level is 3

TOTAL

**40**

10/6: one slave runs away, starts smuggling, compass makes \$3500, WE: has a baby boy

10/29: not caught smuggling, growing cotton costs \$2000, accused of treason and business is investigated loses 50% if income), WE: Salary increases 50% PERM

**SMUGGLING**

## *Sample of Weekly Event Sheet*

### *The Colonial Experience - September 9, 1768* *Jacob Smith*

There is a knock on your door; British soldiers need a place to stay, and according to the Quartering Act you need to take care of them. Roll one die to find out how many soldiers are staying with you, and then roll one die to find out how much they are costing you **PER WEEK** (roll of die times 5 for each soldier).

Since you are currently in jail, it is extremely hard for you to make money. For every employee you currently have, you will receive 20% of your income for that week. If you own no employees, you have no income this week.

Because of the new taxes the King has started in the colonies, some of your neighbors are suggesting boycotts. Since items like sugar, paper, coffee, and tea are being taxed, they are thinking of boycotting these items. If you join them, you will be supporting the cause of the Patriots and hurting the income of England, but your Happiness Level may drop. If you ignore the boycotts you may cause some distrust among your neighbors. How do you respond to the boycotts?

## **La Clase de Español – Third/Fourth Grade Spanish Class**

### **Present-tense “AR” Verb Conjugation Unit**

**Teacher: Ms. Nathan – December 2008**

#### **What will students accomplish during this unit?**

- Learn meanings of several “AR” verbs
- Written practice conjugating “AR” present-tense, regular verbs
- Oral practice with conjugations
- Listen to other students, identify verbs used, assist in conjugations
- Worksheets completed for practice
- Make flash cards to help with learning
- Practice using subject pronouns while conjugating verbs
- Make sentences with subject pronouns and conjugated verbs
- Play games with “AR” verbs and subject pronouns to reinforce learning

**SPANISH K-4: LESSON PLAN TOPICS:**

**3-4: Day 1: take notes on conjugating “AR” present-tense verbs**

**Day 2: Practice conjugating “AR” verbs – on board, worksheet**

**AUTHOR:** Erica Nathan

**GRADE:** K-4

**Integrated Discipline(s):** Spanish

**State Goals:** 28A, 28B, 28D, 29A.1

**OBJECTIVE:** To learn vocabulary related to each theme (take notes Mon., practice words Wed.)

**MATERIALS:** hairy ball, theme related worksheets, fly-swatters, markers

**PROCEDURES:** Students will review all basic terms

**Students will practice using vocabulary through verbal activities and some written work on the board.**

**ANTICIPATORY SET: All Grades:** Sing the ABC’s  
Count from 0-100  
Sing the Days of the Week Song  
Sing the Months of the Year Song

**Prompt:** Ask children “ Que dia es hoy?  
Children must respond in Spanish.

**Prompt:** Ask children common questions in Spanish that they must respond to in Spanish. “ Como estas? ” Bien, Y tu?  
“ Como te llamas? ” Me llamo \_\_\_\_\_.  
“ Cuantos anos tienes? ” Tengo \_\_\_\_ anos.

**Basic Skills:** After alphabet, students will practice spelling their names with Spanish letters.

**Numbers:** Students will count to 20, and by tens to 100. Teacher writes random numbers from 1-100 on board and students must raise their hands to say them in Spanish. An alternate way is that different students get to count in blocks of ten after everyone counts from 1-20.

**THIRD/FOURTH GRADE:**

During this unit, the students will be learning many “AR” verbs and their meanings. The students will be making flash cards to aid in their learning of the verbs/meanings. The students will be introduced to the steps involved in conjugating these verbs. They will be applying their knowledge of the subject pronouns to conjugating regular, present-tense “AR” verbs, and completing several worksheets that allow the students to practice these conjugations. The students will also be doing a lot of oral practice in

class. The students will take their understanding of the subject pronouns and conjugations and apply it to making sentences. We will be using the “hairy ball” as well as playing games like, “Jeopardy,” “The Fly-swatter Game” and “Around the World” to reinforce these concepts.

**Class Notes:**

verbo – verb

infinitive

vs.

conjugated

\*a verb that is not conjugated

\*a change to the verb according

Spanish: AR, ER, IR endings

to the pronoun and time (tense) tense=time

English: to \_\_\_\_\_

*Conjugating an “AR” verb:*

Take the infinitive, drop the “ar”, and add the ending depending on the subject:

Nadar – to swim

I want to say “We swim”

Stem: nad

Endings for each subject: Yo - o

Tu - as

El / Ella / Ud. - a

Nosotros - amos

Ellos / Ellas / Uds. - an

So, take the stem “nad” and add the ending for nosotros (amos)

And you have - “nadamos” - we swim

**subject pronouns:**

Yo – I

Tú – you

Él – he

Ella – she

Ud. – you (formal)

Nosotros – we

Ellos – they (male only or male and female together)

Ellas – they (female only)

Uds. – all of you

## “AR” VERBS LIST

Hablar – to talk  
Acabar – to end/finish

Amar – to love  
Apoyar – to support  
Ayudar – to help  
Bailar – to dance  
Cambiar – to change  
Cantar – to sing  
Cocinar – to cook  
Sacar – to take out  
Saltar – to jump

Comparar – to compare  
Comprar – to buy  
Contar – to count  
Continuar – to continue  
Cortar – to cut

Descansar – to rest

terminar – to finish  
tirar – to throw  
tocar – to touch  
trabajar – to work  
tratar – to try  
usar – to use

empujar – to push  
encontrar – to find  
enseñar – to teach  
escuchar – to listen  
esperar – to wait  
estudiar – to study  
ganar – to earn / to win  
viajar – to travel  
visitar – to visit  
gritar – to scream  
Acabar – to end/finish  
lavar – to wash  
Limpiar – to clean

**Subject pronoun**

**“AR” verb ending**  
**(add to the stem)**

I – yo	o
You – tú	as
He – él	a
She – ella	a
You (formal) – usted (ud.)	a
We – nosotros/nosotras	amos
They – ellos/ellas	an
All of you – ustedes (uds.)	an

Sample verb: limpiar – to clean

Limpi - **the stem** (after dropping the “ar”)

\*The stem is simply what is left of the verb once the “ar” ending is dropped.

Conjugated: I clean – yo limpio

You clean - tú limpias

He/she cleans – él / ella limpia

You (formal) clean – usted limpia

We clean – nosotros / nosotras limpiamos

They clean – ellos / ellas limpian

All of you clean – ustedes limpian

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

**Conjugating Grid for Regular "AR" Verbs**

**Verb = \_\_\_\_\_**

**Verb = \_\_\_\_\_**

**yo \_\_\_\_\_**

**yo \_\_\_\_\_**

**tú \_\_\_\_\_**

**tú \_\_\_\_\_**

**él / ella / ud. \_\_\_\_\_**

**él / ella / ud. \_\_\_\_\_**

**nosotros/nosotras \_\_\_\_\_**

**nosotros/nosotras \_\_\_\_\_**

**ellos / ellas / uds. \_\_\_\_\_**

**ellos / ellas / uds. \_\_\_\_\_**

**Verb = \_\_\_\_\_**

**Verb = \_\_\_\_\_**

**yo \_\_\_\_\_**

**yo \_\_\_\_\_**

**tú \_\_\_\_\_**

**tú \_\_\_\_\_**

**él / ella / ud. \_\_\_\_\_**

**él / ella / ud. \_\_\_\_\_**

**nosotros/nosotras \_\_\_\_\_**

**nosotros/nosotras \_\_\_\_\_**

**ellos / ellas / uds. \_\_\_\_\_**

**ellos / ellas / uds. \_\_\_\_\_**

Verb = \_\_\_\_\_

yo \_\_\_\_\_

tú \_\_\_\_\_

él / ella / ud. \_\_\_\_\_

nosotros/nosotras \_\_\_\_\_

ellos / ellas / uds. \_\_\_\_\_

Verb = \_\_\_\_\_

yo \_\_\_\_\_

tú \_\_\_\_\_

él / ella / ud. \_\_\_\_\_

nosotros/nosotras \_\_\_\_\_

ellos / ellas / uds. \_\_\_\_\_

Verb = \_\_\_\_\_

yo \_\_\_\_\_

tú \_\_\_\_\_

él / ella / ud. \_\_\_\_\_

nosotros/nosotras \_\_\_\_\_

ellos / ellas / uds. \_\_\_\_\_

Verb = \_\_\_\_\_

yo \_\_\_\_\_

tú \_\_\_\_\_

él / ella / ud. \_\_\_\_\_

nosotros/nosotras \_\_\_\_\_

ellos / ellas / uds. \_\_\_\_\_

Nombre \_\_\_\_\_

**Spanish verbs w/ pronouns**

- 1) I dance (bailar) \_\_\_\_\_
- 2) she visits (visitar) \_\_\_\_\_
- 3) we jump (saltar) \_\_\_\_\_
- 4) they wait (esperar) \_\_\_\_\_
- 5) all of you talk (hablar) \_\_\_\_\_
- 6) you (f) cut (cortar) \_\_\_\_\_
- 7) he washes (lavar) \_\_\_\_\_
- 8) you clean (limpiar) \_\_\_\_\_
- 9) I buy (comprar) \_\_\_\_\_
- 10) she finishes (terminar) \_\_\_\_\_
- 11) we cook (cocinar) \_\_\_\_\_
- 12) they listen (escuchar) \_\_\_\_\_
- 13) all of you travel (viajar) \_\_\_\_\_
- 14) you (f) scream (gritar) \_\_\_\_\_
- 15) he throws (tirar) \_\_\_\_\_
- 16) you work (trabajar) \_\_\_\_\_
- 17) I push (empujar) \_\_\_\_\_
- 18) they touch (tocar) \_\_\_\_\_
- 19) he studies (estudiar) \_\_\_\_\_
- 20) we sing (cantar) \_\_\_\_\_

**Sample of Flash Cards**

**Hablar to talk**

**Bailar to dance**

**Cantar to sing**

**Cocinar to cook**

**Saltar**                      **to jump**

**Cortar**                      **to cut**

**Escuchar**                      **to listen**

**Estudiar**                      **to study**

**Limpiar**      **to clean**

**Terminar**      **to finish**

**Comprar**      **to buy**

**Esperar**      **to wait**

**Visitar**

**to visit**

**Lavar**

**to wash**

**Gritar**

**to scream**

**Viajar**

**to travel**

**Tirar**      **to throw**

**Trabajar**      **to work**

**Tocar**      **to touch**

**Empujar**      **to push**

### 3<sup>rd</sup>/4<sup>th</sup> Grade Spanish Study Guide for Monday, December 15th Assessment

**Alphabet and Numbers Section:** I will say various numbers or letters in Spanish, and the students must write the letter or number (not the word) on the line. This assessment will cover the numbers zero through 100.

#### Numbers 1-100

uno – one	once – eleven
dos –two	doce – twelve
tres – three	trece – thirteen
cuatro – four	catorce - fourteen
cinco – five	quince – fifteen
seis – six	dieciséis - sixteen
siete – seven	diecisiete - seventeen
ocho – eight	dieciocho - eighteen
nueve – nine	diecinueve - nineteen
diez – ten	veinte – twenty

veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve

treinta (thirty)

treinta y uno, treinta y dos, treinta y tres, treinta y cuatro, treinta y cinco, treinta y seis, treinta y siete, treinta y ocho, treinta y nueve

cuarenta (forty)

cuarenta y uno, cuarenta y dos, cuarenta y tres, cuarenta y cuatro, cuarenta y cinco, cuarenta y seis, cuarenta y siete, cuarenta y ocho, cuarenta y nueve

cincuenta (fifty), sesenta (sixty), setenta (seventy), ochenta (eighty), noventa (ninety),

cien (one hundred)

#### Alphabet

A – ah	J – hota	S - esseh
B – beh	K – ka	T - teh
C – seh	L – elleh	U - oo
D – deh	M – emeh	V - beh
E – eh	N – eneh, Ñ - enyeh	W – doble beh
F – efeh	O – o (same)	X - equis
G – heh	P – peh	Y - igriega
H – aheh	Q – cu	Z - zeta
I – ee	R - ereh	

**Matching section:** – The students will write the letter of the correct answer on the line to match the Spanish verbs with their meanings.

Here are the verbs/meanings from this section: escuchar (to listen), hablar (to talk), cortar (to cut), cantar (to sing), estudiar (to study)

**Fill in the Blank section:** – the students will fill in the correct meaning next to the Spanish verb.

Here are the verbs from this section: visitar (to visit), esperar (to wait), comprar (to buy), trabajar (to work), tirar (to throw)

**Conjugation section:** I give the students a verb “cantar” and I give them the Spanish subjects. The students must conjugate the verb correctly according to the given subject. Here’s what I mean:

Verb: Cantar		<u>Answers:</u>
yo _____		canto
tú _____		cantas
él, ella, usted _____		canta
nosotros, nosotras _____		cantamos
ellos, ellas, ustedes _____		cantan

**How would I say this? Section:** I will give the students a subject pronoun and a verb in English with the infinitive of the verb in parenthesis. The students must write the subject pronoun in Spanish and conjugate the given verb according to the subject. Here’s an example:

Given to student: He jumps (saltar)

Answer: Él salta

I have included a list of the subject pronouns and meanings:

- yo – I
- tú – you
- él – he
- ella – she
- ud. – you (formal)
- nosotros – we
- ellos – they (male only or male and female together)
- ellas – they (female only)
- uds. – all of you

There are 2 extra credit questions (worth 1 point each) that are just like this as well. They must be entirely correct to get the point (correct subject pronoun and conjugated verb = 1 point).

Nombre \_\_\_\_\_

Clase \_\_\_\_\_

**Third/Fourth Grade - December 2008 Assessment**

**A. Write the numbers or letters that you hear.**

1. \_\_\_\_\_                      2. \_\_\_\_\_                      3. \_\_\_\_\_  
4. \_\_\_\_\_                      5. \_\_\_\_\_                      6. \_\_\_\_\_  
7. \_\_\_\_\_                      8. \_\_\_\_\_                      9. \_\_\_\_\_  
10. \_\_\_\_\_                      11. \_\_\_\_\_                      12. \_\_\_\_\_

**B. Matching – Verbs (write the letter of the correct answer on the line)**

- |                     |             |
|---------------------|-------------|
| 13) to sing _____   | A. escuchar |
| 14) to study _____  | B. cortar   |
| 15) to cut _____    | C. estudiar |
| 16) to listen _____ | D. hablar   |
| 17) to talk _____   | E. cantar   |

**C. Fill in the blank with the correct verb meaning (choose from the word bank)**

**Word Bank**

to buy

to work

to visit

to wait

to throw

- 18) comprar \_\_\_\_\_  
19) esperar \_\_\_\_\_  
20) visitar \_\_\_\_\_  
21) tirar \_\_\_\_\_  
22) trabajar \_\_\_\_\_

**D. Conjugating an “AR”verb - Conjugate this verb according to the subject given**

Verb = **cantar** (to sing)

23) yo \_\_\_\_\_

24) tú \_\_\_\_\_

25) él / ella / usted \_\_\_\_\_

26) nosotros / nosotras \_\_\_\_\_

27) ellos / ellas / ustedes \_\_\_\_\_

**E. How would I say this?**

**Directions:**

- 1) Write the correct subject pronoun on the first line
- 2) Conjugate the verb in parenthesis on the second line

**Example: he jumps (saltar)    él   salta**

28) she visits (visitar)    \_\_\_\_\_    \_\_\_\_\_

29) they listen (escuchar)    \_\_\_\_\_    \_\_\_\_\_  
(boys and girls)

30) I work (trabajar)    \_\_\_\_\_    \_\_\_\_\_

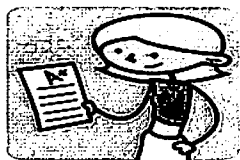
**Extra Credit ( must be entirely correct ) 1 point each**

31) we buy (comprar)    \_\_\_\_\_    \_\_\_\_\_

32) you wait (esperar)    \_\_\_\_\_    \_\_\_\_\_  
(to a friend)



# SPANISH NEWSLETTER



WEDNESDAY, DECEMBER 3RD

## WHAT WE DID THIS WEEK

### THIRD/FOURTH GRADE NEWS:

On Monday, we reviewed our basics. Then, the students danced the Macarena (for a movement break), and remained standing for some TPR (total physical response) with our verbs. I said each verb, and the students did the movement of what the verb means. We did this with all 20 verbs. After that, I had students come to the board and I gave them a phrase, for example, “she works”. The student at the board was to write the subject pronoun and conjugated verb. The rest of the students wrote their answers in their Spanish notebooks. If the student did not know the subject pronoun or verb, they were able to ask a friend for help. We also played the 30 second challenge. I wrote a verb and it’s meaning on the board, and the students copied the model into their notebooks. When I told them to start, the students wrote that verb and meaning as many times as they could within 30 seconds. When I told them to stop, they added up how many times they wrote the completed verb and meaning. There was one person per verb up at the board doing the same task.

On Wednesday, we reviewed our basics. After that, the students came to the board to take turns conjugating some “AR” verbs. Then, I wrote a subject pronoun and verb on the board, and the students took turns solving those as well. We played Jeopardy to review our verb meanings, subject pronouns, and verb conjugations. It was a lot of fun. ☺

Here is a sample of what we are doing:

<u>Subject pronouns</u>	<u>“AR” verb endings</u>	<u>sample verb: bailar – to dance</u>
I – yo	o	yo bailo – I dance
You – tú	as	tú bailas – you dance
He – él	a	él baila – he dances
She – ella	a	ella baila – she dances
You (formal) – usted	a	usted baila – you (formal) dance
We – nosotros / nosotras	amos	nosotros / nosotras bailamos – we dance
They – ellos / ellas	an	ellos / ellas bailan – they dance
All of you – ustedes	an	ustedes bailan – all of you dance

I also explained that to conjugate a regular, present-tense “AR” verb, there are two main steps:

Step 1: Drop the “ar” ending

Step 2: Add the correct ending to the stem depending on the subject

For example, step 1: for the verb “bailar”, you would drop the “ar” – what you are left with is called “the stem” of the verb

Step 2: you would be left with the stem “bail” and add the appropriate ending depending on the subject

I dance – bail + o = bailo

You dance – bail + as = bailas, etc. as indicated in the above chart

## WHAT'S HAPPENING NEXT WEEK

### THIRD/FOURTH GRADE:

This month, the students will be applying their knowledge of the subject pronouns to conjugating regular, present-tense verbs. The students will be starting with conjugating various “AR” verbs, and learning which subject pronouns are associated with each conjugation.

**Next week, the students will be reviewing for the upcoming assessment.**

**Here is the list of the 20 “AR” verbs that I gave to the students.**

<b>hablar – to talk</b>	<b>comprar – to buy</b>
<b>bailar – to dance</b>	<b>esperar – to wait</b>
<b>cantar – to sing</b>	<b>visitar – to visit</b>
<b>cocinar – to cook</b>	<b>lavar – to wash</b>
<b>saltar – to jump</b>	<b>gritar – to scream</b>
<b>cortar – to cut</b>	<b>viajar – to travel</b>
<b>escuchar – to listen</b>	<b>tirar – to throw</b>
<b>estudiar – to study</b>	<b>trabajar – to work</b>
<b>limpiar – to clean</b>	<b>tocar – to touch</b>
<b>terminar – to finish</b>	<b>empujar – to push</b>

verbo – verb

infinitive vs.

\*a verb that is not conjugated

Spanish: AR, ER, IR endings

English: to \_\_\_\_\_

conjugated

\*a change to the verb according to the pronoun and time (tense) tense=time

*Conjugating an “AR” verb:*

Take the infinitive, drop the “ar”, and add the ending depending on the subject:

Nadar – to swim            I want to say “We swim”

Stem: nad

Endings for each subject: Yo - o

Tu - as

El / Ella / Ud. - a

Nosotros - amos

Ellos / Ellas / Uds. - an

So, take the stem “nad” and add the ending for nosotros (amos)

And you have - “nadamos” - we swim

**subject pronouns:**

Yo – I

Tú – you

Él – he

Ella – she

Ud. – you (formal)

Nosotros – we

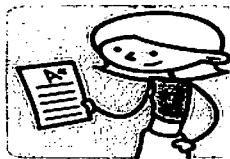
Ellos – they (male only or male and female together)

Ellas – they (female only)

Uds. – all of you



# SPANISH NEWSLETTER



WEDNESDAY, DECEMBER 10TH

## WHAT WE DID THIS WEEK

### THIRD/FOURTH GRADE NEWS:

On Monday, we reviewed our basics. Then, the students stood for some TPR (total physical response) with our verbs. I said each verb, and the students did the movement of what the verb means. We did this with all 20 verbs. After that, I wrote the various verbs on the board, and the students were asked to write the meanings of as many of the verbs as they were able to. They were able to use their notes when they couldn't think of any more. I wrote the answers on the board. Then, I wrote a Spanish verb on the board, and the students conjugated the verb according to the various subjects given. I also wrote several phrases in English (subject pronoun and verb) with the Spanish verb given in parenthesis. The students had to decide which subject pronoun to use, and then they conjugated the given verb to match that subject.

On Wednesday, we reviewed our basics. After that, we reviewed the entire study guide. The students had many opportunities to practice their verbs, the meanings, and conjugations.

Here is a sample of what we are doing:

<u>Subject pronouns</u>	<u>"AR" verb endings</u>	<u>sample verb: bailar – to dance</u>
I – yo	o	yo bailo – I dance
You – tú	as	tú bailas – you dance
He – él	a	él baila – he dances
She – ella	a	ella baila – she dances
You (formal) – usted	a	usted baila – you (formal) dance
We – nosotros / nosotras	amos	nosotros / nosotras bailamos – we dance
They – ellos / ellas	an	ellos / ellas bailan – they dance
All of you – ustedes	an	ustedes bailan – all of you dance

I also explained that to conjugate a regular, present-tense "AR" verb, there are two main steps:

Step 1: Drop the "ar" ending

Step 2: Add the correct ending to the stem depending on the subject

For example, step 1: for the verb "bailar", you would drop the "ar" – what you are left with is called "the stem" of the verb

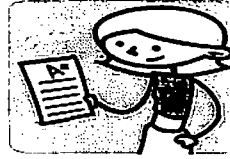
Step 2: you would be left with the stem "bail" and add the appropriate ending depending on the subject

I dance – bail + o = bailo

You dance – bail + as = bailas, etc. as indicated in the above chart



## SPANISH NEWSLETTER



WEDNESDAY, DECEMBER 17TH

### WHAT WE DID THIS WEEK

#### KINDERGARTEN – FOURTH GRADE NEWS:

This week, we reviewed all of our material and took the assessment. All of the assessments have all been graded, and I passed them back to the classroom teachers to send home with the students. If you do not see the assessment in their folders, I'm sure the classroom teachers could tell you when they specifically sent them home. I know that sometimes they wait to send them in their Friday folders, so it may not go home until then. Please sign the assessment and return it to school with your child. They will be put in the classroom student portfolios. Thank you.

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

During the 2008-2009 school year, the district focused on constructing and implementing their Response to Intervention (RtI) Plan, and also worked further on Curriculum Alignment with state standards by mapping curriculum at each grade level.

Due to the Illinois State Board of Education's mandated implementation date of January 1, 2009, RtI is a new policy/program instituted in the district this school year. To compile information and write the RtI plan, a Needs Assessment was completed in the spring of 2008. An RtI Needs Assessment questionnaire was completed by various stakeholders in the community (board member, teachers, parents, instructional assistants, etc.) to determine the needs of the students in the district and the contents of the plan. In addition, (the writers of the plan) used the assessment to identify a direction to take the district. An RtI committee formed at the same time, evaluated information gathered from the needs assessment and outlined the districts needs. The RtI plan was written by the educational consultant in collaboration with the principal. It was reviewed and accepted by the school board in November of 2008. At each interval staff within the district was involved in open discussions to assist in modeling district policy, and received in-service training in RtI. The following was completed during the school year:

- Universal screening procedures were set for all grade levels in the areas of reading, and math.
- Progress monitoring assessments were administered to all students identified as not meeting benchmarks in the areas of reading and/or math on screening assessments.
- Training was completed with staff in grades K-4 on benchmark assessments and progress monitoring to ensure the efficacy and fidelity of data.
- Monthly Grade Band Problem Solving meeting were held to examine progress monitoring data, to discuss intervention progress and to further discuss student(s) remediation of skills or problems.
- Continued training of teacher assistants to implement intervention strategies in Tier 2.
- The scheduling and organization of supplemental services and supplemental materials was completed by a math/reading tutor.

Curriculum is aligned with state standards, the school has established an advanced curriculum with standards above those set by the state. During the 2008-2009 school year, under direction of the principal, the staff continued evaluation of curriculum alignment to state standards, and instruction across grade levels by mapping the curriculum at each grade level. Mapping included placement of environmental education standards at each grade level.

## Section G: Evaluation of Students Performance

### Types of Assessment, Timelines, 2008-2009

The following assessments are given three times a year (Fall, Winter, Spring)

K-1<sup>st</sup> Grade—AIMSweb Early Numeracy

2<sup>nd</sup>-4<sup>th</sup> Grade—AIMSweb Math CBM

K-4<sup>th</sup> Grade—DIBELS

2<sup>nd</sup>-8<sup>th</sup> Grade—NWEA/MAPS

The following assessments are given once a year

3<sup>rd</sup>-8<sup>th</sup> Grade—ISAT (spring only—state test)

*NWEA/MAPS - Northwest Evaluation Association Measure of Academic Progress*

*DIBELS – Dynamic Indicator of Early Literacy Skills*

*CBM – Curriculum Based Measurement*

*ISAT – Illinois State Achievement Test*

Upon completion of assessments in the fall and the winter, assessment data is evaluated by the Principal, the educational consultant, reading and math tutors and individual classroom teacher.

- The second grade used the NWEA tests for Math and Reading, while they used the same assessments as described in the last two years Accountability Reports for writing, spelling, and oral language. The DIBELS assessment was used to assist in determining reading ability and readiness. The AIMSweb CBM was added this year.
- Third through eight grades used NWEA tests for Reading and Math in addition to the same assessments as described in the previous Accountability Report for writing, spelling, and oral language.
- Third and fourth again used the DIBELS to assist in determining oral reading fluency and overall reading ability. The AIMSweb CBM was added this year. The AIMSweb assesses students in the area of grade level calculation skills.
- The DIBELS assessment was continued for kindergarten and first grades to determine reading ability and readiness. The AIMSweb Early Numeracy was added in kindergarten and first grade. This test determines math ability and readiness. In addition, the AIMSweb CBM was administered at the first grade level. The CBM assesses students in the area of grade level calculation skills. Other assessments did not change from 2006-2007.

The DIBELS is an assessment given to students in the early elementary grades three times a year (beginning, middle and end). It takes between four and eight minutes per student to administer and score, and it contains measures (short 1 minute assessments) that enable the user to predict which children are at risk of later reading difficulties. The AIMSweb Early Numeracy and CBM are also assessment given three times a year. Early Numeracy assesses math readiness concepts, and the CBM assesses grade level calculation skills.

At each grade level specific "indicators" are assessed and data received through the assessment is used: to identify students who are not making adequate progress toward important reading or math milestones; to group students for special instruction; to plan instruction; and to monitor

progress. Students identified as Low Risk have met the benchmarks for the stated grade and time or year, and continue to receive instruction in the classroom. Students identified as Some Risk have not met the benchmark, but are close to achieving it. These students receive the core curriculum and are given additional instructional support in the classroom. Students identified as At Risk are in need of intensive instruction. These students receive the core curriculum, additional instructional support in the classroom, and additionally receive intensive instruction two-three times a week in a small group instructional setting of 2-3 students outside of the regular classroom (30-40 minutes per session). Student's score are analyzed in September and January to see if small group instruction is/or continues to be necessary. Progress monitoring was completed at least bi-monthly for students receiving additional instruction in the classroom, and weekly for students receiving tutoring outside of the regular classroom. Monitoring was completed by the student's classroom teacher or the reading tutor.

## **Remediation Plans 2008-2009**

### **Qualifying for a Remediation Plan:**

#### **Reading-**

##### **Kindergarten & Grade 1**

Any student who qualifies for small group tutoring based on Fall or Winter DIBELS scores would be considered on a remediation plan.

##### **Grades 2, 3, 4**

Any student who qualifies for small group tutoring based on Fall or Winter DIBELS scores would be considered on a remediation plan.

and/or

Any student who receives a RIT score 1 grade level below on the Fall NWEA/MAPS\* testing would be considered on a remediation plan.

##### **Grades 5-8**

Any student who receives a RIT score 1 grade level below on the Fall NWEA/MAPS\* testing would be considered on a remediation plan.

#### **Math**

##### **Kindergarten and Grade 1**

Any student who qualifies for small group tutoring based on Fall or Winter AIMSweb scores would be considered on a remediation plan.

##### **Grades 2-8**

Any student who receives a RIT score 1 grade level below on the Fall NWEA/MAPS\* testing would be considered on a remediation plan.



# Illinois State Board of Education

Jesse Ruiz, Board Chair

Christopher A. Koch, State Superintendent

34-049-9000-25-201C Prairie Crossing Charter School

Prairie Crossing Charter School

## 2009 Adequate Yearly Progress (AYP) Status Report

Calculated based on 06/11/09 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes		
Is this school making AYP in mathematics?	Yes		
2009-10 Federal Improvement Status			
2009-10 State Improvement Status			

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
ALL	100.0	Yes	100.0	Yes	94.4		Yes	96.8		Yes	96.5	Yes		
White	100.0	Yes	100.0	Yes	94.3		Yes	96.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78.0% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2008.

\*\* Safe Harbor Targets of 70.0% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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## Section H: Results of Corrective Action

The chart below summarizes the correlation between the target growth in each student's remediation plan and his/her score on the Spring NWEA assessment. A majority of students improved at the rate targeted.

**MATH REMEDIATION GROWTH CHART**

NUMBER/GRADE	ISAT 2008	Early Numeracy(F)	Early Numeracy(W)	Early Numeracy(S)	CBM(F)	CBM(W)	CBM(S)	NWEA(F)	NWEA(W)	NWEA(S)
862203849 (1 <sup>st</sup> )		B	B	B+						
573932171 (1 <sup>st</sup> )		B	B	M						
544336712 (1 <sup>st</sup> )		B	B	B						
728342206 (2 <sup>nd</sup> )					B	B	B	B	B	B+
476079103 (2 <sup>nd</sup> )					B	M	M	B	B	M
851838289 (2 <sup>nd</sup> )					B	B	B+	B	B	M
776537804 (2 <sup>nd</sup> )					B	M	M	B	B	B+
366528123 (3 <sup>rd</sup> )					NT	B	B	B	B	B
986059391 (3 <sup>rd</sup> )					B	B	NT	M	M	NT
604664732 (3 <sup>rd</sup> )					M	M	M	NT	B	M
783800605 (3 <sup>rd</sup> )					M	B	B	B	B	M
593029019 (3 <sup>rd</sup> )					NT	B	B	B	B	M
131918863(3 <sup>rd</sup> ) <i>no parent permission for additional tutoring</i>					B	B	B	E	B	B
300799378 (4 <sup>th</sup> )	NH				NA	B	B	B	B	M
192241410 (4 <sup>th</sup> )	M				NA	B	B	B	B	B+
593749457 (4 <sup>th</sup> )					NA	M	M	M	B	M
536968692 (4 <sup>th</sup> )	B				NA	M	M	B	B	B+
846457371 (4 <sup>th</sup> )	M				NA	M	M	B	B	M
397502257 (4 <sup>th</sup> )	B				NA	M	B	B	B	B+
868523369 (5 <sup>th</sup> )	M				B	B	B+	B	M	B+
189021561 (5 <sup>th</sup> )	M				B	B	B	B	M	B+
271681216(6 <sup>th</sup> )	B				B	B	M	M	M	B+
532011528 (7 <sup>th</sup> )	M				B	M	M	B	M	M
Percentage of students meeting growth expectations					2/12 16%	8/20 40%	10/19 53%	4/19 21%	5/20 25%	17/19 89%

Key:

M – Met benchmark

B – Below benchmark

B+ - Below benchmark, reached expected growth

E - Exceeded benchmark

NA – score not available

NH – Not Here

NT – Not Tested

☐ - denotes tutoring

## READING REMEDIATION GROWTH CHART

NUMBER/GRADE	DIBELS (F)	DIBELS (M)	DIBELS (S)	NWEA(F)	NWEA(S)
110269226 (K)		B	B		
589766712(K)		B	M		
512884084 (K)		B	M		
290893635 (1)	B	B	M		
559923521 (1)	B	M	M		
77909268(1)	B	M	M		
862203849 (1)	B	M	M		
564886548 (2)	B	M	M	B	M
728342206 (2)	B	M	B+	B	B+
476079103 (2)	B	B	B	B	B
851838289(2)	B	B	B	B	B+
776537804 (2)	B	B	B+	B	B+
440728591 (2)	B	B	B+	B	M
707920351 (2)	B	B	M	NT	E
783800605 (3)				B	M
710958899 (3)				B	B+
860061139 (5)				B	M
175011386 (6)				B	M
707920351 (5)				B	B+

Percentage of students meeting growth expectations

0/11	5/14	11/14	0/11	11/12
	36%	79%		92%

Key:

- M – Met benchmark
- B – Below benchmark
- B+ - Below benchmark, reached expected growth
- E - Exceeded benchmark
- NA – score not available
- NH – Not Here
- NT – Not Tested
- ☐ - denotes tutoring