

2023 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

Crossnore Community Charter

Telephone

3367217600

Fax

Address

1001 Reynolda Road

Unit/Suite

Zip Code

27104

City

Winston salem

State

North Carolina





Primary Contact Name *

Shana Heilbron

Opening Year *

2025

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Executive Director-Triad Region

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

sheilbron@crossnore.org

Management Organization Phone

Primary Contact Phone *

3367217600

Management Organization Email

Primary Contact Address *

1001 Reynolda Road

Unit/Suite *

Zip Code *

27104

City *

Winston salem

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Katheryn Northington	1511 Overbrook Avenue	27104	fournorthingtons@gmail.com	Education
Brett Loftis	P.O. Box 87	28616	bloftis@crossnore.org	Community
Jeremy Burnett	641 Oaklawn Avenue	27104	mjpburnett@gmail.com	Education
Esharan Monroe-Johnson	8800 Harwick Court	27023	esharan@readws.org	Literacy



Name	Street Address	Zip Code	Email	Expertise
Chris Gentry	111 Timber Creek Road	27006	chrisfsn@thecfecorg	Exceptional Children
Regina Hall	1258 Partridge Lane	27106	regina@bostonthurmondunited.org	Community Engagement



1. Application Contact Information

Q1. Name of Proposed Charter School

Crossnore Community Charter

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

202-276-3221

Q3. Geographic County in which charter school will reside

Forsyth

Q4. LEA/District Name

Winston Salem Forsyth County Schools

Q5. Zip code for the proposed school site, if known

27104

Q6. Was this application prepared with the assistance of a third party such as a consultant or [Charter Support Organization \(CSO\)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NlZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NlZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

Yes

No

Q10. Projected School Opening Month

August 2025

Q11. Will this school operate on a year-round schedule?

Yes (Year-Round)



No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources

Enrollment Summar...

Applicant Evidence :

Enrollment Summar...

Uploaded on **4/25/2023**
by **Shana Heilbron**

Q13. At full capacity, what is your estimated student enrollment and grade spans?

At full capacity we will have 180 students enrolled. The enrollment by grade span is listed below:

Kindergarten - 20

First Grade - 20

Second Grade - 20

Third Grade - 20

Fourth Grade - 20

Fifth Grade - 20

Sixth Grade - 20

Seventh Grade - 20

Eighth Grade - 20


Q14. Complete the Enrollment Demographics table (see resources), providing projected




enrollment for each of the following demographic groups.

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Resources


Enrollment Demogra...

Applicant Evidence :


Enrollment Table De...

Uploaded on **4/25/2023**
by **Shana Heilbron**

Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



We will open CCC with 80 students in grades 1-4 and then grow according to the plan below. This allows us to serve students for the longest period of time and provide a critical foundation in the earliest years.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	0	0	0	20	20
1	20	20	20	20	20
2	20	20	20	20	20
3	20	20	20	20	20
4	20	20	20	20	20
5	0	20	20	20	20
6	0	0	20	20	20
7	0	0	20	20	20
8	0	0	20	20	20
Total	80	100	160	180	180

This pacing allows us to address academic gaps early, build a strong school culture, maintain manageable hiring and enrollment goals, keep class sizes small and ease the challenge of opening a new school. In Year 1, we plan to enroll up to 20 students in each of the four grades, 1st - 4th.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

I certify



I do not certify

Q17.Explanation (optional)



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q18. Organization Type

- Non-Profit Corporation
- Municipality

Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC State Board of Education.

Crossnore Community Charter

Q20. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No

Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

Applicant Comments :

The EIN for Crossnore Community Charter is attached; we are currently adding our 5013c status. In addition, the 501c3 document for Crossnore Communities for Children (formerly the Children's Home and Crossnore School) is attached as well.

Applicant Evidence :

	
EIN.pdf	IRS-Tax Exempt Stat...

Uploaded on **4/20/2023** by **Shana Heilbron** Uploaded on **4/20/2023** by **Shana Heilbron**

Q23.Name of Registered Agent and Address

- As listed with the NC Secretary of State

Crossnore Community Charter

1001 Reynolda Road

Winston Salem, NC 27104

Q24.Federal Tax ID

92-2529023



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q25. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

- Yes
- No



4. Conversion

Q39. Is this application a Conversion from a traditional public school or private school?

- Yes
- No



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q56. Do you want this application to be considered for standard or fast-track replication?

- Standard
- Fast-Track
- No, this is not a replication



Q57. Please provide the name and the state of the charter school being replicated.

Marjorie Williams Academy, North Carolina

Q58. Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 10

Applicant Evidence :


A3.1 Replication Edu...

Uploaded on **4/20/2023**

by **Shana Heilbron**

Q59. Describe which academic qualifications the non-profit board has met that qualify them for replication.



The Marjorie Williams Academy Board has successfully overseen the charter's success for more than two decades. These individuals have the academic qualifications as noted in the short biographies below.

Marilyn Williams. Marilyn Williams is chairman of the board of the Marjorie Williams Academy in Crossnore, NC and has been on the board of Crossnore Academy since 2010 and then when the name changed in 2015 to Marjorie Williams Academy. She has been on the board of Crossnore Communities for Children for 13 years and has served in many different roles on the board. Marilyn's family charity funded the Wayne Densch Building in 1999, the first building built to house the Academy on the Avery County campus. In 2015 Marilyn was instrumental in acquiring the Williams Family Foundation gift that built the high school on campus and her continued support has provided uniforms, programs, and scholarships for the children at the Academy. Marilyn has worked closely with the Principal, Dr. Cyndi Austin, to ensure that every need is met and every opportunity to succeed is made possible. "Dream It! Believe It! Achieve It! Failure is NOT an Option!" is the motto of the Marjorie Williams Academy and Marilyn is very proud of all the achievements the students and staff have accomplished. Her favorite part of the school year is Awards Day when even the youngest student gets to go on stage to receive an award and Graduation when students graduate from high school, often as the first member in their family, and then have the opportunity to go to college. Marilyn is a retired Middle School English and history teacher of nearly 30 years. After retiring from teaching, she owned and operated a luxury gift and tableware store in Winter Park, Florida, for ten years.

Traci Royster. Traci Royster is the Director of Staff Development & Strategic Initiatives for Student Affairs at Appalachian State University . Traci most recently served as Interim Director of Multicultural Student Development (MSD) for the 2015-16 academic year. Traci brings over 16 years of professional experience in higher education. Prior to her work in Multicultural Student Development, she served as the Director of Parent and Family Services from 2009 to 2015, the Internship & Student Employment Coordinator in the Career Development Center from 2006 to 2009, and the Assistant Director for Student Support Services in the Learning Assistance Program from 2001 to 2006, all at Appalachian State. Traci earned a Bachelor of Science in Psychology and a Master of Arts in Human Development and Psychological Counseling, both from Appalachian State University.

Kim Barnhardt. Kim Barnhardt is a retired registered nurse with a long career in the Operating Room in a large trauma hospital in Charlotte NC. Kim earned her nursing degree from UNC-CH in 1981, raised 3 children in Charlotte, and moved to Avery County in 2018. Already a volunteer in Avery before establishing permanent residency, Kim had strong ties with the Crossnore Communities for Children. Kim has served on the Board of Trustees for Crossnore since 2016. During her time serving on the Board, Kim has been a visiting resource for 2 Crossnore residents, served on the Board of Marjorie Williams Academy for 6 years, and chaired and served on the Development Committee for Crossnore 6 years. Kim also has provided a "Staff Appreciation" monthly for the Marjorie Williams Academy for 4 years, while getting to observe and know the staff at this Charter



School on campus. Kim has been in charge of organizing and managing the campus supply rooms for the children, called the “Bird Cage”, which provides clothing, school supplies, toiletries, toys, etc for residential and foster care children. There is significant sharing of all resources between the Avery and Winston Salem campuses. Kim volunteers weekly on the job sites for Avery County Habitat for Humanity, and volunteers additionally for other local organizations. Kim is a charter member of a “Women’s group” that meets monthly with Avery County non-profit representatives to hear the needs in this county and brainstorm and intervene however possible. Kim has a passion for the Crossnore Communities for Children, and longs for the Winston Salem campus to provide all of the services for children that have been so successful in Avery.

Jeremy Burnett. Jeremy Burnett is a former educator, a former board member at Forsyth Country Day School, a current board member at Salem Montessori School, and a current board member at the Marjorie Williams Academy. Jeremy’s connectivity with the Williams Academy Board is of particular relevance as the Crossnore Community Charter School will operate under a model shared by the Williams Academy operating model. Jeremy’s prior board experience included committee work overseeing and hiring the headmaster of a large independent school; as such, Jeremy has experience with performance management for both schools and school leaders. Jeremy’s days as an educator and an extended season as a literacy tutor equip her with experience and perspective regarding curriculum, instruction and assessment that will support future school leadership as the team engages more deeply in school design.

Kailey Izard. Kailey Izard is a Senior Consultant at Slalom Consulting in the Experience Design sector. Previously, Kailey was Director of Education Technology for Asheville School, responsible for the digital transformation during the COVID-19 pandemic. She brings 9 years of technology experience - 4 years in education and consulting. In her current role at Slalom, she is partnering with an educational technology organization to build an application to drive student career exploration and mentorship. Kailey earned a Bachelor of Arts in Global Studies with a Minor in Social Entrepreneurship from University of North Carolina at Chapel Hill and a Masters in Business Administration from Wake Forest University.

Randall Richardson. Randall Richardson’s progressive career encompasses Healthcare Information Technology, Strategic Planning, and Clinical Operations (Cardiology and Psychiatry), beginning at Mission Health System and most recently Honeywell International as the Director of the North American Healthcare Vertical Market. Prior to being recruited to Honeywell, Richardson was the Vice President of Global Healthcare Solutions for Lanco Global Systems Inc., where he worked in the Middle East, North Africa, and Europe focusing on healthcare clients’ IT strategic initiatives. A native of Asheville, Richardson is a graduate from Montreat College, where he earned a Bachelor’s degree in Business Administration. He is also a graduate from Duke University’s Fuqua School of Business, where he earned a Master’s degree in Business Administration. Richardson is Fellow of The American College of Healthcare Executives.




Q60. Describe the current financial and compliance status of the school(s) which the applicant seeks to replicate.

Marjorie Williams Academy meets all of the financial and compliance required by the Department of Public Instruction, has had unqualified audits for the last three years, and has not had any failures to comply with obligations in statute, rules, or the charter agreement for the three years preceding the application.

Q61. Attach the Financial History supporting documents as "Appendix A3.2 Replication Financial Evidences."

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 1

Applicant Evidence :


A3.2 - MWA Audits a...

Uploaded on **4/20/2023**
by **Shana Heilbron**

Q62. Please provide the name and the state of the charter school being replicated under Fast-Track. Fast Track Replication Eligibility Criteria

Per General Statute § 115C-218.3 (https://www.ncleg.gov/EnactedLegislation/Statutes/HTML/ByChapter/Chapter_115c.html), the fast-track replication process adopted by the State Board of Education shall, at a minimum, require a board of directors of a charter school to demonstrate one of the following in order to qualify for fast-track replication:

- (1) The board of directors operates charter schools and can demonstrate both of the following:
 - a. The majority of charter schools in this State governed by the board of directors has student academic outcomes from the three prior school years that are equal to or greater than the student academic outcomes in the local school administrative unit in which each charter school is located.
 - b. The board of directors can provide three years of financially sound audits for each school it governs.
- (2) The board of directors agrees to contract with an education management organization or charter management organization that can demonstrate both of the following:
 - a. The majority of the charter schools in this State managed by the organization has student academic outcomes from the three prior school years that are equal to or greater than the student



academic outcomes in the local school administrative unit in which each charter school is located.

b. The organization can provide three years of financially sound audits for each school it governs.

Yes

No

Applicant Comments :

This is a replication application, but not a fast-track application.



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q67. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q69. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

Yes

No



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q84. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

The mission of the Crossnore Community Charter (CCC) school is to offer a stable, emotionally supportive, educational environment for children with a goal of empowering each child to achieve his or her real academic and social potential.

Q85. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.

The vision is to become a model school for academic achievement and approach learning with openness, individuality and supportive feedback.

Q86. Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



CCC seeks to serve students living in residential foster care at Crossnore Communities for Children (Crossnore), community foster care, and students living in the surrounding communities. CCC will work to build strong relationships and connections with students, use evidence-based practices to provide developmentally supportive responses, and focus on keeping children in the classroom and engaged in learning in Winston-Salem.

Our target population will mirror the diversity of the surrounding communities, which include Boston Thurmond, Drayton Pines, Old Cherry, Cherry View, West Highlands, West End, West End South and Westdale, to name a few. A closer look at schools serving our target neighborhoods reveal key demographic information about the community we will serve at CCC. The chart below provides a demographic overview of the students that are currently attending schools in our target area.

School Name	Black	White	Hispanic	Other	Economically Disadvantaged
Brunson	38%	32%	19%	11%	54%
Cook	79%	2%	11%	8%	92%
Kimberly Park	77%	3%	16%	4%	87%
Wiley	38%	29%	25%	8%	53%
The CCC (likely)	55%	30%	10%	5%	90%

The poverty rate in Winston-Salem is currently 19%, compared to 13.4% in North Carolina and 14.3% in Forsyth County. We expect that more than 95% of students at CCC will qualify for free or reduced lunch, compared to 59% in the WSFCS overall. We do not anticipate a significant percentage of English Language Learners (ELL), but do estimate that 30% of enrolled students will be identified as a Student with a Disability (SWD).

Q87. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



In order to understand the enrollment trends and academic performance outcomes of the schools directly surrounding Crossnore, we looked at the following schools based on geographic location and grades served: Brunson Elementary, Cook Literacy Model School, Kimberley Park Elementary, and Wiley Middle School. The data reflected in the charts below have been pulled from the NC State Report Card for each school.

Enrollment Trends

From 2011 to 2021, the percentage of students enrolled in the school district dropped from 84.7% to 78.4%, marking the first time the rate fell below 80%. The biggest drop came between 2020 and 2021 when the number of students enrolled dropped 3 percentage points. The district, the fourth largest in the state, has 50,304 students.

The high mark came in 2012 when 85.1% of students went to the county’s public schools. Since then, the number of students has steadily declined. Meanwhile, the percentage of students enrolled in home schools has more than doubled from 4.1% in 2011 to 8.5% in 2021. Charter school enrollment has also jumped from 3% in 2011 to 5.8% in 2021. Private school enrollment dropped a percentage point from 8.2% in 2011 to 7.3% in 2021, however it increased by ½ a percentage point from 2020 to 2021.

Academic Performance Outcomes of Surrounding Schools

Data from the most recent North Carolina School Report Cards highlight the need for another option to serve students who are significantly falling behind in school. None of the elementary schools or the middle school in our targeted area earned above a D grade and only the elementary schools met growth.

School Name	Grades	Title 1	Grade	School Performance	Achievement Score	Growth Score	Growth
Brunson	PK-05	Y	D	54	47.1	80.7	Met
Cook	PK-05	Y	F	39	26.1	91.7	Exceeded
Kimberley Park	PK-05	Y	F	27	15.2	73.4	Met
Wiley	06-08	Y	D	43	38.4	59.6	Not Met



Elements of the Education Model that will Meet the Needs of Our Target Populations

CCC is designed to serve the most vulnerable child, because if that child can be successful, every child can. Our curriculum is specifically structured to help students who may be coming in below grade level to catch up and excel. We also plan to incorporate best practices for working with children who have experienced trauma and have had experience in the child welfare system. Key elements of our model that meet the needs of our students include:

- ***Trauma-Informed Framework*** - Trauma can affect a child's brain development and limit a child's ability to learn, thrive, and succeed in a school environment. However, research shows when school practices are trauma-informed, students can cultivate lasting resilience which leads to improvements in behavior, fewer suspensions, fewer expulsions, and improvements in academic achievement.
- ***Small Classroom Structure*** - Our small student-teacher ratio will allow us to provide targeted instruction to a broad spectrum of abilities and help students catch up who may be behind.
- ***Clinical Approach*** - Students will have access to Crossnore's Therapy Services, which provides highly personalized therapy for children and families. Plans of care are based on clinical assessments to identify needs, strengths, and a therapy approach that best fits the child and family.

Q88. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

The CCC will open with 80 students in grades 1 - 4. By year five, CCC expects to have an ADM of 180 students in K - 8th grades. That represents less than 1% of the LEA's total enrollment in these grades (approximately 37,330).

Q89. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?



Conventional wisdom holds that trauma scars us for life, wreaking psychological havoc that affects everything from our sleep cycles to our relationships to our very will to live. This popular conception of trauma ignores a startling fact: many people emerge from traumatic experiences stronger, wiser and more fulfilled, despite having endured great emotional pain.

School is not only a place where the consequences of trauma exposure are manifested, but it can be a critical contributor to a child's healing and coping. Although schools are not mental health facilities, and teachers are not therapists, educators are often the most consistent adults in the lives of children struggling with traumatic events. Educators, therefore, have the opportunity and responsibility to support and promote healing childhood trauma. Fortunately, trauma sensitivity can be absorbed into already established classroom practices and school frameworks to help educators develop and maintain environments where all students can thrive. School is a place where resilience can be built through supportive "buffering" relationships, opportunities for safely facing challenges and achieving mastery

As a trauma-informed school, following the evidence-informed model created by the Center for Trauma Resilient Communities (CTRC), CCC will have two overarching goals: to provide tools and strategies to adults and students that promote coping with extreme situations and to create a culture of respect and support. It is important that the environment we create encourages open communication, clear behavior expectations for everyone, and sensitivity to the feelings and emotions of others.

Research has shown that traumatic experiences alter the brain and can affect children socially, emotionally, behaviorally, and academically. Toxic levels of stress and anxiety shape behavior and may make kids appear angry, depressed, checked out, uncooperative, or distracted, says psychologist Jamie Howard, PhD, of the Child Mind Institute in New York City. She says, "When you adopt a trauma-informed perspective, you approach that student's behavior with openness and curiosity."

CCC will work to provide learning opportunities to staff and students that help to create a trauma-informed school in which all students feel safe, welcomed, supported and empowered to participate fully in all CCC has to offer. CCC will be a school where addressing trauma's impacts on learning - on a school-wide basis - is at the center of its educational mission. It will be a place where an ongoing, inquiry-based process allows for the necessary teamwork, coordination, creativity and sharing of responsibility for all students, and where continuous learning is for educators as well as students.

We want to build a trauma-informed public charter school to kick off a paradigm shift and move the community toward a strength-based approach which allows people to view those who experience trauma as agents in creating their own well-being rather than victims of traumatic events. Instead of



asking a child “What’s wrong with you?” we can ask “What happened to you?” and move toward “What’s strong with you?”

Q90. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Crossnore has a long-standing commitment to serving children and families in the Triad Region. After taking a close look at the school choice options - and the work Crossnore was doing in the Winston-Salem community - the executive leadership team devised a plan to launch a trauma-informed charter school on the Crossnore campus in Winston-Salem. The team at Crossnore quickly engaged community partners in planning and developing the charter school idea so that we could gather the feedback and interest needed to support the effort.

First, Brett Loftis, Crossnore's Chief Executive Officer, had an in-depth conversation with Tricia McManus, the Superintendent of the Winston-Salem Forsyth County Schools, to discuss CCC. It was important that Ms. McManus is supportive of the charter, as she is a strong advocate for trauma-informed schools.

Shana Heilbron, Crossnore's Executive Director in the Triad Region, began meeting with key members of the community and the "Community Partners for Change" (CPC) workgroup to share the charter concept. The CPC is a collaborative group of nonprofit, faith-based, and community stakeholders who began meeting in 2019 to create shared knowledge, shared language, and shared understanding around trauma. This work, which has been facilitated by Crossnore, will ensure in the long run that children and families presenting with significant trauma histories are appropriately and consistently treated and supported at every point of service throughout the system. This alignment of theory and practice will, ultimately, improve outcomes across the community. Some of those key community partners include the Winston-Salem Forsyth County Schools (WSFCS), Love Out Loud, Imprints Cares, The Parenting Path, Triad Restorative Justice, Family Services, Second Harvest Food Bank and Action 4 Equity. A complete list of organizations who have participated in the CPC work is included as part of Appendix A.

CCC founding board members, Brett Loftis and Katheryn Northington, held a "Community Conversation" session with a special group of invited community partners on the Crossnore campus on March 7, 2023. The session was an opportunity for Brett to share the vision of CCC with the group and also dive into questions and answers. Katheryn introduced the community survey and asked for assistance in distributing it out to families they served. The invitation, sign-in log from the event, community survey and survey results are all included in Appendix A. In addition to community partners, Crossnore directly shared the survey in a series of direct emails, social media posts and electronic newsletters.

Finally, Crossnore has been working closely with the Boston Thurmond community as they are geographically positioned adjacent to Crossnore and would be within walking distance of CCC. Ms. Heilbron attends monthly Boston Thurmond United (BTU) Town Hall meetings and meets regularly with BTU's Executive Director, Regina Hall and members of its community council and governing board to provide updates and receive feedback as the school is being planned. Ms. Hall is also a



founding member of CCC's board of directors.

Q91. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Comments :

One parent who expressed particular interest in CCC shared the following with Crossnore:

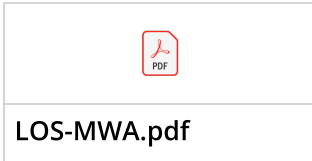
"As a parent of a young neurodiverse child, I think that the proposal for this Charter school offers something truly novel in our educational system in Forsyth County by proposing a school that will center the needs of neurodiverse children and take an approach that is responsive to trauma. This approach is not present in our public school system, and I have personally seen how limited individual schools are when it comes to having agency to determine what is best for their students and teachers. We have been at our current school since my child was 3, because he qualified for exceptional children Pre-K. His teachers and the administrators in his school care about him and about his well being, but the approach to behavior and philosophies around teaching and learning do not work for all kids.

I recently toured the property and learned more about the ways that it will be leveraged for student learning and, to be honest, when I got in my car to leave I broke into tears. This was the first time in my life as a parent that I was in a place where I actually could envision my child thriving, not just surviving. When he started kindergarten, he began having panic attacks about having to go to school, and we have just now gotten to a place where he only hates school, he's not afraid of going anymore. Most conversations we have with his teachers separate academics from behavior, when in reality they are intertwined. My child has continued to fall behind in reading even as he is excelling in math. He has one of the most curious minds I have ever experienced but already is losing interest in learning things about the world.

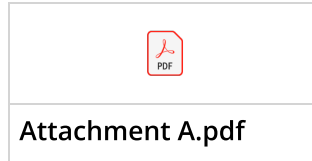
I think that Crossnore's proposed charter school will offer something to our community that can only be accessed through private school right now. Their individualized approach to pedagogy and their centering of trauma-informed care could be pivotal to the futures of many kids in our community, including my child."



Applicant Evidence :



Uploaded on **4/20/2023**
by **Shana Heilbron**



Uploaded on **4/20/2023**
by **Shana Heilbron**

8.2. Purposes of the Proposed Charter School

Q92. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- Encourage the use of different and innovative teaching methods.

Q93. Provide a brief narrative to coincide with each applicable legislative purpose(s).



1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

The pandemic, economic instability, racial unrest, and isolation are taking a toll on students' well-being, which impacts their ability to learn and their overall academic performance. Now, more than ever, social-emotional learning support and trauma-informed practices are essential to ensure the success of every student. Educators need professional development and resources that prepare them to handle these challenges effectively.

In classrooms that embrace a trauma-informed approach to learning, there are some key benefits for the students as well as the instructor. All students, those suffering from trauma, and those who are not, benefit from a supportive environment that emphasizes empowerment, trust, and safety. Students who are coping with traumatic events benefit from instructors who are tuned into their needs and trained to foster collaboration. This includes looping in professional mental health providers, such as behavioral health therapists, when necessary to enhance support for students who may be struggling. Teachers also benefit from this collaboration. Plus, additional training helps teachers redirect traumatized students, helping children avoid negative behaviors in favor of healthier coping methods.

2. Hold schools accountable for meeting measurable student achievement results.

In addition to adhering to all state and federally mandated testing, CCC will use additional tools to measure student achievement. We plan to use assessments and tools from Northwest Evaluation Association (NWEA). Measures of Academic Progress (MAP) Growth is one of those tools and the reports give administrators a clear view of student performance and growth, making it easy to identify trends, spot potential problems, and plan for improvement. The tools provide teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. It also connects teachers to the largest set of instructional content providers, giving educators flexibility in curriculum choices.

MAP Growth's computer-adaptive design and scale make it a great fit for multiple purposes. It will allow CCC to eliminate time-wasting, redundant assessments and use one tool to screen students, personalize instruction, measure growth, evaluate progress and more.

Finally, through embedded features available to all students like keyboard navigation and zoom and optional features for those who need it—like text-to-speech—MAP Growth is built to support equal access for all.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.

The CCC wants students to thrive emotionally by developing strong character while healing from and



overcoming adverse childhood experiences (ACES). CCC will do this by using social-emotional learning, adventure-based learning, and restorative practices. Asking students to focus on self-awareness, self-management, social awareness, relationship skill-building, responsible decision making, mindfulness, positivity, resilience, empathy and cultural competency are all part of the approach. In addition, CCC will offer educational and growth opportunities for parents/guardians /foster parents so they can better support their child/children's academic journey at CCC.

4 Improving student learning.

CCC will have significantly smaller class sizes compared to those in the local school system. The average elementary class size at the three schools in closest proximity to CCC is between 13 and 26 students. At the middle school level, it's 16 to 18 students per class. At CCC, classes will average a 10:1 student to staff ratio.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

Data shows that children and youth exposed to trauma spend more time out of class; are more likely to fail a grade; score lower on achievement tests; and have higher rates of suspensions, expulsions, and referrals to special education. Children and youth in foster care comprise a significant subgroup of low performing students in public schools today. The current climate of accountability has created the need for education and child welfare professionals to address the unique needs of students in foster care to increase academic achievement.

Foster children experience multiple placement changes, often for reasons beyond their control. Placement changes may occur for a variety of reasons ranging from a change in visitation orders, a child becoming too old for a current placement, the opportunity to be placed with a sibling, or a foster parent ceasing to be a foster care provider. Each change of placement, whether it is from relative care, foster care, or group home care carries with it serious repercussions and often results in the loss of 4-6 months of academic progress.

Every move means a change of home, community and school. Foster youth face a constant struggle to understand new expectations, norms and rules. They lose contact with friends, siblings, teammates, and teachers.

The team at CCC will understand the educational impacts of trauma, and can be a safe and supportive environment for students to make the positive connections with adults and peers they might otherwise push away. CCC will begin each year with an understanding of the problem, the solution, and a plan for every child's success.



The Problem		The Solution	How We Get There	
1 Many students have had traumatic experiences.	2 Trauma can impact learning, behavior and relationships at school.	3 Trauma-sensitive schools help children feel safe to learn.	4 Trauma sensitivity requires a whole school effort.	5 Helping traumatized children learn should be a major focus of education reform.

6. Encourage the use of different and innovative teaching methods.

In trauma-informed schools, administrators, teachers, staff and parents/guardians/foster parents are all prepared to recognize and respond to those who have been impacted by traumatic stress. Students at CCC will be given clear expectations and communication strategies to guide them through stressful situations. The goal will not only be to provide the tools to deal with extreme situations, but also to create a culture of equity, respect, and support.

8.3. Goals for the Proposed Charter School

Q94. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



Our goals for the first five years of operation are listed below. They will be tracked by the Principal and reported to the Board of Directors on a monthly and/or quarterly basis as appropriate. The school will also maintain a dashboard to track our metrics in real time.

Goal	Measure of Success	Area
Meet 100% of safety and health and sanitation requirements	"A" Safety and Sanitation Scores	Operations
Average daily attendance of over 90%	Daily Attendance Reports	Operations
Serve at 100% capacity each year	Enrollment Reports	Operations
100% of staff will complete Trauma Resilience Training	Professional Development Records	Operations
Annually meet or exceed expected growth	North Carolina Accountability System state tested assessments and growth scores	Academics
Earn a "C" or better school rating	NC Report Card Rating	Academics
80% of students will grow at least 1 grade level	Benchmark Assessments	Academics
65% of students will demonstrate academic growth on an annual basis	North Carolina End-of-Grade (EOG) Tests; MAP Assessments	Academics
Meet Annual Budget Goals	Financial Reports	Finance
Successful Annual Audits	Audit Reports	Finance



Hold Quarterly Board Meetings	Board Minutes	Governance
Provide Annual Review for Principal	Annual Evaluation Tool	Governance

Q95. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The Board will hold quarterly open meetings. At these meetings, the Principal will present reports inclusive of enrollment, academics, compliance, fundraising efforts, community relations and more. The Board will review the Principal's assessment of student academic achievement data which includes benchmark assessment data, student performance on EOG testing and other pertinent academic performance data. In addition to monthly updates, "Mission Moments" will be a part of the meeting. Students and staff will be invited to share with members of the board. This could include completed projects, stories of experience or facilitated time for questions and answers.

Members of the governing board will also be invited to attend school activities, meetings and community conversations throughout the year so they can see what students are doing while at CCC.



9. Educational Plan

9.1. Instructional Program

Q96. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



The overall instructional program at CCC will align with the North Carolina Accountability Model and the North Carolina Standard Course of Study. This alignment will help our students and teachers follow a path that coincides with State End-of-Grade (EOG) Testing.

Instructional Methods

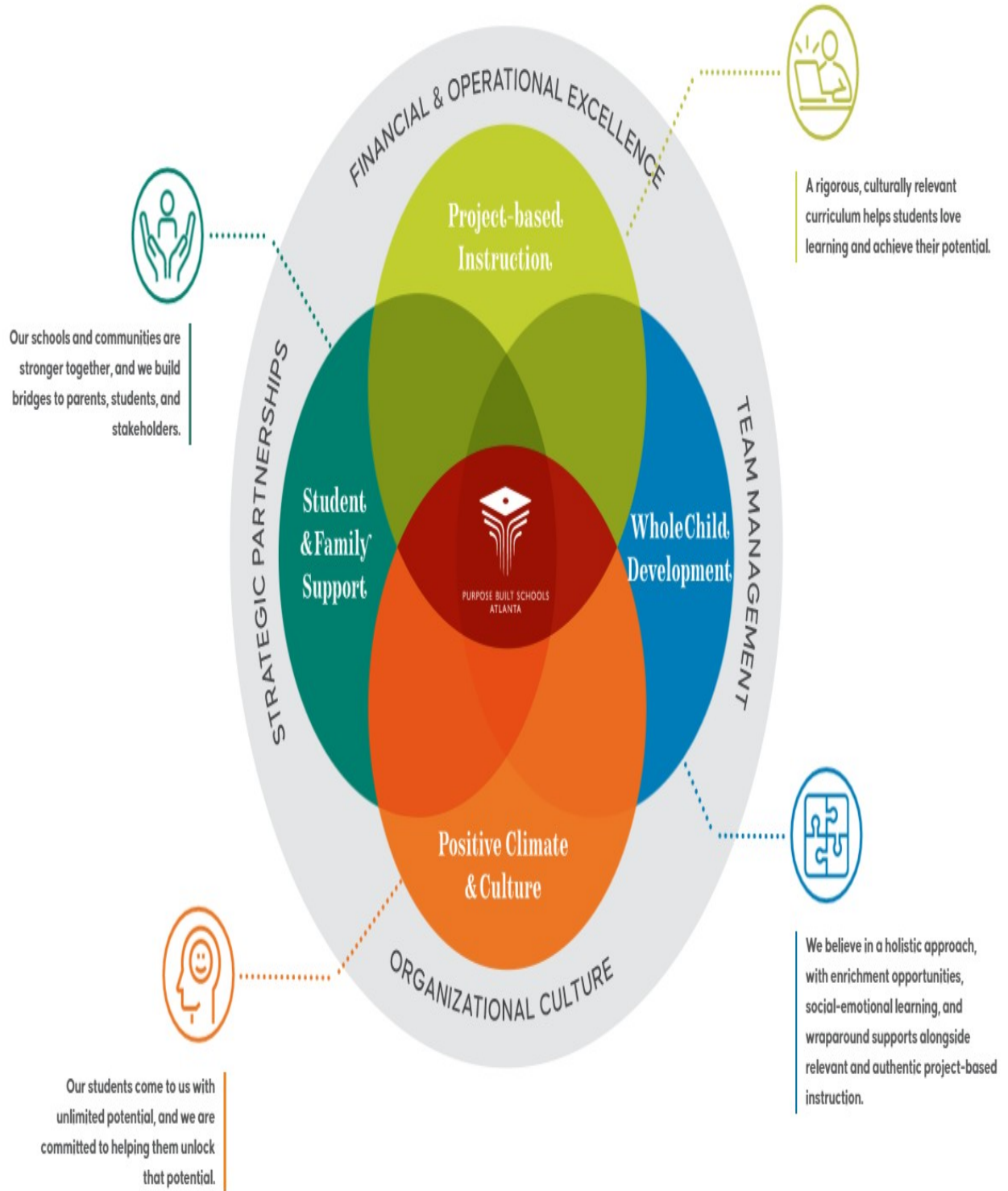
The CCC's instructional framework will utilize a trauma-informed approach to teaching, which includes care, compassion, and acceptance for students regardless of their successes, failures, or situation. The following methods will support the academic development of students who attend CCC:

- ***Consistency and Predictability.*** Students who have experienced trauma benefit from instruction and lessons that are predictable. Teachers will break lessons up into multiple parts so they are less overwhelming and warn students of any changes or transitions; emphasize causal and sequential relationships in classroom activities; divide tasks and instruction into parts to help students feel less overwhelmed; present information in multiple ways to reduce the likelihood of students missing important pieces of information; create opportunities for students to repeat and rehearse instructions; and, offer ongoing support and encouragement to support students in staying on task.
- ***Differentiated Instruction.*** Teachers consider multiple ways of engaging students in the subject matter. Instruction is adjusted to meet the varied needs of students. Teachers incorporate strategies that cater to visual, auditory, and tactile learners and provide a variety of prompts and entry points enabling students to grasp fundamental concepts and connect to important themes, questions, and skills in a unit of study.
- ***Cooperative Learning.*** Students have the opportunity to work in small peer groups where they gain confidence and skills through collaborative work by learning problem solving techniques in the context of group work. Students learn that effective communication and interaction result in attainment of shared goals.
- ***Curriculum Integration.*** Teachers have opportunities to work together to develop an integrated curriculum which allows students to make connections among core subject disciplines and further study the relationship between core subjects and their real-world applications.
- ***Service Learning.*** Students can make real-world connections through personal expression and relationship building. Service learning is integrated into students' academic studies enabling them to connect experiences in meaningful ways to their own lives.

Similarly, CCC will incorporate elements of the model used in many "Purpose Built Schools" (PBS) in Atlanta, GA. PBS has been able to deliver outstanding results for students and the surrounding communities through high-quality instruction, intentional enrichment opportunities and a strategic approach to serving families' needs beyond the school walls. We plan to incorporate:



- **Project-Based Instruction** - A rigorous, culturally relevant curriculum to help students love learning and achieve their potential;
- **Whole Child Development** - A holistic approach with enrichment opportunities, social-emotional learning, and wrap around supports alongside relevant and authentic project-based instruction;
- **Positive Climate & Culture** - We want students to unlock all of their potential; and,
- **Strong Partnerships** - Working together with communities and families will allow students and staff to engage outside of the classroom walls.



Source: <https://purposebuiltschoolsatlanta.org/approach/>

Assessment Strategies

Assessments will be continuous and on-going with the intention of accurately tracking students'



achievement, progress, and rate of growth, and to help teachers target instruction based on an individual's current levels. CCC will use all state-required EOG tests along with the progress monitoring and benchmark data that is used at Marjorie Williams Academy. The main assessment tool CCC plans to use is MAP Growth.

With an adaptive approach, flexible accessibility features, and tools to maximize engagement, every MAP Growth assessment is built specifically for the student taking it. MAP Growth reports give administrators a clear view of student performance and growth, making it easy to identify trends, spot potential problems, and plan for improvement. In addition, it provides smart assessment design, robust content coverage, and built-in language and accessibility considerations.

In addition, CCC will consider including these additional assessments if needed: Mastery Connect, m-CLASS, DIBELS and Star Assessments. The data from these assessments will be used to drive and differentiate instruction and to track and target student learning needs.

Meeting the Needs of the Targeted Student Population

As a school designed intentionally to serve a population of students who often lag behind academically, the instructional model simultaneously meets students at their current performance level while also exposing them to grade-level material to ensure they meet and/or exceed grade level standards. CCC also hopes to hire as many core teachers with both an Exceptional Children's Licensure and their Elementary or Middle School Licensure in order to provide additional support to students in the classroom with IEPs.

Teachers will incorporate the following six principles into consideration as they guide interactions with students who have experienced trauma throughout the school day:

- **Always Empower, Never Disempower.** Avoid battles for power with students. Students who have experienced trauma often seek to control their environment to protect themselves, and their behavior will generally deteriorate when they feel more helpless. Classroom discipline is necessary, but should be done in a way that is respectful, consistent, and non-violent.
- **Provide Unconditional Positive Regard.** As consistently caring adults, school staff have the opportunity to help students build trust and form relationships. For example, if a student tells you, "I hate you. You're mean," a teacher might respond with unconditional positive regard by saying "I'm sorry you feel that way. I care about you and hope you'll get your work done."
- **Maintain High Expectations.** Set and enforce limits in a consistent way. Maintain the same high expectations of a student who has experienced trauma as you do for his/her peers.
- **Check Assumptions, Observe, and Question.** Trauma can affect any student and can manifest in many different ways. Realize when you are making assumptions, and instead, talk with the student



and ask questions. Make observations about the student's behaviors and be fully engaged in listening to his/her response.

- **Be a Relationship Coach.** Help students from preschool through high school develop social skills and support positive relationships between children and their caregivers.
- **Provide Guided Opportunities for Helpful Participation.** Model, foster, and support ongoing peer "helping" interactions (e.g., peer tutoring, support groups).

Q97. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q101. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



The instructional design will combine flexible lesson design using hybrid instruction, standards-driven curriculum, effective teaching practices, and routines. Hybrid instruction combines face to face classes with synchronous online learning; standards-driven curriculum breaks down the standards into a coherent scope and sequence that emphasizes and reinforces each grade level's major content areas; effective teaching practices ensure an environment that promotes rich learning, deep understanding, and success for all; and, routines provide structure and dedicated time to critical instructional moments that develop a strong understanding.

The basic learning environment will be student-centered and allow students to participate in a variety of different settings. Students will be grouped by grade level, having two classes in each grade. Class sizes will be an average of a 10:1 student to staff ratio. Each classroom in grades K-5 will be self-contained, and have one classroom teacher.

Students in grades 6-8 will rotate between core teachers throughout the day. Teachers will be experts in their content area, which include English/Language Arts, Math, Science and Social Studies and students will transition between classroom settings.

All students will participate in daily enrichment programming and specials aligned to the NC Standard Course of Study, as well as Adventure-Based Learning. Learning will happen in a combination of locations, including new age-appropriate classrooms; a state-of-the-art technology center, an updated auditorium, and various outdoor classroom spaces and programs at Crossnore which include "Miracle Grounds Food Farm," "Miracle Heights Adventures," and "The Friendly Barnyard."

Miracle Grounds Farm & Food Forest. Research suggests that experiences of nature boost academic learning, personal development and environmental stewardship. By incorporating the Miracle Grounds Farm and Food Forest as outdoor classroom experiences, teachers will be able to work with the Farm Manager to show students the value of creating their own food systems and ecosystems. Nature can promote learning by improving learners' attention, levels of stress, self-discipline, interest and enjoyment in learning, and physical activity and fitness. Nature also appears to provide a calmer, quieter, safer context for learning; a warmer, more cooperative context for learning; and a combination of "loose parts" and autonomy that fosters developmentally beneficial forms of play.

Miracle Heights Adventures. Miracle Heights Adventures engages students in experiential learning activities that embody the spirit of adventure, build resilience, and empower collective success. Crossnore has the only ropes courses in Winston-Salem, including an Aerial Adventure Park, Aerial Teams Course, and an 8-element low ropes course. The Aerial Adventure Park has two levels complete with 33 elements including a 600-foot zipline, a Giant Swing, two climbing walls, and a Quick Jump. The Aerial Teams Course is one of only two in the world and is geared towards team-



based challenges and collaboration, and the low ropes elements allow us to target different goals and outcomes. Our program activities follow the philosophy of “Challenge by Choice,” which honors the power of choice and consent, and empowers participants to choose their level of engagement during an event.

The Friendly Barnyard. Many children are passionate and curious about animals and CCC plans to include animals as a topic to channel this interest and excitement into classroom engagement. The Friendly Barnyard at Crossnore has been home to many farm animals for decades. The lessons and activities are designed to help students understand the feelings, needs, and natural behaviors of farm animals. Students are challenged to make connections between themselves and the animals they learn about and to develop an awareness of and appreciation for the unique qualities of each animal.

Q102. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



CCC will be using much of the same curriculum that is used at Marjorie Williams Academy (MWA) with a few additions to provide an education that is accessible to all students. What has been chosen offers a stable, emotionally supportive, educational environment for students with a goal of empowering each child to achieve his or her real academic and social potential.

The curriculum is designed to meet students exactly where they are and use student performance and assessment data to determine what students spend their time working on each day. A focus on the state's key indicators - performance on end of grade and end of course tests, academic growth outcomes, school performance grades and long term goals for improved achievement - will keep CCC in alignment with the North Carolina Accountability Model.

The curriculum will include:

Wonders. Wonders is designed to foster a love of reading in all children. Through exploration of texts and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy. Our focus on teaching the whole child – and every child – prepares students to be lifelong learners and critical thinkers.

myPerspectives. myPerspectives is a powerful English language arts curriculum for Grades 6–8 that values the perspective of the learner, collectively and individually, and provides next-generation learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered learning, teacher-inspired classroom. This dynamic Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. myPerspectives encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

Reveal Math. Reveal Math, a balanced elementary math program, develops the problem solvers of tomorrow by incorporating both inquiry-focused and teacher-guided instructional strategies within each lesson. In order to uncover the full potential in every student, Reveal Math champions a positive classroom environment, explores mathematics through a flexible lesson design, and tailors classroom activities to student need.

myWorld. myWorld Interactive is a K-8 social studies curriculum that encourages active inquiry while introducing civics, economics, geography, and history concepts. Students develop critical thinking, problem solving, and communicating skills for engaged civic life. The program includes strong ELA instruction to support social studies inquiry and new literacy standards. myWorld Interactive is both comprehensive and adaptable, so it fits a wide range of classrooms and schedules. It's the student-centered social studies curriculum that helps teachers achieve their instructional goals.



Inspire Science. Inspire Science for grades PreK–5 is designed to spark your elementary students' interest and empower them to ask more questions, think more critically, and generate innovative ideas. Inspire Science provides an in-depth, collaborative, evidence based, and project-based learning experience to place elementary science students on the path to career and college readiness.

According to the results from MWA, data analysis has shown these instructional programs, which are founded on research-based best practices, have had a positive impact on student achievement. The consistent efforts to try and improve reading achievement has substantiated the research linking improved reading scores to an increase in overall school achievement. MWA continues its instructional program because it has proven to be effective at closing the access gap as well as the achievement gap of educationally disadvantaged students, particularly those in the child welfare system. MWA continues to be proactive in the search for researched-based supplemental materials and strategies that are aligned with the curriculum and designed to help students reach their next level of academic achievement.

MAP Growth scores connect directly to many of the curriculum providers CCC will use, which means that teachers will be able to create tailored learning paths—saving time and delivering students support precisely where they need it.

Q103. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



CCC teachers will take an ecological approach to classroom management, which is a holistic approach with the goal of helping students learn and regulate their behavior. Teachers will not focus on just one area but will work to address the student's entire learning experience (hence the "ecology"). Teachers will be expected to master the following instructional strategies:

- **Direct Instruction.** Direct instruction is instructor-directed. It is useful for providing information or developing step-by-step skills. Some examples are lecture, questioning, explicit teaching, and demonstrations.
- **Indirect Instruction.** Indirect instruction is mainly learner-driven with the teacher becoming a facilitator, supporter and resource person. Because it is learner-driven, it includes a high level of learner involvement in observing, investigating, drawing inferences or forming hypotheses. This strategy takes advantage of learners' interests and curiosity and encourages learners to generate alternatives or solve problems. Some examples of indirect instruction are problem-solving, case studies, close activities, reading for meaning, reflective discussion, and concept mapping.
- **Experiential Learning.** Experiential learning is learner-focused and activity-oriented. Experiential learning requires learners to reflect about the experience and ways to apply it to other contexts. This strategy emphasizes the learning process; not the product. Experiential learning has five phases: experiencing, sharing or publishing, analyzing or processing, inferring or generalizing and applying. Some examples of experiential learning are field trips, simulations, experiments, games, role-playing, model building using authentic workplace materials, job placements, and surveys.
- **Independent Study.** Independent study involves the students studying on their own under the guidance or supervision of an instructor. This strategy fosters the development of individual student initiative, self-reliance and self-improvement. Independent study may also involve learning in peer partnership or as part of a small group. Examples include essay research and writing, computer-assisted instruction, journals, and packaged learning materials.
- **Interactive Instruction.** Interactive instruction relies heavily on discussion and sharing. It helps develop social skills and the ability to organize thoughts and develop rational arguments. From the learners it requires observation, listening, interpersonal and intervention skills. This strategy requires the instructor to outline the topic, the amount of discussion time, the composition and size of the groups, and the reporting or sharing techniques. The success of the interactive instruction strategy and its many methods depends on the expertise of the instructor in structuring and developing the group dynamics. Interactive instruction allows for a range of groupings and methods, such as debates, role-playing, simulations, brainstorming, peer learning, discussion, and cooperative learning.

Q104. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span



upon program completion.

The use of aligned curriculums and assessments will allow teachers to easily identify which students are on track to meet grade level requirements. Using the various curriculum and assessment tools in accordance with the North Carolina Standard Course of Study (NCSCS) will ensure that students have the base knowledge necessary for transitioning to the next grade.

If students are behind or fall behind, we will have tutors on site to assist with one-on-one support and small group tutoring sessions to help students catch up and succeed. The enrichment period during the school day can be used for extra support, in addition to after school and on weekends. The tutorial instruction focuses on students needing remediation in reading and math. Support is also provided in academic areas where reading deficiencies affect understanding of subject matter.

Needs assessments are completed on an ongoing basis and instructional plans are developed for tutorial services and are monitored through regular, consistent contact with students' teachers, parents/guardians/foster parents and other support staff.

CCC also plans to partner with local nonprofit partners in Winston-Salem during the Out-of-School Time (OST) program which will provide additional wrap-around and life skills support. These combined efforts will ensure that students are ready to transition from grade to grade.

Q105. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Our school calendar will roughly align to the Winston-Salem Forsyth County Schools calendar. Teachers will have more professional development days prior to the first day of school (6-10 days) which will include time for trauma training, curriculum mapping, and planning.

Q106. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

Normal school hours will be 7:30 am - 4:00 pm (8.5 hours/day) and will include 4 hours a day of core subject instruction (240 minutes), 1 hour a day of specials (60 minutes), 40 minutes of adventure-based learning (which will be outdoors as much as possible), 40 minutes for lunch and 40 minutes of enrichment. An additional 1 hour (60 minutes) for out of school time programming is also an option for all students, though not required. The daily schedule is the same, Monday - Friday.

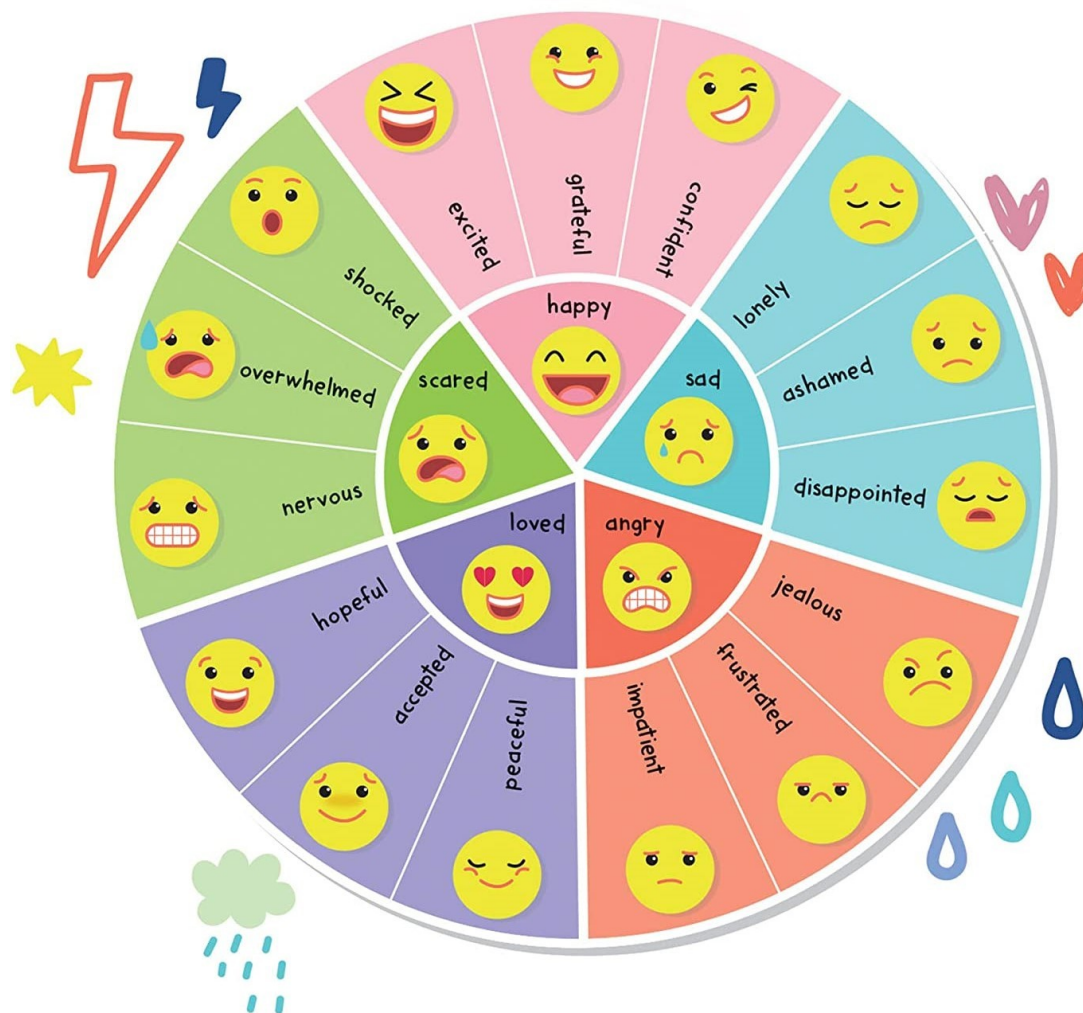


Q107. Describe a typical day for a teacher and a student in the school's first year of operation.



Teachers will be at school by 7:15 am and students will arrive beginning at 7:30 am. Transportation to and from school will be at the discretion of the parents/guardians/foster parents and CCC staff will welcome students as they arrive at CCC. The thoughtful welcome is important as there is a recognition that many of the students we work with will have traumatic events that are happening to them. The way they are received when they arrive allows them to regulate their bodies.

Students will be provided a healthy and balanced breakfast in their classrooms and be able to socialize with their friends. At 7:45 am students and staff will begin the morning feelings check-in and "community meeting." A community meeting begins with the question "how are you feeling" followed by "what is your goal for today" and ends with "who can support you." Every student and staff member will be asked the question individually and have the chance to respond. Teachers can use a feelings wheel - like the one below from Hand2Mind - to help students think more deeply about how they are feeling. These questions are an important way to begin the day as students who have experienced trauma often have Alexithymia. Alexithymia is when a person has difficulty identifying and expressing emotions. The question about daily goals helps students plan for the future, which helps to break the spell of past trauma. And, asking for support creates a feeling of independence instead of isolation.





Following the community meeting, the teacher will preface the first lesson by introducing a few regulating tools and encourage students to use their tools as they see fit. This could include a reminder about the “calming corner” which is an area within the classroom that a student can escape to where they can give themselves a personal break to bring themselves down or handle their emotions. Or, a reminder that deep breathing helps gain control over emotions and anxiety and refreshes our brains.

At 8:00 am the instructional day begins. The integration of Social-Emotional Learning (SEL) into academic instruction weaves academic learning with opportunities for students to practice and reflect on social and emotional competencies, such as perspective-taking and developing a growth mindset. For example, during a reading or math block, teachers might incorporate partner and group activities that promote relationships, communication skills, and effective teamwork.

Teachers will have the option of using their core instructional hours in any way they like. Many will break them into smaller blocks of time - for example, a 20 minute math lesson is followed by a 5 minute movement break and then another 20 minute lesson is shared. Children who have faced a lot of adversity cannot focus for long periods of time, which is why mindfulness or movement breaks are helpful.

Transitions will happen every hour at CCC and they are often difficult for children who have experienced trauma. Teachers will provide a lot of prompts of what is to come and also leave enough time for transitions to new activities

From 9 am - 11 am teachers will continue with core subject instruction or students will participate in specials. The specials will include some form of art, music, and nature-based learning.

From 11 am - 1 pm students will have three 40-minute blocks of time where they will rotate between lunch, enrichment and Adventure Based Learning (ABL). Teachers will also be able to use some of that time for lesson planning, grading, assessment and data review or their own professional development.

At 1 pm students will return to their classrooms and teachers will do another feelings check-in. This will allow students to assess themselves and talk about how they are doing with their daily goal. This helps to build awareness and is also an opportunity for the teacher to provide recognition.

The last two hours of the day, from 1 pm - 3 pm, will be used for core subjects and specials. Teachers will continue to provide time for movement and brain breaks. Teachers and staff will be trained to pay close attention to each student and notice when something different is needed. Sometimes this plays out through a division of space, and other times the focus will be on time together.



At 3 pm, those students who wish to participate in out-of-school time (OST) programming will have the opportunity to do so. The activities offered during this time will vary throughout the year and include experiential learning and enrichment.

All students must be picked up by parents/guardians/foster parents by 4 pm. If students are not participating in OST, then they must be picked up at 3 pm.

Q108. Will this proposed school include a high school?

- Yes
- No

Q114. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school’s purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Comments :

The curriculum outlines for English/Language Arts, Math and Social Studies are attached below. The Science outline can be found at this cloud link HERE, (<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8dc70eaa-72de-3f81-a217-abbd2bc831ec>) as it was too large of a file to attach.

Applicant Evidence :


Final - ELA.pdf	Final - Math.pdf	Final - Social Studies....	Science Curriculum.p...
Uploaded on 4/24/2023 by Shana Heilbron	Uploaded on 4/24/2023 by Shana Heilbron	Uploaded on 4/24/2023 by Shana Heilbron	Uploaded on 4/25/2023 by Shana Heilbron

Q115. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3



Applicant Evidence :


2025 Yearly Calendar...


Uploaded on **4/20/2023**
by **Shana Heilbron**

Q116. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15

Applicant Evidence :


Draft Daily Schedule ...

Uploaded on **4/20/2023**
by **Shana Heilbron**

9.2. Special Populations and "At-Risk" Students

Q117. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.



The CCC intends to implement a Multi-Tiered System of Support (MTSS) as a proactive and preventative framework to integrate data and instruction in order to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for CCC to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students. CCC will implement the model using the 3-tiered system for instruction, intervention, and support:

- Tier 1 includes high-quality, schoolwide academic, social, emotional and behavioral programming and supports designed to meet the needs of all students.
- Tier 2 will provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs to support students identified as at-risk.
- Tier 3 includes intensive intervention for students not responding to Tier 2 through instruction and supports that are intensified and individualized based on student need.

Core programming at Tier 1 includes academic, social, emotional, and behavioral curriculum, instruction, and supports aligned to grade-level standards and student needs. At Tier 1, teachers will use instructional strategies and practices shown to be effective for the student population and educational context and will use differentiation to ensure all students can access and benefit from core programming. Ongoing analysis of assessment data will help teachers determine if additional interventions are needed. Teachers can incorporate High Leverage Practices (HLPs) to differentiate instruction in Tier 1. Those can include: explicit instruction, student engagement, multiple opportunities for practice and feedback, teaching cognitive and metacognitive strategies, systematically designing and scaffolding instruction, and using assistive and instructional technology.

If additional intervention is required, a student will enter into Tier 2, at which point CCC will provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs. Tier 2 interventions and support are delivered with an appropriate duration and frequency to ensure students have increased opportunities for practice and corrective feedback. The essential strategies in Tier 2 include: a standardized delivery and design; the use of evidence-based interventions; prioritization for a percentage of students (likely 15%-20%); adequately trained staff deliver the instruction; the programming is provided in addition to the core programming; there is an increase in family involvement and communication; progress is monitored regularly; and, practice and feedback is increased.

At Tier 3, CCC will implement intensive intervention to help students with severe and persistent



learning and/or behavioral needs, including students with disabilities. Data-based individualization (DBI) is a validated approach to providing intensive intervention in academics and behavior. It is not a specific program, but a data-driven process that is characterized by increased intensity and individualization of instruction and tailored support. Essential strategies when using Tier 3 include: prioritizing the most at-risk students (usually 5%); individualizing and adapting the interventions to address the student's needs; providing more intensive interventions than in Tier 2; programming is provided by adequately trained staff; ongoing family communication and engagement is included; and, progress monitoring is done on a weekly basis. When implementing more intensive interventions in Tier 3, teachers will consider the Taxonomy of Intervention Intensity, which considers strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support and individualization of an intervention platform.

This MTSS framework will create a positive environment that nurtures and enables all students to be successful, reduce the number of inappropriate referrals to special education, decrease the number of school dropouts, and close the academic and behavioral discrepancy gaps between and across racial, ethnic, and cultural subgroups.

Q118. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



Chris Gentry is a founding board member and has spent her 20+ year career working with children and families with special needs. As the Director of The Family Support Network of Greater Forsyth (FSN) for the last twenty years, she has managed programs that are dedicated to strengthening families and enhancing the lives of children with special needs, from birth to age 21, in and around Forsyth County. Chris works with families to draw strength and guidance from her staff and the other families they meet through their programs. FSN is rooted in the belief that the best support for families comes from other families with similar stories. Chris spends a significant amount of time with families and family members in her work. She currently offers 8 programs to residents in Forsyth and surrounding counties:

- **Exceptional Families.** A monthly topics-based discussion group that's open to any parent who has a child with a special need.
- **Mentor Parent Training.** Adults are invited to assist families who have children with special needs. Training is available on an individual or group basis, and covers topics such as communication skills, the adjustment process, confidentiality and community resources.
- **El Grupo de Esperanza.** A monthly topics-based discussion and activity group that is led by a bilingual coordinator for Spanish-speaking families.
- **Parent to Parent Matching.** Experienced parents are matched with families to share knowledge and provide one-on-one emotional support, advice and resources.
- **Sibshops.** The siblings of children with special needs (K-8) participate in a quarterly dinner, games, crafts and discussions. The events help siblings connect with other kids who understand the joys and challenges of having a brother or sister with a special need.
- **Special Family Groups.** Families meet up all year long with other parents and family members who may be experiencing similar experiences. The Special Family Groups provide social and emotional support, information and skills training, and leadership opportunities for families. To date, the following groups have been established: Cerebral Palsy (CP) Family Group, Trach Ties and Mom2Mom.
- **NICU Outreach.** Family members can connect with other neonatal intensive care (NICU) parents at Brenner Children's Hospital at Wake Forest Baptist Medical Center and Novant Health Forsyth Medical Center. NICU Groups are facilitated by family support coordinators who are also former NICU parents. Craft activities and a light snack are offered.
- **Stepping Stones Training.** Individuals gain confidence in parenting through the Triple P (Positive Parenting Program) curriculum. Single-session seminars and multi-session institutes offer tailored strategies.



Additionally, Brett Loftis has done extensive work in legal advocacy for children with special education needs (504s and IEPs) and ran the Education Law Project in Charlotte through Council for Children's Rights. Brett was also on the founding board of Disability Rights NC the Federal Protection & Advocacy Program in North Carolina.

Q119. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:

1. Methods for identifying EL students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.
3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
4. Means for providing qualified staffing for EL students.



Linguistically and culturally diverse learners bring a unique set of assets to the classroom that have the potential to enrich the experiences of all students and teachers. By focusing on what language learners can do, a powerful message is delivered, that students from diverse linguistic, cultural, and experiential backgrounds contribute to the vibrancy of our school.

Methods for identifying EL students (and avoiding misidentification)

CCC will assess all students within 30 days of enrollment who may be considered English Learners (EL) using the Home Language Survey. If the Survey reveals that the dominant home language is a language other than English, the student will be administered the WIDA Screener for Kindergarten or WIDA Screener Online to determine potential EL identification. If a student is identified as EL, staff will document the identification and the appropriate language instructional program goals in an EL plan. The EL plan will also indicate appropriate instructional and testing accommodations for which the student is eligible.

Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.

CCC will use the WIDA Language Development Standards to integrate language development and content learning appropriate to the grade level and proficiencies of students in the classroom. All of the curriculum CCC plans to use will include English Learner Scaffolds. The selected curriculums provide teachers with scaffolded instruction to help students make meaning of vocabulary, ideas, and concepts in context. For example, Reveal Math integrates math language routines in every lesson during Explore and Develop to support sense-making and cultivate conversation. They are based on design principles from Stanford Center for Assessment, Learning, and Equity and provide numerous benefits.

The English language learners in the classroom are not “blank slates.” Their oral language proficiency and literacy in their first languages can be used to facilitate literacy development in English. Systematic, explicit, and appropriately scaffolded instruction with sufficient time helps English language learners attain English proficiency and meet high standards in core academic subjects.

English language learners may have different language abilities depending on their proficiency levels. They can be newcomers, beginners, intermediate, or advanced/advanced-high, and their abilities may vary in listening, speaking, reading and writing. Wonders provides whole group, integrated scaffolded instruction at several proficiency levels to support English learners in both content and language acquisition.

Research shows that for English language learners, exposure to grade-level content provides crucial access to the language required for academic achievement and for becoming fully proficient in English. Because grade-level materials are challenging for ELs, instruction must be coupled with



methods that support ELs.

Teachers use a variety of techniques and strategies to make content comprehensible for ELs. These include, but are not limited to:

- Using visuals and multimedia;
- Providing redundant key information;
- Creating daily opportunities to interact with peers about the lesson's content;
- Using language frames to support development of writing and oral language;
- Teaching a set of academic vocabulary words intensively over several days;
- Using cognates across languages when possible; and,
- Providing multiple exposures to and experiences with key academic vocabulary.

Many of these recommendations are good for all students, however, they are critical for providing access to grade-level content for English learners. It is essential for educators to know how they can work with dual language learners and foster effective communication in the classroom. Teachers will be encouraged to use multiple modes of communication. Whether it's drawing, writing, acting out, gesturing, or using props, teachers will accept and encourage multiple modes of communication and expression. This will help ELs to build confidence, motivation, and appreciation for aesthetic expression.

Monitoring and Evaluating EL Students

CCC's EL curriculum includes assessment, monitoring, and evaluation tools. Placement Assessments will assist teachers in determining whether students are approaching, on, or beyond grade level or could be supported by intervention. Unit Assessments are shorter foundational skills checks and comprehensive assessments that ensure valid evaluation of student performance and progress, aligned to standards and measured against grade-level rigor. Progress Monitoring Assessments are weekly "fresh reads" that offer students the opportunity to demonstrate mastery of weekly skills, and help teachers evaluate and monitor progress. Finally, Benchmark Assessments measure longer-term progress toward end-of-year goals.

Qualified Staffing for EL Students

Students who qualify for EL services will remain in the mainstream classroom, with the EL teacher going in to work with the classroom teacher, providing appropriate differentiated instruction to the student. Included in the Professional Development Plan (PDP) for all staff working with ELs will be specific online learning modules and curriculum-specific training.

Q120. Explain how the school will identify and meet the needs of gifted students, including the following:

1. Specific research-based instructional programs, practices, strategies, and



opportunities the school will employ or provide to enhance their abilities.

2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

Specific Research-Based Instructional Programs, Practices, Strategies, and Opportunities

Teachers and staff at CCC will be trained to provide differentiated instruction in the classroom. In the training for teaching gifted students, trainers will provide tools to help teachers make an effort to learn how gifted students think and learn about the different struggles they face. Understanding that gifted students have special needs, requirements, and trends in behavior will help to meet their needs and better support them in the classroom.

Gifted students will be offered tiered assignments. For example teachers could give gifted students more complex numbers in a math assignment or a more difficult text to read, or they could add a second component to assignments, such as having them apply the skill they've learned to a real-world situation or asking them to write an explanation of their thinking. Teachers will make sure the classroom library has a variety of texts to support the reading ability and interests of gifted students. The more advanced materials will challenge gifted students to learn new words and increase their reading skills.

Teachers can foster students' beliefs that their intelligence and ability can be developed through effort and experiences that foster higher motivation, aspirations, and achievement. There are a variety of ways in which teachers can support such student beliefs in a growth mindset. For gifted students, giving them a sense of control over their learning process by using such strategies as problem-based and discovery learning and independent study can promote several kinds of learning outcomes simultaneously—collaboration, problem solving, and flexible thinking.

Plans for Monitoring and Evaluating the Progress and Success of Gifted Students

As with all students, a series of placement, unit, progress and benchmark assessments will help teachers in planning how to differentiate for gifted students. In addition, self-assessments will ask the student to reflect on their own strengths, weaknesses and interests. Teachers will use these evaluation tools to help understand what gifted students know and adjust plans, enriching and accelerating learning as appropriate.

Providing Qualified Staffing for Gifted Students

Additional professional development opportunities for teachers working with gifted students will be included in their annual development plan so that they have the resources they need to provide valuable instruction to their students.

9.3. Exceptional Children



The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q121. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.



CCC will hire an Exceptional Children (EC) Coordinator for whom this will be a primary responsibility. The process for serving these students begins with identification. The EC Coordinator will review students' records from previous schools to identify existing IEPs and 504 plans. The EC Coordinator will follow up with previous schools as needed to obtain the necessary records. When students are identified as having a 504 plan or IEP, the EC Coordinator will form the IEP Team, which will include:

- The student's parents/guardians/foster parents
- At least one of the student's special education teachers or providers
- At least one of the student's regular education teachers
- The Principal
- An individual who can interpret the evaluation results
- Representatives of any other agencies that may be responsible for paying for or providing transition services
- The student, as appropriate
- Other individuals who have knowledge or special expertise about the student.

An IEP team member may fill more than one of the team positions if properly qualified and designated. This team must work together as a team to write the child's IEP. A meeting to write the IEP must be held within 30 calendar days of deciding that the child is eligible for special education and related services.

Each team member brings important information to the IEP meeting. Members share their information and work together to write the child's Individualized Education Program. Each person's information adds to the team's understanding of the child and what services the child needs.

The EC Coordinator will utilize the Every Child Accountability Tracking System (ECATS) program. ECATS is a web-based solution that provides an early warning system for identifying students at risk, captures all general education interventions and facilitates the analysis of that data to make efficient and effective decisions. ECATS consists of three integrated modules accessed from a single user interface based upon role security: Special Education, Medicaid, and Multi-Tiered Systems of Support (MTSS) modules.

In addition, after a student has been enrolled, and during the enrollment interview, the CCC staff will ask the parent/guardian if the student has had any services in the past. If the answer is yes, CCC will ask if they need any special accommodations at this point and try to learn more about what was successful in the previous setting and learn more about what they are interested in now. If a student does transfer to CCC with a plan in place, CCC will work to integrate that plan within the first 30 days.

Q122. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include



how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

CCC will comply with all mandates included in "Child Find." The EC Coordinator will work closely with all staff to help identify students who may be eligible for special education services. Anyone may refer a child to the EC Coordinator for preliminary evaluation, including teachers, parents/guardians /foster parents and specialists. Upon referral and review, the EC Team will make recommendations for either 1) research-based classroom interventions or 2) further formal evaluations. If classroom interventions are put in place and found to be ineffective, the EC Coordinator will re-evaluate and work with the EC Team and either put new interventions in place or determine other next steps. Students will still receive interventions and services while this process is occurring.

If a more formal evaluation is required, CCC will provide for a psychoeducational evaluation, conducted by a licensed psychologist. This formal evaluation can provide a thorough explanation of all aspects of the student's learning challenges, including cognitive and psychological issues, that could be affecting a child in school. Currently, Dr. Dawn O'Malley, Crossnore's Vice President of Clinical Services, is a licensed psychologist and has significant experience with testing.

The evaluation contains a written explanation of the tests administered and the results, and a description of how the child approached the tests. In addition, the evaluation includes results from each test and notes any diagnoses of learning issues met by the child. The report will conclude with recommendations to help the student.

At all stages of the process the student's parents/guardians/foster parents will be informed, consulted, and included. The EC Coordinator will continue to monitor all students determined to have special needs or need special assistance until such time as their progress is acceptable and they exit the program. Once the IEP is in place, it will be reviewed and updated annually.

Q123. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**



The EC Coordinator will be responsible for getting permission from a student’s parent/guardian and then requesting all of a student’s previous records, including any IEPs, supporting documents, and/or 504 Accommodation Plans from the previous schools.

All student education records will be kept confidential in accordance with the Family Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities in Education Act (IDEA). Records will be retained per state and federal guidelines and will be destroyed in accordance with the North Carolina General Statutes after records have exceeded expiration. All records will be stored in a locked file cabinet. Access to records will be determined by the Principal and EC Coordinator.


Q124. Exceptional Children’s Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

CCC will provide programming to help all students who have a written IEP to meet their goals. For those with mild to moderate disabilities, that will likely include using a modified curriculum and providing push in support from an EC teacher. The graphic below (and included in the appendix) - from The Hello Foundation (https://drive.google.com/file/d/1fczcAzh39NjcMFt8dl-PwmxiDn_g6UZ-/view?usp=share_link) - highlights how these goals will be developed, including the timeframe, goal, context, assessment, accuracy level and support needed.

For students with severe disabilities, CCC will offer programming in the least restrictive environment possible but may need to contract out for additional individualized and pull out support. The IEP team will decide on the type and amount of specially designed instruction the student will need.

Additionally, CCC will take MAP Growth assessments into close consideration when planning how to meet the needs of students with mild, moderate and severe disabilities. With an adaptive approach, flexible accessibility features, and tools to maximize engagement, every MAP Growth assessment is built specifically for the student taking it.

Applicant Evidence :


Special-Education-Pr...

Uploaded on **4/20/2023**
by **Shana Heilbron**

Q125. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.



How will the school ensure students' access to the general education curriculum?



CCC will offer the full continuum of special education services to meet the unique needs of students in their least restrictive environment.

Educational Programs

Teachers will have a collection of educational resources and instruction to move students ahead as soon as they're ready. Differentiated instruction is built into the resources and lessons, providing all students with the scaffolding or extensions they need to be an active part of their classroom community of learners. One of the most difficult challenges teachers face is how to support the varied learning levels in a classroom. The curriculum planned for CCC places a strong focus on small group instruction, since teaching in whole and small groups has proven more effective for student achievement gains than teaching solely in whole groups. The goal of all small group instruction is to provide targeted, differentiated teaching to support every student's development. The curriculum helps differentiate instruction by varying content, adjusting the instructional process, using specialized resources, and ensuring that all students have an access ramp to learning. Our goal is to provide as much specialized instruction in the general education setting as possible so that students can be included in the least restrictive environment.

Strategies

Teachers will provide educational programs in an inclusive setting, so the student will have the benefit of learning to collaborate with peers and be held to high standards with accommodations. The EC teacher will provide supplemental assistance alongside the core classroom teacher. He/She will work one-to-one or in small groups to support the student or students while being cognizant of the IEP and/or 504 plan. All teachers will provide modified instruction, independent practice, and assessment when applicable.

Teachers will utilize High-Leverage Practices (HLPs) in Special Education to meet the learning needs of students with disabilities. These can include: using multiple sources of information to develop a comprehensive understanding of a student's strengths and needs; interpreting and communicating assessment information with stakeholders to collaboratively design and implement educational programs; using student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes; identifying and prioritizing long- and short-term learning goals; systematically designing instruction toward a specific learning goal; adapting curriculum tasks and materials for specific learning goals; providing scaffolded supports; using explicit instruction and flexible grouping; and, using assistive and instructional technologies when appropriate.

Additional Supports

Students who would like more time for academic instruction and support are able to access tutors at various times throughout the day, evening, and weekends. A 40-minute enrichment period is



included in each school day, as is a 60 minute out-of-school time option. CCC plans to work with volunteer tutors to assist classroom staff so students have more one-to-one learning opportunities. The evening and weekend opportunities will also provide time for families to participate in small group learning and activities to support the student.

Q126. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

We will provide a Free and Appropriate Education (FAPE) to all students who are eligible for special education and/or related aids and services. Every child who qualifies will be supported by an IEP team consisting of parents/guardians/foster parents of the child, a regular education teacher of the child, a special education teacher of the child, the child by himself or herself, if appropriate, a representative of a public agency and other individuals as needed.

Q127. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

The IEP team will include the following participants when possible: Teacher, EC Coordinator, Principal, Surrogate Parent, Guardian-Ad-Litem, Biological Parent, Social Worker, and, when appropriate, the Student. The team will be responsible for creating the goals for each year. An effective IEP will ensure that the student has access to the general education curriculum, can participate in school activities, makes progress towards goals and learns and participates with non-disabled peers in the least restrictive environment.

IEPs will be evaluated based on student progress and quarterly progress reports will be issued to the IEP with a student's report card. IEPs will include SMART Goals - **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely. A SMART goal incorporates all of these criteria to help focus efforts and increase the chances of achieving each goal. Included with the reports will be data for each goal. Teachers will be available to meet with IEP team members (by phone or in-person) each quarter to explain any questions or concerns.

Q128. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.



In addition to the general education programming, CCC plans to provide the following related services through external partnerships and specialists:

- Speech Therapy
- Physical Therapy
- Occupational Therapy
- Parent Counseling and Training
- Mobility Training
- Additional Resources to Meet the Unique Needs of Students

Related Services will be available to students as the need is identified. The budget includes funding to support bringing in external contractors to provide these services to students during the school day. In addition, CCC will look to create Memoranda of Understanding with local agency partners who can also support student needs. This could include The Speech Center, Simply Speech, OT for Kids and The Centers for Exceptional Children.

9.4. Student Performance Standards

Q129. Describe the student performance standards for the school as a whole.

CCC will strive to have clear expectations for students. To provide a supportive and encouraging learning environment for students, the following system for assessing student's academic development will be used for all students. Depending on the substance of the course work, a student will receive an indication of progress based on the R/B/D/P/M Standards Based Grading Scale, which is defined as follows:

- Remedial = 1. This describes the level when a student lacks foundational knowledge to grasp a new concept or does not progress after repeated instruction.
- Beginning = 2. This describes the level expected when a new concept is introduced.
- Developing = 3. The student completes 50% of the concept correctly.
- Proficient = 4. The student is able to complete 80% of the concept correctly.
- Mastery = 5. The student is able to complete 90% of the concept correctly.

The school year at CCC will be divided into two semesters, which are subdivided into two 9-week grading periods. Students and parents/caregivers will receive these indications of progress following each of the 9-week grading periods.

Q130. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



MAP Growth will be the primary assessment tool CCC uses outside of the state's mandated tests. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices.

Easy-to-use, standards-aligned reports put the information teachers need at their fingertips. Reliable insights make it simple for teachers to find common areas of need among their students, identify students who could benefit from intervention, and determine which instructional strategies are generating the most academic growth. Higher-level reports provide administrators with the context to drive improvement across entire schools and educational systems.

Using MAP Growth as part of a comprehensive and balanced assessment plan, teachers can confidently tailor instruction to challenge every student, whether they are below, at, or above grade level. MAP Growth student reports also present realistic learning goals by subject areas so that, through a teacher's guidance, students can individually see their progress and be inspired to take charge of their own learning.

CCC will also explore adding additional assessment tools if necessary, including m-CLASS, DIBELS, Star Assessments and Mastery Connect.

Q131. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.



Each child has individual strengths and challenges; therefore retention/promotion decisions will be made on an individual basis. Teachers and parents will work together to decide the most beneficial placement for each child, taking into consideration academic, social and emotional needs, as well as attendance. The Principal will make the final decision based on information provided by the teacher and parents.

Policies and Standards for Student Promotion

Students in the elementary grades (K-5) will be promoted or retained on an individual basis based on a consideration of the following criteria: social readiness, level of parental support, making satisfactory progress in both language arts and math, and, as appropriate, achieving a 3 or better on the End of Grade Examinations (including retests). When a child is being considered for retention, the final decision is made, not only based on the above criteria, but also through the collaboration of teachers, administration, and the EC department. The final determination of whether or not to retain a student rests with the Principal.

Before receiving a recommendation for promotion, students in middle school (grades 6– 8) must pass four subjects, two of which must be language arts and math. Additionally, students in Grades 6-8 must score a Level 3 or above on their Math and Reading End of Grade Examinations (including retests) and all End of Course exams in order to be promoted. The final determination of whether or not to retain a student rests with the Principal.

Promotion Criteria Communications Plan

Grade level promotion will be communicated to parents/guardians/foster parents through direct communication with the student's teacher and Principal. parents/guardians/foster parents will be kept informed of their child's progress formally in writing via email multiple times throughout each quarter. Additionally, parents/guardians/foster parents can always schedule time with a teacher or the Principal to discuss the student's progress. parents/guardians/foster parents will have ongoing and unlimited access to the student's grades, assessments and staff notes through an online reporting system.

Q132. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.



Students will be considered “graduates” of CCC when they complete the 8th grade and test as proficient in language arts, mathematics, social studies, and science. In language arts, students should be able to express their ideas, thoughts, and opinions in writing and verbally. This includes being able to write different types of texts, read and comprehend complex texts, and analyze literary works. In mathematics, students should have a solid understanding of algebra, geometry, and data analysis. They should be able to solve problems using mathematical formulas, interpret graphs, and understand mathematical concepts. In social studies, students should have a good understanding of American history, government, and world history. They should understand different cultures, societal issues, and be able to think critically about diverse points of view. In science, students should demonstrate mastery of fundamental scientific concepts such as the scientific method, physics, chemistry, and biology. They should be able to conduct experiments, interpret data, and apply their knowledge to real-world scenarios.

Overall, exit standards for 8th grade evaluate the student's readiness for high school and beyond. It is vital for students to master these standards to succeed academically in the future.

9.5. School Culture and Discipline

Q133. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



In a trauma-informed school, administrators, teachers, staff and parents are all prepared to recognize and respond to those who have been impacted by traumatic stress. Students at CCC will be given clear expectations and communication strategies to guide them through stressful situations. The goal is not only to provide tools to cope with extreme situations but also to create a culture of equity, respect and support. This includes:

- A shared understanding of trauma's impact on learning and the need for a school-wide approach. All staff at CCC - educators, administrators, counselors, nurses, cafeteria staff, etc. - will participate in training so that they understand that adverse experiences in the lives of children are exceedingly common and that the impact of those experiences on child development can play a major role in learning, behavioral, and relationship difficulties faced by students.
- Supporting all students to feel safe physically, socially, emotionally, and academically. A child's traumatic response, and the associated difficulty in learning, are often rooted in real or perceived threats to his or her safety, undermining their fundamental sense of well-being. Children need to feel safe enough to make mistakes as they are learning, rather than cover up any gaps through distracting behavior or withdrawing.
- Addressing students' needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being.
- Helping students make positive connections to other members of the school community. Providing opportunities for them to use their newly developing skills in context and supporting them as they become fluent in participating fully in the community will be essential. Equally important is creating a culture of acceptance and respect in this community of learners, with a focus on creating a school and classroom culture where everyone is seen as having something significant to offer and is encouraged and supported.
- Helping staff to feel like they are part of a strong and supportive professional community that shares responsibility for each and every child while working as a team to address the impact of trauma on learning.
- Providing support for staff to adapt when challenges arise so that the equilibrium of the school is maintained despite inevitable shifts and changes. Teachers will be encouraged to take the time to learn about changes in the local community and help students to anticipate new challenges before they arise.

Q134. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



Implementation

Adopting a universal approach to addressing trauma requires modifications to school practices, policies, and culture. Trauma-informed strategies at CCC will include the components listed below.

- All CCC staff will understand how trauma impacts learning and work towards a school-wide approach. All staff – including educators, administrators, counselors, nurses, mental health providers, custodians and paraprofessionals – must understand how common trauma is and how it affects children academically, emotionally, and behaviorally.
- CCC staff will embrace a shared sense of responsibility for helping every child succeed. The responsibility is not on teachers to “fix” challenging students by themselves; the goal is to examine how the school community as a whole can support every child to feel safe and to participate in the school community.
- CCC staff will create an environment where all children feel safe – physically, emotionally, socially, and academically. Trauma causes children to feel unsafe. Addressing a child’s physical and emotional safety is key to helping them feel secure in the classroom. Creating a sense of safety in this context not only means securing the physical safety of the school but also setting structures and limits that create consistency and predictability for children who fear uncertainty.
- Student trauma is addressed in holistic ways – not in a singular program. To thrive, CCC will take into account a child’s need for strong relationships with adults and peers, ability to self-regulate behaviors, success in academic and nonacademic areas, and physical and emotional health and well-being. This cannot be achieved through a stand-alone program.
- School staff explicitly make children feel like a part of the school community and provide children multiple opportunities to practice newly developing social and behavioral skills. Children who have been traumatized need to feel connected to the school community to be able to thrive in school – however, these children are also most likely to reject attempts to engage them. By creating a culture of acceptance and respect and working to explicitly foster positive connections between staff, students, and families, schools increase the opportunities for children to practice newly developing social, behavioral, and academic skills.
- CCC leaders will have their pulse on what’s happening within their halls and outside of their walls and can respond quickly to the needs of students and the surrounding community. CCC will be prepared and able to adapt to escalating trauma in a child’s life (such as becoming suddenly homeless or removed from a parent’s home) or traumatic events happening in a neighborhood (such as a local shooting).
- CCC will view suspension and expulsion as a disciplinary option of last resort. The school must develop approaches to decrease the behaviors that lead to suspensions. At the same time, CCC will utilize alternative disciplinary practices that promote future positive outcomes rather than punitive



methods that do little to change student behavior, break the bonds between students and their schools, and lead to further isolation. Suspension and expulsion will be rare.

- Healthy and regulated staff allow for co-regulating with students. How safe and supported staff feel has a direct relationship to student safety and health. We will practice what we preach and never ask students to do something that we are not first modeling for them.

Acculturating New Students

Acclimating to a new school can be challenging for young students. CCC plans to incorporate the following best practices to help students as they make the transition to CCC at any time during the school year:

- Provide tours of the schools so the new student can familiarize themselves with the layout, classrooms and common areas. This will help to reduce anxiety and make the first day less stressful;
- Arrange a meeting with the student's new teacher(s) before the first day of school so they can establish a relationship at the very beginning;
- Offer a new student orientation to directly share with the student and their parent/guardian about the school culture, policies, and procedures;
- Make a direct connection for the new student immediately by introducing a current student as the "welcome buddy." The new buddy will spend the first few days showing the new student around and helping them to get connected;
- Establish a routine for the new student as soon as possible so the new student can feel settled; and,
- Stay positive and encourage the new student to be open minded about the new experience. All staff and students can help the new student to focus on the opportunities and potential for growth and learning.

Q135. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

- 1. Practices the school will use to promote effective discipline.**
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**
- 3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.**
- 4. Policies and procedures disseminating due process rights, including grievance**



procedures, for when a student is suspended or expelled.



Learning occurs best when teachers and students are well prepared for classes and a spirit of educational cooperation arises. The Code of Academic Conduct requires that students:

- Attend all classes daily, unless excused by CCC personnel.
- Arrive on time to all classes with necessary materials, as required by the teacher.
- Follow teachers' directions during classes, including field trips and outside of classes on the school grounds.
- Complete all work assigned by teachers.

The faculty and administration will strive to provide appropriate support and direction to any student who needs assistance meeting educational goals, including meeting the requirements of the Code of Academic Conduct. CCC will strive to bring out the best in every student, including students who are having difficulties, while deterring any student from undermining the education of other students through actions which violate the Code of Academic Conduct.

Promoting Effective Discipline

A small, supportive K-8 school like CCC will provide a unique opportunity for children to develop good and consistent habits regarding behavior, work, and character. We will place special emphasis on this development to nurture and promote the whole child as the student moves through developmental milestones during their school years.

To develop consistent behavior habits, we strive to:

- Provide positive reinforcement at every opportunity;
- Create opportunities for children to demonstrate positive behavior;
- Develop and articulate appropriate behavior expectations at each grade level;
- Foster a relationship with parents/guardians/foster parents to support student learning in the home and in the school.

To develop consistent work habits, CCC will strive to:

- Set high expectations per grade level as to quality of work;
- Value effort while promoting academic improvement.

To develop positive character development, CCC will strive to:

- Create a mutually respectful environment in the classroom;
- Create opportunities for children to show gratitude and appreciation;
- Develop lesson plans to teach specific character skills and acknowledge their use by students;
- Provide positive reinforcement for cooperative learning;
- Build and reinforce conflict resolutions skills; and,
- Provide opportunities for leadership.



Disciplinary Code Violations and Definitions

Although the goal of these policies is to alleviate the need for punitive discipline, CCC is committed to providing a safe and appropriate educational environment for all students at all times. Therefore, the Principal and Principal designee have discretion to apply disciplinary measures, as outlined below, when deemed appropriate to further that goal.

CCC functions as a partnership between students, school staff and parents/guardians/foster parents. Students are expected to understand and comply with appropriate codes of conduct. In general, students are given greater responsibility and held to higher standards of accountability as they mature and rise through the grades in our school community.

CCC faculty and staff are expected to model, teach and enforce appropriate codes of conduct. Parents/foster parents are expected to work with students and school staff to promote understanding and compliance with appropriate codes of conduct and respect for school staff. All members of the CCC community should treat each other with respect and work together to create a safe environment that is conducive to learning and healthy development.

School property and personal property must be respected. State and federal laws must be followed. Our Disciplinary Code of Conduct applies on school grounds at all times and at other locations during school sponsored events.

CCC strives to avoid disciplinary problems by modeling and teaching appropriate behavior. Teachers and staff will use their best judgment to handle each situation in the best interests of the student and the school as a whole. In the interest of consistency and predictability, CCC has established a framework of three Categories of Disciplinary Code Violations, as described below. Infractions and potential consequences listed are examples, and do not include all possible situations. For repeated problems, consequences will be progressive in application.

Category 1 violations are the least severe violations, including, but not limited to:

- Non-compliance with faculty or administration directives;
- Using electronic devices (iPods, MP3's, pagers, cell phones, and other personal electronic devices) in violation of school policy, as outlined elsewhere in this document;
- Sharing of music or electronic files;
- School dress code violations; and
- Public displays of affection.

Potential consequences of Category 1 violations include:



- Verbal warning from faculty at the time of the infraction and direction to change the behavior;
- Confiscation of the electronic device. The device will only be returned to a parent/foster parent with a reminder of the school policy regarding electronic devices; and
- Consultation with the Principal and parents/foster parents as necessary after repeated violations

Category 2 are considered conduct violations which, while they do not cause direct physical harm to others, constitute a threat to the personal or educational rights of others, or a disruption of the educational process.

Examples of Category 2 violations include, but are not limited to:

- Inappropriate physical contact;
- Disruption of the classroom;
- Insubordination, including repeated Category 1 violations;
- Defacement of school property or the personal property of another student or member of our community;
- Emotional abuse of others, including teasing and bullying, whether verbally, in writing, or through a cell phone, computer, music or other electronic device;
- Use or distribution of profane or violent language or images, whether verbally, in print, or through a cell phone, computer, music, or other electronic device;
- Sexual, racial, or religious harassment, whether verbally, in print, or through a cell phone, computer, music, or other electronic device;
- Plagiarism or cheating;
- Truancy or skipping class.

Consequences of Category 2 violations include:

- Immediate referral to the Principal;
- Parent/Foster Parent notification;
- Possible lunch detention, after-school detention, or social isolation; and
- Possible suspension from school for a period of one (1) to five (5) days, at the discretion of the Principal. Before the student is allowed to return to school, the Principal may require a Re-entry Meeting with the student and parent/foster parent to review expectations of behavior. Each individual teacher will work with the student on turning in school work missed during this suspension.

Category 3 are the most severe and are of a nature so serious as to violate state or federal laws and/or cause danger or harm to individuals or to school or personal property.

Rights of Students with Disabilities



CCC's discipline and suspension policies for students with disabilities will follow the North Carolina Procedures Governing Programs and Services for Children with Disabilities. Procedures for disciplining a student with a disability will be determined on a case-by-case basis in accordance with the Individuals with Disabilities Education Act (IDEA). In summary, the following will be considered in determining the disciplinary action:

- School staff may consider a number of individual characteristics of a student with a disability when making decisions regarding discipline.
- A student with a disability can be suspended for 10 cumulative days per year without any special procedures required, similar to their non-disabled peers.
- If a student is suspended for more than 10 days, services to enable the student to make progress on their IEP and in the general curriculum must be provided on the 11th day and during any subsequent suspension.
- When a student is suspended for more than 10 cumulative days in a year, this may be considered a change in placement and the IEP team must reconvene within 10 days to conduct a manifestation determination to decide if the behavior that resulted in the suspension was caused by their disability.
- If there is a manifestation, the suspension is stopped and the student returns to school. If there is not a manifestation, the suspension continues and the child is provided appropriate services.
- If a student is found in possession of weapons or a controlled substance, or inflicts serious bodily injury on another person, they can be removed to an Interim Alternative Educational Setting (IAES) for a total of 45 calendar days.
- Parents have the right to appeal disciplinary decisions through mediation or a due process case. If so, the due process case must be expedited.
- The law provides discipline protections to children who may be considered to be students with disabilities if they are not yet identified and meet certain criteria.
- Nothing prevents the school from filing criminal charges against students with disabilities or from local law enforcement exercising their responsibilities in a response to crimes committed by a student with a disability.
- A student may be placed on homebound services in response to disciplinary violations under certain circumstances. The homebound placement must be reviewed every 30 calendar days.

Due Process/Grievance Procedures - Suspension or Expulsion

The Principal may impose a short-term or long-term suspension when a student engages in conduct that violates a provision of the COC authorizing such consequences. For short term suspensions, the student will be provided an informal hearing including the basis for the accusations and the opportunity to respond to the charges. The Principal may impose a short term suspension without providing the student a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. The Board will provide the student a hearing before imposing a long-term suspension. The Principal will give notice to the student's parents/guardians/foster parents of the long-term suspension recommendation. Long-term



suspension hearings shall be conducted in accordance with state law, providing procedural due process.

9.6. Certify

Q136. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q137. Explanation (optional):

Some of the narrative included in this section was taken from existing Marjorie Williams Academy materials.



10. Governance and Capacity

10.1. School Governing Body

Q138. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

Reynolda Road


10.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.


Q139. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of th...

Applicant Evidence :


Initial Members of th...

Uploaded on **4/21/2023**

by **Shana Heilbron**

Q140. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the



lead administrator.

The purpose of the corporation shall be to apply for and govern the Crossnore Community Charter School under the North Carolina Charter School statutes, and to enable successful pursuit of the Crossnore Community Charter's mission to support and empower students who may be academically behind their peers due to traumatic life experiences, so that they can access a future of their design.

The Chair shall convene board meetings as prescribed by the by-laws and as determined by the needs of the school, preside, or arrange for other members of the Executive Committee to preside at a meeting in his/her absence, coordinate meeting agendas toward the purpose and needs of the school, and host the annual review of the school's Principal. A future vice chair shall work closely with the chair and assume duties of the chair when the chair is unable to perform such duties. The secretary shall be responsible for keeping records of board actions including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member. The treasurer shall chair the finance committee, assist in the preparation of the budget, and make financial information available to board members and the public. A school Principal shall oversee day-to-day responsibilities for the organization, including carrying out the organization's goals and policies.

The Board will recruit and hire a capable Principal by working with local area educator networks and Crossnore Communities for Children to secure a Principal either with direct experience working in a trauma-informed school, or to recruit a school leader whose approach and philosophy is such that they are willing and able to secure the necessary training to learn and lead in a trauma-informed manner. Supervision of the Principal will take place through a documented annual evaluation process but also through open and transparent communication and a supportive partnership between the school's board and Principal.

Q141. Describe the size, current and desired composition, powers, and duties of the governing board.



The founding board of CCC is currently six members and will not exceed 15 members. An ideal board is composed of members with a diverse set of professional and life experiences, to include finance professionals, current or retired educators, practitioners in fields that understand trauma (social workers, therapists, etc.), a healthcare professional, an attorney, and other fields. The board will also include parents and/or alumni from schools and programs similarly positioned to support students with experiencing trauma. The Principal will serve as a non-voting member of the board.

The board will serve as a governing board, whose primary responsibilities will be to hire and support a qualified school Principal, oversee a process to establish the school's strategic plan, monitor both school and strategic plan performance to ensure overall school effectiveness in the service of its children, recruit new board members, and ensure proper financial management of the school's resources. When fundraising is necessary, the governing board will fully support fundraising activities.

Q142. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



The founding board possesses a baseline of education and leadership experience that will enable further board recruitment and the hiring of a capable Principal to shepherd the school design and implementation for CCC.

Katheryn Northington is a former educator, a former board member of a tuition-free preschool, a former board chair and current board member of Crossnore Communities for Children, has an MBA in Finance and is a strategy consultant with nonprofits. Katheryn's skillset positions her well to launch a governing board, establish board committees, build a positive relationship with future school leadership, grow support for the school's vision and mission, and recruit additional leaders to support the same. Katheryn has served on the School Improvement Team at three of her own children's schools over time and is familiar with parent engagement from that perspective. Enabling meaningful parent engagement when the school has students whose parents are local will be a priority. Foster family engagement will also be important to the school's success; children experience family and school in a multitude of forms.

Jeremy Burnett is a former educator, a former board member at Forsyth Country Day School, a current board member at Salem Montessori School, and a current board member at the Marjorie Williams Academy. Jeremy's connectivity with the Williams Academy Board is of particular relevance as the Crossnore Community Charter School will operate under a model shared by the Williams Academy. Jeremy's prior board experience included committee work overseeing and hiring the headmaster of a large independent school; as such, Jeremy has experience with performance management for both schools and school leaders. Jeremy's days as an educator and an extended season as a literacy tutor equip her with experience and perspective regarding curriculum, instruction, and assessment that will support future school leadership as the team engages more deeply in school design.

Chris Gentry has served as the Director of the Family Support Network of Greater Forsyth since 2004. This program offers a multitude of support services to families who have children with special needs, including onsite hospital/NICU support, parent training and mentoring, support groups, educational advocacy, sibling programs and information and referral services. Chris has over 35 years of experience serving families of young children with a focus on quality early childhood experiences and environments. She has worked in public and private school settings, as well as with North Carolina's Smart Start Initiative providing technical assistance and training to child care providers and parents. Her educational background includes a Bachelor's degree in Social Work from UNC-Greensboro, Pastoral Care and Hospital Chaplaincy from Wake Forest Baptist Medical Center and certificates in nonprofit management from Wake Forest and Duke Universities.

Regina Hall is the Executive Director of Boston Thurmond United, and is a seasoned community relations professional with experience in public sector and non-profit organizations. She has a



demonstrated ability to build and maintain strong relationships with community and business leaders, key stakeholders, and local, state, and federal agencies. Regina is a proven fundraiser and has secured millions of dollars in grant funding and corporate sponsorships.

Brett Loftis, in his role as CEO of Crossnore Communities for Children, engages regularly with and coordinates services for children served by the Marjorie Williams Academy. Brett's former work includes child advocacy, where Brett spent most days negotiating with school systems to meet their legal obligations and provide appropriate resources for children. As such, Brett is well familiar with school administration, successful school leadership practices, and particularly the trauma-informed approach that CCC will employ. Brett also oversees the Marjorie Williams Academy, is a parent of current students there, and provides trauma informed care training to schools through the CTRC.

Esharan Monroe-Johnson has a B.A. in Religion from Wake Forest University and a MS in Community Counseling and an M.S. in Couple and Family Therapy from the University of North Carolina at Greensboro. She has counseling experience working with children in an outpatient setting and in a day treatment school setting. Esharan has worked in a non-profit organization since 2017 and has over 5 years of non-profit leadership experience. As the Executive Director of Read-Write-Spell in Winston-Salem, Esharan is regularly working to reach, teach, and advocate for struggling readers by training tutors, educators, and parents to use the research-based best practices of a multisensory, structured literacy approach. Esharan looks at literacy as a game changer; literacy skills are key predictors of future educational attainment and economic stability. She believes that all children in our county deserve the opportunity to succeed and her favorite part about working in the community is being a part of an organization that works to positively impact the lives of the most vulnerable children by providing them with the necessary literacy skills to have a successful future.

Q143. Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**



In general, a nonprofit governing board supports operational success by establishing a clearly defined mission and vision, hiring a qualified executive to lead the organization, ensuring the presence of an informed strategic plan, providing fiduciary oversight, securing resources, and monitoring progress of a strategic plan. Those functions also hold true for the governing board of a school.

Educational and Operational Success

A strong governing board ensures that board members possess professional expertise both in education related fields (e.g., teacher, Principal, counselor, etc.) and with other professional experience (e.g., finance) so that the board can serve as an informed fiduciary, oversee resources appropriately, and monitor academic progress. School success will require both academic and nonacademic indicators; academic progress is clearly the primary objective, but successfully reducing disciplinary actions for a student and a healthy school climate are also important in supporting student achievement. A well-equipped board can work productively with school leadership to agree upon relevant indicators of progress and monitor those over time to ensure educational and operational success.

Success of the School and School Leader

The governing board will host an annual review of the school's Principal as a part of its ongoing oversight responsibilities. Incorporated into the annual review will be professional expectations and school expectations, a self-assessment by the Principal and a board assessment. Just as important as the annual review is an open, transparent, and mutually supportive relationship between the board and the Principal that allows for course corrections at any point necessary in the school year. Monitoring success, as noted above, will require tracking a variety of indicators and establishing benchmarks for performance throughout the year. Students at the CCC will most likely come to the school behind grade level and will be dealing with significant mental and physical health concerns that often present with traumatic life experiences. Measuring student progress academically will be a requirement, but academic outcomes must be addressed in conjunction with resources required to support mental and physical health needs. A supportive and informed partnership between the board and the school Principal will lead to the selection of appropriate indicators and requisite benchmarks to demonstrate school success.

Representation of Key Stakeholders

The governing board can engage key stakeholders in several capacities. First, board membership will include parents and/or foster parents. As the adults often closest to the children we are serving, they can and should inform school decisions at every level. As the school grows, the school may create a parent advisory committee that can volunteer and connect the school with the community at large, and most importantly, can engage directly with school personnel and speak to the needs of the children. Other key stakeholders to engage either as board member or in an independent advisory



function include county child welfare advocates (e.g., a guardian ad litem) and social workers and possibly contacts with higher education institutions where our graduates might attend (e.g., community college, university or career technical education program administrators and support staff).

Q144. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?



The founding board members have been recruited as follows:

Katheryn Northington is a former board chair of Crossnore Communities for Children, a former high school math teacher, a long-term advocate for children and a nonprofit consultant by profession. As such, Katheryn can lead and support the establishment of a strong governing board for the school.

Jeremy Burnett is a former science educator and currently manages operations for her husband's medical practice. Jeremy serves on the board of the Williams Academy and also of a local, private Montessori school. As such, Jeremy understands the purpose and operations of the Williams Academy, which the Crossnore Community Charter is using as a model and guide.

Chris Gentry has a deep knowledge and understanding of Individualized Education Programs (IEPs) and their implementation in the classroom. Chris is familiar with Special Education law and the rights and responsibilities of those who are involved. She is a strong advocate for children with disabilities and their caregivers and has worked for 2 school systems and currently am employed by an organization focusing on the education of children with disabilities. Chris's knowledge of the exceptional children's systems and programs will be important as we plan for how to best serve children with differing needs.

Regina Hall is deeply committed and connected to the community in and around CCC as she is deeply embedded in the Boston Thurmond neighborhood (CCC's neighbor to the east). Boston-Thurmond United, for which Regina serves as the Executive Director, strives to create a vibrant neighborhood that honors its rich history and expands the opportunities for safe and healthy lifestyles; quality, affordable housing at all income levels; neighborhood schools that provide the highest educational outcomes, starting at birth; and access to jobs and economic well-being. The initiative is part of the Purpose Built Communities network of community revitalization. It includes two groups working together to achieve a common goal of building a strong and stable neighborhood where families and children can thrive. BTU is a natural partner for student recruitment, neighborhood engagement, and ongoing programming for children and families.

Brett Loftis leads the entity of which the Crossnore Community Charter will be a subsidiary. In addition, the Marjorie Williams Academy, the charter school in Crossnore, NC, is also a subsidiary of the same. Brett understands the operating model of the Williams Academy and its purpose and function for the children served in Crossnore's Avery County location.

Esharan Monroe-Johnson is passionate about children's access to effective literacy instruction, especially the most vulnerable children. She understands that instruction is impacted by several factors including how the school environment builds resilience. Esharan is also a "champion trainer"



with the Center for Trauma Resilient Communities (CTRC) and understands the importance of creating safe spaces for children centered on connection and resilience.

Upon approval of CCC by the State of North Carolina, the founding board members will recruit additional board members in conjunction with the organization's by-laws.

Q145. Describe the group's ties to and/or knowledge of the target community.

All of the founding board members have been connected to the Winston-Salem community for over a decade, if not longer. All members currently live or work in Forsyth County and five of the six have raised (or are currently raising) children in the local community. All members of the founding board have done work with the CTRC and have been involved in training, workshops, or engagements that focus on trauma-resilient practices. Collectively, the founding board members are currently engaged with a myriad of students, families, nonprofit organizations, institutions of higher education, faith-based organizations and more.

Q146. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The board will meet at least four times a year on a schedule determined by the board and the school's leadership. Initially, the board will meet once in the winter (January or February), once in late spring/early summer, once in the late summer/early fall, and once late fall, likely in November. Meetings may be dependent upon school calendar events, such as graduation, and will be designed to meet the oversight requirements of the school (e.g., when testing data is available for review). All board meetings will abide by North Carolina open meetings law requirements. The time, location, and dial in options for all board meetings will be posted online for school stakeholders and the general public to easily access.

Q147. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.



All new board members will attend a new member orientation, likely in the winter of each year. Orientation will address board-specific practices and responsibilities (e.g., governance, budget approval, and strategic planning) as well as responsibilities unique to charter school boards (e.g., student measurement data, understanding the school's regulatory oversight/requirements).

Other professional development opportunities made available to the board will include basic trauma resiliency training (an under-pinning of the school's philosophy) and information toward the student achievement measures used by the school to indicate student learning. The timeline for professional development is most likely concentrated during summers but will depend upon when training is offered (if a third party is leading it).

Board members will be asked to attend all introductory training and invited to advanced training if interested. New board members will not be expected to complete all training in the same year; we will work with board members to accommodate their schedules in conjunction with the needs of the school.

Q148. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

CCC will both adhere to practices that disclose and/or avoid all conflicts of interest and maintain a policy that addresses any conflicts of interest that arise, both perceived and real. No existing relationships pose conflicts of interest at the time of this application and a draft of the policy is attached. Board members will sign a conflict disclosure statement annually and will recuse themselves from decisions if a conflict presents. Undisclosed conflicts of interest that come to the attention of the board will be reviewed by the board's governance committee and addressed per the steps outlined in the attached policy.

Q149. Explain the decision-making processes the board will use to develop school policies.

School policies will be developed in conjunction with the school Principal and reviewed for approval by the board on a rolling basis. Policies can be initiated by the board or by the school Principal but will be reviewed against best practices for schools generally and the standards that guide schools using a trauma-informed philosophy. Initially, a subcommittee of the board may be tasked with supporting the Principal in developing new policies that are consistent with the policies of Crossnore Communities for Children and the Marjorie Williams Academy to the extent necessary and useful.

Q150. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting



structure as it relates to the school's governing body and leadership.

A parent advisory council may be created to support school success. The board will establish traditional board committees once additional board members have been recruited. Board committees may include governance, finance, and school performance.

Q151. Discuss the school's grievance process for parents and staff members.

To ensure fair and honest treatment of one another, staff are directed to utilize the procedure below when grievances, concerns, or issues regarding CCC's rules of conduct, policies, or practices arise. Staff will not be penalized, formally or informally, for voicing grievances or making complaints as long as they are done in a reasonable, business-like manner. Further, employees will not be penalized for using this procedure to resolve grievances. If staff believes that a condition of employment or a decision affecting them is unfair, they are encouraged to use the following procedure, with the understanding that they may stop the procedure at any step.

1. Staff present the grievance with a completed Grievance Form to their supervisor within 5 business days after the incident occurs. If the supervisor is unavailable or staff believes discussion with their supervisor is inappropriate, staff may present the grievance to the Principal or to his/her designee.
2. The supervisor responds to the grievance during discussion with the employee or after consulting with appropriate staff.
3. If the grievance is not resolved satisfactorily, within five (5) business days of date of the formal grievance, staff then presents the grievance to the Principal or designee.
4. The Principal or designee then counsels and advises staff, consults with the supervisor as necessary, and facilitates communications between interested parties. The Principal or designee shall document all activities and communications relative to resolution.
5. If after five (5) business days, the grievance remains unresolved, the Principal or designee then directs staff to the Board of Trustees for a review of the grievance. The Board Chair may, at his or her discretion, consult with other Board Members to resolve the issue.
6. Within seven business days of notification of the grievance, the Principal (or the Board Chair) will provide to staff written notification of any resolution or decision, including an explanation of any further appeal, rights of recourse, forwarding a copy of the decision to the Finance/Personnel Office for the staff's personnel file.

Q152. Attach as Appendix G Organizational Chart


- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include



lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Charter School Org C...


Uploaded on **4/21/2023**
by **Shana Heilbron**

Q153. Attach as Appendix H Charter School Board Member Information Form and Resume


• A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources


Charter School Boar...

Applicant Evidence :


Final Board Resumes...

Uploaded on **4/21/2023**
by **Shana Heilbron**

Q154. Attach Appendix I For Each Board Member

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.




- **Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 50


Resources


Charter School Boar...

Applicant Evidence :


UPDATED - Final Bac...

Uploaded on **5/22/2023**
by **Shana Heilbron**



Final Certifications.pdf

Uploaded on **4/21/2023**
by **Shana Heilbron**


Q155. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Applicant Evidence :


Original Bylaws.PDF

Uploaded on **5/30/2023**
by **Shana Heilbron**


Revised Bylaws.pdf

Uploaded on **5/30/2023**
by **Shana Heilbron**

Q156. Attach Appendix K Articles of Incorporation or Municipal Charter

- **If the applicant is a non-profit board of directors, attach a copy of the articles of**



incorporation from the NC Department of the Secretary of State.

- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Comments :

Both the original bylaws and the revised bylaws are attached.

Applicant Evidence :


K - FILED Articles of I...


Uploaded on **4/21/2023**
by **Shana Heilbron**

10.3. Staffing Plans, Hiring, and Management


Q157. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources


Staffing Chart Templ...

Applicant Evidence :


Staffing Chart Templ...

Uploaded on **4/21/2023**
by **Shana Heilbron**

Q158. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.



CCC is committed to the principles of equal employment and complying with all federal, state, and local laws providing equal employment opportunities, and all other employment laws and regulations. It is our intent to maintain a work environment which is free of harassment, discrimination, or retaliation because of age, race, color, national origin, ancestry, religion, sex, pregnancy (including childbirth, lactation and related medical conditions), physical or mental disability, genetic information (including testing and characteristics), veteran status, uniformed service member status, or any other status protected by federal, state, or local laws. CCC is dedicated to the fulfillment of this policy in regard to all aspects of employment, including but not limited to recruiting, hiring, placement, transfer, training, promotion, rates of pay, and other compensation, termination, and all other terms, conditions, and privileges of employment.

The Principal and Board of Directors accepts responsibility for ensuring that all hiring practices are applied consistently and equitably, thereby demonstrating commitment and support of the merit-based recruitment and selection plan. The Principal and Board of Directors accept responsibility for ensuring the recruitment and selection process complies with all applicable and existing state and federal laws, policies, and rules governing personnel actions. The recruitment and selection plan also complies with established standards issued by the state licensing authorities. Positive efforts are made to recruit qualified individuals including minorities, women and persons with disabilities. In addition, they will demonstrate efforts to consider and apply contemporary human resource practices.

Q159.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



The Board of Directors plans to begin the position search for the Principal in the Spring of 2024 and plans to hire no later than July 2024. The Principal will be CCC’s leader. S/he will develop a coherent system of curriculum, instruction, and assessment that promotes the mission and vision of CCC. Working in close partnership with the other school leaders, the Principal establishes and communicates high expectations that promote a culture of academic excellence. Building on the school’s foundation in trauma informed practices, the Principal strives to create a culture of rigorous learning with increased outcomes for all students. The Principal will promote the professional growth of every teacher and ensure that professional development, feedback, and coaching are aligned with formal and informal evaluation systems. The Principal is responsible for ensuring compliance with North Carolina Department of Public Instruction (NCDPI) policies. As the face of the school, the Principal upholds the values of CCC in interactions with all stakeholders, including families, funders, and the larger community.

A draft job description for the Principal’s position is included in the appendix in lieu of a school leader's resume as we will not hire for that position until July 2024.

Q160. Attach in Appendix O the School Leader’s Resume If the school leader has been identified, include the school leader’s one-page resume in Appendix O.

Upload Required File Type: pdf, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Principal Job Descrip...

Uploaded on **4/21/2023**
by **Shana Heilbron**

Q161. Provide a description of the relationship that will exist between the charter school employees and the school’s board of directors.

Employees and Board members are to maintain independence and objectivity with regards to students, the community, and CCC. Employees and Board members are called to maintain a sense of fairness, civility, ethics and personal integrity even though law, regulation or custom does not require them. Hiring, retention, supervision and promotion of staff will not be influenced by relationships with board members.

Q162. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



The Principal and the Board of Trustees shall determine the type and number of personnel, both employees and volunteers, required to accomplish the annual goals and objectives of CCC. This process is reviewed at least annually during the budget process. CCC shall employ sufficient, qualified personnel to provide service in an efficient, timely manner and shall coordinate services utilizing its available resources.

In evaluating the size of workloads to be assigned, management and/or supervisory personnel shall assess the nature and difficulty of the problems encountered, the work and time required to serve each person or to complete each task and other responsibilities that may be assigned based upon program description and employee expectations.

Job Descriptions - CCC has developed written job description and selection criteria for each organizational position or group of like positions that includes the qualifications, expectations, and responsibilities required of personnel. This will be used as a key recruiting tool. The Principal is responsible for evaluating and reviewing job descriptions and selection criteria. This review will ensure that education and experience requirements are relevant and appropriate to CCC's programs, student needs, and specific services provided and that qualifications or credentials are reasonably related to the level of competence required for the tasks involved and continue to meet licensure standards.

Recruiting - All available positions shall be posted internally and externally for a minimum of five (5) calendar days. Priority will be given to internal candidates, providing they meet the selection criteria for the position. If a sufficient internal applicant pool is available, the Principal reserves the right to post the position only internally.

Employment opportunities are posted by the Principal (or designee) on the CCC website. Additional posting resources may also be used, including: Indeed.com, CareerBuilder, Monster.com, area newspapers and other publications, NC Works, and area universities and colleges, as appropriate. Word of mouth recruitment is done by all employees and employees may from time to time receive a bonus for employee referrals.

CCC strives to actively recruit from a variety of sources to achieve a diverse workforce that successfully meets the needs and demands of CCC. The Principal (or designee) is responsible for coordinating all recruitment activities. This includes establishing relationships with local colleges and universities to facilitate CCC's involvement and participation in internship programs and co-op programs. CCC may also participate in on-site recruiting events, as well as offsite recruiting events and at local colleges, universities, and other area community hiring events.

Applications will be kept on file for 90 days.



Selection - The “interviewing/selection process” shall be defined as the events between employment inquiry and the decision to offer or not to offer employment that are conducted by the appropriate management personnel and approved by the Principal or their designee. Applicants shall be selected for interviewing based on their appropriateness according to job requirements.

Selection Criteria - A variety of selection tools are used during the interview process depending on the position vacancy. These tools are objective, based upon job-related knowledge, skills and abilities, and are consistently applied to all applicants in the final selection pool. Selection tools may include structured interviews, samples of work, samples of writing skills, interview questions, assessment of cultural competence, references, role-playing, and hypothetical case situations.

Interview Process - In conjunction with the Principal, the hiring supervisor conducts the interview process using a structured interview format that includes a review of the job description and other applicable selection tools. In an effort to keep the selection process fair and equitable, all final applicants are subject to the same selection tools, including an assessment of cultural competence that is a part of the structured interview format. The hiring supervisor determines the final applicant pool.

If the hiring supervisor chooses to include other team members in the interview process, all final applicants will get the same exposure. All final applicants will be given the opportunity to talk with current employees in similar positions. The hiring supervisor is responsible for determining the final applicant to be recommended for the position.

Pre-Hire/Hiring - While the interviewing process may vary due to the requirements of different positions, all applicants shall: complete and sign an application for employment; have three (3) unrelated references checked and documented, including that of the most recent employment supervisor; present documentation of all required qualifications as indicated in the job description; sign a release form authorizing CCC to perform a background check of federal, state, and other agencies for all or part of the following information:

- Names and dates of previous employers
- Reasons for termination of employment
- Work experience
- Employment verification
- Driving record
- Workers’ compensation claims
- Credit reporting (if needed)
- Criminal records
- Education verification



- Sexual offender check
- Criminal, civil parole & probation checks
- Social security verification
- Professional licensure check
- OIG- check

The hiring supervisor completes a Competency Rating/Interview Summary form for each applicant interviewed. This summary includes ratings on the applicant's knowledge, skills and abilities, as well as other important areas. These ratings, along with the key, job-related reasons that justify the rating, are documented for all final applicants.

The final selection recommendation/decision will be made from the final applicant pool. The Principal is responsible for determining the annual income in accordance with salary scales defined for the position, documenting the selection process and justifying the hiring recommendation.

No offers of employment, formal or informal, may be made except by the Principal or their designee. Applicants who are interviewed but who are not selected for the position will be notified.

Employment - Employment for all positions is for no definite length of time. Any employee may be discharged at any time for any reason. Salaries for all staff shall be commensurate with education and experience.

Staff Classification - The term "Staff" shall include both paid employees (paid through W2's), independent contractual staff (paid through 1099's), vendors, volunteers and interns.

Paid Employees - CCC shall hire paid employees under the following categories:

- Full-time: A regular full time employee is an employee who is regularly scheduled to work in excess of 30 hours per week.
- Non-exempt full time employees will be paid overtime for hours worked in excess of 40 hours per week. Overtime hours will be paid at 1.5 times hourly rate.
- Exempt full time staff (salaried) will be defined as exempt (salaried) in accordance with the definitions outlined in the Fair Labor Standards Act.
- Full time employees are eligible for benefits on the first of the month after a 30-day introductory period. These employees can anticipate agency-elected benefits such as medical coverage and leaves of absence. They can also anticipate a full time schedule of work as long as the Principal deems the work necessary.
- Part-time: Any employee who works less than 30 hours per week is considered a part-time employee. Part-time employees are not eligible for most benefits. They are, however, eligible, after 12 months of service and 1,000 work hours per year, to participate in Crossnore's 401(K) plan, if they



so choose.

- Temporary: Temporary employees are hired for a specific period or a specific work project. Work is scheduled “as needed,” and temporary employees should anticipate work scheduled only as work is needed. Temporary employees are not eligible for agency-provided benefits.
- Substitutes: Substitutes may be hired to help cover absences of other employees, as necessary. Substitutes are not eligible for agency-provided benefits.

Criminal and Driving Record Checks

Before CCC approves an employee, it conducts criminal records checks including a driving records check for all staff, a check of the Health Care Personnel Registry of the Division of Health Service Regulation, a check of the Responsible Individuals List maintained by the State of North Carolina and a review of national and state sex offender registries, a check of the Office of Inspector General database maintained by the U.S. Department of Health and Human Services, verification of previous employment, professional reference checks, and education and credentialing checks as applicable.

Employees will also be required to sign a statement that the employee has not abused, neglected, or exploited a disabled adult, and has not been a domestic violence perpetrator. For some program services, additional background checks may be required to include fingerprinting and a national FBI check of any applicant who has not resided in the state of North Carolina for at least five consecutive years. Verification through E-Verify is obtained following the completion of an employment offer in compliance with state law. In accordance with license regulations these checks may be repeated periodically throughout a staff member’s involvement with CCC.

If an employee’s criminal history record check reveals one or more convictions of a relevant offense, CCC will consider the following factors in determining whether to allow the employee to provide services to a CCC student:

- The level and seriousness of the crime
- The date of the crime
- The age of the person at the time of the conviction
- The circumstances surrounding the commission of the crime (if known)
- The nexus between the criminal conduct of the person and the job duties of the services they would be providing
- The prison, jail, probation, parole, rehabilitation, and employment records of the person since the date the crime was committed
- The subsequent commission by the person of a relevant offense
- Regulatory and contractual requirements regarding employment of individuals with criminal backgrounds.

Additional background checks will also be required during employment. During the annual employee’s performance evaluation process, employees will be asked to complete new background check information, including a review of Responsible Individuals List, Health Care Registry, OIG, and



Sex Offender registries. Employees will also be required to sign a statement that the employee has not abused, neglected, or exploited a disabled adult, and has not been a domestic violence perpetrator. Human Resources will then process these checks and update records accordingly.

Additionally, CCC's insurance company requests in writing the names, dates of birth and driver's license numbers of all employees who are authorized to drive agency vehicles. They access a MVR (motor vehicle report) on each employee. If a driver appears "unacceptable" according to the underwriter's standards, the company reports this to CCC in writing and requests the personnel be placed on a "non-driving" status. Criteria leading to an "unacceptable" report includes, but is not limited to, driving under the influence (DUI), reckless driving &/or habitual speeding.

A record of correspondence, including annual requests, records of unacceptable reports and requests for designation of "non-driver" status are kept in the Principal's files.

Q163. Outline the school's proposed salary range and employment benefits for all levels of employment.

We will invest to hire and retain our most talented educators. We have budgeted for annual salary increases of 2%-5%, depending on teacher performance. All full-time staff will receive access to a health insurance package and retirement savings plan after 30 days. An explanation of benefits will be provided along with the rest of their onboarding paperwork.

The Salary Range is listed below:

- Principal: \$90,000 - \$105,000
- Assistant Principal: \$60,000-\$65,000
- Finance Manager - \$40,000 - \$45,000
- IT Manager - \$40,000 - \$45,000
- Teacher: \$40,000 - 50,000
- EC Coordinator: \$40,000 - \$50,000
- Teacher Assistant: \$30,000 - \$35,000

Q164. Provide the procedures for handling employee grievances and/or termination.



In the event disciplinary action is needed, the following process shall be utilized:

Step 1 - Coaching. Supervisor and employee (and any other pertinent personnel) shall meet to discuss/have a conversation about a particular issue. The supervisor shall retain notes from any Coaching sessions and follow up as outlined.

Step 2 - Written Coaching. This consists of a coaching discussion between the supervisor and the employee that addresses a conduct or performance issue. This issue is not considered serious enough to warrant a Written Warning. This conversation is documented on a coaching Form and is signed by both the employee and the supervisor. At this point this document is not part of the personnel file. The employee is expected to correct the performance or conduct concern after the coaching session.

Step 3 - Written Warning. This consists of the next level of disciplinary action. Performance or conduct issues that rise to this level become part of the personnel file. They may consist of a conduct or performance issue that has received coaching but continues to occur. If this is the case, the Written Coaching for this concern may, at supervisor's discretion, become part of the employee's personnel file. A Written Warning may also be given for serious conduct or performance issues that do not rise to the level of immediate dismissal. This conversation is documented on the Progressive Discipline Form and is signed by both the employee and the supervisor.

Step 4 - Termination. This is the last step of progressive discipline. Performance or conduct issues that rise to this level are egregious enough to result in immediate termination. Supervisors shall consult with the Principal and the Board Chair, prior to terminating an employee. Circumstances and supervisory/administrative discretion will determine what disciplinary route is taken. This action is documented on the Progressive Discipline Form and a copy is given to the employee.

Supervisors will monitor progress as outlined on the Progressive Discipline Form and note improvements or deficiencies on the employee's annual performance evaluation. At their discretion, a supervisor can make a change in an employee's responsibilities within the same department as appropriate as part of a plan to correct disciplinary issues. The Principal may suspend an employee with or without pay for serious infractions.

CCC may reassign or place on administrative leave any employee who is under internal or external investigation for any reason pertaining to the direct care of residents. Based upon the circumstances of the investigation, administrative leave may be with or without pay.

Grievance Policy. Employees who believe they have been treated unfairly or unjustly are encouraged to file a grievance as outlined above in Question 151.



Termination. While employees may separate from CCC under an array of circumstances, depending on each situation, either the employee or the employee's supervisor must notify the Principal to initiate the separation process. Employees may separate from CCC as follows:

- Resignation is a voluntary act initiated by the employee to end employment with CCC.
- The employee should provide a written resignation letter or notification to his or her supervisor; in turn, the employee's supervisor should provide this letter to the Principal to begin internal termination processes.
- It is requested that the employee provide a minimum of two weeks' notice prior to the employee's last day of work at CCC. Two weeks is interpreted as two working weeks on shift.
- If the employee does not provide advance notice or fails to actually work the remaining two weeks, the employee will be ineligible for rehire and will not receive accrued benefits. The resignation date must not fall on the day after a holiday.
- An employee who wishes to retire must notify his or her supervisor and the Principal in writing at least one month before the planned retirement date.
- An employee who fails to report to work or contact his or her supervisor for two consecutive workdays will be considered to have abandoned the job without notice, effective at the end of the employee's normal shift on the second day.
- The supervisor should notify the Principal at the expiration of the second workday and initiate the paperwork to terminate the employee. Employees who are separated due to job abandonment are ineligible to receive accrued benefits and are ineligible for rehire.
- Employees of CCC are employed on an at-will basis, and the company retains the right to terminate an employee at any time.
- The inability of an employee to perform the essential functions of his or her job with or without a reasonable accommodation may also result in an involuntary termination. An employee may also be discharged for any legal reason, e.g., misconduct, tardiness, absenteeism, unsatisfactory performance or inability to perform.
- In some cases progressive discipline may be used, prior to termination, to correct a performance problem. However, certain types of employee misconduct are so severe that one incident of misconduct will result in immediate dismissal without prior use of progressive discipline.



An employee who resigns or is discharged will be paid through the last day of work, less outstanding loans, charges at any of CCC's income entities, advances, or other agreements the employee may have with the company.

Q165. Identify any positions that will have dual responsibilities and the funding source for each position.

We anticipate a few positions will have dual responsibilities at CCC and the funding for these positions will be covered by State, Local and Federal Funding. Positions with dual responsibility may include:

- The Assistant Principal (AP) will also be responsible for the data collection and serve as the MTSS Coordinator.
- The IT Manager will also serve as the Testing Coordinator.
- The Finance Manager will also assist with clerical duties.
- The EC Coordinator will also serve as an EC Teacher.

Q166. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

CCC expects an average of 30% of students to fall into the special populations (EC, EL, Gifted) category. In order to best serve those students, CCC has budgeted for the following:

- Dedicated EC Teachers with one serving as the EC Coordinator in addition to teaching.
- Contracted Staff when needed for speech, occupational and physical therapy.
- Bilingual Core Teachers (when possible)
- Part-Time teachers to provide additional support/assistance when needed.

When CCC begins the hiring process a preference will be given to core teachers who also hold a certification in ELL, EC and/or Gifted Students. CCC will also provide funding/scholarship support to staff who have demonstrated a commitment to their own professional development and would like to go back to school and earn additional certifications.

Q167. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



Role	Responsibilities	Qualifications	Licenses
Principal	<ul style="list-style-type: none"> • Oversee Goal Achievement • Partnership Development • Personnel Management • Evaluation • Fiscal Management • Board Relations • State Compliance • Community Relations • Parent Engagement • Marketing and Communications 	<p>Master’s Degree or Doctorate Degree</p> <p>Prior experience in education and nonprofit leadership is highly preferred.</p>	Principal Licensure
Assistant Principal	<ul style="list-style-type: none"> • Curriculum Development • Data Management and Analysis • Provide Ongoing Coaching to Staff • Implement Trauma Informed Strategies • Manage School Culture • Serve as Liaison to Behavioral Therapy Team • Serve as Principal’s Designee when Assigned 	Bachelor’s or Master’s Degree	Education License
Finance Manager	<ul style="list-style-type: none"> • Maintain Financial Records • Manage Budget • Process Payroll • Oversee Annual Audit • Purchase Supplies • Assist with Clerical Duties 	Bachelor’s Degree	



IT Manager	<ul style="list-style-type: none"> • Provide Technology Support for School 	Bachelor's Degree	
Core Teachers	<ul style="list-style-type: none"> • Develop Positive Relationships with Students • Provide Academic Instruction • Teach Using a Trauma-Informed Approach • Observe and Evaluate Student Performance • Communicate with Students' parents/guardians /foster parents • Participate in Professional Development 	Bachelor's Degree	Education License (at least 50%)
Specialty Teachers	<ul style="list-style-type: none"> • Teach Using a Trauma-Informed Approach • Align Lesson Plans to NC Course of Study • Evaluate Student Performance 	Bachelor's Degree	Education License (at least 50%)
EC Coordinator and Teachers	<ul style="list-style-type: none"> • Manage IEP and 504 Mandates and Processes • Provide General Education Instruction • Monitor Student Goals • Communicate with parents/guardians/foster parents 	Bachelor's Degree	Education License EC License

10.4. Staff Evaluations and Professional Development

Q168. Identify the positions responsible for maintaining teacher license requirements and professional development.



The Principal will be responsible for maintaining teacher licensure requirements and providing professional development.

Q169. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

CCC's commitment to growth and change is a key part of our performance evaluation process. CCC will conduct periodic performance evaluations for all employees, including volunteers with ongoing responsibilities. The purpose of performance appraisals is to assess the employee's progress in the performance of his/her assigned tasks, provide feedback, celebrate successes, as well as develop a plan and goals for future growth. This process will encourage open communication between the supervisor and supervisee and support individual accountability.

Teachers will be evaluated in accordance with the North Carolina Professional Teacher Standards. The Principal will oversee teachers using the North Carolina Educator Effectiveness System (NCEES). All teachers will complete a self-assessment to rate their own performance based on the rubric provided by the NC State Board of Education at the beginning of the school year. Teachers will use this self-assessment to create a Professional Development Plan (PDP) to identify areas of personal growth. In addition, the Principal and AP will conduct formal classroom observations at least once per semester. These observations will be followed up with feedback in post-observation team meetings.

All staff will be evaluated by their immediate supervisor. All new hires shall be evaluated formally and in writing by their immediate supervisor after approximately 90 days of employment and annually thereafter. New employees who successfully complete their initial introductory period, will become regular employees. New employees who are not meeting the expectations during the 90 day period, may have their employment terminated. Under limited circumstances, new hires may also be given a time limited extension in which to improve their performance. Employees will be re-reviewed at the end of the extension period and a decision will be made as to whether or not they will be considered a regular employee. The Principal, supervisor, or employee may request additional evaluations at any time.

The Assistant Principal will be responsible for working with all employees to meet and maintain certification and licensure requirements. All CCC teachers, student services personnel and administrators will be licensed.

Q170. Describe the core components of the professional development plan and how



these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

CCC's professional development plans (PDPs) will provide opportunities for staff to learn new teaching strategies, techniques, and approaches within an overall trauma-informed framework. This will help them to be more effective in the classroom and keep up with changing trends in education. PDPs will be customized to meet individual needs, allowing staff to focus on areas where they need the most improvement. PDPs will often involve collaboration and networking among staff, creating an important sense of community and support.

The CTRC team will design and implement the professional development plan for all CCC staff. The CTRC model works to embed and embody the science of trauma resilience into individual and collective practices. All staff will participate in an intensive 3-day training on the Trauma Resilient Communities Model. The full table of contents for the training is attached. The modules include:

- Module 1: The Trauma Resilient Communities Model (TRC) and The Seven Commitments
- Module 2: Adverse Childhood Experiences and Safety Plans
- Module 3: Trauma Science (Part 1)
- Module 4: Trauma Science (Part 2)
- Module 5: Organizational Chronic Stress
- Module 6: S.E.L.F. and All Hands Meeting
- Module 7: Structural Violence, Race-Based Trauma and Cultural Humility
- Module 8: Professional Quality of Life

Staff will also participate in Trauma-Based Relational Intervention (TBRI) training. TBRI is an evidence-based, attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children. TBRI uses Empowering Principles to address physical needs, Connecting Principles for attachment needs, and Correcting Principles to disarm fear-based behaviors. While the intervention is based on years of attachment, sensory processing, and neuroscience research, the heartbeat of TBRI is connection.

In addition to trauma-informed professional development, staff will have specific training related to assessments, data, curriculum, instructional strategy and technology. This ongoing professional development will take place before the start of school, during the school year, and over the summer. The professional development will be conducted internally and externally and will have both an individualized focus as well as a uniform approach.



Applicant Evidence :



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by **Shana Heilbron**

Q171. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

CCC has built an extra three weeks into the calendar for staff to participate in training prior to CCC opening in August of 2025. During that time, staff will participate in the 3-day CTRC training on campus. This provides a solid foundation for working with children who have experienced trauma.

Also during this time, staff will have the opportunity to work through any questions or concerns they have about the planned curriculum and its delivery. All curriculum and materials will be shared with individual staff members at the time of hire so they can review as they see fit ahead of the induction period.

Q172. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

Intensive training will take place prior to the start of school. The CTRC modules will be presented over three, 8-hour days. The other days will be used for curriculum-specific, assessment, data and technology training. In total, this accounts for up to 120 hours of professional development prior to the first day of school.

Additional time will be allocated throughout the year for professional development for all staff. It is expected that all staff will complete a minimum of 150 hours of professional development. Each quarter will have 1-2 full days of professional development on a variety of topics built into the calendar. Staff will have the opportunity to design some training opportunities while other professional development will be driven by state requirements.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial



resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q173. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

CCC plans to share its unique approach to school when marketing the K-8 programs to potential students, families, and the community. CCC is designed to support the emotional, behavioral, and academic needs of students who have experienced trauma. CCC will be unique because we will:

- Focus on creating a safe and supportive environment for students, where they feel respected, valued and heard;
- Employ staff who are trained to understand the impact of trauma on students' lives and how it can affect their behavior, learning and relationship;
- Foster relationship building between students and staff, as well as among students themselves. Building trusting relationships can help students feel more connected to their school community and more willing to learn and grow;
- Provide individualized support as we recognize that every student's experience is unique;
- Create an emphasis on self-regulation as students' ability to regulate their emotions and behavior can be disrupted by trauma. We will teach students strategies to self-regulate by using tools like mindfulness and breathing techniques;
- Work collaboratively with families, community partners, and mental health professionals to provide wrap-around support for students; and,
- Prioritize restorative practices over punitive measures to address behavioral issues. These practices focus on repairing harm, building relationships, promoting positive behavior, and honing in on "connection before correction."

The unique foundation upon which we plan to build CCC will be highlighted during conversations with potential students and families, at tables or spaces at community events, through public advertising efforts and in any digital media we push out.

Q174. Describe how parents and other members of the community will be informed about the school.



CCC plans to take a variety of approaches to informing the community about the charter school, as we believe community engagement will be key to CCC's success. Activities will likely include:

- Pushing out the marketing plan talking points through our community partners;
- Sharing our own social media and digital marketing platforms to provide information, videos, and advertisements about CCC;
- Attending and speaking at community events to share updates and key information;
- Offering our own series of trauma-informed trainings at no cost to members of the community who are interested in learning more about what it means to be trauma-informed; and,

Collecting contact information (particularly email addresses) to share direct updates and information with individuals interested in staying connected.

Q175. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



In a time when teachers and school systems are often stretched for time, resources, and money, becoming trauma-informed may seem like an ambitious and challenging strategy. However, the rewards for everyone involved are compelling and significant, and we want to make these components very clear to the community. The benefits of a trauma-informed school listed below, as research has shown, will be highlighted in CCC's marketing efforts and include:

- Improved academic achievement and test scores
- Improved school climate
- Improved teacher sense of satisfaction and safety in being a teacher
- Improved retention of new teachers
- Reduction of student behavioral out-bursts and referrals to the office
- Reduction of stress for staff and students
- Reduction in absences, detentions, and suspensions
- Reduction in student bullying and harassment
- Reduction in the need for special educational services and classes.

The following timeline details specific strategies and timeframes associated with the overall marketing and recruiting plan.

Brand Building and Community Outreach - July - October 2024

- Media Announcements Regarding Launch of CCC
- Launch Brand Identity and Asset Creation (logos, graphics, website, social accounts)
- Begin School Promotion Across all Platforms
- Foster Parent/Guardian Interest Forms
- Fall Groundbreaking - Board Members, Media, Community
- Announce School Principal

Launch Fall Enrollment Recruitment - November - December 2024

- Begin Targeted Digital Marketing for Fall 2025 Enrollment
- Share Building Updates and School Progress Reports

Aggressive Fall Enrollment Recruitment - January - March 2025

- Open Fall 2025 Enrollment Portal
- Share Building Updates and School Progress Reports

Opening Planning Period - April - June 2025

- Hold Enrollment Lottery (April)
- Open House for Founding Families and Local Leadership and Partnership Tours
- Spring Community Event and Ribbon Cutting
- Share Building Updates and School Progress Reports

Celebrate the Grand Opening of CCC - July - August 2025



- Back to School Community Kickoff Party
- Create Media Assets (video, photos, etc)

Q176. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Recruiting students to CCC will be a targeted and thoughtful effort that will engage various groups of stakeholders. First, it will be important that CCC works closely with the appropriate Department of Social Services (DSS) case managers so that they can support the enrollment of students in Crossnore's residential program. DSS is the legal guardian for all students living in residential foster care and ongoing and open communication with DSS will be important to ensure student success. We will also work closely with our community foster care parents to encourage enrollment at CCC.

The Boston Thurmond (BT) neighborhood, a Purpose-Build Community neighboring the CCC will be an active resource for school recruitment as there is easy access for students. One of the pillars of the BT neighborhood is to establish an active community environment for student growth, learning, and achievement at every level. CCC can be their resource for a high-quality, neighborhood-serving continuum for student growth, learning, and achievement. Additionally, in April, Crossnore celebrated the opening of the Thomas Trail - a public trail connecting the historic Boston-Thurmond neighborhood established in the 1890's with the Buena Vista neighborhood along Reynolda Road. The natural surface walking trail will wind its way through one of the most beautiful sites in Winston-Salem, with views of the city as well as creeks, pastures, and trees. From the Gillette Street entrance, it is approximately a 5-minute walk to CCC's front entrance.

Finally, targeted community partners, who are already working with children and families in lower income communities and students who are at risk of academic failure, can help to get our messaging to families who need us most. Trauma and toxic stress can have a profound impact on individuals, families and communities. These experiences can result in long-lasting physical and psychological effects, making it difficult for individuals to achieve their full potential. Unfortunately, poverty can be both a cause and consequence of trauma. People living in poverty are more likely to experience traumatic events, such as violence, abuse, and neglect, which can lead to chronic stress and exacerbate existing health problems. Additionally, poverty can create a stressful environment, with limited access to resources, social isolation and economic insecurity, all of which can lead to toxic stress. These factors can create a vicious cycle, where poverty increases the likelihood of trauma, which in turn can perpetuate poverty by limiting opportunities and resources for individuals and communities to thrive.



Q177. What established community organizations would you target for marketing and recruitment?

Our primary enrollment driver will be children in Crossnore's residential foster care program. In addition, we will leverage the relationships and partnerships that we have built over the years with other children-serving nonprofits and community organizations. Those include:

- **Boston Thurmond United.** Boston-Thurmond United strives to create a vibrant neighborhood that honors its rich history and expands the opportunities for safe and healthy lifestyles; quality, affordable housing at all income levels; neighborhood schools that provide the highest educational outcomes, starting at birth; and access to jobs and economic well-being. The initiative is part of the Purpose Built Communities network of community revitalization. It includes two groups working together to achieve a common goal of building a strong and stable neighborhood where families and children can thrive.
- **Imprints Cares.** Imprints Cares is a leader of educational and health equity in the community. As the only education nonprofit in Forsyth County serving families and children from prenatal stages into middle school, they are committed to addressing structural barriers that prevent children and their families from reaching their full potential. They do this by embracing cultural diversity and continuously seeking to create safe and inclusive environments where children can learn, grow, and thrive. Imprints Cares has created a comprehensive portfolio of services designed to address disparities and support families and children from early childhood into middle school. Their work addresses poverty through a multi-generational model focused on positive parenting, social drivers of health, and enhanced opportunities to help children and their families.
- **Big Brothers Big Sisters Winston-Salem.** Since 1977, Big Brothers Big Sisters Services has served more than 20,000 children in Forsyth and Davie counties. Today, more than 700 children are enrolled in the Community-based, Site-based, Life Skills and C.O.U.L. programs. Big Brothers Big Sisters operates under the belief that inherent in every child is the ability to succeed and thrive in life. As the nation's largest donor- and volunteer supported mentoring network, Big Brothers Big Sisters makes meaningful, monitored matches between adult volunteers ("Bigs") and children ("Littles"), ages 6 through 18. They develop positive relationships that have a direct and lasting effect on the lives of young people.

10.6. Parent and Community Involvement

Q178. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



A successful opening of CCC will include thoughtful engagement of parents and community members every step of the way. We plan to communicate as openly and thoughtfully as possible. Our main mode of communication will be through our social media channels and our website. We intend to keep both platforms updated and have links and attachments to any and all information that someone might want or need.

In addition, we have already begun building an email list so that we can share directly with anyone who is interested in staying connected with CCC. We intend to grow that significantly after receiving charter approval in early 2024.

Finally, a series of thoughtfully orchestrated free community engagement events will get individuals on campus and engaged with the CCC team. We want to gather feedback from the community and families as we build towards opening CCC and that includes inviting the community to walk the halls and experience the renovations while they happen on campus. Volunteer days for beautification and improvement will provide time for connection as well as service.

Q179. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Collaboration with families that actively engages them in all aspects of their children's education helps them feel welcome at school and understand the important role they play. Good collaboration can be facilitated by providing professional development to educators that focuses on sensitivity to cultural, linguistic and other aspects of family diversity; developing mechanisms to share information with families regularly; and, making sure meetings and other events happen at times and places that are easy for families to attend.

The CCC leadership will host a series of community events, school-sponsored events, lunch/classroom visits and other opportunities for connection with families and students. This can include parents, guardians, foster parents, siblings and other children living in Crossnore's residential program.

Additionally, the Principal will build a parent/guardian council and ask for two representatives from each grade to serve as an advisor to him/her. The residential supervisor at Crossnore will also be invited to participate in the council.

Q180. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.



CCC does plan to offer programming opportunities to families (foster and traditional) who have a student attending CCC. All programs will align with the schools mission and support their child's academic, social and emotional development. Some programs could include:

- Parent/Teacher Conferences to discuss a student's progress, academic strengths and areas for improvement;
- Family Literacy Programs that focus on improving literacy skills among adults and children. This may including reading workshops, book clubs and other literacy-focused events;
- Parenting Workshops can provide parents/guardians/foster parents with strategies and advice on parenting challenges;
- Support Groups provide a supportive community for parents/guardians/foster parents to share experiences, challenges and resources;
- Volunteer Projects can include classroom or campus activities;
- Parent-Led Workshops which can be led by other parents or community partners to share expertise in areas such as financial literacy, cultural awareness or any other topic of interest; and,
- Engagement Events bring families together to celebrate culture, learning and community. This could include carnivals, festivals or open houses.

10.7. Admissions Policy

Q181. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.



- Yes
- No

Q182. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Children in foster care often experience multiple and significant traumatic events, such as separation from their biological family, neglect, abuse, and placement changes. These experiences can lead to emotional, behavioral, and academic challenges, making it difficult for them to succeed in school.

A trauma-informed approach to education recognizes the impact of trauma on a child's ability to learn and focuses on creating a safe and supportive learning environment. This approach can help foster children feel understood, valued, and supported in their educational journey, which can positively impact their academic performance, social-emotional development, and long-term outcomes.

By providing trauma-informed care in schools, teachers and other school staff can identify children who have been impacted by trauma and provide appropriate support and resources to help them cope with and heal from their experiences. This can include counseling services, individualized academic support, and other interventions tailored to the unique needs of each child.

Overall, trauma-informed education plays a critical role in helping foster children overcome the challenges they face and thrive academically and emotionally.

Q183.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



Procedures when Applications do not Exceed Capacity. At the close of the Open Enrollment period, the total number of students with completed applications is determined for each grade. If the total number of applicants is less than or equal to the total capacity designated for a particular grade level, all applicants for that grade level will be offered enrollment on a first-come, first served basis.

Procedures when Applications Exceed Capacity. If, for any grade level, the number of applicants exceeds the number of openings, there will be a lottery to determine enrollment and waitlist numbers.

Open Enrollment Lottery. If an Open Enrollment lottery is required, only the applications submitted during the Open Enrollment period will be included in the lottery. Any application received after the Open Enrollment period has ended will be processed on a first-come, first-served basis, behind any students placed on the waitlist.

Each April, CCC will hold the lottery to determine who will be admitted for the following fall. The procedure for the lottery is dictated by the state, and we will follow each step with care. CCC will offer a weighted lottery to provide increased opportunity for students from economically disadvantaged families and educationally disadvantaged students.

Those qualifying as educationally disadvantaged will be based on their status as children in foster care. Requirements under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), established new protections for children in foster care. These provisions compliment the requirements of the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act) and further promote the purpose of Title I – to increase educational stability, remove enrollment barriers, ensure high-quality educational opportunities, close achievement gaps, and improve educational outcomes for children served by the foster care system. The legislation seeks to decrease the number of school placement changes that take place and to ensure immediate enrollment of a foster child when a school placement change is necessary.

CCC will conduct the weighted lottery prior to the general lottery. Students who qualify for the weighted lottery will be randomly chosen until the specified target percentage is filled. Then, the remaining students who qualify for the weighted lottery, but were not selected, are placed into the general lottery pool, and the remaining seats are filled through a general lottery. CCC has chosen to set a 60% weighted lottery threshold that would draw students qualifying for the weighted lottery first to fill that designated 60%. Any student qualifying for the weighted lottery that is not selected in the initial drawing is then placed into the general lottery, and the school conducts a general lottery of all remaining students to fill the remaining 40% (or more) of seats.



Administered via an independent third-party, Lotterease, the lottery system is secure, fully randomized, and creates an auditable lottery.

If a family is selected for enrollment through a weighted lottery, they must provide supporting documentation of eligibility during the school's regular enrollment process. If a family is unable to provide the supporting documentation necessary to qualify for the weighted lottery, the family will be contacted by a CCC team member to offer assistance. If the family is still unable to provide the documentation, the applicant will be returned to the general waiting list.

Lottery Exemptions. In accordance with federal guidance, CCC will exempt the following applicants from the lottery process if a class or grade is oversubscribed:

- Children of the school's teachers and staff, so long as the total number of students allowed under this exemption constitute only a small percentage of the school's total enrollment. Children of the school's teachers and staff must submit a completed application before the closing of the Open Enrollment period. This number will not exceed 15% of all students on an annual basis.
- Siblings of students already enrolled at CCC. A sibling is defined as an individual having one or both parents in common or a step sister or step brother that resides under the same roof as the applicant, a legally adopted child residing in the same household, or a child residing in the same household through foster placement or legal guardianship. Siblings of a currently enrolled student must submit a completed application before the closing of the Open Enrollment period.

All current students who elect to reenroll at CCC for the subsequent school year are deemed as enrolled for purposes of the lottery process. If a student who enrolled withdraws from the school before a sibling of the student is offered enrollment, the sibling will not be eligible for an exemption from the lottery. Sibling enrollment is not guaranteed, however, and is dependent on the available space in the requested grade or class. If there is no available slot, a sibling will be placed at the top of the waiting list of the requested grade.

Q184.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.



Weighted lottery systems are commonly used in educational settings to create a more diverse student body by giving preference to students who come from disadvantaged backgrounds or who have experienced academic or socio-economic challenges. Here are some of the underlying reasons that support the use of weighted lotteries:

Research. Research indicates that weighted lotteries may be an effective way to promote diversity and equity in schools. For example, some studies have found that using a weighted lottery to give preference to students from low-income families or underrepresented minority groups can significantly increase diversity in schools.

Pedagogical. Schools have a responsibility to provide an inclusive and supportive learning environment for all students. One way to achieve this is by promoting diversity that reflects the broader community. A weighted lottery can help schools achieve a diverse student body that represents the larger population.

Educational. Most educators agree that diversity in the classroom enriches the learning environment and promotes cultural understanding. By using a weighted lottery, schools can promote diversity and inclusion in their educational setting.

Psychometric. In order to ensure that the lottery is fair and unbiased, psychometric methods can be used to determine the weighting factors for different demographic groups. This helps ensure that the lottery is not biased towards any particular group but rather fairly reflects the diversity of the larger population.

Legal. North Carolina has anti-discrimination laws that prohibit discrimination on the basis of race, gender, age, or disability. A weighted lottery helps schools ensure that they are promoting diversity and equal access to education in a legal and non-discriminatory way.

Overall, the use of a weighted lottery is based on the belief that every student deserves an equal opportunity to succeed in school and that promoting diversity and inclusion can help create a better learning environment for everyone.

Q185. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

- 1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.**
- 2. Clear policies and procedures detailing the open enrollment lottery plan, including**



policies regarding statutory permitted student enrollment preferences.

3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

5. Clear policies and procedures for student withdrawals and transfers.



Our application process will begin every January for the upcoming school year. Applications received through March 31 at 5 PM are included in the lottery, which will be held on the second Tuesday in April. Any applications submitted after 5 PM on March 31 will be added to the waiting list. To be eligible for the CCC lottery, students must reside in North Carolina and be five years of age on or before August 31 of the year in which they are presented for enrollment.

Applicants accepted during the lottery will be notified via email within seven days of the lottery. All others will be added to the waiting list in the order selected. Once a child is enrolled at CCC, they have a spot each year thereafter unless withdrawn.

Lottery Plan

For every year of operation, children of the active board members and full-time staff members will receive priority admission, up to 15% of the total enrollment. In addition, siblings of currently enrolled students receive priority placement but must fill out an enrollment application.

Waiting Lists

Any students applying after the open enrollment period will be placed in their respective grade if there is still space available. Otherwise, they will be put directly after any waitlisted students from the lottery in the order the application was received.

Pre-Admission Activities

No specific information from a family's weighted lottery application will be obtained beyond eligibility status, and the information will not be retained. If a family is selected for enrollment through the weighted option, they must provide supporting documentation of eligibility when requested following the lottery. If a family is unable to provide the supporting documentation necessary to qualify for the weighted option, the applicant will be moved to the general waiting list.

Student Withdrawals, Re-Enrollment and Transfer

If a family wishes to withdraw a student they are asked to provide at least three days' notice so CCC staff can gather all relevant and required records. Families who withdraw a student will be asked to complete a withdrawal survey. CCC will provide all relevant and required documents to the student's new school within 2 business days of receiving a transfer form from the child's new school. If a family chooses to later re-apply to CCC after a withdrawal, they will be allowed to re-enroll with proper paperwork.

In compliance with federal laws, CCC administers all educational programs, employment activities, and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.



10.8. Certify

Q186. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q187. Explanation (optional):

Some of the narrative included in this section was taken from existing Marjorie Williams Academy materials.



11. Operations

11.1. Transportation Plan


Q188. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Parents/guardians/foster parents will be responsible for coordinating students' daily transportation to and from CCC. The CCC is located in a walkable area and is accessible by various entrances, including the newly constructed nature trail that connects Reynolda Road to Gillette Street.

In addition, The Winston-Salem Transit Authority has a stop directly in front of CCC at the corner of Reynolda Road and Robinhood Road. Buses run every 75 minutes from 5:45 am - 11:30 pm and cost \$1 per fare. Features like "NextBus!" allow you to track a bus in real time and the Trip Planner allows you to look at the route options so a plan can be made for the best trip. A copy of the bus route is included in the appendix.

Applicant Evidence :


Route-109-Brochure....

Uploaded on **4/24/2023**
by **Shana Heilbron**

11.2. School Lunch Plan

Q189. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and



school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

All students attending CCC will have access to free meals while on campus. Crossnore's residential campus is currently approved for Free and Reduced Lunch as the students living on campus are qualified as displaced.

When CCC opens, the Principal will collect applications from all students living in the community for the Free and Reduced Lunch program. Marjorie Williams Academy is currently approved through the Community Eligibility Program (CEP) and it is expected that CCC will be approved as well based on the economic status of students served from the larger community.

The daily counts, monthly reports and all associated information that is part of Child Nutrition is currently handled by Crossnore's Dietary Services team and they will continue to do this at CCC. As a result, no dollars are included in the CCC budget as they will be included in Crossnore's annual budget.

11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law




Q190. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources


Insurance Coverage ...

Applicant Evidence :


Insurance Coverage ...


Uploaded on **4/24/2023**
by **Shana Heilbron**

Q191. Attach Appendix L: Insurance Quotes

• The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


Insurance Quote.pdf

Uploaded on **4/24/2023**
by **Shana Heilbron**

11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.



Q192. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. The Board Chair must sign this question.

Signature

11.5. Start-Up Plan

Q193. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



The startup plan for CCC includes the following tasks and timelines and lists the responsible party using these abbreviations: Crossnore Community Charter Board (B), Crossnore Community Charter Principal (P), Crossnore Community Charter Staff (S) Crossnore Communities for Children Staff (C).

Task	Deadline	Responsible Party
Fundraise	Ongoing	C
Build Community Support	Ongoing	C, B, P, S
Oversee Facilities Construction	Ongoing	C
Finalize Founding Board	March 2024	C, B
Finalize Organizational Documents	March 2024	B
Finalize Facilities Construction Plan	March 2024	C, B
Implement Community Engagement and Marketing Plan	March 2024	S, B
Launch Search for Principal	Spring 2024	B
Hire Principal	July 2024	B
Launch Student Recruitment	August 2024	S
Establish and Approve Policies & Procedures	September 2024	B, P
Hire Key Administrative Staff	September 2024	P
Begin Accepting Student Applications	January 2025	S



Begin Accepting Job Applications for all Year 1 Positions	January 2025	P
Select Vendors and Finalize Contracts	March 2025	P, B
Hire All Staff	June 2025	P
Open to Students	August 2025	B, P

Q194. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.


The CCC expects competition for the most qualified teachers and school support staff. It is hugely important that we have the right people in place to do this important work; accordingly, we are planning to offer compensation packages that are highly competitive and unique.

In addition, children in foster care are a vulnerable and highly mobile student population. More than half of the children in foster care in North Carolina are in elementary or secondary schools. Of those school-aged children in foster care in NC between April 2015 and March 2016, 25% experienced two school placement changes, 14% experienced three school placement changes, and 23% experienced four or more school placement changes within the duration of their placement episode. Children in foster care experience much higher levels of residential and school instability than their peers, experience significantly more unscheduled school placement changes, and are much more likely than their peers to struggle academically and to fall behind in school.

CCC expects 30%-40% of our students will be connected to the child welfare system. Unfortunately, there is a negative stigma associated with foster care and children who have experienced trauma that could have an impact on student recruitment. By implementing a marketing and recruitment strategy that addresses questions with parents/guardians/foster parents in the community, we hope to show the reality around many of the kids we hope to serve - that they often end up in foster care by no choice or action of their own, which creates trauma, and that these children can overcome that trauma. The message we want to make clear is that this trauma is not a reflection on the person, nor is it irreversible. With the right relationships, understanding of trauma, and guidance, these students can do amazing things.



Applicant Evidence :


Year 0 Budget - Year ...

Uploaded on **4/24/2023**
by **Shana Heilbron**


11.6. Facility


Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q195. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

Crossnore currently owns two buildings on its 200-acre property that have been used as a school in recent years. Crossnore will rent the buildings to CCC for \$1 a year. Currently Crossnore is privately raising \$8,600,000 in order to renovate the existing buildings and deliver a state of the art facility to CCC before August 2025. Architectural drawings have been completed and a timeline for construction is underway; drawings are included in the appendix.

Applicant Evidence :


Elementary.pdf


Middle School.pdf

Uploaded on **4/24/2023** by **Shana Heilbron** Uploaded on **4/24/2023** by **Shana Heilbron**

Q196. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your



budget is reasonable.

CCC will occupy two buildings on the Crossnore campus. The space detail for Building 1 (B1) and Building 2 (B2) are detailed below. The square footage is noted in parentheses. The renderings are included in the appendix. The buildings will be renovated by the time CCC begins its lease and Crossnore will bear the full financial responsibility. The total square footage for B1 is 16,500 SF and for B2 it is 26,915.

B1 - First Floor - Media Center (1371), Computer/Technology Lab (759), Math/Science Lab (987), Student Restrooms (355), Janitor's Closet, Staff Toilet and Mechanical/Electrical Room (435).

B1 - Second Floor - Principal's Office (280), Middle School Classroom 1 (754), Middle School Classroom 1 (759), Middle School Classroom 3 (760), Storage/Records (195), Staff Office (195) Learning Lab 1 (587), and Student Restrooms (355).

B1 - Third Floor - Middle School Classroom 4 (740), Middle School Classroom 5 (811), Middle School Classroom 6 (821), Learning Lab 2 (403), Data Office (216) Student Restrooms (355), Janitor's Closet and Staff Toilet.

B2 - Lower Level - Elementary Classroom 1 (870), Elementary Classroom 2 (849), Elementary Classroom 3 (923), Elementary Classroom 4 (863), Elementary Classroom 5 (855), Storage/Office (178), Learning Lab 3 (373), Principal's Office (201), Student Restrooms, and Data Office (139).

B2 - Auditorium Level - Entryway (202), Audio Center (507), Restrooms, Storage 1 (188), Storage 2 (145) Office (207), Mechanical Room (1238), Seating on the Flat and Stage (4,628)

B2 - Second Floor - Elementary Classroom 6 (867), Elementary Classroom 7 (868), Literacy Lab 2 (355), Staff Lounge (240) Learning Lab 4 (306), Elementary Classroom 8 (939), Electrical Room (174), Elementary Classroom 9 (939), Elementary Classroom 10 (929), Janitor's Closet and Restrooms.

Q197. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

B1 and B2 (together) will include elementary and middle school classrooms, learning labs for specials, small group work and enrichment programming, a large auditorium, computer lab, science/math lab, media center, literacy lab, office space, teacher workroom and main office.

Q198. What is the breakdown of cost per square foot for the proposed facility? Outline



how this cost is comparable to the commercial and educational spaces for the proposed school location.

The school buildings will likely have a total value of \$17,000,000. Based on a total square footage of 43,415, the breakdown per square foot is \$391 . The buildings are located in the 27104 zip code, which is a highly sought after location just outside of downtown Winston-Salem. Commercial spaces in the area are currently listed for lease are between \$17 - \$23 per square foot. The closest and most comparable educational space is the Arts Based School and the market rate for its lease is \$27 per square foot.

Q199.Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

B1 and B2 are currently move-in ready as WSFCS vacated the property at the close of the 2021 school year. The building renovation plan aligns with the plan for enrollment.

Q200.Describe the board’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

CCC has signed a 5-year lease agreement with Crossnore for \$1/year with the opportunity to renew after five years. Crossnore will manage all build-out and renovations. Katheryn Northington, CCC’s Board Chair also serves on the Board of Trustees for Crossnore, so she will be able to provide guidance on all building-related matters. A copy of the lease agreement is included in the appendix.

Applicant Evidence :


LEASE AGREEMENT.pdf

Uploaded on **4/24/2023**
by **Shana Heilbron**

11.7. Certify

Q201.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes



No

Q202.Explanation (optional):




12. Financial Plan

12.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q203.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Applicant Evidence :


PDF


Revenue Assurances ...

Uploaded on **4/24/2023**
by **Shana Heilbron**

Q204.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment\)](https://www.dpi.nc.gov/copy-charter-application-budget-template-012023xlsx/download?attachment)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :


X

FINAL State Budget F...

Uploaded on **4/24/2023**
by **Shana Heilbron**



12.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q205. How was the student enrollment number projected?

The total enrollment is based on the capacity of the school facility and our ability to keep class sizes small at an average of 10 students per class.

Q206. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Across the community, children are coming to school with traumatic histories that are greatly impacting their school performance. The correlation between trauma, low academic achievement and behavioral issues is strong and relevant. Trauma disrupts the brain's ability to learn; therefore addressing and responding to trauma is essential to the mission and purpose of schools: to educate.

This momentum to expand trauma-informed approaches in schools has received broad support in the mental health and education communities. A holistic approach to education in which all teachers, school administrators, staff, students, families, and community members recognize and respond to the behavioral, emotional, relational, and academic impact of traumatic stress on those within the school system can have a significant impact on everyone it serves. The concept is an entirely new systemic approach that impacts every aspect of school operations and personal interactions.

Q207. Provide the break-even point of student enrollment.

The break-even point is 180 students.

Q208. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

If CCC's financial needs exceed the revenues, the Principal and Board of Directors will consider the following contingency plans:

- Review the opportunity for dual-role positions and reduce the total number of staff needed.
- Reduce all non-essential spending and seek more in-kind donations.
- Work closely with Crossnore staff to raise unrestricted funding.



Q209. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

CCC will receive unrestricted financial support from Crossnore to cover any deficit in the operating budget. In the first four years, Crossnore plans to provide gap funding support until the break even point for enrollment has been met, which is expected to happen in year 5.

Q210. Provide the student to teacher ratio that the budget is built on.

An average of 10:1.

Q211. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

Many of the board members have served on other nonprofit boards and committees, and are familiar with budgeting, financial oversight and review. Katheryn Northington, the Board Chair, has an MBA in finance, worked in the financial sector (five years with a boutique investment firm), and served as Crossnore's Board Chair overseeing a \$20 million budget. We also plan to take advantage of training opportunities with BoardSource around financial oversight and accountability.

Q212. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

One full-time EC Coordinator and EC teacher are included in the budget, along with three core teacher positions that we hope to fill with teachers who have an EC license in addition to their elementary or middle school certification. We are also budgeting for floating assistant teachers who can provide individual support to students who have more significant needs throughout the year. CCC also has budgeted contract dollars for speech, occupational therapy, and other related services. If more services are needed, the budget will be adjusted to make sure that students have the services and resources they need.

Q213. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.



CCC expects most functions to be performed by internal staff, but when outsourcing is needed, we will use the following processes/considerations:

- The Principal will release a Request for Proposal and seek bids for any contract over \$5,000.
- The bidding vendors must provide proof of insurance, background checks, and references.
- Recommendations will be taken to the Board of Directors by the Principal for final approval.

Q214. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

These functions will initially be performed by internal staff. Funds have been budgeted for outside contractors to support the delivery of related services if they are needed.

Q215. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

Every dollar budgeted for CCC will be used to support children. By working in partnership with Crossnore, costs associated with nutrition, maintenance, capital projects, and use of the 200-acre property will not require funding from CCC's budget. All CCC dollars will be used to support personnel, direct programs/curriculum, professional development and wrap around services.

Q216. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

CCC will carry a fund balance of 3%-5% over the first five years of operation. We hope to build that fund by working closely with the development team at Crossnore and securing corporate and foundation grants and support from individual donors.

Q217. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

CCC does not anticipate the need for any financing, based on its partnership with Crossnore. Crossnore will provide all funding related to the facility and start-up costs and will lease the property to CCC for \$1 per year.

Q218. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's



core operation depends.

Yes. CCC will have assets from Crossnore Communities for Children that includes office and classroom furniture, phone systems and computers. These items will be secured upon the acceptance of our application and a list can be provided at that time.

12.3. Financial Compliance

Q219. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

CCC will take appropriate measures to ensure the fidelity of our internal controls. The Finance Committee and Principal will maintain a number of practices that provide fiscal control and accounting procedures that are in accordance with Generally Accepted Accounting Principles. The following list identifies some of the measures that we will take to ensure the segregation of duties, safeguarding of assets and adequate record keeping:

- All expenses above \$100 must be approved by the Principal.
- Any asset valued at \$100 or more at the time of purchase will be labeled and inventoried for tracking purposes.
- Receipts are due for all purchases, reimbursements, and paid invoices to the Finance Manager.
- All expenses, services, or invoices above \$5,000 require the signature of the Principal and a second authorized signatory. The Board Chair and the Chair of the Finance committee will serve in the capacity of the second signatory.
- The Finance Committee will review all financial reports and statements monthly. This will include an Income Statement, Balance Sheet, Enrollment Report and a General Ledger Summary Report.
- We will conduct an annual audit, using an approved provider as established by the NC Local Government Commission. The audit will be shared and approved by the full board and all findings will be corrected within sixty days of the completed audit report.

Q220. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

CCC does not have any known or possible related party transactions.

Q221. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.



S. Gillespie, PA
Certified Public Accountant
PO Box 725, 215 Oak Avenue
Spruce Pine, NC 28777
828-520-1373

OR

CLA Raleigh
Kevin Leder
4601 Six Forks Road
Suite 350
Raleigh, NC 27609-5287

12.4. Certify

Q222. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q223. Explanation (optional):




13. Other Forms


Q224. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources


Charter School Requi...

Applicant Evidence :


FINAL SIGNED - Char...

Uploaded on **5/30/2023**
by **Shana Heilbron**



14. Third-party Application Preparation

Q225. Was this application prepared with the assistance of a third-party person or group?

Yes

No



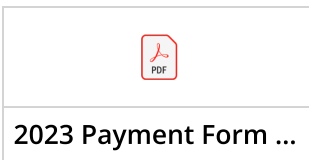
15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 28, 2023, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 28, 2023, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

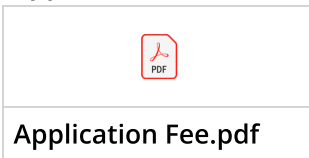
Q228.*Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 28, 2023, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 28, 2023, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Resources



Applicant Evidence :



Uploaded on **4/25/2023**
by **Shana Heilbron**





16. Signature page

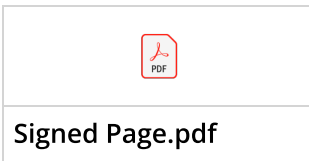
Q229. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources



Applicant Evidence :

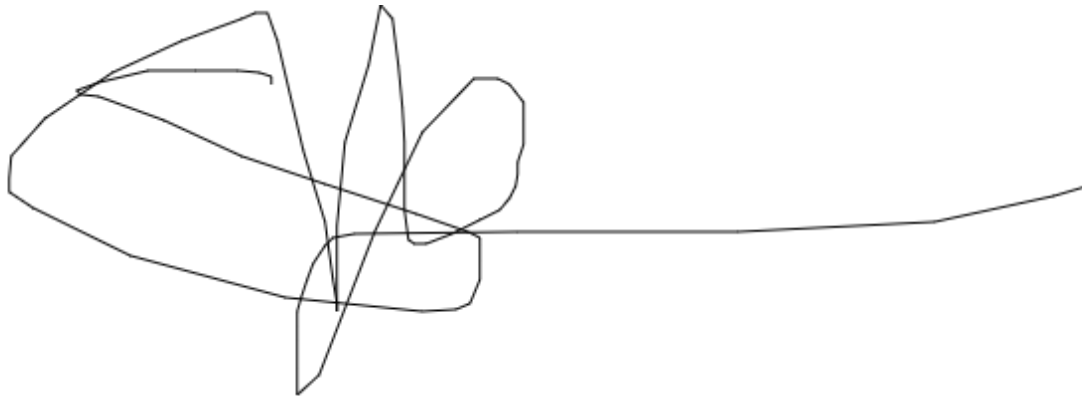


Uploaded on **4/25/2023**

by **Shana Heilbron**

Q230. Please digitally sign your application here

Signature



Final Status



Reject Approve

Approver Comments

2025/26 Yearly Calendar - Crossnore Community Charter

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
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28	29	30				

October 2025						
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November 2025						
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December 2025						
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January 2026						
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February 2026						
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March 2026						
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29	30	31				

April 2026						
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May 2026						
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24	25	26	27	28	29	30
31						

June 2026						
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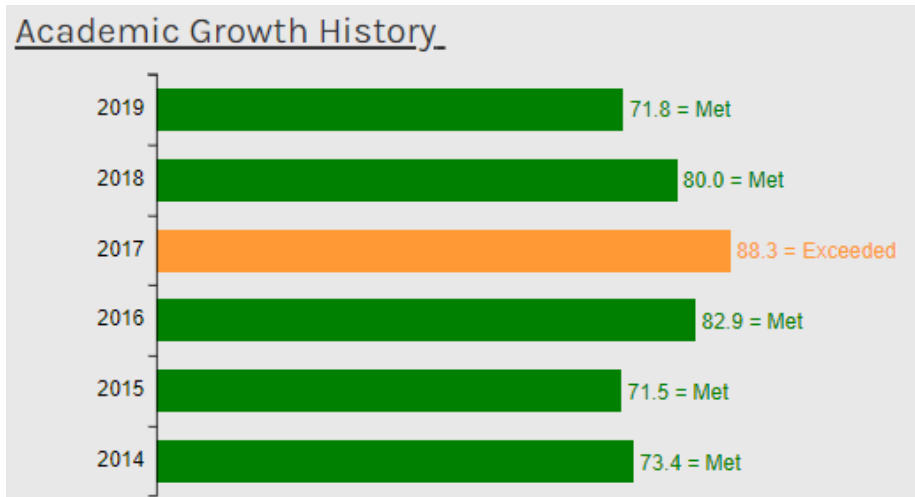
July 2026						
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Purple = Holidays Blue = Vacation Days Green = Staff Work Days Yellow = First/Last Day



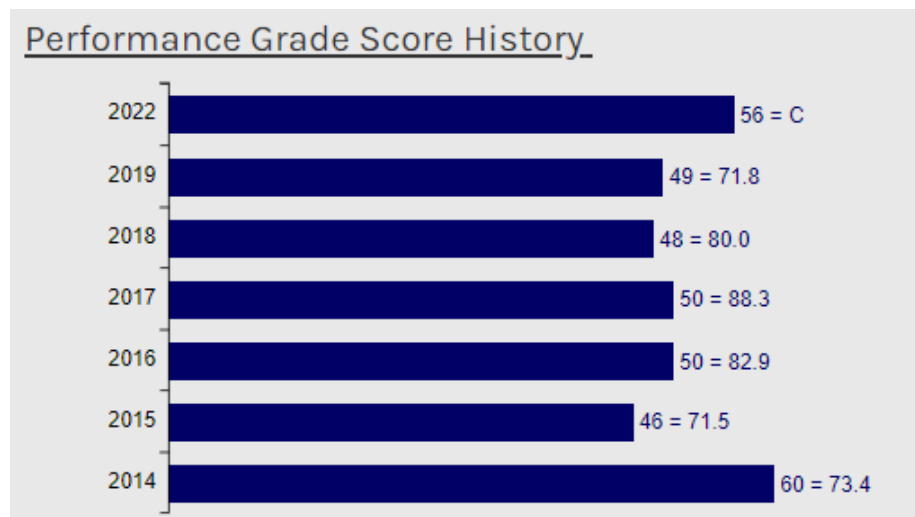
Academic Growth

School Academic Growth represents the academic progress of a student compared to the average progress of students across the state in a given grade and/or subject. When the state has compelling evidence that the students in a school are progressing far above the average, the school is exceeding expected growth. When there is evidence that the students in a school are progressing consistent with the average, the school is meeting expected growth.



School Performance Grade

80% of the grade is based on the school achievement score, which is determined by points earned on accountability measures for that school. 20% of the grade is based on academic growth. School academic growth represents the academic progress of a student compared to the average progress of students across the state in a given grade and/or subject. When the state has compelling evidence that the students in a school are progressing far above the average, the school is exceeding expected growth. When there is evidence that the students in a school are progressing consistent with the average, the school is meeting expected growth.



SOURCE: North Carolina School Report Cards

https://ncreports.ondemand.sas.com/src/school?school=06B000&year=2020&residing_district=060LEA

Return of Organization Exempt From Income Tax

2021

Department of the Treasury
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public
Inspection

A For the 2021 calendar year, or tax year beginning 07-01 , 2021, and ending 06-30 , 2022																	
B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="2">C Name of organization: MARJORIE WILLIAMS ACADEMY INCORPORATED</td> <td>D Employer identification number 56-2100063</td> </tr> <tr> <td colspan="2">Doing business as</td> <td rowspan="2">E Telephone number (828) 733-5241</td> </tr> <tr> <td>Number and street (or P.O. box if mail is not delivered to street address)</td> <td>Room/suite</td> </tr> <tr> <td colspan="2">PO BOX 309</td> <td rowspan="2">G Gross receipts \$ 2,880,926</td> </tr> <tr> <td colspan="2">City or town, state or province, country, and ZIP or foreign postal code CROSSNORE, NC 28616</td> </tr> <tr> <td colspan="2">F Name and address of principal officer: TRACI ROYSTER 148 ADAM'S LANE BOONE NC 28607</td> <td>H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number ▶</td> </tr> </table>	C Name of organization: MARJORIE WILLIAMS ACADEMY INCORPORATED		D Employer identification number 56-2100063	Doing business as		E Telephone number (828) 733-5241	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	PO BOX 309		G Gross receipts \$ 2,880,926	City or town, state or province, country, and ZIP or foreign postal code CROSSNORE, NC 28616		F Name and address of principal officer: TRACI ROYSTER 148 ADAM'S LANE BOONE NC 28607		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number ▶
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I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527																	
J Website: ▶ WWW.CROSSNORESCHOOL.ORG																	
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶	L Year of formation: 1988 M State of legal domicile: NC																

Part I Summary				
Activities & Governance	1	Briefly describe the organization's mission or most significant activities: <u>THE ACADEMY IS A CHARTER SCHOOL OPERATING UNDER NORTH CAROLINA GOVERNMENTAL REGULATIONS. THE STUDENTS ARE RESIDENTS OF THE CHILDRENS HOME WHERE THE CAMPUS IS LOCATED.</u>		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a)	3	6
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5	35
	6	Total number of volunteers (estimate if necessary)	6	
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0
	b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0
Revenue			Prior Year	Current Year
	8	Contributions and grants (Part VIII, line 1h)	660,618	1,724,984
	9	Program service revenue (Part VIII, line 2g)	1,253,260	1,155,942
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		0
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		0
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,913,878	2,880,926
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		0
	14	Benefits paid to or for members (Part IX, column (A), line 4)		0
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	1,462,743	2,106,844
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		0
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	356,317	523,227
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	1,819,060	2,630,071	
19	Revenue less expenses. Subtract line 18 from line 12	94,818	250,855	
Net Assets or Fund Balances			Beginning of Current Year	End of Year
	20	Total assets (Part X, line 16)	588,348	844,893
	21	Total liabilities (Part X, line 26)	445	6,135
22	Net assets or fund balances. Subtract line 21 from line 20	587,903	838,758	

Part II Signature Block			
Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.			
Sign Here	<u>TRACI ROYSTER</u> Signature of officer	Date	
	<u>TRACI ROYSTER, PRESIDENT</u> Type or print name and title		
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date
	<u>SHARON G GILLESPIE CPA</u>	<u>SHARON G GILLESPIE CPA</u>	
	Firm's name ▶ <u>S GILLESPIE PA</u>	Firm's EIN ▶	Check <input type="checkbox"/> if PTIN self-employed P01287015
	Firm's address ▶ <u>29 BEAMS DRIVE/PO BOX 725 SPRUCE PINE NC 28777</u>	Phone no.	<u>828-520-1373</u>

May the IRS discuss this return with the preparer shown above? See instructions Yes No

For Paperwork Reduction Act Notice, see the separate instructions. Form 990 (2021)

Return of Organization Exempt From Income Tax

2020

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Form header section A-M containing organization details: MARJORIE WILLIAMS ACADEMY INCORPORATED, BOONE NC 28607, TRACI ROYSTER, etc.

Part I Summary

Summary table with columns for Activities & Governance, Revenue, Expenses, and Net Assets or Fund Balances. Includes rows 1-22 with numerical data.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete.

Signature block section with fields for Sign Here, Signature of officer (TRACI ROYSTER), and Type or print name and title (TRACI ROYSTER, PRESIDENT).

Paid Preparer Use Only section with fields for Preparer's name (SHARON GILLESPIE CPA), Date, Check self-employed, and Firm's information (S GILLESPIE, PA).

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

For Paperwork Reduction Act Notice, see the separate instructions.

Form 990

Return of Organization Exempt From Income Tax

2019

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public. Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

For the 2019 calendar year, or tax year beginning 07-01, 2019, and ending 06-30, 2020. Includes fields for organization name (MARJORIE WILLIAMS ACADEMY INCORPORATED), address (PO BOX 309, CROSSNORE, NC 28616), and principal officer (TRACI ROYSTER).

Part I Summary

Table with 3 main sections: Activities & Governance (mission statement, membership counts), Revenue (total revenue 1,739,819), and Expenses (total expenses 94,278). Includes a balance sheet at the bottom showing net assets of 493,089.

Part II Signature Block

Signature block containing officer signature (TRACI ROYSTER), preparer signature (Sharon Gillespie), and firm information (S GILLESPIE, PA).

May the IRS discuss this return with the preparer shown above? (see instructions) [] Yes [X] No. For Paperwork Reduction Act Notice, see the separate instructions.

MARJORIE WILLIAMS ACADEMY, INCORPORATED

Crossnore, North Carolina

Financial Statements

June 30, 2020

S. GILLESPIE, P.A.
Certified Public Accountant
PO Box 725, 215 Oak Avenue
Spruce Pine, North Carolina 28777

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June 30, 2020**

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S. Gillespie, P.A.

Certified Public Accountant

Independent Auditor's Report

To the Board of Trustees
Marjorie Williams Academy
Crossnore, North Carolina

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Marjorie Williams Academy Incorporated (the "Academy"), as of and for the year ended June 30, 2020 and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards*, issued by the Comptroller of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Marjorie Williams Academy Incorporated as of June 30, 2020, and the respective changes in financial positions thereof for the year ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis on pages 8 through 12 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial

statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Marjorie Williams Academy's basic financial statements. The introductory information, combining and individual fund financial statements, budgetary schedules, and other schedules are presented for the purposes of additional analysis and are not a required part of the basic financial statements. The Schedule of Expenditures of Federal and State Awards as required by the Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the State Single Audit Implementation Act and is also not a required part of the basic financial statements.

The combining and individual fund financial statements budgetary schedules, other schedules and the accompanying schedule of expenditures of federal and State awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund financial statements, budgetary schedules, other schedules and the schedule of expenditures of federal and state awards is fairly stated in all material respects in relation to the financial statements taken as a whole.

The introductory information and the statistical sections have not been subjected to the auditing procedures applied in the audit of basic financial statements, and accordingly, we do not express an opinion or provide assurance on them.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 13, 2020 on our consideration of Marjorie Williams Academy, Incorporated's internal control over financial

reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance.

S. Gillespie, C.P.A.

S. Gillespie, P.A.
Spruce Pine, North Carolina
August 13, 2020

Management's Discussion and Analysis

This section of the Marjorie Williams Academy Incorporated's (*the Academy*) financial report represents our discussion and analysis of the financial performance of the Academy for the year ended June 30, 2020. This information should be read in conjunction with the audited financial statements included in this report.

Financial Highlights

- The assets of Marjorie Williams Academy Incorporated exceeded the liabilities at the close of the fiscal year by \$493,089.
- The government's total net position decreased by \$116,567.
- COVID 19 impacted enrollment causing a decrease in the prior year

Overview of the Financial Statements

The audited financial statements of the Marjorie Williams Academy Incorporated consist of four components. They are as follows:

- *Independent Auditor's Report*
- *Management's Discussion and Analysis (required supplementary information)*
- *Basic Financial Statements*
- *Required supplemental section*

The *Basic Financial Statements* include two types of statements that present different views of the Academy's finances. The first is the *government-wide statements*. The district-wide statements are presented on the full accrual basis of accounting and include the statement of net position and the statement of activities. The statement of net position includes all of the Academy's assets and liabilities. Assets and liabilities are classified in the order of relative liquidity for assets and due date for liabilities. This statement provides a summary of the Academy's investment in assets and obligations to creditors. Liquidity and financial flexibility can be evaluated using the information contained in this statement. The Statement of Activities summarizes the Academy's revenues and expenses for the current year. A net (expense) revenue format is used to indicate to what extent each function is self-sufficient.

The second type of statement included in the basic financial statements is the *Fund Financial Statements*, which are presented for the Academy's governmental funds. These statements present the governmental funds on the modified accrual basis of accounting, measuring the near term inflows and outflows of financial resources and what is available at year-end to spend in the next fiscal year. The fund financial statements focus on the Academy's most significant funds. Because a different basis of accounting is used in the government wide statements, reconciliation from the governmental fund financial statements to the government-wide statements is required and is presented on Exhibits 3 and 4 of this report.

Management's Discussion and Analysis (continued)

Government-wide Statements

The government-wide statements report information about the Academy as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the Academy's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the Academy's net position and how it has changed. Net position – the difference between the unit's assets and liabilities – is one way to measure the Academy's financial health or position.

The Academy's activities are included in one category in the government-wide statements:

- **Governmental activities:** Most of the Academy's basic services are included here, such as regular and special education and administration. County funding and state and federal aid finance most of these activities.

The government-wide statements are shown as Exhibits 1 and 2 of this report.

Fund Financial Statements

The fund financial statements provide more detailed information about the Academy's funds, focusing on its most significant or "major" funds – not the Academy as a whole. Funds are accounting devices the Academy uses to keep track of specific sources of funding and spending on particular programs.

- Some funds are required by State law, such as the State Public School Fund
- The Academy established other funds to control and manage money for a particular purpose or to show that it is properly using certain revenues, such as in the Federal Grants fund.

Marjorie Williams Academy Incorporated has one type of fund:

Governmental funds: The Academy's services are included in the governmental funds, which generally focus on two things – how cash and other assets can be readily converted to cash flow in and out and the balances left at year-end that are available for spending. As a result of this focus, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the Academy's programs. Because this information does not encompass the additional long-term focus of the district-wide statements, additional information at the bottom of the governmental funds statements, in the form of a reconciliation, explains the relationship (or differences) between them. The Academy has three governmental funds: the General Fund, the State Public School Fund, and the Federal Grants Fund.

Financial Analysis of the Schools as a Whole

Net position is an indicator of the fiscal health of the Academy. Assets exceeded liabilities by \$493,089 as of June 30, 2020.

Management's Discussion and Analysis (continued)

Following is a summary of the Statement of Net Position:

Table 1		
Condensed Statement of Net Position		
as of June 30, 2020		
	Governmental Activities	
	6/30/2020	6/30/2019
Current assets	\$ 424,772	\$ 519,973
Capital assets	68,762	89,683
Total assets	493,534	609,656
Current liabilities	445	-
Total liabilities	445	-
Net investment in capital assets	68,762	89,683
Unrestricted net position	424,327	519,973
Total net position	493,089	609,656
Total Liabilities and Net Position	\$ 493,534	\$ 609,656

Net position decreased during the year due to a decrease in enrollment resulting in decreased local funding. This was anticipated with the occurrence of the pandemic in early spring.

Management's Discussion and Analysis (continued)

Following is a table of revenues and expenses for the Academy's current fiscal year:

Condensed Statement of Revenues, Expenses, and Changes in Net Position as of June 30, 2020		
	Governmental Activities	
	6/30/2020	6/30/2019
Revenues:		
Program revenues:		
Operating grants and contributions	\$ 378,270	\$ 398,955
General revenues:		
Other revenues	1,253,757	1,376,876
Total revenues	1,632,027	1,775,831
Expenses:		
Governmental activities:		
Instructional services	1,436,554	1,367,801
System-wide support services	231,725	211,128
Ancillary services	80,315	102,624
Total expenses	1,748,594	1,681,553
Increase(decrease) in net position	(116,567)	94,278
Beginning net position	609,656	515,378
Ending net position	\$ 493,089	\$ 609,656

Instructional services expenses comprised 82% of total governmental-type expenses while system-wide support services made up 13% of those expenses for 2020. The remaining expense is for ancillary services for school food service.

Financial Analysis of the District's Funds

The Academy's governmental funds reported a combined fund balance of \$424,772, a \$95,646 decrease over last year.

General Fund Budgetary Highlights Over the course of the year, the Board revised the budget several times to account for changes in expense amounts and to reduce appropriations in light of the increased expense estimates.

Management's Discussion and Analysis (continued)

Capital Assets

Net capital assets decreased by \$20,921 from the previous year due to recurring depreciation expense to write off the fixed assets based on their respective useful lives.

The following is a summary of the capital assets, net of depreciation at year-end.

Table 3		
Summary of Capital Assets		
	Governmental Activities	
	6/30/2020	6/30/2019
Electronics and computers	\$ 68,762	\$ 89,683
Total	\$ 68,762	\$ 89,683

Economic Factors

Enrollment is expected to increase for the upcoming school as administrators and leaders continue to combat the COVID 19 crisis. Steps have been taken to provide a safe environment for learning as the new school year approaches.

Due to the Academy's affiliation with Crossnore School, Inc., they have the opportunity to pursue greater private fund-raising and support than traditional charter schools might be allowed.

Requests for Information

This report is intended to provide a summary of the financial condition of the Marjorie Williams Academy, Incorporated. Questions or requests for additional information should be addressed to:

Finance Officer
Marjorie Williams Academy, Incorporated
P.O. Box 309
Crossnore, NC 28616
(828) 733-5241

Marjorie Williams Academy Incorporated
Statement of Net Position
June 30, 2020

	Primary Government	
	Governmental Activities	Total
ASSETS		
Cash and cash equivalents	\$ 423,855	\$ 423,855
Receivables (net)	917	917
Capital assets (Note 1):		
Capital assets, net of depreciation	68,762	68,762
Total capital assets	68,762	68,762
Total assets	\$ 493,534	\$ 493,534
LIABILITIES		
Accounts payable and accrued expenses	445	445
Total liabilities	445	445
NET POSITION		
Net investment in capital assets	68,762	68,762
Unrestricted (deficit)	424,327	424,327
Total net position	493,089	493,089
Total Liabilities and Net Position	\$ 493,534	\$ 493,534

See the accompanying notes to the financial statements.

Marjorie Williams Academy Incorporated
Statement of Activities
For the Year Ended June 30, 2020

Functions/Programs	Program Revenues				Net (Expense) Revenue and Changes in Net Position - Primary Government	
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Total
Primary government:						
Governmental Activities:						
Instructional services:						
Regular instructional	\$ 877,095	\$ -	\$ 24,552	\$ -	(852,543)	(852,543)
Special populations	165,813	-	28,379	-	(137,434)	(137,434)
School leadership	393,646	-	238,774	-	(154,872)	(154,872)
School-based support	-	-	-	-	-	-
System-wide support services:						
Support and development	3,973	-	3,973	-	-	-
Alternative programs support services	27,009	-	-	-	(27,009)	(27,009)
Technology support	17,485	-	-	-	(17,485)	(17,485)
Operational support	36,626	-	2,277	-	(34,349)	(34,349)
Financial and human resource	100,656	-	-	-	(100,656)	(100,656)
Accountability Services	45,976	-	-	-	(45,976)	(45,976)
Ancillary services	80,315	-	80,315	-	-	-
Total governmental activities	<u>1,748,594</u>	<u>-</u>	<u>378,270</u>	<u>-</u>	<u>(1,370,324)</u>	<u>(1,370,324)</u>
Total primary government	<u>\$ 1,748,594</u>	<u>\$ -</u>	<u>\$ 378,270</u>	<u>\$ -</u>	<u>(1,370,324)</u>	<u>(1,370,324)</u>
General revenues:						
Unrestricted county and local appropriations					285,253	285,253
Unrestricted State appropriations					945,935	945,935
Unrestricted Federal appropriation					22,569	22,569
Total general revenues, special items, and transfers					<u>1,253,757</u>	<u>1,253,757</u>
Change in net position					(116,567)	(116,567)
Net position-beginning					609,656	609,656
Net position-ending					<u>\$ 493,089</u>	<u>\$ 493,089</u>

See the accompanying notes to the financial statements.

Marjorie Williams Academy Incorporated
Balance Sheet
Governmental Funds
June 30, 2020

	Major Funds			Total Governmental Funds
	General	State Public School	Federal Grants	
ASSETS				
Cash and cash equivalents	\$ 422,332	\$ 1,523	\$ -	\$ 423,855
Due from other governments and agencies	917	-	-	917
Total assets	<u>\$ 423,249</u>	<u>\$ 1,523</u>	<u>\$ -</u>	<u>\$ 424,772</u>
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable and accrued liabilities	\$ -	\$ 445	\$ -	\$ 445
Total liabilities	<u>-</u>	<u>445</u>	<u>-</u>	<u>445</u>
Unassigned	423,249	1,078	-	424,327
Total fund balances	<u>423,249</u>	<u>1,078</u>	<u>-</u>	<u>424,327</u>
Total liabilities and fund balances	<u>\$ 423,249</u>	<u>\$ 1,523</u>	<u>\$ -</u>	<u>\$ 424,772</u>

Amounts reported for governmental activities in the statement of net position (Exhibit 1) are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.

68,762

Net position of governmental activities

\$ 493,089

See the accompanying notes to the financial statements.

Marjorie Williams Academy Incorporated
Statement of Revenues, Expenditures, and Changes in Fund Balance
Governmental Funds
For the Year Ended June 30, 2020

	Major Funds			Total Governmental Funds
	General	State Public School	Federal Grants	
REVENUES				
State of North Carolina	\$ 69,643	\$ 956,607	\$ -	\$ 1,026,250
Local Districts	219,825	-	-	219,825
U.S. Government	22,569	-	297,955	320,524
Contributions and donations	65,428	-	-	65,428
Total revenues	<u>377,465</u>	<u>956,607</u>	<u>297,955</u>	<u>1,632,027</u>
EXPENDITURES				
Current:				
Instructional programs:				
Regular	242,476	610,067	24,552	877,095
Special populations	63,469	73,965	28,379	165,813
School leadership	12,995	141,877	238,774	393,646
System-wide support services:				
Support and development	-	-	3,973	3,973
Alternative programs and services support	27,009	-	-	27,009
Technology support	17,485	-	-	17,485
Operational support	13,428	-	2,277	15,705
Financial and human resource	27,501	73,155	-	100,656
Accountability services	183	45,793	-	45,976
Ancillary services	69,643	10,672	-	80,315
Capital outlay	-	-	-	-
Total expenditures	<u>474,189</u>	<u>955,529</u>	<u>297,955</u>	<u>1,727,673</u>
Excess (deficiency) of revenues over expenditures	<u>(96,724)</u>	<u>1,078</u>	<u>-</u>	<u>(95,646)</u>
Net change in fund balance	<u>(96,724)</u>	<u>1,078</u>	<u>-</u>	<u>(95,646)</u>
Fund balances-beginning	519,973	-	-	519,973
Fund balances-ending	<u>\$ 423,249</u>	<u>\$ 1,078</u>	<u>\$ -</u>	<u>\$ 424,327</u>

Amounts reported for governmental activities in the statement of activities are different because:

Net changes in fund balances - total governmental funds \$ (95,646)

Governmental funds report capital outlays as expenditures. However, in the Statement of Activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period

(20,921)

Total changes in net position of governmental activities \$ (116,567)

See the accompanying notes to the financial statements.

Marjorie Williams Academy, Incorporated
Notes to the Financial Statements
For the Fiscal Year Ended June 30, 2020

I. Summary of Significant Accounting Policies

The accounting policies of Marjorie Williams Academy, Incorporated conform to generally accepted accounting principles (“GAAP”) as applicable to governments. Charter schools are established by non-profit entities, such as Cardinal. Because of the authority of the State Board of Education (the “SBE”) to terminate, not renew or seek applicants to assume a charter on grounds sent out in the North Carolina General Statutes at G.S. 115C-218.95 with all net assets purchased with public funds reverting to a local education agency (G.S. 115C-218.100), the charter schools in North Carolina follow the governmental reporting model as used by local education agencies. The following is a summary of the more significant accounting policies:

A. Reporting Entity

Marjorie Williams Academy is a North Carolina non-profit corporation incorporated in September 1998. Pursuant to the provisions of the Charter School Act of 1996 as amended (the “Act”), Cardinal has been approved to operate the Marjorie Williams Academy, a public school serving approximately 125 students. The School operates under an approved charter received from the SBE and applied for under the provisions of G.S. 115C-218.1. G.S. 115C-218.6(b)(1) states that a charter school shall be subject to the audit requirements adopted by the SBE, which includes the audit requirements established by G.S. 115C-447 of the School Budget and Fiscal Control Act (SBFCA), and requires the financial statements to be prepared in accordance with GAAP. The current charter is effective until June 30, 2024 and may be renewed for subsequent periods of ten (10) years unless one of the conditions in G.S. 115C-218.6(b) applies in which case the SBE may renew the charter for a shorter period or not renew the charter

B. Basis of Presentation

In accordance with GASB Statement No. 34, Basic Financial Statements – and Management Discussion and Analysis – for State and Local Governments (“GASB 34”), Marjorie Williams Academy is a special-purpose government that is engaged in governmental activities and is not a component unit of another government. Therefore, the financial statements are prepared in the same manner as general purpose governments.

Government-wide Statements: The statement of net position and the statement of activities display information about the School. These statements include the financial activities of the overall government. Eliminations have been made to minimize the effect of internal activities upon revenues and expenses. These statements distinguish between the *governmental* and *business-type activities* of the School. Governmental activities generally are financed through intergovernmental revenues, and other non-exchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties. Marjorie Williams Academy, Incorporated currently has no business-type activities to report.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the School’s governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable

Notes to the Financial Statements

to a particular function. Indirect expense allocations that have been made in the funds have been reversed for the statement of activities. Program revenues include (a) fees and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the School's funds, including its fiduciary funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

The School reports the following major governmental funds

General Fund. The General Fund is the general operating fund of the School. The General Fund accounts for all financial resources except those that are required to be accounted for in another fund. This fund is the "Local Current Expense Fund," which is mandated by State law [G.S. 115C-426].

State Public School Fund. The State Public School Fund includes appropriations from the Department of Public Instruction for specific operating needs of the public school system and is reported as a special revenue fund.

Federal Grants Fund. The Federal Grants Fund includes appropriations from the Department of Education for current operating needs of the school system.

The School has no non-major governmental funds, and unlike many other schools, Marjorie Williams Academy, Incorporated does not report its school food program as an enterprise fund. All funding for the School's food program is funneled directly to Crossnore School, Incorporated, a sister organization, to contract food preparation. Thus, no "profit-motive" exists for the Academy.

C. Measurement Focus and Basis of Accounting

Government-wide, Proprietary, and Fiduciary Fund Financial Statements. The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Notes to the Financial Statements

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for claims and judgments and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus when program expenses are incurred, there are both restricted and unrestricted net position available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs and then general revenues.

D. Budgetary Data

Annual budgets are adopted for all funds. All appropriations lapse at the fiscal year-end. All budgets are prepared using the modified accrual basis of accounting, except for the general fund budget, which is prepared on the cash basis of accounting.

The governing board has voluntarily established a policy, as a sound business practice, that expenditures may not exceed appropriations based on the adopted budget and subsequent amendments. All appropriations lapse at year end. During the year, several immaterial amendments to the original budget were necessary. The budget as presented in the financial statements represents the budget at the close of the fiscal year on June 30, 2020.

E. Assets, Liabilities, Deferred Inflows and Outflows of Resources, and Fund Equity

1. Deposits and Investments

All deposits of the School are made in a local bank, whose accounts are FDIC insured.

2. Cash and Cash Equivalents

The School pools money from several funds to facilitate disbursement and investment and to maximize investment income. All cash and investments with original maturity of three months or less are considered to be cash and cash equivalents.

3. Capital Assets

The Academy's donated capital assets received prior to June 15, 2015 are recorded at their estimated fair value at the date of donation. Donated capital assets received after June 15, 2015 are recorded at acquisition value. All other capital assets are recorded at original cost.

It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of two or more years. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized. In addition,

Notes to the Financial Statements

other items which are purchased and used in large quantities such as student desks and office furniture are capitalized.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

	<u>Years</u>
Buildings	50
Equipment and furniture	10
Electronic equipment	3-5

4. Compensated Absences

The liability for compensated absences reported in the government-wide financial statements consists of unpaid, accumulated annual leave balances. The school accounts for its leave on a first-in, first-out basis, such that the oldest available leave is used first. The current portion of this liability is recorded as such, when applicable.

Since the School has no obligation for accumulated sick leave until it is actually taken, no accrual has been made for sick leave.

5. Net Position/Fund Balance

Net Position

Net position in the government-wide and proprietary fund financial statements are classified as net investment in capital assets, restricted, and unrestricted. Restricted net position represents constraints on resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or imposed by law through State statute.

Fund Balance

In the governmental fund financial statements, fund balance is composed of five classifications designed to disclose the hierarchy of constraints placed on how fund balance can be spent.

The governmental fund types classify fund balances as follows:

Nonspendable Fund Balance – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Inventories - portion of fund balance that is not an available resource because it represents the year-end balance of ending inventories, which are not spendable resources.

Assets held for resale - portion of fund balance that is not an available resource because it represents the year end balance of assets held for resale, which are not spendable resources.

Restricted Fund Balance – This classification includes amounts that are restricted to specific purposes externally imposed by creditors or imposed by law.

Notes to the Financial Statements

Committed Fund Balance – portion of fund balance that can only be used for specific purpose imposed by majority vote by quorum of the governing body (highest level of decision-making authority). Any changes or removal of specific purpose requires majority action by the governing bodies that approved the original action.

Assigned fund balance – portion of fund balance that Marjorie Williams Academy, Incorporated intends to use for specific purposes.

Subsequent year's expenditures – portion of fund balance that is appropriated in the next year's budget that is not already classified in restricted or committed. The governing body approves the appropriation; however the budget ordinance authorizes the manager to modify the appropriations by resource or appropriation within funds up to \$50,000.

Unassigned fund balance – the portion of fund balance that has not been restricted, committed, or assigned to specific purposes or other funds.

Marjorie Williams Academy, Incorporated has a revenue spending policy that provides guidance for programs with multiple revenue sources. The Finance Officer will use resources in the following hierarchy: bond proceeds, federal funds, State funds, local non-Board of Education funds, Board of Education funds. For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Finance Officer has the authority to deviate from this policy if it is in the best interest of the School.

6. Revenues, Expenditures and Expenses

Marjorie Williams Academy, Incorporated is funded by the State Board of Education, receiving an amount equal to the average per pupil allocation for the average daily membership (ADM) from the local school administrative unit allotments in which the school is located (i.e. Avery County Board of Education). These funds are received for each child attending the School who is a child with special needs (G.S. 115C-239.29H(a)). Additionally, the appropriate local school administrative unit(s) transfers to the School, for each student who resides in the local administrative unit but attends the Charter School, an amount equal to the per pupil local current expense appropriation to the respective local school administrative unit for the fiscal year. (G.S. 115C-239.29H(b)). For the fiscal year ending June 30, 2020, the School received funding from the following Boards of Education:

Alleghany	Madison
Ashe	McDowell
Asheville City	Mitchell
Avery	Nash
Buncombe	Newton-Conover
Burke	Polk
Caldwell	Rutherford
Catawba	Watauga
Hickory City	Wilkes
	Yancey

Notes to the Financial Statements

7. Reconciliation of Government-wide and Fund Financial Statements

1. Explanation of certain differences between the governmental fund balance sheet and the government-wide statement of net position.

The governmental fund balance sheet includes a reconciliation between fund balance - total governmental funds and net position – governmental activities as reported in the government-wide statement of net position. The net adjustment of \$68,762 consists of the following elements:

Description	Amount
Capital assets used in governmental activities are not financial resources and are therefore not reported in the funds (total capital assets on government-wide statement in governmental activities column)	\$ 227,473
Less Accumulated Depreciation	(158,711)
Net capital assets	\$ 68,762

2. Explanation of certain differences between the governmental fund statement of revenues, expenditures, and changes in fund balance and the government-wide statement of activities.

The governmental fund statement of revenues, expenditures, and changes in fund balances includes a reconciliation between net changes in fund balances – total governmental funds and changes in net assets of governmental activities as reported in the government-wide statement of activities. The elements of that total adjustment of \$20,921 follow:

Description	Amount
Capital outlay expenditures recorded in the fund statements but capitalized as assets in the statement of activities	\$ -
Depreciation expense, the allocation of those assets over their useful lives, that is recorded on the statement of activities but not in the fund statements.	(20,921)
Total adjustment	\$ (20,921)

II. Detail Notes on All Funds

A. Assets

1. Deposits

Accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. As of June 30, 2020, the School had deposits with banks and savings and loans with a carrying amount of \$423,855 and a bank balance of \$421,862. Of the bank balance \$171,862 was not covered by federal depository insurance. The School does not have a deposit policy for custodial risk.

Notes to the Financial Statements

2. Capital Assets

Capital asset activity for the year ended June 30, 2020, was as follows:

	Beginning Balances	Transfers/ Disposals	Increases	Ending Balances
Governmental activities:				
Equipment and furniture	\$ 227,473	-	-	\$ 227,473
Total capital assets being depreciated	227,473	-	-	227,473
Less accumulated depreciation for:				
Buildings	-	-	-	-
Equipment and furniture	(137,790)	-	(20,921)	(158,711)
Vehicles	-	-	-	-
Total accumulated depreciation	(137,790)	-	(20,921)	(158,711)
Total capital assets being depreciated, net	89,683			68,762
Governmental activity capital assets, net	\$ 89,683			\$ 68,762

B. Liabilities

1. Pension Plan and Other Post Employment Obligations

Retirement Plan

Marjorie Williams Academy, Incorporated does not contribute to the statewide Teachers' and State Employees' Retirement System.

The Academy, effective October 1, 2002, established a 401(k) deferred compensation plan for eligible employees. Employees who work 1,000 hours per year are eligible to enter the plan on October 1st or April 1st after they have reached 20½ years of age or have twelve months of creditable service. Employees will not be vested until they have three years of service, at which time they will become 100% vested. The School makes a discretionary decision as to the percentage of matching and profit-sharing by October 1st of each year. For the plan years beginning October 1, 2002 until present, the Academy has matched 50% of the first 8% of an employee's eligible deferral.

At June 30, 2020 twenty-four employees of the Academy were eligible to participate in the plan, and all twenty-four elected to participate. Marjorie Williams Academy, Incorporated made all the required contributions, which totaled \$38,260 for the fiscal year.

2. Risk Management

The School is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School maintains general liability insurance and errors and omissions insurance coverage of \$1 million per occurrence with a commercial carrier.

Notes to the Financial Statements

The School carries commercial insurance for all other risks of loss. There have been no significant reductions in insurance coverage in the prior year, and claims have not exceeded coverage in any of the past two fiscal years. The School does not carry flood insurance.

In accordance with G.S. 115C-442, the School's employees who have custody of the School's monies at any given time are performance bonded through a commercial surety bond. The finance officer is bonded for \$50,000.

3. Contingent Liabilities

At June 30, 2020, the School had no pending litigation, claims or assessments.

C. Fund Balance

The Academy has a revenue spending policy that provides policy for programs with multiple revenue sources. The Finance Officer will use resources in the following hierarchy: federal funds, State funds, local non-Board of Education funds, Board of Education funds. For purposes of fund balance classification expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Finance Officer has the authority to deviate from this policy if it is in the best interest of the Academy.

III. Related Party Transactions

The School is located on the campus of Crossnore School, Incorporated, a non-profit home for children. The majority of the School's students are also residents of the childrens' home. Crossnore School, Incorporated, provides facilities at no charge to the School. For the year ending June 30, 2020, the fair market value for the usage of these facilities was recorded as a contribution from Crossnore School, Inc. with an offsetting rental expense in the amount of \$36,012.

Crossnore School, Incorporated has agreed to provide meals to the School and to accept the amounts reimbursed by the North Carolina Department of Public Instruction School Food Service program as payment in full for these meals. For the fiscal year ending June 30, 2020, payments to Crossnore School, Incorporated for this program totaled \$69,643. This program's income and expense is shown as ancillary services in the accompanying financial statements.

Transactions between Marjorie Williams Academy, Incorporated and Crossnore School, Incorporated have been consummated on terms equivalent to those that prevail in arm's length transactions.

IV. Summary Disclosure of Significant Contingencies

Federal and State Assisted Programs

The Academy has received proceeds from several federal and State grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

V. Subsequent Events

Management has evaluated subsequent events through August 13, 2020, the date which the financial statements were available to be issued.

Marjorie Williams Academy Incorporated
General Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2020

	2020		Positive (Negative) Variance
	Budget	Actual	
Revenues:			
Other Local Boards of Education	\$ 216,243	\$ 219,825	\$ 3,582
U.S. Government	20,199	22,569	2,370
Donations and other	34,560	65,428	30,868
DPI Nutrition funding	69,643	69,643	-
Total	<u>340,645</u>	<u>377,465</u>	<u>36,820</u>
Total revenues	<u>340,645</u>	<u>377,465</u>	<u>36,820</u>
Expenditures:			
Instructional services:			
Regular instructional			
Regular	214,348	242,476	(28,128)
Total	<u>214,348</u>	<u>242,476</u>	<u>(28,128)</u>
Special populations:			
Children with disabilities curricular services	46,083	63,469	(17,386)
Total	<u>46,083</u>	<u>63,469</u>	<u>(17,386)</u>
School leadership			
	-	12,995	(12,995)
Total instructional services	<u>260,431</u>	<u>318,940</u>	<u>(58,509)</u>
Alternative programs and services support and develop	27,009	27,009	-
Technology support:	7,633	17,485	(9,852)
Operational support:	12,097	13,428	(1,331)
Total	<u>12,097</u>	<u>13,428</u>	<u>(1,331)</u>
Financial and human resource:			
Financial	25,325	27,501	(2,176)
Total	<u>25,325</u>	<u>27,501</u>	<u>(2,176)</u>
Total system-wide support services	<u>72,064</u>	<u>85,423</u>	<u>(13,359)</u>
Accountability			
Student testing	-	183	(183)
Total	<u>-</u>	<u>183</u>	<u>(183)</u>
Ancillary services			
	69,643	69,643	-
Total expenditures	<u>402,138</u>	<u>474,189</u>	<u>(72,051)</u>
Revenues over (under) expenditures	(61,493)	(96,724)	(35,231)

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
General Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2020

	2020		
	Budget	Actual	Positive (Negative) Variance
Other financing sources (uses)			
Fund balance appropriated (increased)	61,493	-	(61,493)
Total other financing sources (uses)	61,493	-	(61,493)
Excess of revenues and other sources over expenditures and other uses	\$ -	(96,724)	\$ (96,724)
Fund balance:			
Beginning of year, July 1		519,973	
End of year, June 30		\$ 423,249	

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
State Public School Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2020

	Budget	Actual	Positive (Negative) Variance
Revenues:			
State of North Carolina	\$ 955,529	\$ 956,607	1,078
Total	<u>955,529</u>	<u>956,607</u>	<u>1,078</u>
Total revenues	<u>955,529</u>	<u>956,607</u>	<u>1,078</u>
Expenditures:			
Instructional services:			
Regular instructional			
Regular	610,067	610,067	-
Total	<u>610,067</u>	<u>610,067</u>	<u>-</u>
Special populations:			
Children with disabilities curricular services	73,965	73,965	-
Total	<u>73,965</u>	<u>73,965</u>	<u>-</u>
School leadership			
	<u>141,877</u>	<u>141,877</u>	<u>-</u>
Total instructional programs:	<u>825,909</u>	<u>825,909</u>	<u>-</u>
System Wide Support:			
Financial and human resource:			
Financial	73,155	73,155	-
Total	<u>73,155</u>	<u>73,155</u>	<u>-</u>
Accountability			
Total	<u>45,793</u>	<u>45,793</u>	<u>-</u>
Ancillary services			
	<u>10,672</u>	<u>10,672</u>	<u>-</u>
Total expenditures	<u>955,529</u>	<u>955,529</u>	<u>-</u>
Excess of revenues and other sources over expenditures and other uses	<u>\$ -</u>	<u>1,078</u>	<u>\$ 1,078</u>
Fund balance:			
Beginning of year, July 1		-	
End of year, June 30		<u>\$ 1,078</u>	

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
Federal Grants Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2020

	2020		Variance Positive (Negative)
	Budget	Actual	
Revenues:			
U. S. Government	\$ 297,955	\$ 297,955	\$ -
Total revenues	<u>297,955</u>	<u>297,955</u>	<u>-</u>
Expenditures:			
Instructional services			
Regular	24,552	24,552	-
Children with disabilities	28,379	28,379	-
Alternative programs	238,774	238,774	-
Health services	3,973	3,973	-
Total instructional programs	<u>295,678</u>	<u>295,678</u>	<u>-</u>
System-wide supporting services	<u>2,277</u>	<u>2,277</u>	<u>-</u>
Total expenditures	<u>297,955</u>	<u>297,955</u>	<u>-</u>
Excess of revenues and other sources over expenditures and other uses	<u>\$ -</u>	<u>-</u>	<u>\$ -</u>
Fund balances:			
Beginning of year, July 1		-	
End of year, June 30		<u>\$ -</u>	

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
Schedule of Expenditures of Federal and State Financial Awards
For the Fiscal Year Ended June 30, 2020

<u>Federal Grantor/Pass-Through Grantor/Program Title</u>	<u>Federal CFDA Number</u>	<u>State Pass Through Grantor's Number</u>	<u>Expenditures</u>
U.S. Department of Education:			
Passed through the N.C. Department of Public Instruction			
Improving America School Act of 1994 (IASA):			
Title I - Educationally Deprived Children	84.010-1	PRC 050	\$ <u>238,774</u>
Total Title I, Part A Cluster			<u>238,774</u>
Rural Education Achievement Program	84.358	PRC 091	22,569
Total Rural Education Achievement Program			
Special Education Cluster:			
IDEA VI B Handicapped	84.027	PRC 060	25,542
IDEA VI B Special Needs Targeted Assistance	84.027A	PRC 118	<u>900</u>
Total Special Education Cluster:			<u>26,442</u>
Student Support and Academic Enrichment, Title IV, Part A	84.424A	PRC 108	16,597
Supporting Effective Instruction State Grants	84.367	PRC 103	6,290
Cares Act K12 Emergency Relief	Unassigned	PRC 163	9,852
Total U.S. Department of Education			<u><u>320,524</u></u>
U.S. Department of Agriculture			
Passed through the N.C. Department of Public Instruction:			
Child Nutrition Cluster:			
National School Lunch Program -Cash Assistance	10.555	N/A	<u>69,643</u>
Cash Assistance Subtotal			<u>69,643</u>
Total for Child Nutrition Cluster			<u>69,643</u>
Total U.S. Department of Agriculture			<u>69,643</u>
Total Federal			<u><u>390,167</u></u>
NC State Funds:			
N.C. Department of Public Instruction:			
State Public School Fund - Charter Schools	N/A	PRC 036	942,706
Charter Schools Test Bonus	N/A	PRC 048	2,153
CRF School Nutrition	N/A	PRC 125	<u>10,672</u>
Total State			<u>955,531</u>
Total Federal and State			<u><u>\$ 1,345,698</u></u>

Notes to Schedule of Expenditures of Federal and State Awards

Note 1: Basis of Presentation

The accompanying schedule of expenditures of federal and State awards (SEFSA) includes the federal and State grant activity of the Marjorie Williams Academy Inc. under the programs of the federal government and the State of North Carolina for the year ended June 30, 2020. The information in this SEFSA is presented in accordance with the requirements of Office of Management and Budget (OMB) Uniform Guidance and the State Single Audit Implementation Act. Because the SEFSA presents only a select portion of the operations of the Marjorie Williams Academy, Inc., it is not intended to and does not present the financial position, changes in net assets or cash flows of the Marjorie Williams Academy Inc.

Note 2: Summary of Significant Accounting Policies

Expenditures reported in the SEFSA are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-21, Cost Principles for Educational Institutions or cost principles contained in Title 2 US Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, wherein certain types of expenditures are not allowable or are limited as to reimbursements.

See the accompanying Independent Auditors' Report



S. Gillespie, P.A.

Certified Public Accountant

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To Marjorie Williams Academy Incorporated
Crossnore, North Carolina

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Marjorie Williams Academy Incorporated (the Academy), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Marjorie Williams Academy Incorporated's basic financial statements, and have issued our report thereon dated August 13, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of Marjorie Williams Academy Incorporated's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's

financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did not identify any deficiencies in internal control that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Marjorie Williams Academy Incorporated's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Sharon Gillespie, CPA
S. Gillespie, P.A.
Spruce Pine, North Carolina
August 13, 2020



S. Gillespie, P.A.

Certified Public Accountant

Report on Compliance for Each Major State Program; Report on Internal Control Over Compliance required by Uniform Guidance and the State Single Audit Implementation Act

Independent Auditor's Report

To the Board of Marjorie Williams Academy, Incorporated
Crossnore, North Carolina

Report on Compliance for Each Major State Program

We have audited Marjorie Williams Academy Incorporated's, compliance with the types of compliance requirements described in the *Audit Manual for Governmental Auditors in North Carolina*, issued by the Local Government Commission that could have a direct and material effect on each of the Marjorie Williams Academy Incorporated's (the Academy's) major State programs for the year ended June 30, 2020. The Academy's State programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Marjorie Williams Academy Incorporated's major State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform

215 OAK AVE., P.O. BOX 725, SPRUCE PINE, NC 28777 • (828) 765-6444 • FAX: (828) 765-0538

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Guidance), Audits of States, Local Governments, and Non-Profit Organizations, and the State Single Audit Implementation Act. Those standards, Uniform Guidance and the State Single Audit Implementation Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major State program occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures, as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major State program. However, our audit does not provide a legal determination of the Marjorie Williams Academy Incorporated's compliance.

Opinion on Each Major State Program

In our opinion, the Marjorie Williams Academy Incorporated complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major State programs for the year ended June 30, 2020.

Report on Internal Control Over Compliance

Management of the Academy is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Academy's internal control over compliance with the types of requirements that could have a direct and material effect on a major State program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on compliance for each major State program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a State program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such

that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a State program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a State program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Sharon Gillespie, CPA
S. Gillespie, P.A.
Spruce Pine, North Carolina
August 13, 2020

Marjorie Williams Academy, Incorporated
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2020

I. Summary of Auditor's Results

- A. An unmodified opinion was issued on the financial statements of Marjorie Williams Academy, Incorporated.
- B. Our audit of the financial statements disclosed no significant deficiency in the internal controls.
- C. Our audit of the financial statements disclosed no instance of noncompliance with laws, regulations, and the provisions of contracts and grant agreements that could have a direct and material effect on the financial statements.
- D. Our audit of compliance with types of compliance requirements applicable to the Academy's major programs disclosed no significant deficiency or material weakness in internal controls over major programs.
- E. There were no audit findings relative to the major State award programs for Marjorie Williams Academy, Incorporated.
- F. Major State programs for Marjorie Williams Academy for the year ended June 30, 2020 are:
State Public School Fund – Charter Schools

II. Findings related to the Audit of the Financial Statements of the Marjorie Williams Academy, Incorporated

None

III. Findings and Questioned Costs Related to the Audit of State Awards

None

IV. Status of Prior Year Findings

Not applicable.



S. Gillespie, P.A.

Certified Public Accountant

August 13, 2020

To the Board of Marjorie Williams Academy, Incorporated
Crossnore, North Carolina

Management Letter

In planning and performing our audit of the financial statements of Marjorie Williams Academy, Incorporated for the year ended June 30, 2020 in accordance with auditing standards generally accepted in the United States of America, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.

The management of the Academy is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgements by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. Because of inherent limitations in any internal control structure, errors or irregularities may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that the effectiveness of the design and operation of policies and procedures may deteriorate.

We noted no matters involving internal control and its operation that we consider to be significant deficiencies under standards established by the American Institute of Certified Public Accountants. A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the Academy's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the Academy's financial statements that is more than inconsequential will not be prevented or detected by the Academy's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the Academy's internal control.

We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as above defined.

Other Matters

The following comments are not considered to be indicative of a significant deficiency or a material weakness but are presented for management consideration.

Segregation of Duties

Although the Academy has segregated duties to the possible extent, the size of the accounting/administrative staff precludes certain internal controls that would be preferred if the office staff were large enough to provide optimum segregation of duties. All small units of government have a similar situation in their accounting departments. This is not to say that we recommend you hire more accounting staff or change daily duties. The situation does dictate that the members of the Board remain involved in the financial affairs of the entity to provide oversight and independent review functions.

Budget Oversight

We noted several areas in which expenditures were in excess of budgeted amounts, particularly in the local funds. Good accounting practices dictate that the budget should be a useful management tool that is amended as needed to reflect adequate amounts to cover expenditures in all funds.

We wish to thank the Finance Officer for her support and assistance during our audit. Should you have any questions concerning the matters presented herein, we would be pleased to discuss them with you further at your convenience.

Sincerely,

Sharon Gillespie, C.P.A.

S. Gillespie, P.A.

MARJORIE WILLIAMS ACADEMY, INCORPORATED

Crossnore, North Carolina

Financial Statements

June 30, 2021

**S. GILLESPIE, P.A.
Certified Public Accountant
PO Box 725, 29 Beams Dr
Spruce Pine, North Carolina 28777**

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June 30, 2021**

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S. Gillespie, P.A.

Certified Public Accountant

Independent Auditor's Report

To the Board of Trustees
Marjorie Williams Academy
Crossnore, North Carolina

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Marjorie Williams Academy Incorporated (the "Academy"), as of and for the year ended June 30, 2021 and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards*, issued by the Comptroller of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Marjorie Williams Academy Incorporated as of June 30, 2021, and the respective changes in financial positions thereof for the year ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis on pages 8 through 12 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial

statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Marjorie Williams Academy's basic financial statements. The introductory information, combining and individual fund financial statements, budgetary schedules, and other schedules are presented for the purposes of additional analysis and are not a required part of the basic financial statements. The Schedule of Expenditures of Federal and State Awards as required by the Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the State Single Audit Implementation Act and is also not a required part of the basic financial statements.

The combining and individual fund financial statements budgetary schedules, other schedules and the accompanying schedule of expenditures of federal and State awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund financial statements, budgetary schedules, other schedules and the schedule of expenditures of federal and state awards is fairly stated in all material respects in relation to the financial statements taken as a whole.

The introductory information and the statistical sections have not been subjected to the auditing procedures applied in the audit of basic financial statements, and accordingly, we do not express an opinion or provide assurance on them.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 17, 2021 on our consideration of Marjorie Williams Academy, Incorporated's internal control over financial

reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance.

S. Gillespie, C.P.A.

S. Gillespie, P.A.
Spruce Pine, North Carolina
August 17, 2021

Management's Discussion and Analysis

This section of the Marjorie Williams Academy Incorporated's (*the Academy*) financial report represents our discussion and analysis of the financial performance of the Academy for the year ended June 30, 2021. This information should be read in conjunction with the audited financial statements included in this report.

Financial Highlights

- The assets of Marjorie Williams Academy Incorporated exceeded the liabilities at the close of the fiscal year by \$587,903.
- The government's total net position increased by \$94,814.
- COVID 19 impacted enrollment causing a decrease in the prior year

Overview of the Financial Statements

The audited financial statements of the Marjorie Williams Academy Incorporated consist of four components. They are as follows:

- *Independent Auditor's Report*
- *Management's Discussion and Analysis (required supplementary information)*
- *Basic Financial Statements*
- *Required supplemental section*

The *Basic Financial Statements* include two types of statements that present different views of the Academy's finances. The first is the *government-wide statements*. The district-wide statements are presented on the full accrual basis of accounting and include the statement of net position and the statement of activities. The statement of net position includes all of the Academy's assets and liabilities. Assets and liabilities are classified in the order of relative liquidity for assets and due date for liabilities. This statement provides a summary of the Academy's investment in assets and obligations to creditors. Liquidity and financial flexibility can be evaluated using the information contained in this statement. The Statement of Activities summarizes the Academy's revenues and expenses for the current year. A net (expense) revenue format is used to indicate to what extent each function is self-sufficient.

The second type of statement included in the basic financial statements is the *Fund Financial Statements*, which are presented for the Academy's governmental funds. These statements present the governmental funds on the modified accrual basis of accounting, measuring the near term inflows and outflows of financial resources and what is available at year-end to spend in the next fiscal year. The fund financial statements focus on the Academy's most significant funds. Because a different basis of accounting is used in the government wide statements, reconciliation from the governmental fund financial statements to the government-wide statements is required and is presented on Exhibits 3 and 4 of this report.

Management’s Discussion and Analysis (continued)

Government-wide Statements

The government-wide statements report information about the Academy as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the Academy’s assets and liabilities. All of the current year’s revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the Academy’s net position and how it has changed. Net position – the difference between the unit’s assets and liabilities – is one way to measure the Academy’s financial health or position.

The Academy’s activities are included in one category in the government-wide statements:

- Governmental activities: Most of the Academy’s basic services are included here, such as regular and special education and administration. County funding and state and federal aid finance most of these activities.

The government-wide statements are shown as Exhibits 1 and 2 of this report.

Fund Financial Statements

The fund financial statements provide more detailed information about the Academy’s funds, focusing on its most significant or “major” funds – not the Academy as a whole. Funds are accounting devices the Academy uses to keep track of specific sources of funding and spending on particular programs.

- Some funds are required by State law, such as the State Public School Fund
- The Academy established other funds to control and manage money for a particular purpose or to show that it is properly using certain revenues, such as in the Federal Grants fund.

Marjorie Williams Academy Incorporated has one type of fund:

Governmental funds: The Academy’s services are included in the governmental funds, which generally focus on two things – how cash and other assets can be readily converted to cash flow in and out and the balances left at year-end that are available for spending. As a result of this focus, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the Academy’s programs. Because this information does not encompass the additional long-term focus of the district-wide statements, additional information at the bottom of the governmental funds statements, in the form of a reconciliation, explains the relationship (or differences) between them. The Academy has three governmental funds: the General Fund, the State Public School Fund, and the Federal Grants Fund.

Financial Analysis of the Schools as a Whole

Net position is an indicator of the fiscal health of the Academy. Assets exceeded liabilities by \$587,903 as of June 30, 2021.

Management's Discussion and Analysis (continued)

Following is a summary of the Statement of Net Position:

Table 1		
Condensed Statement of Net Position		
as of June 30, 2021		
	Governmental Activities	
	6/30/2021	6/30/2020
Current assets	\$ 483,594	\$ 424,772
Capital assets	104,755	68,762
Total assets	588,349	493,534
Current liabilities	445	445
Total liabilities	445	445
Net investment in capital assets	104,755	68,762
Unrestricted net position	483,149	424,327
Total net position	587,904	493,089
Total Liabilities and Net Position	\$ 588,349	\$ 493,534

Net position increased during the year due to a decrease in enrollment resulting in decreased local funding. This was anticipated with the occurrence of the pandemic in early spring.

Management's Discussion and Analysis (continued)

Following is a table of revenues and expenses for the Academy's current fiscal year:

Table 2		
Condensed Statement of Revenues, Expenses, and Changes in Net Position as of June 30, 2021		
	Governmental Activities	
	6/30/2021	6/30/2020
Revenues:		
Program revenues:		
Operating grants and contributions	\$ 683,010	\$ 378,270
General revenues:		
Other revenues	1,266,880	1,253,757
Total revenues	1,949,890	1,632,027
Expenses:		
Governmental activities:		
Instructional services	1,465,551	1,436,554
System-wide support services	303,727	231,725
Ancillary services	85,798	80,315
Total expenses	1,855,076	1,748,594
Increase(decrease) in net position	94,814	(116,567)
Beginning net position	493,089	609,656
Ending net position	\$ 587,903	\$ 493,089

Instructional services expenses comprised 82% of total governmental-type expenses while system-wide support services made up 13% of those expenses for 2021. The remaining expense is for ancillary services for school food service.

Financial Analysis of the District's Funds

The Academy's governmental funds reported a combined fund balance of \$483,148, a \$58,824 increase over last year.

General Fund Budgetary Highlights Over the course of the year, the Board revised the budget several times to account for changes in expense amounts and to reduce appropriations in light of the increased expense estimates.

Management’s Discussion and Analysis (continued)

Capital Assets

Net capital assets increase by \$35,944 from the previous year due the purchase of a vehicle and two sheds.

The following is a summary of the capital assets, net of depreciation at year-end.

Table 3		
Summary of Capital Assets		
	Governmental Activities	
	6/30/2021	6/30/2020
Buildings	8,775	-
Electronics and computers	47,840	68,762
Vehicles and motorized equipment	48,140	-
Total	\$ 104,755	\$ 68,762

Economic Factors

Enrollment is expected to increase for the upcoming school as administrators and leaders continue to combat the COVID 19 crisis. Steps have been taken to provide a safe environment for learning as the new school year approaches.

Due to the Academy’s affiliation with Crossnore School, Inc., they have the opportunity to pursue greater private fund-raising and support than traditional charter schools might be allowed.

Requests for Information

This report is intended to provide a summary of the financial condition of the Marjorie Williams Academy, Incorporated. Questions or requests for additional information should be addressed to:

Finance Officer
 Marjorie Williams Academy, Incorporated
 P.O. Box 309
 Crossnore, NC 28616
 (828) 733-5241

Marjorie Williams Academy Incorporated
Statement of Net Position
June 30, 2021

	Primary Government	
	Governmental Activities	Total
ASSETS		
Cash and cash equivalents	\$ 482,678	\$ 482,678
Receivables (net)	915	915
Capital assets, net of depreciation	104,755	104,755
	104,755	104,755
Total capital assets	104,755	104,755
Total assets	\$ 588,348	\$ 588,348
LIABILITIES		
Accounts payable and accrued expenses	445	445
	445	445
NET POSITION		
Net investment in capital assets	104,755	104,755
Unrestricted (deficit)	483,148	483,148
	587,903	587,903
Total net position	587,903	587,903
Total Liabilities and Net Position	\$ 588,348	\$ 588,348

See the accompanying notes to the financial statements.

Marjorie Williams Academy Incorporated
Statement of Activities
For the Year Ended June 30, 2021

Functions/Programs	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position - Primary Government	
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Total
Primary government:						
Governmental Activities:						
Instructional services:						
Regular instructional	\$ 848,594	\$ -	\$ 227,684	\$ -	\$ (620,910)	\$ (620,910)
Special populations	462,557	-	343,809	-	(118,748)	(118,748)
School leadership	154,400	-	-	-	(154,400)	(154,400)
School-based support	18,621	-	8,928	-	(9,693)	(9,693)
Extended day/year instruction	17,351	-	-	-	(17,351)	(17,351)
System-wide support services:						
Alternative programs support services	27,009	-	-	-	(27,009)	(27,009)
Technology support	42,363	-	-	-	(42,363)	(42,363)
Operational support	33,225	-	-	-	(33,225)	(33,225)
Financial and human resource	97,427	-	-	-	(97,427)	(97,427)
Accountability services	48,429	-	-	-	(48,429)	(48,429)
Health services	2,511	-	-	-	(2,511)	(2,511)
Maintenance	16,791	-	16,791	-	-	-
Ancillary services	85,798	-	85,798	-	-	-
Total governmental activities	1,855,076	-	683,010	-	(1,172,066)	(1,172,066)
Total primary government	\$ 1,855,076	\$ -	\$ 683,010	\$ -	(1,172,066)	(1,172,066)
General revenues:						
Unrestricted county and local appropriations					259,098	259,098
Unrestricted State appropriations					995,675	995,675
Unrestricted Federal appropriation					12,107	12,107
Total general revenues, special items, and transfers					1,266,880	1,266,880
Change in net position					94,814	94,814
Net position-beginning					493,089	493,089
Net position-ending					\$ 587,903	\$ 587,903

See the accompanying notes to the financial statements.

Marjorie Williams Academy Incorporated
Balance Sheet
Governmental Funds
June 30, 2021

	Major Funds			Total Governmental Funds
	General	State Public School	Federal Grants	
ASSETS				
Cash and cash equivalents	\$ 482,678	\$ -	\$ -	\$ 482,678
Due from other governments and agencies	915	-	-	915
Total assets	<u>\$ 483,593</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 483,593</u>
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable and accrued liabilities	\$ -	\$ 445	\$ -	\$ 445
Total liabilities	<u>-</u>	<u>445</u>	<u>-</u>	<u>445</u>
Fund balances:				
Unassigned	483,593	(445)	-	483,148
Total fund balances	<u>483,593</u>	<u>(445)</u>	<u>-</u>	<u>483,148</u>
Total liabilities and fund balances	<u>\$ 483,593</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 483,593</u>

Amounts reported for governmental activities in the statement of net position (Exhibit 1) are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	<u>104,755</u>
Net position of governmental activities	<u>\$ 587,903</u>

See the accompanying notes to the financial statements.

Marjorie Williams Academy Incorporated
Statement of Revenues, Expenditures, and Changes in Fund Balance
Governmental Funds
For the Year Ended June 30, 2021

	Major Funds			Total Governmental Funds
	General	State Public School	Federal Grants	
REVENUES				
State of North Carolina	\$ 85,798	\$ 995,675		\$ 1,081,473
Local Districts	196,820			196,820
U.S. Government	12,107		597,212	609,319
Contributions and donations	62,278			62,278
Total revenues	357,003	995,675	597,212	1,949,890
EXPENDITURES				
Current:				
Instructional programs:				
Regular	86,743	543,297	218,554	848,594
Special populations	30,870	87,878	343,809	462,557
School leadership	-	154,400	-	154,400
School based support	1,000	8,693	8,928	18,621
Extended day/year instructions	-	17,351	-	17,351
System-wide support services:				
Alternative programs and services support	27,009	-	-	27,009
Technology support	2,970	39,393	-	42,363
Operational support	10,289	-	-	10,289
Financial and human resource	2,179	95,248	-	97,427
Accountability services	-	48,429	-	48,429
Health services	-	2,511	-	2,511
Maintenance	-	-	16,791	16,791
Ancillary services	85,798	-	-	85,798
Capital outlay	49,800	-	9,130	58,930
Total expenditures	296,658	997,200	597,212	1,891,070
Excess (deficiency) of revenues over expenditures	60,345	(1,525)	-	58,820
Net change in fund balance	60,345	(1,525)	-	58,820
Fund balances-beginning	423,249	1,078	-	424,327
Fund balances-ending	\$ 483,594	\$ (447)	\$ -	\$ 483,147

Amounts reported for governmental activities in the statement of activities are different because:

Net changes in fund balances - total governmental funds \$ 58,820

Governmental funds report capital outlays as expenditures. However, in the Statement of Activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period

Total changes in net position of governmental activities \$ 94,814

See the accompanying notes to the financial statements.

Marjorie Williams Academy, Incorporated
Notes to the Financial Statements
For the Fiscal Year Ended June 30, 2021

I. Summary of Significant Accounting Policies

The accounting policies of Marjorie Williams Academy, Incorporated conform to generally accepted accounting principles (“GAAP”) as applicable to governments. Charter schools are established by non-profit entities, such as Cardinal. Because of the authority of the State Board of Education (the “SBE”) to terminate, not renew or seek applicants to assume a charter on grounds sent out in the North Carolina General Statutes at G.S. 115C-218.95 with all net assets purchased with public funds reverting to a local education agency (G.S. 115C-218.100), the charter schools in North Carolina follow the governmental reporting model as used by local education agencies. The following is a summary of the more significant accounting policies:

A. Reporting Entity

Marjorie Williams Academy is a North Carolina non-profit corporation incorporated in September 1998. Pursuant to the provisions of the Charter School Act of 1996 as amended (the “Act”), Cardinal has been approved to operate the Marjorie Williams Academy, a public school serving approximately 125 students. The School operates under an approved charter received from the SBE and applied for under the provisions of G.S. 115C-218.1. G.S. 115C-218.6(b)(1) states that a charter school shall be subject to the audit requirements adopted by the SBE, which includes the audit requirements established by G.S. 115C-447 of the School Budget and Fiscal Control Act (SBFCA), and requires the financial statements to be prepared in accordance with GAAP. The current charter is effective until June 30, 2024 and may be renewed for subsequent periods of ten (10) years unless one of the conditions in G.S. 115C-218.6(b) applies in which case the SBE may renew the charter for a shorter period or not renew the charter

B. Basis of Presentation

In accordance with GASB Statement No. 34, Basic Financial Statements – and Management Discussion and Analysis – for State and Local Governments (“GASB 34”), Marjorie Williams Academy is a special-purpose government that is engaged in governmental activities and is not a component unit of another government. Therefore, the financial statements are prepared in the same manner as general purpose governments.

Government-wide Statements: The statement of net position and the statement of activities display information about the School. These statements include the financial activities of the overall government. Eliminations have been made to minimize the effect of internal activities upon revenues and expenses. These statements distinguish between the *governmental* and *business-type activities* of the School. Governmental activities generally are financed through intergovernmental revenues, and other non-exchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties. Marjorie Williams Academy, Incorporated currently has no business-type activities to report.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the School’s governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable

Notes to the Financial Statements

to a particular function. Indirect expense allocations that have been made in the funds have been reversed for the statement of activities. Program revenues include (a) fees and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the School's funds, including its fiduciary funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

The School reports the following major governmental funds

General Fund. The General Fund is the general operating fund of the School. The General Fund accounts for all financial resources except those that are required to be accounted for in another fund. This fund is the "Local Current Expense Fund," which is mandated by State law [G.S. 115C-426].

State Public School Fund. The State Public School Fund includes appropriations from the Department of Public Instruction for specific operating needs of the public school system and is reported as a special revenue fund.

Federal Grants Fund. The Federal Grants Fund includes appropriations from the Department of Education for current operating needs of the school system.

The School has no non-major governmental funds, and unlike many other schools, Marjorie Williams Academy, Incorporated does not report its school food program as an enterprise fund. All funding for the School's food program is funneled directly to Crossnore School, Incorporated, a sister organization, to contract food preparation. Thus, no "profit-motive" exists for the Academy.

C. Measurement Focus and Basis of Accounting

Government-wide, Proprietary, and Fiduciary Fund Financial Statements. The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Notes to the Financial Statements

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for claims and judgments and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus when program expenses are incurred, there are both restricted and unrestricted net position available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs and then general revenues.

D. Budgetary Data

Annual budgets are adopted for all funds. All appropriations lapse at the fiscal year-end. All budgets are prepared using the modified accrual basis of accounting, except for the general fund budget, which is prepared on the cash basis of accounting.

The governing board has voluntarily established a policy, as a sound business practice, that expenditures may not exceed appropriations based on the adopted budget and subsequent amendments. All appropriations lapse at year end. During the year, several immaterial amendments to the original budget were necessary. The budget as presented in the financial statements represents the budget at the close of the fiscal year on June 30, 2021.

E. Assets, Liabilities, Deferred Inflows and Outflows of Resources, and Fund Equity

1. Deposits and Investments

All deposits of the School are made in a local bank, whose accounts are FDIC insured.

2. Cash and Cash Equivalents

The School pools money from several funds to facilitate disbursement and investment and to maximize investment income. All cash and investments with original maturity of three months or less are considered to be cash and cash equivalents.

3. Capital Assets

The Academy's donated capital assets received prior to June 15, 2015 are recorded at their estimated fair value at the date of donation. Donated capital assets received after June 15, 2015 are recorded at acquisition value. All other capital assets are recorded at original cost.

It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of two or more years. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized. In addition,

Notes to the Financial Statements

other items which are purchased and used in large quantities such as student desks and office furniture are capitalized.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

	<u>Years</u>
Buildings	50
Equipment and furniture	10
Electronic equipment	3-5

4. Compensated Absences

The liability for compensated absences reported in the government-wide financial statements consists of unpaid, accumulated annual leave balances. The school accounts for its leave on a first-in, first-out basis, such that the oldest available leave is used first. The current portion of this liability is recorded as such, when applicable.

Since the School has no obligation for accumulated sick leave until it is actually taken, no accrual has been made for sick leave.

5. Net Position/Fund Balance

Net Position

Net position in the government-wide and proprietary fund financial statements are classified as net investment in capital assets, restricted, and unrestricted. Restricted net position represents constraints on resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or imposed by law through State statute.

Fund Balance

In the governmental fund financial statements, fund balance is composed of five classifications designed to disclose the hierarchy of constraints placed on how fund balance can be spent.

The governmental fund types classify fund balances as follows:

Nonspendable Fund Balance – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Inventories - portion of fund balance that is not an available resource because it represents the year-end balance of ending inventories, which are not spendable resources.

Assets held for resale - portion of fund balance that is not an available resource because it represents the year end balance of assets held for resale, which are not spendable resources.

Restricted Fund Balance – This classification includes amounts that are restricted to specific purposes externally imposed by creditors or imposed by law.

Notes to the Financial Statements

Committed Fund Balance – portion of fund balance that can only be used for specific purpose imposed by majority vote by quorum of the governing body (highest level of decision-making authority). Any changes or removal of specific purpose requires majority action by the governing bodies that approved the original action.

Assigned fund balance – portion of fund balance that Marjorie Williams Academy, Incorporated intends to use for specific purposes.

Subsequent year's expenditures – portion of fund balance that is appropriated in the next year's budget that is not already classified in restricted or committed. The governing body approves the appropriation; however the budget ordinance authorizes the manager to modify the appropriations by resource or appropriation within funds up to \$50,000.

Unassigned fund balance – the portion of fund balance that has not been restricted, committed, or assigned to specific purposes or other funds.

Marjorie Williams Academy, Incorporated has a revenue spending policy that provides guidance for programs with multiple revenue sources. The Finance Officer will use resources in the following hierarchy: bond proceeds, federal funds, State funds, local non-Board of Education funds, Board of Education funds. For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Finance Officer has the authority to deviate from this policy if it is in the best interest of the School.

6. Revenues, Expenditures and Expenses

Marjorie Williams Academy, Incorporated is funded by the State Board of Education, receiving an amount equal to the average per pupil allocation for the average daily membership (ADM) from the local school administrative unit allotments in which the school is located (i.e. Avery County Board of Education). These funds are received for each child attending the School who is a child with special needs (G.S. 115C-239.29H(a)). Additionally, the appropriate local school administrative unit(s) transfers to the School, for each student who resides in the local administrative unit but attends the Charter School, an amount equal to the per pupil local current expense appropriation to the respective local school administrative unit for the fiscal year. (G.S. 115C-239.29H(b)). For the fiscal year ending June 30, 2021, the School received funding from the following Boards of Education:

Alleghany	Hickory City
Ashe	Madison
Avery	McDowell
Buncombe	Mitchell
Burke	Newton-Conover
Cabarrus	Polk
Caldwell	Rutherford
Catawba	Watauga
Forsyth	Wilkes
Gaston	Yancey
Henderson	

Notes to the Financial Statements

7. Reconciliation of Government-wide and Fund Financial Statements

1. Explanation of certain differences between the governmental fund balance sheet and the government-wide statement of net position.

The governmental fund balance sheet includes a reconciliation between fund balance - total governmental funds and net position – governmental activities as reported in the government-wide statement of net position. The net adjustment of \$22,936 consists of the following elements:

Description	Amount
Capital assets used in governmental activities are not financial resources and are therefore not reported in the funds (total capital assets on government-wide statement in governmental activities column)	\$ 286,403
Less Accumulated Depreciation	(181,648)
Net capital assets	\$ 104,755

2. Explanation of certain differences between the governmental fund statement of revenues, expenditures, and changes in fund balance and the government-wide statement of activities.

The governmental fund statement of revenues, expenditures, and changes in fund balances includes a reconciliation between net changes in fund balances – total governmental funds and changes in net assets of governmental activities as reported in the government-wide statement of activities. The elements of that total adjustment of \$22,936 follow:

Description	Amount
Capital outlay expenditures recorded in the fund statements but capitalized as assets in the statement of activities	\$ 58,930
Depreciation expense, the allocation of those assets over their useful lives, that is recorded on the statement of activities but not in the fund statements.	(22,936)
Total adjustment	\$ 35,994

II. Detail Notes on All Funds

A. Assets

1. Deposits

Accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. As of June 30, 2021, the School had deposits with banks and savings and loans with a carrying

Notes to the Financial Statements

amount of \$482,678 and a bank balance of \$480,980. Of the bank balance \$230,980 was not covered by federal depository insurance. The School does not have a deposit policy for custodial risk.

2. Capital Assets

Capital asset activity for the year ended June 30, 2021, was as follows:

	Beginning Balances	Transfers/ Disposals	Increases	Ending Balances
Governmental activities:				
Capital assets being depreciated:				
Buildings and improvements	-	-	9,130	9,130
Equipment and furniture	\$ 227,473	-	-	\$ 227,473
Vehicles	-	-	49,800	49,800
Total capital assets being depreciated	227,473	-	58,930	286,403
Less accumulated depreciation for:				
Buildings	-	-	(355)	(355)
Equipment and furniture	(158,711)	-	(20,921)	(179,632)
Vehicles	-	-	(1,661)	(1,661)
Total accumulated depreciation	(158,711)	-	(22,937)	(181,648)
Total capital assets being depreciated, net	68,762			104,755
Governmental activity capital assets, net	\$ 68,762			\$ 104,755

B. Liabilities

1. Pension Plan and Other Post Employment Obligations

Retirement Plan

Marjorie Williams Academy, Incorporated does not contribute to the statewide Teachers' and State Employees' Retirement System.

The Academy, effective October 1, 2002, established a 401(k) deferred compensation plan for eligible employees. Employees who work 1,000 hours per year are eligible to enter the plan on October 1st or April 1st after they have reached 20½ years of age or have twelve months of creditable service. Employees will not be vested until they have three years of service, at which time they will become 100% vested. The School makes a discretionary decision as to the percentage of matching and profit-sharing by October 1st of each year. For the plan years beginning October 1, 2002 until present, the Academy has matched 50% of the first 8% of an employee's eligible deferral.

At June 30, 2021 twenty-four employees of the Academy were eligible to participate in the plan, and all twenty-four elected to participate. Marjorie Williams Academy, Incorporated made all the required contributions, which totaled \$38,260 for the fiscal year.

2. Risk Management

Notes to the Financial Statements

The School is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School maintains general liability insurance and errors and omissions insurance coverage of \$1 million per occurrence with a commercial carrier.

The School carries commercial insurance for all other risks of loss. There have been no significant reductions in insurance coverage in the prior year, and claims have not exceeded coverage in any of the past two fiscal years. The School does not carry flood insurance.

In accordance with G.S. 115C-442, the School's employees who have custody of the School's monies at any given time are performance bonded through a commercial surety bond. The finance officer is bonded for \$50,000.

3. Contingent Liabilities

At June 30, 2021, the School had no pending litigation, claims or assessments.

C. Fund Balance

The Academy has a revenue spending policy that provides policy for programs with multiple revenue sources. The Finance Officer will use resources in the following hierarchy: federal funds, State funds, local non-Board of Education funds, Board of Education funds. For purposes of fund balance classification expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Finance Officer has the authority to deviate from this policy if it is in the best interest of the Academy.

III. Related Party Transactions

The School is located on the campus of Crossnore School, Incorporated, a non-profit home for children. The majority of the School's students are also residents of the childrens' home. Crossnore School, Incorporated, provides facilities at no charge to the School. For the year ending June 30, 2021, the fair market value for the usage of these facilities was recorded as a contribution from Crossnore School, Inc. with an offsetting rental expense in the amount of \$36,012.

Crossnore School, Incorporated has agreed to provide meals to the School and to accept the amounts reimbursed by the North Carolina Department of Public Instruction School Food Service program as payment in full for these meals. For the fiscal year ending June 30, 2021, payments to Crossnore School, Incorporated for this program totaled \$85,798. This program's income and expense is shown as ancillary services in the accompanying financial statements.

Transactions between Marjorie Williams Academy, Incorporated and Crossnore School, Incorporated have been consummated on terms equivalent to those that prevail in arm's length transactions.

IV. Summary Disclosure of Significant Contingencies

Federal and State Assisted Programs

The Academy has received proceeds from several federal and State grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

V. Subsequent Events

Management has evaluated subsequent events through August 17, 2021, the date which the financial statements were available to be issued.

Marjorie Williams Academy Incorporated
General Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2021

	2021		Positive (Negative) Variance
	Budget	Actual	
Revenues:			
Other Local Boards of Education	\$ 127,396	\$ 196,820	\$ 69,424
U.S. Government	12,107	12,107	-
Donations and other	25,806	62,278	36,472
DPI Nutrition funding	75,699	85,798	10,099
Total	<u>241,008</u>	<u>357,003</u>	<u>115,995</u>
Total revenues	<u>241,008</u>	<u>357,003</u>	<u>115,995</u>
Expenditures:			
Instructional services:			
Regular	117,773	86,743	31,030
Total	<u>117,773</u>	<u>86,743</u>	<u>31,030</u>
Special populations:			
Children with disabilities curricular services	31,602	30,870	732
Total	<u>31,602</u>	<u>30,870</u>	<u>732</u>
School-based support			
Total	<u>50,800</u>	<u>50,800</u>	<u>-</u>
Total instructional services	<u>200,175</u>	<u>168,413</u>	<u>31,762</u>
Alternative programs and services support and development			
	<u>510</u>	<u>27,009</u>	<u>(27,009)</u>
Technology support:			
	<u>35,000</u>	<u>10,289</u>	<u>24,711</u>
Operational support:			
Total	<u>35,000</u>	<u>10,289</u>	<u>24,711</u>
Financial and human resource:			
Financial	2,116	2,178	(62)
Total	<u>2,116</u>	<u>2,178</u>	<u>(62)</u>
Total system-wide support services	<u>37,626</u>	<u>42,446</u>	<u>(4,820)</u>
Ancillary services			
	<u>75,699</u>	<u>85,798</u>	<u>(10,099)</u>
Total expenditures	<u>313,500</u>	<u>296,657</u>	<u>16,843</u>
Revenues over (under) expenditures	(72,492)	60,346	132,838

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
General Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2021

	2021		Positive (Negative) Variance
	Budget	Actual	
Other financing sources (uses)			
Fund balance appropriated (increased)	72,492	-	(72,492)
Total other financing sources (uses)	72,492	-	(72,492)
Excess of revenues and other sources over expenditures and other uses	\$ -	60,346	\$ 60,346
Fund balance:			
Beginning of year, July 1		423,247	
End of year, June 30		\$ 483,593	

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
State Public School Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2021

	Budget	Actual	Positive (Negative) Variance
Revenues:			
Other Local Boards of Education	\$ -	\$ -	\$ -
State of North Carolina	995,772	995,675	(97)
Total	<u>995,772</u>	<u>995,675</u>	<u>(97)</u>
Total revenues	<u>995,772</u>	<u>995,675</u>	<u>(97)</u>
Expenditures:			
Instructional services:			
Regular instructional			
Regular	543,297	543,297	-
Total	<u>543,297</u>	<u>543,297</u>	<u>-</u>
Special populations:			
Children with disabilities curricular services	87,878	87,878	-
Total	<u>87,878</u>	<u>87,878</u>	<u>-</u>
School leadership	<u>154,400</u>	<u>154,400</u>	<u>-</u>
School-based support	8,693	8,693	
Health support	2,507	2,511	(4)
Total	<u>2,507</u>	<u>2,511</u>	<u>(4)</u>
Total instructional programs:	<u>796,775</u>	<u>796,779</u>	<u>(4)</u>
Alternative programs and services support and dev	-	-	-
Extended day/year instruction	17,351	17,351	-
Technology Support	<u>39,393</u>	<u>39,393</u>	<u>-</u>
Financial and human resource:			
Financial	95,248	95,248	-
Total	<u>95,248</u>	<u>95,248</u>	<u>-</u>
Total system wide support:	<u>151,992</u>	<u>151,992</u>	<u>-</u>
Accountability	47,005	48,429	(1,424)
Total expenditures	<u>995,772</u>	<u>997,200</u>	<u>(1,428)</u>
Revenues over (under) expenditures	-	(1,525)	(1,525)
Excess of revenues and other sources over expenditures and other uses	<u>\$ -</u>	<u>(1,525)</u>	<u>\$ (1,525)</u>
Fund balance:			
Beginning of year, July 1		1,078	
End of year, June 30		<u>\$ (447)</u>	

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
Federal Grants Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2021

	2021		Variance Positive (Negative)
	Budget	Actual	
Revenues:			
U. S. Government	\$ 597,212	\$ 597,212	\$ -
Total revenues	<u>597,212</u>	<u>597,212</u>	<u>-</u>
Expenditures:			
Instructional services			
Regular	218,554	218,554	-
Children with disabilities	343,809	343,809	-
School based support	8,928	8,928	-
Maintenance	25,921	25,921	-
Total instructional programs	<u>597,212</u>	<u>597,212</u>	<u>-</u>
Total expenditures	<u>597,212</u>	<u>597,212</u>	<u>-</u>
Excess of revenues and other sources over expenditures and other uses	<u>\$ -</u>	-	<u>\$ -</u>
Fund balances:			
Beginning of year, July 1		-	
End of year, June 30		<u>\$ -</u>	

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
Schedule of Expenditures of Federal and State Financial Awards
For the Fiscal Year Ended June 30, 2021

<u>Federal Grantor/Pass-Through Grantor/Program Title</u>	<u>Federal CFDA Number</u>	<u>State Pass Through Grantor's Number</u>	<u>Expenditures</u>
U.S. Department of Education:			
Passed through the N.C. Department of Public Instruction			
Improving America School Act of 1994 (IASA):			
Title I - Educationally Deprived Children	84.010-1	PRC 050	\$ <u>310,447</u>
Total Title I, Part A Cluster			310,447
Rural Education Achievement Program	84.358	PRC 091	12,107
Total Rural Education Achievement Program			
Special Education Cluster:			
IDEA VI B Handicapped	84.027	PRC 060	32,462
IDEA VI B Special Needs Targeted Assistance	84.027A	PRC 118	<u>900</u>
Total Special Education Cluster:			33,362
Student Support and Academic Enrichment, Title IV, Part A	84.424A	PRC 108	20,057
Supporting Effective Instruction State Grants	84.367	PRC 103	6,589
Elementary and Secondary School Emergency Relief	84.425D	PRC 171	26,771
Cares Act K12 Emergency Relief	84.425D	PRC 163	199,986
			<u>609,319</u>
Total U.S. Department of Education			
U.S. Department of Agriculture			
Passed through the N.C. Department of Public Instruction:			
Child Nutrition Cluster:			
National School Lunch Program -Cash Assistance	10.555	N/A	<u>85,798</u>
Cash Assistance Subtotal			<u>85,798</u>
Total for Child Nutrition Cluster			85,798
			<u>85,798</u>
Total U.S. Department of Agriculture			
Total Federal			
NC State Funds:			
N.C. Department of Public Instruction:			
State Public School Fund - Charter Schools	N/A	PRC 036	995,044
Charter Schools Test Bonus	N/A	PRC 048	2,153
			<u>997,197</u>
Total State			
Total Federal and State			
			<u>\$ 1,692,314</u>

Notes to Schedule of Expenditures of Federal and State Awards

Note 1: Basis of Presentation

The accompanying schedule of expenditures of federal and State awards (SEFSA) includes the federal and State grant activity of the Marjorie Williams Academy Inc. under the programs of the federal government and the State of North Carolina for the year ended June 30, 2021. The information in this SEFSA is presented in accordance with the requirements of Office of Management and Budget (OMB) Uniform Guidance and the State Single Audit Implementation Act. Because the SEFSA presents only a select portion of the operations of the Marjorie Williams Academy, Inc., it is not intended to and does not present the financial position, changes in net assets or cash flows of the Marjorie Williams Academy Inc.

Note 2: Summary of Significant Accounting Policies

Expenditures reported in the SEFSA are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-21, Cost Principles for Educational Institutions or cost principles contained in Title 2 US Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, wherein certain types of expenditures are not allowable or are limited as to reimbursements.

See the accompanying Independent Auditors' Report



S. Gillespie, P.A.

Certified Public Accountant

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To Marjorie Williams Academy Incorporated
Crossnore, North Carolina

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Marjorie Williams Academy Incorporated (the Academy), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Marjorie Williams Academy Incorporated's basic financial statements, and have issued our report thereon dated August 17, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of Marjorie Williams Academy Incorporated's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of

deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did not identify any deficiencies in internal control that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Marjorie Williams Academy Incorporated's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Sharon Gillespie, CPA
S. Gillespie, P.A.
Spruce Pine, North Carolina
August 17, 2021



S. Gillespie, P.A.

Certified Public Accountant

Report on Compliance for Each Major State Program; Report on Internal Control Over Compliance required by Uniform Guidance and the State Single Audit Implementation Act

Independent Auditor's Report

To the Board of Marjorie Williams Academy, Incorporated
Crossnore, North Carolina

Report on Compliance for Each Major State Program

We have audited Marjorie Williams Academy Incorporated's, compliance with the types of compliance requirements described in the *Audit Manual for Governmental Auditors in North Carolina*, issued by the Local Government Commission that could have a direct and material effect on each of the Marjorie Williams Academy Incorporated's (the Academy's) major State programs for the year ended June 30, 2021. The Academy's State programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Marjorie Williams Academy Incorporated's major State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), *Audits of States, Local Governments, and Non-Profit Organizations*, and the State Single Audit Implementation Act. Those standards, Uniform Guidance and the State Single Audit Implementation

Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major State program occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures, as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major State program. However, our audit does not provide a legal determination of the Marjorie Williams Academy Incorporated's compliance.

Opinion on Each Major State Program

In our opinion, the Marjorie Williams Academy Incorporated complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major State programs for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of the Academy is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Academy's internal control over compliance with the types of requirements that could have a direct and material effect on a major State program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on compliance for each major State program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a State program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a State program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in

internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a State program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Sharon Gillespie, CPA
S. Gillespie, P.A.
Spruce Pine, North Carolina
August 17, 2021

Marjorie Williams Academy, Incorporated
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2021

I. Summary of Auditor's Results

- A. An unmodified opinion was issued on the financial statements of Marjorie Williams Academy, Incorporated.
- B. Our audit of the financial statements disclosed no significant deficiency in the internal controls.
- C. Our audit of the financial statements disclosed no instance of noncompliance with laws, regulations, and the provisions of contracts and grant agreements that could have a direct and material effect on the financial statements.
- D. Our audit of compliance with types of compliance requirements applicable to the Academy's major programs disclosed no significant deficiency or material weakness in internal controls over major programs.
- E. There were no audit findings relative to the major State award programs for Marjorie Williams Academy, Incorporated.
- F. Major State programs for Marjorie Williams Academy for the year ended June 30, 2021 are:
State Public School Fund – Charter Schools

II. Findings related to the Audit of the Financial Statements of the Marjorie Williams Academy, Incorporated

None

III. Findings and Questioned Costs Related to the Audit of State Awards

None

IV. Status of Prior Year Findings

Not applicable.

MARJORIE WILLIAMS ACADEMY, INCORPORATED

Crossnore, North Carolina

Financial Statements

June 30, 2022

**S. GILLESPIE, P.A.
Certified Public Accountant
PO Box 725, 29 Beams Dr
Spruce Pine, North Carolina 28777**

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June 30, 2022**

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S. Gillespie, P.A.

Certified Public Accountant

Independent Auditor's Report

To the Board of Directors
Marjorie Williams Academy, Incorporated
Crossnore, North Carolina

Report on the Audit of Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund, and the aggregate remaining fund information of Marjorie Williams Academy Incorporated (the "Academy"), as of and for the year then ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

In our opinion, based on our audit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund, and the aggregate remaining fund information of Marjorie Williams Academy, Incorporated as of June 30, 2022, and the respective changes in financial position thereof and the respective budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Academy and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the

audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Audit of the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raises substantial doubt about the Academy's ability to continue as a going concern for the twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free of material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and Governmental Auditing Standards will always detect material statement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that , individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and Governmental Auditing Standards, we:

- exercised professional judgement and maintained professional skepticism throughout the audit.
- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsible to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Marjorie Williams Academy, Incorporated's internal control. Accordingly, no such opinion is expressed.
- evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 9 through 14 be presented to supplement the basic financial statements. Such information is the responsibility of management, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of the financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consist of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Marjorie Williams Academy, Incorporated's basic financial statements. The combining and individual fund financial statements, budgetary schedules, other

schedules, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America by us and other auditors. In our opinion, based on our audit, the procedures performed as described above, and the combining and individual fund financial statements, budgetary schedules, other schedules are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the introductory information and the statistical sections but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated August 25, 2022 on our consideration of the Marjorie Williams Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government*

Auditing Standards in considering Marjorie Williams Academy,
Incorporated's internal control over financial reporting and compliance.

S. Gillespie P.A.
Spruce Pine, North Carolina
August 22, 2022

Management's Discussion and Analysis

This section of the Marjorie Williams Academy Incorporated's (*the Academy*) financial report represents our discussion and analysis of the financial performance of the Academy for the year ended June 30, 2022. This information should be read in conjunction with the audited financial statements included in this report.

Financial Highlights

- The assets of Marjorie Williams Academy Incorporated exceeded the liabilities at the close of the fiscal year by \$844,894.
- The government's total net position increased by \$250,855.
- COVID 19 related relief funds led to increases in current year income and the ability to make some needed capital improvements during the year.

Overview of the Financial Statements

The audited financial statements of the Marjorie Williams Academy Incorporated consist of four components. They are as follows:

- *Independent Auditor's Report*
- *Management's Discussion and Analysis (required supplementary information)*
- *Basic Financial Statements*
- *Required supplemental section*

The *Basic Financial Statements* include two types of statements that present different views of the Academy's finances. The first is the *government-wide statements*. The district-wide statements are presented on the full accrual basis of accounting and include the statement of net position and the statement of activities. The statement of net position includes all of the Academy's assets and liabilities. Assets and liabilities are classified in the order of relative liquidity for assets and due date for liabilities. This statement provides a summary of the Academy's investment in assets and obligations to creditors. Liquidity and financial flexibility can be evaluated using the information contained in this statement. The Statement of Activities summarizes the Academy's revenues and expenses for the current year. A net (expense) revenue format is used to indicate to what extent each function is self-sufficient.

The second type of statement included in the basic financial statements is the *Fund Financial Statements*, which are presented for the Academy's governmental funds. These statements present the governmental funds on the modified accrual basis of accounting, measuring the near term inflows and outflows of financial resources and what is available at year-end to spend in the next fiscal year. The fund financial statements focus on the Academy's most significant funds. Because a different basis of accounting is used in the government wide statements, reconciliation from the governmental fund financial statements to the government-wide statements is required and is presented on Exhibits 3 and 4 of this report.

Management’s Discussion and Analysis (continued)

Government-wide Statements

The government-wide statements report information about the Academy as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the Academy’s assets and liabilities. All of the current year’s revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the Academy’s net position and how it has changed. Net position – the difference between the unit’s assets and liabilities – is one way to measure the Academy’s financial health or position.

The Academy’s activities are included in one category in the government-wide statements:

- **Governmental activities:** Most of the Academy’s basic services are included here, such as regular and special education and administration. County funding and state and federal aid finance most of these activities.

The government-wide statements are shown as Exhibits 1 and 2 of this report.

Fund Financial Statements

The fund financial statements provide more detailed information about the Academy’s funds, focusing on its most significant or “major” funds – not the Academy as a whole. Funds are accounting devices the Academy uses to keep track of specific sources of funding and spending on particular programs.

- Some funds are required by State law, such as the State Public School Fund
- The Academy established other funds to control and manage money for a particular purpose or to show that it is properly using certain revenues, such as in the Federal Grants fund.

Marjorie Williams Academy Incorporated has one type of fund:

Governmental funds: The Academy’s services are included in the governmental funds, which generally focus on two things – how cash and other assets can be readily converted to cash flow in and out and the balances left at year-end that are available for spending. As a result of this focus, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the Academy’s programs. Because this information does not encompass the additional long-term focus of the district-wide statements, additional information at the bottom of the governmental funds statements, in the form of a reconciliation, explains the relationship (or differences) between them. The Academy has three governmental funds: the General Fund, the State Public School Fund, and the Federal Grants Fund.

Financial Analysis of the Schools as a Whole

Net position is an indicator of the fiscal health of the Academy. Assets exceeded liabilities by \$839,204 as of June 30, 2022.

Management's Discussion and Analysis (continued)

Following is a summary of the Statement of Net Position:

Table 1		
Condensed Statement of Net Position		
as of June 30, 2022		
	Governmental Activities	
	6/30/2022	6/30/2021
Current assets	\$ 453,500	\$ 483,594
Capital assets	391,394	104,755
Total assets	844,894	588,349
Current liabilities	6,136	445
Total liabilities	6,136	445
Net investment in capital assets	391,394	104,755
Unrestricted net position	447,364	483,149
Total net position	838,758	587,904
Total Liabilities and Net Position	\$ 844,894	\$ 588,349

Net position increased during the year due to increased State and federal Covid related funding. Some of this funding was used approved for building and computer upgrades, leading to an increase in capital assets and net position.

Management's Discussion and Analysis (continued)

Following is a table of revenues and expenses for the Academy's current fiscal year:

	Governmental Activities	
	6/30/2022	6/30/2021
Revenues:		
Program revenues:		
Operating grants and contributions	\$ 1,486,243	\$ 683,010
Capital grants	250,370	-
General revenues:		
Other revenues	1,180,327	1,266,880
Total revenues	2,916,940	1,949,890
Expenses:		
Governmental activities:		
Instructional services	2,361,294	1,465,551
System-wide support services	203,498	303,727
Ancillary services	101,293	85,798
Total expenses	2,666,085	1,855,076
Increase(decrease) in net position	250,855	94,814
Beginning net position	587,903	493,089
Ending net position	\$ 838,758	\$ 587,903

Instructional services expenses comprised 88% of total governmental-type expenses while system-wide support services made up 7% of those expenses for 2022. The remaining expense is for ancillary services for school food service.

Financial Analysis of the District's Funds

The Academy's governmental funds reported a combined fund balance of \$447,365, a \$35,783 decrease over last year.

Management's Discussion and Analysis (continued)

General Fund Budgetary Highlights Over the course of the year, the Board revised the budget several times to account for changes in expense amounts and to reduce appropriations in light of the increased expense estimates.

Capital Assets

Net capital assets increase by \$286,639 from the previous year due the purchase/construction of a computers, a new heating and air system, flooring and an outdoor classroom.

The following is a summary of the capital assets, net of depreciation at year-end.

Table 3		
Summary of Capital Assets		
	Governmental Activities	
	6/30/2022	6/30/2021
Buildings	14,042	8,775
Electronics and computers	339,172	47,840
Vehicles and motorized equipment	38,180	48,140
Total	\$ 391,394	\$ 104,755

Economic Factors

Enrollment is expected to increase for the upcoming school as administrators and leaders continue to combat the COVID 19 crisis. Steps have been taken to provide a safe environment for learning as the new school year approaches.

Due to the Academy's affiliation with Crossnore School, Inc., they have the opportunity to pursue greater private fund-raising and support than traditional charter schools might be allowed.

Requests for Information

This report is intended to provide a summary of the financial condition of the Marjorie Williams Academy, Incorporated. Questions or requests for additional information should be addressed to:

Finance Officer
Marjorie Williams Academy, Incorporated
P.O. Box 309
Crossnore, NC 28616
(828) 733-5241

Marjorie Williams Academy Incorporated
Statement of Net Position
June 30, 2022

	Primary Government	
	Governmental Activities	Total
ASSETS		
Cash and cash equivalents	\$ 453,500	\$ 453,500
Capital assets, net of depreciation	391,394	391,394
Total capital assets	391,394	391,394
Total assets	\$ 844,894	\$ 844,894
LIABILITIES		
Accounts payable and accrued expenses	6,136	6,136
Total liabilities	6,136	6,136
NET POSITION		
Net investment in capital assets	391,394	391,394
Unrestricted (deficit)	447,364	447,364
Total net position	838,758	838,758
Total Liabilities and Net Position	\$ 844,894	\$ 844,894

See the accompanying notes to the financial statements.

Marjorie Williams Academy Incorporated
Statement of Activities
For the Year Ended June 30, 2022

Functions/Programs	Program Revenues				Net (Expense) Revenue and Changes in Net Position - Primary Government	
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Total
Primary government:						
Governmental Activities:						
Instructional services:						
Regular instructional	\$ 1,408,969	\$ -	\$ 685,521	\$ -	\$ (723,448)	\$ (723,448)
Special populations	233,080	-	128,748	-	(104,332)	(104,332)
Alternative programs	388,089	-	383,964	-	(4,125)	(4,125)
School leadership	201,910	-	33,681	-	(168,229)	(168,229)
School-based support	129,246	-	129,246	-	-	-
System-wide support services:						
Support and development	3,227	-	3,227	-	-	-
Alternative programs support services	27,009	-	-	-	(27,009)	(27,009)
Technology support	2,151	-	-	-	(2,151)	(2,151)
Operational support	78,104	-	20,563	250,370	192,829	192,829
Financial and human resource	93,007	-	-	-	(93,007)	(93,007)
Ancillary services	101,293	-	101,293	-	-	-
Total governmental activities	2,666,085	-	1,486,243	250,370	(929,472)	(929,472)
Total primary government	\$ 2,666,085	\$ -	\$ 1,486,243	\$ 250,370	(929,472)	(929,472)
General revenues:						
Unrestricted county and local appropriations					268,237	268,237
Unrestricted State appropriations					905,386	905,386
Unrestricted Federal appropriation					6,704	6,704
Total general revenues, special items, and transfers					1,180,327	1,180,327
Change in net position					250,855	250,855
Net position-beginning					587,903	587,903
Net position-ending					\$ 838,758	\$ 838,758

See the accompanying notes to the financial statements.

**Marjorie Williams Academy Incorporated
Balance Sheet
Governmental Funds
June 30, 2022**

	Major Funds			Total Governmental Funds
	General	State Public School	Federal Grants	
ASSETS				
Cash and cash equivalents	\$ 453,500	\$ -	\$ -	\$ 453,500
Total assets	<u>\$ 453,500</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 453,500</u>
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable and accrued liabilities	\$ 5,688	\$ 447	\$ -	\$ 6,135
Total liabilities	<u>5,688</u>	<u>447</u>	<u>-</u>	<u>6,135</u>
Fund balances:				
Unassigned	447,812	(447)	-	447,365
Total fund balances	<u>447,812</u>	<u>(447)</u>	<u>-</u>	<u>447,365</u>
Total liabilities and fund balances	<u>\$ 453,500</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 453,500</u>

Amounts reported for governmental activities in the statement of net position (Exhibit 1) are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	<u>391,394</u>
Net position of governmental activities	<u>\$ 838,759</u>

See the accompanying notes to the financial statements.

Marjorie Williams Academy Incorporated
Statement of Revenues, Expenditures, and Changes in Fund Balance
Governmental Funds
For the Year Ended June 30, 2022

	Major Funds			Total Governmental Funds
	General	State Public School	Federal Grants	
REVENUES				
State of North Carolina	\$ 101,293	\$ 905,386	\$ -	\$ 1,006,679
Local Districts	187,962	-	-	187,962
U.S. Government	6,704	-	1,635,320	1,642,024
Contributions and donations	80,275	-	-	80,275
Total revenues	<u>376,234</u>	<u>905,386</u>	<u>1,635,320</u>	<u>2,916,940</u>
EXPENDITURES				
Current:				
Instructional programs:				
Regular	192,869	530,579	685,521	1,408,969
Special populations	42,871	61,461	128,748	233,080
Alternative programs	-	4,125	383,964	388,089
School leadership	2,851	165,378	33,681	201,910
School based support	-	-	129,246	129,246
Extended day/year instructions	-	-	-	-
System-wide support services:				
Support and development	-	-	-	-
Special populations	-	-	3,227	3,227
Alternative programs and services support	27,009	-	-	27,009
Technology support	2,151	-	-	2,151
Operational support	15,469	-	20,563	36,032
Financial and human resource	27,504	65,503	-	93,007
Maintenance	-	-	-	-
Ancillary services	101,293	-	-	101,293
Capital outlay	-	78,340	250,370	328,710
Total expenditures	<u>412,017</u>	<u>905,386</u>	<u>1,635,320</u>	<u>2,952,723</u>
Excess (deficiency) of revenues over expenditures	<u>(35,783)</u>	<u>-</u>	<u>-</u>	<u>(35,783)</u>
Net change in fund balance	<u>(35,783)</u>	<u>-</u>	<u>-</u>	<u>(35,783)</u>
Fund balances-beginning	483,595	(447)	-	483,148
Fund balances-ending	<u>\$ 447,812</u>	<u>\$ (447)</u>	<u>\$ -</u>	<u>\$ 447,365</u>

Amounts reported for governmental activities in the statement of activities are different because:

Net changes in fund balances - total governmental funds \$ (35,783)

Governmental funds report capital outlays as expenditures. However, in the Statement of Activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period

286,638
Total changes in net position of governmental activities \$ 250,855

See the accompanying notes to the financial statements.

Marjorie Williams Academy, Incorporated
Notes to the Financial Statements
For the Fiscal Year Ended June 30, 2022

I. Summary of Significant Accounting Policies

The accounting policies of Marjorie Williams Academy, Incorporated conform to generally accepted accounting principles (“GAAP”) as applicable to governments. Charter schools are established by non-profit entities, such as Cardinal. Because of the authority of the State Board of Education (the “SBE”) to terminate, not renew or seek applicants to assume a charter on grounds sent out in the North Carolina General Statutes at G.S. 115C-218.95 with all net assets purchased with public funds reverting to a local education agency (G.S. 115C-218.100), the charter schools in North Carolina follow the governmental reporting model as used by local education agencies. The following is a summary of the more significant accounting policies:

A. Reporting Entity

Marjorie Williams Academy is a North Carolina non-profit corporation incorporated in September 1998. Pursuant to the provisions of the Charter School Act of 1996 as amended (the “Act”), Cardinal has been approved to operate the Marjorie Williams Academy, a public school serving approximately 125 students. The School operates under an approved charter received from the SBE and applied for under the provisions of G.S. 115C-218.1. G.S. 115C-218.6(b)(1) states that a charter school shall be subject to the audit requirements adopted by the SBE, which includes the audit requirements established by G.S. 115C-447 of the School Budget and Fiscal Control Act (SBFCA), and requires the financial statements to be prepared in accordance with GAAP. The current charter is effective until June 30, 2024 and may be renewed for subsequent periods of ten (10) years unless one of the conditions in G.S. 115C-218.6(b) applies in which case the SBE may renew the charter for a shorter period or not renew the charter

B. Basis of Presentation

In accordance with GASB Statement No. 34, Basic Financial Statements – and Management Discussion and Analysis – for State and Local Governments (“GASB 34”), Marjorie Williams Academy is a special-purpose government that is engaged in governmental activities and is not a component unit of another government. Therefore, the financial statements are prepared in the same manner as general purpose governments.

Government-wide Statements: The statement of net position and the statement of activities display information about the School. These statements include the financial activities of the overall government. Eliminations have been made to minimize the effect of internal activities upon revenues and expenses. These statements distinguish between the *governmental* and *business-type activities* of the School. Governmental activities generally are financed through intergovernmental revenues, and other non-exchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties. Marjorie Williams Academy, Incorporated currently has no business-type activities to report.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the School’s governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable

Notes to the Financial Statements

to a particular function. Indirect expense allocations that have been made in the funds have been reversed for the statement of activities. Program revenues include (a) fees and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the School's funds, including its fiduciary funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

The School reports the following major governmental funds

General Fund. The General Fund is the general operating fund of the School. The General Fund accounts for all financial resources except those that are required to be accounted for in another fund. This fund is the "Local Current Expense Fund," which is mandated by State law [G.S. 115C-426].

State Public School Fund. The State Public School Fund includes appropriations from the Department of Public Instruction for specific operating needs of the public school system and is reported as a special revenue fund.

Federal Grants Fund. The Federal Grants Fund includes appropriations from the Department of Education for current operating needs of the school system.

The School has no non-major governmental funds, and unlike many other schools, Marjorie Williams Academy, Incorporated does not report its school food program as an enterprise fund. All funding for the School's food program is funneled directly to Crossnore School, Incorporated, a sister organization, to contract food preparation. Thus, no "profit-motive" exists for the Academy.

C. Measurement Focus and Basis of Accounting

Government-wide, Proprietary, and Fiduciary Fund Financial Statements. The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Notes to the Financial Statements

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for claims and judgments and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus when program expenses are incurred, there are both restricted and unrestricted net position available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs and then general revenues.

D. Budgetary Data

Annual budgets are adopted for all funds. All appropriations lapse at the fiscal year-end. All budgets are prepared using the modified accrual basis of accounting, except for the general fund budget, which is prepared on the cash basis of accounting.

The governing board has voluntarily established a policy, as a sound business practice, that expenditures may not exceed appropriations based on the adopted budget and subsequent amendments. All appropriations lapse at year end. During the year, several immaterial amendments to the original budget were necessary. The budget as presented in the financial statements represents the budget at the close of the fiscal year on June 30, 2022.

E. Assets, Liabilities, Deferred Inflows and Outflows of Resources, and Fund Equity

1. Deposits and Investments

All deposits of the School are made in a local bank, whose accounts are FDIC insured.

2. Cash and Cash Equivalents

The School pools money from several funds to facilitate disbursement and investment and to maximize investment income. All cash and investments with original maturity of three months or less are considered to be cash and cash equivalents.

3. Capital Assets

The Academy's donated capital assets received prior to June 15, 2015 are recorded at their estimated fair value at the date of donation. Donated capital assets received after June 15, 2015 are recorded at acquisition value. All other capital assets are recorded at original cost.

It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of two or more years. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized. In addition,

Notes to the Financial Statements

other items which are purchased and used in large quantities such as student desks and office furniture are capitalized.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

	<u>Years</u>
Buildings	39-50
Equipment and furniture	5-10
Electronic equipment	3-5

4. Compensated Absences

The liability for compensated absences reported in the government-wide financial statements consists of unpaid, accumulated annual leave balances. The school accounts for its leave on a first-in, first-out basis, such that the oldest available leave is used first. The current portion of this liability is recorded as such, when applicable.

Since the School has no obligation for accumulated sick leave until it is actually taken, no accrual has been made for sick leave.

5. Net Position/Fund Balance

Net Position

Net position in the government-wide and proprietary fund financial statements are classified as net investment in capital assets, restricted, and unrestricted. Restricted net position represents constraints on resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or imposed by law through State statute.

Fund Balance

In the governmental fund financial statements, fund balance is composed of five classifications designed to disclose the hierarchy of constraints placed on how fund balance can be spent.

The governmental fund types classify fund balances as follows:

Nonspendable Fund Balance – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Inventories - portion of fund balance that is not an available resource because it represents the year-end balance of ending inventories, which are not spendable resources.

Assets held for resale - portion of fund balance that is not an available resource because it represents the year end balance of assets held for resale, which are not spendable resources.

Restricted Fund Balance – This classification includes amounts that are restricted to specific purposes externally imposed by creditors or imposed by law.

Notes to the Financial Statements

Committed Fund Balance – portion of fund balance that can only be used for specific purpose imposed by majority vote by quorum of the governing body (highest level of decision-making authority). Any changes or removal of specific purpose requires majority action by the governing bodies that approved the original action.

Assigned fund balance – portion of fund balance that Marjorie Williams Academy, Incorporated intends to use for specific purposes.

Subsequent year's expenditures – portion of fund balance that is appropriated in the next year's budget that is not already classified in restricted or committed. The governing body approves the appropriation; however the budget ordinance authorizes the manager to modify the appropriations by resource or appropriation within funds up to \$50,000.

Unassigned fund balance – the portion of fund balance that has not been restricted, committed, or assigned to specific purposes or other funds.

Marjorie Williams Academy, Incorporated has a revenue spending policy that provides guidance for programs with multiple revenue sources. The Finance Officer will use resources in the following hierarchy: bond proceeds, federal funds, State funds, local non-Board of Education funds, Board of Education funds. For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Finance Officer has the authority to deviate from this policy if it is in the best interest of the School.

6. Revenues, Expenditures and Expenses

Marjorie Williams Academy, Incorporated is funded by the State Board of Education, receiving an amount equal to the average per pupil allocation for the average daily membership (ADM) from the local school administrative unit allotments in which the school is located (i.e. Avery County Board of Education). These funds are received for each child attending the School who is a child with special needs (G.S. 115C-239.29H(a)). Additionally, the appropriate local school administrative unit(s) transfers to the School, for each student who resides in the local administrative unit but attends the Charter School, an amount equal to the per pupil local current expense appropriation to the respective local school administrative unit for the fiscal year. (G.S. 115C-239.29H(b)). For the fiscal year ending June 30, 2022, the School received funding from the following Boards of Education:

Alleghany	Madison
Avery	McDowell
Buncombe	Mitchell
Burke	Polk
Caldwell	Watauga
Catawba	Yancey
Cherokee	
Haywood	
Lincoln	

Notes to the Financial Statements

7. **Reconciliation of Government-wide and Fund Financial Statements**

1. Explanation of certain differences between the governmental fund balance sheet and the government-wide statement of net position.

The governmental fund balance sheet includes a reconciliation between fund balance - total governmental funds and net position – governmental activities as reported in the government-wide statement of net position. The net adjustment of \$391,394 consists of the following elements:

Description	Amount
Capital assets used in governmental activities are not financial resources and are therefore not reported in the funds (total capital assets on government-wide statement in governmental activities column)	\$ 528,915
Less Accumulated Depreciation	(137,521)
Net capital assets	\$ 391,394

2. Explanation of certain differences between the governmental fund statement of revenues, expenditures, and changes in fund balance and the government-wide statement of activities.

The governmental fund statement of revenues, expenditures, and changes in fund balances includes a reconciliation between net changes in fund balances – total governmental funds and changes in net assets of governmental activities as reported in the government-wide statement of activities. The elements of that total adjustment of \$286,638 follow:

Description	Amount
Capital outlay expenditures recorded in the fund statements but capitalized as assets in the statement of activities	\$ 328,710
Depreciation expense, the allocation of those assets over their useful lives, that is recorded on the statement of activities but not in the fund statements.	(42,072)
Total adjustment	\$ 286,638

II. Detail Notes on All Funds

A. Assets

1. Deposits

Accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. As of June 30, 2022, the School had deposits with banks and savings and loans with a carrying

Notes to the Financial Statements

amount of \$453,500 and a bank balance of \$454,814. Of the bank balance \$204,814 was not covered by federal depository insurance. The School does not have a deposit policy for custodial risk.

2. Capital Assets

Capital asset activity for the year ended June 30, 2022, was as follows:

	Beginning Balances	Transfers/ Disposals	Increases re	Ending Balances
Governmental activities:				
Capital assets being depreciated:				
Buildings and improvements	9,130	-	250,370	259,500
Equipment and furniture	\$ 227,473	(86,198)	78,340	\$ 219,615
Vehicles	49,800	-	-	49,800
Total capital assets being depreciated	286,403	(86,198)	328,710	528,915
Less accumulated depreciation for:				
Buildings	(355)	-	(608)	(963)
Equipment and furniture	(179,632)	86,198	(31,503)	(124,937)
Vehicles	(1,661)	-	(9,960)	(11,621)
Total accumulated depreciation	(181,648)	86,198	(42,071)	(137,521)
Total capital assets being depreciated, net	104,755			391,394
Governmental activity capital assets, net	\$ 104,755			\$ 391,394

B. Liabilities

1. Pension Plan and Other Post Employment Obligations

Retirement Plan

Marjorie Williams Academy, Incorporated does not contribute to the statewide Teachers' and State Employees' Retirement System.

The Academy, effective October 1, 2002, established a 401(k) deferred compensation plan for eligible employees. Employees who work 1,000 hours per year are eligible to enter the plan on October 1st or April 1st after they have reached 20½ years of age or have twelve months of creditable service. Employees will not be vested until they have three years of service, at which time they will become 100% vested. The School makes a discretionary decision as to the percentage of matching and profit-sharing by October 1st of each year. For the plan years beginning October 1, 2002 until present, the Academy has matched 50% of the first 8% of an employee's eligible deferral.

At June 30, 2022 twenty-four employees of the Academy were eligible to participate in the plan, and all twenty-four elected to participate. Marjorie Williams Academy, Incorporated made all the required contributions, which totaled \$38,260 for the fiscal year.

Notes to the Financial Statements

2. Risk Management

The School is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School maintains general liability insurance and errors and omissions insurance coverage of \$1 million per occurrence with a commercial carrier.

The School carries commercial insurance for all other risks of loss. There have been no significant reductions in insurance coverage in the prior year, and claims have not exceeded coverage in any of the past two fiscal years. The School does not carry flood insurance.

In accordance with G.S. 115C-442, the School's employees who have custody of the School's monies at any given time are performance bonded through a commercial surety bond. The finance officer is bonded for \$50,000.

3. Contingent Liabilities

At June 30, 2022, the School had no pending litigation, claims or assessments.

C. Fund Balance

The Academy has a revenue spending policy that provides policy for programs with multiple revenue sources. The Finance Officer will use resources in the following hierarchy: federal funds, State funds, local non-Board of Education funds, Board of Education funds. For purposes of fund balance classification expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Finance Officer has the authority to deviate from this policy if it is in the best interest of the Academy.

III. Related Party Transactions

The School is located on the campus of Crossnore School, Incorporated, a non-profit home for children. The majority of the School's students are also residents of the childrens' home. Crossnore School, Incorporated, provides facilities at no charge to the School. For the year ending June 30, 2022, the fair market value for the usage of these facilities was recorded as a contribution from Crossnore School, Inc. with an offsetting rental expense in the amount of \$36,012.

Crossnore School, Incorporated has agreed to provide meals to the School and to accept the amounts reimbursed by the North Carolina Department of Public Instruction School Food Service program as payment in full for these meals. For the fiscal year ending June 30, 2022, payments to Crossnore School, Incorporated for this program totaled \$101,293. This program's income and expense is shown as ancillary services in the accompanying financial statements.

Transactions between Marjorie Williams Academy, Incorporated and Crossnore School, Incorporated have been consummated on terms equivalent to those that prevail in arm's length transactions.

IV. Summary Disclosure of Significant Contingencies

Federal and State Assisted Programs

The Academy has received proceeds from several federal and State grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies.

Notes to the Financial Statements

Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

V. Subsequent Events

Management has evaluated subsequent events through August 22, 2022, the date which the financial statements were available to be issued.

Marjorie Williams Academy Incorporated
General Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2022

	2022		Positive (Negative) Variance
	Budget	Actual	
Revenues:			
Other Local Boards of Education	\$ 167,145	\$ 187,962	\$ 20,817
U.S. Government	6,704	6,704	-
Donations and other	26,087	80,275	54,188
DPI Nutrition funding	97,719	101,293	3,574
Total	<u>297,655</u>	<u>376,234</u>	<u>78,579</u>
Total revenues	<u>297,655</u>	<u>376,234</u>	<u>78,579</u>
Expenditures:			
Instructional services:			
Regular	73,007	192,869	(119,862)
Total	<u>73,007</u>	<u>192,869</u>	<u>(119,862)</u>
Special populations:			
Children with disabilities curricular services	37,104	42,871	(5,767)
Total	<u>37,104</u>	<u>42,871</u>	<u>(5,767)</u>
School leadership	-	2,851	(2,851)
Total	<u>-</u>	<u>-</u>	<u>-</u>
Total instructional services	<u>110,111</u>	<u>238,591</u>	<u>(128,480)</u>
Alternative programs and services support and develop	27,009	27,009	-
Technology support:	1,697	2,151	(454)
Operational support:	13,926	15,469	(1,543)
Total	<u>13,926</u>	<u>15,469</u>	<u>(1,543)</u>
Financial and human resource:			
Financial	26,223	27,504	(1,281)
Total	<u>26,223</u>	<u>27,504</u>	<u>(1,281)</u>
Total system-wide support services	<u>68,855</u>	<u>72,133</u>	<u>(3,278)</u>
Ancillary services	97,719	101,293	(3,574)
Total expenditures	<u>276,685</u>	<u>412,017</u>	<u>(135,332)</u>
Revenues over (under) expenditures	20,970	(35,783)	(56,753)

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
General Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2022

	2022		Positive (Negative) Variance
	Budget	Actual	
Other financing sources (uses)			
Fund balance appropriated (increased)	(20,970)	-	20,970
Total other financing sources (uses)	(20,970)	-	20,970
Excess of revenues and other sources over expenditures and other uses	\$ -	(35,783)	\$ (35,783)
Fund balance:			
Beginning of year, July 1		483,595	
End of year, June 30		\$ 447,812	

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
State Public School Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2022

	Budget	Actual	Positive (Negative) Variance
Revenues:			
State of North Carolina	\$ 905,386	\$ 905,386	\$ -
Total	<u>905,386</u>	<u>905,386</u>	<u>-</u>
Total revenues	<u>905,386</u>	<u>905,386</u>	<u>-</u>
Expenditures:			
Instructional services:			
Regular instructional			
Regular	608,919	608,919	-
Total	<u>608,919</u>	<u>608,919</u>	<u>-</u>
Special populations:			
Children with disabilities curricular services	61,461	61,461	-
Total	<u>61,461</u>	<u>61,461</u>	<u>-</u>
Alternative programs:			
Extended day/year instruction	4,125	4,125	-
Total	<u>4,125</u>	<u>4,125</u>	<u>-</u>
School Leadership	3,262	3,262	-
School Principal	98,584	98,584	-
School Assistant Principal	63,532	63,532	-
Total	<u>169,503</u>	<u>165,378</u>	<u>-</u>
Total instructional programs:	<u>839,883</u>	<u>839,883</u>	<u>-</u>
System Wide Support:			
Financial and human resource:			
Financial	65,503	65,503	-
Total	<u>65,503</u>	<u>65,503</u>	<u>-</u>
Total system wide support:	<u>65,503</u>	<u>65,503</u>	<u>-</u>
Total expenditures	<u>905,386</u>	<u>905,386</u>	<u>-</u>
Excess of revenues and other sources over expenditures and other uses	<u>\$ -</u>	<u>-</u>	<u>\$ -</u>
Fund balance:			
Beginning of year, July 1		(447)	
End of year, June 30		<u>\$ (447)</u>	

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
Federal Grants Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balance - Budget and Actual
For the Fiscal Year Ended June 30, 2022

	2022		Variance Positive (Negative)
	Budget	Actual	
Revenues:			
U. S. Government	\$ 1,635,320	\$ 1,635,320	\$ -
Total revenues	<u>1,635,320</u>	<u>1,635,320</u>	<u>-</u>
Expenditures:			
Instructional services			
Regular	685,521	685,521	-
Children with disabilities	128,748	128,748	-
Alternative programs	383,964	383,964	-
School leadership	33,681	33,681	-
School based support	129,246	129,246	-
Total instructional programs	<u>1,361,160</u>	<u>1,361,160</u>	<u>-</u>
System wide services			
Special population	3,227	3,227	-
Operational support	270,933	270,933	-
Total system wide services	<u>274,160</u>	<u>274,160</u>	<u>-</u>
Total expenditures	<u>1,635,320</u>	<u>1,635,320</u>	<u>-</u>
Excess of revenues and other sources over expenditures and other uses	<u>\$ -</u>	<u>-</u>	<u>\$ -</u>
Fund balances:			
Beginning of year, July 1		<u>-</u>	
End of year, June 30		<u>\$ -</u>	

See the accompanying Independent Auditor's Report.

Marjorie Williams Academy Incorporated
 Schedule of Expenditures of Federal and State Financial Awards
 For the Fiscal Year Ended June 30, 2022

<u>Federal Grantor/Pass-Through Grantor/Program Title</u>	<u>Federal CFDA Number</u>	<u>State Pass Through Grantor's Number</u>	<u>Expenditures</u>
U.S. Department of Education:			
Passed through the N.C. Department of Public Instruction			
Improving America School Act of 1994 (IASA):			
Title I - Educationally Deprived Children	84.010-1	PRC 050	\$ 389,796
ESEA Title I Targeted Support and Improvement	84.010A	PRC 118	-
Total Title I, Part A Cluster			<u>389,796</u>
Education Stabilization Fund	84.425-3	PRC 181, 185, 203	765,325
Special Education Cluster:			
IDEA VI B Handicapped	84.027	PRC 060	37,085
Capacity Building and Improvement Grant (IDEA)	84.173	PRC 044	
ARRA State Aid Special Education - VI(B)	84.391	PRC 144	
IDEA VI B Special Needs Targeted Assistance	84.027A	PRC 118	1,100
Total Special Education Cluster:			<u>38,185</u>
Student Support and Academic Enrichment, Title IV, Part A	84.424A	PRC 108	18,882
Supporting Effective Instruction State Grants	84.367	PRC 103	7,064
Elementary and Secondary School Emergency Relief	84.425D	PRC 171	411,551
Cares Act K12 Emergency Relief	84.425D	PRC 163	4,517
Total U.S. Department of Education			<u>1,635,320</u>
U.S. Department of Agriculture			
Passed through the N.C. Department of Public Instruction:			
Child Nutrition Cluster:			
National School Lunch Program -Cash Assistance	10.555	N/A	101,293
Cash Assistance Subtotal			<u>101,293</u>
Total for Child Nutrition Cluster			<u>101,293</u>
Total U.S. Department of Agriculture			<u>101,293</u>
Total Federal			<u>1,736,613</u>
NC State Funds:			
N.C. Department of Public Instruction:			
State Public School Fund - Charter Schools	N/A	PRC 036	860,624
Charter Schools Test Bonus	N/A	PRC 048	1,938
Summer Reading Camps	N/A	PRC 016	4,125
St Fiscal Recovery Fund Premium Pay	N/A	PRC 141	38,697
Total State			<u>905,384</u>
Total Federal and State			<u>\$ 2,641,997</u>

Notes to Schedule of Expenditures of Federal and State Awards

Note 1: Basis of Presentation

The accompanying schedule of expenditures of federal and State awards (SEFSA) includes the federal and State grant activity of the Marjorie Williams Academy Inc. under the programs of the federal government and the State of North Carolina for the year ended June 30, 2022. The information in this SEFSA is presented in accordance with the requirements of Office of Management and Budget (OMB) Uniform Guidance and the State Single Audit Implementation Act. Because the SEFSA presents only a select portion of the operations of the Marjorie Williams Academy, Inc., it is not intended to and does not present the financial position, changes in net assets or cash flows of the Marjorie Williams Academy Inc.

Note 2: Summary of Significant Accounting Policies

Expenditures reported in the SEFSA are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-21, Cost Principles for Educational Institutions or cost principles contained in Title 2 US Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, wherein certain types of expenditures are not allowable as a direct or indirect expense.

See the accompanying Independent Auditors' Report.



S. Gillespie, P.A.

Certified Public Accountant

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To Marjorie Williams Academy Incorporated
Crossnore, North Carolina

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Marjorie Williams Academy Incorporated (the Academy), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Marjorie Williams Academy Incorporated's basic financial statements, and have issued our report thereon dated August 22, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of Marjorie Williams Academy Incorporated's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of

deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did not identify any deficiencies in internal control that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Marjorie Williams Academy Incorporated's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Sharon Gillespie, CPA
S. Gillespie, P.A.
Spruce Pine, North Carolina
August 22, 2022



S. Gillespie, P.A.

Certified Public Accountant

Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance; In accordance with OMB Uniform Guidance; and the State Single Audit Implementation Act

Independent Auditor's Report

To Marjorie Williams Academy, Incorporated
Crossnore, North Carolina

Report on Compliance for Each Major Federal Program

We have audited the Marjorie Williams Academy, Incorporated, compliance with the types of compliance requirements described in the *OMB Compliance Supplement* and the *Audit Manual for Governmental Auditors in North Carolina*, issued by the Local Government Commission, that could have a direct and material effect on each of the Marjorie Williams Academy, Incorporated's major federal programs for the year ended June 30, 2022. The Marjorie Williams Academy, Incorporated's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Marjorie Williams Academy, Incorporated's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2, U.S. *Code of Federal*

Beam's Drive, P.O. Box 725, Spruce Pine, NC 28777
(828) 520-1373 Fax (828) 520-1372

Regulations, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) and the State Single Audit Implementation Act. Those standards, the Uniform Guidance, and the State Single Audit Implementation Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Marjorie Williams Academy, Incorporated's compliance with those requirements and performing such other procedures, as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Marjorie Williams Academy, Incorporated's compliance.

Opinion on Each Major Federal Program

In our opinion, the Marjorie Williams Academy, Incorporated complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of the Marjorie Williams Academy, Incorporated is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Marjorie Williams Academy, Incorporated's internal control over compliance with the types of requirements that could have a direct and material effect on a major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the County's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of

compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

S Gillespie, P.A

Spruce Pine, North Carolina
August 22, 2022



S. Gillespie, P.A.

Certified Public Accountant

Report on Compliance for Each Major State Program; Report on Internal Control Over Compliance required by Uniform Guidance and the State Single Audit Implementation Act

Independent Auditor's Report

To the Board of Marjorie Williams Academy, Incorporated
Crossnore, North Carolina

Report on Compliance for Each Major State Program

We have audited Marjorie Williams Academy Incorporated's, compliance with the types of compliance requirements described in the *Audit Manual for Governmental Auditors in North Carolina*, issued by the Local Government Commission that could have a direct and material effect on each of the Marjorie Williams Academy Incorporated's (the Academy's) major State programs for the year ended June 30, 2022. The Academy's State programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Marjorie Williams Academy Incorporated's major State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), Audits of States, Local Governments, and Non-Profit Organizations, and the State Single Audit Implementation Act. Those standards, Uniform Guidance and the State Single Audit Implementation

Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major State program occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures, as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major State program. However, our audit does not provide a legal determination of the Marjorie Williams Academy Incorporated's compliance.

Opinion on Each Major State Program

In our opinion, the Marjorie Williams Academy Incorporated complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major State programs for the year ended June 30, 2022.

Report on Internal Control Over Compliance

Management of the Academy is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Academy's internal control over compliance with the types of requirements that could have a direct and material effect on a major State program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on compliance for each major State program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a State program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a State program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in

internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance with a type of compliance requirement of a State program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Sharon Gillespie, CPA
S. Gillespie, P.A.
Spruce Pine, North Carolina
August 22, 2022

Marjorie Williams Academy, Incorporated
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2022

I. Summary of Auditor's Results

- A. An unmodified opinion was issued on the financial statements of Marjorie Williams Academy, Incorporated.
- B. Our audit of the financial statements disclosed no significant deficiency in the internal controls.
- C. Our audit of the financial statements disclosed no instance of noncompliance with laws, regulations, and the provisions of contracts and grant agreements that could have a direct and material effect on the financial statements.
- D. Our audit of compliance with types of compliance requirements applicable to the Academy's major programs disclosed no significant deficiency or material weakness in internal controls over major programs.
- E. There were no audit findings relative to the major federal and State award programs for Marjorie Williams Academy, Incorporated.
- F. Major federal programs for Marjorie Williams Academy, Incorporated for the year ended June 30, 2022 are: ESSER III – K12 Emergency Relief CFDA: 84.425-3
- G. Major State programs for Marjorie Williams Academy for the year ended June 30, 2022 are:
State Public School Fund – Charter Schools
- H. The threshold for determining Type A programs for Marjorie Williams Academy, Incorporated is \$750,000.

II. Marjorie Williams Academy, Incorporated did not qualify as a low risk auditee under Section 200.520 of the Uniform Guidance.

III. Findings related to the Audit of the Financial Statements of the Marjorie Williams Academy, Incorporated

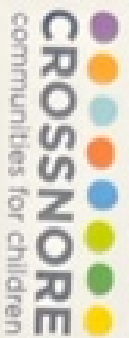
None

III. Findings and Questioned Costs Related to the Audit of State Awards

None

IV. Status of Prior Year Findings

Not applicable.

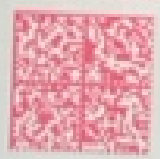


1001 Reynolds Road
Winston-Salem, NC 27104

the way home

NC DPI
Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

FIRST CLASS



US POSTAGE  PERMIT NO. 8383
ZIP 28657 \$ 000.60
42 74
8008 321 440 APR 25 2023



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, *Superintendent of Public Instruction*

www.dpi.nc.gov

**2023 Charter Application Fee
Payment Form**

***Form must accompany payment certified check or money order for processing.

(Please Type or Print Legibly)

Name:

Phone:

Shana Heilbron

336-721-7600

Name of Charter School:

Crossnore Community Charter

E-mail:

sheilbron@crossnore.org

General Information

Non-Refundable Application Fee: \$1,000.00

Acceleration/Fast Track /Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EDT) April 28, 2023.

Payment Information

- > Mail in Application Fee Payment Form with Certified Check or Money Order
- > Facsimiles will NOT be accepted
- > One registration form and fee per charter school

Payable To:
NC DPI

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

NOTE: Applications submitted without the non-refundable fee, result in fee being declined by the bank as insufficient funds, or submitted after 5:00 pm EDT on the appropriate deadline, will be deemed incomplete.

FOR DPI USE ONLY

Budget Code: : 0801 435100047 160049095000

OFFICE OF CHARTER SCHOOLS

Ashley Baquero, Executive Director | Ashley.baquero@dpi.nc.gov

THIS DOCUMENT HAS A VOID BACKGROUND • MICROPRINT BORDERS AND SIGNATURE LINE • WATERMARK PRESENT. HOLD UP TO LIGHT TO VIEW.

Cashier's Check



First Citizens Bank

First-Citizens Bank & Trust Company
Raleigh, North Carolina

66-1252/531 Branch No. 00786

0501926191

Date 04/21/2023

Pay to the order of NC DPI

\$ \$1,000.00

****One Thousand and 00/100****

Dollars

Notice To Customers
The purchase of an Indemnity Bond or an Insurance Bond may be required before an official check of this bank will be replaced or refunded in the event it is lost, misplaced or stolen.

Remitter CROSSNORE COMMUNITIES FOR CHILDREN

05-10050M (06/19)

⑈0501926191⑈ ⑆053112521⑆ 223980198101⑈994990

Cashier's Check



First Citizens Bank

First-Citizens Bank & Trust Company
Raleigh, North Carolina

66-1252/531 Branch No. 00786

0501926191

Date 04/21/2023

Pay to the order of NC DPI

\$ \$1,000.00

****One Thousand and 00/100****

Dollars

Notice To Customers
The purchase of an Indemnity Bond or an Insurance Bond may be required before an official check of this bank will be replaced or refunded in the event it is lost, misplaced or stolen.

Remitter CROSSNORE COMMUNITIES FOR CHILDREN

**CUSTOMER COPY
NON-NEGOTIABLE**

05-10050M (06/19)

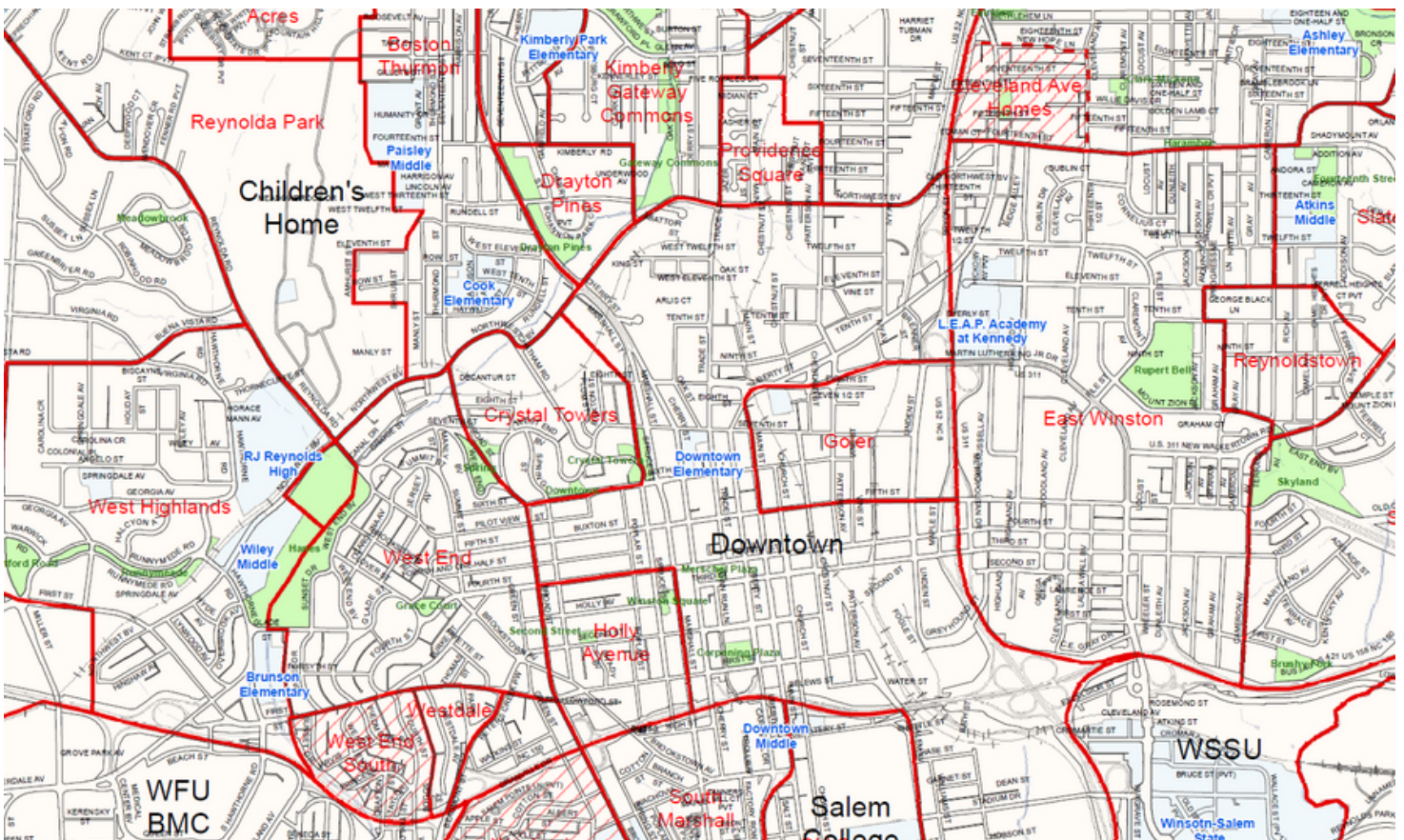
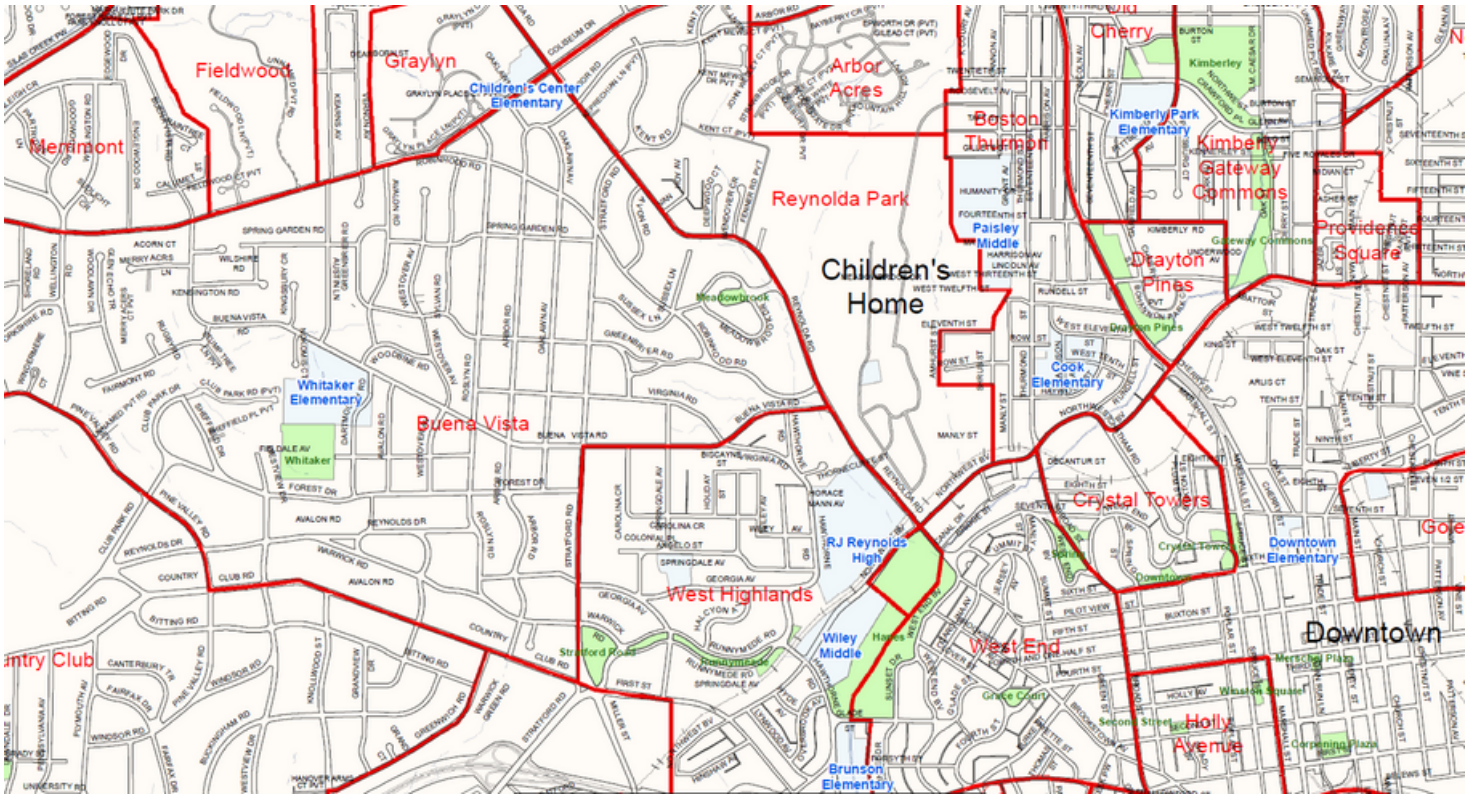
Community Partners for Change (CPC) Organization List



United Way of Forsyth County



Key Neighborhoods for Recruitment in Winston-Salem





Join with other Community Partners
to learn more about how, together, we can

Empower Every Child to Achieve

**Crossnore Communities for Children plans
to open a trauma-informed charter school in
Winston-Salem and we want to hear from you!**

**Community Partner Presentation and Q&A
with Crossnore CEO, Brett Loftis
and Board Member, Katheryn Northington**

Tuesday, March 7, 2023

1:00 pm - 2:30 pm

The Dining Hall
Crossnore Communities for Children
1001 Reynolda Road
Winston-Salem, NC 27104

Please RSVP to sheilbron@crossnore.org



COMMUNITY CONVERSATIONS - New Charter School - March 7, 2023

Name	Organization	Email	Phone
Marni Eisner	CTRC	meisner@crossnore.org	
Amy Price	CTRC	aprice@crossnore.org	
Elizabeth Turner	Family Services LCSW	ecturnernc@gmail.com	443-377-0872
Twana Williams	Big Brothers Big Sisters	twilliams@bbsnc.org	336-773-9153
Chris Gentry	CFEC / FSN	ChrisFSW@thecfec.org	336-927-7946
Sharon Frazier	OOA+/retired Ed	sobfraz@gmail.com	336-655-2439
Courtney Jones	Big Brothers Big Sisters	Courtney@bbsnc.org	336 528 9612
Micha James	Action 4 Equity	Michael@action4equity.org	
Rebecca Nelson	SHEB of NWNC	rnelson@secondharvest.org	336-776-7769
LATIA GARNES	THE WS FOUNDATION	LGARNES@wsfoundation.org	336-607-5723
Kareem Seaws	SHEB of NWNC	tkareem@seaws.org tkareem@seaws.org	336-784-577X
Tiffany Bryant	WSFCS	tbryant@wsfos.k12.nc.us	---
Timothy Stocks	Crossnore	tstocks@crossnore.org	336-420-3290
Cuthwell, Karen	TRC	Karen@thefcfriends.com	240-501-2620
Debbie Wilson	CFEC	debbie@thecfec.org	
Esheara Mince-Johnson	Lead Write Spell	esheara@readus.org	(202) 425-8224
Ellen Fox	Triad Restorative Justice	ellen@triadrij.org	336-409-1049
Shawna Gabriel	Big Brothers Big Sisters	sgabriel@bbsnc.org	336-773-9149
Brihney Dint	LEAD Girls of NC	brihney@leadgirls.org	336-407-9970
Jasmyrn Blackshear	LEAD Girls of N.C.	jasmyrnari@gmail.com	910-778-6670
Valerie Glass	Triad Restorative Justice	valerie@triadrij.org	336-422-6450

New Public Charter School Survey

Crossnore Communities for Children (Crossnore) is planning to open a public charter school in August 2025 located at 1001 Reynolda Road that will approach learning with openness, individuality and supportive feedback. In order to understand the interest for a public charter school that focuses on healing-centered interactions, the charter school board of directors is asking residents in our community to complete the survey below.

This charter school team will include educators who:

1. Work to build strong relationships and connections with students
2. Use evidence-based practices to provide developmentally supportive responses
3. Focus on keeping children in the classroom and engaged in learning

Please answer the following survey questions:

1. **In what county do you live?**

2. **Please tell us about your child/children - include age, grade and current school.**

3. **Would you consider sending your child/children to a new (tuition free) public charter school, serving K - 8th grade, in Winston-Salem?**

Mark only one oval.

Yes

No

Not Sure

4. If you would like to share more about your answer above, please explain.

5. **What school programs and services are most important to you? (Select your top 3)**

Check all that apply.

- Class Size
- Teacher Licensure/Training
- Student Support Services (Tutoring, Counseling, etc)
- After School Programs
- Technology
- Other: _____

6. **What school characteristics are most important to you? (Select your top 3)**

Check all that apply.

- Safety (Physical and Emotional)
- Collaboration (Teacher, Student and Parent/Guardian)
- Student Support Services (Tutoring, Counseling, etc)
- Individualized Approach
- Predictability and Consistency
- Diversity, Equity and Inclusion
- Other: _____

7. Would you be interested in learning more about the charter school?

If yes, please share your name, email and phone number below.

If you have any questions, or would like to share additional feedback, please feel free to reach out to Shana Heilbron, Crossnore's Executive Director, Triad Region, at sheilbron@crossnore.org.

Timestamp	In what county do you live?	Please tell us about your child/children - include age, grade and current school.	Would you consider sending your child/children to a new (tuition free) public charter school, serving K - 8th grade, in Winston-Salem?	If you would like to share more about your answer above, please explain.	What school programs and services are most important to you? (Select your top 3)	What school characteristics are most important to you? (Select your top 3)	Would you be interested in learning more about the charter school? If yes, please share your name, email and phone number below.
3/8/2023 12:59:29	Forsyth	21 yr old daughter, 18 yr old son	No	I would consider it once it showed a successful track record and was nit experimental	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc)	Not personally but am interested to hear how it plays out
3/8/2023 13:20:20	forsyth	4 year old, daycare	Yes		Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Diversity, Equity and Inclusion	
3/8/2023 20:03:31	Forsyth	15-8th Grade Summit, 18-12th Grade Reynolds	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Predictability and Consistency	
3/9/2023 12:00:06	Davie	10 years old, 3rd grade, Pinebrook Elementary	Yes	Our foster son has ADHD, PTSD, and a conduct disorder. He does well academically in school, but is struggling socially. His behavior related incidents are increasing and there aren't many trauma informed staff that work with him in school or at his after school care center.	Class Size, Teacher Licensure/Training, After School Programs	Safety (Physical and Emotional), Individualized Approach, Predictability and Consistency	Yes! Brandi Klimczyk brandiklimczyk@gmail.com 336-909-5368
3/9/2023 12:59:58	Forsyth	11, 5th grade. 7, 2nd grade. Summit school	Not Sure	I am currently a teacher at summit school, and am invested in the school. I love the idea of this school- both working and for my children. I would like to keep my kids at the same school where I work for the time being.	Class Size, Teacher Licensure/Training, Arts, design, music, languages	Safety (Physical and Emotional), Individualized Approach, Diversity, Equity and Inclusion	Mary Katherine Lautemann mlaudemann@summitschool.com
3/9/2023 13:51:34	Forsyth	Age 1, daycare, Bright Horizons	Yes	I would consider any/all schools as he grows, there's a bit of time on this decision for him. Considerations would include approach, size, diversity, any needs he has at the time.	Class Size, Student Support Services (Tutoring, Counseling, etc), After School Programs	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	bethanfisher@gmail.com
3/9/2023 14:17:49	Forsyth	Kyle Harman, 14, 8th grade, Union Grove Christian School	No	We value a Christian school as a supplement to our child's education, not only academically, but spiritually. I do not believe a public charter school would share our values or spiritual beliefs, and therefore, it would not be an option for us.	Class Size, Teacher Licensure/Training, Spiritual reinforcement in line with our values and beliefs	Spiritual and value alignment, as well as academic rigor	No
3/9/2023 17:15:31	Guilford		No	I believe charter schools take money from public schools and perpetuate segregation.		Diversity, Equity and Inclusion	
3/10/2023 9:32:14	Stokes	2 adult children / 1 middle school (8th grade), Calvary Christian, King NC	No	Current school is close-by and has been attending since pre-k	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Predictability and Consistency, Diversity, Equity and Inclusion	
3/10/2023 15:02:38	Davidson	7, Friedberg Elementary. 5 Friedberg Preschool.	No	They are established at their current schools and relationships already built.	Class Size, Teacher Licensure/Training	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Predictability and Consistency	
3/10/2023 16:20:24	Forsyth	9,7, 2nd and 4th. Whitaker	Not Sure		Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Predictability and Consistency	

Timestamp	In what county do you live?	Please tell us about your child/children - include age, grade and current school.	Would you consider sending your child/children to a new (tuition free) public charter school, serving K - 8th grade, in Winston-Salem?	If you would like to share more about your answer above, please explain.	What school programs and services are most important to you? (Select your top 3)	What school characteristics are most important to you? (Select your top 3)	Would you be interested in learning more about the charter school? If yes, please share your name, email and phone number below.
3/11/2023 13:00:20	Forsyth	none at the time	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Student Support Services (Tutoring, Counseling, etc), Diversity, Equity and Inclusion	
3/11/2023 19:05:12		Davidson	Not Sure	I would definitely be open to it, but would want to do extensive research on the program and projected implementations before making my decision!	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	
3/12/2023 15:49:20	Forsyth	15 months, not currently in school	Yes		Class Size, Teacher Licensure/Training, Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	Allison, allisonnc.hodges@gmail.com, (336) 782-5750
3/13/2023 13:05:55		Forsyth	Yes	My child has an IEP and I don't believe his school is adequately meeting his needs. I'd love a charter school that has a focus on smaller class size and perhaps even students who move at a slower pace.	Class Size, Student Support Services (Tutoring, Counseling, etc), Transportation	Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Diversity, Equity and Inclusion	Stacey Shepard (407)808-2323 stacey1322@gmail.com
3/13/2023 17:32:06	Forsyth	First grade, age 6, Speas Elementary	Yes	I am interested in a charter option for middle school	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Predictability and Consistency, Diversity, Equity and Inclusion	meghanlev@gmail.com
3/13/2023 17:37:36	Alamance	10, 4th and E.M. Holt	Yes		Student Support Services (Tutoring, Counseling, etc), Special education services	Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Diversity, Equity and Inclusion	Ashley Acken ashleyacken@gmail.com
3/13/2023 18:53:51	Forsyth	15yo at Mt Tabor. 17yo at Mt Tabor. 18yo at FTCC	No		Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), A focus on cultivating intelligences other than academic intelligence.	Safety (Physical and Emotional), Individualized Approach, Diversity, Equity and Inclusion	
3/13/2023 19:52:41	Forsyth	12 at Thomas Jefferson and 15 at Mount Tabor	Yes	That window has passed but I think a K-8 charter can certainly serve a niche in our community.	Class Size, Student Support Services (Tutoring, Counseling, etc), After School Programs	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Predictability and Consistency	Patrick Cromwell - Prcromwell31@yahoo.com I am also a licensed K-12 Health Specialist/PE with 20+ years of experience. I have always wanted to help start a new innovative school from day 1.
3/13/2023 20:52:54	Forsyth	3 daycare	Yes	My child is my grandson who has gone through many adverse childhood events already and would benefit from an evidence based therapeutic learning environment	Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), Trauma informed teaching approach	Safety (Physical and Emotional), Student Support Services (Tutoring, Counseling, etc), Diversity, Equity and Inclusion	Roseann Surratt Calabritto@icloud.com 336-577-8299
3/13/2023 23:01:26	Forsyth	Boy - 3 years old, Boy - 2 weeks old. Bright Horizons Daycare.	Not Sure	I would need more information about the charter school.	Class Size, Student Support Services (Tutoring, Counseling, etc), After School Programs	Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Predictability and Consistency	Matthew Kline, mattkline000@gmail.com, 814-289-3022.
3/14/2023 5:48:28	Forsyth	Two kids, 5 yo in kindergarten @ Speas and 18 mo old in daycare @ Foundations	Not Sure	I need to educate myself more about charter schools and their impact on surrounding schools	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Predictability and Consistency, Diversity, Equity and Inclusion	emmya87@gmail.com
3/14/2023 10:22:30	Pfafftown	4,2,5 months	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs, Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Predictability and Consistency, Diversity, Equity and Inclusion	Yes! kodia.byers@gmail.com

Timestamp	In what county do you live?	Please tell us about your child/children - include age, grade and current school.	Would you consider sending your child/children to a new (tuition free) public charter school, serving K - 8th grade, in Winston-Salem?	If you would like to share more about your answer above, please explain.	What school programs and services are most important to you? (Select your top 3)	What school characteristics are most important to you? (Select your top 3)	Would you be interested in learning more about the charter school? If yes, please share your name, email and phone number below.
3/14/2023 13:07:18	Forsyth	Honor, 14 months	Yes	We've been exploring schools since we decided to have a kid. While we're watching his personality emerge and we'll take steps to ensure his specific needs are met through his schooling, knowing there is another option close by would be really beneficial for my family. Our home school is title 1 (Diggs), and the other charter schools we would consider often are hard to get into (Arts Based and Downtown).	Class Size, Teacher Licensure/Training	Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	Ainsley Quizon, ainsleydarnell@gmail.com 3365121283
3/14/2023 13:51:22	Forsyth	Starting kindergarten in 2026	Yes		Class Size, Teacher Licensure/Training, Enrichment programs	Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	Kate Quinn, katequinn yoga@gmail.com, (631)487-7546
3/14/2023 14:35:48	Forsyth	2yo home	Yes	I am planning on homeschooling however that could change!	Class Size, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Individualized Approach, Diversity, Equity and Inclusion	Bryanna McNamee mcnamee.bryanna@gmail.com 2398517154
3/14/2023 15:05:58	Davidson	9, 3rd, Triad Baptist Christian	Yes		Class Size, Teacher Licensure/Training, Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	
3/14/2023 17:12:18	Forsyth	4, pre-k	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs, Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Predictability and Consistency	
3/16/2023 16:17:49	Davidson	7, EC 1st grade, Davidson Charter	Yes	The current charter school does ok, but definitely lacks in special needs support. I would love to have more options and I would be willing to bring him to WS.	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Predictability and Consistency	Danielle Felske 336-309-2308 daniellefelske@outlook.com
3/16/2023 16:17:50	Forsyth	Age 10 current grade 4th current school North Carolina Cyber Academy	Yes	I would be interested IF transportation was offered from home to the school and IEP service were followed	Class Size, Teacher Licensure/Training, Transportation	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	Jennifer jmcadden6293@gmail.com
3/16/2023 16:19:34	USA	Pre-k /4/special children's school	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs	Safety (Physical and Emotional), Individualized Approach, Predictability and Consistency	
3/16/2023 16:21:21	Forsyth	11-5th/7-1st—Clemmons elem 4/no school	Not Sure	Depends on if they are teaching about trans or leaving out stuff like civil war	What they teach	What they teach-public schools are horrible right now	
3/16/2023 16:22:59	Forsyth	13, Salem Baptist Christian School	Not Sure	Would it be all Crossnore kids or will they make up the majority?	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc)	Peggy Tolerico , ptolerico@triad.rr.com, 336-416-3628
3/16/2023 16:23:57	Davidson	12-6th grade- Summit. 8-Aspire - ABC	Not Sure	My 8 year old is Autistic so I would need a program that could serve this population	Class Size, Teacher Licensure/Training	Safety (Physical and Emotional), Individualized Approach, Diversity, Equity and Inclusion	
3/16/2023 16:33:26	Forsyth	Philip is an 8 year old 3rd grader who is Homeschooled.	Yes	My vision is to work in a school setting where Philip is also attending classes, so yes I would consider sending him to a new tuition free public charter school.	Class Size, Student Support Services (Tutoring, Counseling, etc), Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	Latisha R. Stuckey castdownatruetory@gmail.com (336) 762-5852

Timestamp	In what county do you live?	Please tell us about your child/children - include age, grade and current school.	Would you consider sending your child/children to a new (tuition free) public charter school, serving K - 8th grade, in Winston-Salem?	If you would like to share more about your answer above, please explain.	What school programs and services are most important to you? (Select your top 3)	What school characteristics are most important to you? (Select your top 3)	Would you be interested in learning more about the charter school? If yes, please share your name, email and phone number below.
3/16/2023 16:38:15	Forsyth	I have 2 kids. One who is 6 and in first grade, and one who is 4 and in PreK3.	Yes	I have personally worked in charter schools as an educator over the years. I believe the can be a very important contributor to our public education system.	Class Size, Student Support Services (Tutoring, Counseling, etc), Technology	Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	Sam Zivin, Sam.zivin@gmail.com, 847-910-3426
3/16/2023 17:01:55	Forsyth	Special Childrens school, 4 year old, will be in kindergarten	Yes		Class Size, Student Support Services (Tutoring, Counseling, etc), After School Programs	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	Taynaywilliams, 646-276-5407, taynaywilliams1351@outlook.com
3/16/2023 17:15:51	Forsyth	18yrs, 12th, Carter HS	Yes	If the school provides education for special needs students with access to their academic/age related peers. Absolutely our county needs this.	Class Size, Teacher Licensure/Training, Special education	Individualized Approach, Predictability and Consistency, Diversity, Equity and Inclusion	
3/16/2023 17:37:59	Forsyth	I have a 7 year old son who has non verbal autism and extreme anxiety. We just began homeschooling this month as the public school EC classroom he was attending didn't seem to be able to support his needs	Yes	I would love to be a part of a school who focused on the potential of the child while being capable to address behavioral issues with patience and care.	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	Amanda Benson, Amandabenson29@gmail.com
3/16/2023 17:58:16	Forsyth	20 grade for special education atCarter high	No	N/A	Special needs program	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Predictability and Consistency	No
3/16/2023 18:02:15	Forsyth	5, Knollwood readiness and 3, Upstairs Schoo	Yes		Class Size, Teacher Licensure/Training	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	
3/16/2023 18:02:52	Forsyth County	10 year old goes to Sherwood Forest Elementary school also 7 year old goes to the same school as 10 year old, and 3 year old goes to The Centers for Exceptional Children	Yes	I would be interested in sending my child to a charter school that stated previously having employees that are engaged and hands on environment and that's evidence based that provides development supportive response and building strong relationships with my children.	Class Size, Student Support Services (Tutoring, Counseling, etc), Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	Ericka Bailey. ebaill29@yahoo.com, 336-473-8197
3/16/2023 20:21:06	Forsyth	5, pre-k, Petree	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs, Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	
3/16/2023 20:22:54	Forsyth	4yo I'm Pre-k and at Petree EC	Yes	Yes, I have looked at different alternative schools	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	Yes, 3367758114
3/16/2023 20:34:28	Forsyth	Archer, 8, 2nd grade, Jefferson Elementary; Fletcher, 13, 7th grade, Meadowlark Middle; Truman, 17, 11th grade, Mr. Tabor High	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach	Jessie Mitchell jessiemitch@yahoo.com
3/16/2023 21:20:08	Forsyth	8yo-2nd grade Brunson elementary 3yo-special needs pre-k middle fork academy	Yes	I would love a school that could have more resources for my special needs chil	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Student Support Services (Tutoring, Counseling, etc), Individualized Approach	Laura petty laurapetty8710@yahoo.com 704-488-7072
3/16/2023 22:18:34	Davie	14	No	She is going into 9th	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Predictability and Consistency, Diversity, Equity and Inclusion	No

Timestamp	In what county do you live?	Please tell us about your child/children - include age, grade and current school.	Would you consider sending your child/children to a new (tuition free) public charter school, serving K - 8th grade, in Winston-Salem?	If you would like to share more about your answer above, please explain.	What school programs and services are most important to you? (Select your top 3)	What school characteristics are most important to you? (Select your top 3)	Would you be interested in learning more about the charter school? If yes, please share your name, email and phone number below.
3/16/2023 23:01:13	Fostsyth	9 4th meadowlark	Yes	I think it has lots of oportunities for the kids	Student Support Services (Tutoring, Counseling, etc), After School Programs, Technology	Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Diversity, Equity and Inclusion	chocodany49@hotmail.com
3/17/2023 6:39:56	Forsyth	Male born at 23 weeks, visually impaired, age 16 attends the state school.for the blind	Not Sure		Class Size, Teacher Licensure/Training	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	
3/17/2023 6:57:48	Forsyth	7 years old. Autstic, Non Verbal and Immobile- 2nd grade Children's Center	Not Sure	We need individualized care for Dallas. He needs help eating and staying engaged in activities suited for his abilities. Teaching math and other things has zero effect on Dallas' well being. He needs mobility and functionality in his learning.	Class Size, Teacher Licensure/Training, After School Programs, Individulaized assistance based on abilities and needs	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Predictability and Consistency, empahazise small class size and individualized care based on ability and keeping each child engaged	Terri Fritts tfritts3@triad.rr.com 336-624-2346
3/17/2023 8:46:56	Davidson	NA	Not Sure		Teacher Licensure/Training	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	
3/17/2023 8:59:29	Forsyth	Grandchildren not school age	Not Sure	need to know more	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach	
3/17/2023 9:58:53	Forsyth	Victor, age 17, 10th grade, Carter High School	Not Sure		Special Education	Individualized Approach, Diversity, Equity and Inclusion, Special Education	
3/17/2023 10:20:58	Forsyth	Nash is 10, he is in 4th grade and goes to Brunson Elementary.	Yes	Diversity in school types are just as important as the diversity of the students inside them.	Class Size, Student Support Services (Tutoring, Counseling, etc), ARTS	Safety (Physical and Emotional), Individualized Approach, Diversity, Equity and Inclusion	Jo Forkel, jolindsayforkel@gmail.com, 336-971-0490
3/17/2023 11:19:03	Forsyth	my son Elliot is 7 and attends Bolton Elementary School (1st grade) He has been there since he was 3, he came in through the early pre-k program. elliot is on the autism spectrum and has adhd. we have felt like the staff and teachers at his school have worked very hard to support him, but the environment of traditional elementary school just doesnt seem to be working for him. he loves math and is bored with where the math is for first grade and is really resistant to reading, we are trying to figure out if that is a lack of enthusiasm or a disability	Yes	please see answer above. really interested in an environment that centers healing and that honors neurodiverse students and doesnt just expect them to assimilate to the traditional classroom	Class Size, Student Support Services (Tutoring, Counseling, etc), After School Programs	Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	yes: Shelley Sizemore, gravessa@wfu.edu, 336-391-2553
3/17/2023 12:01:03	Forsyth	I have a son, age 7, in 1st grade at Old Richmond Elementary. And a daughter, age 3.	Yes	I don't feel like the one size fits all approach of public schools are a great approach, and I like the concept of a creative, collaborative, and more individualized approach. My son has level 1 autism and ADHD and does better in smaller class sizes with a more compassionate teacher.	Class Size, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	Yes, my name is Anne Gunn. My email is annemgunn86@gmail.com, and my phone # is 814-954-2186.

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3/17/2023 13:53:33	Forsyth	1 grandchild, 2.5 years old, will need specialty school	No	I'm a public school teacher and I think funds should be spent on public schools rather than schools that have the ability to select the students they want and deny those they don't.	Student Support Services (Tutoring, Counseling, etc), After School Programs, Resources: SLP, PT, OT, O&M, TVI, D/HH	Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	
3/17/2023 14:53:47	Forsyth	N/A-			Class Size, Outdoor curriculum	Individualized Approach, Diversity, Equity and Inclusion, Nature-based learning	
3/17/2023 15:21:01	Forsyth	7, 1st grade, public school	Not Sure		Class Size, Student Support Services (Tutoring, Counseling, etc), After School Programs	Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Predictability and Consistency, Diversity, Equity and Inclusion	Not now.
3/17/2023 23:18:02	Forsyth	Aiden, 8 yrs old, 2nd grade, home school & Owen, 12 yrs old, 6th grade, TJMS	Yes	Our youngest has Down syndrome and the local public school he used to go to did not try to include him in the typical setting with his peers. We'd like an environment that understands how neural typical students benefit from being around kids with disabilities, but we also just want a school that sees his potential, not just his limitations.	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	Yes, Michael Daniel, michael.steven.daniel@gmail.com, 336-972-3929
3/19/2023 14:30:01	Forsyth	8, 2nd, Morgan Elementary School	Not Sure		Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), Special Education Needs	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	Tiffany Malloy, mveahead31@gmail.com, (336) 695-9752
3/19/2023 18:54:17	Forsyth	14, Reynolds	Not Sure		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs, Sports	Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Diversity, Equity and Inclusion	
3/20/2023 6:14:44	Forsyth		Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), Art, music, skill programs	Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	
3/20/2023 8:43:05	Forsyth	2 years old	Yes		Class Size, Teacher Licensure/Training, After School Programs	Safety (Physical and Emotional), Student Support Services (Tutoring, Counseling, etc), Diversity, Equity and Inclusion	
3/20/2023 10:00:09	Forsyth	4 yr 9 months pre-k	Yes	Would love to see more grades added eventually.	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Predictability and Consistency, Diversity, Equity and Inclusion	Jamie Monson jamie27295@gmail.com
3/20/2023 10:24:29	Forsyth County	2, daycare, Children's Courtyard-Kernersville	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	Caitlyn Berry, hall.cait@outlook.com, 757-869-8145/ I would also be interested in employment (I hold an NC K-6 license and MLIS/SLMC license)
3/20/2023 11:33:48	Forsyth		Yes	Would want to know more about how it works, differences from regular public school	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Diversity, Equity and Inclusion	mvasquez@crossnore.org
3/20/2023 12:42:50	Forsyth		Not Sure		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs, Technology	Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Diversity, Equity and Inclusion	

Timestamp	In what county do you live?	Please tell us about your child/children - include age, grade and current school.	Would you consider sending your child/children to a new (tuition free) public charter school, serving K - 8th grade, in Winston-Salem?	If you would like to share more about your answer above, please explain.	What school programs and services are most important to you? (Select your top 3)	What school characteristics are most important to you? (Select your top 3)	Would you be interested in learning more about the charter school? If yes, please share your name, email and phone number below.
3/20/2023 13:58:19	Forsyth	Girl 11, grade 5, girl 8, grade 2, both at meadowlark elementary	Yes		Class Size, Teacher Licensure/Training, After School Programs	Safety (Physical and Emotional), Individualized Approach, Predictability and Consistency	
3/20/2023 14:54:39	Forsyth	Middle school ages and grades	Not Sure		Class Size, Student Support Services (Tutoring, Counseling, etc), After School Programs	Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Predictability and Consistency	
3/20/2023 19:38:49	Forsyth	17 Atkins, 20 ftcc/Reynolds grad	Not Sure	The Arts Based School was a lifesaver for my eldest when we finally got in for two years of middle school. I'm concerned about how charters pull funds from the public system.	Class Size, Teacher Licensure/Training	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	
3/21/2023 9:58:14	Forsyth	10yr rising 6th grader	Not Sure		Class Size, Teacher Licensure/Training, Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	Ddean@Crossnore.org
3/28/2023 9:07:05	Forsyth	11, 5th, Meadowlark Elem	Yes	We moved to Forsyth from Buncombe County where there are numerous charter schools. Happy to see this in the works.	Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Individualized Approach, Diversity, Equity and Inclusion	Jena Johnson SNadoptionMama@gmail.com 828-713-9108
3/28/2023 9:23:54	Guilford	11 - 5th - Homeschooled; 8 - 3rd - The Experiential School of Greensboro	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Student Support Services (Tutoring, Counseling, etc), Diversity, Equity and Inclusion	Jenny Gustin - jgustin24@yahoo.com
3/28/2023 9:29:35	Forsyth	15y - 9th grade - West Forsyth HS; 8y - 3rd grade - Arts Based School; 3y - preschool- Montessori School of Winston Salem	Yes	I already send middle son to a charter in VWS and plan to send my youngest to same.	Teaching children to be self aware, self directed, confident, curious and authentic.	Safety (Physical and Emotional), Individualized Approach	
3/28/2023 14:22:14	Forsyth	3.5yo, 22mo - both in daycare	Yes		Class Size, Student Support Services (Tutoring, Counseling, etc), After School Programs	Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	Seaturtlegrrrl@gmail.com
3/28/2023 16:31:53	Forsyth	Robinhood Baptist preschool and Jefferson Elem grade 3	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc)	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach	Summer Redwine sumred@gmail.com
3/28/2023 18:37:42	Guilford	N/a	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach	
3/28/2023 22:21:20	Forsyth	1 year old twins (we're thinking ahead, clearly)	Yes		Class Size, Teacher Licensure/Training, Student Support Services (Tutoring, Counseling, etc), After School Programs, Safety is a big factor! Both physical and emotional safety.	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Student Support Services (Tutoring, Counseling, etc), Individualized Approach, Diversity, Equity and Inclusion	Ashley Jones, ashjones1990@hotmail.com
3/29/2023 9:28:28	Forsyth	1 y.o., thinking ahead to school	No	Charter schools, by definition, take resources away from public education and create segregation, even when well intended.	Class Size, Student Support Services (Tutoring, Counseling, etc), After School Programs, community involvement	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Individualized Approach, Diversity, Equity and Inclusion	
3/29/2023 11:11:41	Forsyth	3 and 4, enrolled to start ivybrook in august	Yes	We WANT a charter school but the options are so limited. This would be amazing!	Class Size, Student Support Services (Tutoring, Counseling, etc), Technology	Safety (Physical and Emotional), Collaboration (Teacher, Student and Parent/Guardian), Diversity, Equity and Inclusion	Ashley ash.fain24@gmail.com 336-354-3025

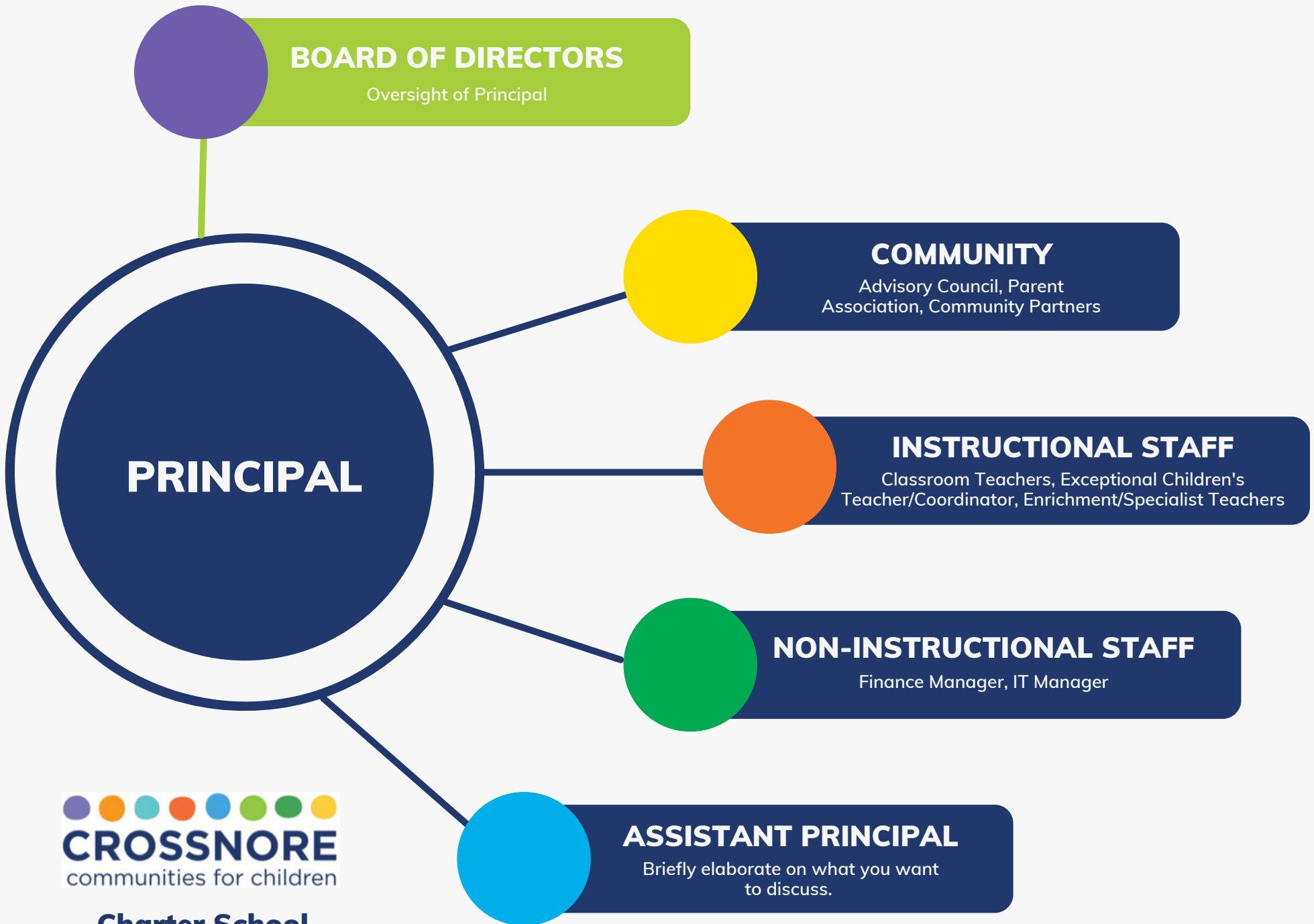


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Draft Daily Schedule - Crossnore Community Charter School

Time	KA	KB	1A	1B	2A	2B
7:30 AM - 8:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 AM - 9:00 AM	Social Studies	Social Studies	Science	Science	ELA	ELA
9:00 AM - 10:00 AM	ELA	ELA	Math	Math	Social Studies	Social Studies
10:00 AM - 11:00 AM	Science	Science	ELA	ELA	Math	Math
11:00 AM - 11:40 AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:40 AM - 12:20 PM	ABL	ABL	ABL	ABL	ABL	ABL
12:20 PM - 1:00 PM	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
1:00 PM - 2:00 PM	Specials	Specials	Specials	Specials	Specials	Specials
2:00 PM - 3:00 PM	Math	Math	Social Studies	Social Studies	Science	Science

Time	3A	3B	4A	4B	5A	5B
7:30 AM - 8:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 AM - 9:00 AM	ELA	ELA	Math	Math	Social Studies	Social Studies
9:00 AM - 10:00 AM	Specials	Specials	Specials	Specials	Specials	Specials
10:00 AM - 11:00 AM	Science	Science	ELA	ELA	Math	Math
11:00 AM - 11:40 AM	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
11:40 AM - 12:20 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 PM - 1:00 PM	ABL	ABL	ABL	ABL	ABL	ABL
1:00 PM - 2:00 PM	Social Studies	Social Studies	Science	Science	ELA	ELA
2:00 PM - 3:00 PM	Math	Math	Social Studies	Social Studies	Science	Science

Time	6A	6B	7A	7B	8A	8B
7:30 AM - 8:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 AM - 9:00 AM	ELA	ELA	Math	Science	Social Studies	ELA
9:00 AM - 10:00 AM	Science	Science	ELA	Social Studies	Math	Science
10:00 AM - 11:00 AM	Specials	Specials	Specials	Specials	Specials	Specials
11:00 AM - 11:40 AM	ABL	ABL	ABL	ABL	ABL	ABL
11:40 AM - 12:20 PM	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
12:20 PM - 1:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM - 2:00 PM	Social Studies	Social Studies	Science	Math	ELA	Social Studies
2:00 PM - 3:00 PM	Math	Math	Social Studies	ELA	Science	Math

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
PHILADELPHIA PA 19255-0023

001451.500001.339780.7846 1 MB 0.531 920



Date of this notice: 03-01-2023

Employer Identification Number:
92-2529023

Form: SS-4

Number of this notice: CP 575 A

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

CROSSNORE COMMUNITY CHARTER
1001 REYNOLDA RD
WINSTON SALEM NC 27104

001451

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 92-2529023. This EIN will identify your entity, accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for their business. Some taxpayers receive CP575 notices when another person has stolen their identity and are opening a business using their information. If you did not apply for this EIN, please visit, www.irs.gov/einnotrequested.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

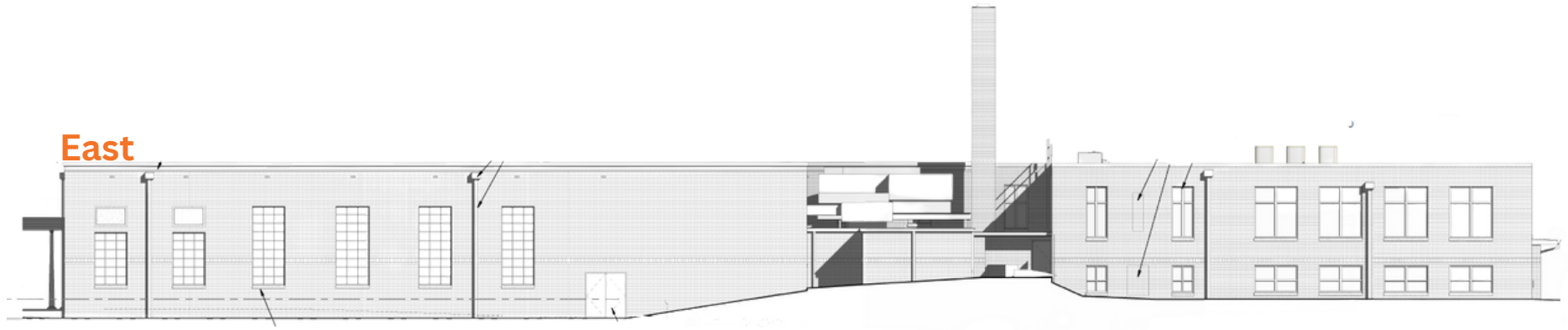
Based on the information received from you or your representative, you must file the following forms by the dates shown.

Form 941	10/31/2023
Form 940	01/31/2024

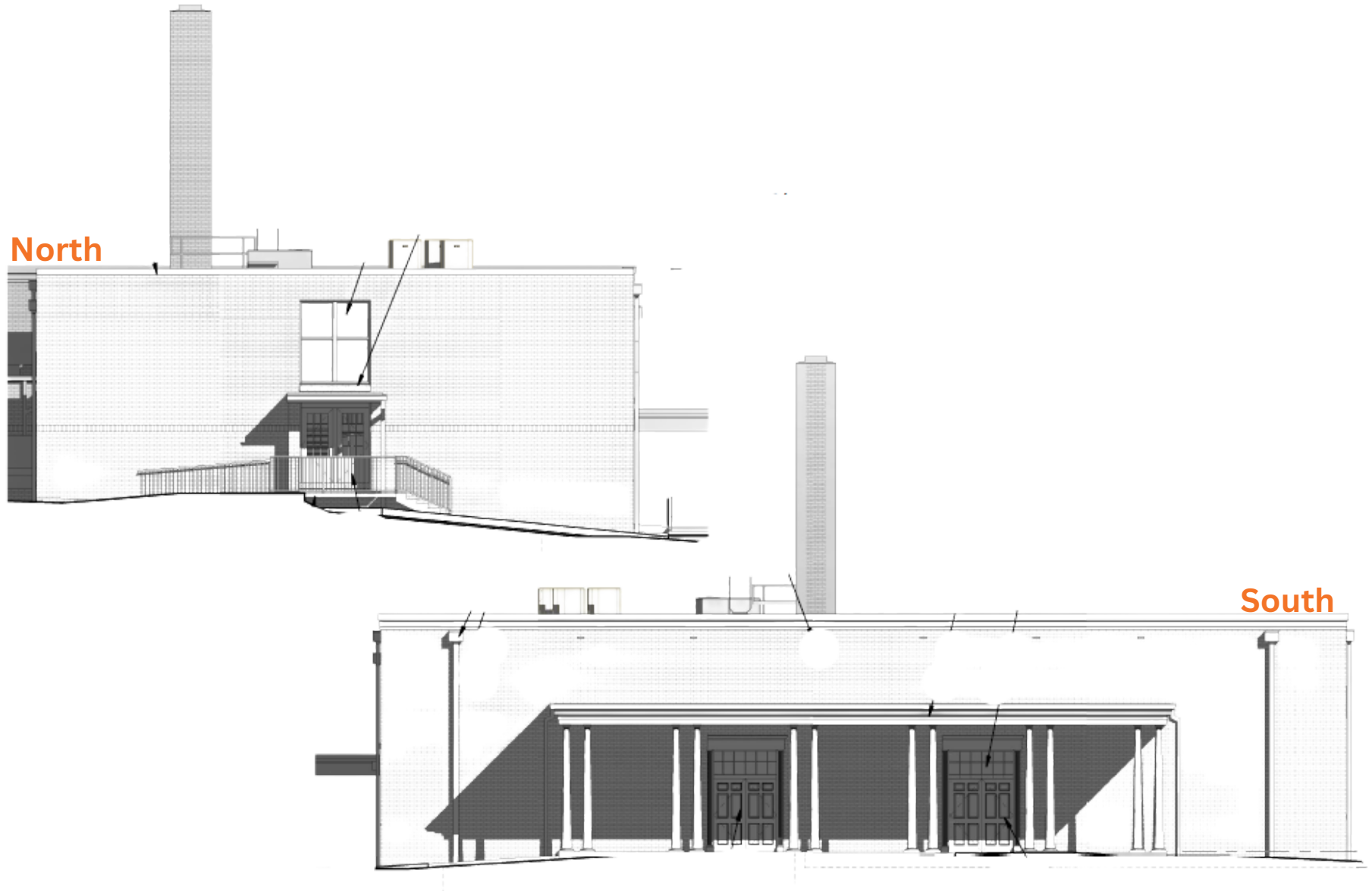
If you have questions about the forms or the due dates shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification (corporation, partnership, etc.) based on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding of the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2020-1, 2020-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

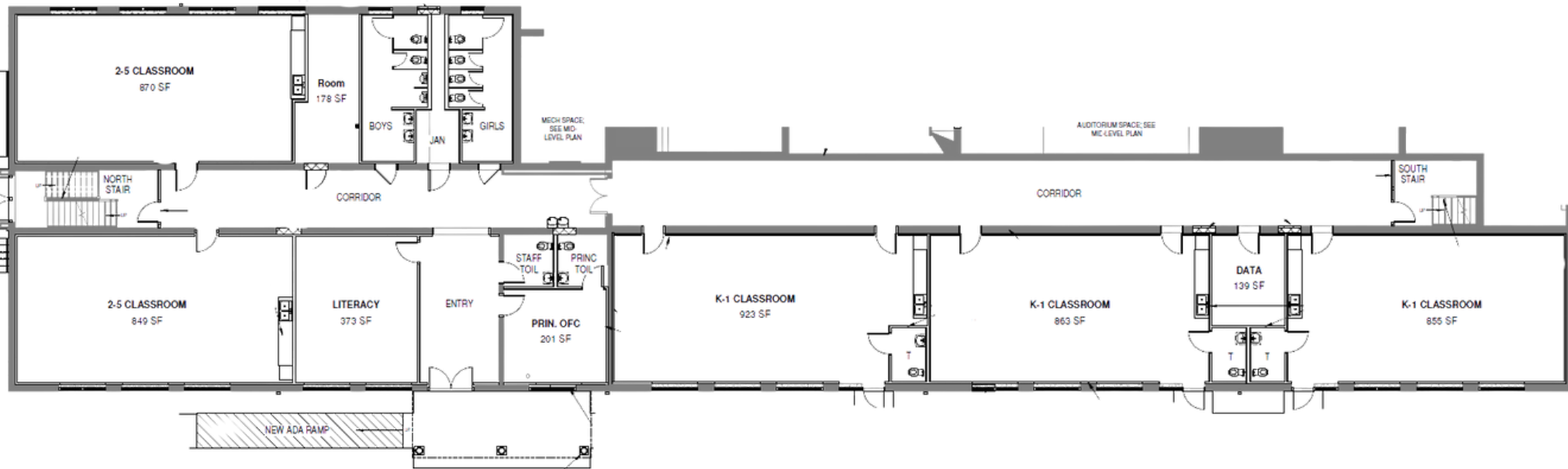
Charter School - Elem - East & West



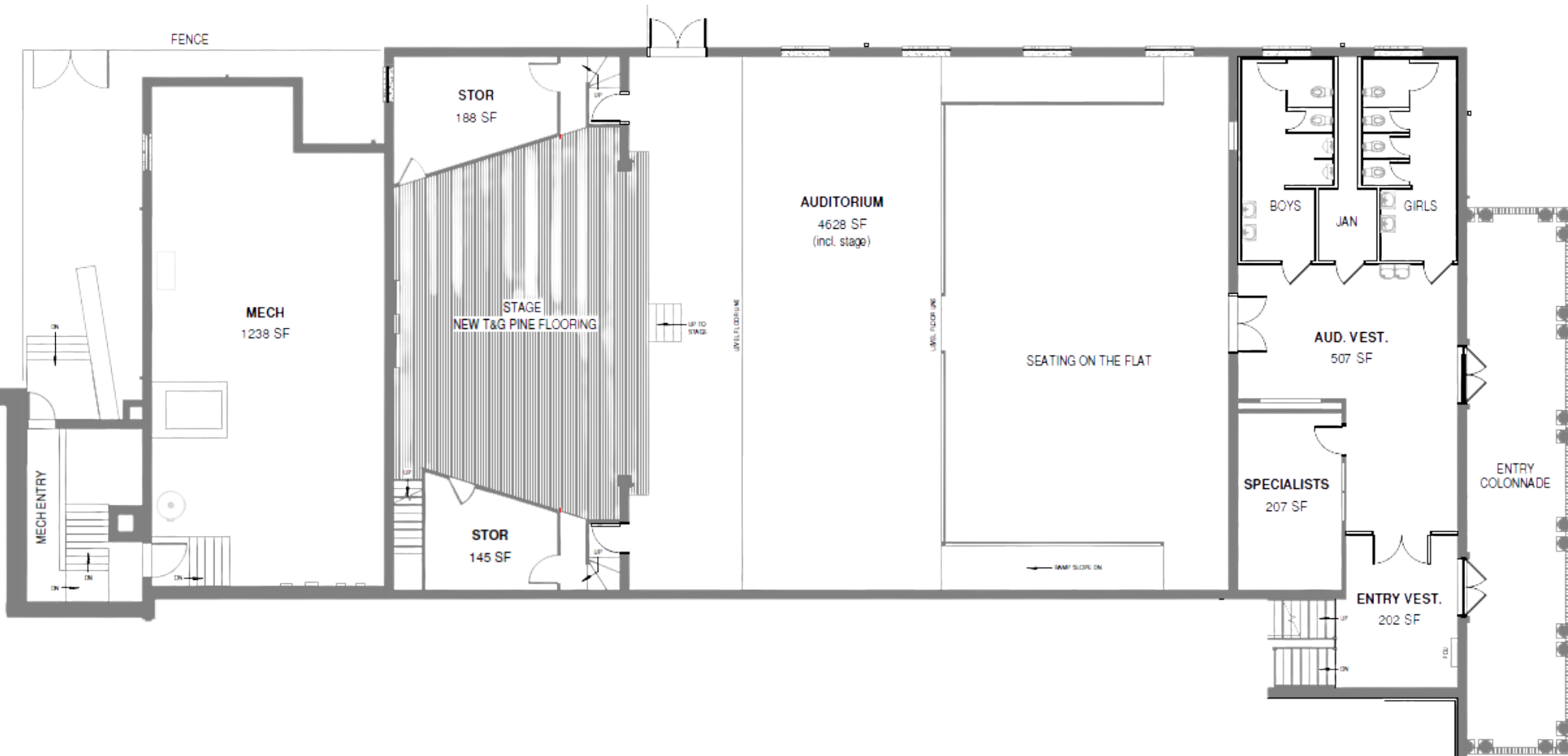
Charter School - Elem - North & South



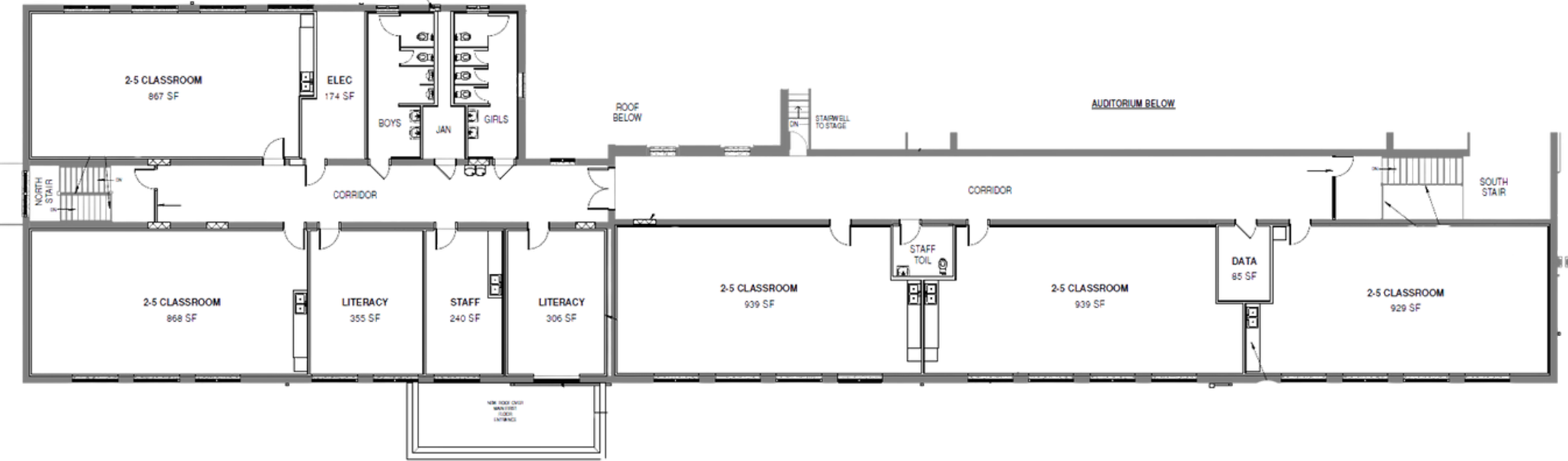
Charter School - Elem - Lower Level



Charter School - Elem - Auditorium



Charter School - Elem - 2nd Floor



Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	1, 2, 3, 4	80
Year 2	1, 2, 3, 4, 5	100
Year 3	1, 2, 3, 4, 5, 6, 7, 8	160
Year 4	K, 1, 2, 3, 4, 5, 6, 7, 8	180
Year 5	K, 1, 2, 3, 4, 5, 6, 7, 8	180

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	0	0%
Asian	0	0%
Black or African American	80	44%
Hispanic	50	28%
Native HI or Pacific Islander		0
Two or More Races		0%
White	50	28%
Total number of students:	180	
EDS Subgroups		
Economically Disadvantaged Students	171	95%
Students with Disabilities	54	30%
English Language Learners	11	6%
Students Experiencing Homelessness	0	0
Total number of students:	180	

ENGLISH/LANGUAGE ARTS

Grade K • Start Smart • Scope and Sequence

	Big Books	Shared Read	Read Alouds	Vocabulary	Comprehension	Print Concepts	Phonological Awareness	Phonics	High-Frequency Words	Writing	Weekly Project
Week 1 We Are Special Essential Question: How is everyone special?	Animals in the Park: An ABC Book Big Book of Rhymes: “Jack and Jill” “Mary Wore Her Red Dress” “Wee Willie Winkie” “Little Miss Muffet” “Humpty Dumpty”	“I Am Special” Genre: Fiction “Look at Me!” Genre: Informational Text	Interactive Read Aloud: “The Ugly Duckling” Genre: Fairy Tale Teacher’s Edition: “The Three Sisters” Genre: Folktale	Category Words: Names	Details	Parts of a Book Book Handling Reading From Left to Right	Sentence Segmentation Identify Rhyme	Letter Recognition: <i>Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh</i>	/	Write About the Text	Project: I Am Special!
Week 2 My Family and Me Essential Question: Who is in your family?	Animals in the Park: An ABC Book Big Book of Rhymes: “Twinkle, Twinkle Little Star” “1, 2, Buckle My Shoe” “Mix a Pancake” “Chook, Chook, Chook” “1, 2, 3, 4, 5”	“Family Fun!” Genre: Fiction “Fun Together!” Genre: Fiction	Interactive Read Aloud: “Mama Mouse and El Gato” Genre: Fable Teacher’s Edition: “Teddy’s Week” Genre: Fiction	Category Words: Numbers	Details	Parts of a Book Distinguish Letters from Words Reading from Left to Right	Sentence Segmentation Identify Rhyme	Letter Recognition: <i>Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr</i>	can	Write About the Text	Project: My Family and Me
Week 3 I Can! Essential Question: What can you do?	Animals in the Park: An ABC Book Big Book of Rhymes: “Sing a Song of Sixpence” “Pat-a-Cake” “Hickory, Dickory, Dock” “Hey, Diddle, Diddle” “As I Was Going to St. Ives”	“At School” Genre: Fiction “What Can I Do?” Genre: Informational Text	Interactive Read Aloud: “Kindergartners Can!” Genre: Informational Text Teacher’s Edition: “We Can Help” Genre: Folktale	Category Words: Days of the Week	Details	Parts of a Book Distinguish Letters from Words Space Between Words	Recognize Syllables Blend Syllables	Letter Recognition: <i>Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz</i>	i, can	Write About the Text	Project: I Can!

Grade K • Unit 1 • Scope and Sequence

Unit 1: Take a New Step The Big Idea: What can we learn when we try new things?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 Make New Friends Essential Question: How can we get along with new friends? Genre Focus: Fiction	Anchor Text: <i>What About Bear?</i> Genre: Fiction Paired Selection: "How to Be a Friend" Genre: Informational Text	Shared Read: "I Can" Lexile: BR Shared Read: "Can I?" Lexile: BR	"The Lion and the Mouse" Genre: Fable	Genre: Fiction A: <i>The Tree House</i> Lexile: BR O: <i>The Mouse and The Moose</i> Lexile: BR ELL: <i>The Mouse and The Moose</i> Lexile: BR B: <i>Come and Play!</i> Lexile: 90L	Oral Vocabulary Words: <i>friend</i> <i>problem</i> <i>grasped</i> <i>escape</i> <i>rescue</i> Category Words: Feeling Words	Ask and Answer Questions Main Story Elements: Character Photographs	Left to Right Tracking Hold Book Right Side Up	Phonological Awareness: Sentence Segmentation Phonemic Awareness: Phoneme Isolation, Phoneme Identity, Phoneme Blending	Phonics: /m/m (initial/final) Spelling: Words with <i>m</i> ; <i>the</i> Handwriting: Upper and Lowercase <i>Mm</i> Decodable Readers: "I Can" "Can I?"	<i>the</i> Build Your Word Bank: <i>out</i>	Write About the Text: Expository Writing Skill: Left-to-Right Progression Writing Trait: Details Grammar: Naming Words (Nouns)	Project: How to Be a Good Friend
Week 2 Get Up and Go! Essential Question: How do baby animals move? Genre Focus: Fiction	Anchor Text: <i>Pouch!</i> Genre: Fiction Paired Selection: "Baby Animals on the Move!" Genre: Informational Text	Shared Read: "We Can!" Lexile: BR Shared Read: "I Can, We Can" Lexile: BR	"The Tortoise and the Hare" Genre: Fable	Genre: Fiction A: <i>Hop!</i> Lexile: BR O: <i>We Hop!</i> Lexile: BR ELL: <i>We Hop!</i> Lexile: BR B: <i>We Can Move!</i> Lexile: 140L	Oral Vocabulary Words: <i>adventure</i> <i>movement</i> <i>exhausted</i> <i>excited</i> <i>arrived</i> Category Words: Family Words	Ask and Answer Questions Main Story Elements: Character Labels	Parts of a Book Left to Right, Top to Bottom Tracking	Phonological Awareness: Identify Rhyme Phonemic Awareness: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Identity	Phonics: /a/a (initial/medial) Consonant Review: /m/m Spelling: Words with <i>a</i> ; <i>we</i> Handwriting: Upper and Lowercase <i>Aa</i> Decodable Readers: "I Am" "We Can"	<i>we</i> Build Your Word Bank: <i>down</i>	Write About the Text: Expository Writing Skill: Left-to-Right Progression Writing Trait: Details Grammar: Naming Words (Nouns)	Project: How Baby Animals Move
Week 3 Use Your Senses Essential Question: How can your senses help you learn? Genre Focus: Informational Text: Nonfiction	Anchor Text: <i>Senses at the Seashore</i> Genre: Informational Text Paired Selection: "I Smell Springtime," "Taste of Purple," "Rain" Genre: Poetry	Shared Read: "Sam Can See" Lexile: BR Shared Read: "I Can See" Lexile: BR	"A Feast of the Senses" Genre: Informational Text	Genre: Informational Text A: <i>The Beach</i> Lexile: BR O: <i>At School</i> Lexile: BR ELL: <i>At School</i> Lexile: BR B: <i>See It Grow!</i> Lexile: BR	Oral Vocabulary Words: <i>explore</i> <i>senses</i> <i>feast</i> <i>finished</i> <i>kneads</i> Category Words: Sensory Words	Ask and Answer Questions Topic and Details Sensory Words	Parts of a Book Left to Right, Top to Bottom Tracking	Phonological Awareness: Onset and Rime Blending Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization	Phonics: /s/s (initial) Consonant/Vowel Review: /a/a, /m/m Spelling: Words with <i>s</i> ; <i>see</i> Handwriting: Upper and Lowercase <i>Ss</i> Decodable Readers: "Sam Can See" "Sam"	<i>see</i> Build Your Word Bank: <i>will</i> <i>jump</i>	Write About the Text: Opinion Writing Skill: Words Are Made up of Letters Writing Trait: Details Grammar: Naming Words (Nouns)	Project: The Senses

Grade K • Unit 2 • Scope and Sequence

Unit 2: Let's Explore The Big Idea: What can you find out when you explore?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Tools We Use</p> <p>Essential Question: How do tools help us to explore?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>The Handiest Things in the World</i> Genre: Informational Text</p> <p>Paired Selection: "Discover with Tools" Genre: Informational Text</p>	<p>Shared Read: "Pam Can See" Lexile: BR</p> <p>Shared Read: "We Can See!" Lexile: BR</p>	<p>"Timimoto" Genre: Folktale</p>	<p>Genre: Informational Text A: <i>We Need Tools</i> Lexile: BR O: <i>A Trip</i> Lexile: BR ELL: <i>A Trip</i> Lexile: BR B: <i>What Can You See?</i> Lexile: 90L</p>	<p>Oral Vocabulary Words: <i>tools</i> <i>discover</i> <i>defeated</i> <i>fetch</i> <i>rumble</i></p> <p>Category Words: Color Words</p>	<p>Ask and Answer Questions</p> <p>Topic and Details</p> <p>Headings</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>Locate Printed Word</p>	<p>Phonological Awareness: Identify Alliteration</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p>	<p>Phonics: /p/p (initial/final)</p> <p>Consonant/Vowel/Review: /a/a, /m/m, /s/s</p> <p>Spelling: Words with <i>p</i>; <i>a</i>, <i>there</i></p> <p>Handwriting: Upper and Lowercase <i>Pp</i></p> <p>Decodable Readers: "A Sap Map" "Pam Can See"</p>	<p><i>we</i></p> <p>Build Your Word Bank: <i>there</i> <i>our</i></p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Details</p> <p>Grammar: Action Words (Verbs: Present Tense)</p>	<p>Project: Tools for Exploring</p>
<p>Week 2</p> <p>Shapes All Around Us</p> <p>Essential Question: What shapes do you see around you?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>Shapes All Around Us</i> Genre: Informational Text</p> <p>Paired Selection: "Find the Shapes" Genre: Informational Text</p>	<p>Shared Read: "We Like Tam!" Lexile: BR</p> <p>Shared Read: "I Like Sam" Lexile: BR</p>	<p>"Kites in Flight" Genre: Informational Text</p>	<p>Genre: Informational Text A: <i>Shapes!</i> Lexile: BR O: <i>Play with Shapes!</i> Lexile: BR ELL: <i>Play with Shapes!</i> Lexile: BR B: <i>Use a Shape!</i> Lexile: 140L</p>	<p>Oral Vocabulary Words: <i>materials</i> <i>nature</i> <i>decoration</i> <i>games</i> <i>world</i></p> <p>Category Words: Shape Words</p>	<p>Ask and Answer Questions</p> <p>Topic and Details</p> <p>Bold Print</p>	<p>Locate Printed Word</p> <p>Distinguish Letters from Words</p> <p>Parts of a Book</p> <p>Left to Right, Top to Bottom Tracking</p>	<p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending (initial/final), Phoneme Identity</p>	<p>Phonics: /t/t (initial/final)</p> <p>Consonant/Vowel/Review: /a/a, /m/m, /s/s</p> <p>Spelling: Words with <i>t</i>, long: <i>a_e</i>; <i>like</i></p> <p>Handwriting: Upper and Lowercase <i>Tt</i></p> <p>Decodable Readers: "Tap the Mat" "I Am Pat"</p>	<p><i>like</i></p> <p>Build Your Word Bank: <i>two</i> <i>well</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Use Word Bank</p> <p>Writing Trait: Details</p> <p>Extended Writing: Expository Text: Nonfiction</p> <p>Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Action Words (Verbs: Present Tense)</p>	<p>Project: Shapes Survey</p>

Grade K • Unit 2 • Scope and Sequence

Unit 2: Let's Explore The Big Idea: What can you find out when you explore?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 World of Bugs Essential Question: What kind of bugs do you know about? Genre Focus: Poetry	Anchor Text: <i>I Love Bugs!</i> Genre: Poetry Paired Selection: "Bugs All Around" Genre: Informational Text	"Pat" Lexile: BR "Tap! Tap! Tap!" Lexile: BR	"From Caterpillar to Butterfly" Genre: Informational Text	Genre: Fiction A: <i>We Like Bugs!</i> Lexile: BR O: <i>The Bugs Run</i> Lexile: BR ELL: <i>The Bugs Run</i> Lexile: BR B: <i>I See a Bug!</i> Lexile: BR	Oral Vocabulary Words: <i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i> Category Words: Texture words	Ask and Answer Questions Poetry: Rhyme Captions	Distinguish Letters from Words Left to Right, Top to Bottom Tracking Parts of a Book	Phonological Awareness: Count and Segment Syllables Phonemic Awareness: Phoneme Segmentation, Phoneme Blending Long Vowel Awareness: Long <i>a</i>	Phonics: Review <i>m/m, a/a, /s/s, /p/p, /t/t</i> Spelling Pattern: <i>at</i> pattern (<i>at, mat, sat</i>); <i>the, a, see, we like</i> Handwriting: Write sentences with <i>Mm, Aa, Ss, Pp, Tt</i> Decodable Readers: "We See Tam"	<i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i> Build Your Word Bank: <i>for</i> <i>out</i> <i>down</i> <i>will</i> <i>jump</i> <i>there</i> <i>our</i> <i>two</i> <i>well</i>	Write About the Text: Opinion Writing Skill: Spaces Between Words Writing Trait: Descriptive Details Grammar: Action Words (Verbs: Present Tense)	Project: Bugs

Units 1 and 2	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	Genre Read-Aloud "Look and Learn" Activities Learn About Tools Observe with Tools	Choose Your Own Book

Grade K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Rules to Go By</p> <p>Essential Question: What rules do we follow in different places?</p> <p>Genre Focus: Fiction</p>	<p>Anchor Text: <i>How Do Dinosaurs Go to School?</i> Genre: Fiction: Fantasy</p> <p>Paired Selection: "Be Safe!" Genre: Informational Text</p>	<p>"Can I Pat It?" Lexile: BR</p> <p>"Tim Can Tip It" Lexile: 300L</p>	<p>"The Boy Who Cried Wolf" Genre: Fable</p>	<p>Genre: Fantasy A: <i>We Run</i> Lexile: BR O: <i>Go, Nat!</i> Lexile: BR ELL: <i>Go, Nat!</i> Lexile: BR B: <i>The Birdhouse</i> Lexile: BR</p>	<p>Oral Vocabulary Words: <i>rules</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i></p> <p>Category Words: Action Words</p>	<p>Visualize</p> <p>Main Story Elements: Character</p> <p>Lists</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>Locate Printed Word</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p>	<p>Phonics: /i/i (medial)</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t</p> <p>Extend the Lesson: final double letters: ss, tt</p> <p>Spelling: Words with <i>i</i>; <i>to</i></p> <p>Handwriting: Upper and Lowercase <i>li</i></p> <p>Decodable Readers: "Tim Can Sit" "We Like It"</p>	<p><i>to</i></p> <p>Build Your Word Bank: <i>her</i> <i>one</i> <i>say</i></p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Sentences Are Made up of Words</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Sentences</p>	<p>Project: Rules for Safety</p>
<p>Week 2</p> <p>Sounds Around Us</p> <p>Essential Question: What are the different sounds we hear?</p> <p>Genre Focus: Fiction</p>	<p>Anchor Text: <i>Clang! Clang! Beep! Beep!</i> <i>Listen to the City</i> Genre: Fiction</p> <p>Paired Selection: "Sounds Are Everywhere!" Genre: Informational Text</p>	<p>"Nat and Tip" Lexile: 250L</p> <p>"Tim and Nan" Lexile: 250L</p>	<p>"The Turtle and the Flute" Genre: Tale</p>	<p>Genre: Fiction A: <i>City Sounds</i> Lexile: BR O: <i>Farm Sounds</i> Lexile: 280L ELL: <i>Farm Sounds</i> Lexile: BR B: <i>A Noisy Night</i> Lexile: 190L</p>	<p>Oral Vocabulary Words: <i>listen</i> <i>volume</i> <i>chat</i> <i>exclaimed</i> <i>familiar</i></p> <p>Category Words: Sound Words</p>	<p>Visualize</p> <p>Main Story Elements: Setting</p> <p>Captions</p>	<p>Locate Printed Word</p> <p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p>	<p>Phonics: /n/n</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t</p> <p>Spelling: Words with <i>n</i>; <i>and</i></p> <p>Handwriting: Upper and Lowercase <i>Nn</i></p> <p>Decodable Readers: "Nat and Nan" "Nan and Nat See"</p>	<p><i>and</i></p> <p>Build Your Word Bank: <i>then</i> <i>new</i> <i>saw</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Sentences</p>	<p>Project: Experiment with Sounds</p>

Grade K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>The Places We Go</p> <p>Essential Question: What places do you go to during the week?</p> <p>Genre Focus: Fiction</p>	<p>Anchor Text: <i>Please Take Me for a Walk</i> Genre: Fiction</p> <p>Paired Selection: "A Neighborhood" Genre: Informational Text</p>	<p>"We Go to See Nan" Lexile: 140L</p> <p>"Can We Go?" Lexile: 60L</p>	<p>"Field Trips" Genre: Informational Text</p>	<p>Genre: Fiction A: <i>We Can Go</i> Lexile: BR O: <i>Going by Cab</i> Lexile: 160L ELL: <i>Going by Cab</i> Lexile: BR B: <i>Cal's Busy Week</i> Lexile: 110L</p>	<p>Oral Vocabulary Words: <i>local</i> <i>routine</i> <i>neighborhood</i> <i>volunteer</i> <i>intelligent</i></p> <p>Category Words: Sequence Words</p>	<p>Visualize</p> <p>Main Story Elements: Character</p> <p>Map</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Count and Segment Syllables</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation</p> <p>Long Vowel Awareness: Long <i>i</i></p>	<p>Phonics: /k/c</p> <p>Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t</p> <p>Spelling Pattern: <i>an</i> pattern (<i>an, can, ran, pan, man</i>)</p> <p>Handwriting: Upper and Lowercase Cc</p> <p>Decodable Readers: "Cam Cat" "See the Cat"</p>	<p><i>go</i></p> <p>Build Your Word Bank: <i>could</i> <i>place</i> <i>white</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: End Punctuation</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Sentences</p>	<p>Project: School Places Interview</p>

Grade K • Unit 4 • Scope and Sequence

Unit 4: Around the Neighborhood The Big Idea: What do you know about the people and the places in your neighborhood?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Time for Work</p> <p>Essential Question: What do people use to do their jobs?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>Whose Shoes? A Shoe for Every Job</i> Genre: Informational Text</p> <p>Paired Selection: "Workers and Their Tools" Genre: Informational Text</p>	<p>"Tom on Top!" Lexile: 70L</p>	<p>"Little Juan and the Cooking Pot" Genre: Tale</p>	<p>Genre: Informational Text A: <i>You Cook</i> Lexile: BR O: <i>On the Job</i> Lexile: BR ELL: <i>On the Job</i> Lexile: BR B: <i>The Neighborhood</i> Lexile: 120L</p>	<p>Oral Vocabulary Words: <i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i></p> <p>Category Words: Jobs</p>	<p>Ask and Answer Questions</p> <p>Topic and Details</p> <p>Labels</p>	<p>Parts of a Book</p> <p>Match Speech to Print</p>	<p>Phonological Awareness: Onset and Rime Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation (initial), Phoneme Isolation (initial, medial), Phoneme Blending, Phoneme Categorization</p>	<p>Phonics: /o/o (initial/medial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p>Spelling: Words with o; you</p> <p>Handwriting: Upper and Lowercase Oo</p> <p>Decodable Readers: "Tom Can" "Mom and Nan"</p>	<p>you</p> <p>Build Your Word Bank: <i>all</i> <i>that</i> <i>four</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Supporting Details</p> <p>Grammar: Describing Words (Adjectives: Color, Shape, Size)</p>	<p>Project: Workers and Their Tools</p>
<p>Week 2</p> <p>Meet Your Neighbors</p> <p>Essential Question: Who are your neighbors?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>What Can You Do with a Paleta?</i> Genre: Realistic Fiction</p> <p>Paired Selection: "My Great Neighborhood!" Genre: Personal Narrative</p>	<p>"Sid" Lexile: 340L</p>	<p>"Cultural Festivals" Genre: Informational Text</p>	<p>Genre: Fiction A: <i>My Neighbors</i> Lexile: BR O: <i>Neighborhood Party</i> Lexile: 100L ELL: <i>Neighborhood Party</i> Lexile: BR B: <i>Parade Day</i> Lexile: 100L</p>	<p>Oral Vocabulary Words: <i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i></p> <p>Category Words: Food Words</p>	<p>Ask and Answer Questions</p> <p>Main Story Elements: Character, Setting</p> <p>Illustrations</p>	<p>Parts of a Book</p> <p>Match Speech to Print</p>	<p>Phonological Awareness: Sentence Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p>Long Vowel Awareness: Long o</p>	<p>Phonics: /d/d (initial/final)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p>Spelling: Words with d, long o: o_e; do</p> <p>Handwriting: Upper and Lowercase Dd</p> <p>Decodable Readers: "Did Dan?" "Did Sid See Don?"</p>	<p>do</p> <p>Build Your Word Bank: <i>day</i> <i>long</i> <i>blue</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Supporting Details</p> <p>Extended Writing: Personal Narrative</p> <p>Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Describing Words (Adjectives)</p>	<p>Project: Neighbors Interview</p>

Grade K • Unit 4 • Scope and Sequence

Unit 4: Around the Neighborhood The Big Idea: What do you know about the people and the places in your neighborhood?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Pitch In</p> <p>Essential Question: How can people help to make your community better?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>Roadwork</i> Genre: Informational Text</p> <p>Paired Selection: "A Community Garden" Genre: Informational Text</p>	<p>"I Can, You Can!" Lexile: 180L</p>	<p>"The Bundle of Sticks" Genre: Fable</p>	<p>Genre: Informational Text A: <i>We Clean!</i> Lexile: BR O: <i>Can You Fix It?</i> Lexile: 60L ELL: <i>Can You Fix It?</i> Lexile: BR B: <i>Helping Mom</i> Lexile: 290L</p>	<p>Oral Vocabulary Words: <i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i></p> <p>Category Words: Position Words</p>	<p>Ask and Answer Questions Details: Time Order Captions</p>	<p>First Word in Sentence Is Capitalized Left to Right, Top to Bottom Tracking Parts of a Book</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics: Review /l/i, n/n, /k/c, /o/o, /d/d; s-Blends (<i>sn, sp, st</i>)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p>Long Vowel Express (optional): Long <i>a</i> (<i>a_e</i>)</p> <p>Spelling Pattern: <i>ot</i> pattern (<i>not, cot, dot, pot, tot</i>)</p> <p>Handwriting: Write sentences with <i>i, n, c, o, d, s</i>-Blends (<i>sn, sp, st</i>)</p> <p>Decodable Readers: "Tip It" "Stop the Top!"</p>	<p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i></p> <p>Build Your Word Bank: <i>her</i> <i>one</i> <i>say</i> <i>then</i> <i>new</i> <i>saw</i> <i>could</i> <i>place</i> <i>white</i> <i>all</i> <i>that</i> <i>four</i> <i>day</i> <i>long</i> <i>blue</i></p>	<p>Write About the Text: Expository Writing Skill: Use Word Bank Writing Trait: Focus on One Idea Grammar: Describing Words (Adjectives)</p>	<p>Project: Interview About School</p>

Units 3 and 4	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p>Genre Read-Aloud "Firefighters Help Out"</p> <p>Activities Find Out About Firefighters Make a Job Poster</p>	Choose Your Own Book

Grade K • Unit 5 • Scope and Sequence

Unit 5: Wonders of Nature The Big Idea: What kinds of things can you find growing in nature?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>How Does Your Garden Grow?</p> <p>Essential Question: What do living things need to grow?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>My Garden</i> Genre: Realistic Fiction</p> <p>Paired Selection: "Tommy," "Maytime Magic," "The Seed," "Garden" Genre: Poetry</p>	<p>"Hop Can Hop!" Lexile: 110L</p>	<p>"Growing Plants" Genre: Informational Text</p>	<p>Genre: Fiction A: <i>My Garden</i> Lexile: BR O: <i>My Garden Grows</i> Lexile: 100L ELL: <i>My Garden Grows</i> Lexile: BR B: <i>The Mystery Seeds</i> Lexile: 240L</p>	<p>Oral Vocabulary Words: <i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i></p> <p>Category Words: Size Words Plurals with -s</p>	<p>Reread</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Rhyme and Repetition</p>	<p>Locate Printed Word</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Count and Blend Syllables</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Blending, Phoneme Categorization</p>	<p>Phonics: /h/h (initial)</p> <p>Consonant/Vowel Review: <i>/a/a, /k/c, /d/d, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i></p> <p>Extend the Lesson: Final /z/s</p> <p>Spelling: Words with <i>h; my</i></p> <p>Handwriting: Upper and Lowercase <i>Hh</i></p> <p>Decodable Readers: "Hap Hid the Ham" "Hip Hop"</p>	<p><i>my</i></p> <p>Build Your Word Bank: <i>than</i> <i>his</i> <i>three</i></p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: End Punctuation</p> <p>Writing Trait: Focus on One Idea</p> <p>Grammar: Pronouns (Subjective)</p>	<p>Project: Parts of a Plant</p>
<p>Week 2</p> <p>Trees</p> <p>Essential Question: How do living things change as they grow?</p> <p>Genre Focus: Informational Text</p>	<p>Anchor Text: <i>A Grand Old Tree</i> Genre: Informational Text</p> <p>Paired Selection: "From a Seed to a Tree" Genre: Informational Text</p>	<p>"Ed and Ned" Lexile: 230L</p>	<p>"The Pine Tree" Genre: Fairy Tale</p>	<p>Genre: Informational Text A: <i>The Tree</i> Lexile: BR O: <i>Many Trees</i> Lexile: 70L ELL: <i>Many Trees</i> Lexile: BR B: <i>Our Apple Tree</i> Lexile: 250L</p>	<p>Oral Vocabulary Words: <i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i></p> <p>Category Words: Tree Parts Inflectional Ending -ed</p>	<p>Reread</p> <p>Topic and Details</p> <p>Diagram</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation</p>	<p>Phonics: /e/e (initial/medial)</p> <p>Consonant/Vowel Review: <i>/a/a, /k/c, /d/d, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i></p> <p>Spelling: Words with <i>/e/e; are</i></p> <p>Handwriting: Upper and Lowercase <i>Ee</i></p> <p>Decodable Readers: "Ed and Ted Can Go" "Not a Pet"</p>	<p><i>are</i></p> <p>Build Your Word Bank: <i>when</i> <i>which</i> <i>soon</i></p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Words That Connect Ideas</p> <p>Grammar: Pronouns (Subjective)</p>	<p>Project: How Trees Grow</p>

Grade K • Unit 5 • Scope and Sequence

Unit 5: Wonders of Nature The Big Idea: What kinds of things can you find growing in nature?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Fresh from the Farm</p> <p>Essential Question: What kinds of things grow on a farm?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>An Orange in January</i> Genre: Informational Text</p> <p>Paired Selection: "Farmers' Market" Genre: Informational Text</p>	<p>"Ron With Red" Lexile: 170L</p>	<p>"Farms Around the World" Genre: Informational Text</p>	<p>Genre: Informational Text A: <i>The Farmer</i> Lexile: BR O: <i>Let's Make a Salad!</i> Lexile: BR ELL: <i>Let's Make a Salad!</i> Lexile: BR B: <i>Farm Fresh Finn</i> Lexile: 260L</p>	<p>Oral Vocabulary Words: <i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i></p> <p>Category Words: Food Words Sentence Clues</p>	<p>Reread Topic and Details Lists</p>	<p>Parts of a Book Match Speech to Print</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition</p> <p>Long Vowel Awareness: Long e: ee</p>	<p>Phonics: /i/f (initial/final), r/r (initial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p>Spelling Pattern: en pattern (<i>pen, ten, men, den, hen</i>)</p> <p>Handwriting: Upper and Lowercase <i>Ff</i> and <i>Rr</i></p> <p>Decodable Readers: "Ron Ram" "Red and Ron"</p>	<p><i>with</i> <i>he</i></p> <p>Build Your Word Bank: <i>many</i> <i>them</i> <i>eat</i></p>	<p>Write About the Text: Expository Writing Skill: Stretch Sounds to Write Words Writing Trait: Sequence Grammar: Pronouns (Subjective)</p>	<p>Project: Plants on a Farm</p>

Grade K • Unit 6 • Scope and Sequence

Unit 6: Weather for All Seasons The Big Idea: How do weather and seasons affect us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>The Four Seasons</p> <p>Essential Question: How are the seasons different?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>Mama, Is It Summer Yet?</i> Genre: Realistic Fiction</p> <p>Paired Selection: "New Snow," "Rain Song," "Covers," excerpt from "Honey I Love" Genre: Poetry</p>	<p>"Is It Hot?" Lexile: 200L</p>	<p>"A Tour of the Seasons" Genre: Informational Text</p>	<p>Genre: Fiction A: <i>It Is Hot!</i> Lexile: BR O: <i>Little Bear</i> Lexile: 300L ELL: <i>Little Bear</i> Lexile: 300L B: <i>Ant and Grasshopper</i> Lexile: 280L</p>	<p>Oral Vocabulary Words: <i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i></p> <p>Category Words: Seasons Sentence Clues</p>	<p>Visualize Events: Sequence Rhyme</p>	<p>Left to Right, Top to Bottom Tracking Parts of a Book</p>	<p>Phonological Awareness: Onset and Rime Segmentation</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics: /b/b (initial/final), /ll/ (initial)</p> <p>Consonant/Vowel Review: /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p>Extend the Lesson: Final double letters: //</p> <p>Spelling: Words with <i>b, l; is, little</i></p> <p>Handwriting: Upper and Lowercase <i>Bb, Ll</i></p> <p>Decodable Readers: "Bob and Ben" "Ben, Deb, Lin"</p>	<p><i>is</i> <i>little</i></p> <p>Build Your Word Bank: <i>by</i> <i>some</i> <i>brown</i></p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: Left-to-Right Progression</p> <p>Writing Trait: Focus on One Idea</p> <p>Grammar: Nouns (Singular and Plural)</p>	<p>Project: The Seasons</p>
<p>Week 2</p> <p>What's the Weather?</p> <p>Essential Question: What happens in different kinds of weather?</p> <p>Genre Focus: Fantasy</p>	<p>Anchor Text: <i>Rain</i> Genre: Fantasy</p> <p>Paired Selection: "Cloud Watch" Genre: Informational Text</p>	<p>"Kim and Nan" Lexile: 120L</p>	<p>"The Battle of Wind and Rain" Genre: Tale</p>	<p>Genre: Fiction A: <i>The Rain</i> Lexile: BR O: <i>Weather Is Fun</i> Lexile: BR ELL: <i>Weather Is Fun</i> Lexile: BR B: <i>Kate and Tuck</i> Lexile: 280L</p>	<p>Oral Vocabulary Words: <i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i></p> <p>Category Words: Weather Words Shades of Meaning</p>	<p>Visualize Events: Sequence Speech Bubbles</p>	<p>First Word in Sentence Is Capitalized Periods and Exclamation Marks Parts of a Book</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics: /k/k (initial), /k/ck (final)</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p>Spelling: Words with <i>k, ck; she, was</i></p> <p>Handwriting: Upper and Lowercase <i>Kk</i></p> <p>Decodable Readers: "Pack It, Kim" "Kick It, Nick!"</p>	<p><i>she</i> <i>was</i></p> <p>Build Your Word Bank: <i>now</i> <i>way</i> <i>under</i></p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Spaces Between Words</p> <p>Writing Trait: Sequence</p> <p>Grammar: Proper Nouns</p>	<p>Project: Kinds of Weather</p>

Grade K • Unit 6 • Scope and Sequence

Unit 6: Weather for All Seasons The Big Idea: How do weather and seasons affect us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Stormy Weather</p> <p>Essential Question: How can you stay safe in bad weather?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>Waiting Out the Storm</i> Genre: Realistic Fiction</p> <p>Paired Selection: "Be Safe in Bad Weather" Genre: Informational Text</p>	<p>"Mack and Ben" Lexile: 210L</p>	<p>"The Storm that Shook the Signs" Genre: Fairy Tale</p>	<p>Genre: Realistic Fiction A: <i>Bad Weather</i> Lexile: BR O: <i>Getting Ready</i> Lexile: 30L ELL: <i>Getting Ready</i> Lexile: BR B: <i>The Storm</i> Lexile: 170L</p>	<p>Oral Vocabulary Words: <i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i></p> <p>Category Words: Question Words Question Words</p>	<p>Visualize Events: Sequence Directions</p>	<p>Locate Printed Word First Word in Sentence Is Capitalized Parts of a Book</p>	<p>Phonological Awareness: Identify Alliteration</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Addition</p>	<p>Phonics: Review /h/h, e/e, /f/, /r/, /b/b, /l/l, /k/k, /ck/ck; /-Blends (bl, cl, fl, sl)</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p>Long Vowel Express (optional): Long <i>i</i> (i_e)</p> <p>Spelling Pattern: <i>ack</i> pattern (pack, rack, sack, back, stack)</p> <p>Handwriting: Write sentences with <i>h, e, f, r, b, l, k, ck; /-Blends (bl, cl, fl, sl)</i></p> <p>Decodable Readers: "Rock Ken" "Flip, Flop, Flip!"</p>	<p><i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i></p> <p>Build Your Word Bank: <i>than</i> <i>his</i> <i>three</i> <i>when</i> <i>which</i> <i>soon</i> <i>many</i> <i>them</i> <i>eat</i> <i>by</i> <i>some</i> <i>brown</i> <i>now</i> <i>way</i> <i>under</i></p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Write on the Lines</p> <p>Writing Trait: Descriptive Words</p> <p>Extended Writing: Realistic Fiction</p> <p>Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Nouns (Singular and Plural)</p>	<p>Project: Stormy Weather</p>

Units 5 and 6	Reading Digitally	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	"Changes with the Wind" Genre: Online Article	Genre Read-Aloud "A Farm Year" Activities Seasons on a Farm Make a Seasons Poster	Choose Your Own Book

Grade K • Unit 7 • Scope and Sequence

Unit 7: The Animal Kingdom The Big Idea: What are different kinds of animals?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Baby Animals</p> <p>Essential Question: How are some animals alike and how are they different?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>ZooBorns!</i> Genre: Informational Text</p> <p>Paired Selection: "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar" Genre: Poetry</p>	<p>"A Pup and a Cub" Lexile: 110L</p>	<p>"Baby Farm Animals" Genre: Informational Text</p>	<p>Genre: Informational Text A: <i>Two Cubs</i> Lexile: 10L O: <i>Animal Bodies</i> Lexile: 80L ELL: <i>Animal Bodies</i> Lexile: 80L B: <i>Two Kinds of Bears</i> Lexile: 420L</p>	<p>Oral Vocabulary Words: <i>appearance</i> <i>behavior</i> <i>exercise</i> <i>wander</i> <i>plenty</i></p> <p>Category Words: Animal Parts Compound Words</p>	<p>Reread Fact and Opinion Alliteration</p>	<p>Locate Printed Word Parts of a Book</p>	<p>Phonological Awareness: Onset and Rime Blending</p> <p>Phonemic Awareness: Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion</p>	<p>Phonics: /u/u (initial/medial)</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p>Spelling: Words with <i>u</i>; <i>for</i>, <i>have</i></p> <p>Handwriting: Upper and Lowercase <i>Uu</i></p> <p>Decodable Readers: "Sun Fun" "Pup and Cub"</p>	<p><i>for</i> <i>have</i></p> <p>Build Your Word Bank: <i>from</i> <i>how</i> <i>pretty</i></p>	<p>Write About the Text: Expository Writing Skill: Sentence Capitalization Writing Trait: Descriptive Words Grammar: Verbs (Present Tense)</p>	<p>Project: Animal Features</p>
<p>Week 2</p> <p>Pet Pals</p> <p>Essential Question: How do you take care of different kinds of pets?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>The Birthday Pet</i> Genre: Realistic Fiction</p> <p>Paired Selection: "Lola and Bella" Genre: Personal Narrative</p>	<p>"I Hug Gus!" Lexile: 300L</p>	<p>"The Family Pet" Genre: Informational Text</p>	<p>Genre: Fiction A: <i>My Cats</i> Lexile: BR O: <i>Their Pets</i> Lexile: 270L ELL: <i>Their Pets</i> Lexile: BR B: <i>Will's Pet</i> Lexile: 190L</p>	<p>Oral Vocabulary Words: <i>responsibility</i> <i>train</i> <i>depend</i> <i>compared</i> <i>social</i></p> <p>Category Words: Pets Prepositions</p>	<p>Make and Confirm Predictions Events: Problem and Solution Narrator</p>	<p>Left to Right, Top to Bottom Tracking Exclamation Point Parts of a Book</p>	<p>Phonological Awareness: Identify and Produce Rhyming Words</p> <p>Phonemic Awareness: Phoneme Isolation (initial/final <i>g</i>; initial <i>w</i>), Phoneme Blending, Phoneme Substitution</p>	<p>Phonics: /g/g (initial/final), w/w (initial)</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u</p> <p>Spelling: Words with <i>g</i>, <i>w</i>; <i>she</i>, <i>was</i></p> <p>Handwriting: Upper and Lowercase <i>Gg</i>, <i>Ww</i></p> <p>Decodable Readers: "Wet Gus" "See a Bug?"</p>	<p><i>of</i> <i>they</i></p> <p>Build Your Word Bank: <i>water</i> <i>these</i> <i>yellow</i></p>	<p>Write About the Text: Narrative Writing Skill: Left-to-Right Progression Writing Trait: Descriptive Words Grammar: Verbs (Past Tense)</p>	<p>Project: Caring for a Pet</p>

Grade K • Unit 7 • Scope and Sequence

Unit 7: The Animal Kingdom The Big Idea: What are different kinds of animals?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Animal Habitats Essential Question: Where do animals live? Genre Focus: Fantasy	Anchor Text: <i>Bear Snores On</i> Genre: Fantasy Paired Selection: "Animal Homes" Genre: Informational Text	"A Vet in a Van" Lexile: 250L	"Aunt Nancy" Genre: Tale	Genre: Fantasy A: <i>We Want Water</i> Lexile: 110L O: <i>A New Home</i> Lexile: 50L ELL: <i>A New Home</i> Lexile: 300L B: <i>Bird's New Home</i> Lexile: 190L	Oral Vocabulary Words: <i>habitat</i> <i>wild</i> <i>complain</i> <i>join</i> <i>stubborn</i> Category Words: Animal Homes Shades of Meaning	Make and Confirm Predictions Events: Cause and Effect Glossary	Distinguish Letters from Words Parts of a Book	Phonological Awareness: Onset and Rime Segmentation Phonemic Awareness: Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution Long Vowel Awareness Long <i>u</i> : <i>u_e</i>	Phonics: /ks/x, (final), /v/v (initial) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /w/w Spelling Pattern: et pattern (<i>vet, get, pet, let, bet</i>) Handwriting: Upper and Lowercase Vv, Xx Decodable Readers: "Rex the Vet" "Fox Had a Big Box"	<i>said</i> <i>want</i> Build Your Word Bank: <i>people</i> <i>work</i> <i>funny</i>	Write About the Text: Opinion Writing Skill: Use Word Bank Writing Trait: Descriptive Words Grammar: Verbs (Future Tense)	Project: Animal Habitats

Grade K • Unit 8 • Scope and Sequence

Unit 8: From Here to There The Big Idea: Where can you go that is far and near?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>On the Move</p> <p>Essential Question: What can help you go from here to there?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>When Daddy's Truck Picks Me Up</i> Genre: Realistic Fiction</p> <p>Paired Selection: "From Here to There" Genre: Informational Text</p>	<p>"Dad Got a Job" Lexile: 190L</p>	<p>"The King of the Winds" Genre: Tale</p>	<p>Genre: Fiction A: <i>I Go Places</i> Lexile: BR O: <i>Run, Quinn!</i> Lexile: BR ELL: <i>Run, Quinn!</i> Lexile: 70L B: <i>Going to Gran's House</i> Lexile: 190L</p>	<p>Oral Vocabulary Words: <i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i></p> <p>Category Words: Vehicles Context Clues</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Headings</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>First Word in Sentence Is Capitalized</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Syllable Addition</p> <p>Phonemic Awareness: Phoneme Isolation (initial <i>j, qu</i>), Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics: /j/ (initial), /kw/qu (initial)</p> <p>Consonant/Vowel Review: <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x</i></p> <p>Spelling: Words with <i>j, qu</i>; <i>here, me</i></p> <p>Handwriting: Upper and Lowercase <i>Jj, Qq</i></p> <p>Decodable Readers: "Get It Quick!" "Jen Is Quick!"</p>	<p><i>here</i> <i>me</i></p> <p>Build Your Word Bank: <i>about</i> <i>may</i> <i>away</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: End Punctuation</p> <p>Writing Trait: Use Complete Sentences</p> <p>Grammar: Sentences (with Prepositions)</p>	<p>Project: Kinds of Vehicles</p>
<p>Week 2</p> <p>My U.S.A.</p> <p>Essential Question: What do you know about our country?</p> <p>Genre Focus: Informational Text; Nonfiction</p>	<p>Anchor Text: <i>Ana Goes to Washington, D.C.</i> Genre: Informational Text</p> <p>Paired Selection: "See Our Country" Genre: Informational Text</p>	<p>"Pack a Bag!" Lexile: 160L</p>	<p>"The Best of the West" Genre: Informational Text</p>	<p>Genre: Informational Text A: <i>See This!</i> Lexile: BR O: <i>Places to See</i> Lexile: BR ELL: <i>Places to See</i> Lexile: BR B: <i>My Trip to Yellowstone</i> Lexile: 370L</p>	<p>Oral Vocabulary Words: <i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i></p> <p>Category Words: Location Words Synonyms</p>	<p>Reread</p> <p>Fact and Opinion</p> <p>Captions</p>	<p>Quotation Marks</p> <p>Sentence Boundaries</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Identify and Produce Rhyming Words</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Substitution</p>	<p>Phonics: /y/y (initial), /z/z (initial)</p> <p>Consonant/Vowel Review: <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x</i></p> <p>Spelling: Words with <i>y, z</i>; <i>she, was</i></p> <p>Handwriting: Upper and Lowercase <i>Yy, Zz</i></p> <p>Decodable Readers: "Yes, Zack Can Go!" "Rex, Kim, and Zig"</p>	<p><i>this</i> <i>what</i></p> <p>Build Your Word Bank: <i>or</i> <i>each</i> <i>please</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: End Punctuation</p> <p>Writing Trait: Sentence Length</p> <p>Grammar: Sentences (with Prepositions)</p>	<p>Project: An Important American</p>

Grade K • Unit 8 • Scope and Sequence

Unit 8: From Here to There The Big Idea: Where can you go that is far and near?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Look to the Sky</p> <p>Essential Question: What do you see in the sky?</p> <p>Genre Focus: Fantasy</p>	<p>Anchor Text: <i>Bringing Down the Moon</i> Genre: Fantasy</p> <p>Paired Selection: "Day and Night Sky" Genre: Informational Text</p>	<p>"Up, Up, Up!" Lexile: 90L</p>	<p>"A View from the Moon" Genre: Informational Text</p>	<p>Genre: Fiction A: <i>Going Up</i> Lexile: 100L O: <i>In the Clouds</i> Lexile: 50L ELL: <i>In the Clouds</i> Lexile: BR B: <i>How Sun and Moon Found Home</i> Lexile: 300L</p>	<p>Oral Vocabulary Words: <i>distance</i> <i>recognize</i> <i>space</i> <i>challenge</i> <i>surface</i></p> <p>Category Words: Opposites Similes</p>	<p>Make and Confirm Predictions</p> <p>Events: Problem and Solution</p> <p>Headings</p>	<p>Quotation Marks</p> <p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Syllable Deletion</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Categorization, Phoneme Addition</p>	<p>Phonics: Review /u/u, /g/g, w/w, /ks/x, /v/v, /j/j, /kw/qu, /y/y, /z/z; r-Blends (<i>br, cr, dr, gr, tr</i>)</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p> <p>Long Vowel Express (optional): Long o (o_e)</p> <p>Spelling Pattern: <i>it</i> pattern (<i>quit, bit, lit, hit, fit</i>)</p> <p>Handwriting: Write sentences with <i>u, g, w, x, v, j, qu, z;</i> r-Blends (<i>br, cr, dr, gr, tr</i>)</p> <p>Decodable Readers: "Zig-Zag Jet Can Zip" "A Big Trip for Gram"</p>	<p><i>for</i> <i>have</i> <i>they</i> <i>of</i> <i>said</i> <i>want</i> <i>here</i> <i>me</i> <i>this</i> <i>what</i></p> <p>Build Your Word Bank: <i>from</i> <i>how</i> <i>pretty</i> <i>water</i> <i>these</i> <i>yellow</i> <i>people</i> <i>work</i> <i>funny</i> <i>about</i> <i>may</i> <i>away</i> <i>or</i> <i>each</i> <i>please</i></p>	<p>Write About the Text: Expository</p> <p>Extended Writing: Fantasy</p> <p>Writing Skill: Left-to-Right and Top-to-Bottom Progression</p> <p>Writing Trait: Use Complete Sentences</p> <p>Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Sentences (with Prepositions)</p>	<p>Project: Objects in the Sky</p>

Units 7 and 8	Reading Digitally	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	"The Way We Go to School" Genre: Online Article	Genre Read-Aloud "Our Country Celebrates!" Activities Time to Celebrate! Make a Holiday Postcard	Choose Your Own Book

Grade K • Unit 9 • Scope and Sequence

Unit 9: How Things Change The Big Idea: How do things change?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Growing Up</p> <p>Essential Question: How can you help out at home?</p> <p>Genre Focus: Realistic Fiction</p>	<p>Anchor Text: <i>Peter's Chair</i> Genre: Realistic Fiction</p> <p>Paired Selection: "Mom's Helpers" Genre: Drama</p>	<p>"Jake and Dale Help!" Lexile: 300L</p>	<p>"Helping Out at Home" Genre: Informational Text</p>	<p>Genre: Fiction A: <i>Let Me Help You</i> Lexile: 90L O: <i>How Can Jane Help?</i> Lexile: 140L ELL: <i>How Can Jane Help?</i> Lexile: 180L B: <i>I Used to Help Too</i> Lexile: 240L</p>	<p>Oral Vocabulary Words: <i>chores</i> <i>contribute</i> <i>member</i> <i>organize</i> <i>accomplish</i></p> <p>Category Words: Household Furniture Prefixes and Suffixes</p>	<p>Ask and Answer Questions</p> <p>Events: Sequence</p> <p>Format of a Play</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep</p> <p>Locate Printed Word</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Syllable Segmentation</p> <p>Phonemic Awareness: Phoneme Identify, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics: long <i>a</i>: <i>a_e</i> <i>/b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</i></p> <p>Extend the Lesson: Digraph <i>sh</i></p> <p>Spelling: Words with long <i>a</i>: <i>a_e</i>; <i>help, too</i></p> <p>Handwriting: Write sentences with <i>a_e</i> words</p> <p>Decodable Readers: "Jake Made Cake" "We Help Make It!"</p>	<p><i>help</i> <i>too</i></p> <p>Build Your Word Bank: <i>other</i> <i>into</i> <i>more</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Stay on the Lines</p> <p>Writing Trait: Words That Connect Ideas</p> <p>Grammar: Adjectives</p>	<p>Project: Helping Out at Home</p>
<p>Week 2</p> <p>Good Citizens</p> <p>Essential Question: What do good citizens do?</p> <p>Genre Focus: Fantasy</p>	<p>Anchor Text: <i>Hen Hears Gossip</i> Genre: Fantasy</p> <p>Paired Selection: "Team Up to Clean Up" Genre: Informational Text</p>	<p>"We Can Play" Lexile: 220L</p>	<p>"The Little Red Hen" Genre: Fable</p>	<p>Genre: Fantasy A: <i>Mike Helps Out</i> Lexile: BR O: <i>Clive and His Friend</i> Lexile: 60L ELL: <i>Clive and His Friend</i> Lexile: 110L B: <i>Farmer White's Best Friend</i> Lexile: 460L</p>	<p>Oral Vocabulary Words: <i>citizen</i> <i>respect</i> <i>tidy</i> <i>necessary</i> <i>hauled</i></p> <p>Category Words: Farm Animals Question Words</p>	<p>Reread</p> <p>Events: Cause and Effect</p> <p>Captions</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>First Word in Sentence Is Capitalized</p> <p>Parts of a Book</p>	<p>Phonological Awareness: Identify and Produce Rhyming Words</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics: long <i>i</i>: <i>i_e</i> <i>/b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</i></p> <p>Extend the Lesson: Digraph <i>ch</i></p> <p>Spelling: Words with long <i>i</i>: <i>i_e</i>; <i>of, they</i></p> <p>Handwriting: Write sentences with <i>i_e</i> words</p> <p>Decodable Readers: "Lake Time Fun" "Pike Lane"</p>	<p><i>has</i> <i>play</i></p> <p>Build Your Word Bank: <i>find</i> <i>over</i> <i>were</i></p>	<p>Write About the Text: Expository</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Sequence</p> <p>Grammar: Adjectives (Including Articles)</p>	<p>Project: Being a Good Citizen</p>

Grade K • Unit 9 • Scope and Sequence

Unit 9: How Things Change The Big Idea: How do things change?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Our Natural Resources</p> <p>Essential Question: How can things in nature be used to make new things?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Anchor Text: <i>Bread Comes to Life</i> Genre: Informational Text</p> <p>Paired Selection: "Nature Artists" Genre: Informational Text</p>	<p>"Look! A Home!" Lexile: 170L</p>	<p>"Nature's Art Fair" Genre: Drama</p>	<p>Genre: Informational Text A: <i>Look Where It Is From</i> Lexile: 40L O: <i>What's for Breakfast?</i> Lexile: 110L ELL: <i>What's for Breakfast?</i> Lexile: 30L B: <i>Nature at the Craft Fair</i> Lexile: 410L</p>	<p>Oral Vocabulary Words: <i>natural resources</i> <i>create</i> <i>designs</i> <i>weave</i> <i>knowledge</i></p> <p>Category Words: Foods Made from Grain Sentence Clues</p>	<p>Reread Details: Time Order Photographs</p>	<p>Distinguish Letters from Words Parts of a Book</p>	<p>Phonological Awareness: Segment and Blend Syllables</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution</p>	<p>Phonics: long o: o_e</p> <p>Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p> <p>Spelling Pattern: oke pattern (<i>joke, poke, wake, spoke</i>)</p> <p>Handwriting: Write sentences with o_e words</p> <p>Decodable Readers: "Jo Made It at Home" "Joke Note"</p>	<p><i>where</i> <i>look</i></p> <p>Build Your Word Bank: <i>know</i> <i>would</i> <i>write</i></p>	<p>Write About the Text: Expository Writing Skill: End Punctuation Writing Trait: Focus on One Idea Grammar: Adjectives</p>	<p>Project: Products from Trees</p>

Grade K • Unit 10 • Scope and Sequence

Unit 10: Thinking Outside the Box The Big Idea: How can new ideas help us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 Problem Solvers Essential Question: What can happen when we work together? Genre Focus: Fantasy	Anchor Text: <i>What's the Big Idea, Molly?</i> Genre: Fantasy Paired Selection: "Better Together" Genre: Opinion Text	"A Good Time for Luke!" Lexile: 270L	"The Elves and the Shoemaker" Genre: Fairy Tale	Genre: Fantasy A: <i>Animal Band</i> Lexile: BR O: <i>We Want Honey</i> Lexile: 180L ELL: <i>We Want Honey</i> Lexile: 90L B: <i>A Good Idea</i> Lexile: 290L	Oral Vocabulary Words: <i>decide</i> <i>opinion</i> <i>ragged</i> <i>marvel</i> <i>grateful</i> Category Words: Directions Sentence Clues	Make and Confirm Predictions Events: Sequence Photographs	Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book	Phonological Awareness: Syllable Segmentation Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution	Phonics: long <i>u</i> : <i>u_e</i> Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Spelling: Words with long <i>u</i> : <i>u_e</i> ; <i>good</i> , <i>who</i> Handwriting: Write <i>u_e</i> words Decodable Readers: "Tube Race" "The Sad Duke"	<i>good</i> <i>who</i> Build Your Word Bank: <i>part</i> <i>only</i> <i>words</i>	Write About the Text: Expository Writing Skill: Left-to-Right and Top-to-Bottom Progression Writing Trait: Descriptive Words Grammar: Pronouns (Subjective)	Project: Working Together Interview
Week 2 Sort It Out Essential Question: In what ways are things alike? How are they different? Genre Focus: Poetry	Anchor Text: <i>All Kinds of Families!</i> Genre: Poetry Paired Selection: "Good for You" Genre: Opinion Text	"We Come on Time!" Lexile: 270L	"The Perfect Color" Genre: Informational Text	Genre: Fiction A: <i>My Box</i> Lexile: BR O: <i>Let's Make a Band</i> Lexile: 250L ELL: <i>Let's Make a Band</i> Lexile: 30L B: <i>Going Camping</i> Lexile: 300L	Oral Vocabulary Words: <i>sort</i> <i>similar</i> <i>perfect</i> <i>endless</i> <i>experiment</i> Category Words: Opposites Antonyms	Ask and Answer Questions Poetry: Rhyme Labels	Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book	Phonological Awareness: Syllable Substitution Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Substitution	Phonics: long <i>e</i> : <i>e</i> , <i>ee</i> , <i>e_e</i> Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z Extend the Lesson: Digraph <i>th</i> Spelling Pattern: Words with long <i>e</i> : <i>e</i> , <i>ee</i> , <i>e_e</i> ; <i>come</i> , <i>does</i> Handwriting: Write words with <i>e</i> , <i>ee</i> , <i>e_e</i> Decodable Readers: "Pete and Eve" "Pete Can Fix It"	<i>come</i> <i>does</i> Build Your Word Bank: <i>first</i> <i>sound</i> <i>their</i>	Write About the Text: Expository Writing Skill: Stretch Sounds to Write Words Writing Trait: Sentence Length Grammar: Pronouns (Objective)	Project: Name Sort

Grade K • Unit 10 • Scope and Sequence

Unit 10: Thinking Outside the Box The Big Idea: How can new ideas help us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 Protect Our Earth Essential Question: What ideas can you suggest to protect the environment? Genre Focus: Informational Text; Nonfiction	Anchor Text: <i>Panda Kindergarten</i> Genre: Informational Text Paired Selection: "Save Big Blue!" Genre: Informational Text	"Who Can Help?" Lexile: 360L	"Protect the Environment" Genre: Informational Text	Genre: Informational Text A: <i>Help Clean Up</i> Lexile: 90L O: <i>Let's Save Earth</i> Lexile: 160L ELL: <i>Let's Save Earth</i> Lexile: 110L B: <i>Babysitters for Seals</i> Lexile: 300L	Oral Vocabulary Words: <i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i> Category Words: Names of Baby Animals Suffixes	Reread Topic and Details Captions	Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book Distinguish Letters from Words	Phonological Awareness: Identify Alliteration Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Substitution	Phonics: long <i>a, i, o, u, e</i> , final blends (<i>st, nd, nk</i>) Consonant/Vowel Review: /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x, /y/y, /z/z Spelling Pattern: <i>eep</i> pattern (<i>deep, peep, keep, beep, sleep</i>) Handwriting: Write sentences with long <i>a, i, o, u, e</i> Decodable Readers: "We Can Save!" "We Can Use It!"	<i>help</i> <i>too</i> <i>play</i> <i>has</i> <i>where</i> <i>look</i> <i>who</i> <i>good</i> <i>come</i> <i>does</i> Build Your Word Bank: <i>other</i> <i>into</i> <i>more</i> <i>find</i> <i>over</i> <i>were</i> <i>know</i> <i>would</i> <i>write</i> <i>part</i> <i>only</i> <i>words</i> <i>first</i> <i>sound</i> <i>their</i>	Write About the Text: Expository Writing Skill: Use Word Bank Writing Trait: Descriptive Words Extended Writing: Opinion Writing Writing Process: Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate Grammar: Pronouns (Possessive)	Project: Protecting Our Planet

Units 9 and 10	Reading Digitally	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	"What's Next?" Genre: Online Article	Genre Read-Aloud "Little and Big" and "Buttons" Activities Ways to Sort Observe and Sort	Choose Your Own Book

Grade 1 • Start Smart • Scope and Sequence

	Read Alouds	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Handwriting	High-Frequency Words	Writing
<p>Week 1</p> <p>All About Me</p> <p>Essential Question: Who Am I?</p> <p>Genre Focus: Nursery Rhyme</p>	<p>Genre Read Aloud: "1, 2, Buckle My Shoe"</p> <p>Teacher's Edition: "Mary Had a Little Lamb"</p> <p>Genre: Nursery Rhyme</p>	<p>Ask and Answer Questions</p> <p>Character</p>	<p>Directionality</p> <p>Concept of a Sentence</p> <p>Concept of a Word</p> <p>Parts of a Book, Capitalization, End Punctuation, Word Spaces</p> <p>Parts of a Book, Periods, Pronoun /</p>	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Identity</p>	<p>Phonics: Identify and Blend: <i>m, s, a, p, t, n, r, i</i></p> <p>Handwriting: Writing position, pencil grip <i>m, s, a, p, t, n, r, i</i></p>	<p>Review: <i>a, can, do, go, has, he, I, like, to, you</i></p>	<p>Write About the Text: Nursery Rhyme</p>
<p>Week 2</p> <p>Let's Pretend</p> <p>Essential Question: What can you imagine?</p> <p>Genre Focus: Fairy Tale</p>	<p>Genre Read Aloud: "Jack and the Beanstalk"</p> <p>Teacher's Edition: "The Three Billy Goats Gruff"</p> <p>Genre: Fairy Tale</p>	<p>Reread, Ask and Answer Questions</p> <p>Character</p>	<p>Return Sweep, Capitalization</p> <p>Word Spaces, Punctuation, Pronoun /, Title Page</p> <p>Match Print to Speech, Word Length, Sentence Boundaries</p> <p>Sentences, Quotation Marks, Title Page</p> <p>Sentences, Italics, Repeated Letters</p>	<p>Phonological Awareness: Onset and Rime Syllable Segmentation Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation Phoneme Blending</p>	<p>Phonics: Identify and Blend: <i>c, f, o, d, h, s, e, b, l, ll</i></p> <p>Handwriting: <i>c, f, o, d, h, e, b, l</i></p>	<p>Review: <i>this, is, my, look, little, where, here, play, the, we</i></p>	<p>Write About the Text: Fairy Tale</p>
<p>Week 3</p> <p>Let's Do Things Together</p> <p>Essential Question: What happens during my day?</p> <p>Genre Focus: Informational Text: Nonfiction</p>	<p>Genre Read Aloud: "Work, Play, and Learn Together"</p> <p>Teacher's Edition: "How Do We Get Around Today?"</p> <p>Genre: Informational Text: Nonfiction</p>	<p>Visualize, Ask and Answer Questions</p> <p>Character</p>	<p>Capitalize /, Punctuation</p> <p>Sentence Boundaries</p> <p>Sentences, Directionality, Return Sweep</p> <p>Sound-Letter Correspondence, Directionality</p> <p>Sound-Letter Correspondence, Sentence Lengths</p>	<p>Phonological Awareness: Rhyme</p> <p>Phonemic Awareness: Phoneme Blending Phoneme Segmentation</p>	<p>Phonics: Identify and Blend: <i>k, ck, u, g, w, x, v, qu, j, y, z</i></p> <p>Handwriting: <i>k, u, g, w, x, v, q, j, y, z</i></p>	<p>Review: <i>are, me, she, with, for, and, have, said, see, was</i></p>	<p>Write About the Text: Informational Text</p>

Grade 1 • Unit 1 • Scope and Sequence

Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>At School</p> <p>Essential Question: What do you do at your school?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>This School Year Will Be the Best!</i> Genre: Realistic Fiction</p>	<p>"School Around the World" Genre: Informational Text</p>	<p>"Jack Can" Genre: Realistic Fiction Lexile: BR</p>	<p>Anchor Text: <i>Nat and Sam</i> Genre: Realistic Fiction Lexile: BR</p> <p>Paired Selection: "Rules at School" Genre: Informational Text Lexile: 180L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>A Fun Day</i> Lexile: BR O: <i>We Like to Share</i> Lexile: 60L ELL: <i>We Like to Share</i> Lexile: 100L B: <i>Class Party</i> Lexile: 360L</p> <p>Paired Selections: Genre: Informational Text A: "We Share" O: "Look at Signs" ELL: "Look at Signs" B: "Our Classroom Rules"</p>	<p>Oral Vocabulary Words: <i>learn</i> <i>subjects</i> <i>common</i> <i>object</i> <i>recognize</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Visualize Main Story Elements: Character Photographs</p>	<p>Book Handling</p>	<p>Phonological Awareness: Identify Rhyme</p> <p>Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short <i>a</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Aa</i></p> <p>Structural Analysis: Inflectional Ending <i>-s</i></p> <p>Decodable Readers: <i>Pam Can; Pack a Bag!</i></p>	<p><i>does</i> <i>not</i> <i>school</i> <i>what</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Focus on a Topic</p> <p>Grammar: Sentences</p> <p>Mechanics: Sentence Capitalization</p>	<p>Project: Take a Poll about School</p>
<p>Week 2</p> <p>Where I Live</p> <p>Essential Question: What is it like where you live?</p> <p>Genre Focus: Fantasy</p>	<p><i>Alicia's Happy Day</i> Genre: Realistic Fiction</p>	<p>"City Mouse, Country Mouse" Genre: Fable</p>	<p>"Six Kids" Genre: Fantasy Lexile: 250L</p>	<p>Anchor Text: <i>Go, Pip!</i> Genre: Fantasy Lexile: 30L</p> <p>Paired Selection: "A Surprise in the City" Genre: Personal Narrative Lexile: 50L</p>	<p>Main Selections: Genre: Fantasy A: <i>What Can We See?</i> Lexile: BR O: <i>A Trip to the City</i> Lexile: 30L ELL: <i>A Trip to the City</i> Lexile: BR B: <i>Harvest Time</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: "My Home" O: "Where I Live" ELL: "Where I Live" B: "Where We Live"</p>	<p>Oral Vocabulary Words: <i>city</i> <i>country</i> <i>bored</i> <i>feast</i> <i>scurried</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Visualize Main Story Elements: Character Bold Print</p>	<p>Book Handling</p>	<p>Phonemic Awareness: Phoneme Blending, Alliteration, Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: short <i>i</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>li</i></p> <p>Structural Analysis: Double Final Consonants</p> <p>Decodable Readers: <i>Kim and Nick Zip!; Jill and Jim</i></p>	<p><i>down</i> <i>out</i> <i>up</i> <i>very</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Word Order</p> <p>Mechanics: Sentence Punctuation (periods)</p>	<p>Project: Interview About a Neighborhood</p>

Grade 1 • Unit 1 • Scope and Sequence

Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Our Pets</p> <p>Essential Question: What makes a pet special?</p> <p>Genre Focus: Fantasy</p>	<p><i>Cool Dog, School Dog</i> Genre: Fantasy</p>	<p>“Our Pets” Genre: Informational Text</p>	<p>“A Pig for Cliff” Genre: Fantasy Lexile: 280L</p>	<p>Anchor Text: <i>Flip</i> Genre: Fantasy Lexile: 30L</p> <p>Paired Selection: “What Pets Need” Genre: Nonfiction Lexile: 370L</p>	<p>Main Selections: Genre: Fantasy A: <i>Mouse’s Moon Party</i> Lexile: 120L O: <i>Pet Show</i> Lexile: 200L ELL: <i>Pet Show</i> Lexile: 20L B: <i>Polly the Circus Star</i> Lexile: 280L</p> <p>Paired Selections: Genre: Informational Text A: “A Mouse in the House” O: “Love That Llama!” ELL: “Love That Llama!” B: “Birds That Talk”</p>	<p>Oral Vocabulary Words: <i>care</i> <i>train</i> <i>groom</i> <i>companion</i> <i>popular</i></p> <p>Oral Vocabulary: Use a Dictionary</p>	<p>Visualize</p> <p>Main Story Elements: Character, Setting and Events</p> <p>Labels</p>	<p>Track Print and Return Sweep, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Segmentation</p>	<p>Phonics/Spelling: Beginning Consonant Blends: /-blends <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>l</i></p> <p>Structural Analysis: -s (plural nouns)</p> <p>Decodable Readers: <i>Cliff Has a Plan; A Good Black Cat</i></p>	<p><i>be</i> <i>come</i> <i>good</i> <i>pull</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Use Word Bank</p> <p>Writing Trait: Descriptive Details</p> <p>Grammar: Statements and Questions</p> <p>Mechanics: Capitalization and Punctuation (periods & question marks)</p>	<p>Project: Plan for a Pet’s Home</p>
<p>Week 4</p> <p>Let’s Be Friends</p> <p>Essential Question: What do friends do together?</p> <p>Genre Focus: Informational Text</p>	<p><i>Friends All Around</i> Genre: Informational Text</p>	<p>“Games Long Ago” Genre: Informational Text</p>	<p>“Toss! Kick! Hop!” Genre: Informational Text Lexile: 290L</p>	<p>Anchor Text: <i>Friends</i> Genre: Informational Text Lexile: 60L</p> <p>Paired Selection: “There Are Days and There Are Days” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Friends Are Fun</i> Lexile: 130L O: <i>Friends Are Fun</i> Lexile: 110L ELL: <i>Friends Are Fun</i> Lexile: 100L B: <i>Friends Are Fun</i> Lexile: 350L</p> <p>Paired Selections: Genre: Poetry A: “I Like to Play” O: “I Like to Play” ELL: “I Like to Play” B: “I Like to Play”</p>	<p>Oral Vocabulary Words: <i>cooperate</i> <i>relationship</i> <i>deliver</i> <i>chore</i> <i>collect</i></p> <p>Oral Vocabulary: Word Categories</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Rhyme</p>	<p>Book Handling and Labels, Title, Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Produce Rhyme, Phoneme Blending</p>	<p>Phonics/Spelling: Short o <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Oo</i></p> <p>Structural Analysis: Alphabetical Order (one letter)</p> <p>Decodable Readers: <i>Bob Is a Fun Pal; Dog and Fox</i></p>	<p><i>fun</i> <i>make</i> <i>they</i> <i>too</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Personal Narrative</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Writing Skill: Left-to-right progression</p> <p>Writing Trait: Supporting Details</p> <p>Grammar: Exclamations and Interjections</p> <p>Mechanics: Exclamation Marks (in exclamations and interjections)</p>	<p>Project: Take a Poll about Friends</p>

Grade 1 • Unit 1 • Scope and Sequence

Getting to Know Us Big Idea: What makes you special?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Let's Move!</p> <p>Essential Question: How does your body move?</p> <p>Genre Focus: Informational Text</p>	<p><i>Move!</i> Genre: Informational Text</p>	<p>"The Monkey's Fiddle" Genre: Folktale</p>	<p>"Move and Grin!" Genre: Informational Text Lexile: 370L</p>	<p>Anchor Text: <i>Move It!</i> Genre: Informational Text Lexile: 60L</p> <p>Paired Selection: "My Family Hike" Genre: Personal Narrative Lexile: 210L</p>	<p>Main Selections: Genre: Informational Text A: <i>We Can Move!</i> Lexile: 170L O: <i>We Can Move!</i> Lexile: 200L ELL: <i>We Can Move!</i> Lexile: 190L B: <i>We Can Move!</i> Lexile: 390L</p> <p>Paired Selections: Genre: Poetry A: "What's Under Your Skin?" O: "What's Under Your Skin?" ELL: "What's Under Your Skin?" B: "What's Under Your Skin?"</p>	<p>Oral Vocabulary Words: <i>physical</i> <i>exercise</i> <i>agree</i> <i>exhausted</i> <i>difficult</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Bold Print</p>	<p>Special Text Treatments, Title, Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending</p>	<p>Phonics/Spelling: Beginning Consonant Blends: r-blends and s-blends <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ss</p> <p>Structural Analysis: Possessives</p> <p>Decodable Readers: <i>Snap, Skip, Trot!; Snip and Trip Can Move</i></p>	<p><i>jump</i> <i>move</i> <i>run</i> <i>two</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Personal Narrative</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Writing Skill: Spacing between Words</p> <p>Writing Trait: Supporting Details</p> <p>Grammar: Writing Sentences</p> <p>Mechanics: Capitalization and Punctuation (periods, question and exclamation marks)</p>	<p>Project: How We Move in Sports</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p>"Time for Kids: World Games" Genre: Online Article</p>	<p>Reader's Theater: "Look at Me Now"</p>	<p>Genre Read-Aloud: "Playground Pushes and Pulls on the Playground"</p> <p>Activities: Experiment with Motion Write a Letter</p>	Choose Your Own Book

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Jobs Around Town</p> <p>Essential Question: What jobs need to be done in a community?</p> <p>Genre Focus: Realistic Fiction</p>	<p><i>Millie Waits for the Mail</i> Genre: Fantasy</p>	<p>“Jobs Around Town” Genre: Nonfiction</p>	<p>“Good Job, Ben!” Genre: Realistic Fiction Lexile: 130L</p>	<p>Anchor Text: <i>The Red Hat</i> Genre: Realistic Fiction Lexile: BR</p> <p>Paired Selection: “Firefighters at Work” Genre: Nonfiction Lexile: 290L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>Pick Up Day</i> Lexile: 70L O: <i>Ben Brings the Mail</i> Lexile: 200L ELL: <i>Ben Brings the Mail</i> Lexile: 70L B: <i>At Work with Mom</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “The Recycling Center” O: “At the Post Office” ELL: “At the Post Office” B: “Tools for the School Nurse”</p>	<p>Oral Vocabulary Words: <i>occupation</i> <i>community</i> <i>equipment</i> <i>fortunately</i> <i>astonishing</i></p> <p>Oral Vocabulary: Morphology: Suffixes</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Labels</p>	<p>Ellipses and Dashes, Title, Author</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short e spelled e and ea <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ee</p> <p>Structural Analysis: Inflectional Ending -ed (no spelling change)</p> <p>Decodable Readers: <i>Ted Gets a Job;</i> <i>I Sell Crabs</i></p>	<p><i>again</i> <i>help</i> <i>new</i> <i>there</i> <i>use</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Opinion</p> <p>Writing Skill: Write on the Lines</p> <p>Writing Trait: Ideas: Focus on an Idea</p> <p>Grammar: Nouns</p> <p>Mechanics: Commas in a Series</p>	<p>Project: Interview a Community Worker</p>
<p>Week 2</p> <p>Buildings All Around</p> <p>Essential Question: What buildings do you know? What are they made of?</p> <p>Genre Focus: Fantasy</p>	<p><i>Three Little Dassies</i> Genre: Fantasy</p>	<p>“Three Little Pigs” Genre: Folktale</p>	<p>“Cubs in a Hut” Genre: Fantasy Lexile: 390L</p>	<p>Anchor Text: <i>The Pigs, the Wolf, and the Mud</i> Genre: Fantasy Lexile: 320L</p> <p>Paired Selection: “Homes Around the World” Genre: Informational Text Lexile: 370L</p>	<p>Main Selections: Genre: Fantasy A: <i>What a Nest!</i> Lexile: 170L O: <i>Staying Afloat</i> Lexile: 150L ELL: <i>Staying Afloat</i> Lexile: 10L B: <i>City Armadillo, Country Armadillo</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “Stone Castles” O: “A Day on a Houseboat” ELL: “A Day on a Houseboat” B: “City or Country?”</p>	<p>Oral Vocabulary Words: <i>shelter</i> <i>materials</i> <i>collapsed</i> <i>furious</i> <i>refused</i></p> <p>Oral Vocabulary: Shades of Meaning/ Intensity</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Captions</p>	<p>Quotations, Title, Author</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Short u <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Uu</p> <p>Structural Analysis: Contractions with 's</p> <p>Decodable Readers: <i>Can Bud Stop Bug?;</i> <i>It's Up to Us</i></p>	<p><i>could</i> <i>live</i> <i>one</i> <i>then</i> <i>three</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Ideas: Descriptive Details</p> <p>Grammar: Singular and Plural Nouns</p> <p>Mechanics: Apostrophes with Contractions</p>	<p>Project: Choose a Building</p>

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>A Community in Nature</p> <p>Essential Question: Where do animals live together?</p> <p>Genre Focus: Informational Text</p>	<p><i>Babies in the Bayou</i> Genre: Informational Text</p>	<p>"Animals in the Desert" Genre: Informational Text</p>	<p>"The Best Spot" Genre: Informational Text Lexile: 160L</p>	<p>Anchor Text: <i>At a Pond</i> Genre: Informational Text Lexile: 190L</p> <p>Paired Selection: "Way Down Deep" Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Meerkat Family</i> Lexile: 170L O: <i>Meerkat Family</i> Lexile: 210L ELL: <i>Meerkat Family</i> Lexile: 170L B: <i>Meerkat Family</i> Lexile: 370L</p> <p>Paired Selections: Genre: Poetry A: "I Live in a House!" O: "I Live in a House!" ELL: "I Live in a House!" B: "I Live in a House!"</p>	<p>Oral Vocabulary Words: <i>habitat</i> <i>depend</i> <i>hibernate</i> <i>tranquil</i> <i>tolerate</i></p> <p>Oral Vocabulary: Multiple Meanings</p>	<p>Reread</p> <p>Author's Purpose</p> <p>Poetry: Repetition and Alliteration</p>	<p>Distinguish Sentences, Title, Author</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Substitution, Phoneme Categorization, Phoneme Segmentation</p>	<p>Phonics/Spelling: Ending Consonant Blends <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Tt</p> <p>Structural Analysis: Inflectional Ending -ing (no spelling change)</p> <p>Decodable Readers: <i>In a Land of Grass;</i> <i>Stomp and Romp</i></p>	<p><i>eat</i> <i>no</i> <i>of</i> <i>under</i> <i>who</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Writing Skill: Sentence Capitalization</p> <p>Writing Trait: Ideas: Focus on a Topic</p> <p>Grammar: Singular and Plural Possessive Nouns</p> <p>Mechanics: Apostrophe with Possessive Nouns (singular and plural possessives)</p>	<p>Project: Where Animals Live</p>
<p>Week 4</p> <p>Let's Help</p> <p>Essential Question: How do people help out in the community?</p> <p>Genre Focus: Fantasy</p>	<p><i>The Story of Martin Luther King Jr.</i> Genre: Biography</p>	<p>"Luis's Library" Genre: Informational Text (Biography)</p>	<p>"Thump Thump Helps Out" Genre: Fantasy Lexile: 510L</p>	<p>Anchor Text: <i>Nell's Books</i> Genre: Fantasy Lexile: 200L</p> <p>Paired Selection: "Kids Can Help!" Genre: Informational Text Lexile: 350L</p>	<p>Main Selections: Genre: Fantasy A: <i>The Sick Tree</i> Lexile: 40L O: <i>Squirrels Help</i> Lexile: 200L ELL: <i>Squirrels Help</i> Lexile: 190L B: <i>Wow, Kitty!</i> Lexile: 390L</p> <p>Paired Selections: Genre: Nonfiction A: "Beach Clean-Up" O: "Food Drive" ELL: "Food Drive" B: "Sharing Skills"</p>	<p>Oral Vocabulary Words: <i>leadership</i> <i>admire</i> <i>enjoy</i> <i>rely</i> <i>connections</i></p> <p>Oral Vocabulary: Inflectional Endings</p>	<p>Reread</p> <p>Main Story Elements: Character, Setting, Events</p> <p>List</p>	<p>Special Text Treatments, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Consonant Digraphs <i>sh, th, -ng</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ff</p> <p>Structural Analysis: Closed Syllables</p> <p>Decodable Readers: <i>Dash Has a Wish; Help in a Flash; The Helping Gang; Send a Big Thanks!</i></p>	<p><i>all</i> <i>call</i> <i>day</i> <i>her</i> <i>want</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Extended Writing: Fantasy</p> <p>Writing Skill: End Punctuation</p> <p>Writing Trait: Organization: Beginning, Middle, End</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Common and Proper Nouns</p> <p>Mechanics: Capitalize Proper Nouns (people, pets, places, and things)</p>	<p>Project: Interview a Helper</p>

Grade 1 • Unit 2 • Scope and Sequence

Getting to Know Us Big Idea: What makes a community?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Follow the Map</p> <p>Essential Question: How can you find your way around?</p> <p>Genre Focus: Informational Text</p>	<p><i>Me on the Map</i> Genre: Realistic Fiction</p>	<p>"Map It!" Genre: Informational Text</p>	<p>"Which Way on the Map?" Genre: Informational Text Lexile: 160L</p>	<p>Anchor Text: <i>Fun with Maps</i> Genre: Informational Text Lexile: NP</p> <p>Paired Selection: "North, East, South, or West?" Genre: Informational Text Lexile: 360L</p>	<p>Main Selections: Genre: Informational Text A: <i>How Maps Help</i> Lexile: 130L O: <i>How Maps Help</i> Lexile: 230L ELL: <i>How Maps Help</i> Lexile: 60L B: <i>How Maps Help</i> Lexile: 420L</p> <p>Paired Selections: Genre: Informational Text A: "On the Map" O: "On the Map" ELL: "On the Map" B: "On the Map"</p>	<p>Oral Vocabulary Words: <i>locate</i> <i>route</i> <i>height</i> <i>model</i> <i>separate</i></p> <p>Oral Vocabulary: Prefixes</p>	<p>Reread</p> <p>Topic and Relevant Details</p> <p>Maps</p>	<p>Reading Sentences Across Pages, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Addition, Phoneme Blending</p>	<p>Phonics/Spelling: Consonant Digraphs <i>ch, -tch, wh, ph</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Cc</p> <p>Structural Analysis: -es (plural nouns)</p> <p>Decodable Readers: <i>A Map Match; A Fun Chest; Phil and Steph Get Lost; Maps and Graphs</i></p>	<p><i>around</i> <i>by</i> <i>many</i> <i>place</i> <i>walk</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Fantasy</p> <p>Writing Skill: Capitalize Proper Nouns</p> <p>Writing Trait: Ideas: Supporting Details</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Irregular Plural Nouns</p> <p>Mechanics: Capital Letters and Periods (in sentences)</p>	<p>Project: Make a School Map</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p>"Time for Kids: Help Your Community!" Genre: Online Article</p>	<p>Reader's Theater: "I Speak, I Say, I Talk"</p>	<p>Genre Read-Aloud: "Follow the Map"</p> <p>Activities: Make a Community Map Write a Letter</p>	Choose Your Own Book

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>What Time Is It?</p> <p>Essential Question: How do we measure time?</p> <p>Genre Focus: Fantasy</p>	<p><i>A Second Is a Hiccup</i> Genre: Poetry</p>	<p>"Measuring Time" Genre: Informational Text</p>	<p>"Nate the Snake Is Late" Genre: Fantasy Lexile: 460L</p>	<p>Anchor Text: <i>On My Way to School</i> Genre: Fantasy Lexile: 330L</p> <p>Paired Selection: "It's About Time!" Genre: Informational Text Lexile: 270L</p>	<p>Main Selections: Genre: Fantasy A: <i>Busy's Watch</i> Lexile: 40L O: <i>Kate Saves the Date!</i> Lexile: 220L ELL: <i>Kate Saves the Date!</i> Lexile: 330L B: <i>Uncle George Is Coming</i> Lexile: 320L</p> <p>Paired Selections: Genre: Informational Text A: "Make a Clock" O: "Use a Calendar" ELL: "Use a Calendar" B: "So Many Clocks!"</p>	<p>Oral Vocabulary Words: <i>schedule</i> <i>immediately</i> <i>weekend</i> <i>calendar</i> <i>occasion</i></p> <p>Oral Vocabulary: Antonyms</p>	<p>Make and Confirm Predictions</p> <p>Events: Beginning, Middle, End</p> <p>Bold Print</p>	<p>Capitalization and Punctuation, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a_e</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Dd</i></p> <p>Structural Analysis: Contractions with <i>not</i></p> <p>Decodable Readers: <i>Dave Was Late; Is It Late?</i></p>	<p><i>away</i> <i>now</i> <i>some</i> <i>today</i> <i>way</i> <i>why</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Return Sweep</p> <p>Writing Trait: Word Choice: Strong Verbs</p> <p>Grammar: Verbs</p> <p>Mechanics: Commas in Series</p>	<p>Project: Interview About Your Day</p>
<p>Week 2</p> <p>Watch It Grow!</p> <p>Essential Question: How do plants change as they grow?</p> <p>Genre Focus: Drama</p>	<p><i>Mystery Vine</i> Genre: Realistic Fiction</p>	<p>"The Great Big Gigantic Turnip" Genre: Folktale (Russian)</p>	<p>"Time to Plant!" Genre: Drama Lexile: NP</p>	<p>Anchor Text: <i>The Big Yuca Plant</i> Genre: Drama Lexile: NP</p> <p>Paired Selection: "How Plants Grow" Genre: Informational Text Lexile: 400L</p>	<p>Main Selections: Genre: Drama A: <i>Corn Fun</i> Lexile: NP O: <i>Yum, Strawberries!</i> Lexile: NP ELL: <i>Yum, Strawberries!</i> Lexile: NP B: <i>A Tree's Life</i> Lexile: NP</p> <p>Paired Selections: Genre: Informational Text A: "Ear of Corn" O: "Strawberry Plant" ELL: "Strawberry Plant" B: "Inside Trees"</p>	<p>Oral Vocabulary Words: <i>assist</i> <i>bloom</i> <i>grasped</i> <i>spied</i> <i>sprout</i></p> <p>Oral Vocabulary: Context Clues: Sentence Clues</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Sequence of Events</p> <p>Diagram</p>	<p>Punctuation within Sentences, Title, Author</p>	<p>Phonological Awareness: Alliteration</p> <p>Phonemic Awareness: Phoneme Deletion, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Long <i>i</i> spelled <i>i_e</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Vv</i></p> <p>Structural Analysis: Plurals (with CV<i>Ce</i> words)</p> <p>Decodable Readers: <i>A Fine Plant; Plants Take Time to Grow</i></p>	<p><i>green</i> <i>grow</i> <i>pretty</i> <i>should</i> <i>together</i> <i>water</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Capitalize "I"</p> <p>Writing Trait: Word Choice: Sensory Details</p> <p>Grammar: Present-Tense Verbs</p> <p>Mechanics: Capitalize and Underline Titles of Plays</p>	<p>Project: From Seed to Plant</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Tales Over Time</p> <p>Essential Question: What is a folktale?</p> <p>Genre Focus: Folktale</p>	<p><i>Interrupting Chicken</i> Genre: Fantasy</p>	<p>"The Foolish, Timid Rabbit" Genre: Folktale (India)</p>	<p>"The Nice Mitten" Genre: Folktale Lexile: 460L</p>	<p>Anchor Text: <i>The Gingerbread Man</i> Genre: Folktale Lexile: 320L</p> <p>Paired Selection: "Drakestail" Genre: Folktale Lexile: 430L</p>	<p>Main Selections: Genre: Folktale A: <i>How Coquí Got Her Voice</i> (Puerto Rico) Lexile: 300L O: <i>The Magic Paintbrush</i> (China) Lexile: 230L ELL: <i>The Magic Paintbrush</i> (China) Lexile: 240L B: <i>Rabbit Tricks Crocodile</i> Lexile: 420L</p> <p>Paired Selections: Genre: Poetry/Song A: "El Coquí/The Coquí" O: "Make New Friends" ELL: "Wanted: A Friend" B: "Fish School"</p>	<p>Oral Vocabulary Words: <i>eventually</i> <i>foolish</i> <i>hero</i> <i>tale</i> <i>timid</i></p> <p>Oral Vocabulary: Compound Words</p>	<p>Make and Confirm Predictions</p> <p>Moral</p> <p>Descriptive Words and Phrases</p>	<p>Quotation Marks/Text Styles, Title, Author</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Soft c, g/dge <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Yy</p> <p>Structural Analysis: Inflectional Endings: -ed and -ing (drop final e)</p> <p>Decodable Readers: <i>The King and Five Mice;</i> <i>Tales from a Past Age</i></p>	<p><i>any</i> <i>from</i> <i>happy</i> <i>once</i> <i>so</i> <i>upon</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Narrative</p> <p>Writing Skill: Word endings: -ed, -ing</p> <p>Writing Trait: Word Choice: Specific Words</p> <p>Grammar: Past- and Future-Tense Verbs</p> <p>Mechanics: Commas in Series</p>	<p>Project: All About a Folktale</p>
<p>Week 4</p> <p>Now and Then</p> <p>Essential Question: How is life different than it was long ago?</p> <p>Genre Focus: Informational Text</p>	<p><i>The Last Train</i> Genre: Song</p>	<p>"Let's Look at Video Games!" Genre: Informational Text</p>	<p>"Life at Home" Genre: Informational Text Lexile: 490L</p>	<p>Anchor Text: <i>Long Ago and Now</i> Genre: Informational Text Lexile: 480L</p> <p>Paired Selection: "From Horse to Plane" Genre: Informational Text Lexile: 370L</p>	<p>Main Selections: Genre: Informational Text A: <i>Schools Then and Now</i> Lexile: 170L O: <i>Schools Then and Now</i> Lexile: 220L ELL: <i>Schools Then and Now</i> Lexile: 270L B: <i>Schools Then and Now</i> Lexile: 380L</p> <p>Paired Selections: Genre: Informational Text A: "School Days" O: "School Days" ELL: "School Days" B: "School Days"</p>	<p>Oral Vocabulary Words: <i>century</i> <i>past</i> <i>present</i> <i>future</i> <i>entertainment</i></p> <p>Oral Vocabulary: Base Words</p>	<p>Reread</p> <p>Details: Compare and Contrast</p> <p>Captions</p>	<p>Reading Sentences Across Pages, Title, Author, Illustrator</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Isolation, Phoneme Blending</p>	<p>Phonics/Spelling: Long o spelled o_e; Long u spelled u_e; Long e spelled e_e <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Ww</p> <p>Structural Analysis: CVCe Syllables</p> <p>Decodable Readers: <i>Those Old Classes;</i> <i>That Old Globe</i></p>	<p><i>ago</i> <i>boy</i> <i>girl</i> <i>how</i> <i>old</i> <i>people</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: Expository Text</p> <p>Writing Skill: Use Word Bank</p> <p>Writing Trait: Ideas: Focus on an Idea</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Irregular Verbs: Is and Are</p> <p>Mechanics: Commas in Dates</p>	<p>Project: Interview About Long Ago</p>

Grade 1 • Unit 3 • Scope and Sequence

Changes Over Time Big Idea: What can happen over time?	Literature Big Book	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>From Farm to Table</p> <p>Essential Question: How do we get our food?</p> <p>Genre Focus: Informational Text</p>	<p><i>Where Does Food Come From?</i> Genre: Informational Text</p>	<p>"The Little Red Hen" Genre: Folktale</p>	<p>"A Look at Breakfast" Genre: Informational Text Lexile: 340L</p>	<p>Anchor Text: <i>From Cows to You</i> Genre: Informational Text Lexile: 500L</p> <p>Paired Selection: "The Five Food Groups" Genre: Informational Text Lexile: 450L</p>	<p>Main Selections: Genre: Informational Text A: <i>Apples from Farm to Table</i> Lexile: 330L O: <i>Apples from Farm to Table</i> Lexile: 550L ELL: <i>Apples from Farm to Table</i> Lexile: 430L B: <i>Apples from Farm to Table</i> Lexile: 580L</p> <p>Paired Selections: Genre: Informational Text A: "A Dairy Treat" O: "A Dairy Treat" ELL: "A Dairy Treat" B: "A Dairy Treat"</p>	<p>Oral Vocabulary Words: <i>delicious nutritious responsibility enormous delighted</i></p> <p>Oral Vocabulary: Synonyms</p>	<p>Reread Details: Time-Order Diagram</p>	<p>Special Text Treatments, Title, Author</p>	<p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics/Spelling: Variant Vowel Spellings with Digraphs: <i>oo, u</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Bb</i></p> <p>Structural Analysis: Inflectional Endings: <i>-ed</i> and <i>-ing</i> (double final consonant)</p> <p>Decodable Readers: <i>A Good Cook; That Looks Good</i></p>	<p><i>after buy done every soon work</i></p>	<p>Accuracy and Rate</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: Expository Text</p> <p>Writing Skill: Stretch Sounds to Write Words</p> <p>Writing Trait: Ideas: Give Reasons for an Opinion</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Contractions with <i>not</i></p> <p>Mechanics: Apostrophes in Contractions</p>	<p>Project: Investigate a Food</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	<p>"Time for Kids: Seasons Bring Change" Genre: Online Article</p>	<p>Reader's Theater: <i>Shadow Dance</i></p>	<p>Genre Read-Aloud: "Twinsies"</p> <p>Activities: Observe a Plant Write a Letter</p>	<p>Choose Your Own Book</p>

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Animal Features</p> <p>Essential Question: How do animals' bodies help them?</p> <p>Genre Focus: Folktale</p>	<p>"The Elephant's Child" Genre: Folktale</p>	<p>"Snail and Frog Race" Genre: Folktale Lexile: 270L</p>	<p>Anchor Text: <i>Little Rabbit</i> Genre: Folktale Lexile: 180L</p> <p>Paired Selection: "Animals Can Go Fast!" Genre: Informational Text Lexile: 300L</p>	<p>Main Selections: Genre: Folktale A: <i>The King of the Animals</i> (Africa) Lexile: 350L O: <i>Snail's Clever Idea</i> Lexile: 450L ELL: <i>Snail's Clever Idea</i> Lexile: 400L B: <i>Plop!</i> Lexile: 540L</p> <p>Paired Selections: Genre: Informational Text A: "Lions and Elephants" O: "Snails: Small, Slow, and Slimy" ELL: "Snails: Small, Slow, and Slimy" B: "Animal Traits"</p>	<p>Oral Vocabulary Words: <i>feature</i> <i>appearance</i> <i>determined</i> <i>predicament</i> <i>relief</i></p> <p>Academic Vocabulary: <i>special</i> <i>splendid</i></p> <p>Vocabulary: Use a Dictionary</p>	<p>Ask and Answer Questions</p> <p>Main Story Elements: Sequence of Events</p> <p>Chart</p>	<p>Glossary</p> <p>Title</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: Long <i>a</i> spelled <i>a, ai, ay</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Nn</i></p> <p>Structural Analysis: Alphabetical Order (two letters)</p> <p>Decodable Readers: <i>April the Agent; A Basic Dog; Snail Mail; Tails</i></p>	<p><i>about</i> <i>animal</i> <i>carry</i> <i>eight</i> <i>give</i> <i>our</i></p>	<p>Accuracy</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Word Choice: Descriptive Words</p> <p>Review Trait: Ideas: Focus on a Topic</p> <p>Grammar: Irregular Verbs: <i>Was</i> and <i>Were</i></p> <p>Mechanics: Apostrophe with Contractions</p>	<p>Project: Animal Bodies</p>
<p>Week 2</p> <p>Animals Together</p> <p>Essential Question: How do animals help each other?</p> <p>Genre Focus: Informational Text</p>	<p>"Animals Working Together" Genre: Informational Text</p>	<p>"A Team of Fish" Genre: Informational Text Lexile: 340L</p>	<p>Anchor Text: <i>Animal Teams</i> Genre: Informational Text Lexile: 480L</p> <p>Paired Selection: "Busy as a Bee" Genre: Informational Text Lexile: 500L</p>	<p>Main Selections: Genre: Informational Text A: <i>Penguins All Around</i> Lexile: 340L O: <i>Penguins All Around</i> Lexile: 450L ELL: <i>Penguins All Around</i> Lexile: 340L B: <i>Penguins All Around</i> Lexile: 610L</p> <p>Paired Selections: Genre: Informational Text A: "Animals Work Together!" O: "Animals Work Together!" ELL: "Animals Work Together!" B: "Animals Work Together!"</p>	<p>Oral Vocabulary Words: <i>behavior</i> <i>beneficial</i> <i>dominant</i> <i>instinct</i> <i>endangered</i></p> <p>Academic Vocabulary: <i>partner</i> <i>danger</i></p> <p>Vocabulary: Context Clues/ Sentence Clues</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Captions</p>	<p>Glossary</p> <p>Title</p>	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Phoneme Blending</p>	<p>Phonics/Spelling: Long <i>e</i> spelled <i>e, ee, ea, ie</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Gg</i></p> <p>Structural Analysis: Prefixes <i>re-, un-, pre-</i></p> <p>Decodable Readers: <i>The Green Eel; Clean Up the Team</i></p>	<p><i>because</i> <i>blue</i> <i>into</i> <i>or</i> <i>other</i> <i>small</i></p>	<p>Phrasing</p>	<p>Write About the Text: Opinion</p> <p>Writing Trait: Organization: Introduce the Topic</p> <p>Review Trait: Ideas: Give Reasons for an Opinion</p> <p>Grammar: Irregular Verbs: <i>Has</i> and <i>Have</i></p> <p>Mechanics: Capitalization and End Punctuation</p>	<p>Project: Animal Teams</p>

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>In the Wild</p> <p>Essential Question: How do animals survive in nature?</p> <p>Genre Focus: Informational Text</p>	<p>“Animals in Winter” Genre: Informational Text</p>	<p>“Go Wild!” Genre: Informational Text Lexile: 540L</p>	<p>Anchor Text: <i>Vulture View</i> Genre: Informational Text Lexile: 70L</p> <p>Paired Selection: “When It’s Snowing” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Go, Gator!</i> Lexile: 320L O: <i>Go, Gator!</i> Lexile: 510L ELL: <i>Go, Gator!</i> Lexile: 270L B: <i>Go, Gator!</i> Lexile: 590L</p> <p>Paired Selections: Genre: Poetry A: “Ducklings” O: “Ducklings” ELL: “Ducklings” B: “Ducklings”</p>	<p>Oral Vocabulary Words: <i>communicate</i> <i>provide</i> <i>superior</i> <i>survive</i> <i>wilderness</i></p> <p>Academic Vocabulary: <i>search</i> <i>seek</i></p> <p>Vocabulary: Word Categories</p>	<p>Ask and Answer Questions</p> <p>Topic and Relevant Details</p> <p>Poetry: Stanzas and Line Breaks</p>	<p>Author Illustrator</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Substitution</p>	<p>Phonics/Spelling: Long o spelled o, oa, ow, oe <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Pp</p> <p>Structural Analysis: Open Syllables</p> <p>Decodable Readers: <i>Toads; Joan and Elmo Swim; A Doe and a Buck; Joe Goes Slow</i></p>	<p><i>find</i> <i>food</i> <i>more</i> <i>over</i> <i>start</i> <i>warm</i></p>	<p>Rate</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Poetry</p> <p>Writing Trait: Ideas: Main Ideas</p> <p>Review Trait: Ideas: Supporting Details</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Irregular Verbs: Go and Do</p> <p>Mechanics: Capitalize Proper Nouns</p>	<p>Project: Animal Life Cycle</p>
<p>Week 4</p> <p>Insects!</p> <p>Essential Question: What insects do you know about? How are they alike and different?</p> <p>Genre Focus: Fantasy</p>	<p>“Insect Hide and Seek” Genre: Informational Text</p>	<p>“Creep Low, Fly High” Genre: Fantasy Lexile: 290L</p>	<p>Anchor Text: <i>Hill Fly Guy</i> Genre: Fantasy Lexile: 200L</p> <p>Paired Selection: “Meet the Insects” Genre: Informational Text Lexile: 400L</p>	<p>Main Selections: Genre: Fantasy A: <i>Where Is My Home?</i> Lexile: 170L O: <i>The Hat</i> Lexile: 290L ELL: <i>The Hat</i> Lexile: 230L B: <i>Come One, Come All</i> Lexile: 330L</p> <p>Paired Selections: Genre: Informational Text A: “Wings” O: “Let’s Look at Insects!” ELL: “Let’s Look at Insects!” B: “Compare Insects”</p>	<p>Oral Vocabulary Words: <i>different</i> <i>flutter</i> <i>imitate</i> <i>resemble</i> <i>protect</i></p> <p>Academic Vocabulary: <i>beautiful</i> <i>fancy</i></p> <p>Vocabulary: Context Clues/ Sentence Clues</p>	<p>Visualize Narrator Headings</p>	<p>Table of Contents</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Identity, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Long i spelled i, igh, y, ie <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Zz</p> <p>Structural Analysis: Inflectional Endings (change y to i)</p> <p>Decodable Readers: <i>Jay Takes Flight; Be Kind to Bugs; Why Hope Flies; Glowing Bugs Fly By</i></p>	<p><i>caught</i> <i>flew</i> <i>know</i> <i>laugh</i> <i>listen</i> <i>were</i></p>	<p>Appropriate Phrasing</p>	<p>Write About the Text: Informational Text</p> <p>Extended Writing: Poetry</p> <p>Writing Trait: Organization: Concluding Statement</p> <p>Review Trait: Ideas: Descriptive Details</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Irregular Verbs: See and Saw</p> <p>Mechanics: Underline Titles of Books</p>	<p>Project: Compare Two Insects</p>

Grade 1 • Unit 4 • Scope and Sequence

Animals Everywhere Big Idea: What animals do you know about? What are they like?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Working with Animals</p> <p>Essential Question: How do people work with animals?</p> <p>Genre Focus: Informational Text</p>	<p>"Ming's Teacher" Genre: Folktale (China)</p>	<p>"Time for Kids: From Puppy to Guide Dog" Genre: Informational Text Lexile: 680L</p>	<p>Anchor Text: <i>Time for Kids: Koko and Penny</i> Genre: Informational Text Lexile: 370L</p> <p>Paired Selection: "Save Our Bees!" Genre: Opinion Text Lexile: 450L</p>	<p>Main Selections: Genre: Informational Text A: <i>Teach a Dog!</i> Lexile: 270L O: <i>Teach a Dog!</i> Lexile: 330L ELL: <i>Teach a Dog!</i> Lexile: 220L B: <i>Teach a Dog!</i> Lexile: 440L</p> <p>Paired Selections: Genre: Informational Text A: "Working with Dolphins" O: "Working with Dolphins" ELL: "Working with Dolphins" B: "Working with Dolphins"</p>	<p>Oral Vocabulary Words: <i>advice</i> <i>career</i> <i>remarkable</i> <i>soothe</i> <i>trust</i></p> <p>Academic Vocabulary: <i>clever</i> <i>signal</i></p> <p>Vocabulary: Base Words</p>	<p>Visualize Details: Time-Order Graph</p>	<p>Table of Contents</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Addition</p>	<p>Phonics/Spelling: Long e spelled y, ey <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase Mm</p> <p>Structural Analysis: Compound Words</p> <p>Decodable Readers: <i>Race Pony!</i>; <i>Study with Animals</i></p>	<p><i>found</i> <i>hard</i> <i>near</i> <i>woman</i> <i>would</i> <i>write</i></p>	<p>Intonation</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Organization: Introduce the Topic</p> <p>Review Trait: Word Choice: Specific Words</p> <p>Grammar: Adverbs That Tell When</p> <p>Mechanics: Commas in a Series</p>	<p>Project: Caring for Animals</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	<p>"Time for Kids: Teeth at Work" Genre: Online Article</p>	<p>Reader's Theater: <i>Fooba Wooba John</i></p>	<p>Passages: "Crocodiles" "Sloths"</p> <p>Activities Two-Column Chart Observe Animal Needs</p>	<p>Choose Your Own Book</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>See It, Sort It</p> <p>Essential Question: How can we classify and categorize things?</p> <p>Genre Focus: Fantasy</p>	<p>“Goldilocks” Genre: Folktale</p>	<p>“A Barn Full of Hats” Genre: Fantasy Lexile: 320L</p>	<p>Anchor Text: <i>A Lost Button (from Frog and Toad Are Friends)</i> Genre: Fantasy Lexile: 340L</p> <p>Paired Selection: “Sort It Out” Genre: Informational Text Lexile: 210L</p>	<p>Main Selections: Genre: Fantasy A: <i>Nuts for Winter</i> Lexile: 170L O: <i>Dog Bones</i> Lexile: 360L ELL: <i>Dog Bones</i> Lexile: 260L B: <i>Spark’s Toys</i> Lexile: 390L</p> <p>Paired Selections: Genre: Informational Text A: “Sort by Color!” O: “Sorting Balls” ELL: “Sorting Balls” B: “Sorting Fruit”</p>	<p>Oral Vocabulary Words: <i>distinguish</i> <i>classify</i> <i>organize</i> <i>entire</i> <i>startled</i></p> <p>Academic Vocabulary: <i>trouble</i> <i>whole</i></p> <p>Strategy: Context Clues: Multiple Meanings</p>	<p>Make and Confirm Predictions</p> <p>Narrator</p> <p>Photographs and Illustrations</p>	Glossary	<p>Phonemic Awareness: Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowel <i>ar</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Hh</i></p> <p>Structural Analysis: Plurals: Change <i>-y</i> to <i>-ies</i></p> <p>Decodable Readers: <i>Charm Scarves; Car Parts</i></p>	<p><i>four</i> <i>large</i> <i>none</i> <i>only</i> <i>put</i> <i>round</i></p>	Automaticity	<p>Write About the Text: Opinion</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Length</p> <p>Review Trait: Word Choice: Descriptive Words</p> <p>Grammar: Words That Join</p> <p>Mechanics: Capitalize Proper Nouns (places)</p>	<p>Project: Sort a Collection</p>
<p>Week 2</p> <p>Up in the Sky</p> <p>Essential Question: What can you see in the sky?</p> <p>Genre Focus: Fantasy</p>	<p>“Why the Sun and Moon Are in the Sky” Genre: Folktale: Pourquoi (Nigerian)</p>	<p>“A Bird Named Fern” Genre: Fantasy Lexile: 360L</p>	<p>Anchor Text: <i>Kitten’s First Full Moon</i> Genre: Fantasy Lexile: 550L</p> <p>Paired Selection: “The Moon” Genre: Informational Text Lexile: 440L</p>	<p>Main Selections: Genre: Fantasy A: <i>Little Blue’s Dream</i> Lexile: 280L O: <i>Hide and Seek</i> Lexile: 310L ELL: <i>Hide and Seek</i> Lexile: 310L B: <i>The Foxes Build a Home</i> Lexile: 420L</p> <p>Paired Selections: Genre: Informational Text A: “Hello, Little Dipper!” O: “Our Sun Is a Star!” ELL: “Our Sun Is a Star!” B: “Sunrise and Sunset”</p>	<p>Oral Vocabulary Words: <i>certain</i> <i>observe</i> <i>remained</i> <i>thoughtful</i> <i>vast</i></p> <p>Academic Vocabulary: <i>leaped</i> <i>stretched</i></p> <p>Vocabulary: Shades of Meaning/ Intensity</p>	<p>Make and Confirm Predictions</p> <p>Events: Cause and Effect</p> <p>Descriptive Words and Phrases</p>	Table of Contents	<p>Phonological Awareness: Identify and Produce Rhyme</p> <p>Phonemic Awareness: Phoneme Substitution, Phoneme Blending, Phoneme Deletion</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or, ir, ur, er</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Kk</i></p> <p>Structural Analysis: Suffix <i>-er</i></p> <p>Decodable Readers: <i>Sir Worm and Bird Girl; Bird in the Sky; Ginger and the Stars; Bats Under the Dark Sky</i></p>	<p><i>another</i> <i>climb</i> <i>full</i> <i>great</i> <i>poor</i> <i>through</i></p>	Intonation	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Word Choice: Strong Verbs</p> <p>Review Trait: Ideas: Focus on an Idea</p> <p>Grammar: Adjectives</p> <p>Mechanics: Capitalization and End Marks</p>	<p>Project: The Sun Helps Us</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Great Inventions</p> <p>Essential Question: What inventions do you know about?</p> <p>Genre Focus: Biography</p>	<p>“Great Inventions” Genre: Informational Text</p>	<p>“The Story of a Robot Inventor” Genre: Biography Lexile: 420L</p>	<p>Anchor Text: <i>Thomas Edison, Inventor</i> Genre: Biography Lexile: 510L</p> <p>Paired Selection: “Windshield Wipers” and “Scissors” Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Biography A: <i>The Wright Brothers</i> Lexile: 410L O: <i>The Wright Brothers</i> Lexile: 500L ELL: <i>The Wright Brothers</i> Lexile: 430L B: <i>The Wright Brothers</i> Lexile: 660L</p> <p>Paired Selections: Genre: Poetry A: “Fly Away, Butterfly” O: “Fly Away, Butterfly” ELL: “Fly Away, Butterfly” B: “Fly Away, Butterfly”</p>	<p>Oral Vocabulary Words: <i>complicated</i> <i>curious</i> <i>device</i> <i>imagine</i> <i>improve</i></p> <p>Academic Vocabulary: <i>idea</i> <i>unusual</i></p> <p>Vocabulary: Prefixes</p>	<p>Ask and Answer Questions</p> <p>Details: Problem and Solution</p> <p>Descriptive Words and Phrases</p>	Author	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition</p>	<p>Phonics/Spelling: <i>r</i>-Controlled Vowels <i>or, ore, oar</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Rr</i></p> <p>Structural Analysis: Abbreviations</p> <p>Decodable Readers: <i>Born to Learn; Sport Stars; A Board That Can Soar; Hard Chores</i></p>	<p><i>began</i> <i>better</i> <i>guess</i> <i>learn</i> <i>right</i> <i>sure</i></p>	Automaticity	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Organization: Order of Events</p> <p>Review Trait: Fluency: Varying Sentence Length</p> <p>Grammar: Adjectives That Compare (-er and -est)</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p>	<p>Project: Find out About an Inventor</p>
<p>Week 4</p> <p>Sounds All Around</p> <p>Essential Question: What sounds can you hear? How are they made?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“The Squeaky Bed” Genre: Folktale (Puerto Rico)</p>	<p>“Now, What’s That Sound?” Genre: Realistic Fiction Lexile: 240L</p>	<p>Anchor Text: <i>Whistle for Willie</i> Genre: Realistic Fiction Lexile: 520L</p> <p>Paired Selection: “Shake! Strike! Strum!” Genre: How-To Text Lexile: 290L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>Thump, Jangle, Crash</i> Lexile: 180L O: <i>Down on the Farm</i> Lexile: 390L ELL: <i>Down on the Farm</i> Lexile: 170L B: <i>Going on a Bird Walk</i> Lexile: 420L</p> <p>Paired Selections: Genre: How-To (Procedural) A: “How to Make Maracas” O: “How to Make a Rain Stick” ELL: “How to Make a Rain Stick” B: “How to Make a Wind Chime”</p>	<p>Oral Vocabulary Words: <i>distract</i> <i>nervous</i> <i>senses</i> <i>squeaky</i> <i>volume</i></p> <p>Academic Vocabulary: <i>suddenly</i> <i>scrambled</i></p> <p>Vocabulary: Suffixes</p>	<p>Ask and Answer Questions</p> <p>Events: Problem and Solution</p> <p>Directions</p>	Title	<p>Phonemic Awareness: Phoneme Substitution, Phoneme Isolation, Phoneme Blending</p>	<p>Phonics/Spelling: Diphthongs <i>ou, ow</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper and Lowercase <i>Xx</i></p> <p>Structural Analysis: Comparative Inflectional Endings -er, -est</p> <p>Decodable Readers: <i>Up or Down Sounds; Sounds Around Us</i></p>	<p><i>color</i> <i>early</i> <i>instead</i> <i>nothing</i> <i>oh</i> <i>thought</i></p>	Expression	<p>Write About the Text: Narrative</p> <p>Extended Writing: How-To Article</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Beginnings</p> <p>Review Trait: Organization: Beginning/Middle/End</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Using <i>a, an, this, and that</i></p> <p>Mechanics: Capitalize/Underline Book Titles</p>	<p>Project: Experiment with Sounds</p>

Grade 1 • Unit 5 • Scope and Sequence

Figure It Out Big Idea: How can we make sense of the world around us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Build It!</p> <p>Essential Question: How do things get built?</p> <p>Genre Focus: Informational Text</p>	<p>“The Sheep, the Pig, and the Goose Who Set Up House” Genre: Folktale (from Norway)</p>	<p>“Time for Kids: The Joy of a Ship” Genre: Informational Text Lexile: 560L</p>	<p>Anchor Text: <i>Time for Kids: Building Bridges</i> Genre: Informational Text Lexile: 550L</p> <p>Paired Selection: “Small Joy” Genre: Informational Text Lexile: 490L</p>	<p>Main Selections: Genre: Informational Text A: <i>What Is a Yurt?</i> Lexile: 430L O: <i>What Is a Yurt?</i> Lexile: 440L ELL: <i>What Is a Yurt?</i> Lexile: 390L B: <i>What Is a Yurt?</i> Lexile: 620L</p> <p>Paired Selections: Genre: Informational Text A: “Treehouses” O: “Treehouses” ELL: “Treehouses” B: “Treehouses”</p>	<p>Oral Vocabulary Words: <i>contented</i> <i>intend</i> <i>marvelous</i> <i>project</i> <i>structure</i></p> <p>Academic Vocabulary: <i>balance</i> <i>section</i></p> <p>Vocabulary: Inflectional Endings</p>	<p>Ask and Answer Questions</p> <p>Details: Cause and Effect</p> <p>Captions</p>	<p>Table of Contents</p> <p>Title</p>	<p>Phonemic Awareness: Phoneme Blending, Phoneme Segmentation, Phoneme Categorization</p>	<p>Phonics/Spelling: Diphthongs <i>oi, oy</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Jj</i></p> <p>Structural Analysis: Final Stable Syllables</p> <p>Decodable Readers: <i>Joy’s Birdhouse; Beavers Make Noise</i></p>	<p><i>above</i> <i>build</i> <i>fall</i> <i>knew</i> <i>money</i> <i>toward</i></p>	<p>Intonation and Phrasing</p>	<p>Write About the Text: Opinion</p> <p>Extended Writing: How-To Article</p> <p>Writing Trait: Ideas: Give Reasons for an Opinion</p> <p>Review Trait: Organization: Concluding Statement</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Prepositions/Prepositional Phrases</p> <p>Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>	<p>Project: How to Build a(n)</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Extend Your Learning
Extend, Connect, and Assess	<p>“Time for Kids: Great Ideas!” Genre: Online Article</p>	<p>Reader’s Theater: <i>Supper with the Queen</i></p>	<p>Passages: “The Night Sky” “Billions of Stars”</p> <p>Activities: Venn Diagram Observe the Sky</p>	<p>Choose Your Own Book</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 1</p> <p>Taking Action</p> <p>Essential Question: How can we work together to make our lives better?</p> <p>Genre Focus: Fantasy</p>	<p>"The Cat's Bell" Genre: Fable</p>	<p>"Super Tools" Genre: Fantasy Lexile: 430L</p>	<p>Anchor Text: <i>Click, Clack, Moo: Cows That Type</i> Genre: Fantasy Lexile: 380L</p> <p>Paired Selection: "Be a Volunteer!" Genre: Opinion Text Lexile: 520L</p>	<p>Main Selections: Genre: Fantasy A: <i>Two Hungry Elephants</i> Lexile: 290L O: <i>What a Feast!</i> Lexile: 500L ELL: <i>What a Feast!</i> Lexile: 350L B: <i>Beware of the Lion!</i> Lexile: 480L</p> <p>Paired Selections: Genre: Informational Text A: "Dogs Helping People" O: "Helpers Bring Food" ELL: "Helpers Bring Food" B: "Pete Seeger"</p>	<p>Oral Vocabulary Words: <i>fair</i> <i>conflict</i> <i>shift</i> <i>risk</i> <i>argument</i></p> <p>Academic Vocabulary: <i>demand</i> <i>emergency</i></p> <p>Vocabulary: Synonyms</p>	<p>Reread Theme Captions</p>	<p>Glossary</p>	<p>Phonological Awareness: Identify and Produce Rhyme, Syllable Deletion</p> <p>Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings <i>oo, ou, u_e, ew, ui, ue, u</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Upper- and Lowercase <i>Qq</i></p> <p>Structural Analysis: Suffixes <i>-full</i> and <i>-less</i></p> <p>Decodable Readers: <i>Rooster and Goose; Choose a Room; The Flute Youth; Group Rules; Lewis and His New Suit; A Cruise Crew; Sue and Lucy; A True Team</i></p>	<p><i>answer</i> <i>brought</i> <i>busy</i> <i>door</i> <i>enough</i> <i>eyes</i></p>	<p>Expression</p>	<p>Write About the Text: Write a Letter</p> <p>Writing Trait: Organization: Paragraph</p> <p>Review Trait: Word Choice: Strong Verbs</p> <p>Grammar: Pronouns <i>I, you, he, she, it, we, they</i></p> <p>Mechanics: Capitalize <i>I</i></p>	<p>Project: Poll about Taking Action</p>
<p>Week 2</p> <p>My Team</p> <p>Essential Question: Who helps you?</p> <p>Genre Focus: Informational Text</p>	<p>"Anansi's Sons" Genre: Folktale (Trickster Tale)</p>	<p>"All kinds of Helpers" Genre: Informational Text Lexile: 530L</p>	<p>Anchor Text: <i>Meet Rosina</i> Genre: Informational Text Lexile: 420L</p> <p>Paired Selection: "Abuelita's Lap" Genre: Poetry Lexile: NP</p>	<p>Main Selections: Genre: Informational Text A: <i>Helping Me, Helping You!</i> Lexile: 310L O: <i>Helping Me, Helping You!</i> Lexile: 400L ELL: <i>Helping Me, Helping You!</i> Lexile: 290L B: <i>Helping Me, Helping You!</i> Lexile: 540L</p> <p>Paired Selections: Genre: Informational Text A: "Fire!" O: "Fire!" ELL: "Fire!" B: "Fire!"</p>	<p>Oral Vocabulary Words: <i>decision</i> <i>distance</i> <i>inspire</i> <i>respect</i> <i>swiftly</i></p> <p>Academic Vocabulary: <i>accept</i> <i>often</i></p> <p>Vocabulary: Antonyms</p>	<p>Reread Author's Purpose Stanzas and Line Breaks</p>	<p>Author</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Variant Vowel Spellings with Digraphs: <i>au, aw, a, augh, al</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Vowel-Team Syllables</p> <p>Decodable Readers: <i>Paul's Paw; Thank You Authors!; Not Too Small; My Baseball Coach; A Walk with Mayor Moose; Teacher Talk</i></p>	<p><i>brother</i> <i>father</i> <i>friend</i> <i>love</i> <i>mother</i> <i>picture</i></p>	<p>Intonation</p>	<p>Write About the Text: Informational Text</p> <p>Writing Trait: Voice: Use Own Voice</p> <p>Review Trait: Organization: Introduce the Topic</p> <p>Grammar: Possessive Pronouns</p> <p>Mechanics: Capitalize Days, Months, and Holidays</p>	<p>Project: Interview a Helper</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 3</p> <p>Weather Together</p> <p>Essential Question: How can weather affect us?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“Paul Bunyan and the Popcorn Blizzard” Genre: Folktale (Tall Tale)</p>	<p>“Wrapped in Ice” Genre: Realistic Fiction Lexile: 320L</p>	<p>Anchor Text: <i>Rain School</i> Genre: Realistic Fiction Lexile: 440L</p> <p>Paired Selection: “Rainy Weather” Genre: Informational Text Lexile: 470L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>Snow Day</i> Lexile: 390L O: <i>Heat Wave</i> Lexile: 460L ELL: <i>Heat Wave</i> Lexile: 370L B: <i>Rainy Day Fun</i> Lexile: 420L</p> <p>Paired Selections: Genre: Informational Text A: “A Mountain of Snow” O: “Stay Safe When It’s Hot” ELL: “Stay Safe When It’s Hot” B: “Let’s Stay Dry!”</p>	<p>Oral Vocabulary Words: <i>creative cycle frigid predict scorching</i></p> <p>Academic Vocabulary: <i>country gathers</i></p> <p>Vocabulary: Similes</p>	<p>Visualize Events: Cause and Effect Headings</p>	<p>Table of Contents</p>	<p>Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution</p>	<p>Phonics/Spelling: Silent Letter Consonant Digraphs: <i>wr, kn, gn</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: A Story</p> <p>Structural Analysis: Compound Words</p> <p>Decodable Readers: <i>Miss Wright’s Job; A Lighthouse Stops Wrecks; Know About Snowstorms; The Rusty Knight</i></p>	<p><i>been children month question their year</i></p>	<p>Intonation</p>	<p>Write About the Text: Write to Sources</p> <p>Extended Writing: Opinion</p> <p>Writing Trait: Ideas: Main Idea</p> <p>Review Trait: Ideas: Descriptive Details</p> <p>Writing Process: Expert and Student Models; Plan; Draft</p> <p>Grammar: Special Pronouns (anyone, everyone, anything, everything, nothing)</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Project: The Weather in My State</p>
<p>Week 4</p> <p>Sharing Traditions</p> <p>Essential Question: What traditions do you know about?</p> <p>Genre Focus: Realistic Fiction</p>	<p>“Let’s Dance!” Genre: Informational Text</p>	<p>“A Spring Birthday” Genre: Realistic Fiction Lexile: 380L</p>	<p>Anchor Text: <i>Lissy’s Friends</i> Genre: Realistic Fiction Lexile: 460L</p> <p>Paired Selection: “Making Paper Shapes” Genre: How-To Text Lexile: 520L</p>	<p>Main Selections: Genre: Realistic Fiction A: <i>The Quilt</i> Lexile: 380L O: <i>Latkes for Sam</i> Lexile: 410L ELL: <i>Latkes for Sam</i> Lexile: 290L B: <i>Patty Jumps!</i> Lexile: 440L</p> <p>Paired Selections: Genre: How-To (Procedural) A: “Making a Quilt Square” O: “What Is a Taco?” ELL: “What Is a Taco?” B: “How to Play Four Square”</p>	<p>Oral Vocabulary Words: <i>ancient drama effort movement tradition</i></p> <p>Academic Vocabulary: <i>difficult nobody</i></p> <p>Vocabulary: Compound Words</p>	<p>Visualize Theme Directions</p>	<p>Author</p>	<p>Phonological Awareness Syllable Addition</p> <p>Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Substitution</p>	<p>Phonics/Spelling: Three-Letter Consonant Blends: <i>scr, spl, spr, str, thr, shr</i> <i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Dates</p> <p>Structural Analysis: Inflectional Endings <i>-ed</i> and <i>-ing</i></p> <p>Decodable Readers: <i>Three Shrimp; A Thrilling Dance</i></p>	<p><i>before front heard push tomorrow your</i></p>	<p>Phrasing</p>	<p>Write About the Text: Write a Letter</p> <p>Extended Writing: Opinion</p> <p>Writing Trait: Sentence Fluency: Varying Sentence Types</p> <p>Review Trait: Organization: Beginning/Middle/End</p> <p>Writing Process: Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar: Subjective and Objective Pronouns</p> <p>Mechanics: Commas in Dates and Letters</p>	<p>Project: Interview about Traditions</p>

Grade 1 • Unit 6 • Scope and Sequence

Together We Can! Big Idea: How does teamwork help us?	Interactive Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting/Structural Analysis	High-Frequency Words	Fluency	Writing and Grammar	Research and Inquiry
<p>Week 5</p> <p>Celebrate America!</p> <p>Essential Question: Why do we celebrate holidays?</p> <p>Genre Focus: Informational Text</p>	<p>“Celebrate the Flag”</p> <p>Genre: Informational Text</p>	<p>“Share the Harvest and Give Thanks”</p> <p>Genre: Informational Text</p> <p>Lexile: 650L</p>	<p>Anchor Text: <i>Time for Kids: Happy Birthday, U.S.A.!</i></p> <p>Genre: Informational Text</p> <p>Lexile: 490L</p> <p>Paired Selection: “Time for Kids: Martin Luther King, Jr. Day”</p> <p>Genre: Informational Text</p> <p>Lexile: 500L</p>	<p>Main Selections:</p> <p>Genre: Informational Text</p> <p>A: <i>It’s Labor Day!</i></p> <p>Lexile: 440L</p> <p>O: <i>It’s Labor Day!</i></p> <p>Lexile: 620L</p> <p>ELL: <i>It’s Labor Day!</i></p> <p>Lexile: 360L</p> <p>B: <i>It’s Labor Day!</i></p> <p>Lexile: 660L</p> <p>Paired Selections:</p> <p>Genre: Informational Text</p> <p>A: “A Celebration of Trees”</p> <p>O: “A Celebration of Trees”</p> <p>ELL: “A Celebration of Trees”</p> <p>B: “A Celebration of Trees”</p>	<p>Oral Vocabulary Words: <i>design display pride purpose represent</i></p> <p>Academic Vocabulary: <i>nation unite</i></p> <p>Vocabulary: Metaphors</p>	<p>Reread</p> <p>Author’s Purpose</p> <p>Captions</p>	<p>Table of Contents</p>	<p>Phonological Awareness</p> <p>Syllable Deletion, Syllable Addition</p> <p>Phonemic Awareness: Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition</p>	<p>Phonics/Spelling: <i>r-Controlled Vowels air, are, ear</i></p> <p><i>Differentiated Spelling Lists available</i></p> <p>Handwriting: Letter</p> <p>Structural Analysis: <i>r-Controlled Vowel Syllables</i></p> <p>Decodable Readers: <i>A Pair at the Fair; Lights in the Air; The Bears Prepare a Feast; Leaders Care</i></p>	<p><i>favorite few gone surprise wonder young</i></p>	<p>Phrasing</p>	<p>Write About the Text: Opinion</p> <p>Writing Trait: Voice: Author’s Voice</p> <p>Review Trait: Ideas: Give Reason’s for Opinion</p> <p>Grammar: Adverbs That Tell How</p> <p>Mechanics: Abbreviations (capitals and periods with <i>Mr., Mrs., Ms., Dr.</i>)</p>	<p>Project: Find Out About a Holiday</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p>“Time for Kids: This Land Is Our Land”</p> <p>Genre: Online Article</p>	<p>Reader’s Theater: <i>That Goat Has GOT to Go!</i></p>	<p>Passages: “Max’s Plan” “Let’s Recycle!”</p> <p>Activities: Venn Diagram Take Action Poster</p>	Choose Your Own Book

Grade 2 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How are families around the world the same and different?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Dinner at Alejandro's"</p>	<p>"Maria Celebrates Brazil" Genre: Realistic Fiction Lexile: 460L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Big Red Lollipop</i> Genre: Realistic Fiction Lexile: 410L</p> <p>Paired Selection "A Look at Families" Genre: Informational Text Lexile: 480L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Music in My Family</i> Lexile: 250L O: <i>Happy New Year!</i> Lexile: 350L ELL: <i>Happy New Year!</i> Lexile: 300L B: <i>I'm Down Under</i> Lexile: 560L</p> <p>Paired Selections Genre: Informational Text A: "Making Music" O: "New Year's Eve" ELL: "New Year's Eve" B: "Perfect Pavlova"</p>	<p>Academic Vocabulary: <i>aside, culture, fair, invited, language, plead, scurries, share</i></p> <p>Inflectional Endings Context Clues</p>	<p>Visualize Plot: Beginning, Middle, End Main Story Elements: Character, Setting, Events Text Features: Captions</p>	<p>Week 1 Phonemic Awareness: Blending, Categorization, Segmentation Phonics/Spelling*: short <i>a</i>, short <i>i</i> Structural Analysis: Plural Nouns with -s, -es High-Frequency Words: <i>ball, blue, both, even, for, help, put, there, why, yellow</i></p> <p>Week 2 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Isolation, Blending Phonics/Spelling*: short <i>e</i>, short <i>o</i>, short <i>u</i> Structural Analysis: Inflectional Endings -s, -es (Nouns and Verbs) High-Frequency Words: <i>could, find, funny, green, how, little, one, or, see, sounds</i></p>	<p>Week 1 Accuracy and Intonation Week 2 Rate and Expression</p>	<p>Respond to Reading Writing Process Realistic Fiction Expert Model: Realistic Fiction Story Plan: Sequence Draft: Descriptive Details</p> <p>Grammar and Mechanics Week 1: Statements and Questions; Sentence Capitalization/Punctuation Week 2: Commands and Exclamations; Sentence Capitalization/Punctuation</p>	<p>Project: Food from Other Countries Product: Poster Blast: "Welcome to Our Home"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do friends depend on each other?</p> <p>Genre: Fantasy</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "The New Kid"</p>	<p>"Little Flap Learns to Fly" Genre: Fantasy Lexile: 390L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Help! A Story of Friendship</i> Genre: Fiction/Fantasy Lexile: 410L</p> <p>Paired Selection "The Enormous Turnip" Genre: Folktale Lexile: 500L</p>	<p>Main Selections Genre: Fantasy A: <i>Cat and Dog</i> Lexile: 230L O: <i>The Quest</i> Lexile: 340L ELL: <i>The Quest</i> Lexile: 300L B: <i>Class Pets</i> Lexile: 500L</p> <p>Paired Selections Genre: Poetry A: "Uncle Max and I" O: "Together" ELL: "It Takes a Friend" B: "What Friends Do"</p>	<p>Academic Vocabulary: <i>actions, afraid, depend, nervously, peered, perfectly, rescue, secret</i></p> <p>Base Words Prefixes</p>	<p>Visualize Story Elements: Illustrations Theme Character</p>	<p>Week 3 Phonemic Awareness: Categorization, Substitution, Blending Phonics/Spelling*: Two-Letter Blends: <i>r</i>-blends (<i>br, cr, dr, fr, gr</i>); <i>s</i>-blends (<i>sc, sk, sl, sm, sn, sp, st, sw</i>); <i>t</i>-blends (<i>tr, tw, -nt</i>); <i>l</i>-blends (<i>bl, cl, fl, gl, pl, -lk, -lt</i>) Structural Analysis: Closed Syllables High-Frequency Words: <i>boy, by, girl, he, here, she, small, want, were, what</i></p> <p>Week 4 Phonemic Awareness: Segmentation, Categorization, Blending Phonics/Spelling*: short <i>a</i>; long <i>a</i>: <i>a_e</i> Structural Analysis: Inflectional Endings -ed, -ing High-Frequency Words: <i>another, done, into, move, now, show, too, water, year, your</i></p>	<p>Week 3 Expression Week 4 Intonation</p>	<p>Respond to Reading Writing Process Realistic Fiction Revise: Precise Language Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Subjects; Quotation Marks with Dialogue Week 4: Predicates; Quotation Marks with Dialogue</p>	<p>Project: We Depend on Friends Product: Poster Blast: "We Celebrate Our Friends"</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What happens when families work together?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Families Today"</p>	<p>"Families Work!" Genre: Expository Text Lexile: 500L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Families Working Together</i> Genre: Expository Text Lexile: 560L</p> <p>Paired Selection "Can Kids Help at Home?" Genre: Expository Text Lexile: 520L</p>	<p>Main Selections Genre: Expository Text A: <i>Families at Work</i> Lexile: 300L O: <i>Families at Work</i> Lexile: 400L ELL: <i>Families at Work</i> Lexile: 370L B: <i>Families at Work</i> Lexile: 630L</p> <p>Paired Selections Genre: Expository Text A: "A Family Sawmill" O: "A Family Sawmill" ELL: "A Family Sawmill" B: "A Family Sawmill"</p>	<p>Academic Vocabulary: <i>checks, choose, chores, cost, customers, jobs, spend, tools</i></p> <p>Synonyms</p>	<p>Ask and Answer Questions</p> <p>Text Features: Charts</p> <p>Central Topic and Relevant Details</p> <p>Author's Opinion</p>	<p>Week 5 Phonemic Awareness: Isolation, Categorization, Blending Phonics/Spelling*: short <i>i</i>; long <i>i</i>: <i>i_e</i> Structural Analysis: Possessives High-Frequency Words: <i>all, any, goes, new, number, other, right, says, understands, work</i></p>	<p>Week 5 Phrasing and Accuracy</p>	<p>Respond to Reading Writing Process Expository Essay Expert Model: Expository Essay Plan: Generate Questions Draft: Sentence Types and Lengths</p> <p>Grammar and Mechanics Week 5: Expanding and Combining Sentences; Commas in a Series</p>	<p>Project: Interesting Jobs</p> <p>Product: Job Description Sheet</p> <p>Blast: "A Job for Everyone"</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article "Super Skiers"</p>	<p>Reader's Theater: <i>Room for More</i></p>	<p>Passages Genre: Narrative Nonfiction "Freddy the Rabbit" Genre: Expository Text "Busy Bees"</p> <p>Activity Write a Pet Owner Handbook</p>	<p>Passages Genre: Expository Text "Community Heroes" Genre: Realistic Fiction "Dad for Mayor!"</p> <p>Activities Helping Your School Community Letter to the Principal</p>	<p>Writing Process Expository Essay Revise: Descriptive Details Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader's Theater Writing</p>

Grade 2 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How are offspring like their parents?</p> <p>Genre: Informational Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Wild Animal Families"</p>	<p>"Eagles and Eaglets" Genre: Expository Text (Temporal) Lexile: 520L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Baby Bears</i> Genre: Informational Text Lexile: 590L</p> <p>Paired Selection "From Caterpillar to Butterfly" Genre: Informational Text Lexile: 600L</p>	<p>Main Selections Genre: Expository Text A: <i>Animal Families</i> Lexile: 320L O: <i>Animal Families</i> Lexile: 490L ELL: <i>Animal Families</i> Lexile: 390L B: <i>Animal Families</i> Lexile: 600L</p> <p>Paired Selections Genre: Expository Text A: "Tadpoles into Frogs" O: "Tadpoles into Frogs" ELL: "Tadpoles into Frogs" B: "Tadpoles into Frogs"</p>	<p>Academic Vocabulary: <i>adult, alive, covered, fur, giant, groom, mammal, offspring</i></p> <p>Homographs Using a Glossary</p>	<p>Reread</p> <p>Text Features: Diagrams and Labels</p> <p>Central Idea and Relevant Details</p> <p>Text Features: Diagrams</p>	<p>Week 1 Phonemic Awareness: Addition, Substitution, Blending Phonics/Spelling*: short o; long o: o_e Structural Analysis: Inflectional Endings -ed, -ing High-Frequency Words: <i>because, cold, family, friends, have, know, off, picture, school, took</i></p> <p>Week 2 Phonemic Awareness: Deletion, Segmentation, Blending Phonics/Spelling*: short u; long u: u_e Structural Analysis: CVCe Syllables High-Frequency Words: <i>change, cheer, fall, five, look, open, should, their, won, yes</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Research Report Expert Model: Research Report Plan: Generate Questions for Formal Inquiry Draft: Order Ideas</p> <p>Grammar and Mechanics Week 1: Nouns; Commas in a Series and with Direct Address Week 2: Singular and Plural Nouns; Abbreviations</p>	<p>Project: Life Cycle Diagram</p> <p>Product: Diagram</p> <p>Blast: "Amazing Animal Parents"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can animals in stories teach us?</p> <p>Genre: Fable</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "The Fox and the Crane"</p>	<p>"The Boy Who Cried Wolf" Genre: Fable Lexile: 460L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Wolf! Wolf!</i> Genre: Fable Lexile: 580L</p> <p>Paired Selection "Cinderella and Friends" Genre: Informational Text Lexile: 520L</p>	<p>Main Selections Genre: Fable A: <i>The Cat and the Mice</i> Lexile: 200L O: <i>The Dog and the Bone</i> Lexile: 440L ELL: <i>The Dog and the Bone</i> Lexile: 320L B: <i>The Spider and the Honey Tree</i> Lexile: 590L</p> <p>Paired Selections Genre: Poetry A: "Beware of Tiger!" O: "The Dingo and His Shadow" ELL: "The Dingo and His Shadow" B: "The Girl and the Spider"</p>	<p>Academic Vocabulary: <i>believe, delicious, feast, fond, lessons, remarkable, snatch, stories</i></p> <p>Antonyms Base Words</p>	<p>Make, Confirm, Revise Predictions</p> <p>Main Story Elements: Character</p> <p>Plot: Sequence of Events</p> <p>Author's Purpose</p>	<p>Week 3 Phonemic Awareness: Segmentation, Substitution, Blending Phonics/Spelling*: Words with Soft c and g Structural Analysis: Prefixes re-, un-, dis- High-Frequency Words: <i>almost, buy, food, out, pull, saw, sky, straight, under, wash</i></p> <p>Week 4 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Segmentation, Blending Phonics/Spelling*: Consonant Digraphs Structural Analysis: Suffixes -ful, -less High-Frequency Words: <i>baby, early, eight, isn't, learn, seven, start, these, try, walk</i></p>	<p>Week 3 Expression</p> <p>Week 4 Phrasing and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Research Report Revise: Vary Sentence Types/Lengths Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Kinds of Nouns: Common Nouns, Proper Nouns, Collective Nouns; Capital Letters Week 4: More Plural Nouns: Irregular Plural Nouns; Quotation Marks with Dialogue</p>	<p>Project: Food Chain Diagram</p> <p>Product: Diagram</p> <p>Blast: "Creatures as Teachers: Aesop's Fables"</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What do we love about animals?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Furry Alarm Clock”</p>	<p>“Cats and Kittens,” “Desert Camels,” “A Bat Is Not a Bird” Genre: Poetry Lexile: N/A</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Beetles,” “The Little Turtle” Genre: Poetry Lexile: N/A</p> <p>Paired Selection “Gray Goose” Genre: Poetry Lexile: N/A</p>	<p>Main Selections Genre: Fiction A: <i>Amira’s Petting Zoo</i> Lexile: 250L O: <i>Alice’s New Pet</i> Lexile: 570L ELL: <i>Alice’s New Pet</i> Lexile: 350L B: <i>Ava’s Animals</i> Lexile: 570L</p> <p>Paired Selections Genre: Informational Text A: “Sheep Season” O: “Baby Joey” ELL: “Four Little Ducklings” B: “Nanook”</p>	<p>Academic Vocabulary: <i>behave, express, feathers, flapping</i></p> <p>Suffixes <i>-ly, -y</i></p>	<p>Figurative Language: Alliteration</p> <p>Rhyme Schemes</p> <p>Theme</p> <p>Poetry: Lines and Line Breaks</p>	<p>Week 5 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Substitution, Blending Phonics/Spelling*: Three-Letter Blends <i>scr, spr, str, thr, spl, shr</i> Structural Analysis: Compound Words High-Frequency Words: <i>bird, far, field, flower, grow, leaves, light, orange, ready, until</i></p>	<p>Week 5 Expression</p>	<p>Respond to Reading Writing Process Rhyming Poem Expert Model: Rhyming Poem Plan: Precise Language Draft: Specific Details</p> <p>Grammar and Mechanics Week 5: Possessive Nouns; Apostrophes</p>	<p>Project: Animal Information Cards</p> <p>Product: Information Cards</p> <p>Blast: “Dogs on the Job”</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Under the Sea”</p>	<p>Reader’s Theater: <i>The Secret Song</i></p>	<p>Passages Genre: Narrative Nonfiction “A Prairie Guard” Genre: Realistic Fiction “A Visit to the Desert”</p> <p>Activities Habitat Poster Informative Paragraph</p>	<p>Passages Genre: Expository Text “Florida Panther National Wildlife Refuge” Genre: Expository Text “Monarch Butterflies on the Move”</p> <p>Activity Map of Your School Neighborhood</p>	<p>Writing Process Rhyming Poem Revise: Rhyme Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater Writing</p>

Grade 2 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can people help out their community?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Color Your Community"</p>	<p>"Lighting Lives" Genre: Narrative Nonfiction Lexile: 650L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Biblioburro: A True Story from Columbia</i> Genre: Narrative Nonfiction Lexile: 700L</p> <p>Paired Selection "Landing on Your Feet" Genre: Personal Narrative Lexile: 610L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>City Communities</i> Lexile: 290L O: <i>City Communities</i> Lexile: 470L ELL: <i>City Communities</i> Lexile: 400L B: <i>City Communities</i> Lexile: 620L</p> <p>Paired Selections Genre: Folktale A: "Magic Anansi" O: "Magic Anansi" ELL: "Magic Anansi" B: "Magic Anansi"</p>	<p>Academic Vocabulary: <i>across, borrow, countryside, ideas, insists, lonely, solution, villages</i></p> <p>Synonyms Homophones</p>	<p>Ask and Answer Questions</p> <p>Text Features: Photos and Captions</p> <p>Author's Purpose</p>	<p>Week 1 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Categorization, Blending Phonics/Spelling*: long <i>a: a, ai, ay, ea, ei, eigh, ey</i> Structural Analysis: Contractions with 's, 're, 'll, 've High-Frequency Words: <i>about, around, good, great, idea, often, part, second, two, world</i></p> <p>Week 2 Phonemic Awareness: Isolation, Blending, Substitution, Categorization Phonics/Spelling*: long <i>i: i, y, igh, ie</i> Structural Analysis: Open Syllables High-Frequency Words: <i>also, apart, begin, either, hundred, over, places, those, which, without</i></p>	<p>Week 1 Accuracy and Expression</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading Writing Process Personal Narrative Expert Model: Personal Narrative Plan: Sequence Draft: Focus on an Event</p> <p>Grammar and Mechanics Week 1: Action Verbs; Book Titles Week 2: Present Tense Verbs; Commas in a Series</p>	<p>Project: History Picture Book Product: Flipbook Blast: "Making Our Lives Better...Together"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can we see in the sky?</p> <p>Genre: Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "The Hidden Sun"</p>	<p>"Starry Night" Genre: Fiction Lexile: 540L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Mr. Putter and Tabby See the Stars</i> Genre: Fiction Lexile: 580L</p> <p>Paired Selection "Day to Night" Genre: Expository Text Lexile: 550L</p>	<p>Main Selections Genre: Fiction A: <i>A Special Sunset</i> Lexile: 200L O: <i>A Different Set of Stars</i> Lexile: 390L ELL: <i>A Different Set of Stars</i> Lexile: 330L B: <i>Shadows in the Sky</i> Lexile: 540L</p> <p>Paired Selections Genre: Expository Text A: "Shadows and Sundials" O: "Stars" ELL: "Stars" B: "Eclipses"</p>	<p>Academic Vocabulary: <i>adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime</i></p> <p>Compound Words Multiple-Meaning Words</p>	<p>Reread</p> <p>Character Perspective</p> <p>Plot: Sequence of Events</p> <p>Text Features: Headings (Subheadings)</p>	<p>Week 3 Phonemic Awareness: Deletion, Substitution, Addition, Blending Phonics/Spelling*: long <i>o: o, oa, ow, oe</i> Structural Analysis: Contractions with <i>not</i> High-Frequency Words: <i>better, group, long, more, only, our, started, three, who, won't</i></p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: long <i>e: e, ee, ea, ie, y, ey, e_e</i> Structural Analysis: Plurals with -s, -es (change <i>y</i> to <i>i</i>) High-Frequency Words: <i>after, before, every, few, first, hear, hurt, old, special, would</i></p>	<p>Week 3 Intonation</p> <p>Week 4 Rate and Expression</p>	<p>Respond to Reading Writing Process Personal Narrative Revise: Conclusion Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Past and Future Tense Verbs; Letter Punctuation Week 4: Subject-Verb Agreement; Abbreviations</p>	<p>Project: Seasons Product: Report Blast: "When the Night Sky Dances"</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do you express yourself?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Why People Drum”</p>	<p>“They’ve Got the Beat!” Genre: Expository Text Lexile: 620L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Many Ways to Enjoy Music</i> Genre: Expository Text Lexile: 680L</p> <p>Paired Selection “A Musical Museum” Genre: Expository Text Lexile: 640L</p>	<p>Main Selections Genre: Expository Text A: <i>The Sounds of Trash</i> Lexile: 410L O: <i>The Sounds of Trash</i> Lexile: 530L ELL: <i>The Sounds of Trash</i> Lexile: 380L B: <i>The Sounds of Trash</i> Lexile: 590L</p> <p>Paired Selections Genre: Expository Text A: “Talking Underwater” O: “Talking Underwater” ELL: “Talking Underwater” B: “Talking Underwater”</p>	<p>Academic Vocabulary: <i>cheered, concert, instrument, movements, music, rhythm, sounds, understand</i></p> <p>Prefixes</p>	<p>Ask and Answer Questions</p> <p>Figurative Language: Idioms</p> <p>Central Idea and Relevant Details</p> <p>Text Features: Diagrams</p>	<p>Week 5 Phonological Awareness: Identify and Generate Alliteration Phonemic Awareness: Addition and Deletion, Blending Phonics/Spelling*: long <i>u: u_e, ue, u, ew</i> Structural Analysis: Comparative Endings <i>-er, -est</i> High-Frequency Words: <i>America, beautiful, began, climbed, come, country, didn’t, give, live, turned</i></p>	<p>Week 5 Intonation</p>	<p>Respond to Reading Writing Process Expository Essay Expert Model: Expository Essay Plan: Choose and Evaluate Sources Draft: Paragraphs</p> <p>Grammar and Mechanics Week 5: The Verb <i>have</i>; Sentence Punctuation</p>	<p>Project: National Symbols Product: Collage Blast: “Show Yourself Through Art”</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Antarctica Bound!”</p>	<p>Reader’s Theater: <i>I’ll Be the Dragon</i></p>	<p>Passages Genre: Expository Text “Electric Cars” Genre: Expository Text “Powering Homes”</p> <p>Activities Lab: Learn More About the Sun’s Energy Write About Your Results</p>	<p>Passages Genre: Expository Text “Flying Firsts” Genre: Expository Text “Landing the Eagle”</p> <p>Activity Create a Timeline</p>	<p>Writing Process Expository Essay Revise: Strong Opening Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater Writing</p>

Grade 2 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How are kids around the world different?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "My New School"</p>	<p>"Happy New Year!" Genre: Realistic Fiction Lexile: 590L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Dear Primo: A Letter to My Cousin</i> Genre: Realistic Fiction Lexile: 610L</p> <p>Paired Selection "Games Around the World" Genre: Expository Text Lexile: 600L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Sharing Cultures</i> Lexile: 350L O: <i>A New Life in India</i> Lexile: 480L ELL: <i>A New Life in India</i> Lexile: 440L B: <i>Akita and Carlo</i> Lexile: 620L</p> <p>Paired Selections Genre: Expository Text A: "Music Around the World" O: "Dress Around the World" ELL: "Dress Around the World" B: "Food Around the World"</p>	<p>Academic Vocabulary: <i>common, costume, customs, favorite, parade, surrounded, travels, wonder</i></p> <p>Similes</p> <p>Suffixes (-er, -est)</p>	<p>Visualize</p> <p>Main Story Elements: Setting</p> <p>Plot: Compare and Contrast</p> <p>Text Features: Maps</p>	<p>Week 1 Phonemic Awareness: Identity, Categorization, Blending Phonics/Spelling*: Silent Letters <i>wr, kn, gn, mb, sc</i> Structural Analysis: Prefixes <i>re-, un-, dis-</i>; Suffixes <i>-ful, -less</i> High-Frequency Words: <i>below, colors, don't, down, eat, many, morning, sleep, through, very</i></p> <p>Week 2 Phonemic Awareness: Substitution, Blending, Addition Phonics/Spelling*: <i>r-controlled vowel /ûr/:</i> <i>er, ir, ur, or</i> Structural Analysis: Inflectional Endings <i>-s, -es, -ed, -ing</i> High-Frequency Words: <i>animal, away, building, found, from, Saturday, thought, today, toward, watch</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Rate and Expression</p>	<p>Respond to Reading Writing Process Realistic Fiction Expert Model: Realistic Fiction Plan: Details Draft: Compare and Contrast</p> <p>Grammar and Mechanics Week 1: Linking Verbs; Letter Punctuation Week 2: Helping Verbs; Book Titles</p>	<p>Project: Celebrations Around the World</p> <p>Product: Chart</p> <p>Blast: "What in the World Is for Dinner?"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How does Earth change?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Earth Changes"</p>	<p>"Into the Sea" Genre: Expository Text Lexile: 650L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Volcanoes</i> Genre: Expository Text Lexile: 680L</p> <p>Paired Selection "To The Rescue" Genre: Expository Text Lexile: 750L</p>	<p>Main Selections Genre: Expository Text A: <i>Earthquakes</i> Lexile: 350L O: <i>Earthquakes</i> Lexile: 530L ELL: <i>Earthquakes</i> Lexile: 430L B: <i>Earthquakes</i> Lexile: 630L</p> <p>Paired Selections Genre: Expository Text A: "Glaciers" O: "Glaciers" ELL: "Glaciers" B: "Glaciers"</p>	<p>Academic Vocabulary: <i>active, Earth, explode, island, local, properties, solid, steep</i></p> <p>Sentence (Context) Clues</p> <p>Homographs</p>	<p>Reread</p> <p>Text Features: Headings and Bold Print</p> <p>Author's Purpose</p> <p>Text Features: Titles and Headings</p>	<p>Week 3 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Substitution, Blending Phonics/Spelling*: <i>r-controlled vowels /ôr/:</i> <i>or, ore, oar and /âr/:</i> <i>ar</i> Structural Analysis: Plurals (Irregular) High-Frequency Words: <i>ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</i></p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Blending Phonics/Spelling*: <i>r-controlled vowel /îr/:</i> <i>eer, ere, ear</i> Structural Analysis: Abbreviations High-Frequency Words: <i>again, behind, eyes, gone, happened, house, inside, neither, stood, young</i></p>	<p>Week 3 Phrasing</p> <p>Week 4 Intonation</p>	<p>Respond to Reading Writing Process Realistic Fiction Revise: Point of View Peer Conference; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Irregular Verbs; Capitalization of Proper Nouns Week 4: Progressive Tense; Apostrophes</p>	<p>Project: Earth Changes</p> <p>Product: Before and After Pictures of Earth Changes</p> <p>Blast: "How Mountains Form"</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What excites us about nature?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Redwood National Forest,” “The Amazing Meadow,” “The Sahara Desert”</p>	<p>“Snow Shape,” “Nature Walk,” “In the Sky” Genre: Poetry Lexile: N/A</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “April Rain Song,” “Rain Poem” Genre: Poetry Lexile: N/A</p> <p>Paired Selection “Helicopters,” “Windy Tree” Genre: Poetry Lexile: N/A</p>	<p>Main Selections Genre: Fiction A: <i>A Hike in the Woods</i> Lexile: 340L O: <i>A Little World</i> Lexile: 500L ELL: <i>A Little World</i> Lexile: 400L B: <i>Star Party</i> Lexile: 590L</p> <p>Paired Selections Genre: Poetry A: “The Woods” O: “See a Star” ELL: “By the Sea” B: “Moon”</p>	<p>Academic Vocabulary: <i>drops, excite, outdoors, pale</i></p> <p>Antonyms</p>	<p>Figurative Language: Similes Poetry: Free Verse Theme Rhyme Schemes</p>	<p>Week 5 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: <i>r</i>-controlled vowel /âi/: <i>are, air, ear, ere</i> Structural Analysis: <i>r</i>-Controlled Vowel Syllables High-Frequency Words: <i>among, bought, knew, never, once, soon, sorry, talk, touch, upon</i></p>	<p>Week 5 Phrasing</p>	<p>Respond to Reading Writing Process Free Verse Poem Expert Model: Free Verse Poem Plan: Sensory Words Draft: Visual Patterns</p> <p>Grammar and Mechanics Week 5: Forming Compound Sentences; Avoiding Run-Ons; Use Comma with Coordinating Conjunction When Joining Two Sentences</p>	<p>Project: Water Cycle Product: Diagram Blast: “From the Oceans to the Skies”</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Hope for the Everglades!”</p>	<p>Reader's Theater: <i>A Whale of a Story</i></p>	<p>Passages Genre: Expository Text “Tornado!” Genre: Expository Text “Landslides”</p> <p>Activities Classifying Rocks Write About Your Results</p>	<p>Passages Genre: Expository Text “Island of Hope” Genre: Expository Text “Lighting the Way”</p> <p>Activity National Monument Brochure</p>	<p>Writing Process Free Verse Poem Revise: Strong Words/Precise Words Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader's Theater Writing</p>

Grade 2 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do heroes do?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "A Hero On and Off Skis"</p>	<p>"Cesar Chavez" Genre: Biography Lexile: 600L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Brave Bessie</i> Genre: Biography (Temporal) Lexile: 650L</p> <p>Paired Selection "The Prince's Frog" Genre: Fairy Tale Lexile: 650L</p>	<p>Main Selections Genre: Biography A: <i>Rudy Garcia-Tolson</i> Lexile: 380L O: <i>Rudy Garcia-Tolson</i> Lexile: 550L ELL: <i>Rudy Garcia-Tolson</i> Lexile: 490L B: <i>Rudy Garcia-Tolson</i> Lexile: 640L</p> <p>Paired Selections Genre: Biography A: "The Unsinkable Molly Brown" O: "The Unsinkable Molly Brown" ELL: "The Unsinkable Molly Brown" B: "The Unsinkable Molly Brown"</p>	<p>Academic Vocabulary: <i>agree, challenging, discover, heroes, interest, perform, study, succeed</i></p> <p>Synonyms</p> <p>Using a Print or Online Dictionary</p>	<p>Summarize</p> <p>Text Features: Bold Print and Timelines</p> <p>Author's Purpose</p> <p>Character Perspective</p>	<p>Week 1 Phonemic Awareness: Reversal, Substitution, Blending Phonics/Spelling*: Diphthongs <i>ou, ow</i> Structural Analysis: Plurals (Irregular) High-Frequency Words: <i>answer, been, body, build, head [body part], heard, minutes, myself, pretty, pushed</i></p> <p>Week 2 Phonemic Awareness: Blending, Substitution, Segmentation, Deletion Phonics/Spelling*: Diphthongs <i>oy, oi</i> Structural Analysis: Consonant + <i>le</i> Syllables (<i>el, al, tion, sion</i>) High-Frequency Words: <i>brought, busy, else, happy, I'll, laugh, love, maybe, please, several</i></p>	<p>Week 1 Phrasing</p> <p>Week 2 Accuracy and Intonation</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Essay Analyze the Rubric Rubric Minilesson: Opinion Statement Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Pronouns (Singular, Plural); Capitalizing the pronoun <i>I</i> Week 2: Subjective, Objective, Possessive Pronouns; Commas in Dates</p>	<p>Project: American Hero</p> <p>Product: Poster</p> <p>Blast: "What Makes a Hero?"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What do good citizens do?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "A Colorful Problem"</p>	<p>"A Difficult Decision" Genre: Realistic Fiction Lexile: 510L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Grace for President</i> Genre: Realistic Fiction Lexile: 580L</p> <p>Paired Selection "Helping to Make Smiles" Genre: Narrative Nonfiction Lexile: 520L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Fixing the Playground</i> Lexile: 340L O: <i>The Food Crew</i> Lexile: 480L ELL: <i>The Food Crew</i> Lexile: 430L B: <i>How Many Greats?</i> Lexile: 620L</p> <p>Paired Selections Genre: Narrative Nonfiction A: "Hero" O: "A School Feeds Others" ELL: "A School Feeds Others" B: "Freedom Walk"</p>	<p>Academic Vocabulary: <i>champion, determined, issues, promises, responsibility, right, volunteered, votes</i></p> <p>Suffixes -ful, -less</p> <p>Idioms</p>	<p>Make and Confirm Predictions</p> <p>Plot: Beginning, Middle, End</p> <p>Character Perspective</p> <p>Text Features: Graphic Features/ Callouts</p>	<p>Week 3 Phonological Awareness: Identify Syllables Phonemic Awareness: Categorization, Blending Phonics/Spelling*: Variant Vowels /<i>ü</i>: <i>oo, u, u_e, ew, ue, ui</i> and /<i>ü</i>: <i>oo, ou, u</i> Structural Analysis: Contractions with <i>not</i> High-Frequency Words: <i>air, along, always, draw, during, ever, meant, nothing, story, strong</i></p> <p>Week 4 Phonological Awareness: Identify Syllables Phonemic Awareness: Deletion, Blending, Addition Phonics/Spelling*: Variant Vowel /<i>ô</i>: <i>a, aw, au, augh, al, ough</i> Structural Analysis: Vowel Team Syllables High-Frequency Words: <i>city, father, mother, o'clock, own, questions, read, searching, sure, though</i></p>	<p>Week 3 Phrasing</p> <p>Week 4 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Essay Analyze the Prompt Analyze the Sources: "Future Volunteers"; "Kids Volunteer" Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Capitalization of Proper Nouns (days of week, months, locations, names, holiday [Election Day], name of school) Week 4: Possessive Pronouns and Reflexive Pronouns; Letter Punctuation</p>	<p>Project: Government Leader</p> <p>Product: Pamphlet</p> <p>Blast: "I Can Be a Good Citizen, Too!"</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: Why are rules important?</p> <p>Genre: Persuasive Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Towns Need Rules!"</p>	<p>"The Problem with Plastic Bags" Genre: Persuasive Text Lexile: 560L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Call to Compost</i> Genre: Persuasive Text Lexile: 660L</p> <p>Paired Selection "Should Students Wear Uniforms?" Genre: Expository Text Lexile: 600L</p>	<p>Main Selections Genre: Persuasive Text A: <i>Do People Need Rules?</i> Lexile: 510L O: <i>Do People Need Rules?</i> Lexile: 620L ELL: <i>Do People Need Rules?</i> Lexile: 610L B: <i>Do People Need Rules?</i> Lexile: 710L</p> <p>Paired Selections Genre: Expository Text A: "Pool Rules" O: "Pool Rules" ELL: "Pool Rules" B: "Pool Rules"</p>	<p>Academic Vocabulary: <i>exclaimed, finally, form, history, public, rules, united, writers</i></p> <p>Multiple-Meaning Words</p>	<p>Summarize</p> <p>Text Features: Charts</p> <p>Author's Purpose</p> <p>Author's Opinion</p>	<p>Week 5 Phonemic Awareness: Deletion, Segmentation, Reversal, Blending Phonics/Spelling*: Short Vowel Digraphs /e/ea; /u/ou; /i/y</p> <p>Structural Analysis: Alphabetical Order High-Frequency Words: <i>anything, children, everybody, instead, paper [piece of paper], person, voice, whole, woman, words</i></p>	<p>Week 5 Intonation</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Essay Analyze the Rubric Rubric Minilesson: Transitional Words Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Contractions; Contractions with Pronouns/ Possessive Pronouns</p>	<p>Project: Recycling Product: Chart Blast: "Rules of Respect: Making School Safe for All"</p>

*Differentiated Spelling Lists available

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article "Good Deeds Add Up"</p>	<p>Reader's Theater: <i>The Search for the Magic Lake</i></p>	<p>Passages Genre: Expository Essay "Compost: Food for Your Soil!" Genre: Realistic Fiction "Spreading the Garden Love"</p>	<p>Passages Genre: Biography "George Washington Carver" Genre: Biography "Jacqueline Cochran: American Flier"</p>	<p>Writing Process Write to Sources: Opinion Essay Analyze the Prompt Analyze the Sources: "Smart Screens"; "No More Screen Time" Plan: Organize Ideas Draft: Supporting Reason Revise: Peer Confererences</p>	<p>Reader's Theater Writing</p>

Grade 2 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do we use money?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Keep the Change!"</p>	<p>"The Life of a Dollar Bill" Genre: Expository Text (Temporal) Lexile: 660L <i>ELL Scaffolded</i> <i>Shared Read available</i></p>	<p>Anchor Text <i>Money Madness</i> Genre: Expository Text Lexile: 780L</p> <p>Paired Selection "King Midas and the Golden Touch" Genre: Myth Lexile: 720L</p>	<p>Main Selections Genre: Expository Text A: <i>How to Be a Smart Shopper</i> Lexile: 450L O: <i>How to Be a Smart Shopper</i> Lexile: 540L ELL: <i>How to Be a Smart Shopper</i> Lexile: 500L B: <i>How to Be a Smart Shopper</i> Lexile: 680L</p> <p>Paired Selections Genre: Myth A: "The Golden Fleece" O: "The Golden Fleece" ELL: "The Golden Fleece" B: "The Golden Fleece"</p>	<p>Academic Vocabulary: <i>invented, money, prices, purchase, record, system, value, worth</i></p> <p>Paragraph Clues</p> <p>Greek/Latin Roots</p>	<p>Summarize</p> <p>Text Features: Bar Graphs</p> <p>Central Idea and Relevant Details</p> <p>Main Story Elements: Character and Events</p>	<p>Week 1 Phonological Awareness: Identify and Produce Rhyme Phonemic Awareness: Addition, Blending, Deletion Phonics/Spelling*: Closed and Open Syllables Structural Analysis: Compound Words High-Frequency Words: <i>door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday</i></p> <p>Week 2 Phonemic Awareness: Addition, Segmentation, Substitution, Blending Phonics/Spelling*: CVCe Syllables Structural Analysis: Review prefixes <i>re-, un-, dis-</i> and suffixes <i>-ful, -less</i> High-Frequency Words: <i>alone, became, beside, four, hello, large, notice, round, suppose, surprised</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Phrasing and Accuracy</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Essay Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Adjectives (including articles); Abbreviations Week 2: Articles and <i>this, that, these, and those</i>; Commas in Dates</p>	<p>Project: Producers and Consumers</p> <p>Product: Flowchart</p> <p>Blast: "Making Dollars and Cents"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What do myths help us understand?</p> <p>Genre: Drama/Myth</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "The Queen of Flowers"</p>	<p>"The Starry Asters" Genre: Drama/Myth Lexile: NP <i>ELL Scaffolded</i> <i>Shared Read available</i></p>	<p>Anchor Text <i>The Contest of Athena and Poseidon</i> Genre: Drama/Myth Lexile: NP</p> <p>Paired Selection "Poseidon's Gift" Genre: Myth Lexile: 600L</p>	<p>Main Selections Genre: Drama/Myth A: <i>The Apples of Idun</i> Lexile: 400L O: <i>Hercules and the Golden Apples</i> Lexile: 550L ELL: <i>Hercules and the Golden Apples</i> Lexile: 440L B: <i>Demeter and Persephone</i> Lexile: 630L</p> <p>Paired Selections Genre: Expository Text A: "Tomatoes" O: "Apples" ELL: "Apples" B: "Pomegranates"</p>	<p>Academic Vocabulary: <i>appeared, crops, develop, edge, golden, rustled, shining, stages</i></p> <p>Idioms</p> <p>Greek/Latin Roots</p>	<p>Reread</p> <p>Elements of a Drama</p> <p>Theme</p> <p>Figurative Language</p>	<p>Week 3 Phonological Awareness: Identify Syllables Phonemic Awareness: Segmentation, Blending, Addition, Deletion Phonics/Spelling*: Final Stable Syllables: words with consonant + <i>le (el, al, tion, sion)</i> Structural Analysis: Contractions and Possessives High-Frequency Words: <i>above, brother, follow, listen, month, soft, something, song, who's, wind</i></p> <p>Week 4 Phonemic Awareness: Segmentation, Substitution, Reversal, Blending Phonics/Spelling*: Vowel Team Syllables Structural Analysis: Comparative endings <i>-er, -est</i> (with spelling changes) High-Frequency Words: <i>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</i></p>	<p>Week 3 Expression</p> <p>Week 4 Intonation and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Essay Analyze the Prompt Analyze the Sources: "Meet Cara from South Florida"; "America's Winter Salad Bowl"; "The Business of Citrus" Plan: Organize Ideas Draft: Elaborative Techniques Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Adjectives That Compare; Apostrophes Week 4: Adverbs; Names and Titles</p>	<p>Project: Plants</p> <p>Product: Diagram with labels</p> <p>Blast: "Plants and Flowers That Grow into Myths"</p>

*Differentiated Spelling Lists available

Grade 2 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Word Work	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: Where can your imagination take you?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Give Me a Brown Box,” “Music Sends Me”</p>	<p>“A Box of Crayons,” “What Story is This?,” “The Ticket” Genre: Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading” Genre: Poetry (Lyrical) Lexile: NP</p> <p>Paired Selection “Clay Play,” “Crayons” Genre: Poetry Lexile: NP</p>	<p>Main Selections Genre: Fiction A: <i>Matt’s Journey</i> Lexile: 430L O: <i>A Fantastic Day!</i> Lexile: 560L ELL: <i>A Fantastic Day!</i> Lexile: 470L B: <i>A Day in Ancient Rome</i> Lexile: 640L</p> <p>Paired Selections Genre: Poetry A: “Autumn Leaves”/ “The Orchestra” O: “A Butterfly Life”/ “Circus Day” ELL: “Pablo and I”/ “My Tiny Friend” B: “Lost and Found”/ “My Magic Car”</p>	<p>Academic Vocabulary: <i>create, dazzling, imagination, seconds</i></p> <p>Metaphors</p>	<p>Rhyme Schemes</p> <p>Text Features: Stanzas</p> <p>Character Perspective</p> <p>Poetry: Rhythm and Rhyme</p>	<p>Week 5 Phonemic Awareness: Addition, Substitution, Segmentation Phonics/Spelling*: Words with <i>r</i>-Controlled Vowel Syllables Structural Analysis: Words with Three or More Syllables High-Frequency Words: <i>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</i></p>	<p>Week 5 Expression</p>	<p>Writing Process Write to Sources: Expository Essay Analyze the Rubric Rubric Minilesson: Conclusion Analyze the Student Model</p> <p>Week 5 Grammar Skill: Prepositions and Prepositional Phrases Grammar Mechanics: Quoting Sources</p>	<p>Project: Authors and Artists</p> <p>Product: Oral Report</p> <p>Blast: “Set Your Imagination Free!”</p>

**Differentiated Spelling Lists available*

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	Genre: Online Article “Whispering Whales”	Reader’s Theater: <i>Mother Goose to the Rescue</i>	<p>Passages Genre: Expository Text “Galileo and the Telescope” Genre: Expository Text “The Shoulders of Giants”</p> <p>Activity Gravity Experiment</p>	<p>Passages Genre: Expository Text “Building a Career” Genre: Historical Fiction “The Busy Bee Bakery”</p> <p>Activities Role-Play an Interview Write a Magazine Article</p>	<p>Reader’s Theater Writing</p> <p>Writing Process Write to Sources: Expository Essay Analyze the Prompt Analyze the Sources: “Otis Boykin”; “Nikola Tesla”; “Lewis Latimer” Plan: Organize Ideas Draft: Academic Vocabulary Revise: Peer Conferences</p>	

Grade 3 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do people from different cultures contribute to a community?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Faith Ringgold: Telling Stories Through Art"</p>	<p>"Room to Grow" Genre: Narrative Nonfiction Lexile: 490L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Gary the Dreamer</i> Genre: Narrative Nonfiction Lexile: 500L</p> <p>Paired Selection "Sharing Cultures" Genre: Expository Text Lexile: 550L</p>	<p>Main Selections Genre: Biography A: <i>Judy Baca</i> Lexile: 560L O: <i>Judy Baca</i> Lexile: 630L ELL: <i>Judy Baca</i> Lexile: 610L B: <i>Judy Baca</i> Lexile: 750L</p> <p>Paired Selections Genre: Expository Text A: "Vibrant Los Angeles" O: "Vibrant Los Angeles" ELL: "Vibrant Los Angeles" B: "Vibrant Los Angeles"</p>	<p>Academic Vocabulary: <i>admires, classmate, community, contribute, practicing, pronounce, scared, tumbled</i></p> <p>Compound Words Synonyms</p>	<p>Ask and Answer Questions Headings and Maps Text Structure: Chronology Author's Purpose</p>	<p>Week 1: Short vowels: <i>a, i</i> Structural Analysis: Word Families</p> <p>Week 2: Short vowels: <i>e, o, u</i> Structural Analysis: Inflectional Endings <i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Accuracy and Expression Week 2: Rate</p>	<p>Respond to Reading Writing Process Personal Narrative Plan: Sequence of Events Draft: Descriptive Details</p> <p>Grammar and Mechanics Week 1: Sentences and Fragments; Statements and Questions; Capitalization and Punctuation Week 2: Commands and Exclamations</p>	<p>Project: Culture in Your Community Product: Map Blast: "Who Made That?"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can traditions teach you about cultures?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Ready for Aloha"</p>	<p>"The Dream Catcher" Genre: Realistic Fiction Lexile: 470L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Yoon and the Jade Bracelet</i> Genre: Realistic Fiction Lexile: 480L</p> <p>Paired Selection "Family Traditions" Genre: Expository Text Lexile: 480L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>The Special Meal</i> Lexile: 380L O: <i>A Row of Lamps</i> Lexile: 410L ELL: <i>A Row of Lamps</i> Lexile: 310L B: <i>Dragons on the Water</i> Lexile: 700L</p> <p>Paired Selections Genre: Expository Text A: "More About Mole" O: "Diwali" ELL: "Diwali" B: "A Great Tradition"</p>	<p>Academic Vocabulary: <i>celebrate, courage, disappointment, precious, pride, remind, symbols, tradition</i></p> <p>Context Clues Antonyms</p>	<p>Visualize Character Perspective Plot: Character Development Author's Purpose</p>	<p>Week 3: Final e Structural Analysis: Inflectional Endings (drop final e)</p> <p>Week 4 Long <i>a:</i> <i>ay, ai, a_e, ea, eigh, ei, ey</i> Structural Analysis: Plurals -s and -es <i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Rate Week 4: Expression</p>	<p>Respond to Reading Writing Process Personal Narrative Revise: Sentence Fluency Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Subjects Week 4: Predicates</p>	<p>Project: Cultural Traditions Product: Quilt Blast: "City of Cultures"</p>

Grade 3 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do landmarks help us understand our country's story?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "America's Landmarks and Memorials"</p>	<p>"Preserve and Protect"</p> <p>Genre: Argumentative Text Lexile: 660L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Protecting Our Parks" Genre: Argumentative Text Lexile: 690L</p> <p>Paired Selection "5 Questions for George McDonald" Genre: Expository Text Lexile: 860L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: <i>Preserving a Special Place</i> Lexile: 630L O: <i>Preserving a Special Place</i> Lexile: 750L ELL: <i>Preserving a Special Place</i> Lexile: 730L B: <i>Preserving a Special Place</i> Lexile: 830L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: "Gateway Arch" O: "Gateway Arch" ELL: "Gateway Arch" B: "Gateway Arch"</p>	<p>Academic Vocabulary: <i>carved, clues, grand, landmark, massive, monument, national, traces</i></p> <p>Multiple-Meaning Words</p>	<p>Ask and Answer Questions</p> <p>Captions, Maps, and Sidebars</p> <p>Central Idea and Relevant Details</p> <p>Author's Claim</p>	<p>Week 5: Long o: o, ow, o_e, oa, oe</p> <p>Structural Analysis: Compound Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Opinion Essay Plan: Identify Relevant Information Draft: Fact and Opinion</p> <p>Grammar and Mechanics Week 5: Simple and Compound Sentences; Punctuate Simple and Compound Sentences</p>	<p>Project: Landmarks in Your State</p> <p>Product: Postcard</p> <p>Blast: "Special Places"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article "Soccer Is America's Game!"</p>	<p>Reader's Theater: <i>Take Me to Your Litter</i></p>	<p>Passages Genre: Expository Text "Saving Desert Treasures"</p> <p>Genre: Expository Text "Protecting the Pronghorn"</p> <p>Activities Compare the Passages How Does a Cactus Store Water?</p>	<p>Passages Genre: Expository Text "Steel Drums of the Caribbean"</p> <p>Genre: Realistic Fiction "Career Day"</p> <p>Activities Compare the Passages Label a Map of the Caribbean Create a Caribbean Fact Sheet</p>	<p>Writing Process Opinion Essay Revise: Strong Opening Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do people make government work?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "All About Elections!"</p>	<p>"Every Vote Counts!" Genre: Expository Text Lexile: 560L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Vote!</i> Genre: Expository Text Lexile: 530L</p> <p>Paired Selection "A Plan for the People" Genre: Expository Text Lexile: 530L</p>	<p>Main Selections Genre: Expository Text A: <i>The Race for the Presidency</i> Lexile: 560L O: <i>The Race for the Presidency</i> Lexile: 720L ELL: <i>The Race for the Presidency</i> Lexile: 710L B: <i>The Race for the Presidency</i> Lexile: 890L</p> <p>Paired Selections Genre: Expository Text A: "Elementary School Lawmakers" O: "Elementary School Lawmakers" ELL: "Elementary School Lawmakers" B: "Elementary School Lawmakers"</p>	<p>Academic Vocabulary: <i>announced, candidates, convince, decisions, elect, estimate, government, independent</i></p> <p>Prefixes: <i>re-, un-</i></p> <p>Using a Dictionary</p>	<p>Reread</p> <p>Headings and Bar Graphs</p> <p>Author's Claim</p> <p>Author's Purpose: Text Structure</p>	<p>Week 1 Long <i>i: i, ie, igh, i_e, y;</i> Long <i>u: u, u_e, ew</i> Structural Analysis: Plural Words with <i>y to I</i></p> <p>Week 2 Long <i>e: e, ea, ee, e_e, ie, ey, y</i> Structural Analysis: Inflectional Endings</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Intonation and Phrasing</p> <p>Week 2 Rate</p>	<p>Respond to Reading</p> <p>Writing Process Realistic Fiction Story Plan: Sequence of Events Draft: Dialogue</p> <p>Grammar and Mechanics Week 1: Kinds of Nouns Week 2: Singular and Plural Nouns</p>	<p>Project: Workers in Your Community</p> <p>Product: Thank-You Card</p> <p>Blast: "Let's Vote on It"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: Why do people immigrate to new places?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Our Story Cloth"</p>	<p>"Sailing to America" Genre: Historical Fiction Lexile: 460L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Castle on Hester Street</i> Genre: Historical Fiction Lexile: 730L</p> <p>Paired Selection "Next Stop, America!" Genre: Expository Text Lexile: 510L</p>	<p>Main Selections Genre: Historical Fiction A: <i>The Promise of Gold Mountain</i> Lexile: 490L O: <i>Moving from Mexico</i> Lexile: 640L ELL: <i>Moving from Mexico</i> Lexile: 540L B: <i>Gustaf Goes to America</i> Lexile: 690L</p> <p>Paired Selections Genre: Expository Text A: "Gold in California!" O: "Mexican Revolution 1910-1920" ELL: "Mexican Revolution 1910-1920" B: "A Celebrating Swedish Culture"</p>	<p>Academic Vocabulary: <i>arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered</i></p> <p>Figurative Language</p> <p>Homographs</p>	<p>Make Predictions</p> <p>Plot: Character Development</p> <p>Theme</p> <p>Text Structure: Cause and Effect</p>	<p>Week 3 Words with Silent Letters Structural Analysis: Singular and Plural Possessives</p> <p>Week 4 Three-Letter Blends Structural Analysis: Closed Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy and Phrasing</p> <p>Week 4 Rate</p>	<p>Writing Process Realistic Fiction Story Revise: Strong Conclusion Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Special Nouns; Week 4: Combining Sentences</p>	<p>Project: Immigration to the United States</p> <p>Product: Journal Entry</p> <p>Blast: "Leaving Home"</p>

Grade 3 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do people figure things out?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “New Bike, Old Bike”</p>	<p>“Empanada Day,” “Cold Feet,” “Our Washing Machine,” “Bugged”</p> <p>Genre: Poetry Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “The Inventor Thinks Up Helicopters” and “The Ornithopter”</p> <p>Genre: Poetry Lexile: NP (non-prose)</p> <p>Paired Selection “Montgolfier Brothers’ Hot Air Balloon”</p> <p>Genre: Poetry Lexile: NP (non-prose)</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: <i>Problem Solved</i> Lexile: 480L O: <i>The Long Walk</i> Lexile: 560L ELL: <i>The Long Walk</i> Lexile: 490L B: <i>Two Up, One Down</i> Lexile: 610L</p> <p>Paired Selections</p> <p>Genre: Poetry A: “Rainy Day” O: “The Forgetful Girl” and “The Friendly Frog” ELL: “Thomas the Mess Monster” B: “I Listen” and “The Nesting Box”</p>	<p>Academic Vocabulary: <i>bounce, imagine, inventor, observer</i></p> <p>Poetry Terms: <i>alliteration, free verse, limerick, rhyme</i></p> <p>Figurative Language</p>	<p>Alliteration and Rhymed Verse</p> <p>Text Structure: Limerick and Free Verse</p> <p>Character Perspective</p> <p>Rhyme Scheme</p>	<p>Week 5 Digraphs</p> <p>Structural Analysis: Open Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Poetry Plan: Ideas Draft: Rhythm and Rhyme</p> <p>Grammar and Mechanics Week 5: Possessive Nouns</p>	<p>Project: Famous Inventors</p> <p>Product: Interview</p> <p>Blast: “I Spy with My Little Eye”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “A Hunt to Help Frogs”</p>	<p>Reader’s Theater: <i>Name That Character!</i></p>	<p>Passages</p> <p>Genre: Expository Text “Lighting for Less”</p> <p>Genre: Realistic Fiction “Someday”</p> <p>Activities Compare Passages Explore How Light Moves Write a Lab Report</p>	<p>Passages</p> <p>Genre: Expository Text “Solving Local Problems”</p> <p>Genre: Expository Text “What Constitutes a Constitution?”</p> <p>Activities Compare Passages Create a Classroom Constitution</p>	<p>Writing Process Poetry Revise: Figurative Language Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do we know about Earth and its neighbors?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Our Home in the Solar System”</p>	<p>“Earth and Its Neighbors” Genre: Expository Text Lexile: 660L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Earth</i> Genre: Expository Text Lexile: 630L</p> <p>Paired Selection “Why the Sun is Red” Genre: Legend Lexile: 500L</p>	<p>Main Selections Genre: Expository Text A: <i>Destination Saturn</i> Lexile: 500L O: <i>Destination Saturn</i> Lexile: 700L ELL: <i>Destination Saturn</i> Lexile: 660L B: <i>Destination Saturn</i> Lexile: 780L</p> <p>Paired Selections Genre: Legend A: “Why the Stars Twinkle” O: “Why the Stars Twinkle” ELL: “Why the Stars Twinkle” B: “Why the Stars Twinkle”</p>	<p>Academic Vocabulary: <i>amount, astronomy, globe, solar system, support, surface, temperature, warmth</i></p> <p>Suffixes: -y, -ly</p> <p>Using a Dictionary</p>	<p>Summarize</p> <p>Key Words and Charts</p> <p>Central Idea and Relevant Details</p> <p>Personification</p>	<p>Week 1 <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Contractions</p> <p>Week 2 <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Prefixes: <i>un-, re-, pre-</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Opinion Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Action Verbs; Quotation Marks with Dialogue Week 2: Subject-Verb Agreement</p>	<p>Project: The Sun and Stars</p> <p>Product: Genre Writing</p> <p>Blast: “Eyes in the Sky”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What makes different animals unique?</p> <p>Genre: Folktale</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Bear, Beaver, and Bee”</p>	<p>“Anansi Learns a Lesson” Genre: Folktale Lexile: 560L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Martina the Beautiful Cockroach</i> Genre: Folktale Lexile: 570L</p> <p>Paired Selection “Get a Backbone!” Genre: Expository Text Lexile: 510L</p>	<p>Main Selections Genre: Folktale A: <i>The Clever Rabbit</i> Lexile: 550L O: <i>King of the Birds</i> Lexile: 600L ELL: <i>King of the Birds</i> Lexile: 550L B: <i>Sheep and Pig Set Up Housekeeping</i> Lexile: 680L</p> <p>Paired Selections Genre: Expository Text A: “All About Bats” O: “The Real Quetzal” ELL: “The Real Quetzal” B: “Sheep and Wolves”</p>	<p>Academic Vocabulary: <i>disbelief, dismay, fabulous, features, offered, splendid, unique, watchful</i></p> <p>Synonyms</p> <p>Idioms</p>	<p>Visualize</p> <p>Theme</p> <p>Character Perspective</p> <p>Text Structure: Compare and Contrast</p>	<p>Week 3 <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Suffixes: <i>-y</i> and <i>-ly</i></p> <p>Week 4 Prefixes: <i>pre-, dis-, mis-</i></p> <p>Structural Analysis: Final-e Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Phrasing and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Space is the Place,” “Robots in Space,” “A Team That Works!” Plan: Organize Ideas Draft: Introductions Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Past-Tense Verbs Week 4: Future-Tense Verbs</p>	<p>Project: Animal Life Cycles</p> <p>Product: Life Cycle</p> <p>Blast: “The Perfect Predator”</p>

Grade 3 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How is each event in history unique?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "The California Gold Rush"</p>	<p>"Moving America Forward" Genre: Expository Text Lexile: 720L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Birth of an Anthem" Genre: Expository Text Lexile: 700L</p> <p>Paired Selection "Discovering life Long Ago" Genre: Expository Text Lexile: 740L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: <i>Wheels to Wings</i> Lexile: 590L O: <i>Wheels to Wings</i> Lexile: 650L ELL: <i>Wheels to Wings</i> Lexile: 620L B: <i>Wheels to Wings</i> Lexile: 730L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: "Keeping History Alive" O: "Keeping History Alive" ELL: "Keeping History Alive" B: "Keeping History Alive"</p>	<p>Academic Vocabulary <i>agreeable, appreciate, boomed, descendants, population, resources, transportation, vehicles</i></p> <p>Suffixes: <i>-able, -ful, -less</i></p>	<p>Summarize</p> <p>Timelines and Captions</p> <p>Text Structure: Chronology</p> <p>Author's Purpose</p>	<p>Week 5 Diphthongs /oi/ and /ou/</p> <p>Structural Analysis: Prefixes: <i>un-, non-, dis-</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Combining Sentences with Verbs</p>	<p>Project: Important Events in History</p> <p>Product: Newspaper Article</p> <p>Blast: "The Caddo"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article "Saving Our Oceans"</p>	<p>Reader's Theater: <i>Weather . . . whether you like it or not</i></p>	<p>Passages Genre: Expository Text "Fascinating Facts About Our Amazing Sun"</p> <p>Genre: Expository Text "Sun Storms"</p> <p>Activities Compare the Passages Explore Sun Prints</p>	<p>Passage Genre: Expository Text "On the Moon"</p> <p>Activities Determine Central Idea and Relevant Details Conduct an Interview Write a Summary</p>	<p>Writing Process Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: "Driving Toward a Future," "A Safer Way to Drive?," "Driverless Cars: Not So Fast!" Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can you use what you know to help others?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Dancing La Raspa"</p>	<p>"The Impossible Pet Show" Genre: Realistic Fiction Lexile: 600L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Talented Clementine</i> Genre: Realistic Fiction Lexile: 660L</p> <p>Paired Selection "Clementine and the Family Meeting" Genre: Realistic Fiction Lexile: 630L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Every Picture Tells a Story</i> Lexile: 470L O: <i>A Chef in the Family</i> Lexile: 530L ELL: <i>A Chef in the Family</i> Lexile: 440L B: <i>Stepping Forward</i> Lexile: 700L</p> <p>Paired Selections Genre: Realistic Fiction A: "Hidden Treasure" O: "The Perfect Sandwich" ELL: "The Perfect Sandwich" B: "Rigel to the Rescue"</p>	<p>Academic Vocabulary: <i>achievement, apologized, attention, audience, confidence, embarrassed, realized, talents</i></p> <p>Prefixes: <i>un-, non-, im-, pre-</i></p> <p>Base Words</p>	<p>Ask and Answer Questions</p> <p>Character Perspective</p> <p>Plot: Character Development</p> <p>Figurative Language</p>	<p>Week 1 <i>/û/: oo, ew, u_e, ue, u, ui, ou;</i> <i>/û/: oo, ou</i></p> <p>Structural Analysis: Base Words in Related Words</p> <p>Week 2 Plural Words</p> <p>Structural Analysis: Vowel Team Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Rate</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Linking Verbs; Principal Modals Week 2: Contractions with <i>Not</i></p>	<p>Project: Skills and Talents</p> <p>Product: Blog</p> <p>Blast: "Clara Barton"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do animals adapt to challenges in their habitat?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "African Lions"</p>	<p>"Gray Wolf! Red Fox!" Genre: Expository Text Lexile: 750L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Amazing Wildlife of the Mojave</i> Genre: Expository Text Lexile: 720L</p> <p>Paired Selection "Little Half Chick" Genre: Fable Lexile: 690L</p>	<p>Main Selections Genre: Expository Text A: <i>Life in a Tide Pool</i> Lexile: 550L O: <i>Life in a Tide Pool</i> Lexile: 730L ELL: <i>Life in a Tide Pool</i> Lexile: 610L B: <i>Life in a Tide Pool</i> Lexile: 860L</p> <p>Paired Selections Genre: Folktale A: "Bluebird and Coyote" O: "Bluebird and Coyote" ELL: "Bluebird and Coyote" B: "Bluebird and Coyote"</p>	<p>Academic Vocabulary: <i>alert, competition, environment, excellent, prefer, protection, related, shelter</i></p> <p>Sentence Clues</p> <p>Greek and Latin Roots</p>	<p>Reread</p> <p>Maps and Captions</p> <p>Text Structure: Compare and Contrast</p> <p>Theme</p>	<p>Week 3 Variant Vowel /ô/ Structural Analysis: Greek and Latin Roots</p> <p>Week 4 Homophones</p> <p>Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Intonation</p> <p>Week 4 Accuracy</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: "Woof! Rrrread to Me, Please?" "Parrot Pals," "A Dog's Super Power" Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Main and Helping Verbs Week 4: Complex Sentences</p>	<p>Project: Animal Behaviors</p> <p>Product: Collage</p> <p>Blast: "Creatures of the Deep"</p>

Grade 3 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How can others inspire us?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "My Grandpa"</p>	<p>"Ginger's Fingers," "The Giant," "Captain's Log," "Moon," "Whale"</p> <p>Genre: Narrative Poetry, Free-Verse Poetry, and Haiku Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "The Winningest Woman of the Iditarod Dog Sled Race" and "The Brave Ones"</p> <p>Genre: Narrative and Free-Verse Poetry Lexile: NP (non-prose)</p> <p>Paired Selection "Narcissa"</p> <p>Genre: Poetry Lexile: NP (non-prose)</p>	<p>Main Selections Genre: Realistic Fiction A: <i>A Speech to Remember</i> Lexile: 480L O: <i>Melanie's Mission</i> Lexile: 590L ELL: <i>Melanie's Mission</i> Lexile: 510L B: <i>In the Running</i> Lexile: 700L</p> <p>Paired Selections Genre: Poetry A: "Let the Lion Roar" O: "In the Land of the Lions" ELL: "The Greedy Puppy" B: "Everybody's Surfing"</p>	<p>Academic Vocabulary: <i>adventurous, courageous, extremely, weird</i></p> <p>Poetry Terms: <i>free verse, narrative poem, repetition, rhyme</i></p> <p>Metaphor</p>	<p>Repetition and Rhymed Verse</p> <p>Narrative, Free Verse, and Haiku</p> <p>Theme</p> <p>Imagery</p>	<p>Week 5 Soft c and g</p> <p>Structural Analysis: Words with -er and -est</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Irregular Verbs</p>	<p>Project: Inspirational Figures</p> <p>Product: Acrostic Poem</p> <p>Blast: "An Inspirational Poet"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article "Forbidden Foods"</p>	<p>Reader's Theater: <i>The Baker's Neighbor</i></p>	<p>Passages Genre: Expository Text "Armadillo: Little Armored One"</p> <p>Genre: Expository Text "Big Sticky Feet"</p> <p>Activities Compare the Passages Explore the Advantages of Adaptations</p>	<p>Passages Genre: Expository Text "Balto the Hero"</p> <p>Genre: Expository Text "A Great Race"</p> <p>Activities Compare the Passages Read a Map Write About an Animal Hero</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: "A Tough Two Minutes," "An Interview with Firefighter Grant," "A Firefighter's Duties" Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 3 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do good citizens do?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Jimmy Carter: A Good Citizen”</p>	<p>“Dolores Huerta: Growing Up Strong” Genre: Biography Lexile: 670L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Elizabeth Stanton Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> Genre: Biography Lexile: 700L</p> <p>Paired Selection “Susan B. Anthony Takes Action!” Genre: Biography Lexile: 730L</p>	<p>Main Selections Genre: Expository Text A: <i>Eunice Kennedy Shriver</i> Lexile: 600L O: <i>Eunice Kennedy Shriver</i> Lexile: 690L ELL: <i>Eunice Kennedy Shriver</i> Lexile: 600L B: <i>Eunice Kennedy Shriver</i> Lexile: 860L</p> <p>Paired Selections Genre: Biography A: “The Lifesaver” O: “The Lifesaver” ELL: “The Lifesaver” B: “The Lifesaver”</p>	<p>Academic Vocabulary: <i>citizenship, continued, daring, horrified, participate, proposed, unfairness, waver</i></p> <p>Prefixes and Suffixes Antonyms</p>	<p>Ask and Answer Questions</p> <p>Captions and Timelines</p> <p>Author’s Claim</p> <p>Text Structure: Cause and Effect</p>	<p>Week 1 Compound Words</p> <p>Structural Analysis: Consonant + <i>le</i> Syllables</p> <p>Week 2 Inflectional Endings</p> <p>Structural Analysis: Suffixes: <i>-ful, -less, -able</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Miniesson: Logical Progression of Ideas Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Singular and Plural Pronouns Week 2: Subject and Object Pronouns</p>	<p>Project: Volunteers in Your Community</p> <p>Product: Poster</p> <p>Blast: “The Generous Grower”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do we get what we need?</p> <p>Genre: Fairy Tale</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Wei and the Golden Goose”</p>	<p>“Juanita and the Beanstalk” Genre: Fairy Tale Lexile: 610L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Clever Jack Takes the Cake</i> Genre: Fairy Tale Lexile: 600L</p> <p>Paired Selection “Money Then and Now” Genre: Expository Text Lexile: 680L</p>	<p>Main Selections Genre: Fairy Tale A: <i>The Chickpea Boy</i> Lexile: 510L O: <i>The Golden Goose</i> Lexile: 590L ELL: <i>The Golden Goose</i> Lexile: 440L B: <i>A Gift for Mario</i> Lexile: 800L</p> <p>Paired Selections Genre: Expository Text A: “Forgotten Gold” O: “Gold, Gold, Gold!” ELL: “Gold, Gold, Gold!” B: “The Golden Land”</p>	<p>Academic Vocabulary: <i>admit, barter, considered, creation, humble, magnificent, payment, reluctantly</i></p> <p>Base Words Homographs</p>	<p>Summarize Theme</p> <p>Character Perspective</p> <p>Author’s Purpose</p>	<p>Week 3 Syllabication: Closed Syllables</p> <p>Structural Analysis: Base Words in Related Words</p> <p>Week 4 Inflectional Endings: <i>y to i</i></p> <p>Structural Analysis: Suffixes: <i>-ful, -ness, -less</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Phrasing and Rate</p> <p>Week 4 Phrasing and Rate</p>	<p>Writing Process Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Volunteering is a Choice,” “Serving and Learning,” “Getting Involved” Plan: Organize Ideas Draft: Elaborative Techniques Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement Week 4: Possessive Pronouns</p>	<p>Project: Business Plans</p> <p>Product: Business Plan</p> <p>Blast: “Strictly Business”</p>

Grade 3 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What are different kinds of energy?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Using Power"</p>	<p>"Here Comes Solar Power" Genre: Argumentative Text Lexile: 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "It's All in the Wind" Genre: Argumentative Text Lexile: 750L</p> <p>Paired Selection "Power for All" Genre: Expository Text Lexile: 780L</p>	<p>Main Selections Genre: Argumentative Text A: <i>The Fuel of the Future</i> Lexile: 680L O: <i>The Fuel of the Future</i> Lexile: 750L ELL: <i>The Fuel of the Future</i> Lexile: 680L B: <i>The Fuel of the Future</i> Lexile: 800L</p> <p>Paired Selections Genre: Expository Text A: "Saving Energy" O: "Saving Energy" ELL: "Saving Energy" B: "Saving Energy"</p>	<p>Academic Vocabulary: <i>energy, natural, pollution, produce, renewable, replace, sources, traditional</i></p> <p>Homophones</p>	<p>Ask and Answer Questions</p> <p>Author's Claim</p> <p>Text Structure: Cause and Effect</p> <p>Text Features</p>	<p>Week 5 Open Syllables</p> <p>Structural Analysis: Prefixes and Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Transitional Strategies Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Pronoun-Verb Contractions</p>	<p>Project: Sources of Energy</p> <p>Product: Chart</p> <p>Blast: "Can You Hear Me?"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article "Rising to the Challenge"</p>	<p>Reader's Theater: <i>The Memory Quilt</i></p>	<p>Passages Genre: Expository Text "Catching the Cold"</p> <p>Genre: Expository Text "Watery Science"</p> <p>Activities Compare the Passages Exploring Watery States</p>	<p>Passages Genre: Expository Text "Leading the Dance"</p> <p>Genre: Expository Text "Sharing Culture Through Dance"</p> <p>Activities Compare the Passages Tell a Story With Dance</p>	<p>Writing Process Write to Sources: Opinion Essay Analyze the Prompt Analyze Sources: "Wind Energy is for Everyone," "The Incredible Power of Solar Energy," "Wind and Solar: The Perfect Combination" Plan: Organize Ideas Draft: Word Choice Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 3 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: Why are goals important?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Mae Jamison, Astronaut"</p>	<p>"Rocketing into Space" Genre: Biography Lexile: 790L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Looking Up to Ellen Ochoa</i> Genre: Biography Lexile: 860L</p> <p>Paired Selection "A Flight to Lunar City" Genre: Fantasy Lexile: 600L</p>	<p>Main Selections Genre: Biography A: <i>Reach for the Stars</i> Lexile: 600L O: <i>Reach for the Stars</i> Lexile: 750L ELL: <i>Reach for the Stars</i> Lexile: 680L B: <i>Reach for the Stars</i> Lexile: 850L</p> <p>Paired Selections Genre: Science Fiction A: "Melina Shows Her Mettle" O: "Melina Shows Her Mettle" ELL: "Melina Shows Her Mettle" B: "Melina Shows Her Mettle"</p>	<p>Academic Vocabulary: <i>communicated, essential, goal, motivated, professional, research, serious, specialist</i></p> <p>Greek and Latin Roots Multiple-Meaning Words</p>	<p>Reread Key Words and Photographs Central Idea and Relevant Details Imagery</p>	<p>Week 1 Prefixes Structural Analysis: Greek and Latin Roots</p> <p>Week 2 Consonant + <i>le</i> Syllables Structural Analysis: Latin Suffixes <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Rate Week 2 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Rubric Minilesson: Academic Language Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Adjectives and Articles Week 2: Adjectives that Compare</p>	<p>Project: National Heroes Product: Timeline Blast: "Mission: Juno"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do you decide what is important?</p> <p>Genre: Drama/Myth</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Pandora Finds a Box"</p>	<p>"Athena and Arachne" Genre: Drama/Myth Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>King Midas and the Golden Touch</i> Genre: Drama/Myth Lexile: NP (non-prose)</p> <p>Paired Selection "Carlos's Gift" Genre: Realistic Fiction Lexile: 640L</p>	<p>Main Selections Genre: Drama A: <i>Midas and the Donkey Ears</i> Lexile: NP (non-prose) O: <i>The Naming of Athens</i> Lexile: NP (non-prose) ELL: <i>The Naming of Athens</i> Lexile: NP (non-prose) B: <i>Odysseus and King Aeolus</i> Lexile: NP (non-prose)</p> <p>Paired Selections Genre: Realistic Fiction A: "It's Party Time!" O: "The Perfect Present" ELL: "The Perfect Present" B: "Daria's Dream"</p>	<p>Academic Vocabulary: <i>alarmed, anguish, necessary, obsessed, possess, reward, treasure, wealth</i></p> <p>Base Words Compound Words</p>	<p>Make Predictions Elements of a Play Theme Plot: Character Development</p>	<p>Week 3 Vowel Team Syllables Structural Analysis: Base Words in Related Words</p> <p>Week 4 <i>r</i>-Controlled Vowel Syllables Structural Analysis: Latin Suffixes <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy Week 4 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: "Astronauts Who Farm," "Growing Vegetables in Space," "Spores in Space" Plan: Organize Ideas Draft: Reference Sources Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Adverbs Week 4: Adverbs that Compare</p>	<p>Project: What We Think is Important Product: Bar Graph Blast: "Snow Leopards"</p>

Grade 3 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What makes you laugh?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Show and Tell"</p>	<p>"The Camping Trip" and "Bubble Gum" Genre: Narrative Poetry Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Ollie's Escape" Genre: Narrative Poetry Lexile: NP (non-prose)</p> <p>Paired Selection "The Gentleman Bookworm" Genre: Narrative Poetry Lexile: NP (non-prose)</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Funny Faces</i> Lexile: 450L O: <i>Too Many Frogs</i> Lexile: 670L ELL: <i>Too Many Frogs</i> Lexile: 600L B: <i>The Joke's On You</i> Lexile: 780L</p> <p>Paired Selections Genre: Poetry A: "My Cheeky Puppy" O: "Pet Day" ELL: "Cat and Dog" B: "The Homeward Blues"</p>	<p>Academic Vocabulary: <i>entertainment, humorous, ridiculous, slithered</i></p> <p>Poetry Terms: <i>narrative poem, rhyme, rhythm, stanza</i></p> <p>Idioms</p>	<p>Rhythm and Rhymed Verse</p> <p>Text Structure: Stanzas and Events</p> <p>Character Perspective</p> <p>Figurative Language</p>	<p>Week 5 Suffixes: <i>-ful, -less, -ly</i></p> <p>Structural Analysis: Frequently Misspelled Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Phrasing and Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Prepositions; Prepositional Phrases</p>	<p>Project: Tall Tales Product: Tall Tale Blast: "The Best Medicine"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article "Life Boats"</p>	<p>Reader's Theater: <i>The Lion and the Ostrich Chicks</i></p>	<p>Passages Genre: Biography "Watching the Stars: The Story of Maria Mitchell" Genre: Expository Text "Exoplanets Are Out of This World!"</p> <p>Activities Compare the Passages Create Your Own Constellation</p>	<p>Passages Genre: Folktale "Why the Dog's Nose is Cold" Genre: Expository Text "About Folktales"</p> <p>Activities Compare the Passages Plan Your Own Animal Tale Write Your Own Animal Tale</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: "Why Do Animals Play?", "Playgrounds Grow Up," "Learning from Laughing Rats" Plan: Organize Ideas Draft: Transitional Strategies Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 4 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do people respond to natural disasters?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Avalanche”</p>	<p>“A World of Change” Genre: Expository Text Lexile: 790L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Earthquakes</i> Genre: Expository Text Lexile: 870L</p> <p>Paired Selection “Weathering the Storm” Genre: Personal Narrative Lexile: 770L</p>	<p>Main Selections Genre: Expository Text A: <i>Changing Landscapes</i> Lexile: 670L O: <i>Changing Landscapes</i> Lexile: 840L ELL: <i>Changing Landscapes</i> Lexile: 740L B: <i>Changing Landscapes</i> Lexile: 920L</p> <p>Paired Selections Genre: Expository Text A: “Students Save Wetlands” O: “Students Save Wetlands” ELL: “Students Save Wetlands” B: “Students Save Wetlands”</p>	<p>Academic Vocabulary: <i>alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable</i></p> <p>Multiple-Meaning Words Homographs</p>	<p>Reread Diagrams and Headings Text Structure: Compare and Contrast Author’s Perspective</p>	<p>Week 1 Short Vowels Structural Analysis: Inflectional Endings</p> <p>Week 2 Long <i>a</i> Structural Analysis: Inflectional Endings <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Accuracy and Intonation Week 2 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Make a Claim Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Sentences; Sentence Punctuation Week 2: Subjects and Predicates; Punctuate Compound Subjects and Predicates</p>	<p>Project: Natural Disasters Product: Pamphlet Blast: “Masters of Disasters”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do your actions affect others?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Say Something”</p>	<p>“The Talent Show” Genre: Realistic Fiction Lexile: 620L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Experts, Incorporated</i> Genre: Realistic Fiction Lexile: 730L</p> <p>Paired Selection “Speaking Out to Stop Bullying” Genre: Expository Text Lexile: 800L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>The Dream Team</i> Lexile: 530L O: <i>Rosa’s Garden</i> Lexile: 710L ELL: <i>Rosa’s Garden</i> Lexile: 540L B: <i>Saving Grasshopper</i> Lexile: 810L</p> <p>Paired Selections Genre: Expository Text A: “Making a Difference” O: “Fresh from the City” ELL: “Fresh from the City” B: “Backyard Bird Habitats”</p>	<p>Academic Vocabulary: <i>accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably</i></p> <p>Idioms Homophones</p>	<p>Make Predictions Plot Plot: Conflict Author’s Claim</p>	<p>Week 3 Long <i>e</i> Structural Analysis: Plurals</p> <p>Week 4 Long <i>i</i> Structural Analysis: Inflectional Endings <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy Week 4 Phrasing and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “How to Build in Flood Zones”; “More Wetlands Needed”; “Debate on Flood Zones” Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Compound Sentences; Punctuating Compound Sentences Week 4: Clauses and Complex Sentences; Punctuate Complex Sentences</p>	<p>Project: Solving a Community Problem Product: Formal Letter Blast: “Friends Forever”</p>

Grade 4 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How can starting a business help others?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Kids Can Help"</p>	<p>"Dollars and Sense"</p> <p>Genre: Argumentative Text Lexile: 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Kids in Business</i> Genre: Argumentative Text Lexile: 790L</p> <p>Paired Selection "Starting a Successful Business" Genre: Procedural Text Lexile: 770L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: <i>Start Small, Think Big</i> Lexile: 660L O: <i>Start Small, Think Big</i> Lexile: 780L ELL: <i>Start Small, Think Big</i> Lexile: 710L B: <i>Start Small, Think Big</i> Lexile: 890L</p> <p>Paired Selections</p> <p>Genre: Procedural Text A: "Spending and Saving" O: "Spending and Saving" ELL: "Spending and Saving" B: "Spending and Saving"</p>	<p>Academic Vocabulary: <i>compassionate, enterprise, exceptional, funds, innovative, process, routine, undertaking</i></p> <p>Suffixes</p>	<p>Reread</p> <p>Graphs and Headings</p> <p>Central Idea and Relevant Details</p> <p>Sequence</p>	<p>Week 5 Long o</p> <p>Structural Analysis: Compound Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Phrasing and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Elaboration Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Run-On Sentences; Correcting Fragments and Run-Ons</p>	<p>Project: Businesses That Help Others</p> <p>Product: Biographical Report</p> <p>Blast: "Helping Others Is Good Business"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article "Bullying: It's Against the Law"</p>	<p>Reader's Theater: <i>Whodunit?</i> <i>Woo Knows ...</i></p>	<p>Passages Genre: Expository Text "Landforms Shaped by Weathering and Erosion"</p> <p>Genre: Narrative Nonfiction "Dust Bowl Blues"</p> <p>Activities Compare the Passages Make a Chronology Chart Write a Science Article</p>	<p>Passage Genre: Biography "Developing a Nation's Economy"</p> <p>Activities Determining Cause and Effect Create a Fact Card</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: "Help Wanted"; "Skills for the Future"; "Look to the Future" Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 4 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What helps an animal survive?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Adaptations at Work”</p>	<p>“Animal Adaptations” Genre: Expository Text Lexile: 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Spiders</i> Genre: Expository Text Lexile: 820L</p> <p>Paired Selection “Anansi and the Birds” Genre: Trickster Tale Lexile: 740L</p>	<p>Main Selections Genre: Expository Text A: <i>Extreme Animals</i> Lexile: 590L O: <i>Extreme Animals</i> Lexile: 830L ELL: <i>Extreme Animals</i> Lexile: 680L B: <i>Extreme Animals</i> Lexile: 890L</p> <p>Paired Selections Genre: Trickster Tale A: “Hare and the Water” O: “Hare and the Water” ELL: “Hare and the Water” B: “Hare and the Water”</p>	<p>Academic Vocabulary: <i>camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations</i></p> <p>Prefixes Suffixes</p>	<p>Summarize Photographs and Captions; Headings</p> <p>Central Idea and Relevant Details</p> <p>Character Development</p>	<p>Week 1 Prefixes</p> <p>Structural Analysis: Inflectional Endings</p> <p>Week 2 Digraphs</p> <p>Structural Analysis: Possessives</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Intonation</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Common and Proper Nouns; Capitalizing Proper Nouns Week 2: Singular and Plural Nouns; Commas in a Series</p>	<p>Project: Animal Survival</p> <p>Product: Report with Life-Cycle Diagram</p> <p>Blast: “Hidden in Plain Sight”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do animal characters change familiar stories?</p> <p>Genre: Drama</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Grasshopper’s Sad Tale”</p>	<p>“The Ant and the Grasshopper” Genre: Drama Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Ranita, The Frog Princess</i> Genre: Drama Lexile: NP</p> <p>Paired Selection “Pecos Bill and the Bear Lake Monster” Genre: Tall Tale Lexile: 890L</p>	<p>Main Selections Genre: Drama A: <i>Saving the Green Bird</i> Lexile: NP O: <i>The Prince Who Could Fly</i> Lexile: NP ELL: <i>The Prince Who Could Fly</i> Lexile: NP B: <i>Behind the Secret Trapdoor</i> Lexile: NP</p> <p>Paired Selections Genre: Mystery A: “The Missing Pie Mystery” O: “The Mystery of the Spotted Dogs” ELL: “The Mystery of the Spotted Dogs” B: “The Mystery of the Messy Room”</p>	<p>Academic Vocabulary: <i>annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty</i></p> <p>Antonyms Greek Roots</p>	<p>Ask and Answer Questions</p> <p>Theme Hyperbole Elements of a Play</p>	<p>Week 3 Three-Letter Blends</p> <p>Structural Analysis: Words Ending in -er and -est</p> <p>Week 4 <i>r</i>-Controlled Vowels /är/ and /ôr/ Structural Analysis: Suffixes -ful and -less</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Life in Coral Reefs”; “Where Are the Bees?”; “Energy in the Everglades Ecosystem” Plan: Organize Ideas Draft: Transitional Strategies Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Irregular Plural Nouns; Correct Plural Forms Week 4: Possessive Nouns; Apostrophes</p>	<p>Project: Make a Food Web</p> <p>Product: Food Web</p> <p>Blast: “Cast of Animals”</p>

Grade 4 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How are writers inspired by animals?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Animal Haiku: Cricket, Lizard, Firefly, Ants, Snail”</p>	<p>“Dog,” “The Eagle,” “Chimpanzee,” “Rat”</p> <p>Genre: Lyric Poetry and Haiku Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk”</p> <p>Genre: Lyric Poem and Haiku Lexile: NP</p> <p>Paired Selection “Fog,” “White Cat Winter”</p> <p>Genre: Poetry Lexile: NP</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: <i>Putting on an Act</i> Lexile: 620L O: <i>The Big One</i> Lexile: 690L ELL: <i>The Big One</i> Lexile: 530L B: <i>Dolphin Cove</i> Lexile: 780L</p> <p>Paired Selections</p> <p>Genre: Poetry A: “Broken Wing,” “Rat,” “Seal” O: “Catfish,” “Crow,” “Black Bull” ELL: “Peacock,” “Grass Snake,” “Robin” B: “Dolphin,” “Rabbit Field,” “Squirrel”</p>	<p>Academic Vocabulary: <i>brittle, creative, descriptive, outstretched</i></p> <p>Poetry Terms: <i>metaphor, simile, rhyme, meter</i></p> <p>Similes and Metaphors</p>	<p>Meter and Rhyme Lyric Poetry and Haiku Character Perspective Imagery and Assonance</p>	<p>Week 5 Suffixes Structural Analysis: Contractions <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Strong Conclusion Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Combining Sentences; Phrases and Interjections</p>	<p>Project: Present Fun Animal Facts Product: Bibliography Blast: “Inspiring Animals”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Sharks Under Attack”</p>	<p>Reader's Theater: <i>The Nightingale</i></p>	<p>Passages Genre: Expository Text “Everglades Mammals”</p> <p>Genre: Expository Text “Nine-Banded Armadillos”</p> <p>Activities Compare the Passages Create a Podcast</p>	<p>Passages Genre: Expository Text “Volunteering at National Parks”</p> <p>Genre: Biography “A Hero of Conservation”</p> <p>Activities Compare the Passages Make a Volunteer Poster</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “A Fight to Truly Be Heard”; “Inspiration on a Farm”; “A Writer to Celebrate” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 4 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: In what ways can you help your community?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Books"</p>	<p>"Remembering Hurricane Katrina" Genre: Realistic Fiction Lexile: 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Aguinaldo</i> Genre: Realistic Fiction Lexile: 650L</p> <p>Paired Selection "Partaking in Public Service" Genre: Expository Text Lexile: 770L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Playground Buddy</i> Lexile: 590L O: <i>Brick by Brick</i> Lexile: 690L ELL: <i>Brick by Brick</i> Lexile: 500L B: <i>Standing Guard</i> Lexile: 760L</p> <p>Paired Selections Genre: Expository Text A: "Making a Difference" O: "A Big Heart" ELL: "A Big Heart" B: "The Great Big Birthday Bash"</p>	<p>Academic Vocabulary: <i>assigned, generosity, gingerly, mature, organizations, residents, scattered, selective</i></p> <p>Context Clues Suffixes</p>	<p>Visualize Plot: Flashback Point of View and Perspective Text Structure: Problem and Solution</p>	<p>Week 1 <i>r-Controlled Vowels er, ir, ur</i> Structural Analysis: Closed Syllables</p> <p>Week 2 Words with Silent Letters Structural Analysis: Open Syllables <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Miniesson: Logical Progression Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Action Verbs; Titles Week 2: Verb Tenses; Subject-Verb Agreement</p>	<p>Project: Volunteering in Your Community Product: Public Service Announcement Blast: "Let's Pitch In"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How can one person make a difference?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Nelson Mandela: Working for Freedom"</p>	<p>"Judy's Appalachia" Genre: Expository Text Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> Genre: Biography Lexile: 830L</p> <p>Paired Selection "Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement" Genre: Autobiography Lexile: 940L</p>	<p>Main Selections Genre: Biography A: <i>Jacob Riis: Champion of the Poor</i> Lexile: 610L O: <i>Jacob Riis: Champion of the Poor</i> Lexile: 790L ELL: <i>Jacob Riis: Champion of the Poor</i> Lexile: 650L B: <i>Jacob Riis: Champion of the Poor</i> Lexile: 870L</p> <p>Paired Selections Genre: Biography A: "The Fight for Equality" O: "The Fight for Equality" ELL: "The Fight for Equality" B: "The Fight for Equality"</p>	<p>Academic Vocabulary: <i>boycott, encouragement, fulfill, injustice, mistreated, protest, qualified, registered</i></p> <p>Synonyms and Antonyms Use a Dictionary</p>	<p>Reread Timeline Author's Perspective Author's Purpose</p>	<p>Week 3 Soft c and g Structural Analysis: Final e Syllables</p> <p>Week 4 Plurals Structural Analysis: Suffixes <i>-ment, -ness, -age, -ance, -ence</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: "Civil Rights Pioneers"; "The Montgomery Bus Boycott"; "Freedom Summer and the Civil Rights Movement" Plan: Organize Ideas Draft: Sentence Fluency Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Main and Helping Verbs; Punctuation in Contractions Week 4: Linking Verbs; Subject-Verb Agreement</p>	<p>Project: People Who Made a Difference Product: Book Cover Blast: "The Power Is Yours"</p>

Grade 4 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: In what ways can advances in science be helpful or harmful?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "All About Organic"</p>	<p>"Food Fight" Genre: Argumentative Text Lexile: 870L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "A New Kind of Corn" Genre: Argumentative Text Lexile: 910L</p> <p>Paired Selection "The Pick of the Patch" Genre: Sequence Text Lexile: 920L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: <i>The Battle Against Pests</i> Lexile: 750L O: <i>The Battle Against Pests</i> Lexile: 880L ELL: <i>The Battle Against Pests</i> Lexile: 770L B: <i>The Battle Against Pests</i> Lexile: 910L</p> <p>Paired Selections</p> <p>Genre: Sequence A: "Making an Organic Garden" O: "Making an Organic Garden" ELL: "Making an Organic Garden" B: "Making an Organic Garden"</p>	<p>Academic Vocabulary: <i>advancements, agriculture, characteristics, concerns, disagreed, inherit, prevalent, resistance</i></p> <p>Greek Roots</p>	<p>Reread</p> <p>Maps and Headings</p> <p>Author's Claim</p> <p>Text Structure: Sequence</p>	<p>Week 5 Compound Words</p> <p>Structural Analysis: Base Words and Related Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Transitional Strategies Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Irregular Verbs; Correct Verb Usage</p>	<p>Project: Advances in Farming Technology</p> <p>Product: Slideshow</p> <p>Blast: "Fertilizers: The Good and the Bad"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article "Kids Lead the Way"</p>	<p>Reader's Theater: "Nat Love, Western Hero"</p>	<p>Passages Genre: Expository Text "Flowering and Nonflowering Plants"</p> <p>Genre: Expository Text "Seasonal Changes"</p> <p>Activities Compare the Passages Compare and Contrast Flowering and Nonflowering Plants</p>	<p>Passages Genre: Expository Text "Challenging Times: The 1886 Hurricane"</p> <p>Genre: Expository Text "Earth Day Action"</p> <p>Activities Compare the Passages Read a Chart Write a Speech</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: "A River in Danger"; "Balancing Conservation and Energy Needs"; "A Winter Refuge for Geese" Plan: Organize Ideas Draft: Domain-Specific Vocabulary Revise: Peer Conferences</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 4 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: Why do we need government?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Speaking Out Against Child Labour”</p>	<p>“A World Without Rules” Genre: Narrative Nonfiction Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>See How They Run</i> Genre: Narrative Nonfiction Lexile: 870L</p> <p>Paired Selection “The Birth of American Democracy” Genre: Expository Text Lexile: 830L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>A Day in the Senate</i> Lexile: 680L O: <i>A Day in the Senate</i> Lexile: 820L ELL: <i>A Day in the Senate</i> Lexile: 800L B: <i>A Day in the Senate</i> Lexile: 890L</p> <p>Paired Selections Genre: Expository Text A: “A New President Takes Office” O: “A New President Takes Office” ELL: “A New President Takes Office” B: “A New President Takes Office”</p>	<p>Academic Vocabulary: <i>amendments, commitment, compromise, eventually, legislation, privilege, version</i></p> <p>Latin Roots Greek Roots</p>	<p>Ask and Answer Questions</p> <p>Headings and Pronunciations</p> <p>Text Structure: Cause-and-Effect</p> <p>Homophones and Homographs</p>	<p>Week 1 Inflectional Endings</p> <p>Structural Analysis: Vowel Team Syllables</p> <p>Week 2 Inflectional Endings: Changing y to i</p> <p>Structural Analysis: r-Controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Phrasing and Rate</p> <p>Week 2 Phrasing and Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Logical Text Structure Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Pronouns and Antecedents; Pronoun Capitalization and Clarity Week 2: Types of Pronouns; Subject and Object Pronouns</p>	<p>Project: Government Product: Slideshow Blast: “Vote for Me”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How does technology affect your life?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Good-bye Icebox!”</p>	<p>“A Telephone Mix-Up” Genre: Historical Fiction Lexile: 950L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Moon Over Star</i> Genre: Historical Fiction Lexile: 860L</p> <p>Paired Selection “Star Parties” Genre: Expository Text Lexile: 810L</p>	<p>Main Selections Genre: A: <i>Ron’s Radio</i> Lexile: 620L O: <i>The Freedom Machine</i> Lexile: 690L ELL: <i>The Freedom Machine</i> Lexile: 540L B: <i>A Better Way</i> Lexile: 790L</p> <p>Paired Selections Genre: Expository Text A: “Roosevelt’s Fireside Chat” O: “The Interstate Highway System” ELL: “The Interstate Highway System” B: “A History of Washing Technology”</p>	<p>Academic Vocabulary: <i>decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering</i></p> <p>Synonyms Context Clues</p>	<p>Make Predictions</p> <p>Plot: Setting</p> <p>Perspective and Point of View</p> <p>Description</p>	<p>Week 3 Words with /ü/, /ū/, and /û/</p> <p>Structural Analysis: Consonant + le Syllables</p> <p>Week 4 Diphthongs /oi/ and /ou/</p> <p>Structural Analysis: Greek and Latin Roots</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression</p> <p>Week 4 Accuracy</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “State Government: The Executive Branch”; “State Government: The Legislative Branch”; “State Government: The Judicial Branch” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Punctuation in Dialogue Week 4: Possessive Pronouns; Possessive Nouns and Pronouns</p>	<p>Project: Technological Advances Product: Chart Blast: “Technology Today”</p>

Grade 4 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do writers look at success in different ways?</p> <p>Genre: Narrative Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Sam’s Box”</p>	<p>“Sing to Me,” “The Climb” Genre: Narrative Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Swimming to the Rock,” “The Moondust Footprint” Genre: Narrative Poetry Lexile: NP</p> <p>Paired Selection “Genius,” “Winner” Genre: Narrative Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Try, Try Again</i> Lexile: 600L O: <i>The Math-lete</i> Lexile: 740L ELL: <i>The Math-lete</i> Lexile: 510L B: <i>The Final</i> Lexile: 800L</p> <p>Paired Selections Genre: Poetry A: “Sunlight Sparkling on Chrome” O: “Cross-Country Race” ELL: “Cross-Country Race” B: “Talent Show”</p>	<p>Academic Vocabulary: <i>attain, dangling, hovering, triumph</i></p> <p>Poetry Terms: <i>connotation, denotation, repetition, stanza</i></p> <p>Connotation and Denotation</p>	<p>Poetry: Structure Narrative Poetry Theme Rhyme and Structure</p>	<p>Week 5 Variant Vowel /ô/ Structural Analysis: Frequently Confused Words <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Pronouns and Homophones; Contractions and Possessives</p>	<p>Project: Looking at Success Product: Interview Blast: “Defining Success”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Log On to Online Learning”</p>	<p>Reader’s Theater: “All the Money in the World”</p>	<p>Passages Genre: Expository Text “Turn Up the Heat”</p> <p>Genre: Expository Text “3...2...1: We Have Spin-Off!”</p> <p>Activities Compare the Passages Space to Earth Chart</p>	<p>Passages Genre: Expository Text “The United States Constitution and the Rights of States”</p> <p>Genre: Expository Text “A Government That Depends on Its States”</p> <p>Activities Compare the Passages Research Facts</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “How Technology Is Aiding Senior Citizens”; “The New Science of Animal Prosthetics”; “Healthcare and Drones” Plan: Organize Ideas Draft: Precise Language Revise: Peer Conferences</p>	<p>Reader’s Theater Inquiry Space Writing</p>

Grade 4 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can you discover when you look closely at something?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Stick Like a Gecko”</p>	<p>“Your World Up Close” Genre: Expository Text Lexile: 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Drop of Water</i> Genre: Expository Text Lexile: 870L</p> <p>Paired Selection “The Incredible Shrinking Potion” Genre: Fantasy Lexile: 980L</p>	<p>Main Selections Genre: Expository Text A: <i>Secrets of the Ice</i> Lexile: 650L O: <i>Secrets of the Ice</i> Lexile: 850L ELL: <i>Secrets of the Ice</i> Lexile: 780L B: <i>Secrets of the Ice</i> Lexile: 900L</p> <p>Paired Selections Genre: Fantasy A: “Super-vision” O: “Super-vision” ELL: “Super-vision” B: “Super-vision”</p>	<p>Academic Vocabulary: <i>cling, dissolves, gritty, humid, magnify, microscope, mingle, typical</i></p> <p>Antonyms Homophones</p>	<p>Summarize Photographs and Captions Text Structure: Chronology Imagery</p>	<p>Week 1 Closed Syllables Structural Analysis: Latin Prefixes</p> <p>Week 2 Open Syllables Structural Analysis: Irregular Plurals <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Accuracy</p> <p>Week 2 Intonation and Phrasing</p>	<p>Respond to Reading Writing Process Personal Narrative Analyze an Expert Model Plan: Choose Your Topic Plan: Sequence of Events Draft: Sensory Details</p> <p>Grammar and Mechanics Week 1: Adjectives; Punctuation Week 2: Articles; Articles and Demonstrative Adjectives</p>	<p>Project: Looking Closely Product: Picture Book Blast: “How Old Is Your Water?”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: In what ways do people show they care about each other?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Special Birthday Hug”</p>	<p>“Sadie’s Game” Genre: Realistic Fiction Lexile: 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Mama, I’ll Give You the World</i> Genre: Realistic Fiction Lexile: 970L</p> <p>Paired Selection “Miami by Way of Fujian” Genre: Realistic Fiction Lexile: 580L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Saving Stolen Treasure</i> Lexile: 560L O: <i>The Perfect Present</i> Lexile: 690L ELL: <i>The Perfect Present</i> Lexile: 560L B: <i>First Edition</i> Lexile: 750L</p> <p>Paired Selections Genre: Realistic Fiction A: “Miguel’s Amazing Shyness Cure” O: “Fly Me to the Moon” ELL: “Fly Me to the Moon” B: “Magnolia Leaves”</p>	<p>Academic Vocabulary: <i>bouquet, emotion, encircle, express, fussy, portraits, sparkle, whirl</i></p> <p>Similes and Metaphors Idioms</p>	<p>Visualize Plot: Foreshadowing Plot: Conflict Plot: Character Development</p>	<p>Week 3 Vowel Teams Structural Analysis: Greek and Latin Roots</p> <p>Week 4 <i>r</i>-Controlled Vowel Syllables Structural Analysis: Frequently Misspelled Words <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression</p> <p>Week 4 Intonation and Phrasing</p>	<p>Respond to Reading Writing Process Personal Narrative Revise: Strong Conclusion Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Adjectives That Compare; Punctuation in Letters Week 4: Comparing with <i>More</i> and <i>Most</i>; Combining Sentences</p>	<p>Project: Community Organizations Product: Report Blast: “Lending a Helping Hand”</p>

Grade 4 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How can learning about the past help you understand the present?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Learning About the Past”</p>	<p>“The Founding of Jamestown” Genre: Expository Text Lexile: 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Rediscovering Our Spanish Beginnings</i> Genre: Expository Text Lexile: 940L</p> <p>Paired Selection “History’s Mysteries” Genre: Informative Article Lexile: 890L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: <i>Treks Through Time</i> Lexile: 690L O: <i>Treks Through Time</i> Lexile: 860L ELL: <i>Treks Through Time</i> Lexile: 730L B: <i>Treks Through Time</i> Lexile: 930L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “The Ancient One” O: “The Ancient One” ELL: “The Ancient One” B: “The Ancient One”</p>	<p>Academic Vocabulary: <i>archaeology, document, era, evidence, expedition, permanent, tremendous, uncover</i></p> <p>Proverbs and Adages</p>	<p>Summarize</p> <p>Sidebars and Maps</p> <p>Text Structure: Chronology</p> <p>Author’s Perspective</p>	<p>Week 5 Consonant + <i>le</i> Syllables</p> <p>Structural Analysis: Latin Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Rate and Expression</p>	<p>Respond to Reading</p> <p>Writing Process Expository Writing Analyze an Expert Model Plan: Choose Your Topic Plan: Write an Outline Draft: Relevant Evidence</p> <p>Grammar and Mechanics Week 5: Comparing with <i>Good and Bad</i>; Combining Sentences</p>	<p>Project: Effects of Spanish Rule in Florida</p> <p>Product: Slideshow or Poster</p> <p>Blast: “Live and Learn”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Help in a Box”</p>	<p>Reader’s Theater: <i>The Camera in the Attic</i></p>	<p>Passages Genre: Expository Text “Minerals and Rocks”</p> <p>Genre: Expository Text “Marvelous Magnets”</p> <p>Activities Compare the Passages Conduct a Magnet Experiment What Other Objects Are Magnetic?</p>	<p>Passages Genre: Expository Text “European Explorers”</p> <p>Genre: Biography “Estéban Dorantes”</p> <p>Activities Compare the Passages Make a Timeline</p>	<p>Writing Process Expository Writing Revise: Sentence Fluency Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 4 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How have our energy resources changed over the years?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Light Through the Ages”</p>	<p>“The Great Energy Debate” Genre: Narrative Nonfiction Lexile: 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Energy Island</i> Genre: Narrative Nonfiction Lexile: 840L</p> <p>Paired Selection “Of Fire and Water” Genre: Myths Lexile: 910L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>Planet Power</i> Lexile: 700L O: <i>Planet Power</i> Lexile: 850L ELL: <i>Planet Power</i> Lexile: 770L B: <i>Planet Power</i> Lexile: 920L</p> <p>Paired Selections Genre: Myth A: “Helios and Phaeton” O: “Helios and Phaeton” ELL: “Helios and Phaeton” B: “Helios and Phaeton”</p>	<p>Academic Vocabulary: <i>coincidence, consequences, consume, converted, efficient, incredible, installed, renewable</i></p> <p>Latin and Greek Prefixes Prefixes</p>	<p>Ask and Answer Questions Sidebars Central Idea and Relevant Details Plot: Conflict</p>	<p>Week 1 Words with /ən/ Structural Analysis: Number Prefixes</p> <p>Week 2 Homophones Structural Analysis: Latin Suffixes <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Rate and Accuracy Week 2 Intonation</p>	<p>Respond to Reading Writing Process Fictional Narrative Analyze an Expert Model Plan: Choose Your Topic Plan: Sequence of Events Draft: Dialogue</p> <p>Grammar and Mechanics Week 1: Adverbs; <i>Good vs. Well</i> Week 2: Comparing with Adverbs; Punctuation and Capitalization</p>	<p>Project: Energy Resources Product: Game or Puzzle Blast: “Fueling the Future”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do traditions connect people?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Reading the Sky”</p>	<p>“A Surprise Reunion” Genre: Historical Fiction Lexile: 650L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Game of Silence</i> Genre: Historical Fiction Lexile: 900L</p> <p>Paired Selection “Native Americans: Yesterday and Today” Genre: Expository Text Lexile: 900L</p>	<p>Main Selections Genre: Historical Fiction A: <i>Maple Sugar Moon</i> Lexile: 620L O: <i>Grandfather's Basket</i> Lexile: 700L ELL: <i>Grandfather's Basket</i> Lexile: 600L B: <i>A Song for Marie and Ajidamo</i> Lexile: 790L</p> <p>Paired Selections Genre: Expository Text A: “Maple Sugar” O: “Penobscot Nation” ELL: “Penobscot Nation” B: “The Civilization Regulations”</p>	<p>Academic Vocabulary: <i>ancestors, despised, endurance, forfeit, honor, intensity, irritating, retreated</i></p> <p>Connotation and Denotation Words from Mythology</p>	<p>Reread Plot: Setting Theme Maps</p>	<p>Week 3 Prefixes Structural Analysis: Words from Mythology</p> <p>Week 4 Suffixes Structural Analysis: Greek and Latin Roots <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression Week 4 Accuracy</p>	<p>Respond to Reading Writing Process Fictional Narrative Revise: Description Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Negatives; Correcting Double Negatives Week 4: Prepositions; Review Using Quotations</p>	<p>Project: Comparing Traditions and Culture Product: Comparison Chart Blast: “Living Your Past”</p>

Grade 4 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What shapes a person's identity?</p> <p>Genre: Free Verse</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Papa's Pastry Shop"</p>	<p>"Climbing Blue Hill," "My Name Is Ivy," "Collage"</p> <p>Genre: Free Verse Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "the drum," "Birdfoot's Grampa," "My Chinatown"</p> <p>Genre: Free Verse Lexile: NP (non-prose)</p> <p>Paired Selection "Growing Up," "My People"</p> <p>Genre: Free Verse Lexile: NP (non-prose)</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: <i>Hooked</i> Lexile: 620L O: <i>Homesick for American Samoa</i> Lexile: 740L ELL: <i>Homesick for American Samoa</i> Lexile: 570L B: <i>Saving Snowdrop</i> Lexile: 810L</p> <p>Paired Selections</p> <p>Genre: Poetry A: "Let's Make Music" O: "Piecing It All Together" ELL: "Piecing It All Together" B: "I Can Do It!"</p>	<p>Academic Vocabulary: <i>gobble, individuality, mist, roots</i></p> <p>Poetry Terms: <i>free verse, imagery, metaphor, personification</i></p> <p>Figurative Language</p>	<p>Imagery and Personification</p> <p>Free Verse</p> <p>Theme</p> <p>Character Perspective</p>	<p>Week 5 Prefixes and Suffixes</p> <p>Structural Analysis: Words from Around the World</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Free Verse Poetry Analyze an Expert Model Plan: Choose Your Topic Plan: Metaphor and Simile Draft: Alliteration</p> <p>Grammar and Mechanics Week 5: Using Prepositions; Using Commas with Phrases</p>	<p>Project: Create a Podcast</p> <p>Product: Podcast</p> <p>Blast: "Becoming Bessie"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article "Charge!"</p>	<p>Reader's Theater: <i>Little Talk But I Wonder</i></p>	<p>Passages Genre: Expository Text "Renewable Energy"</p> <p>Genre: Expository Text "Nonrenewable Energy"</p> <p>Activities Compare the Passages Conserve Now Charge</p>	<p>Passages Genre: Expository Text "Native Americans During Times of Exploration"</p> <p>Genre: Expository Text "The Tradition of Making Baskets"</p> <p>Activities Compare the Passages Make a Basket Design</p>	<p>Writing Process Free Verse Poetry Revise: Precise Words Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 5 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can experiencing nature change the way you think about it?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Capturing the Natural World” Genre: Narrative Nonfiction</p>	<p>“A Life in the Woods” Genre: Narrative Nonfiction Lexile: 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Camping with the President</i> Genre: Narrative Nonfiction Lexile: 760L</p> <p>Paired Selection “A Walk with Teddy” Genre: Autobiography Lexile: 910L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>Save This Space!</i> Lexile: 750L O: <i>Save This Space!</i> Lexile: 960L ELL: <i>Save This Space!</i> Lexile: 730L B: <i>Save This Space!</i> Lexile: 980L</p> <p>Paired Selections Genre: Expository Text A: “The Journey of Lewis and Clark” O: “The Journey of Lewis and Clark” ELL: “The Journey of Lewis and Clark” B: “The Journey of Lewis and Clark”</p>	<p>Academic Vocabulary: <i>debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular</i></p> <p>Homographs Prefixes</p>	<p>Ask and Answer Questions</p> <p>Primary and Secondary Sources</p> <p>Text Structure: Cause and Effect</p> <p>Author’s Perspective</p>	<p>Week 1 Short Vowels</p> <p>Week 2 Long Vowels</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Accuracy and Expression</p> <p>Week 2 Intonation and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilessons: Make a Claim Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Sentences; Punctuating Sentences Week 2: Subjects and Predicates; Commas</p>	<p>Project: Experiencing Nature</p> <p>Product: Promotional Map</p> <p>Blast: “Protecting Our Parks”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do we get the things we need?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Finding a Way” Genre: Realistic Fiction</p>	<p>“A Fresh Idea” Genre: Realistic Fiction Lexile: 760L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>One Hen</i> Genre: Realistic Fiction Lexile: 810L</p> <p>Paired Selection “Reading Between the Dots” Genre: Personal Narrative Lexile: 910L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Parker’s Plan</i> Lexile: 680L O: <i>Can-do Canines</i> Lexile: 790L ELL: <i>Can-do Canines</i> Lexile: 570L B: <i>Cleaning Up the Competition</i> Lexile: 970L</p> <p>Paired Selections Genre: Expository Text A: “Taking Care of Your Money” O: “You Can Bank on It” ELL: “You Can Bank on It” B: “Growing Money”</p>	<p>Academic Vocabulary: <i>afford, loan, profit, prosper, risk, savings, scarce, wages</i></p> <p>Context Clues: Sentence Clues Suffixes</p>	<p>Reread</p> <p>Plot: Conflict and Resolution</p> <p>Plot: Events</p> <p>Text Structure: Chronology</p>	<p>Week 3 Words with /ū/, /û/, and /ü/</p> <p>Week 4 r-controlled Vowels /är/, /âr/, /ôr/</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression and Phrasing</p> <p>Week 4 Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Landmark Deal Approved!,” “Fund Florida Forever!,” “Revitalize Florida’s Downtowns” Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Compound Sentences; Punctuation in Compound Sentences Week 4: Complex Sentences; Commas</p>	<p>Project: Meeting Needs</p> <p>Product: Compare/Contrast Chart</p> <p>Blast: “Clothing, Food, and Shelter”</p>

Grade 5 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What are the positive and negative effects of new technology?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Electronic Books: A New Way to Read” Genre: Argumentative Text</p>	<p>“Are Electronic Devices Good for Us?” Genre: Argumentative Text Lexile: 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Future of Transportation</i> Genre: Argumentative Text Lexile: 870L</p> <p>Paired Selection “Getting from Here to There” Genre: Technical Text Lexile: 890L</p>	<p>Main Selections Genre: Expository Text A: <i>What About Robots?</i> Lexile: 740L O: <i>What About Robots?</i> Lexile: 840L ELL: <i>What About Robots?</i> Lexile: 760L B: <i>What About Robots?</i> Lexile: 990L</p> <p>Paired Selections Genre: Persuasive Text A: “No Substitute” O: “No Substitute” ELL: “No Substitute” B: “No Substitute”</p>	<p>Academic Vocabulary: <i>access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning</i></p> <p>Greek and Latin Prefixes</p>	<p>Reread</p> <p>Headings and Graphs</p> <p>Author’s Claim</p> <p>Author’s Purpose</p>	<p>Week 5 <i>r-controlled Vowel /úr/ Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Strong Introduction Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Run-on Sentences; Correcting Run-on Sentences</p>	<p>Project: Technology</p> <p>Product: Debate</p> <p>Blast: “Riding Technology’s Rollercoaster”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article “Take It from Nature”</p>	<p>Reader’s Theater: <i>It Couldn’t Be Done</i></p>	<p>Passages Genre: Narrative Nonfiction “A Protector of Nature” Genre: Narrative Nonfiction “Children Save the Rain Forest” Genre: Realistic Fiction “Solutions, Not Complaints”</p> <p>Activities Compare the Passages Complete a Map Write an Essay</p>	<p>Passages “The NYC Subway: An Interview with a Transit Supervisor” “Solutions, Not Complaints”</p> <p>Activities Compare the Passages Write a Letter</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Honoring Black Women Inventors of the Past,” “Morse Code Is Safe and Reliable,” “All Aboard on America’s Rail System” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do good problem solvers do?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Haudenosaunee Confederacy” Genre: Expository Text</p>	<p>“Creating a Nation” Genre: Expository Text Lexile: 690L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Who Wrote the U.S. Constitution?</i> Genre: Expository Text Lexile: 760L</p> <p>Paired Selection “Wordsmiths” Genre: Expository Text Lexile: 970L</p>	<p>Main Selections Genre: Expository Text A: <i>The Bill of Rights</i> Lexile: 820L O: <i>The Bill of Rights</i> Lexile: 920L ELL: <i>The Bill of Rights</i> Lexile: 840L B: <i>The Bill of Rights</i> Lexile: 1000L</p> <p>Paired Selections Genre: Expository Text A: “Having Your Say” O: “Having Your Say” ELL: “Having Your Say” B: “Having Your Say”</p>	<p>Academic Vocabulary: <i>committees, convention, debate, proposal, representatives, resolve, situation, union</i></p> <p>Context Clues Dictionary and Glossary</p>	<p>Reread Headings and Timelines</p> <p>Text Structure: Problem and Solution Print and Graphic Features</p>	<p>Week 1 Variant Vowel /ô/; Diphthongs /oi/, /ou/</p> <p>Week 2 Plurals <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Accuracy and Rate</p> <p>Week 2 Accuracy and Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Kinds of Nouns; Capitalizing Proper Nouns Week 2: Singular and Plural Nouns; Forming Plural Nouns</p>	<p>Project: Founders Solve Problems</p> <p>Product: Multimedia Slideshow</p> <p>Blast: “Meet Me in the Middle”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: When has a plan helped you accomplish a task?</p> <p>Genre: Folktale</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Lost Lake and the Golden Cup” Genre: Folktale</p>	<p>“The Magical Lost Brocade” Genre: Folktale Lexile: 740L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Blancaflor</i> Genre: Folktale Lexile: 870L</p> <p>Paired Selection “From Tale to Table” Genre: Expository Text Lexile: 990L</p>	<p>Main Selections Genre: Folktale A: <i>The Lion’s Whiskers</i> Lexile: 760L O: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 810L ELL: <i>The Riddle of the Drum: A Tale from Mexico</i> Lexile: 570L B: <i>Clever Manka</i> Lexile: 860L</p> <p>Paired Selections Genre: Expository Text A: “From Fiber to Fashion” O: “Make a Drum” ELL: “Make a Drum” B: “From Bee to You”</p>	<p>Academic Vocabulary: <i>assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit</i></p> <p>Personification Roots</p>	<p>Make Predictions Plot: Setting Theme Text Structure: Sequence</p>	<p>Week 3 Inflectional Endings</p> <p>Week 4 Contractions <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression and Phrasing</p> <p>Week 4 Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Benjamin Franklin’s Bifocals,” “Margaret Knight, Engineer and Inventor,” “Henry Ford and the Model T” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: More Plural Nouns; Plural Forms and Appositives Week 4: Possessive Nouns; Adding -s or -’s</p>	<p>Project: Accomplishing a Task</p> <p>Product: Illustrated Food Web</p> <p>Blast: “Stand by Your Plan”</p>

Grade 5 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What motivates you to accomplish a goal?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “How to Make a Friend” Genre: Narrative Poetry</p>	<p>“A Simple Plan,” “Rescue” Genre: Narrative and Free Verse Poetry Lexile: NP</p> <p><i>ELL: Scaffolded Shared Read available</i></p>	<p>Anchor Text “Stage Fright,” “Catching Quiet” Genre: Narrative and Free Verse Poetry Lexile: NP</p> <p>Paired Selection “Foul Shot” Genre: Free Verse Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Clearing the Jungle</i> Lexile: 650L O: <i>I Want to Ride!</i> Lexile: 730L ELL: <i>I Want to Ride!</i> Lexile: 600L B: <i>Changing Goals</i> Lexile: 860L</p> <p>Paired Selections Genre: Poetry A: “Just for Once” O: “Home Run” ELL: “Smash!” B: “Today’s Lesson”</p>	<p>Academic Vocabulary: <i>ambitious, memorized, satisfaction, shuddered</i></p> <p>Poetry Terms: <i>narrative, repetition, free verse, rhyme</i></p> <p>Homographs</p>	<p>Repetition and Rhyme</p> <p>Narrative and Free Verse</p> <p>Theme</p> <p>Form and Line Breaks</p>	<p>Week 5 Closed Syllables <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Academic Language Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Prepositional Phrases; Punctuating Titles and Letters</p>	<p>Project: Achieving Goals Product: Comic Strip Blast: “Reaching a Goal”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	Genre: Online Article “The Long Road”	Reader’s Theater: <i>A Boy Named Abe</i>	<p>Passages “Popover! The Ultimate Baked Bubble” “Cooking with Electricity”</p> <p>Activities Compare the Passages Make Observations Explain Your Observations</p>	<p>Passages “Searching for Freedom” “Supporting Religious Liberty”</p> <p>Activities Compare the Passages Make a Timeline</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Going Above and Beyond,” “The Turtle Lady of Juno Beach,” “Community Bird Scientist” Plan: Organize Ideas Draft: Transitions Revise: Peer Conferences</p>	<p>Reader’s Theater Inquiry Space Writing</p>

Grade 5 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can learning about different cultures teach us?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Foods for Thought” Genre: Realistic Fiction</p>	<p>“A Reluctant Traveler” Genre: Realistic Fiction Lexile: 770L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>They Don’t Mean It!</i> Genre: Realistic Fiction Lexile: 870L</p> <p>Paired Selection “Where Did That Come From?” Genre: Expository Text Lexile: 940L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>All the Way from Europe</i> Lexile: 690L O: <i>Dancing the Flamenco</i> Lexile: 790L ELL: <i>Dancing the Flamenco</i> Lexile: 510L B: <i>A Vacation in Minnesota</i> Lexile: 950L</p> <p>Paired Selections Genre: Expository Text A: “A Sporting Gift” O: “Flamenco” ELL: “Flamenco” B: “The Scandinavian State?”</p>	<p>Academic Vocabulary: <i>appreciation, blurted, complimenting, congratulate, contradicted, critical, cultural, misunderstanding</i></p> <p>Context Clues: Cause and Effect</p> <p>Adages</p>	<p>Summarize</p> <p>Plot: Characterization</p> <p>Theme</p> <p>Author’s Purpose</p>	<p>Week 1 Open Syllables</p> <p>Week 2 Open Syllables (V/V) <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilessons: Precise Language Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Action Verbs; Subject-Verb Agreement Week 2: Verb Tenses; Avoid Shifting Tenses</p>	<p>Project: Learning About Different Cultures</p> <p>Product: Pamphlet</p> <p>Blast: “A Special Day”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What benefits come from people working as a group?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Teamwork in Space” Genre: Expository Text</p>	<p>“Gulf Spill Superheroes” Genre: Expository Text Lexile: 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Winter’s Tail</i> Genre: Expository Text Lexile: 940L</p> <p>Paired Selection “Helping Hands” Genre: Expository Text Lexile: 1040L</p>	<p>Main Selections Genre: Expository Text A: <i>The Power of a Team</i> Lexile: 740L O: <i>The Power of a Team</i> Lexile: 900L ELL: <i>The Power of a Team</i> Lexile: 800L B: <i>The Power of a Team</i> Lexile: 1010L</p> <p>Paired Selections Genre: Expository Text A: “Hands on the Wheel” O: “Hands on the Wheel” ELL: “Hands on the Wheel” B: “Hands on the Wheel”</p>	<p>Academic Vocabulary: <i>artificial, collaborate, dedicated, flexible, function, mimic, obstacle, techniques</i></p> <p>Latin Roots</p> <p>Similes and Metaphors</p>	<p>Ask and Answer Questions</p> <p>Text Structure: Problem and Solution</p> <p>Central Idea and Relevant Details</p> <p>Literal and Figurative Language</p>	<p>Week 3 Vowel Team Syllables</p> <p>Week 4 Consonant + <i>le</i> Syllables <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy and Rate</p> <p>Week 4 Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Parents Say No to Study Abroad,” “The Benefits of Study Abroad Programs,” “U.S. Students Study Abroad” Plan: Organize Ideas Draft: Logical Order Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Main and Helping Verbs; Special Helping Verbs; Contractions; Troublesome Words Week 4: Linking Verbs; Punctuating Titles and Product Names</p>	<p>Project: Working Together</p> <p>Product: Television Segment</p> <p>Blast: “Two Heads Are Better Than One”</p>

Grade 5 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do we explain what happened in the past?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Stonehenge: Puzzle from the Past” Genre: Argumentative Text</p>	<p>“What Was the Purpose of the Inca’s Knotted Strings?” Genre: Argumentative Text Lexile: 920L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Machu Picchu: Ancient City</i> Genre: Argumentative Text Lexile: 990</p> <p>Paired Selection “Dig This Technology!” Genre: Expository Text Lexile: 970L</p>	<p>Main Selections Genre: Expository Text A: <i>The Ancestral Puebloans</i> Lexile: 820L O: <i>The Ancestral Puebloans</i> Lexile: 920L ELL: <i>The Ancestral Puebloans</i> Lexile: 840L B: <i>The Ancestral Puebloans</i> Lexile: 990L</p> <p>Paired Selections Genre: Persuasive Text A: “The Ancestral Puebloans Were Astronomers” O: “The Ancestral Puebloans Were Astronomers” ELL: “The Ancestral Puebloans Were Astronomers” B: “The Ancestral Puebloans Were Astronomers”</p>	<p>Academic Vocabulary: <i>archaeologist, era, fragments, historian, intact, preserved, reconstruct, remnants</i></p> <p>Sentence Clues</p>	<p>Summarize</p> <p>Text Structure: Compare and Contrast</p> <p>Author’s Claim</p> <p>Figurative Language</p>	<p>Week 5 <i>r-controlled Vowel Syllables</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Strong Conclusion Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Irregular Verbs; Correct Verb Usage</p>	<p>Project: Investigating the Past</p> <p>Product: Multimedia Presentation</p> <p>Blast: “Remnants of the Past”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
Extend, Connect, and Assess	Genre: Online Article “Animal Survivors”	Reader’s Theater: <i>A Thousand Miles to Freedom</i>	<p>Passages Genre: Expository Text “Teamwork and Destiny” “U.S. Space School”</p> <p>Activities Compare the Passages Share and Reflect Make a Teamwork Poster</p>	<p>Passages “To Be an Archaeologist” “Digging into the Past”</p> <p>Activities Compare the Passages Make Observations of Footprints</p>	<p>Writing Process Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Remember St. Helena’s Role,” “Collaboration at Angel Mounds,” “No Digging Allowed” Plan: Organize Ideas Draft: Sentence Structure Revise: Peer Conferences</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can people do to bring about a positive change?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Fighting for Change” Genre: Biography</p>	<p>“Frederick Douglass: Freedom’s Voice” Genre: Biography Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Rosa</i> Genre: Biography Lexile: 860L</p> <p>Paired Selection “Our Voices, Our Votes” Genre: Expository Text Lexile: 920L</p>	<p>Main Selections</p> <p>Genre: Biography A: <i>Jane Addams: A Woman of Action</i> Lexile: 700L O: <i>Jane Addams: A Woman of Action</i> Lexile: 910L ELL: <i>Jane Addams: A Woman of Action</i> Lexile: 710L B: <i>Jane Addams: A Woman of Action</i> Lexile: 1000L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “Gus García Takes on Texas” O: “Gus García Takes on Texas” ELL: “Gus García Takes on Texas” B: “Gus García Takes on Texas”</p>	<p>Academic Vocabulary: <i>anticipation, defy, entitled, neutral, outspoken, reserved, sought, unequal</i></p> <p>Prefixes and Suffixes Hyperbole</p>	<p>Summarize Photographs and Captions Author’s Perspective Text Structure: Chronology</p>	<p>Week 1 Words with Final /əl/ and /ən/ Week 2 Prefixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression Week 2 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence and Sources Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Pronouns and Antecedents; Pronoun-Antecedent Agreement Week 2: Kinds of Pronouns; Quotation Marks in Dialogue</p>	<p>Project: Positive Change</p> <p>Product: Plaque</p> <p>Blast: Liberty and Justice for All</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can you discover when you give things a second look?</p> <p>Genre: Drama</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Mystery Riddle” Genre: Drama (Mystery Play)</p>	<p>“Where’s Brownie?” Genre: Drama (Mystery Play) Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Window Into History: The Mystery of the Cellar Window</i> Genre: Drama (Mystery Play) Lexile: NP</p> <p>Paired Selection “A Boy, a Horse, and a Fiddle” Genre: Legend Lexile: 950L</p>	<p>Main Selections</p> <p>Genre: Drama A: <i>The Mysterious Teacher</i> Lexile: NP O: <i>The Unusually Clever Dog</i> Lexile: NP ELL: <i>The Unusually Clever Dog</i> Lexile: NP B: <i>The Surprise Party</i> Lexile: NP</p> <p>Paired Selections</p> <p>Genre: Realistic Fiction A: “The Case of the Missing Nectarine” O: “The Gift Basket” ELL: “The Gift Basket” B: “The Clothes Thief”</p>	<p>Academic Vocabulary: <i>astounded, concealed, inquisitive, interpret, preplexed, precise, reconsider, suspicious</i></p> <p>Adages and Proverbs Synonyms and Antonyms</p>	<p>Visualize Play Character Perspective Similes and Metaphors</p>	<p>Week 3 Homographs Week 4 Words with /chər/ and /zhər/ <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Phrasing Week 4 Accuracy and Expression</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Building a Better World,” “The Power of Words,” “A War at Home and Abroad” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Abbreviations Week 4: Possessive Pronouns; Apostrophes, Possessives, and Reflexive Pronouns</p>	<p>Project: A Second Look</p> <p>Product: Formal Letter</p> <p>Blast: A Second Glance</p>

Grade 5 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do you express that something is important to you?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "I'm a Swimmer" Genre: Free Verse Poetry</p>	<p>"How Do I Hold the Summer?," "Catching a Fly," "When I Dance" Genre: Lyric and Free Verse Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Words Free as Confetti," "Dreams" Genre: Free Verse and Lyric Poetry Lexile: NP</p> <p>Paired Selection "A Story of How a Wall Stands" Genre: Free Verse Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Tell Me the Old, Old Stories</i> Lexile: 650L O: <i>From Me to You</i> Lexile: 810L ELL: <i>From Me to You</i> Lexile: 580L B: <i>Every Picture Tells a Story</i> Lexile: 990L</p> <p>Paired Selections Genre: Poetry A: "Family Ties" O: "Dear Gina" ELL: "Sssh!" B: "The Eyes of a Bird"</p>	<p>Academic Vocabulary: <i>barren, expression, meaningful, plumes</i></p> <p>Poetry Terms: <i>lyric, alliteration, meter, stanza</i></p> <p>Similes and Metaphors</p>	<p>Stanza and Meter Lyric and Free Verse Theme Imagery</p>	<p>Week 5 Suffixes <i>-ance</i> and <i>-ence</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Logical Text Structure Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Pronouns and Homophones; Punctuating Poetry</p>	<p>Project: What Is Important to You? Product: Timeline Blast: "Expressions of Freedom"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
Extend, Connect, and Assess	Genre: Online Article "Droughtbusters"	Reader's Theater: <i>The Golden Door</i>	<p>Passages "Cesar Chavez: Hero at Work" "Army of Helpers"</p> <p>Activities Compare the Passages Analyze a Quote Create a Brochure</p>	<p>Passages "Colorful Chameleons" "Changing Their Look"</p> <p>Activities Compare the Passages Research Mimicry</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: "A Life in Color," "The Federal Art Project," "William Bartram: One with Nature" Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 5 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can scientific knowledge change over time?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Sun: Our Star” Genre: Expository Text</p>	<p>“Changing Views of Earth” Genre: Expository Text Lexile: 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>When Is a Planet Not a Planet?</i> Genre: Expository Text Lexile: 980L</p> <p>Paired Selection “The Crow and the Pitcher” Genre: Fable Lexile: 640L</p>	<p>Main Selections Genre: Expository Text A: <i>Mars</i> Lexile: 700L O: <i>Mars</i> Lexile: 900L ELL: <i>Mars</i> Lexile: 700L B: <i>Mars</i> Lexile: 970L</p> <p>Paired Selections Genre: Science Fiction A: “Zach the Martian” O: “Zach the Martian” ELL: “Zach the Martian” B: “Zach the Martian”</p>	<p>Academic Vocabulary: <i>approximately, astronomical, calculation, criteria, diameter, evaluate, orbit, spheres</i></p> <p>Greek Roots Thesaurus</p>	<p>Ask and Answer Questions</p> <p>Diagrams</p> <p>Central Idea and Relevant Details</p> <p>Imagery</p>	<p>Week 1 Suffixes</p> <p>Week 2 Homophones <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Accuracy and Phrasing</p>	<p>Respond to Reading Writing Process Research Report Expert Model Plan: Relevant Evidence Draft: Elaboration</p> <p>Grammar and Mechanics Week 1: Clauses; Appositives Week 2: Complex Sentences; Commas with Clauses</p>	<p>Project: Scientific Knowledge Grows</p> <p>Product: Podcast</p> <p>Blast: “A Better World with Satellites”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do shared experiences help people adapt to change?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Starting Over” Genre: Historical Fiction</p>	<p>“The Day the Rollets Got Their Moxie Back” Genre: Historical Fiction Lexile: 900L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Bud, Not Buddy</i> Genre: Historical Fiction Lexile: 950L</p> <p>Paired Selection “Musical Impressions of the Great Depression” Genre: Expository Text Lexile: 990L</p>	<p>Main Selections Genre: Historical Fiction A: <i>The Picture Palace</i> Lexile: 710L O: <i>Hard Times</i> Lexile: 830L ELL: <i>Hard Times</i> Lexile: 520L B: <i>Woodpecker Warriors</i> Lexile: 900L</p> <p>Paired Selections Genre: Expository Text A: “The Golden Age of Hollywood” O: “Chicago: Jazz Central” ELL: “Chicago: Jazz Central” B: “A Chance to Work”</p>	<p>Academic Vocabulary: <i>assume, guarantee, nominate, obviously, rely, supportive, sympathy, weakling</i></p> <p>Idioms Puns</p>	<p>Make, Confirm, and Revise Predictions</p> <p>Plot: Characterization</p> <p>Plot: Conflict</p> <p>Text Structure: Compare and Contrast</p>	<p>Week 3 Prefixes</p> <p>Week 4 Suffixes -less and -ness <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Rate</p> <p>Week 4 Accuracy</p>	<p>Respond to Reading Writing Process Research Report Revise: Sentence Structure Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Adjectives; Capitalization and Punctuation Week 4: Adjectives That Compare; Using More and Most</p>	<p>Project: Supporting One Another</p> <p>Product: Collage</p> <p>Blast: “Shared Experiences”</p>

Grade 5 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do natural events and human activities affect the environment?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Dams: Harnessing the Power of Water” Genre: Argumentative Text</p>	<p>“Should Plants and Animals from Other Places Live Here?” Genre: Argumentative Text Lexile: 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Case of the Missing Bees</i> Genre: Argumentative Text Lexile: 950L</p> <p>Paired Selection “Busy, Beneficial Bees” Genre: Expository Text Lexile: 980L</p>	<p>Main Selections Genre: Expository Text A: <i>The Great Plains</i> Lexile: 760L O: <i>The Great Plains</i> Lexile: 910L ELL: <i>The Great Plains</i> Lexile: 830L B: <i>The Great Plains</i> Lexile: 1020L</p> <p>Paired Selections Genre: Persuasive Text A: “Save the Great Plains Wolves” O: “Save the Great Plains Wolves” ELL: “Save the Great Plains Wolves” B: “Save the Great Plains Wolves”</p>	<p>Academic Vocabulary: <i>agricultural, declined, disorder, identify, probable, thrive, unexpected, widespread</i></p> <p>Root Words</p>	<p>Ask and Answer Questions</p> <p>Charts and Headings</p> <p>Author’s Perspective</p> <p>Puns</p>	<p>Week 5 Suffix <i>-ion</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Personal Narrative Expert Model Plan: Sequence Draft: Description</p> <p>Grammar and Mechanics Week 5: Comparing with Good and Bad; Irregular Comparative Forms</p>	<p>Project: Environmental Changes</p> <p>Product: Mock Blog Report</p> <p>Blast: “Leaving a Trace”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Is Anybody Out There?”</p>	<p>Reader’s Theater: <i>Jane Addams and Hull House</i></p>	<p>Passages “Sir Isaac Newton” “Gravity”</p> <p>Activities Compare the Passages Investigate Newton’s Laws Record Your Data</p>	<p>Passages “Wind in the Great Plains” “Dusting Off with Humor”</p> <p>Activities Compare the Passages Write a 1-2-3 Report on Environment</p>	<p>Writing Process Personal Narrative Revise: Strong Conclusion Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 5 • Unit 6 • Scope and Sequence

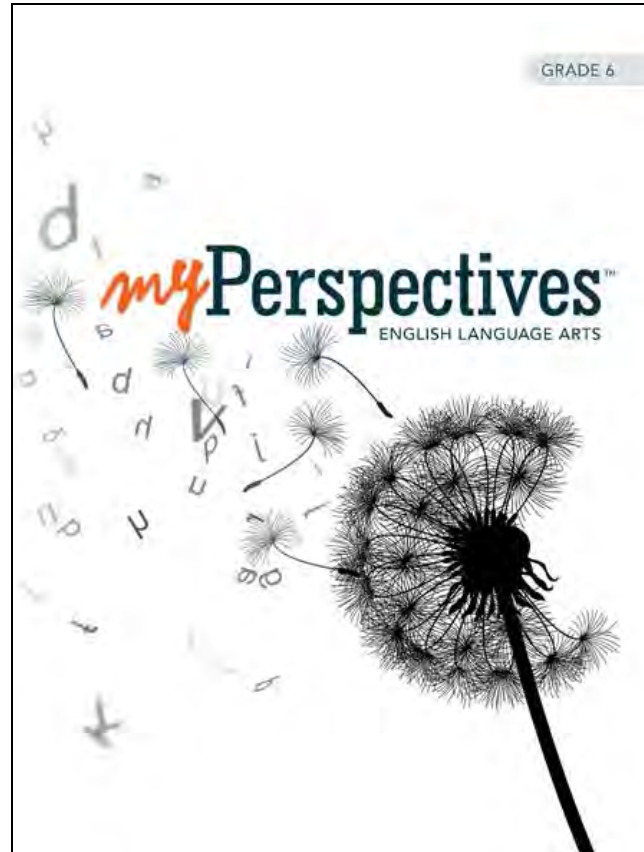
Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do different groups contribute to a cause?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Hope for the Troops” Genre: Historical Fiction</p>	<p>“Shipped Out” Genre: Historical Fiction Lexile: 810L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Unbreakable Code</i> Genre: Historical Fiction Lexile: 640L</p> <p>Paired Selection “Allies in Action” Genre: Expository Text Lexile: 870L</p>	<p>Main Selections Genre: Historical Fiction A: <i>Mrs. Gleeson’s Records</i> Lexile: 730L O: <i>Norberto’s Hat</i> Lexile: 770L ELL: <i>Norberto’s Hat</i> Lexile: 640L B: <i>The Victory Garden</i> Lexile: 900L</p> <p>Paired Selections Genre: Expository Text A: “Scrap Drives and Ration Books” O: “The Bracero Program” ELL: “The Bracero Program” B: “Gardening for Uncle Sam”</p>	<p>Academic Vocabulary: <i>bulletin, contributions, diversity, enlisted, intercept, operations, recruits, survival</i></p> <p>Homophones</p> <p>Literal and Figurative Language</p>	<p>Summarize</p> <p>Plot: Flashback</p> <p>Theme</p> <p>Print and Graphic Features</p>	<p>Week 1 Words with Greek Roots</p> <p>Week 2 Words with Latin Roots <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Phrasing</p> <p>Week 2 Intonation</p>	<p>Respond to Reading</p> <p>Writing Process Historical Fiction Expert Model Plan: Characters Draft: Develop Plot</p> <p>Grammar and Mechanics Week 1: Adverbs; Capitalization and Abbreviations in Letters and Formal E-mails Week 2: Adverbs That Compare; Using good, well; more, most; -er, -est</p>	<p>Project: World War II</p> <p>Product: Cause/Effect Chart</p> <p>Blast: “Outstanding Contributions”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How are living things adapted to their environment?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Bacteria: They’re Everywhere” Genre: Expository Text</p>	<p>“Mysterious Oceans” Genre: Expository Text Lexile: 980L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Survival at 40 Below</i> Genre: Expository Text Lexile: 990L</p> <p>Paired Selection “Why the Evergreen Trees Never Lose Their Leaves” Genre: Pourquoi Story Lexile: 850L</p>	<p>Main Selections Genre: Expository Text A: <i>Cave Creatures</i> Lexile: 760L O: <i>Cave Creatures</i> Lexile: 900L ELL: <i>Cave Creatures</i> Lexile: 750L B: <i>Cave Creatures</i> Lexile: 1010L</p> <p>Paired Selections Genre: Pourquoi Story A: “Why Bat Flies at Night” O: “Why Bat Flies at Night” ELL: “Why Bat Flies at Night” B: “Why Bat Flies at Night”</p>	<p>Academic Vocabulary: <i>adaptation, agile, cache, dormant, forage, frigid, hibernate, insulates</i></p> <p>Context Clues: Paragraph Clues</p> <p>Sound Devices</p>	<p>Ask and Answer Questions</p> <p>Maps</p> <p>Text Structure: Cause and Effect</p> <p>Character Perspective</p>	<p>Week 3 Words from Mythology</p> <p>Week 4 Number Prefixes <i>uni-, bi-, tri-, cent-</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy and Rate</p> <p>Week 4 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Historical Fiction Revise: Dialogue and Pacing Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Negatives; Correct Double Negatives Week 4: Sentence Combining; Commas and Colons</p>	<p>Project: Animal Adaptations</p> <p>Product: Slideshow</p> <p>Blast: “Blending In”</p>

Grade 5 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What can our connections to the world teach us?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The Beat” Genre: Lyric Poetry</p>	<p>“To Travel!,” “Wild Blossoms” Genre: Lyric and Narrative Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “You Are My Music (Tú eres mi música),” “You and I” Genre: Lyric and Narrative Poetry Lexile: NP</p> <p>Paired Selection “A Time to Talk” Genre: Lyric Poetry Lexile: NP</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: <i>Your World, My World</i> Lexile: 730L O: <i>Flying Home</i> Lexile: 790L ELL: <i>Flying Home</i> Lexile: 610L B: <i>Helping Out</i> Lexile: 940L</p> <p>Paired Selections</p> <p>Genre: Poetry A: “Do I Know You?” O: “Tell Me, Show Me” ELL: “Fun and Play” B: “A Journalistic Journey”</p>	<p>Academic Vocabulary: <i>blares, connection, errand, exchange</i></p> <p>Poetry Terms: <i>personification, assonance, consonance, imagery</i></p> <p>Personification</p>	<p>Assonance and Consonance</p> <p>Lyric and Narrative</p> <p>Point of View and Perspective</p> <p>Imagery</p>	<p>Week 5 Suffixes <i>-ible, -able</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Narrative Poem Expert Model Plan: Characters, Setting, and Plot Draft: Figurative Language</p> <p>Grammar and Mechanics Week 5: Prepositional Phrases; Pronouns in Prepositional Phrases</p>	<p>Project: Connections</p> <p>Product: Email</p> <p>Blast: “Be Nice”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Social Studies	Connect to Content: Science	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “The Tortoise and the Solar Plant”</p>	<p>Reader’s Theater: <i>Round the World with Nellie Bly</i></p>	<p>Passages “Sarah Winnemucca: Word Warrior” “Sequoyah’s Gift”</p> <p>Activities Compare the Passages Research Historical Information Write About a Memory</p>	<p>Passages “Wonders of the Water Cycle” “An Ocean of Adaptations”</p> <p>Activities Compare the Passages Observe Water Molecules in Action</p>	<p>Writing Process Narrative Poem Revise: Concrete Words and Sensory Language Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

A Correlation of



Grade 6

To the

**North Carolina
Standard Course of Study
for English Language Arts
Grade 6**

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Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

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READING: LITERATURE	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 30; “I Was a Skinny Tomboy Kid,” 74; “Feathered Friend,” 200; <i>The Phantom Tollbooth</i>, Act I, 308; from <i>Alice’s Adventures in Wonderland</i>, 368.</p> <p>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook, Literature 2, 3, 9</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>SE/TE: [Theme] “I Was a Skinny Tomboy Kid,” 74; “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; from <i>Tales from the Odyssey</i>, 460; [Summary] <i>The Phantom Tollbooth</i>, Act I, 307</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook, Literature, 15–16, 22</p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p>SE/TE: “Hachiko,” 123; “Black Cowboy, Wild Horses,” 169; <i>The Phantom Tollbooth</i>, Act I, 308;</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook, Literature, 28–29, 35</p>

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<p>CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p>	
<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.</p>	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 22; “A Blessing,” 142; “Predators,” 149; “Jabberwocky,” 376; from <i>Tales from the Odyssey</i>, 459</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook, Literature 41–42, 48 >Reading Skills and Literary Analysis Practice>Reading Skills and Literary Analysis Practice DOCs, PDFs>Tone savvasrealize.com>Vocabulary Center>Interactive Vocabulary Lessons & Word Study Worksheets</p>
<p>CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>SE/TE: “Hachiko,” 123; “Feathered Friend,” 201; “The Fun They Had,” 245; <i>The Phantom Tollbooth</i>, Act I, 309; <i>The Phantom Tollbooth</i>, Act II, 341</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook, Literature, 54–55</p>
<p>CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	
<p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 21; <i>The Phantom Tollbooth</i>, Act I, 309</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook, Literature, 61–6 >Reading Skills and Literary Analysis Practice>Reading Skills and Literary Analysis Practice DOCs/PDFs>Point of View, 1–2</p>

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CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.6.7 Compare and contrast the experience of reading a story, drama , or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<p>SE/TE: <i>The Phantom Tollbooth</i>, / <i>The Phantom Tollbooth</i> (media), 346–347; 350–351; “Jabberwocky,” 374;</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook, Literature, 68–69</p>
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
K-12 Not applicable to literature.	
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	<p>SE/TE: from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “The Fun They Had,” 238 (TE); from <i>Tales From the Odyssey</i> / “To the Top of Everest,” 474–475</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook, Literature 75–76</p>
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RL.6.10 By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p>SE/TE: “Hachiko,” 119; “A Blessing,” 139; <i>The Phantom Tollbooth</i>, Act I, 283; from <i>Tales from the Odyssey</i>, 453; <i>Lewis & Clark</i>, 477 First-Read Guides, 82, 176, 264, 392, 488; Close-Read Guides, 83, 177, 265, 393, 489</p> <p>Also see: from <i>Brown Girl Dreaming</i>, 13; “Gallery of ‘Calvin and Hobbes’ Comics,” 27; “I Was a Skinny Tomboy Kid,” 69; “Black Cowboy, Wild Horses,” 163; “Feathered Friend,” 195; “The Fun They Had,” 239; from <i>Alice’s Adventures in Wonderland</i>, 363; “Jabberwocky,” 373</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Reading Skills and Literary Analysis> Reading Skills and Literary Analysis DOCs/PDFs>Applying Background Information savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 82–83</p>

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North Carolina Standard Course of Study for English Language Arts	myPerspectives English Language Arts Grade 6
READING: INFORMATIONAL TEXT	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Cite Textual Evidence: "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; from <i>Bad Boy</i>, 66; "Teens and Technology Share a Future," 211; "Is Our Gain Also Our Loss?," 253; "To the Top of Everest," 472; from <i>My Life With the Chimpanzees</i>, 113; "The Importance of Imagination," 385; from <i>A Long Way Home</i>, 425; "Mission Twinpossible," 449</p> <p>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 90–91, 97</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
<p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>SE/TE: [Central Ideas and Their Development] from <i>Bad Boy</i>, 66; "The Importance of Imagination," 385; from <i>A Long Way Home</i>, 425; "To the Top of Everest," 472; [Summary] Unit Introductions, 8, 96, 190, 406; In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections (e.g., 19, 111, 251, 383, 470).</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Grade 6 Common Core Companion Workbook Literature, 103–104, 110</p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>	<p>SE/TE: "Michaela DePrince: The War Orphan Who Became a Ballerina," 57; "Is Our Gain Also Our Loss?," 253; from <i>A Long Way Home</i>, 425; "Mission Twinpossible," 449; "To the Top of Everest," 472</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 116–117</p>

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CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning .	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 22; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76; from <i>A Long Way Home</i>, 427; “Mission Twinpossible,” 444</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 123–124 savvasrealize.com>Vocabulary Center>Academic Vocabulary and Word Study Lesson>Interactive Vocabulary Lessons & Word Study Worksheets DOCs/PDFs</p>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p>SE/TE: “Declaration of the Rights of the Child,” 47; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 57; from <i>Bad Boy</i>, 66; from <i>A Long Way Home</i>, 425; “Mission Twinpossible,” 449</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 130–131</p>
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<p>SE/TE: from <i>Bad Boy</i>, 66; from <i>My Life With the Chimpanzees</i>, 113; “Teens and Technology Share a Future,” 211; “Is Our Gain Also Our Loss?,” 253; “The Importance of Imagination,” 385</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 137–138</p>
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively , as well as in words to develop a coherent understanding of a topic or issue.	<p>SE/TE: “Monkey Master,” 152–160; “The Internet of Things,” 224–227; from <i>Tales from the Odyssey</i> / “To the Top of Everest,” 474–475; from <i>Lewis & Clark</i>, 476, 482, 483;</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 144–145</p>

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<p>CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE/TE: “Teens and Technology Share a Future,” 211; “The Black Hole of Technology,” 219; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223;</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 151–152</p>
<p>CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>RI.6.9 Compare and contrast one author’s presentation of events with that of another.</p>	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina” / Media Connection: Michaela DePrince—Ballet Dancer / Digital Perspectives: Illuminating the Media, 54; from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 76–77; “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223;</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 158–159</p>

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<p>CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</p>	
<p>RI.6.10 By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: from <i>Brown Girl Dreaming</i>, 13; “Declaration of the Rights of the Child,” 43; “The Black Hole of Technology,” 215; “Is Our Gain Also Our Loss?,” 249; “To the Top of Everest,” 463; First-Read Guides, 82, 176, 264, 392, 488; Close-Read Guides, 83, 177, 265, 393, 489; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 51; from <i>Bad Boy</i>, 61; from <i>My Life With the Chimpanzees</i>, 101; “Monkey Master,” 153; “Teens and Technology Share a Future,” 207; “The Internet of Things,” 225; “Bored...and Brilliant? A Challenge to Disconnect from Your Phone,” 257; “The Importance of Imagination,” 381; from <i>A Long Way Home</i>, 411; “BBC Science Club: All About Exploration,” 431; “Mission Twinpossible,” 445; from <i>Lewis & Clark</i>, 477</p> <p>Digital Resources: savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 165–166 >Reading Skills and Literary Analysis Practice>Reading Skills and Literary Analysis Practice DOCS/PDFs> Applying Background Information</p>
<p>DOCs/PDFs?>WRITING</p>	
<p>CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>SE/TE: “Teens and Technology Share a Future” “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 228–232, 434–438; Small-Group Performance Tasks, 260–261, 484–485</p> <p>Digital Resources: savvasrealize.com>Writing and Research Center>Argumentative Writing-Middle School</p>

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<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 229–232; 435–438; Small-Group Performance Task: 260–261</p> <p>Digital Resources: savvasrealize.com>Writing and Research Center>The Writing Process savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 177–178</p>
<p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p>SE/TE: “Teens and Technology Share a Future” / “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 229–232; 435–438; Small-Group Performance Task: 260–261</p> <p>Digital Resources: savvasrealize.com>Writing and Research Center>The Writing Process savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 177–178</p>
<p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>SE/TE: Whole-Class Performance Tasks, 229–230, 232, 435–436, 438; Small-Group Performance Task, 260–261</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Writing and Research Center>Interactive Writing Lessons>Argumentative Writing-Middle School</p>
<p>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>SE/TE: Whole-Class Performance Tasks, 231–232, 438</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 178</p>
<p>e. Establish and maintain a formal style.</p>	<p>SE/TE: Whole-Class Performance Tasks, 232, 437</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 178</p>

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f. Provide a concluding statement or section that follows from the argument presented.	<p>SE/TE: from <i>A Long Way Home</i>, 428; Whole-Class Performance Tasks, 230, 436</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 179</p>
g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing , rewriting, or trying a new approach, with consideration to task, purpose , and audience.	<p>SE/TE: “Teens and Technology Share a Future” “The Black Hole of Technology,” 222–223; Whole-Class Performance Tasks, 228–232, 434–438; Small-Group Performance Tasks, 260–261, 484–485</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 173–183</p>
CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<p>SE/TE: “A Blessing” / “Predators,” 150–151; from <i>Alice’s Adventures in Wonderland</i>, 371; “All About Exploration,” 433; “Mission Twinpossible,” 451; Whole-Class Performance Tasks, 128–130, 132</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 184–195</p>
a. Organize information and ideas around a topic to plan and prepare to write.	<p>SE/TE: “A Blessing” / “Predators,” 150–151; from <i>Alice’s Adventures in Wonderland</i>, 371; “All About Exploration,” 433; “Mission Twinpossible,” 451; Whole-Class Performance Tasks, 128–130, 132</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 184–195</p>
b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics , and multimedia when useful to aiding comprehension.	<p>SE/TE: from <i>Bad Boy</i> / “I Was a Skinny Tomboy Kid,” 77; from <i>My Life with the Chimpanzees</i>, 116; “A Blessing” / “Predators,” 150–151; “The Importance of Imagination,” 387; Whole-Class Performance Task, 130</p> <p>Digital Resources savvasrealize.com>Writing and Research Center</p>

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<p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>SE/TE: “The Importance of Imagination,” 387; “All About Exploration,” 433; “Mission Twinpossible,” 451; from <i>Tales from the Odyssey</i> “To the Top of Everest,” 474; Whole-Class Performance Task, 129</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 184–195 <i>myPerspectives Plus ELA</i>> Writing and Research</p>
<p>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>SE/TE: from <i>Bad Boy / “I Was a Skinny Tomboy Kid,”</i> 77; from <i>My Life with the Chimpanzees</i>, 116; “The Importance of Imagination,” 387; from <i>Tales From the Odyssey / “To the Top of Everest,”</i> 475; Whole-Class Performance Task, 132</p>
<p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>SE/TE: from <i>My Life with the Chimpanzees</i>, 116; “The Importance of Imagination,” 387; Whole-Class Performance Task, 132</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 189</p>
<p>f. Establish and maintain a formal style.</p>	<p>SE/TE: Whole-Class Performance Task, 132</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 189 savvasrealize.com>Writing and Research Center >The Writing Process-Middle School>Revising: Style and Tone</p>
<p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>SE/TE: Whole-Class Performance Task, 130</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 190 savvasrealize.com>Writing and Research Center >Informative/ Explanatory Writing-Middle School></p>

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<p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>	<p>SE/TE: “A Blessing” / “Predators,” 150–151; from <i>Alice’s Adventures in Wonderland</i>, 371; “All About Exploration,” 433; “Mission Twinpossible,” 451; Whole-Class Performance Tasks, 128–130, 132, 180, 181</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 184–195 savvasrealize.com>Writing and Research Center>Informative/ Explanatory Writing-Middle School</p>
<p>CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>SE/TE: “Hachiko,” 126; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature 196–206 savvasrealize.com>Writing and Research Center>Narrative Writing-Middle School</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: “Hachiko,” 126; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature 196–206 savvasrealize.com>Writing and Research Center>Narrative Writing-Middle School</p>
<p>b. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>SE/TE: “Hachiko,” 126; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 32–34, 352–354, 356</p> <p>Digital Resources savvasrealize.com>Writing and Research Center>Narrative Writing-Middle School</p>

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<p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>SE/TE: “The Fun They Had,” 247; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 33, 35–36, 353</p> <p>Digital Resources savvasrealize.com>Writing and Research Center>Narrative Writing-Middle School savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 200</p>
<p>d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>SE/TE: Whole-Class Performance Tasks, 34, 356;</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 201</p>
<p>e. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>SE/TE: “The Fun They Had,” 247; Whole-Class Performance Tasks, 33, 35–36, 353</p> <p>Digital Resources savvasrealize.com>Writing and Research Center>Narrative Writing-Middle School</p>
<p>f. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE/TE: Whole-Class Performance Task, 354</p> <p>Digital Resources savvasrealize.com>Writing and Research Center>The Writing Process-Middle School savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 202</p>
<p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>	<p>SE/TE: “Hachiko,” 126; <i>The Phantom Tollbooth</i>, Act II, 344; Whole-Class Performance Tasks, 32–36, 352–354, 356</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 196–206 savvasrealize.com>Writing and Research Center>The Writing Process-Middle School</p>

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<p>CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</p>	
<p>W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.</p>	<p>SE/TE: “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; Performance Task, 172–173; Whole-Class Performance Tasks, 233, 439</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 227–245 savvasrealize.com>Writing and Research Center>The Writing Process-Middle School</p>
<p>CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.</p>	<p>SE/TE: “Feathered Friend,” 205; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 259; “BBC Science Club: All About Exploration,” 433; from <i>Lewis & Clark</i>, 483</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 246–247, 250 savvasrealize.com>Writing and Research Center>Research Writing-Middle School</p>
<p>CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>W.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>SE/TE: “Gallery of <i>Calvin and Hobbes</i> Comics,” 31; “Monkey Master,” 161; “Black Cowboy, Wild Horses,” 171; from <i>Alice’s Adventures in Wonderland</i>, 371; “Mission Twinpossible,” 451</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 253–266 savvasrealize.com>Writing and Research Center>Research Writing-Middle School</p>

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SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life with the Chimpanzees</i>, 117; “Hachiko,” 127; “Monkey Master,” 161</p> <p>Digital Resources savvasrealize.com>Speaking and Listening Center>Conversations and Discussions-Middle School savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 286–291</p>
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life with the Chimpanzees</i>, 117; “Hachiko,” 127; “Is Our Gain Also Our Loss?,” 255</p> <p>Digital Resources savvasrealize.com>Speaking and Listening Center>Conversations and Discussions-Middle School</p>
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<p>SE/TE: from <i>Brown Girl Dreaming</i>, 25; <i>My Life with the Chimpanzees</i>, 117; “Hachiko,” 127; “Is Our Gain Also Our Loss?,” 255</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview.</p>
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<p>SE/TE: <i>Brown Girl Dreaming</i>, 25; “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>My Life with the Chimpanzees</i>, 117; “Monkey Master,” 161</p> <p>Digital Resources savvasrealize.com>Speaking and Listening Center>Conversations and Discussions-Middle School</p>

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<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 31; from <i>A Long Way Home</i>, 429</p> <p>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction.</p> <p>Digital Resources savvasrealize.com>Speaking and Listening Center>Evaluating Presentations-Middle School</p>
<p>CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<p>SE/TE: “Gallery of ‘Calvin and Hobbes’ Comics,” 31; “The Internet of Things,” 227; from <i>A Long Way Home</i>, 429</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview. For example, see 40, 136, 236, 360, 442</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 293–294</p>
<p>CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE/TE: Small-Group Performance Task, 260–261</p> <p>Digital Resources savvasrealize.com>Speaking and Listening Center>Evaluating Presentations-Middle School savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 297–298, 301</p>
<p>CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.</p>	<p>SE/TE: “Feathered Friend,” 204; “The Internet of Things,” 227; Small-Group Performance Tasks, 172, 485</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 304–305, 308</p>

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CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.6.5 Include multimedia components and visual displays in presentations to clarify information.	<p>SE/TE: “Black Cowboy, Wild Horses,” 171; “Feathered Friend,” 205; “Bored ... and Brilliant?,” 259; “Jabberwocky,” 379; “All About Exploration,” 433</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 311–312 savvasrealize.com>Speaking and Listening Center>Speaking and Listening>Giving a Presentation</p>
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.	<p>SE/TE: “The Black Hole of Technology,” 221, 223; <i>The Phantom Tollbooth</i>, Act II, 343–344; from <i>Alice’s Adventures in Wonderland</i>, 370; Whole-Class Performance Tasks, 131–133, 355–357</p> <p>Digital Resources savvasrealize.com>Grammar Center savvasrealize.com>Speaking and Listening Center>Speaking and Listening>Giving a Presentation</p>
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	<p>SE/TE: from <i>My Life with the Chimpanzees</i>, 115–116; “Hachiko,” 125–126; “Teens and Technology Share a Future,” 212; Whole-Class Performance Tasks, 37, 357</p> <p>Digital Resources savvasrealize.com>Grammar Center</p>

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<p>CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>SE/TE: Whole-Class Performance Tasks, 35–37, 131–133, 231–233, 355–357, 437–439</p> <p>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning text selections.</p> <p>Digital Resources savvasrealize.com>Grammar Center savvasrealize.com>Speaking and Listening Center>Giving a Presentation</p>
<p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>SE/TE: <i>The Phantom Tollbooth</i>, Act II, 343–344; Whole-Class Performance Tasks, 35–37, 355–357</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 335–336</p>
<p>b. Maintain consistency in style and tone.</p>	<p>SE/TE: Whole-Class Performance Tasks, 35–37, 132, 232, 437–439</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 337–338</p>
<p>CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p>L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p>SE/TE: Declaration of the Rights of the Child, 42–44, 46; “Michaela DePrince: The War Orphan Who Became a Ballerina,” 50, 52, 56; “A Blessing,” 138–141; “Predators,” 144, 146, 147; “Monkey Master,” 152, 156–158, 160</p> <p>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</p>

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CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.	
L.6.5 Demonstrate understanding of figurative language and nuances in word meanings .	SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “I Was a Skinny Tomboy Kid,” 75–77; My Life with the Chimpanzees, 114; <i>The Phantom Tollbooth</i> , Act I, 310; from <i>Alice’s Adventures in Wonderland</i> , 368
a. Interpret figures of speech in context based on grade 6 reading and content.	SE/TE: “I Was a Skinny Tomboy Kid,” 75–77; “A Blessing,” 142; “Black Cowboy, Wild Horses,” 163; from <i>A Long Way Home</i> , 415
b. Distinguish among the connotations of words with similar denotations .	<p>SE/TE: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 56; “Predators,” 149; <i>The Phantom Tollbooth</i>, Act I, 310</p> <p>Digital Resources savvasrealize.com>myPerspectives+>Standards Practice>Grade 6 Common Core Companion Workbook Literature, 351–352</p>

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<p>CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Gallery of <i>Calvin and Hobbes</i> Comics, 26, 30; “Teens and Technology Share a Future,” 206, 212; Unit Introductions, 5, 93</p> <p>In addition, students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</p> <p>Digital Resources savvasrealize.com>Writing and Research Center savvasrealize.com>Vocabulary Center> Interactive Vocabulary Lessons>G 6 Academic Vocabulary and Word Study</p>

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READING: LITERATURE	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: “Mother to Son” / “To James,” 100; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 292; <i>Scrooge</i>, 301; “He—y, Come on Ou—t!” 427; “The Circuit,” 476.</p> <p>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</p> <p>Digital Resources <i>myPerspectives Plus ELA National Grade 7</i> > Unit Resources > Unit 1 > “Two Kinds”; Unit 3 > “Thank You” <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 2–3, 9</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p>SE/TE: [Theme] “Turtle Watchers” / “Nature’ is what We see—” / “The Sparrow,” 410; <i>The Grapes of Wrath</i>, 463; “The Circuit,” 477</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 15–16 <i>myPerspectives Plus ELA</i> > Reading Skills and Literary Analysis > Archetypal Theme; Theme</p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact	

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over the course of a text.	
RL.7.3 Analyze how particular elements of a story or drama interact.	<p>SE/TE: "The Last Dog," 197; <i>A Christmas Carol: Scrooge and Marley</i>, Act I, 261; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 293; "Thank You, M'am," 321;-from <i>The Grapes of Wrath</i>, 463</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 28–29; 35</p>
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.	<p>SE/TE: "Mother to Son" / "To James," 100, 102; "Dark They Were, and Golden-Eyed," 143; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 41;</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 41–42 <i>myPerspectives Plus ELA</i>> Academic Vocabulary and Word Study</p>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.7.5 Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning .	<p>SE/TE: <i>A Christmas Carol: Scrooge and Marley</i>, Act I, 261; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 293; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 409</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 54–55 <i>myPerspectives Plus ELA</i>> Reading Skills and Literary Analysis> Reading Drama</p>
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	

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RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.	SE/TE: "Two Kinds," 27, 30; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 409 Digital Resources <i>myPerspectives Plus ELA</i> > Reading Skills and Literary Analysis> Character and Characterization; Point of View <i>myPerspectives Plus ELA</i> > Standards Practice> Common Core Companion Workbook Literature, 76-68
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.7.7 Compare and contrast a written story, drama , or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	SE/TE: "Dark They Were, and Golden-Eyed" (short story) / "Dark They Were, and Golden-Eyed" (radio play), 150–151; <i>A Christmas Carol / Scrooge</i> , 302–303 Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice> Common Core Companion Workbook Literature, 74–75
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
K-12 Not applicable to literature.	
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	SE/TE: from <i>The Grapes of Wrath</i> , 463; "Surviving the Dust Bowl" / from <i>The Grapes of Wrath</i> , 466–467 Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice> Common Core Companion Workbook Literature, 81–82
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	

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<p>RL.7.10 By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i> SE/TE: "Two Kinds," 13; "Mother to Son" / "To James," 96; "Dark They Were, and Golden-Eyed," 127; "Dark They Were, and Golden-Eyed" (radio play), 147; <i>A Christmas Carol: Scrooge and Marley</i>, Acts I and II, 235, 265; <i>Scrooge</i>, 299</p> <p><u>Digital Resources</u> <i>myPerspectives ELA National Grade 7</i>> Independent Learning> Unit 4>from My Side of the Mountain, "How Grandmother Spider Stole the Sun," Unit 5>"Four Skinny Trees," "Rikki-Tikki Tavi"</p> <p><i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 88–89</p>
READING: INFORMATIONAL TEXT	
<p>CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 67; from <i>Mom & Me & Mom</i>, 78; from <i>An American Childhood</i>, 329; from <i>The Story of My Life</i>, 510</p> <p>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 96–97; 103</p>
<p>CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>RI.7.2 Determine two or more central ideas in a</p>	<p>SE/TE: [Central Ideas and Their Development]</p>

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text and analyze their development over the course of the text; provide an objective summary of the text.	<p>"Tutors Teach Seniors New High-Tech Tricks," 67; "Future of Space Exploration Could See Humans on Mars, Alien Planets," 179; from <i>An American Childhood</i>, 329; from <i>Silent Spring</i>, 367; [Summary] Unit Introductions, 8, 122, 230, 358, 448</p> <p>In addition, students address the objective summary part of the standard in Comprehension Check features that follow most informational text selections. For examples see: 45, 157, 337, 38, 461</p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.7.3 Analyze the interactions between individuals, events , and ideas in a text.	<p>SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 67; from <i>An American Childhood</i>, 329</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 122–123</p>
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone .	<p>SE/TE: "A Simple Act," 39; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 209; from <i>Silent Spring</i>, 367; "A Work in Progress," 501; from <i>The Story of My Life</i>, 509, 510</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 129–130; 136 <i>myPerspectives Plus ELA</i> > Academic Vocabulary and Word Study</p>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development	<p>SE/TE: "Danger! This Mission to Mars Could Bore You to Death!," 159; "Future of Space Exploration Could See Humans on Mars, Alien Planets," 179;</p>

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of the ideas.	<p>"A Young Tinkerer Builds a Windmill, Electrifying a Nation," 525</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 142–143</p>
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<p>SE/TE: "A Simple Act," 39; from <i>An Invisible Thread</i>, 47; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 209; "A Work in Progress," 500; from <i>The Story of My Life</i>, 510</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 149–150; 156</p>
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject	<p>SE/TE: from <i>Mom & Me & Mom</i> / "Learning to Love My Mother," 84–85; Nobel Speech (text) / Nobel Speech (video), 390–391; from <i>The Story of My Life</i> / "How Helen Keller Learned to Talk," 516–517</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 162–163</p>
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims .	<p>SE/TE: "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 209; <i>Nobel Speech</i>, 383</p> <p><u>Digital Resources</u></p>

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	<i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 169–170
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>SE/TE: “A Simple Act” / from <i>An Invisible Thread</i>, 50; from <i>Mom & Me & Mom</i> / “Learning to Love My Mother,” 84–85; from <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 516–517</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 176–177</p>
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	

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<p>RI.7.10 By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i> SE/TE: "A Simple Act," 32; from <i>Mom & Me & Mom</i>, 70; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 204; from <i>An American Childhood</i>, 324; Nobel Speech, 372; Nobel Speech (video), 386</p> <p>Also see: First-Read Guides, 108, 216, 344, 434, 532 Close-Read Guides, 109, 217, 344, 435, 533 "Tutors Teach Seniors New High-Tech Tricks," 63; "Mother-Daughter Drawings," 87 "Danger! This Mission to Mars Could Bore You to Death!" 153; "Future of Space Exploration Could See Humans on Mars, Alien Planets," 175; "Ellen Ochoa: Director, Johnson Space Center," 201; "Urban Farming Is Growing a Greener Future," 333; from <i>Silent Spring</i>, 363; "Eagle Tracking at Follensby Pond," 413; "The Dust Bowl," 453; "A Work in Progress," 493; from <i>The Story of My Life</i>, 505; "How Helen Keller Learned to Talk," 513; "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519</p> <p><u>Digital Resources</u> <i>myPerspectives ELA National Grade 7</i>> Independent-Learning Selections> Unit 1 > "'Gotcha Day' Isn't a Cause for Celebration;" "Bridging the Generational Divide Between a Football Father and a Soccer Son"</p> <p><i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 183–184</p>
<p>WRITING</p>	
<p>CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or</p>	

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texts, using valid reasoning and relevant and sufficient evidence.	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence .	<p>SE/TE: Whole-Class Performance Tasks, 164–169, 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 191–201 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Argumentative Writing-Middle School</p>
a. Organize information and ideas around a topic to plan and prepare to write.	<p>SE/TE: Whole-Class Performance Tasks, 164–169, 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Argumentative Writing-Middle School</p>
b. Introduce claim(s) , acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<p>SE/TE: Whole-Class Performance Tasks, 164–166; 392–394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 191–201 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Argumentative Writing-Middle School</p>

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<p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>SE/TE: Whole-Class Performance Task, 165; Nobel Speech (text) / Nobel Speech (video), 390–391; Unit 4: 392–394; “Surviving the Dust Bowl” / from <i>The Grapes of Wrath</i>, 466–467</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 191-201 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Argumentative Writing-Middle School</p>
<p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>SE/TE: Whole-Class Performance Tasks, 166, 396; Nobel Speech (text) / Nobel Speech (video), 391</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 191-201</p>
<p>e. Establish and maintain a formal style.</p>	<p>SE/TE: Whole-Class Performance Tasks, 168–169, 394</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 196</p>
<p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/TE: Whole-Class Performance Tasks, 166, 396; “The Dust Bowl” / from <i>The Grapes of Wrath</i>, 467</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 197</p>
<p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a</p>	<p>SE/TE: Whole-Class Performance Tasks, 164–169, 392-394; Nobel Speech (text), / Nobel Speech (video), 390–391; “Surviving the Dust Bowl” / from</p>

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new approach, focusing on how well purpose and audience have been addressed.	<p><i>The Grapes of Wrath</i>, 466-467</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Argumentative Writing-Middle School</p>
<p>CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>SE/TE: “Learning to Love My Mother,” 84-85; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 211; <i>Scrooge</i>, 302–303; Whole-Class Performance Tasks, 304-309, 482–486; “The Circuit,” 480</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School; Writing Process</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: “Learning to Love My Mother,” 84-85; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 211; <i>Scrooge</i>, 302–303; Whole-Class Performance Tasks, 304-309, 482–486; “The Circuit,” 480</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School; Writing Process <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 202–213</p>

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<p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: Whole-Class Performance Tasks, 305–306, 483–484; Small-Group Performance Task, 340–341; “Eagle Tracking at Follensby Pond,” 419; <i>The Story of My Life</i> / “How Helen Keller Learned to Talk,” 517</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School; Writing Process <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 202–213</p>
<p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>SE/TE: from <i>An Invisible Thread</i>, 50–51; <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 296; Whole-Class Performance Tasks, 305, 483–484; “Eagle Tracking at Follensby Pond,” 419</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 202–213 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School; Writing Process</p>
<p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>SE/TE: from <i>An Invisible Thread</i>, 51; “Learning to Love My Mother,” 85; “Dark They Were, and Golden-Eyed,” 151; Whole-Class Performance Tasks, 306, 484</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School; Writing Process <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 202–213</p>
<p>e. Use precise language and domain-specific</p>	<p>SE/TE: <i>Scrooge</i>, 303; Whole-Class Performance</p>

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<p>vocabulary to inform about or explain the topic.</p>	<p>Tasks, 307–308, 483</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 207 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School; Writing Process</p>
<p>f. Establish and maintain a formal style.</p>	<p>SE/TE: <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 296; Whole-Class Performance Task, 309, 486</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 207 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School; Writing Process</p>
<p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SE/TE: “Dark They Were, and Golden-Eyed,” 151; Whole-Class Performance Tasks, 308, 484, 486</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 208 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School; Writing Process</p>
<p>h. With some guidance and support from peers and adults, develop and strengthen writing as</p>	<p>SE/TE: “Learning to Love My Mother,” 84-85; “Neil deGrasse Tyson on the Future of U.S. Space</p>

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<p>needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Exploration After <i>Curiosity</i>," 211; <i>Scrooge</i>, 302–303; Whole-Class Performance Tasks, 304-309, 482–486; The Story of My Life / "How Helen Keller Learned to Talk," 517</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 202–213 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School; Writing Process</p>
<p>CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>SE/TE: Whole-Class Performance Task, 52–56; "Mother to Son" / "To James," 103; "The Last Dog," 199; "Thank You, M'am," 323; "He—y, Come On Ou—t!" 429</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 214–224 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Narrative Writing-Middle School</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: Whole-Class Performance Task, 52–56; "Mother to Son" / "To James," 103; "The Last Dog," 199; "Thank You, M'am," 323; "He—y, Come On Ou—t!" 429</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 214–224 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Narrative Writing-Middle School</p>

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<p>b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>SE/TE: "Two Kinds," 30; Whole-Class Performance Task, 53–56; "Mother to Son" / "To James," 103; "Thank You, M'am," 323; "He—y, Come On Ou—t!" 429</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 214–224</p>
<p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>SE/TE: Whole-Class Performance Task, 53, 55; "Mother to Son" / "To James," 103; "The Last Dog," 199; "He—y, Come On Ou—t!" 429</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 218</p>
<p>d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>SE/TE: Whole-Class Performance Task, 54; "Thank You, M'am," 323</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 218</p>
<p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>SE/TE: "Two Kinds," 30; Whole-Class Performance Task, 55, 56; "Mother to Son" / "To James," 103; "Thank You, M'am," 323; "He—y, Come On Ou—t!" 429</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 218</p>
<p>f. Provide a conclusion that follows from and</p>	<p>SE/TE: Whole-Class Performance Task, 56; "The</p>

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reflects on the narrated experiences or events .	Last Dog," 199; "He—y, Come On Ou—t!," 429 Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 220
g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing , rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	SE/TE: Whole-Class Performance Task, 52–56; "Mother to Son" / "To James," 103; "The Last Dog," 199; "Thank You, M'am," 323; "He—y, Come On Ou—t!" 429 Digital Resources <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Narrative Writing-Middle School
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
W.7.4 Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.	SE/TE: Whole-Class Performance Tasks, 309, 392, 397; "Urban Farming Is Growing a Greener Future," 339 Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 245–246; 252 <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons
CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	

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<p>W.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>SE/TE: <i>A Christmas Carol: Scrooge and Marley</i>, Act II, 297; "Urban Farming Is Growing a Greener Future," 339; "Eagle Tracking at Follensby Pond," 419; "The Circuit," 481</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 258–259; 262 <i>myPerspectives Plus ELA</i>> Writing and Research: Interactive Research Lessons> Research Writing-Middle School</p>
<p>CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>W.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: "Future of Space Exploration Could See Humans on Mars, Alien Planets," 181; "Urban Farming Is Growing a Greener Future," 339; Whole-Class Performance Task, Unit 4: 397</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 265–278 <i>myPerspectives Plus</i>> Writing and Research> Interactive Research Lessons</p>
<p>SPEAKING AND LISTENING</p>	
<p>CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and</p>	

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persuasively.	
SL.7.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<p>SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 69; from <i>Mom & Me & Mom</i>, 77; "Mother-Daughter Drawings," 93; Small-Group Performance Task, 104-105; "Future of Space Exploration Could See Humans on Mars, Alien Planets," 178; from <i>The Story of My Life / "How Helen Keller Learned to Talk,"</i> 517</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 298-303 <i>myPerspectives Plus ELA</i> > Speaking and Listening > Conversations and Discussions-Middle School</p>
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p>SE/TE: "Mother-Daughter Drawings," 93; Small-Group Performance Tasks, 104-105, 430-431, 529</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 298-303</p>
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<p>SE/TE: Small-Group Performance Task, 104; from <i>An American Childhood</i>, 331; "A Work in Progress," 503; Working as a Team, 60, 172, 312, 400, 490;</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 298-303</p>
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<p>SE/TE: "Tutors Teach Seniors New High Tech Tricks," 69; from <i>An American Childhood:</i> 331</p> <p>In addition, students address this standard in the Unit Introduction Launch Activity features and in Small Group Learning Working as a Team features.</p>

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	<p><u>Digital Resources</u> myPerspectives Plus > Speaking and Listening > Conversations and Discussions-Middle School <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 298-303</p>
<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>SE/TE: "Thank You, M'am," 323; from <i>An American Childhood</i>, 33</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 298–303</p>
<p>CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>SE/TE: "Mother-Daughter Drawings," 92; Small-Group Performance Task, 104, 340–341, 430;- "Urban Farming Is Growing a Greener Future," 338</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 305–306</p>
<p>CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>SE/TE: Nobel Speech (video), 389; Nobel Speech (text) / Nobel Speech (video), 390; Small-Group Performance Task, 431</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Speaking and Listening > Evaluating Presentations</p>

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	<i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 309–310, 314
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; Small-Group Performance Tasks, 105, 213, 341; “Danger! This Mission to Mars Could Bore You to Death!” 163</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Speaking and Listening > Conversations and Discussions-Middle School; > Giving a Presentation Middle School <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 316–317, 320\</p>
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<p>SE/TE: “Tutors Teach Seniors New High-Tech Tricks,” 69; “Mother-Daughter Drawings,” 93; “Danger! This Mission to Mars Could Bore You to Death!” 162; “Future of Space Exploration Could See Humans on Mars, Alien Planets,” 181; Small-Group Performance Tasks, 213, 341</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Speaking and Listening > Giving a Presentation Middle School <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 316–317, 320</p>
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.	<p>SE/TE: from <i>Silent Spring</i>, 369–370; Whole-Class Performance Tasks: 167–169; 395–397 Grammar Handbook, R57–R63</p> <p>Digital Resources <i>myPerspectives ELA National Grade 7</i> > Unit</p>

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	<p>Resources ></p> <p>Unit 1 > "Two Kinds"; "A Simple Act" from <i>An Invisible Thread</i>; "Tutors Teach Seniors New High-Tech Tricks"; from <i>Mom & Me & Mom</i></p> <p>Unit 2 > "Dark They Were, and Golden-Eyed"; "Danger! This Mission to Mars Could Bore You to Death!"; "Future of Space Exploration"; "The Last Dog"; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity"</p> <p>Unit 3 > "A Christmas Carol: Scrooge and Marley, Act I-II"; "Thank You, M'am"; <i>An American Childhood</i>; Unit 4 > Nobel Speech, 385</p> <p>Unit 5 > "A Work in Progress" <i>The Story of My Life</i></p> <p><i>myPerspectives Plus ELA</i> > Conventions</p>
<p>CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</p>	
<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p>	<p>SE/TE: "He—y, Come On Ou—t!," 428; "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 526; Whole-Class Performance Tasks, 57, 397; 485; Capitalization, 526; Punctuation, 428, 479, 480, 485; Grammar Handbook, R64–R66</p> <p>Digital Resources <i>myPerspectives ELA Plus</i> > Conventions</p>
<p>CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>SE/TE: Whole-Class Performance Tasks, 167, 307, 395, 485</p> <p>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with Whole-Class Learning selections.</p>

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<p style="text-align: center;">North Carolina Standard Course of Study for English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 7</p>
<p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 68; "The Last Dog," 198; Whole-Class Performance Task, Unit 3: 307, Unit 4: 39</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 343–344</p>
<p>CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	

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<p>L.7.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p>SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 62; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 208; "Turtle Watchers" / "'Nature' is what We see—" / "The Sparrow," 402</p> <p>Students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</p> <p><u>Digital Resources</u> <i>myPerspectives ELA National Grade 7</i> > Unit Resources > Unit 1 > "Two Kinds"; "A Simple Act" from <i>An Invisible Thread</i>; "Tutors Teach Seniors New High-Tech Tricks"; from <i>Mom & Me & Mom</i> Unit 2 > "Dark They Were, and Golden-Eyed"; "Danger! This Mission to Mars Could Bore You to Death!"; "Future of Space Exploration"; "The Last Dog"; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>" Unit 3 > "A Christmas Carol: Scrooge and Marley, Act I-II"; "Thank You, M'am"; <i>An American Childhood</i>; Unit 4 > <i>Nobel Speech</i> Unit 5 > "A Work in Progress" <i>The Story of My Life</i></p> <p><i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 345-352</p>
<p>CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.</p>	

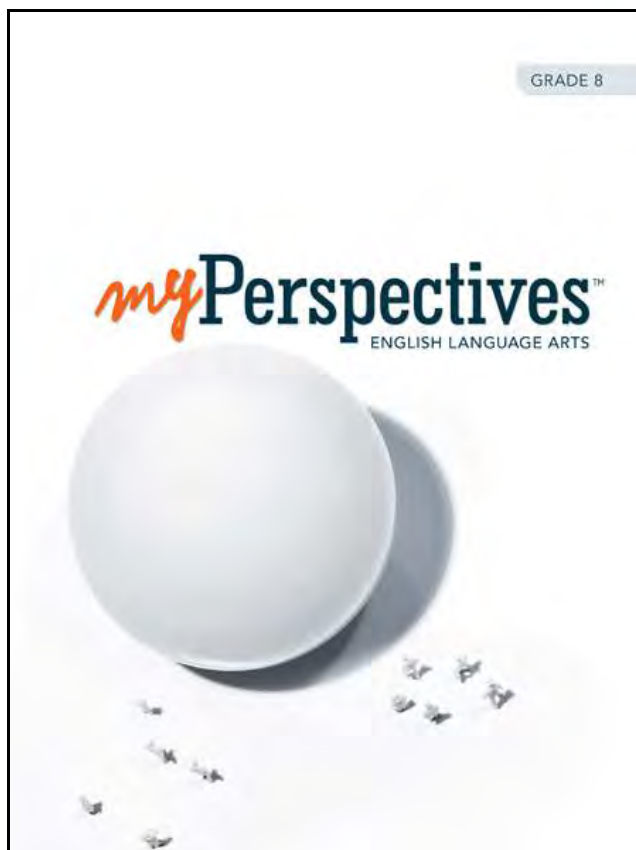
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<p>L.7.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <p><i>myPerspectives ELA National Grade 7</i> > Unit Resources > Unit 1 > <i>Mom & Me & Mom</i> Unit 2 > "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity" Unit 3 > "A Christmas Carol: Scrooge and Marley, Act I-II"; <i>An American Childhood</i>; Unit 4 > <i>Nobel Speech</i>, Unit 5 > <i>The Story of My Life</i></p>	<p>SE/TE: from <i>An Invisible Thread</i>, 48; "Dark They Were, and Golden-Eyed," 143, 144; "The Last Dog," 196; <i>Literary Handbook</i>, R44–R49</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 353–358 <i>myPerspectives Plus ELA</i> > Reading and Literary Analysis > Figurative Language</p> <p><i>myPerspectives ELA National Grade 7</i> > Unit Resources > Unit 1 > <i>Mom & Me & Mom</i> Unit 2 > "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity" Unit 3 > "A Christmas Carol: Scrooge and Marley, Act I-II"; <i>An American Childhood</i>; Unit 4 > <i>Nobel Speech</i> Unit 5 > <i>The Story of My Life</i></p>
<p>a. Interpret figures of speech in context based on grade 7 reading and content.</p>	<p>SE/TE: "Dark They Were, and Golden-Eyed," 143; "The Last Dog," 196; <i>Nobel Speech</i>, 380; <i>The Story of My Life</i>, 507</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Reading and Literary Analysis > Figurative Language <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 353–354</p> <p><i>myPerspectives ELA National Grade 7</i> > Unit 2 > "Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity"</p>

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<p>b. Distinguish among the connotations of words with similar denotations.</p>	<p>SE/TE: "A Simple Act," 39; "Mother to Son" / "To James," 100; "Dark They Were, and Golden-Eyed," 144; <i>Silent Spring</i>, 367</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 357–358</p>
<p>CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Unit Introductions, 5, 119, 227; from <i>An American Childhood</i>, 324–328; Unit Goals, Unit 4: 354, Unit 5: 444</p> <p>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 359–360 <i>myPerspectives Plus ELA</i> > Academic Vocabulary and Word Study</p>

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READING: LITERATURE	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: “The Medicine Bag,” 22–23; <i>The Diary of Anne Frank</i>, Act II, 188-189; “Flowers for Algernon,” 380; “Uncle Marcos,” 458–459, 463</p> <p>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 1–2, 9</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.8.2 Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<p>SE/TE: [Theme] “Hanging Fire” / “Translating Grandfather’s House,” 63; “Flowers for Algernon,” 381; “Uncle Marcos,” 463; [Summary] “The Medicine Bag,” 21; “Uncle Marcos,” 457</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature 15–16, 22 <i>myPerspectives Plus ELA</i>> Reading Skills and Literary Analysis> Archetypal Theme; Theme</p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<p>SE/TE: <i>The Diary of Anne Frank</i>, Act I, 152-153; <i>The Diary of Anne Frank</i>, Act II, 189; “Flowers for Algernon,” 373; “Uncle Marcos,” 458–459</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature 28–29, 35</p>
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	

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<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>SE/TE: "The Medicine Bag," 23; "Hanging Fire" / "Translating Grandfather's House," 64; "Flowers for Algernon," 366; "Retort" / from <i>The People, Yes</i>, 422; from <i>The Invention of Everything Else</i>, 506</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature 41–42, 48 <i>myPerspectives Plus ELA</i>> Reading Skills and Literary Analysis> Sound Devices, Rhyme; <i>myPerspectives Plus ELA</i>> Academic Vocabulary and Word Study</p>
<p>CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>SE/TE: "The Medicine Bag" / "Apache Girl's Rite of Passage," 32–33; "Hanging Fire" / "Translating Grandfather's House," 63; "Flowers for Algernon" / from <i>Flowers for Algernon</i> (script), 388; "Retort" / from <i>The People, Yes</i>, 423</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 54–55</p>
<p>CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	

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<p>RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.</p>	<p>SE/TE: "The Medicine Bag," 26–27; "The Setting Sun and the Rolling World," 73; <i>The Diary of Anne Frank</i>, Act I, 153; "Flowers for Algernon," 381</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 61–62 <i>myPerspectives Plus ELA</i>> Reading Skills and Literary Analysis> Character and Characterization; Point of View</p>
<p>CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>SE/TE: <i>The Diary of Anne Frank</i>, Act II, 192–193; from <i>Flowers for Algernon</i> (script), 387</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 68–69</p>
<p>CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p>K-12 Not applicable to literature.</p>	
<p>CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.</p>	<p>SE/TE: "Flowers for Algernon," 381; "To Fly," 473; TE only: Analyze Allusion, 49</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>> Reading Skills and Literary Analysis> Archetypal Theme; Contemporary Interpretations of Classical Works</p>
<p>CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</p>	

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<p>RL.8.10 By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Students address this standard with literary selections throughout the program, including but not limited to the following: SE/TE: "The Medicine Bag," 13; "Hanging Fire," 56–57; <i>The Diary of Anne Frank</i>, Act I, 101; from <i>Maus</i>, 231; from <i>The Invention of Everything Else</i>, 495</p> <p>Also see: First-Read Guides, 80, 246, 332, 430, 528; Close-Read Guides, 81, 247, 333, 431, 529 <i>"Translating Grandfather's House,"</i> 58; <i>"The Setting Sun and the Rolling World,"</i> 67; <i>"Flowers for Algernon,"</i> 351; from <i>Flowers for Algernon (script)</i>, 385; <i>"Retort,"</i> 418; from <i>The People, Yes</i>, 420; <i>"Uncle Marcos,"</i> from <i>The House of the Spirits</i>, 449</p> <p><u>Digital Resources</u> <i>myPerspectives ELA National Grade 7</i>> Independent-Learning Selections> Unit 1 > <i>"The Winter Hibiscus,"</i> Unit 3 > <i>"The Unknown Citizen,"</i> Unit 5 > from <i>The Time Machine</i>, <i>"Icarus and Daedalus"</i></p>
<p>READING: INFORMATIONAL TEXT</p>	
<p>CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn</p>	

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from the text.	
RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 219; Acceptance Speech for the Nobel Peace Prize, 227; "Barrington Irving, Pilot and Educator," 271; "Ban the Ban!" / "Soda's a Problem but...," 291</p> <p>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature 90–91, 97</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<p>SE/TE: [Central Idea] <i>Anne Frank: The Diary of a Young Girl</i>, 219; from "Blue Nines and Red Words," 409; [Summary] Unit Introductions, 8, 94, 260, 346, 444</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 103–104, 110</p>
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events .	<p>SE/TE: "Barrington Irving, Pilot and Educator," 271; from "Blue Nines and Red Words," 409; "To Fly," 473; "Nikola Tesla: The Greatest Inventor of All?," 492</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 116–117</p>
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	

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<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>SE/TE: "You Are the Electric Boogaloo" / "Just Be Yourself!," 51; "Words Do Not Pay," 311; from <i>Follow the Rabbit-Proof Fence</i>, 321; "To Fly," 473; from <i>The Invention of Everything Else</i>, 505</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 123–124, 130 <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Analysis Skills</p>
<p>CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 219; from <i>Follow the Rabbit-Proof Fence</i>, 321; "To Fly," 473; "Nikola Tesla: The Greatest Inventor of All?," 492</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 136–137</p>
<p>CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	
<p>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 227; "Three Cheers for the Nanny State," 283; "Ban the Ban!" / "Soda’s A Problem, but ...," 291; from <i>Follow the Rabbit-Proof Fence</i>, 321; from "Blue Nines and Red Words," 409; "25 Years Later, Hubble Sees Beyond Troubled Start," 517</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 143–144, 150</p>
<p>CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>RI.8.7 Evaluate the advantages and</p>	<p>SE/TE: "The Medicine Bag" / "Apache Girl’s Rite of</p>

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disadvantages of using different mediums to present a particular topic or idea.	Passage," 32–33; <i>The Diary of Anne Frank</i> / Frank Family and World War II Timeline, 200–201; "The Theory of Multiple Intelligences Infographic," 414 Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice> Common Core Companion Workbook Literature, 156–157
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	SE/TE: "Three Cheers for the Nanny State," 283; "Ban the Ban!" / "Soda's a Problem but...", 290–291; "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but...", 294–295 Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice> Common Core Companion Workbook Literature, 163–164
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	SE/TE: "Ban the Ban!" / "Soda's a Problem but...", 290–291; "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but...", 294–295 Digital Resources <i>myPerspectives Plus ELA</i> > Standards Practice> Common Core Companion Workbook Literature, 170–171
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RI.8.10 By the end of grade 8, read and understand informational texts at the high end of the 6-8 text complexity band proficiently and	Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:

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<p>independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 212; Acceptance Speech for the Nobel Peace Prize, 222; "Three Cheers for the Nanny State," 276; "Ban the Ban!" / "Soda's a Problem but...", 286; from <i>Follow the Rabbit-Proof Fence</i>, 314; "The Moth Presents: Aleeza Kazmi," 324</p> <p>Also see: First-Read Guides, 80, 246, 332, 430, 528; Close-Read Guides, 81, 247, 333, 431, 529 "Apache Girl's Rite of Passage," 28; "You Are the Electric Boogaloo" / "Just Be Yourself!", 44; "Barrington Irving, Pilot and Educator," 264; "Words Do Not Pay," 306; from "Blue Nines and Red Words," 400; "The Theory of Multiple Intelligences Infographic," 412; "To Fly," 464; "Nikola Tesla: The Greatest Inventor of All?," 488; "25 Years Later, Hubble Sees Beyond Troubled Start," 510; "Sounds of a Glass Armonica"</p> <p>Digital Resources <i>myPerspectives ELA National Grade 7</i>> Independent-Learning Selections> Unit 1 > "Cub Pilot on the Mississippi," from <i>I Know Why the Caged Bird Sings</i>, "Quinceañera Birthday Bash Preserves Tradition, Unit 2 > "Saving the Children," "A Great Adventure in the Shadow of War," "Irena Sendler: Rescuer of the Children of Warsaw," "Quiet Resistance" from <i>Courageous Teen Resisters</i>; "Remembering a Devoted Keeper of Anne Frank's Legacy"</p>
WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence .	SE/TE: "Barrington Irving, Pilot and Educator," 274 "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but ...", 294–295; "To

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	<p>Fly," 476; Whole-Class Performance Tasks, 296-301, 478-483</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 185-195 <i>myPerspectives Plus ELA</i>> Writing and Research> Interactive Writing Lessons > Argumentative Writing-Middle School</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but ...", 294-295; "To Fly," 476; Whole-Class Performance Tasks, 296-301, 478-483</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 185-195 <i>myPerspectives Plus ELA</i>> Writing and Research> Interactive Writing Lessons > Argumentative Writing-Middle School</p>
<p>b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>SE/TE: "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but...", 294-295; Whole-Class Performance Tasks, 297-298, 479-480</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook Literature, 186-189 <i>myPerspectives Plus ELA</i>> Writing and Research> Interactive Writing Lessons > Argumentative Writing-Middle School</p>

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c. Support claim(s) with logical reasoning and relevant evidence , using accurate, credible sources and demonstrating an understanding of the topic or text.	<p>SE/TE: "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but...", 294–295; Whole-Class Performance Tasks, 297–298, 479–480</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 187–189 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons >Argumentative Writing-Middle School</p>
d. Use words, phrases , and clauses to create cohesion and clarify the relationships among claim(s) , counterclaims , reasons, and evidence .	<p>SE/TE: "Uncle Marcos," 462; "To Fly," 476; Whole-Class Performance Tasks, 298, 482;</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 190 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons >Argumentative Writing-Middle School</p>
e. Establish and maintain a formal style.	<p>SE/TE: Whole-Class Performance Task, 298, 300</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 190 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons >Argumentative Writing-Middle School</p>
f. Provide a concluding statement or section that follows from and supports the argument presented.	<p>SE/TE: "Barrington Irving, Pilot and Educator," 274; Whole-Class Performance Task, 482</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 190 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons >Argumentative Writing-Middle School</p>

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<p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>SE/TE: "Three Cheers for the Nanny State" / "Ban the Ban!" / "Soda's a Problem but ...", 294–295; "To Fly," 476; Whole-Class Performance Tasks, 296–301, 478–483</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 185-195 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons >Argumentative Writing-Middle School</p>
<p>CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>SE/TE: "The Setting Sun and the Rolling World," 75; "Nikola Tesla: The Greatest Inventor of All?" from <i>The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 202–207, 390–395</p> <p>Also see: "The Medicine Bag" / "Apache Girl's Rite of Passage," 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from <i>Flowers for Algernon (script)</i>, 388–389; from <i>Maus</i>, 241; from "Blue Nines and Red Words," 411</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 196-207 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons >Informative/Explanatory Writing-Middle School</p>

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a. Organize information and ideas around a topic to plan and prepare to write.	<p>SE/TE: “The Setting Sun and the Rolling World,” 75; “Nikola Tesla: The Greatest Inventor of All?” / from <i>The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 197–198;</p> <p>Also see: “<i>The Medicine Bag</i>” / “<i>Apache Girl’s Rite of Passage</i>,” 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from <i>Flowers for Algernon (script)</i>, 388–389; from <i>Maus</i>, 241; from “<i>Blue Nines and Red Words</i>,” 411</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research > Interactive Writing Lessons > Informative/Explanatory Writing-Middle School</p>
b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics , and multimedia when useful to aiding comprehension.	<p>SE/TE: Whole-Class Performance Tasks, 203–204, 391–392; Small-Group Performance Tasks, 242–243; 426–427</p> <p>Also see: “<i>The Medicine Bag</i>” / “<i>Apache Girl’s Rite of Passage</i>,” 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from <i>Flowers for Algernon (script)</i>, 388–389</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook, 200</p>
c. Develop the topic with relevant, well-chosen facts, definitions, concrete details , quotations, or other information and examples.	<p>SE/TE: <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from “<i>Blue Nines and Red Words</i>,” 411; Whole-Class Performance Tasks, 203–204, 391</p> <p>Also see: from <i>Maus</i>, 241; from <i>Flowers for Algernon (script)</i>, 388</p>
d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<p>SE/TE: Whole-Class Performance Tasks, 206, 394</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook Literature, 200</p>
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>SE/TE: from “<i>Blue Nines and Red Words</i>,” 411; Whole-Class Performance Tasks, 206, 394</p>

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	<p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 201</p>
f. Establish and maintain a formal style.	<p>SE/TE: Whole-Class Performance Tasks, 206, 394; Small-Group Performance Task: 427</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 201</p>
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<p>SE/TE: <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 201; from <i>Flowers for Algernon</i> (script), 389; Whole-Class Performance Task, 204</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook Literature, 202</p>
h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing , rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<p>SE/TE: "The Setting Sun and the Rolling World," 75; "Nikola Tesla: The Greatest Inventor of All?" / from <i>The Invention of Everything Else</i>, 508–509; Whole-Class Performance Tasks, 202–207, 390–395</p> <p>Also see: "The Medicine Bag" / "Apache Girl's Rite of Passage," 32–33; <i>The Diary of Anne Frank / Frank Family and World War II Timeline</i>, 200–201; from <i>Flowers for Algernon</i> (script), 388–389; from <i>Maus</i>, 241; from "Blue Nines and Red Words," 411</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-Middle School; <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook, 196–207</p>
<p>CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	

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<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>SE/TE: "The Medicine Bag," 26; from <i>Follow the Rabbit-Proof Fence</i>, 323; Whole-Class Performance Task, 34–39</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> Narrative Writing-Middle School <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook, 208–218</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: "The Medicine Bag," 26; from <i>Follow the Rabbit-Proof Fence</i>, 323; Whole-Class Performance Task, 34–39</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> Narrative Writing-Middle School <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook, 209</p>
<p>b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>SE/TE: "The Medicine Bag," 26; from <i>Follow the Rabbit-Proof Fence</i>, 323; Whole-Class Performance Task, 34–36;</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook, 209-212</p>
<p>c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>SE/TE: Whole-Class Performance Task: 35</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook, 212, 215 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> Narrative Writing-Middle School</p>

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d. Use a variety of transition words, phrases , and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events .	SE/TE: Whole-Class Performance Task, 37, (TE) 38 <u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Standards Practice>Common Core Companion Workbook, 213
e. Use precise words and phrases , relevant descriptive details, and sensory language to capture the action and convey experiences and events .	SE/TE: “The Medicine Bag,” 26; Whole-Class Performance Task, 38 <u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Standards Practice>Common Core Companion Workbook, 209, 210, 212 <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Writing Lessons > Narrative Writing-Middle School
f. Provide a conclusion that follows from and reflects on the narrated experiences or events .	SE/TE: Understanding Story Structure, 35; Whole-Class Performance Task, 36, 38 <u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Standards Practice>Common Core Companion Workbook, 214
g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing , rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	SE/TE: “The Medicine Bag,” 26; from <i>Follow the Rabbit-Proof Fence</i> , 323; Whole-Class Performance Task, 34–39 <u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Standards Practice>Common Core Companion Workbook, 208-218 <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Writing Lessons > Narrative Writing-Middle School
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	

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<p>W.8.4 Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>SE/TE: Whole Group Performance Tasks, 301, 483; Small Group Performance Tasks, 242–243, 426–427; “Sounds of a Glass Armonica,” 523</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook, 239–240, 246 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>The Writing Process-Middle School <i>myPerspectives Plus ELA</i>>Writing and Research><i>Interactive Research Lesson</i>>Integrating Quotations, Citations, and Images-Middle School <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Whiteboard Lessons>Interactive Whiteboard Activity> Argument-Middle School; Interactive Whiteboard Activity: Narrative-Middle School>Interactive Whiteboard Activity: Informative / Explanatory-Middle School</p>
<p>CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>W.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SE/TE: “You Are the Electric Boogaloo” / “Just Be Yourself,” 53; “Barrington Irving, Pilot and Educator,” 275; from “Blue Nines and Red Words,” 411; “Sounds of a Glass Armonica,” 523;</p> <p>Also see: “<i>The Setting Sun and the Rolling World</i>,” 75; from <i>Maus</i>, 241; “<i>Words Do Not Pay</i>,” 313; from <i>Follow the Rabbit-Proof Fence</i>, 323; “<i>To Fly</i>,” 477; “<i>25 Years Later, Hubble Sees Beyond Troubled Start</i>,” 519</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook 252–253, 256 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Research Lesson>Sources and Evidence-Middle School</p>
<p>CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	

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<p>W.8.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: "The Setting Sun and the Rolling World," 75; from <i>Maus</i>, 241; "Words Do Not Pay," 313;</p> <p>Also see: "<i>Barrington Irving, Pilot and Educator</i>," 275; from "<i>Blue Nines and Red Words</i>," 411; "<i>Sounds of a Glass Armonica</i>," 523</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook, 259-272 <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Research Lesson>Integrating Quotations, Citations, and Images-Middle School <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Research Lesson>Sources and Evidence-Middle School</p>
SPEAKING AND LISTENING	
<p>CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>SE/TE: "Hanging Fire" / "Translating Grandfather’s House," 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; Acceptance Speech for the Nobel Peace Prize, 229; The Moth Presents: Aleeza Kazmi, 327; "The Theory of Multiple Intelligences Infographic," 415</p> <p>Also see: "<i>Retort</i>" / from <i>The People, Yes</i>, 425; "<i>Uncle Marcos</i>," 463; "<i>Sounds of a Glass Armonica</i>," 522, <i>Share Your Independent Learning</i>, 82, 248, 334, 432, 530; <i>Small-Group Performance Tasks</i>, 328, 426–427, 524–525</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook, 292-298</p>

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<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>SE/TE: "Hanging Fire" / "Translating Grandfather's House," 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; Acceptance Speech for the Nobel Peace Prize, 229; The Moth Presents: Aleeza Kazmi, 327; "The Theory of Multiple Intelligences Infographic," 415</p> <p>Also see: "Retort" / from <i>The People, Yes</i>, 425; "Uncle Marcos," 463; "Sounds of a Glass Armonica," 523; <i>Small-Group Performance Tasks</i>, 328, 426, 525</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook, 292-298</p>
<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>SE/TE: Acceptance Speech for the Nobel Peace Prize, 229; <i>Small-Group Performance Task</i>, 426, 524</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook, 292-298</p>
<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p>SE/TE: "Hanging Fire" / "Translating Grandfather's House," 65; <i>Anne Frank: The Diary of a Young Girl</i>, 221; The Moth Presents: Aleeza Kazmi, 327; "The Theory of Multiple Intelligences Infographic," 415; "Uncle Marcos," 463</p> <p>In addition, students address this standard in Launch Activity features which appear in the Unit Introduction and in Working as a Team features which appear in the Small Group Learning Overview lessons.</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>> Standards Practice> Common Core Companion Workbook, 292-298</p>
<p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify</p>	<p>SE/TE: <i>Anne Frank: The Diary of a Young Girl</i>, 221; The Moth Presents: Aleeza Kazmi, 327; <i>Small-</i></p>

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their own views in light of the evidence presented.	Group Performance Tasks, 427, 525 <u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Standards Practice> Common Core Companion Workbook, 292–298
CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	SE/TE: from <i>Maus</i> , 240, 242–243; The Moth Presents: Aleeza Kazmi, 326, 327 <u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Standards Practice> Common Core Companion Workbook, 299–300
CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
SL.8.3 Delineate a speaker’s argument and specific claims , evaluating the soundness of the reasoning and relevance and sufficiency of the evidence , and identifying when irrelevant evidence is introduced.	SE/TE: “Barrington Irving, Pilot and Educator,” 275; “25 Years Later, Hubble Sees Beyond Troubled Start,” 519; Small-Group Performance Task, 525 <u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Standards Practice> Common Core Companion Workbook, 304–307
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence , sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.	SE/TE: “The Medicine Bag,” 27; “Barrington Irving, Pilot and Educator,” 275; “To Fly,” 477; Small-Group Performance Tasks, 77, 243 Also see: Small-Group Performance Tasks, 329, 427, 525 <u>Digital Resources</u> <i>myPerspectives Plus ELA</i> >Standards Practice> Common Core Companion Workbook, 310–316 <i>myPerspectives Plus ELA</i> >Speaking and Listening: Giving a Presentation-Middle School
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	

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<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>SE/TE: "You Are the Electric Boogaloo" / "Just Be Yourself!," 53; "Retort" / from <i>The People, Yes</i>, 425; "To Fly," 477; "Sounds of a Glass Armonica," 523; Small-Group Performance Task, 76</p> <p>Also see: Small-Group Performance Tasks, 243, 426–427</p>
<p>LANGUAGE</p>	
<p>CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.</p>	
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p>	<p>SE/TE: "Uncle Marcos," 461–462; Whole-Class Performance Tasks, 299–301, 393–395, 481–483 Grammar Handbook, R56–R62</p> <p>Also see: "The Medicine Bag," 25; "You Are the Electric Boogaloo" / "Just Be Yourself!," 52; "The Setting Sun and the Rolling World," 74; <i>The Diary of Anne Frank, Act I</i>, 155; <i>The Diary of Anne Frank, Act II</i>, 191; <i>Acceptance Speech for the Nobel Peace Prize</i>, 228; "Barrington Irving, Pilot and Educator," 273; "Three Cheers for the Nanny State," 285; "Ban the Ban! / Soda's a Problem but...," 293; "Words Do Not Pay," 312; from <i>Follow the Rabbit-Proof Fence</i>, 322; "Flowers for Algernon," 383; from "Blue Nines and Red Words," 410; "Retort" / from <i>The People, Yes</i>, 424; from <i>The Invention of Everything Else</i>, 507; <i>Whole-Class Performance Task</i>, 205–207</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Conventions</p>
<p>CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</p>	

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L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	<p>SE/TE: "Barrington Irving, Pilot and Educator," 273–274; "To Fly," 475; "Nikola Tesla: The Greatest Inventor of All?," 493; "25 Years Later, Hubble Sees Beyond Troubled Start," 518; Grammar Handbook, R63–R65</p> <p>Also see: "Three Cheers for the Nanny State," 285; "Ban the Ban!" / "Soda's a Problem but..." , 293; <i>Whole-Class Performance Tasks</i>, 39, 205–207, 301, 395, 481, 483</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions</p>
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>SE/TE: <i>Whole-Class Performance Tasks</i>, 37–39, 205–207, 299–301, 393–395, 481–483</p> <p>In addition, students address this standard in Conventions features, which appear with many text selections, and in many Writing to Sources features that appear with <i>Whole-Class Learning</i> text selections.</p>
a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.	<p>SE/TE: "The Medicine Bag," 25–26; "The Setting Sun and the Rolling World," 74; <i>Whole-Class Performance Task</i>, 393</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Standards Practice>Common Core Companion Workbook, 341–342 <i>myPerspectives Plus ELA</i>>Conventions>Grammar Tutorials>Active and Passive Voice Grammar Tutorial</p>
CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.	

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<p style="text-align: center;">North Carolina Standard Course of Study for English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 8</p>
<p>L.8.4 Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p>SE/TE: "You Are the Electric Boogaloo" / "Just Be Yourself!," 44 [47, 48, 50]; "The Setting Sun and the Rolling World," 66 [68, 70, 72]; Acceptance Speech for the Nobel Peace Prize, 222 [224, 226]; "Retort" / from <i>The People, Yes</i>, 422; "Nikola Tesla: The Greatest Inventor of All?," 491</p> <p>In addition, students address this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</p> <p>Also see: "Hanging Fire" / "Translating Grandfather's House," 54, 59, 62; <i>Anne Frank: The Diary of a Young Girl</i>, 212, 214, 215, 218; "Words Do Not Pay," 306, 308, 310; from <i>Follow the Rabbit-Proof Fence</i>, 314–316, 319, 320; from "Blue Nines and Red Words," 400, 403, 404, 408; "Retort" / from <i>The People, Yes</i>, 416, 419, 422; "Nikola Tesla: The Greatest Inventor of All," 488–491, <i>The Invention of Everything Else</i>, 494, 500–502, 505; "25 Years Later, Hubble Sees Beyond Troubled Start," 510, 512, 513, 516</p>
<p>CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.</p>	

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<p>L.8.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>	<p>SE/TE: "The Medicine Bag," 23; Acceptance Speech for the Nobel Peace Prize, 226, "Words Do Not Pay," 311; <i>Follow the Rabbit-Proof Fence</i>, 320; "To Fly," 473; from <i>The Invention of Everything Else</i>, 505–506</p> <p>Also see: "You Are the Electric Boogaloo" / "Just Be Yourself!," 51; <i>The Diary of Anne Frank, Act I</i>, 154; <i>The Diary of Anne Frank, Act II</i>, 167; "Three Cheers for the Nanny State," 284</p> <p><u>Digital Resources</u> <i>myPerspectives ELA Plus</i> > Reading and Literary Analysis: > Figurative Language</p>
<p>a. Interpret figures of speech in context based on grade 8 reading and content.</p>	<p>SE/TE: "The Medicine Bag," 23; <i>The Diary of Anne Frank, Act II</i>, 167, "To Fly," 473; from <i>The Invention of Everything Else</i>, 506</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook, 351–352; <i>myPerspectives Plus ELA</i> > Reading and Literary Analysis > Figurative Language</p>
<p>b. Distinguish among the connotations of words with similar denotations.</p>	<p>SE/TE: "You Are the Electric Boogaloo" / "Just Be Yourself!," 51; "Words Do Not Pay," 311; from <i>The Invention of Everything Else</i>, 505</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook, 355–356</p>
<p>CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when</p>	

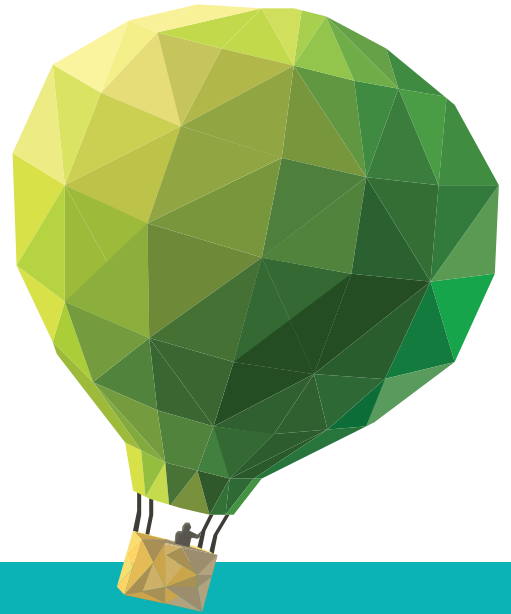
**A Correlation of myPerspectives, Grade 8 to the
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North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 8
<p>encountering an unknown term important to comprehension or expression.</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: “Apache Girl’s Right of Passage,” 28, 31; from <i>Maus</i>, 230, 240; Unit Introductions, 5, 91</p> <p>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Standards Practice > Common Core Companion Workbook,, 357–358 <i>myPerspectives Plus ELA</i> > Academic Vocabulary and Word Study</p>

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MATH

Reveal MATH[®]



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Grade K

Standard		Reveal Math Lessons
COUNTING AND CARDINALITY		
K.CC.A.1	Count to 100 by ones and by tens.	12-1, 12-2, 12-3
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	12-4
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	2-5, 3-10, 3-11, 3-12, 9-1, 9-4, 10-1, 10-4
K.CC.B.4	<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>	2-1, 2-2, 2-3, 2-4, 2-6, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7
K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	12-5
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	2-7, 2-8, 2-9, 3-8
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	2-9, 3-9
OPERATIONS AND ALGEBRAIC THINKING		
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	6-1, 6-3, 6-5, 7-1, 7-2, 7-3, 7-4, 7-5, 8-3, 8-5
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	6-2, 6-4, 7-4, 7-5
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	8-4, 8-6, 8-8
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	8-7
K.OA.A.5	Fluently add and subtract within 5.	8-1, 8-2

Standard		Reveal Math Lessons
NUMBER AND OPERATIONS IN BASE TEN		
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	9-2, 9-3, 9-5, 9-6, 10-2, 10-3, 10-5, 10-6
MEASUREMENT AND DATA		
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	14-1
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	14-2, 14-3, 14-4, 14-5
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	4-1, 4-2, 4-3, 4-4
GEOMETRY		
K.G.A.1	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	5-5, 11-6
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	5-1, 5-2, 5-3, 5-4, 11-2, 11-3, 11-4, 11-5
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	11-1, 13-6
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	13-1, 13-4
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	13-2, 13-5
K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	13-3



Grade 1

Standard		Reveal Math Lessons
OPERATIONS AND ALGEBRAIC THINKING		
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	7-1, 7-2, 7-3, 7-4, 7-6, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 10-1, 10-2, 10-3, 10-4
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	4-8, 7-5
1.OA.B.3	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	4-7, 4-8
1.OA.B.4	Understand subtraction as an unknown-addend problem.	5-6
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	4-1, 5-1
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	4-2, 4-3, 4-4, 4-5, 4-6, 5-2, 5-3, 5-4, 5-5, 5-7
1.OA.D.7	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	4-10, 4-11, 5-9
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	4-9, 5-8
NUMBER AND OPERATIONS IN BASE TEN		
1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	2-1, 2-2, 2-3, 2-4, 2-5
1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	3-1, 3-2, 3-3, 3-4, 3-5
	<ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 	
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	3-6, 3-7, 3-8

Standard		Reveal Math Lessons
1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8
1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	9-1, 11-1
1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	11-2, 11-3, 11-4, 11-5
MEASUREMENT AND DATA		
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	12-1, 12-2
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	12-3, 12-4
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	12-5, 12-6
1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	12-7, 12-8, 12-9, 12-10
GEOMETRY		
1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	6-1, 6-2, 6-5
1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	6-3, 6-4, 6-6
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	13-1, 13-2, 13-3, 13-4, 13-5

Grade 2

Standard		Reveal Math Lessons
OPERATIONS AND ALGEBRAIC THINKING		
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9, 4-10, 5-10, 6-9, 6-10
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	5-1, 5-2, 6-1, 6-2
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	3-4, 3-5
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	3-6, 3-7
NUMBER AND OPERATIONS IN BASE TEN		
1.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	2-1, 2-2, 2-3, 2-4, 2-5
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	3-1, 3-2, 3-3
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2-3, 2-4
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	2-5
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	5-3, 5-4, 5-5, 5-7, 5-8, 6-3, 6-4, 6-6, 6-7, 6-8
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	5-9
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	9-2, 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7, 10-9
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	9-1, 10-1

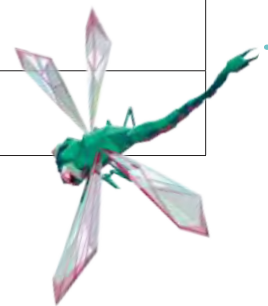
Standard		Reveal Math Lessons
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	9-7, 10-8
MEASUREMENT AND DATA		
2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	7-1, 7-2, 7-6
2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	7-4, 7-8
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	7-5, 7-9
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	7-3, 7-7
2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	7-10, 7-11
2.MD.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	5-6, 6-5, 7-11
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	8-4, 8-5
2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	8-1, 8-2, 8-3
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	11-4, 11-5, 11-6
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.	11-1, 11-2, 11-3
GEOMETRY		
2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	12-1, 12-2, 12-3
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	12-6
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	12-4, 12-5

Grade 3

Standard		Reveal Math Lessons
OPERATIONS AND ALGEBRAIC THINKING		
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	3-1, 3-2, 3-6
3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	3-4, 3-5, 3-6
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	4-6, 5-7, 11-5
3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	3-7, 4-6, 5-7, 11-5
3.OA.B.5	Apply properties of operations as strategies to multiply and divide.	3-3, 5-1, 10-3
3.OA.B.6	Understand division as an unknown-factor problem	9-1
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	4-1, 4-2, 4-3, 4-4, 4-5, 5-2, 5-3, 5-4, 5-5, 5-6, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	2-12, 10-4, 10-5, 10-6
3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	2-5, 4-4, 10-2
NUMBER AND OPERATIONS IN BASE TEN		
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	2-1, 2-2, 2-3
3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	2-3, 2-4, 2-6, 2-7, 2-8, 2-9, 2-10, 2-11
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	10-1
NUMBER AND OPERATIONS - FRACTIONS		
3.NF.A.1	Understand a fraction $\frac{1}{b}$, with denominators 2, 3, 4, 6, and 8, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	7-2

Standard		Reveal Math Lessons
3.NF.A.2	<p>Understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.</p> <p>a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</p> <p>b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.</p>	7-3, 7-6
3.NF.A.3	<p>Explain equivalence of fractions with denominators 2, 3, 4, 6, and 8 in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	7-4, 7-5, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7
MEASUREMENT AND DATA		
3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	12-5, 12-6
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	12-1, 12-2, 12-3, 12-4
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	12-7, 12-8, 12-9
3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	12-10, 12-11

Standard		Reveal Math Lessons
3.MD.C.5	<p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>	6-1
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	6-2
3.MD.C.7	<p>Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	6-1, 6-3, 6-4, 6-5, 6-6
3.MD.D.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	11-1, 11-2, 11-3, 11-4
GEOMETRY		
3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	13-1, 13-2, 13-3, 13-4
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	7-1, 7-2



Standard		Reveal Math Lessons
OPERATIONS AND ALGEBRAIC THINKING		
4.OA.A.1	Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5.	4-1, 4-2
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison (Example: 6 times as many vs. 6 more than).	4-2, 4-3, 4-4, 7-8
4.OA.A.3	Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3-1, 3-8, 3-9, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8, 7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7, 13-7, 13-8, 13-9
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	5-1, 5-2, 5-3
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	5-4, 5-5, 5-6, 8-1, 8-2, 8-3
NUMBER AND OPERATIONS IN BASE TEN		
4.NBT.A.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	2-1, 8-4, 8-5
4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	2-1, 2-2, 2-3, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.	2-4, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 7-1
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers, with sums less than or equal to 1,000,000, using the standard algorithm;	3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 7-8
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-8

Standard	Reveal Math Lessons	
NUMBER AND OPERATIONS - FRACTIONS		
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	8-1, 8-2, 8-3, 8-4, 8-5
4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	8-4, 8-5
4.NF.B.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 11-2, 11-5
4.NF.B.4	Multiply a fraction by a whole number. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) a. Understand a fraction a/b as a multiple of $1/b$. b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	11-1, 11-2, 11-3, 11-4, 11-5
4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	12-1, 12-4
4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100.	12-2
4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	12-3
MEASUREMENT AND DATA		
4.MD.A.1	Know relative sizes of measurement units within one system of units including: ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. (Conversions are limited to one-step conversions.) Record measurement equivalents in a two-column table.	13-1, 13-2, 13-3, 13-4

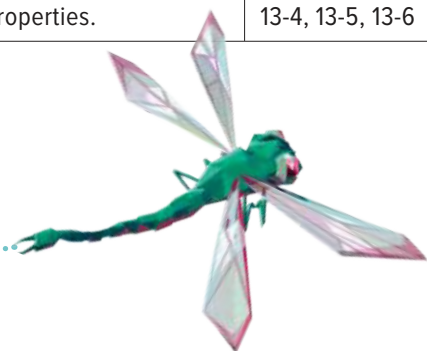
Standard		Reveal Math Lessons
4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	12-5, 13-2, 13-5, 13-6
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.	13-7, 13-8, 13-9
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	13-10, 13-11
4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement. a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle b. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. c. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	14-2, 14-3
4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	14-3
4.MD.C.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a letter for the unknown angle measure.	14-5, 14-6
GEOMETRY		
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	14-1, 14-2, 14-4, 14-7, 14-8
4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles	14-7, 14-8
4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	14-9, 14-10

Grade 5

Standard		Reveal Math Lessons
OPERATIONS AND ALGEBRAIC THINKING		
5.OA.A.1	Use parentheses or brackets in numerical expressions and evaluate expressions with these symbols.	14-1, 14-2, 14-3
5.OA.A.2	Write simple expressions that record calculations with whole numbers, fractions and decimals, and interpret numerical expressions without evaluating them.	14-1, 14-2
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane.	14-4, 14-5, 14-6
NUMBER AND OPERATIONS IN BASE TEN		
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.	3-1, 3-2
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	5-1, 5-2, 6-1, 8-1
5.NBT.A.3	Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	3-3, 3-4
5.NBT.A.4	Use place value understanding to round decimals to any place.	3-5
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	5-3, 5-4, 5-5, 5-6, 5-7
5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, subtracting multiples of the divisor, and/or the relationship between multiplication and division. Illustrate and/or explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value.	7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation.	4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 6-2, 6-3, 6-4, 6-5, 6-6, 8-2, 8-3, 8-4, 8-5, 8-6
NUMBER AND OPERATIONS - FRACTIONS		
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9

Standard		Reveal Math Lessons
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	9-1
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	11-1
5.NF.B.4	<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations, $a \times q \div b$.</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.</p>	10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7
5.NF.B.5	<p>Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>	10-8
5.NF.B.6	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	10-9
5.NF.B.7	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number and compute such quotients.</p> <p>b. Interpret division of a whole number by a unit fraction and compute such quotients.</p> <p>c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>	11-3, 11-4, 11-5, 11-6, 11-7
MEASUREMENT AND DATA		
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in).	12-1, 12-2, 12-3
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.	12-4, 12-5

Standard		Reveal Math Lessons
5.MD.C.3	<p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>	2-1, 2-2
5.MD.C.4	<p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>	2-2
5.MD.C.5	<p>Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.</p>	2-3, 2-4, 2-5
GEOMETRY		
5.G.A.1	<p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number in the ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number in the ordered pair indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>	13-1, 13-2
5.G.A.2	<p>Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p>	13-3
5.G.B.3	<p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p>	13-4, 13-6
5.G.B.4	<p>Classify two-dimensional figures in a hierarchy based on properties.</p>	13-4, 13-5, 13-6



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COURSE 3 *continued*

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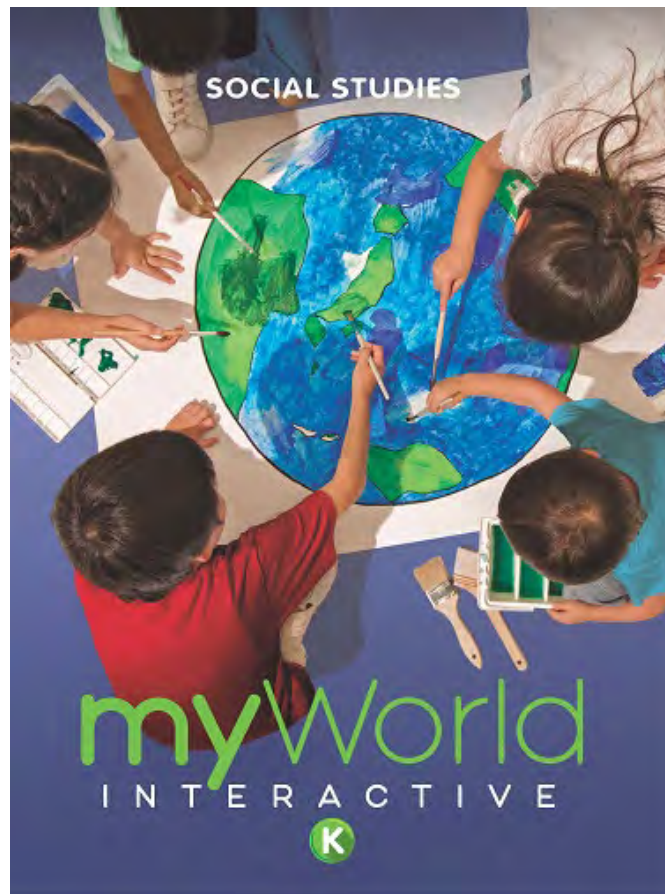
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10-2	Volume of Cones <i>Explore: Volume of Cones</i>	8.G.C.9
10-3	Volume of Spheres	8.G.C.9
10-4	Find Missing Dimensions	8.G.C.9
10-5	Volume of Composite Solids	8.G.C.9

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11-1	Scatter Plots <i>Explore: Scatter Plots</i>	8.SP.A.1
11-2	Draw Lines of Fit <i>Explore: Lines of Fit</i>	8.SP.A.2
11-3	Equations for Lines of Fit	8.SP.A.3
11-4	Two-Way Tables	8.SP.A.4
11-5	Associations in Two-Way Tables <i>Explore: Patterns of Association in Two-Way Tables</i>	8.SP.A.4

SOCIAL STUDIES

A Correlation of
myWorld Interactive Social Studies
Kindergarten, ©2019



to the
North Carolina
Social Studies Standards 2021
Kindergarten

A Correlation of myWorld Interactive Social Studies, Kindergarten, ©2019 to the North Carolina Social Studies Standards 2021, Kindergarten

Introduction

This document demonstrates how *myWorld Interactive Social Studies*, ©2019 for Kindergarten meets the North Carolina Social Studies Standards 2021 for Kindergarten. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive Social Studies encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive Social Studies, Kindergarten, ©2019
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North Carolina Social Studies Standards 2021 Kindergarten	myWorld Interactive Social Studies Kindergarten, ©2019
Inquiry K-2	
Compelling Questions	
I.1.1 Identify inquiry as a process to answer questions and solve issues.	<p>SE/TE: How Do You Find Information, SSH4 Using Primary and Secondary Sources, SSH5–SSH7 Literacy Skills: Distinguish Fact from Fiction, 26–27 Quests, 2–3, 31, 34–35, 57, 60–61, 79, 82–83, 111, 114–115, 139, 142–143, 163 The Big Question, 1, 32, 58, 80, 112, 140 Quest Kick Off: 2, 34, 60, 82, 114, 142 Lesson Check, 67</p> <p>TE only: Practice the Skill, 94, 95</p> <p>Digital Resources: Quests</p>
I.1.2 Recognize a compelling question with prompting and support.	<p>SE/TE: The Big Question, 1, 32, 58, 80, 112, 140 Quest Findings: 31, 57, 79, 111, 139, 163</p> <p>TE only: Discuss the Compelling Question: 31, 57, 79, 111, 139, 163</p>
I.1.3 Explain why or how a compelling question is important to a topic or issue.	<p>SE/TE: The Big Question, 1, 32, 58, 80, 112, 140 Unlock the Big Question & Interactivity, 4, 6, 12, 16, 18, 22, 36, 38, 44, 46, 48, 62, 66, 68, 70, 84, 88, 90, 96, 100, 102, 116, 1220, 126, 130, 132, 144, 150, 154 Quest Kick Off: 2, 34, 60, 82, 114, 142</p>
Supporting Questions	
I.1.4 Identify what questions are needed to support the compelling question.	<p>SE/TE: Unlock the Big Question & Interactivity, 4, 6, 12, 16, 18, 22, 36, 38, 44, 46, 48, 62, 66, 68, 70, 84, 88, 90, 96, 100, 102, 116, 1220, 126, 130, 132, 144, 150, 154 Lesson Check, 5, 9, 15, 17, 25, 37, 41, 45, 47, 51, 63, 67, 69, 73, 87, 89, 93, 99, 101, 105, 117, 123, 129, 131, 135, 147, 153, 157</p>

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North Carolina Social Studies Standards 2021 Kindergarten	myWorld Interactive Social Studies Kindergarten, ©2019
I.1.5 Recognize how supporting questions connect to compelling questions.	<p>SE/TE: The Big Question, 1, 32, 58, 80, 112, 140 Unlock the Big Question & Interactivity, 4, 6, 12, 16, 18, 22, 36, 38, 44, 46, 48, 62, 66, 68, 70, 84, 88, 90, 96, 100, 102, 116, 1220, 126, 130, 132, 144, 150, 154 Lesson Check, 5, 9, 15, 17, 25, 37, 41, 45, 47, 51, 63, 67, 69, 73, 87, 89, 93, 99, 101, 105, 117, 123, 129, 131, 135, 147, 153, 157</p>
Gathering and Evaluating Sources	
I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.	<p>SE/TE: Literacy Skills: Distinguish Fact From Fiction, 26-27 Critical Thinking Skills: Compare Points of View, 158–159</p>
I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.	<p>SE/TE: Using Primary and Secondary Sources, SSH5–SSH7; Primary Sources, 108–109, 136–137 Critical Thinking Skills: Analyze Images, 42–43</p> <p>TE only: Apply the Skill, 43 Analyze Images, 147</p> <p>Digital Resources: Skills Handbooks: Using Primary and Secondary Sources eText Digital Reader Library: Leveled Readers</p>
Developing Claims and Using Evidence	
Starting in Grade 3	
Communicating Ideas	
I.1.8 Construct responses to compelling questions using information from sources.	<p>SE/TE: Quest: Project-Based Learning, 2–3, 34–35, 60–61, 82–83, 114–115, 142–143 Quest Findings, 31, 57, 79, 111, 139, 163</p> <p>TE only: Introduce the Big Question, 1, 32, 58, 80, 112, 140 Discuss the Compelling Question, 31, 57, 79, 111, 139, 163</p>

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North Carolina Social Studies Standards 2021 Kindergarten	myWorld Interactive Social Studies Kindergarten, ©2019
Taking Informed Action	
I.1.9 Identify problems related to the compelling question that students think are important.	<p>SE/TE: Where We Learn, 4–5 We Work Together, 6–9 Critical Thinking Skills: Solve Problem, 10–11 Quest: Make a Rule for Your Class! 2–3, 31</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 1: Is It Better to Work Together? Digital Reader Library>Leveled Readers>Chapter 1: Why Should We Work Together</p>
Behavioral Sciences	
K.B.1 Understand cultural practices in local communities and around the world.	
K.B.1.1 Identify cultural practices in local communities and around the world.	<p>SE/TE: Our National Holidays, 48–51 Symbols of Our Country, 38–41 Symbols of Our State, 44–45 Our National Holidays, 48–51 We Celebrate Our Past, 154–157</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 2: Flags, Poems, Songs, and More Digital Reader Library>Leveled Readers>Chapter 2: Symbols of Our Nation and State</p>
K.B.1.2 Compare cultural practices of people in local communities and around the world.	<p>SE/TE: Opportunities to address this objective may be found with the following: Our National Holidays, 48–51 We Celebrate Our Past, 154–157</p>

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North Carolina Social Studies Standards 2021 Kindergarten	myWorld Interactive Social Studies Kindergarten, ©2019
K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities.	<p>SE/TE: Good Citizens, 18–21 American Heroes, 46–47 People in History, 150–153 Citizenship: Jaime Escalante (Commitment), 28 Citizenship: Benjamin Franklin (Patriotism), 54 Citizenship: Clara Barton (Determination), 76 Citizenship: John Muir (Individual Responsibility), 108 Citizenship: Sally Ride (Leadership), 136 Citizenship: Martin Luther King, Jr. (Respect for the Rights of Others), 160</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 6: How Our Heroes Lived Digital Reader Library>Leveled Readers>Chapter 6: Whose Lives Are Easier?</p>
Civics and Government	
K.C&G.1 Understand that people work together to create and follow rules.	
K.C&G.1.1 Explain why people follow rules in the classroom, school, and community.	<p>SE/TE: Quest: Make a Rule for Your Class! 2–3, 31 Rules and Laws, 12–15 Leaders Make Rules, 16–17 What Is a Citizen? 18 Assessment, 30</p>
K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community.	<p>SE/TE: Quest: Make a Rule for Your Class! 2–3, 31 Rules and Laws, 12–15 Leaders Make Rules, 16–17 What Is a Citizen? 18 Assessment, 30</p>
K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community.	<p>SE/TE: Opportunities to address this objective may be found with the following: Rules and Laws, 12–15</p>

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North Carolina Social Studies Standards 2021 Kindergarten	myWorld Interactive Social Studies Kindergarten, ©2019
K.C&G.1.4 Use a procedure for how people can effectively work together to improve classrooms and communities.	<p>SE/TE: Quest: Make a Rule for Your Class! 2–3, 31 Where We Learn, 4–5 We Work Together, 6–9 Critical Thinking Skills: Solve a Problem, 10–11 Rules at School. 13 School Rules in the Past, 14 Laws in the Community, 15</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 1: Is It Better to Work Together? Digital Reader Library>Leveled Readers>Chapter 1: Why Should We Work Together</p>
Economics	
K.E.1 Analyze basic economic concepts.	
K.E.1.1 Differentiate between needs and wants.	<p>SE/TE: Needs and Wants, 63 Critical Thinking Skills: Analyze Costs and Benefits, 64–65</p> <p>TE only: Differentiated Instruction, 62</p>
K.E.1.2 Differentiate between goods and services	<p>SE/TE: Quest: What Is My Job? 60–61, 79 Jobs at School, 66–67 Jobs in Our Community, 68–69 Jobs Then and Now, 70–73</p>
Geography	
K.G.1 Apply simple geographic representations, tools, and terms to describe surroundings.	
K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world.	<p>SE/TE: Map Skills Handbook: Using Maps, xx–SSH1 Where We Live, 84–87 Globes and Maps, 88–89 Parts of a Map, 90–93 Map and Graph Skills: Ask and Answer Questions, 94–95 Absolute Location, 96 Make a Map, 99, 110 Quest: Make a Map Game, 82–83, 111</p>

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K.G.1.2 Identify physical features of places using maps, globes, and/or digital representations.	<p>SE/TE: Globes and Maps, 88–89 Map and Graph Skills: Ask and Answer Questions, 94–95 Our Home and Neighborhood, 96–99 Our Resources, 102–105</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 4: The Buildings in Our Neighborhood The Structures of Our Town Digital Reader Library>Leveled Readers>Chapter 4:</p>
K.G.1.3 Identify locations in the classroom, community, and around the world with positional words.	<p>SE/TE: Where We Are, 84 Location Words, 85 A Classroom, 90 A Classroom Map, 91 A School Camus Map, 92 Absolute Location, 97</p>
K.G.2 Understand interactions between humans and the environment.	
K.G.2.1 Explain ways people around the world use natural resources.	<p>SE/TE: Our Resources, 102–105 Citizenship: John Muir (Individual Responsibility), 108</p>
K.G.2.2 Explain how the environment influences people to move from place to place.	<p>SE/TE: Where Some Families Live, 86 Places Can Change, 87 Reading Check, 87 Absolute Location, 97</p>

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History	
K.H.1 Understand change over time.	
K.H.1.1 Exemplify ways in which people change over time.	<p>SE/TE: Quest: Make a Timeline, 114–115, 139 Talking about Time, 116–117 Literary Skills: Sequence, 118–119 Measuring Time, 120–123 Map and Graph Skills: Interpret Timelines, 124–125</p> <p>TE only: Differentiated Instruction, 124</p>
K.H.1.2 Explain how various events have shaped history.	<p>SE/TE: Good Citizens, 18–21 American Heroes, 46–47 People in History, 150–153 We Celebrate Our Past, 154–157 Citizenship: Jaime Escalante (Commitment), 28 Citizenship: Benjamin Franklin (Patriotism), 54 Citizenship: Clara Barton (Determination), 76 Citizenship: John Muir (Individual Responsibility), 108 Citizenship: Sally Ride (Leadership), 136 Citizenship: Martin Luther King, Jr. (Respect for the Rights of Others), 160</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 6: How Our Heroes Lived Digital Reader Library>Leveled Readers>Chapter 6: Whose Lives Are Easier?</p>
K.H.1.3 Compare life in the past to life today within the home, community, and around the world.	<p>SE/TE: Quest: Write a Book, 142–143, 173 Life Long Ago, 144–147 Literacy Skills: Compare and Contrast, 148–149 People in History, 150–153 Chapter Assessment, 161–162</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 6: How Our Heroes Lived Digital Reader Library>Leveled Readers>Chapter 6: Whose Lives Are Easier?</p>

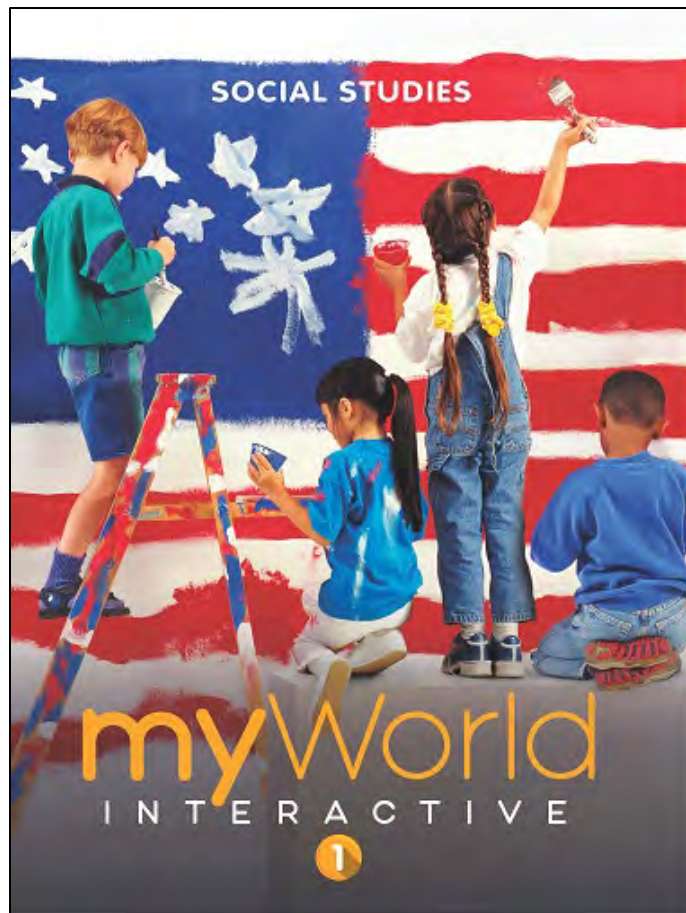
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A Correlation of myWorld Interactive Social Studies, Grade 1, ©2019 to the North Carolina Social Studies Standards 2021, Grade 1

Introduction

This document demonstrates how *myWorld Interactive Social Studies*, ©2019 Grade 1 meets the North Carolina Social Studies Standards 2021 for Grade 1. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive Social Studies encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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North Carolina Social Studies Standards 2021 Grade 1	myWorld Interactive Social Studies Grade 1, ©2019
Inquiry K-2	
Compelling Questions	
I.1.1 Identify inquiry as a process to answer questions and solve issues.	<p>SE/TE: Research: Using the Library Media Center, SSH6 Using the Internet, SSH7 Using Primary and Secondary Sources, SSH8–SSH11 Quests, 2–3, 37, 40–41, 71, 74–75, 109, 112–113, 141, 144–145, 181, 184–185, 215</p> <p>Digital Resources: Quests</p>
I.1.2 Recognize a compelling question with prompting and support.	<p>SE/TE: The Big Question, 1, 38, 72, 110, 142, 182</p> <p>TE Only: Introduce the Big Question, 1, 38, 72, 110, 142, 182 Discuss the Compelling Question, 37, 71, 109, 141, 181, 215</p>
I.1.3 Explain why or how a compelling question is important to a topic or issue.	<p>SE/TE: The Big Question, 1, 38, 72, 110, 142, 182 Unlock the Big Question & Jumpstart Activity, 4, 10, 14, 20, 24, 28, 42, 46, 52, 58, 62, 76, 80, 86, 90, 96, 102, 114, 120, 124, 132, 146, 150, 158, 162, 168, 172, 186, 190, 196, 200, 206</p>
Supporting Questions	
I.1.4 Identify what questions are needed to support the compelling question.	<p>SE/TE: Unlock the Big Question & Jumpstart Activity, 4, 10, 14, 20, 24, 28, 42, 46, 52, 58, 62, 76, 80, 86, 90, 96, 102, 114, 120, 124, 132, 146, 150, 158, 162, 168, 172, 186, 190, 196, 200, 206 Lesson Check, 7, 13, 17, 23, 27, 45, 49, 55, 61, 65, 79, 83, 89, 93, 99, 105, 117, 123, 129, 135, 149, 155, 161, 165, 171, 175, 189, 193, 199, 203, 209</p>

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I.1.5 Recognize how supporting questions connect to compelling questions.	SE/TE: The Big Question, 1, 38, 72, 110, 142, 182 Unlock the Big Question & Jumpstart Activity, 4, 10, 14, 20, 24, 28, 42, 46, 52, 58, 62, 76, 80, 86, 90, 96, 102, 114, 120, 124, 132, 146, 150, 158, 162, 168, 172, 186, 190, 196, 200, 206 Lesson Check, 7, 13, 17, 23, 27, 45, 49, 55, 61, 65, 79, 83, 89, 93, 99, 105, 117, 123, 129, 135, 149, 155, 161, 165, 171, 175, 189, 193, 199, 203, 209
Gathering and Evaluating Sources	
I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.	SE/TE: Primary Sources, 32–33, 50–51, 87, 94–95, 136–137, 166–167, 210–211 Quests, 2–3, 37, 40–41, 71, 74–75, 109, 112–113, 141, 144–145, 181, 184–185, 215 Chapter Assessment, 35–36, 69–70, 107–108, 139–140, 179–180, 213–214
I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.	SE/TE: Using Primary and Secondary Sources, SSH8–SSH11 Critical Thinking Skills: Analyze Images, 100–101 American Indians, 162–165 Immigrants, 168–171 Stories in Our Culture, 172–175 Primary Sources, 32–33, 50–51, 87, 94–95, 136–137, 166–167, 210–211

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Developing Claims and Using Evidence	
Starting in Grade 3	
Communicating Ideas	
I.1.8 Construct responses to compelling questions using information from sources.	<p>SE/TE: Quest: Project-Based Learning, 2–3, 40–41, 74–75, 112–113, 144–145, 184–185 Quest Findings, 37, 71, 109, 141, 181, 215</p> <p>TE Only: Introduce the Big Question, 1, 38, 72, 110, 142, 182 Discuss the Compelling Question, 37, 71, 109, 141, 181, 215</p>
Taking Informed Action	
I.1.9 Identify problems related to the compelling question that students think are important.	<p>SE/TE: Acting as Good Citizens, 4–7 We Cooperate & We Solve Problems, 12–13 Critical Thinking Skills: Solve a Problem, 18–19</p>
Behavioral Sciences	
1.B.1 Understand how culture, values, and beliefs shape people, places, and environments	
1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.	<p>SE/TE: What Is Culture?, 146–149 Customs, Traditions, and Celebrations, 150–155 Shared Culture, 158–161 American Indians, 162–165 Immigrants, 168–171 Stories in Our Culture, 172–175</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 5: Sharing Our Culture Digital Reader Library>Leveled Readers>Chapter 5: What Makes Our Culture Special? Digital Reader Library>Leveled Readers>Chapter 5: A Time Capsule for the Future</p>

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1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.	<p>SE/TE: American Heroes 96–99 Our National Holidays, 102–105 What Is Culture? 146–149; Customs, Traditions, and Celebrations, 150–155 Shared Culture, 158–161 American Indians, 162–165 Immigrants, 168–171 Citizenship: Abraham Lincoln, Honesty, 34 Citizenship: The Corps of Discovery, Courage, 68 Citizenship: Susan B. Anthony, Commitment, 106 Citizenship: Ruby Bridges, Respect for the Rights of Others, 138 Citizenship: Irving Berlin, Patriotism, 178 Citizenship: Sophie Cubbison, Individual Responsibility, 212</p>
1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.	<p>SE/TE: American Indians, 162–165 Primary Source: Artifact: Basket, 266–167 Stories in Our Culture, 172–175 Citizenship: Irving Berlin, Patriotism, 178</p>
1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.	<p>SE/TE: Acting as Good Citizens, 4–7 Critical Thinking Skills: Solve a Problem, 18–19 Making Choices in Government, 28–31 Customs, Traditions, and Celebrations, 150–155 Shared Culture, 158–161</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 1: Being a Good Citizen</p>

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Civics and Government	
1.C&G.1 Understand how people engage with and participate in the community.	
1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities.	<p>SE/TE: Acting as Good Citizens, 4–7 Rights and Responsibilities, 10–13 Following Rules and Laws, 14–17 Critical Thinking Skills: Solve a Problem, 18–19 My Leaders, 20–23 Making Choices in Government, 28–31 Also see: Citizenship: Abraham Lincoln, Honesty, 34 Citizenship: The Corps of Discovery, Courage, 68 Citizenship: Susan B. Anthony, Commitment, 106 Citizenship: Ruby Bridges, Respect for the Rights of Others, 138 Citizenship: Irving Berlin, Patriotism, 178 Citizenship: Sophie Cubbison, Individual Responsibility, 212</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 1: Being a Good Citizen Digital Reader Library>Leveled Readers>Chapter 1: Rights and Responsibilities of Citizens</p>
1.C&G.2 Exemplify ways individuals and groups contribute to the making of rules and laws.	<p>SE/TE: Rules We Follow, 5 Following Rules and Laws, 14–17 Assessment, 36</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 1: The Importance of Rules</p>
1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.	<p>SE/TE: Rights and Responsibilities, 10–13</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 1: Rights and Responsibilities of Citizens</p>

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1.C&G.1.4 Compare various processes or strategies people can use to improve communities.	<p>SE/TE: Quest: Storyteller Sam Needs a Skit, 2–3, 37 Acting as Good Citizens, 4–7 We Cooperate & We Solve Problems, 12–13 Rules at School, 15 Critical Thinking Skills: Solve a Problem, 18–19 Making Choices in Government, 28–31 Assessment, 35, 36</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 1: Being a Good Citizen</p>
Economics	
1.E.1.1 Distinguish the relationship between scarcity and limited resources.	
1.E.1 Understand the role of basic economic concepts in the decisions people make.	<p>SE/TE: Needs, Wants and Choices, 186–189 Critical Thinking Skills: Analyze Costs and Benefits, 204–205 Chapter Assessment, 214</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 6: How to Make Decisions Digital Reader Library>Leveled Readers> Chapter 6: Weighing the Costs and Benefits Digital Reader Library>Leveled Readers> Chapter 6: Making the Best Decisions</p>
1.E.1.2 Recognize the relationship between supply and demand.	<p>SE/TE: Opportunities to address this objective may be found with the following: Goods and Services, 190–193 Producers and Consumers, 196–199</p>

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<p>1.E.1.3 Exemplify how supply and demand affect the choices people make.</p>	<p>SE/TE: Opportunities to address this objective may be found with the following: Needs, Wants and Choices, 186–189 Critical Thinking Skills: Analyze Costs and Benefits, 204–205 Chapter Assessment, 214</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 6: How to Make Decisions Digital Reader Library>Leveled Readers>Chapter 6: Weighing the Costs and Benefits Digital Reader Library>Leveled Readers>Chapter 6: Making the Best Decisions</p>
<p>1.E.1.4 Summarize reasons why people and countries trade goods and services</p>	<p>SE/TE: Trade, 162, 198, 200 Primary Sources: Photograph: Loading Trucks (Trade), 210–211</p>
<p>Geography</p>	
<p>1.G.1 Apply geographic representations, tools, and terms to describe surroundings.</p>	
<p>1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.</p>	<p>SE/TE: Using Globes and Maps, xx–SSH1 A Community Map, 48 Cardinal Directions, 49 Maps and Models, 52–55 Critical Thinking Skills: Ask and Answer Questions (about a map) 56–57 Continents and Oceans, 58–61 Assessment, 69, 70</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 2: Getting Around School Digital Reader Library>Leveled Readers>Chapter 2: Mapping the School Digital Reader Library>Leveled Readers>Chapter 2: Getting to Know Our Environment</p>

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<p>1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations.</p>	<p>SE/TE: Using Globes and Maps, xx–SSH1 A Community Map, 48 Cardinal Directions, 49 Maps and Models, 52–53 Lesson Check, 55 Critical Thinking Skills: Ask and Answer Questions (about a map) 56–57 Continents and Oceans, 58–61 Assessment, 69, 70</p>
<p>1.G.2 Understand interactions between humans and the environment in different places and regions around the world.</p>	
<p>1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world.</p>	<p>SE/TE: My State, 63–64 Environment, 64–65</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 2: Getting to Know Our Environment</p>
<p>1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world.</p>	<p>SE/TE: Environment, 64 Transportation, 134 Quest: Tina the Tour Leader Needs Your Help, 40–41, 71</p>

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History	
1.H.1 Understand how people and events have changed society over time.	
1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.	<p>SE/TE: American Heroes 96–99 Our National Holidays, 102–105 Schools and Communities Past and Present, 120–123 Daily Life Past and Present, 124–129 Literacy Skills: Compare and Contrast: Changes in Technology and Transportation, 132–135 American Indians, 162–165 Immigrants, 168–171 Assessment, 139, 140 Citizenship: Abraham Lincoln, Honesty, 34 Citizenship: The Corps of Discovery, Courage, 68 Citizenship: Susan B. Anthony, Commitment, 106 Citizenship: Ruby Bridges, Respect for the Rights of Others, 138 Citizenship: Irving Berlin, Patriotism, 178 Citizenship: Sophie Cubbison, Individual Responsibility, 212</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 3: Learning About Holidays Digital Reader Library>Leveled Readers>Chapter 3: Why Do We Celebrate? Digital Reader Library>Leveled Readers>Chapter 3: The Background Behind Our Holidays</p>
1.H.1.2 Use primary and secondary sources to compare multiple perspectives of various events in history.	<p>SE/TE: Using Primary and Secondary Sources, SSH8–SSH11 Critical Thinking Skills: Analyze Images, 100–101 Critical Thinking Skills: Compare Points of View, 156–157 American Indians, 162–165 Immigrants, 168–171 Stories in Our Culture, 172–175 Primary Sources, 32–33, 50–51, 87, 94–95, 136–137, 166–167, 210–211</p>

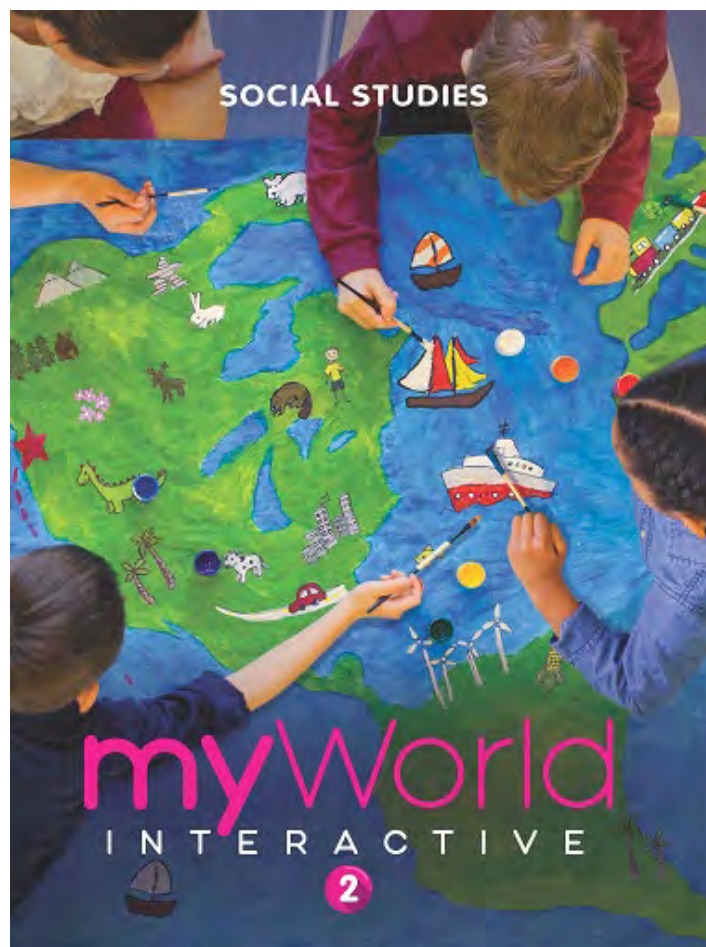
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Compelling Questions	
I.1.1 Identify inquiry as a process to answer questions and solve issues.	<p>SE/TE: Research: Use the Library Media Center, SSH6 Using the Internet, SSH7 Using Primary and Secondary Sources, SSH8–SSH11 Quests, 2–3, 37, 40–41, 71, 74–75, 109, 112–113, 141, 144–145, 181, 184–185, 215</p> <p>Digital Resources: Quests</p>
I.1.2 Recognize a compelling question with prompting and support.	<p>SE/TE: The Big Question, 1, 34, 70, 104, 134, 176</p> <p>TE Only: Introduce the Big Question, 1, 34, 70, 104, 134, 176 Discuss the Compelling Question, 37, 71, 109, 141, 181, 215</p>
I.1.3 Explain why or how a compelling question is important to a topic or issue.	<p>SE/TE: The Big Question, 1, 34, 70, 104, 134, 176 Unlock the Big Question & Jumpstart Activity, 4, 8, 16, 24, 38, 46, 52, 58, 74, 80, 86, 94, 108, 114, 120, 124, 138, 142, 146, 154, 162, 168, 180, 186, 192, 198</p>
Supporting Questions	
I.1.4 Identify what questions are needed to support the compelling question.	<p>SE/TE: Unlock the Big Question & Jumpstart Activity, 4, 8, 16, 24, 38, 46, 52, 58, 74, 80, 86, 94, 108, 114, 120, 124, 138, 142, 146, 154, 162, 168, 180, 186, 192, 198 Lesson Check, 7, 13, 21, 27, 43, 51, 55, 63, 77, 85, 91, 97, 111, 117, 123, 127, 141, 145, 151, 159, 165, 171, 183, 191, 195, 203</p>

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I.1.5 Recognize how supporting questions connect to compelling questions.	<p>SE/TE:</p> <p>The Big Question, 1, 34, 70, 104, 134, 176 Unlock the Big Question & Jumpstart Activity, 4, 8, 16, 24, 38, 46, 52, 58, 74, 80, 86, 94, 108, 114, 120, 124, 138, 142, 146, 154, 162, 168, 180, 186, 192, 198</p> <p>Lesson Check, 7, 13, 21, 27, 43, 51, 55, 63, 77, 85, 91, 97, 111, 117, 123, 127, 141, 145, 151, 159, 165, 171, 183, 191, 195, 203</p>
Gathering and Evaluating Sources	
I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.	<p>SE/TE:</p> <p>Primary Sources, 28–29, 56–57, 62–63, 89, 98–99, 128–129, 152–153, 163–164, 204–205</p> <p>Quests, 2–3, 37, 40–41, 71, 74–75, 109, 112–113, 141, 144–145, 181, 184–185, 215</p> <p>Chapter Assessment, 31–32, 67–68, 101–102, 131–132, 173–174, 207–208</p>
I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.	<p>SE/TE:</p> <p>Using Primary and Secondary Sources, SSH8–SSH11</p> <p>Critical Thinking Skills: Analyze Images, 166–167</p> <p>Primary Sources, 28–29, 56–57, 62–63, 89, 98–99, 128–129, 152–153, 163–164, 204–205</p>
Developing Claims and Using Evidence	
Starting in Grade 3	
Communicating Ideas	
I.1.8 Construct responses to compelling questions using information from sources.	<p>SE/TE:</p> <p>Quest: Project-Based Learning, Quests, 2–3, 40–41, 74–75, 112–113, 144–145, 184–185</p> <p>Quest Findings, 37, 71, 109, 141, 181, 215</p> <p>TE Only:</p> <p>Introduce the Big Question, 1, 34, 70, 104, 134, 176</p> <p>Discuss the Compelling Question, 37, 71, 109, 141, 181, 215</p>

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Taking Informed Action	
I.1.9 Identify problems related to the compelling question that students think are important.	SE/TE: Citizens Follow Rules and Laws, 74–77 Quest: Help a School Leader, 72–73, 103 Critical Thinking Skills: Solve a Problem, 92–93 Ways Leaders Solve Problems, 96–97 How Can We Make a Difference, 168–171
Behavioral Sciences	
2.B.1 Understand how values and beliefs shape culture in America.	
2.B.1.1 Identify the various values and beliefs of diverse cultures that have shaped American identity.	SE/TE: Culture is Our Way of Life, 180–183 Cultures in Our Country, 186–191 American Stories, 192–195 American Holidays, 198–203 Digital Resources: Digital Reader Library>Leveled Readers>Chapter 6: California Cultures Digital Reader Library>Leveled Readers>Chapter 6: The Worlds Around Us Digital Reader Library>Leveled Readers>Chapter 6: One World
2.B.1.2 Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America.	SE/TE: Opportunities to address this standard may be found with the following: Cultures in Our Country, 186–191 American Stories, 192–195 Digital Resources: Digital Reader Library>Leveled Readers>Chapter 6: California Cultures

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Civics and Government	
2.C&G.1 Understand how freedom, equality, and democracy contribute to the government of America.	
2.C&G.1.1 Explain how principles of democracy have shaped the government of America.	<p>SE/TE: Rights, Responsibilities, and Laws, 76 Our Government, 80–84 Why Countries Need Government, 86–87 The Declaration of Independence, 89 Also See: Citizenship: James Oglethorpe (Leadership), 30 Citizenship: George Washington Carver (Problem Solving), 66 Citizenship: Eleanor Roosevelt (Patriotism), 100 Citizenship: Dolores Huerta (Respect for the Rights of Others), 130 Citizenship: Sequoyah (Determination), 172 Citizenship: Jackie Robinson (Courage), 206</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 3: Governments Large and Small Digital Reader Library>Leveled Readers> Chapter 3: A Day With the Mayor Digital Reader Library>Leveled Readers> Chapter 3: So, Who’s in Charge?</p>

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<p align="center">North Carolina Social Studies Standards 2021 Grade 2</p>	<p align="center">myWorld Interactive Social Studies Grade 2, ©2019</p>
<p>2.C&G.1.2 Summarize the role of government in protecting freedom and equality of individuals in America.</p>	<p>SE/TE: Heroic Leaders, 142–145 Heroes Who Inspire Change, 146–151 Primary Source: <i>Rosa Parks: My Story</i>, 152–153 Heroes in Science, 154–159 Heroic Helpers, 162–165 Also See: Citizenship: James Oglethorpe (Leadership), 30 Citizenship: George Washington Carver (Problem Solving), 66 Citizenship: Eleanor Roosevelt (Patriotism), 100 Citizenship: Dolores Huerta (Respect for the Rights of Others), 130 Citizenship: Sequoyah (Determination), 172 Citizenship: Jackie Robinson (Courage), 206</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 5: Everyday Heroes: Wilma Rudolph, George Washington Carver, & Jane Addams Digital Reader Library>Leveled Readers> Chapter 5: Making a Difference: Wilma Rudolph, George Washington Carver, & Jane Addams Digital Reader Library>Leveled Readers> Chapter 5: Tales of Triumph: Wilma Rudolph, George Washington Carver, & Jane Addams</p>
<p>2.C&G.1.3 Compare the structure and function of the three branches of government at the national level.</p>	<p>SE/TE: Our Government, 80–84 Lesson Check, 85 The Constitution and the Bill of Rights, 90–91</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 3: Governments Large and Small</p>

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<p>2.C&G.1.4 Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality.</p>	<p>SE/TE:</p> <p>Citizenship: Dolores Huerta (Respect for the Rights of Others), 130 Citizenship: Sequoyah (Determination), 172</p> <p>Sitting Bull, 144 Golda Meir, 145 Harriet Tubman, 147 Yuri Kochiyama, 147 Wilma Rudolph, 147 Heroes of Women’s Rights, 148–149 César Chávez, 150 Primary Source: Rosa Parks: <i>My Story</i>, 152–153 Marie Curie, 156 Sally Ride, 159 Jane Addams, 162–163 Clara Barton, 164 Florence Nightingale, 165 Citizenship: Sequoyah, 172</p> <p>Digital Resources:</p> <p>Digital Reader Library>Leveled Readers> Chapter 5: Everyday Heroes: Wilma Rudolph, George Washington Carver, & Jane Addams Digital Reader Library>Leveled Readers> Chapter 5: Making a Difference: Wilma Rudolph, George Washington Carver, & Jane Addams Digital Reader Library>Leveled Readers> Chapter 5: Tales of Triumph: Wilma Rudolph, George Washington Carver, & Jane Addams</p>

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Economics	
2.E.1 Understand how the availability of resources impacts economic decisions.	
2.E.1.1 Explain how scarcity affects economic decisions.	SE/TE: Needs, Wants, and Choices, 108–111 Critical Thinking Skills: Analyze Costs and Benefits, 112–113 Chapter Assessment, 132
2.E.1.2 Explain how the availability of resources impacts the production of goods.	SE/TE: Our Communities and Resources, 58–63 Producing and Consuming Goods, 120–123 Challenges Producers Face, 124–127 Primary Source: Photograph: Dairy Farm, 128–129 Assessment, 131 Digital Resources: Digital Reader Library>Leveled Readers>Chapter 4: Our Food from Farm to Table Digital Reader Library>Leveled Readers>Chapter 4: How Does My Food Move? Digital Reader Library>Leveled Readers>Chapter 4: From Seed to Store: How Our Food Travels
Geography	
2.G.1 Understand how interaction between humans and the physical environment is impacted by movement and settlement.	
2.G.1.1 Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation.	SE/TE: Map and Graph Skills Handbook, SSH0–SSH3 Use Maps to Locate Places, 38–43 Critical Thinking Skill: Use Map Scale to Ask and Answer Questions, 44–45 Maps, 49, 50, 51, 67, 68, R1–R5 Digital Resources: Reference Center>Outline Maps

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<p>2.G.1.2 Explain how the environment has impacted settlement across America.</p>	<p>SE/TE: Immigrant Families, 10–11, 191 Our Communities and Resources (Urban, Suburban, and Rural Environments), 58–62 Moving to A New Environment, 63 Also see: Jane Addams and Hull House, 162–163</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 2: Where Do You Live? Digital Reader Library>Leveled Readers>Chapter 2: The Land Around Us Digital Reader Library>Leveled Readers>Chapter 2: This Land Is Your Land: A Guide to California</p>
<p>2.G.1.3 Interpret how the movement of people, goods, and ideas has impacted the regional development of America.</p>	<p>SE/TE: Immigrant Families, 10–11, 191 The Role of Farmers, 115 Producing and Consuming Goods, 120–123 Trade, 94, 96, 97 Assessment, 131</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 4: Our Food from Farm to Table Digital Reader Library>Leveled Readers>Chapter 4: How Does My Food Move? Digital Reader Library>Leveled Readers>Chapter 4: From Seed to Store: How Our Food Travels</p>

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History	
2.H.1 Understand how various people and events have shaped America.	
2.H.1.1 Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history.	<p>SE/TE:</p> <p>Citizenship: Dolores Huerta (Respect for the Rights of Others), 130</p> <p>Sitting Bull, 144</p> <p>Golda Meir, 145</p> <p>Harriet Tubman, 147</p> <p>Yuri Kochiyama, 147</p> <p>Wilma Rudolph, 147</p> <p>Heroes of Women’s Rights, 148–149</p> <p>César Chávez, 150</p> <p>Primary Source: Rosa Parks: <i>My Story</i>, 152–153</p> <p>Marie Curie, 156</p> <p>Sally Ride, 159</p> <p>Jane Addams, 162–163</p> <p>Clara Barton, 164</p> <p>Florence Nightingale, 165</p> <p>Citizenship: Sequoyah, 172</p> <p>Assessment, 173</p> <p>Digital Resources:</p> <p>Digital Reader Library>Leveled Readers>Chapter 5: Everyday Heroes: Wilma Rudolph, George Washington Carver, & Jane Addams</p> <p>Digital Reader Library>Leveled Readers>Chapter 5: Making a Difference: Wilma Rudolph, George Washington Carver, & Jane Addams</p> <p>Digital Reader Library>Leveled Readers>Chapter 5: Tales of Triumph: Wilma Rudolph, George Washington Carver, & Jane Addams</p>

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2.H.1.2 Explain ways in which various historical events have shaped American history.	<p>SE/TE: Family History, 24–27 Heroic Leaders, 142–145 Heroes Who Inspire Change, 146–151 Primary Source: <i>Rosa Parks: My Story</i>, 152–153 Heroes in Science, 154–159 Heroic Helpers, 162–165 Also See: Citizenship: James Oglethorpe (Leadership), 30 Citizenship: George Washington Carver (Problem Solving), 66 Citizenship: Eleanor Roosevelt (Patriotism), 100 Citizenship: Dolores Huerta (Respect for the Rights of Others), 130 Citizenship: Sequoyah (Determination), 172 Citizenship: Jackie Robinson (Courage), 206</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 1: Learning About Ancestry Digital Reader Library>Leveled Readers> Chapter 1: Remembering Our Past</p>
2.H.1.3 Compare various perspectives of the same time period using primary and secondary sources	<p>SE/TE: Using Primary and Secondary Sources, SSH8–SSH11 Primary Sources, 28–29, 56–57, 62–63, 89, 98–99, 128–129, 152–153, 163–164, 204–205 Also See: Quests, 2, 36, 72, 106, 136, 178</p> <p>Digital Resources: Skills Handbooks>Using Primary and Secondary Sources</p>

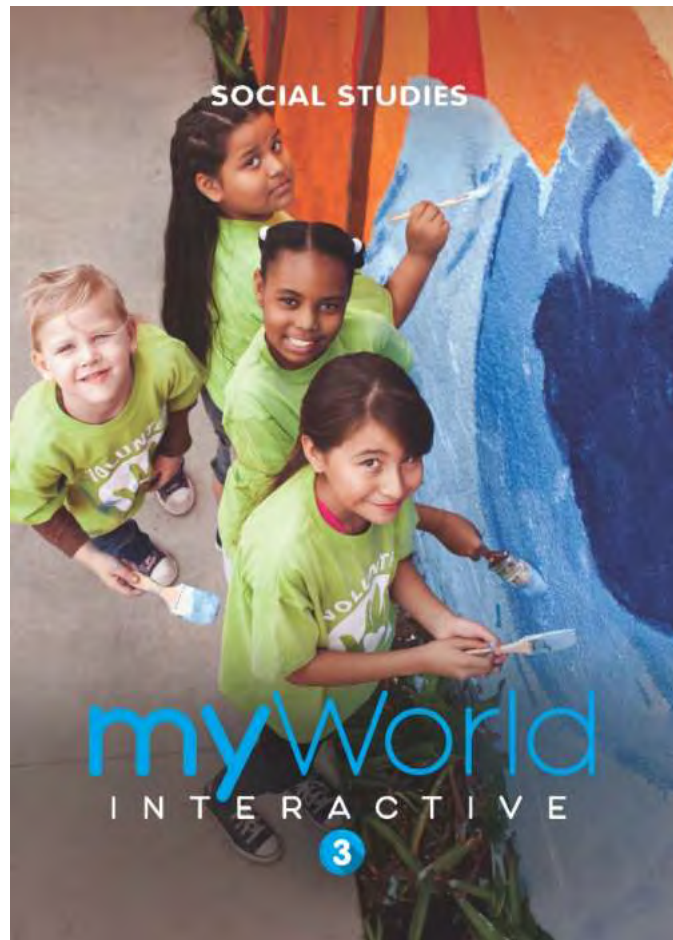
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Introduction

This document demonstrates how *myWorld Interactive Social Studies*, ©2019 for Grade 3 meets the North Carolina Social Studies Standards 2021 for Grade 3. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive Social Studies encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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I.1.1 Identify content required to provide an answer to compelling questions.	<p>SE/TE: The Big Question, 1, 44, 84, 138, 182, 226, 266 Critical Thinking and Writing: Revisit the Big Question, 81, 179, 223, 263, 315</p> <p>TE Only: Digital Skills Activity> Chapter 5: Ask and Answer Questions Quests (Units 1-7)</p>
I.1.2 Construct compelling questions that promote inquiry with peers	<p>SE/TE: Quest: Kick-Off (Ask Questions), 2–3, 46–47, 86–87, 140–141, 184–185, 228–229, 268–269 Critical Thinking Skills: Ask and Answer Questions, 200–201 Reading Check: Ask Questions, 75, 171</p> <p>TE Only: Digital Skills Activity> Chapter 5: Ask and Answer Questions Quests (Units 1-7)</p>
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I.1.3 Understand how responses to supporting questions provide responses to compelling questions.	<p>SE/TE: The Big Question, 1, 44, 84, 138, 182, 226, 266 Critical Thinking and Writing: Revisit the Big Question, 81, 179, 223, 263, 315</p> <p>TE Only: Discuss the Compelling Question, 43, 83, 137, 181, 225, 265, 317</p> <p>Digital Resources: Digital Skills Activity>Chapter 3: Ask and Answer Questions Quests (Units 1-7)</p>
I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.	<p>SE/TE: Quests, 2–3, 43, 46–47, 83, 86–87, 137, 140–141, 181, 184–185, 225, 228–229, 265, 268–269, 317 The Big Question & Jumpstart Activity, 1, 44, 84, 138, 182, 226, 266 Critical Thinking and Writing: Revisit the Big Question, 81, 179, 223, 263, 315</p> <p>Digital Resources: Quests (Units 1-7)</p>

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I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.	SE/TE: Assessment: Vocabulary and Key Ideas, 40, 80, 134, 178, 222, 262, 314 Also see: Vocabulary & Academic Vocabulary (examples), SSH5, SSH9, SSH15, 4, 5, 6, 10, 12, 16, 20, 22, 28, 32, 34, 48, 53, 56, 58, 61, 64, 65, 67, 68, 72, 73, 74, 80, 88, 91, 96, 97, 100, 106, 108, 125, 142, 152, 159, 169, 186, 194, 202, 212, 230, 238, 242, 244, 252, 272, 278, 281, 284, 287, 290, 296
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<p>I.1.8 Accurately use information from sources when making claims.</p>	<p>SE/TE: Quests Research and Results), 2–3, 43, 46–47, 83, 86–87, 137, 140–141, 181, 184–185, 225, 228–229, 265, 268–269, 317 Primary Sources, 33, 36, 42, 76, 108, 130, 136, 156, 171, 176, 180, 189, 192, 211, 224, 236, 264, 291, 316</p>
<p>I.1.9 Make inferences from information in sources.</p>	<p>SE/TE: Literacy Skills: Draw Conclusions, 250–251 Infer, SSH12, SSH14 Draw Conclusions, SSH16, 235, 241, 248, 257, 293</p> <p>Digital Resources: Chapter 6>Digital Skills Activity>Draw Conclusions</p>
<p>Communicating Ideas</p>	
<p>I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.</p>	<p>SE/TE: Keys to Good Writing, SSH10 Opinion Writing, SSH11 Informative Writing, SSH12 Narrative Writing, SSH13 Writing Workshop: Writing an Informative Text, 41, 223, 263, 315 Writing Workshop: Write an Explanatory Text, 179 Writing Workshop: Write a Narrative Text, 81 Writing Workshop: Write a Journal Entry, 135 Quests, 2–3, 43, 46–47, 83, 86–87, 137, 140–141, 181, 184–185, 225, 228–229, 265, 268–269, 317</p>

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Behavioral Sciences	
3.B.1 Understand how values and beliefs of individuals and groups influence communities.	
3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.	<p>SE/TE: America’s First Peoples, 88–93 Early Spanish Communities, 104–111 Early French Communities, 112–117 Early English Communities, 118–123 People and Cultures, 284–289 Culture Through the Arts, 290–295 Cultural Celebrations, 296–301 Primary Source: Photographs: Cultures in the United States, 302–303 Our Nation’s Diversity, 304–309</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 3: Together We Give Thanks; A New Tradition; Thanksgiving Then and Now Digital Reader Library>Leveled Readers> Chapter 7: Our Communities; American Communities; Building Communities</p>
3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.	<p>SE/TE: Celebrating Our Community, 266–267 Quest: Look at My Community, 268–269 316 People and Cultures, 284–289 Culture Through the Arts, 290–295 Cultural Celebrations, 296–301 Primary Source: Photographs: Cultures in the United States, 302–303 Our Nation’s Diversity, 304–309</p>

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<p>Continued: 3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.</p>	<p>Continued: Digital Resources: Digital Reader Library>Content Readers>Chapter 7: The 10 Most Outstanding Community Celebrations in the United States Digital Reader Library>Leveled Readers>Chapter 7: Our Communities; American Communities; Building Communities</p>
<p>Civics and Government</p>	
<p>3.C&G.1 Understand the structure and function of state and local government.</p>	
<p>3.C&G.1.1 Compare the structure and function of both state and local government.</p>	<p>SE/TE: Quest Project-Based Learning: Government at Work, 140-141, 181 The American Government, 142–149 Branches of Government, 150–155 Primary Source The Preamble to the United States Constitution, 156–157 Levels of Government, 158–165 Literacy Skills: Compare and Contrast (Levels of Government), 166–167</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>4: Our Constitution at Work</p>
<p>3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.</p>	<p>SE/TE: Quest Project-Based Learning: Government at Work, 140-141, 180 The American Government, 142–149 Branches of Government, 150–157 Levels of Government, 158–165 Taking Action for Our Rights, 202–207 Critical Thinking Skills: Take Informed Action, 310–311 Citizenship: Earl Warren, A Life of Law and Leadership, 176</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 4: Our Constitution at Work</p>

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3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within communities.	<p>SE/TE: Governments Work Together, 164–165 Anti-Bullying Law from California, 192–193 Being a Good Citizen, 194–199 Taking Action for Our Rights, 202–207 Seeking Equal Rights, 252–253 New Ideas in Human Rights, 256–257 Critical Thinking Skills: Take Informed Action, 310–311</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 4: Our Constitution at Work</p>
Economics	
3.E.1 Understand how economic decisions and resources affect the local economy.	
3.E.1.1 Explain how entrepreneurship develops local communities.	<p>SE/TE: Goods and Services, 48–53 Types of Resources, 56–61 Human Capital, 72–77 Citizenship: Jerry Yang: A Leader in Technology, 78</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 2: How Do Industries Grow?; Technology and California; Silicon Valley</p>
3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.	<p>SE/TE: Quest: Resources All Around Us, 46–47, 83 Types of Resources, 56–61 Human Capital and Your Future, 72–77</p>
3.E.1.3 Summarize the role supply and demand plays in local economies.	<p>SE/TE: Opportunities to address this objective may be found with the following: Goods and Services, 48–53 Economic Choices, 64–69</p>

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Geography	
3.G.1 Understand how geography impacts the development of regions and communities.	
3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.	<p>SE/TE: Geography Skills Handbook, SSH1–SSH3, SSH6–SSH9 Absolute Location, SSH4 Relative Location, SSH5 Map and Graph Skills: Use Digital Tools to Understand Geography, 18–19 Maps, 5, 7, 11, 21, 96, 99, 116, 120, 231, 233, 240, 242, 245, 274</p> <p>Digital Resources: Reference Center: Maps Reference Center: Outline Maps</p>
3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.	<p>SE/TE: Lands and Water in the United States, 6–7 Five Regions of the United States, 8–9 Weather, Climate, and Forces of Nature, 10–17 Using Earth’s Resources, 20–25 Interacting with the Environment, 28–35 America’s First Peoples, 88–93 Early Spanish Communities, 104–111 Early French Communities, 112–117 Early English Communities, 118–123</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 1: Let’s Protect the Planet; Saving the Planet; Protecting the Planet</p>
3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.	<p>SE/TE: Using Earth’s Resources, 20–25 Primary Source: From an Essay by Rachel Carson, 36–37 Producing and Buying Local Goods, 50–51 Goods From Far Away, 52–53 America’s First Peoples, 88–93 Early Explorers, 96–101 Early Spanish Communities, 104–111 Early French Communities, 112–117 Early English Communities, 118–123</p>

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History	
3.H.1 Understand how various people and historical events have shaped local communities.	
<p>3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.</p>	<p>SE/TE: Primary Source Lessons: From an Essay by Rachel Carson, 36–37 America’s First Peoples, 88–93 Early Spanish Communities, 104–111 Early French Communities, 112–117 Early English Communities, 118–123 Susan b. Anthony, 203 Thurgood Marshall, 204–205 Eleanor Roosevelt, 206–207 Anne Hutchinson and Freedom of Religion, 210 Clara Barton Aided Soldiers, 212 Frederick Douglass Spoke Out against Slavery, 212 Harriet Tubman and the Underground Railroad, 213 Martin Luther King Jr. Worked for Equal Rights, 214–215 Jane Addams, Founder of Hull House, 216A New Home in America, 238–243 New Ideas in Human Rights, 256–257 Citizenship: Hallie M. Daggett, First Female Fire Lookout, 38 Citizenship: Jerry Yang, A Leader in Technology, 78 Citizenship: Archie Thompson, Saving the Yurok Language, 132 Citizenship: Sylvia Mendez, Ending Segregation in Public Schools, 220 Citizenship: Mary McLeod Bethune, Champion of Education, 260 Citizenship: Marian Anderson: Entertainer, 312</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 5: Who Is Eleanor Roosevelt? Digital Reader Library>Leveled Readers> Chapter 5: An American Hero: Eleanor Roosevelt Digital Reader Library>Leveled Readers> Chapter 5: Eleanor Roosevelt: First Lady and Human Rights Leader</p>

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3.H.1.2 Explain the lasting impact historical events have had on local communities.	<p>SE/TE: America’s First Peoples, 88–93 Early Explorers, 96–101 Early Spanish Communities, 104–111 Early French Communities, 112–117 Early English Communities, 118–123 New Ways to Travel, 230–235 New Ways to Communicate, 244–249 New Ideas, 252–257</p> <p>Digital Resources: Digital Reader Library>Leveled Readers> Chapter 3: Together We Give Thanks Digital Reader Library>Leveled Readers> Chapter 3: A New Tradition Digital Reader Library>Leveled Readers> Chapter 3: Thanksgiving Then and Now</p>
3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.	<p>SE/TE: Primary and Secondary Sources, SSH15–SSH16 Distinguishing Between Primary and Secondary Sources, SSH17 How to Interpret a Primary Source, SSH18 How to Interpret a Secondary Source, SSH19 Using a Library Media Center to Write a Research Paper, SSH14 Primary Sources, 33, 36, 42, 76, 108, 130, 136, 156, 171, 176, 180, 189, 192, 211, 224, 236, 264, 291, 316 Critical Thinking Skills: Compare Primary and Secondary Sources, 236–237 Quests, 2–3, 43, 46–47, 83, 86–87, 137, 140–141, 181, 184–185, 225, 228–229, 265, 268–269, 317</p> <p>Digital Resources: Quests (Units 1-7) Chapter 6> Critical Thinking Skills: Primary and Secondary Sources>Skill Activity: Compare Primary and Secondary Sources</p>

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Grades 3-5**

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C3 Framework For Social Studies State Standards	myWorld Interactive Social Studies Grade 4, ©2019
DIMENSION 1, Developing Questions & PLANNING INQUIRIES	
Constructing Compelling Questions	
BY THE END OF GRADE 5*	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).	<p>SE/TE: The Big Question, 1, 42, 90, 126, 168, 216, 264, 306, 355; Jumpstart Activity (partner and group work activities), 6, 14, 22, 28, 48, 56, 64, 70, 78, 96, 104, 112, 132, 140, 146, 154, 174, 180, 186, 194, 202, 222, 230, 236, 244, 252, 270, 278, 284, 292, 312, 320, 326, 332, 340, 360, 366, 372, 380, 388</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Ask and Answer Questions; Generate New Ideas</p>
D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	<p>SE/TE: Quests, 4–5, 41, 46–47, 89, 94–95, 125, 130–131, 167, 172–173, 215, 220–221, 263, 268–269, 305, 310–311, 353, 358–359, 401; The Big Question, 1, 42, 90, 126, 168, 216, 264, 306, 355; Critical Thinking and Writing: Revisit the Big Question, 39, 87, 123, 165, 213, 261, 303, 351, 399</p> <p><u>Digital Resources</u> Quests; Reference Center: 21st Century Skills Videos: Ask and Answer Questions; Generate New Ideas; Draw Inferences; Use and Interpret Evidence; Identify Main Idea and Details</p>

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Constructing Supporting Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	<p>SE/TE: The Big Question, 1, 42, 90, 126, 168, 216, 264, 306, 355; Unlock the Big Question & Interactivity, 6, 14, 22, 28, 48, 56, 64, 70, 78, 96, 104, 112, 132, 140, 146, 154, 174, 180, 186, 194, 202, 222, 230, 236, 244, 252, 270, 278, 284, 292, 312, 320, 326, 332, 340, 360, 366, 372, 380, 388; Quests, 4-5, 41, 46-47, 89, 94-95, 125, 130-131, 167, 172-173, 215, 220-221, 263, 268-269, 305, 310-311, 353, 358-359, 401</p> <p><u>Digital Resources</u> Quests; Reference Center: 21st Century Skills Videos: Ask and Answer Questions; Generate New Ideas; Draw Inferences; Use and Interpret Evidence; Identify Main Idea and Details</p>
D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	<p>SE/TE: Quests, 4-5, 41, 46-47, 89, 94-95, 125, 130-131, 167, 172-173, 215, 220-221, 263, 268-269, 305, 310-311, 353, 358-359, 401; The Big Question, 1, 42, 90, 126, 168, 216, 264, 306, 355; Critical Thinking and Writing: Revisit the Big Question, 39, 87, 123, 165, 213, 261, 303, 351, 399</p> <p><u>Digital Resources</u> Quests; Reference Center: 21st Century Skills Videos: Ask and Answer Questions; Generate New Ideas; Draw Inferences; Use and Interpret Evidence</p>

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Determining Helpful Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions	<p>SE/TE: Primary and Secondary Sources, SSH17; Comparing Primary and Secondary Sources, SSH18; How to Interpret an Artifact, SSH19; How to Interpret a Historical Document, SSH20; How to Interpret a Secondary Source, SSH21; Primary Sources, 7, 12, 17, 26, 30, 40, 76, 80, 88, 101, 102, 108, 113, 124, 137, 150, 152, 166, 178, 184, 192, 214, 226, 233, 254, 274, 287, 290, 304, 321, 328, 335, 346, 362, 367, 375, 394, 400; Quests, 4-5, 41, 46-47, 89, 94-95, 125, 130-131, 167, 172-173, 215, 220-221, 263, 268-269, 305, 310-311, 353, 358-359, 401</p> <p>Digital Resources Reference Center: 21st Century Skills Videos: Use Primary and Secondary Sources Conduct Research; Use the Internet Safely; Use and Interpret Evidence; Evaluate Media Content; Skills Handbooks; Using Primary and Secondary Sources; Digital Reader Library: Leveled Readers</p>
DIMENSION 2, Applying Disciplinary Concepts & TOOLS	
CIVICS	
Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<p>SE/TE: A New Constitution, 58-59; Principles of Our Government, 96-101; How Our Government Works, 104-109; Primary Source: United States Constitution, R4-R27</p> <p>Digital Resources Digital Reader Library: Leveled Readers: Chapter 3: We Are America; Being American; Our America</p>

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<p>D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p>	<p>SE/TE: A New Constitution, 58–59; What Is Government? 97; Our Responsibilities, 114–115; Critical Thinking Skills: Compare Points of View, 118–119</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 3: We Are America; Being American; Our America</p>
<p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p>	<p>SE/TE: Principles of Our Government, 96–101; How Our Government Works, 104–109; Amendments Expand Citizens’ Rights, 113; Primary Source: United States Constitution, R4–R27</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 3: We Are America; Being American; Our America</p>
<p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</p>	<p>SE/TE: How Our Government Works, 104–109; Chapter Assessment, 122–123</p>
<p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p>	<p>SE/TE: A New Constitution, 58–59; The Civil War, 66–67; Principles of Our Government, 96–101; How Our Government Works, 104–109; Iroquois League, 187; A New Plan of Government, 189; Communism, 79, 82</p>

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<p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p>	<p>SE/TE: Quest: Changing My Community: One Letter at a Time, 94–95, 125; Immigrants and Workers’ Rights, 172–173, 215; Save the Southeast Coast! 220–221, 263; Critical Thinking Skills: Work in Teams, 208–209; also see: also see: Citizenship, 36, 84, 120, 162, 210, 258, 300, 348, 396</p> <p><u>Digital Resources</u> 21st Century Skills Videos: Make Decisions; Resolve Conflict; Solve Problems; Work in Cooperative Teams; Digital Skill Practice: Chapter 5: Work in Teams; Quests</p>
<p>Participation and Deliberation</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.</p>	<p>SE/TE: A New Constitution, 58–59; Principles of Our Government, 96–101; How Our Government Works, 104–109; Our Rights and Responsibilities, 112–117; also see: Citizenship, 36, 84, 120, 162, 210, 258, 300, 348, 396</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 3: We Are America; Being American; Our America</p>
<p>D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.</p>	<p>SE/TE: A New Constitution, 58–59; Principles of Our Government, 96–101; How Our Government Works, 104–109; Our Rights and Responsibilities, 112–117; also see: Citizenship, 36, 84, 120, 162, 210, 258, 300, 348, 396</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 3: We Are America; Being American; Our America</p>

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<p>D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</p>	<p>SE/TE: Critical Thinking Skills: Compare Points of View, 118–119; Work in Teams, 208–209; Quest: Changing My Community: One Letter at a Time, 94–95, 125; Immigrants and Workers’ Rights, 172–173, 215; Save the Southeast Coast! 220–221, 263</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Resolve Conflict; Solve Problems; Work in Cooperative Teams; Compare Viewpoints; Make Decisions</p>
<p>D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.</p>	<p>SE/TE: Critical Thinking Skills: Compare Points of View, 118–119; also see: Rebuilding the Nation, 68; The Civil Rights Era, 80; Greater Diversity, 81</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Resolve Conflict; Compare Viewpoints</p>
<p>Processes, Rules, and Laws</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</p>	<p>SE/TE: Amendments Expand Citizens’ Rights, 113; Our Responsibilities (voting), 114-115; Critical Thinking Skills: Compare Points of View, 118–119; Work in Teams, 208–209</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Resolve Conflict; Solve Problems; Work in Cooperative Teams; Compare Viewpoints; Make Decisions</p>

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<p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p>	<p>SE/TE: Rebuilding the Nation, 68; The Civil Rights Era, 80; Greater Diversity, 81; What Is Government? 97; Amendments Expand Citizens' Rights, 113; Our Responsibilities, 114–115; Critical Thinking Skills: Compare Points of View, 118–119; Government and the Economy, 136; The Abolitionists, 190; Movements for Reform, 198</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 3: We Are America; Being American; Our America; Reference Center: 21st Century Skills Videos: Resolve Conflict; Solve Problems; Work in Cooperative Teams; Compare Viewpoints; Make Decisions</p>
<p>D2.Civ.13.3-5. Explain how policies are developed to address public problems.</p>	<p>SE/TE: The Civil Rights Era, 80; Greater Diversity, 81; Quest! Changing My Community: One Letter at a Time, 94–95, 125; Citizens and Their Rights, 92; Amendments Expand Citizens' Rights, 93; Our Responsibilities, 95; Amendments Expand Citizens' Rights, 113; The Abolitionists, 190; Movements for Reform, 198</p> <p><u>Digital Resources</u> 21st Century Skills Videos: Make Decisions; Resolve Conflict; Solve Problems; Work in Cooperative Teams</p>

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<p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p>	<p>SE/TE: Citizenship: Marjory Stoneman Douglas: Rescuer of the Everglades, 36; Elizabeth Cady Stanton: American Suffragist, 84; Tammy Duckworth: Veteran and United States Senator, 120; Bill Gates: Professional Problem Solver, 162; Jacob Riis: Helping Immigrants, 210–211; Rosa Parks: Mother of the Civil Rights Movement, 258; Jean Baptiste Point DuSable: The Father of Chicago, 300; Henry Chee Dodge: Peacekeeper and Community Leader, 348; Elizabeth Peratrovich: Voice of the People, 396; The Civil Rights Era, 80; Greater Diversity, 81; Quest! Changing My Community: One Letter at a Time, 94–95, 125; Citizens and Their Rights, 92; Amendments Expand Citizens’ Rights, 93; Our Responsibilities, 95; Amendments Expand Citizens’ Rights, 113; The Abolitionists, 190; Movements for Reform, 198; Quest: Changing My Community: One Letter at a Time, 94–95, 125; Immigrants and Workers’ Rights, 172–173, 215; Save the Southeast Coast! 220–221, 263</p> <p><u>Digital Resources</u> 21st Century Skills Videos: Make Decisions; Resolve Conflict; Solve Problems; Work in Cooperative Teams; Digital Skill Practice: Chapter 5: Work in Teams; Quests</p>
<p>ECONOMICS</p>	
<p>Economic Decision Making</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Eco.1.3-5. Compare the benefits and costs of individual choices.</p>	<p>SE/TE: Making Choices, 148; Critical Thinking Skills: Analyze Costs and Benefits, 160–161; also see: Quest: Join the Economy: Start Your Own Business, 130–131, 167</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Analyze Cost and Benefits</p>

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<p>D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p>	<p>SE/TE: The Things We Want, 147; Making Choices, 148; Critical Thinking Skills: Analyze Costs and Benefits, 160–161; also see: Quest: Join the Economy: Start Your Own Business, 130–131, 167</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Analyze Cost and Benefits</p>
<p>Exchange and Markets</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p>	<p>SE/TE: Capital Resources, 24, 135; Human Resources, 24, 135; Renewable and Nonrenewable Resources, 26–27; Natural Resources, 22–27, 76–77, 182, 316–317, 349, 364, 373–379</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: The Global Economy</p>
<p>D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.</p>	<p>SE/TE: Trade and Markets, 140–145; A Global Economy, 154–159; Visual Review, 163</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: The Global Economy</p>
<p>D2.Eco.5.3-5. Explain the role of money in making exchange easier.</p>	<p>SE/TE: Currency, 140–141; Making and Living, 150; Banking and Saving, 150; Labor Unions, 81, 198; Businesses and Markets, 142; also see: Quest: Join the Economy: Start Your Own Business, 130–131, 167</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: Our Economy; The Nation’s Economy</p>

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D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.	SE/TE: Entrepreneurs, 71, 127, 129, 143–145, 164; Capital Resources, 24, 135; Human Resources, 24, 135; Natural Resources, 22–27, 76–77, 182, 316–317, 349, 364, 373–379 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: The Global Economy
D2.Eco.7.3-5. Explain how profits influence sellers in markets.	SE/TE: Unlock the Big Question, 140; Interactivity, 140; Businesses and Markets, 142-143; Supply and Demand, 144-145; Lesson 2 Check, 145; Incentives, 149; Chapter 4 Assessment, 164-165 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: The Global Economy
D2.Eco.8.3-5. Identify examples of external benefits and costs.	SE/TE: For related material see: Businesses and Markets, 142-143; Supply and Demand, 144-145; Lesson 2 Check, 145; Incentives, 149 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: The Global Economy
D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.	SE/TE: Banking and Saving, 150–151; Assessment, 164 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: Our Economy; The Nation’s Economy
The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.10.3-5. Explain what interest rates are.	SE/TE: Banking and Saving, 150–151; Assessment, 164 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: Our Economy; The Nation’s Economy

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D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.	SE/TE: Trade and Markets, 140–145; Assessment, 164: Depression and the New Deal, 73 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: Our Economy; The Nation’s Economy
D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.	SE/TE: State and Local Government, 108; Government and the Economy, 136; Paying Taxes, 114, 123; Taxes, 57, 58, 100 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: Our Economy; The Nation’s Economy
D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.	SE/TE: Specialization and Productivity, 157; Capital Resources, 24, 135; Human Resources, 24, 135 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: Our Economy; The Nation’s Economy
The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.	SE/TE: Trade and Markets, 140–145; A Global Economy, 154–159; Visual Review, 163 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: The Global Economy
D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.	SE/TE: Trade and Markets, 140–145; A Global Economy, 154–159; Visual Review, 163 <u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapter 4: The Global Economy

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GEOGRAPHY	
Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.	<p>SE/TE: Geography and Skills Handbook, SSH1–SSH12; Map and Graph Skills: Read Inset Maps, 20–21; Use a Road Map and Scale, 228–229; Latitude and Longitude, 318–319</p> <p>Digital Resources Skills Handbooks: Geography Handbook; Reference Center: Maps; Outline Maps; 21st Century Skills Videos: Interpret Cultural Data on Maps; Interpret Economic Data on Maps; Interpret Physical Maps; Use Latitude and Longitude</p>
D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	<p>SE/TE: Geography and Skills Handbook, SSH1–SSH12; Map and Graph Skills: Read Inset Maps, 20–21; Use a Road Map and Scale, 228–229; Latitude and Longitude, 318–319; Maps, 44, 49, 50, 60, 67, 92, 128, 156, 158, 170, 175, 177, 183, 187, 194, 204, 218, 222, 224, 228, 232, 238, 240, 245, 266, 270, 272, 281, 284, 308, 313, 314, 316, 318, 319, 321, 334, 336, 356, 361, 362, 374, 380, 390</p> <p>Digital Resources Skills Handbooks: Geography Handbook; Reference Center: Maps; Outline Maps; 21st Century Skills Videos: Interpret Cultural Data on Maps; Interpret Economic Data on Maps; Interpret Physical Maps; Use Latitude and Longitude; Analyze Images</p>

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<p>D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.</p>	<p>SE/TE: Geography and Skills Handbook, SSH1–SSH12; Map and Graph Skills: Read Inset Maps, 20–21; Use a Road Map and Scale, 228–229; Latitude and Longitude, 318–319; Maps, 44, 49, 50, 60, 67, 92, 128, 156, 158, 170, 175, 177, 183, 187, 194, 204, 218, 222, 224, 228, 232, 238, 240, 245, 266, 270, 272, 281, 284, 308, 313, 314, 316, 318, 319, 321, 334, 336, 356, 361, 362, 374, 380, 390</p> <p><u>Digital Resources</u> Skills Handbooks: Geography Handbook; Reference Center: Maps; Outline Maps; 21st Century Skills Videos: Interpret Cultural Data on Maps; Interpret Economic Data on Maps; Interpret Physical Maps; Use Latitude and Longitude</p>
<p>Human-Environment Interaction</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</p>	<p>SE/TE: The Northeast Today, 202–207; Southern Life, 252–257; Settling the Midwest, 284–289; The Midwest on the Move, 292–297; Life in a Dry Land, 340–345; The West Today, 388–393</p> <p><u>Digital Resources</u> Skills Handbooks: Geography Handbook</p>
<p>D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.</p>	<p>SE/TE: People and the Land, 28–33; Growth and Change in the Northeast, 194–199; The Northeast Today, 202–207; Settling the Southeast, 244–249; Southern Life, 252–257; Settling the Midwest, 284–289; The Midwest on the Move, 292–297; Growth of the Southwest, 332–337; Life in a Dry Land, 340–345; Growth of the West, 380–385; The West Today, 388–393</p> <p><u>Digital Resources</u> Skills Handbooks: Geography Handbook</p>

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<p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p>SE/TE: People and the Land, 28–33; Natural Resources, 76–77, 182, 316–317, 349, 364, 373–379; Growth and Change in the Northeast, 194–199; Settling the Southeast, 244–249; Settling the Midwest, 284–289; The Midwest on the Move, 292–297; Growth of the Southwest, 332–337; Growth of the West, 380–385</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapters, 5, 6, 7, 8; Reference Center: 21st Century Skills Videos: Interpret Cultural Data on Maps</p>
<p align="center">Human Population: Spatial Patterns and Movements</p>	
<p align="center">INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p>SE/TE: Weather and Climate, 14–19; People and the Land, 28–33; Natural Resources, 76–77, 182, 316–317, 349, 364, 373–379; Growth and Change in the Northeast, 194–199; Settling the Southeast, 244–249; Settling the Midwest, 284–289; The Midwest on the Move, 292–297; Growth of the Southwest, 332–337; Growth of the West, 380–385</p> <p><u>Digital Resources</u> Digital Reader Library: Leveled Readers: Chapters, 5, 6, 7, 8; Reference Center: 21st Century Skills Videos: Interpret Cultural Data on Maps</p>
<p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p>	<p>SE/TE: Regions and Resources, 22–27; People and the Land, 28–33; Natural Resources, 76–77, 182, 316–317, 349, 364, 373–379; Settling the Southeast, 244–249; Settling the Midwest, 284–289; The Midwest on the Move, 292–297; Growth of the Southwest, 332–337; Growth of the West, 380–385</p> <p><u>Digital Resources</u> Skills Handbooks: Geography Handbook</p>

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<p>D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>	<p>SE/TE: Weather and Climate, 14–19; Handling Floods, 232–234; Earthquake, SSH18, 82, 97, 360, 363; Tornadoes, 273, 321, 349; Tsunamis, 363</p> <p><u>Digital Resources</u> Reference Center: Digital Reader Library: Leveled Readers: Chapter 1: Our Weather; Weather; How Weather Works</p>
<p>Global Interconnections</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p>	<p>SE/TE: Weather and Climate, 14–19; Regions and Resources, 22–27; Regions: The Land of the Northeast, 174–179; Resources of the Northeast, 180–185; Land and Water of the Southeast, 222–227; Climate of the Southeast, 230–235; In the Heart of the Nation, 270–275; Resources and Farming, 278–283; Southwestern Land and Water, 312–315; Climate of the Southwest, 320–325; A Varied Land, 360–365; Climate of the West, 366–371; Western Resources, 372–377</p> <p><u>Digital Resources</u> Reference Center: Digital Reader Library: Leveled Readers: Chapter 1: Our Weather; Weather; How Weather Works; Chapter 5: What’s It Like in the Northeast?; Chapter 6: What’s It Like in the Southeast?; Chapter 7: What’s It Like in the Midwest?; Chapter 8: What’s It Like in the Southwest?; Chapter 9: What’s It Like in the West?</p>

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<p>D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p>	<p>SE/TE: Regions and Resources, 22–27; People and the Land, 28–33; Resources in the Northeast, 180–185; The Northeast Today, 202–207; Handling Floods, 234; A Land of Many Resources, 236–241; Fast Growing Cities, 256; Resources and Farming, 278–283; The Midwest on the Move, 292–297; Cattle Country, 334; Birth of the Oil Industry, 335; Life in a Dry Land, 340–345; Western Resources, 372–377</p> <p><u>Digital Resources</u> Reference Center: Digital Reader Library: Chapter 5: What’s It Like in the Northeast?; Chapter 6: What’s It Like in the Southeast?; Chapter 7: What’s It Like in the Midwest?; Chapter 8: What’s It Like in the Southwest?; Chapter 9: What’s It Like in the West?</p>
<p>D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.</p>	<p>SE/TE: Weather and Climate, 14–19; Handling Floods, 232–234; Earthquake, SSH18, 82, 97, 360, 363; Tornadoes, 273, 321, 349; Tsunamis, 363</p> <p><u>Digital Resources</u> Reference Center: Digital Reader Library: Leveled Readers: Chapter 1: Our Weather; Weather; How Weather Works</p>

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C3 Framework For Social Studies State Standards	myWorld Interactive Social Studies Grade 4, ©2019
HISTORY	
Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	<p>SE/TE: Map and Graph Skills: Interpret Timelines, 62–63; Timelines, 2–3, 44–45, 92–93, 128–129, 170–171, 218–219, 266–267, 308–309, 356–357; Sequence, 50, 53, 63, 73, 75, 83, 109, 191, 249, 261, 350</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Sequence; Interpret Timelines</p>
D2.His.2.3-5. Compare life in specific historical time periods to life today.	<p>SE/TE: Trade Then and Now, 155; Critical Thinking and Writing: Compare, 213; Compare and Contrast, 297; Write Your Journal Entry, 401</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Compare and Contrast</p>

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<p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>	<p>SE/TE: Citizenship: Marjory Stoneman Douglas: Rescuer of the Everglades, 36; Elizabeth Cady Stanton: American Suffragist, 84; Tammy Duckworth: Veteran and United States Senator, 120; Bill Gates: Professional Problem Solver, 162; Jacob Riis: Helping Immigrants, 210–211; Rosa Parks: Mother of the Civil Rights Movement, 258; Jean Baptiste Point DuSable: The Father of Chicago, 300; Henry Chee Dodge: Peacekeeper and Community Leader, 348; Elizabeth Peratrovich: Voice of the People, 396; Quest: Shaping Our Nation: Important Americans, 46–47, 88; America and Europe, 48–53; A New Nation, 56–61; Growth and Civil War, 64–69; The United States Becomes a World Power, 70–75; The United States Since World War II, 78–83; Movements for Reform, 198–199</p> <p><u>Digital Resources</u> Reference Center: Biography Cards; Digital Reader Library: Leveled Readers: Chapter 2: The Story of the Pilgrims; All Aboard the Mayflower; The Story of the Mayflower</p>

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C3 Framework For Social Studies State Standards	myWorld Interactive Social Studies Grade 4, ©2019
Perspectives	
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.	<p>SE/TE: Critical Thinking Skills: Compare Points of View, 118–119; Primary and Secondary Sources, SSH17; Comparing Primary and Secondary Sources, SSH18; How to Interpret an Artifact, SSH19; How to Interpret a Historical Document, SSH20; How to Interpret a Secondary Source, SSH21</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Compare Viewpoints</p>
D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.	<p>SE/TE: Critical Thinking Skills: Compare Points of View, 118–119; Primary and Secondary Sources, SSH17–SSH21; The North and the South, 66; The Civil War, 66–67; Rebuilding the Nation, 68; Changes for American Indians, 69; The Civil Rights Era, 80; Greater Diversity, 81</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Compare Viewpoints</p>
D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.	<p>SE/TE: The North and the South, 66; The Civil War, 66–67; Rebuilding the Nation, 68; Changes for American Indians, 69; The Civil Rights Era, 80; Greater Diversity, 81; Critical Thinking Skills: Compare Points of View, 118–119; Primary and Secondary Sources, SSH17–SSH21</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Compare Viewpoints</p>
<i>Begins in grades 9–12</i>	
<i>Begins in grades 9–12</i>	

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Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	<p>SE/TE: Using a Library Media Center to Write a Research Paper, SSH16; Using Primary and Secondary Sources, SSH17– SSH21; Quests, 5, 47, 95, 131, 173, 221, 269, 311, 359; Primary Sources, 7, 12, 17, 26, 30, 40, 76, 80, 88, 101, 102, 108, 113, 124, 137, 150, 152, 166, 178, 184, 192, 214, 226, 233, 254, 274, 287, 290, 304, 321, 328, 335, 346, 362, 367, 375, 394, 400</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Conduct Research; Evaluate Media Content; Use and Interpret Evidence; Use Primary and Secondary Sources; Skills Handbooks: Using Primary and Secondary Sources</p>
D2.His.10.3-5. Compare information provided by different historical sources about the past.	<p>SE/TE: Primary and Secondary Sources, SSH17; Comparing Primary and Secondary Sources, SSH18; How to Interpret an Artifact, SSH19; How to Interpret a Historical Document, SSH20; How to Interpret a Secondary Source, SSH21; Critical Thinking Skills: Compare Points of View, 118–119; America and Europe, 48–53; A New Nation, 56–61; Growth and Civil War, 64–69; The United States Becomes a World Power, 70–75; The United States Since World War II, 78–83</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Compare Viewpoints; Compare and Contrast; Conduct Research; Use Primary and Secondary Sources; Use the Internet Safely; Use and Interpret Evidence; Evaluate Media Content; Digital Reader Library: Leveled Readers: Chapter 2: The Story of the Pilgrims; All Aboard the Mayflower; The Story of the Mayflower; Chapter 3: We Are America; Being American; Our America</p>

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<p>D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.</p>	<p>SE/TE: Primary and Secondary Sources, SSH17; Comparing Primary and Secondary Sources, SSH18; How to Interpret an Artifact, SSH19; How to Interpret a Historical Document, SSH20; How to Interpret a Secondary Source, SSH21; Critical Thinking Skills: Compare Points of View, 118–119; Primary Sources, 7, 12, 17, 26, 30, 40, 76, 80, 88, 101, 102, 108, 113, 124, 137, 150, 152, 166, 178, 184, 192, 214, 226, 233, 254, 274, 287, 290, 304, 321, 328, 335, 346, 362, 367, 375, 394, 400</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Draw Inferences; Conduct Research; Use Primary and Secondary Sources; Use the Internet Safely; Use and Interpret Evidence; Evaluate Media Content</p>
<p>D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p>	<p>SE/TE: Quests, 4–5, 41, 46–47, 89, 94–95, 125, 130–131, 167, 172–173, 215, 220–221, 263, 268–269, 305, 310–311, 353, 358–359, 401; Analyze Primary Sources & Analyze Chapter, 40, 88, 124, 166, 214, 262, 304, 352, 400; Using a Library Media Center to Write a Research Paper, SSH16; Primary and Secondary Sources, SSH17; Comparing Primary and Secondary Sources, SSH18; How to Interpret an Artifact, SSH19; How to Interpret a Historical Document, SSH20; How to Interpret a Secondary Source, SSH21</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Conduct Research; Use Primary and Secondary Sources; Use the Internet Safely; Use and Interpret Evidence; Evaluate Media Content</p>

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D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	<p>SE/TE: Critical Thinking Skills: Compare Points of View, 118–119; Using Primary and Secondary Sources, SSH17–SSH21; Primary Sources, 7, 12, 17, 26, 30, 40, 76, 80, 88, 101, 102, 108, 113, 124, 137, 150, 152, 166, 178, 184, 192, 214, 226, 233, 254, 274, 287, 290, 304, 321, 328, 335, 346, 362, 367, 375, 394, 400</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Conduct Research; Use Primary and Secondary Sources; Use the Internet Safely; Use and Interpret Evidence; Evaluate Media Content</p>
Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.14.3-5. Explain probable causes and effects of events and developments.	<p>SE/TE: Literacy Skills: Cause and Effect, 200–201; Cause and Effect, SSH12, 16, 31, 58, 68, 182, 189, 207, 214, 247, 293, 315, 328, 343, 351</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Analyze Cause and Effect</p>
<i>Begins in grades 6–8</i>	
D2.His.16.3-5. Use evidence to develop a claim about the past.	<p>SE/TE: Keys to Good Writing, SSH12; Opinion Writing, SSH13; Write an Opinion Piece, 303; Critical Thinking Skills: Compare Points of View, 118–119</p> <p>TE only: Support for English Language Learners, 22–23, 161; Differentiated Instruction, 118</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Use and Interpret Evidence; Use Primary and Secondary Sources; Conduct Research; Evaluate Media Content; Compare Viewpoints; Digital Skill Practice: Chapter 3: Compare Points of View</p>

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<p align="center">C3 Framework For Social Studies State Standards</p>	<p align="center">myWorld Interactive Social Studies Grade 4, ©2019</p>
<p>D2.His.17.3-5. Summarize the central claim in a secondary work of history.</p>	<p>SE/TE: Literacy Skills: Summarize, 34–35; Identify Main Idea and Details, 298–299; Reading Check and Lesson Check: Main Idea and Details, 33, 81, 156, 248, 255, 304; Summarize, 27, 40, 53, 61, 101, 109, 117, 227, 241, 273, 279, 283, 288, 289, 296, 345, 365, 393</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Summarize; Use Primary and Secondary Sources; Identify Main Idea and Details</p>
<p>Evaluating Sources & USING EVIDENCE</p>	
<p>DIMENSION 3, Gathering and Evaluating Sources</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>	<p>SE/TE: Quests, 4–5, 41, 46–47, 89, 94–95, 125, 130–131, 167, 172–173, 215, 220–221, 263, 268–269, 305, 310–311, 353, 358–359, 401; Analyze Primary Sources & Analyze Chapter, 40, 88, 124, 166, 214, 262, 304, 352, 400; Using a Library Media Center to Write a Research Paper, SSH16; Primary and Secondary Sources, SSH17; Comparing Primary and Secondary Sources, SSH18; How to Interpret an Artifact, SSH19; How to Interpret a Historical Document, SSH20; How to Interpret a Secondary Source, SSH21</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Conduct Research; Use Primary and Secondary Sources; Use the Internet Safely; Use and Interpret Evidence; Evaluate Media Content</p>

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<p>D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.</p>	<p>SE/TE: Literacy Skills: Distinguish Fact from Opinion, 242–243; Critical Thinking Skills: Compare Points of View, 118–119; Analyze Primary Sources & Analyze Chapter, 40, 88, 124, 166, 214, 262, 304, 352, 400</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Distinguish Fact and Opinion; Distinguish Fact from Fiction; Identify Bias; Use Primary and Secondary Sources</p>
<p align="center">Developing Claims and Using Evidence</p>	
<p align="center">INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</p>	<p>SE/TE: Quests, 4–5, 41, 46–47, 89, 94–95, 125, 130–131, 167, 172–173, 215, 220–221, 263, 268–269, 305, 310–311, 353, 358–359, 401; Using a Library Media Center to Write a Research Paper, SSH16; Researching on the Internet, SSH16</p> <p><u>Digital Resources</u> Reference Center: 21st Century Skills Videos: Conduct Research; Use Primary and Secondary Sources; Use the Internet Safely; Use and Interpret Evidence; Evaluate Media Content</p>
<p>D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p>	<p>SE/TE: Keys to Good Writing, SSH12; Opinion Writing, SSH13; Write an Opinion Piece, 303; Critical Thinking Skills: Compare Points of View, 118–119</p> <p>TE only: Support for English Language Learners, 22–23, 161; Differentiated Instruction, 118</p> <p><u>Digital Sources</u> 21st Century Skills Videos: Use and Interpret Evidence; Use Primary and Secondary Sources; Conduct Research; Evaluate Media Content; Compare Viewpoints; Digital Skill Practice: Chapter 3: Compare Points of View</p>

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Communicating Conclusions & Taking INFORMED ACTION	
DIMENSION 4, Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
D4.1.3-5. Construct arguments using claims and evidence from multiple sources.	<p>SE/TE: Keys to Good Writing, SSH12; Opinion Writing, SSH13; Write an Opinion Piece, 303; Critical Thinking Skills: Compare Points of View, 118–119</p> <p>TE only: Support for English Language Learners, 22–23, 161; Differentiated Instruction, 118</p> <p>Digital Resources 21st Century Skills Videos: Use and Interpret Evidence; Use Primary and Secondary Sources; Conduct Research; Evaluate Media Content; Compare Viewpoints; Digital Skill Practice: Chapter 3: Compare Points of View</p>
D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	<p>SE/TE: Keys to Good Writing, SSH12; Informative Writing, SSH14; Writing an Informative Text, 39, 87, 123, 351, 399; Quest: Write Your Speech, 215</p> <p>TE only: Support for English Language Learners, 15, 28–29, 149, 156; Differentiated Instruction, 34, 55, 69, 109, 211, 242, 325, 349; Active Classroom, 81</p> <p>Digital Resources 21st Century Skills Videos: Sequence; Use and Interpret Evidence; Distinguish Fact and Opinion; Distinguish Fact from Fiction; Compare Viewpoints; Conduct Research; Evaluate Media Content; Use and Interpret Evidence</p>

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D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).	<p>SE/TE: Keys to Good Writing, SSH12; Opinion Writing, SSH13; Write an Opinion Piece, 303; Critical Thinking Skills: Compare Points of View, 118–119</p> <p>TE only: Support for English Language Learners, 22–23, 161; Differentiated Instruction, 118</p> <p><u>Digital Resources</u> 21st Century Skills Videos: Use and Interpret Evidence; Use Primary and Secondary Sources; Conduct Research; Evaluate Media Content; Compare Viewpoints; Digital Skill Practice: Chapter 3: Compare Points of View</p>
Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.3-5. Critique arguments.	<p>SE/TE: Literacy Skills: Distinguish Fact from Opinion, 242–243; Critical Thinking Skills: Compare Points of View, 118–119; Opinion Writing, SSH13; Write an Opinion Piece, 303</p> <p><u>Digital Resources</u> 21st Century Skills Videos: Distinguish Fact and Opinion; Distinguish Fact from Fiction</p>
D4.5.3-5. Critique explanations.	<p>SE/TE: Lesson Check, 11, 19, 27, 33, 53, 61, 69, 75, 83, 101, 109, 117, 137, 145, 151, 159, 179, 185, 191, 199, 207, 317, 325, 337, 345, 365, 371, 377, 385, 393; Chapter Assessment, 38–40, 86–88, 122–124, 164–166, 212–214, 260–262, 302–304, 350–352, 398–400; Literacy Skills: Distinguish Fact from Opinion, 242–243</p> <p><u>Digital Resources</u> 21st Century Skills Videos: Distinguish Fact and Opinion; Distinguish Fact from Fiction</p>

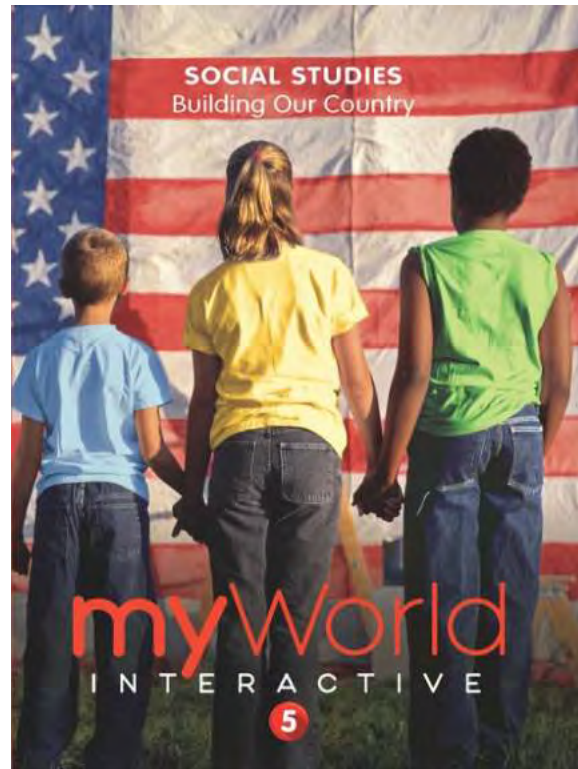
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<p>Taking Informed Action</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	<p>SE/TE: Citizenship: Marjory Stoneman Douglas: Rescuer of the Everglades, 36; Elizabeth Cady Stanton: American Suffragist, 84; Tammy Duckworth: Veteran and United States Senator, 120; Bill Gates: Professional Problem Solver, 162; Jacob Riis: Helping Immigrants, 210–211; Rosa Parks: Mother of the Civil Rights Movement, 258; Jean Baptiste Point DuSable: The Father of Chicago, 300; Henry Chee Dodge: Peacekeeper and Community Leader, 348; Elizabeth Peratrovich: Voice of the People, 396; The Civil Rights Era, 80; Greater Diversity, 81; Quest! Changing My Community: One Letter at a Time, 94–95, 125; Citizens and Their Rights, 92; Amendments Expand Citizens’ Rights, 93; Our Responsibilities, 95; Amendments Expand Citizens’ Rights, 113; The Abolitionists, 190; Movements for Reform, 198; Quest: Changing My Community: One Letter at a Time, 94–95, 125; Immigrants and Workers’ Rights, 172–173, 215; Save the Southeast Coast! 220–221, 263</p> <p>Digital Resources 21st Century Skills Videos: Make Decisions; Resolve Conflict; Solve Problems; Work in Cooperative Teams; Digital Skill Practice: Chapter 5: Work in Teams; Quests</p>

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<p>D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>	<p>SE/TE: Quest: Changing My Community: One Letter at a Time, 94–95, 125; Immigrants and Workers’ Rights, 172–173, 215; Save the Southeast Coast! 220–221, 263; Critical Thinking Skills: Work in Teams, 208–209; also see: also see: Citizenship: Marjory Stoneman Douglas: Rescuer of the Everglades, 36; Elizabeth Cady Stanton: American Suffragist, 84; Tammy Duckworth: Veteran and United States Senator, 120; Bill Gates: Professional Problem Solver, 162; Jacob Riis: Helping Immigrants, 210–211; Rosa Parks: Mother of the Civil Rights Movement, 258; Jean Baptiste Point DuSable: The Father of Chicago, 300; Henry Chee Dodge: Peacekeeper and Community Leader, 348; Elizabeth Peratrovich: Voice of the People, 396</p> <p><u>Digital Resources</u> 21st Century Skills Videos: Analyze Cause and Effect; Resolve Conflict; Reference Center: Biography Cards</p>
<p>D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>	<p>SE/TE: Quest: Changing My Community: One Letter at a Time, 94–95, 125; Immigrants and Workers’ Rights, 172–173, 215; Save the Southeast Coast! 220–221, 263; Critical Thinking Skills: Work in Teams, 208–209; also see: also see: Citizenship, 36, 84, 120, 162, 210, 258, 300, 348, 396</p> <p><u>Digital Resources</u> 21st Century Skills Videos: Make Decisions; Resolve Conflict; Solve Problems; Work in Cooperative Teams; Digital Skill Practice: Chapter 5: Work in Teams; Quests</p>

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to the
North Carolina
Social Studies Standards 2021
Grade 5

**A Correlation of myWorld Interactive Social Studies, Grade 5, Building Our Country, ©2019
to the North Carolina Social Studies Standards 2021, Grade 5**

Introduction

This document demonstrates how *myWorld Interactive Social Studies Grade 5, Building Our Country*, ©2019 meets the North Carolina Social Studies Standards 2021 for Grade 5. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive Social Studies encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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Inquiry 3- 5	
Compelling Questions	
I.1.1 Identify content required to provide an answer to compelling questions.	<p>SE/TE: The Big Question: 1, 42, 82, 132, 186, 244, 296, 356, 406 Critical Thinking and Writing: Revisit the Big Question: 39, 79, 129, 241, 293, 353, 403, 457</p> <p>Digital Resources: Digital Skills Activity>Chapter 3: Ask and Answer Questions Quests (Chapters 1–9)</p>
I.1.2 Construct compelling questions that promote inquiry with peers	<p>SE/TE: Quest: Kick–Off (Ask Questions): 4, 46, 136, 190, 248, 360, 410</p> <p>TE Only: Digital Skills Activity>Chapter 3: Ask and Answer Questions Quests (Chapters 1–9)</p>
Supporting Questions	
I.1.3 Understand how responses to supporting questions provide responses to compelling questions.	<p>SE/TE: The Big Question: 1, 42, 82, 132, 186, 244, 296, 356, 406 Critical Thinking and Writing: Revisit the Big Question: 39, 79, 129, 241, 293, 353, 403, 457</p> <p>Digital Resources: Digital Skills Activity>Chapter 3: Ask and Answer Questions Quests (Chapters 1–9)</p>
I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.	<p>SE/TE: Quests: 4–5, 46–47, 86–87, 410–411, 190–191, 300–301, 464–465, 136–137, 248–249 Critical Thinking and Writing: Revisit the Big Question: 39, 79, 129, 241, 293, 353, 403, 457</p> <p>Digital Resources: Quests (Chapters 1–9)</p>

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<p align="center">North Carolina Social Studies Standards 2021 Grade 5</p>	<p align="center">myWorld Interactive Social Studies Grade 5, Building Our Country ©2019</p>
<p>Gathering and Evaluating Sources</p>	
<p>I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.</p>	<p>SE/TE: Assessment: Vocabulary and Key Ideas: 38, 78, 128, 240, 292, 352, 402, 456 Also see: Vocabulary & Academic Vocabulary: 6, 16, 26, 48, 58, 68, 88, 98, 108, 116, 138, 148, 158, 168, 174, 192, 200, 212, 222, 232, 250, 260, 272, 282, 302, 312, 320, 330, 340, 362, 372, 382, 392, 412, 422, 430, 440, 448</p> <p>Digital Resources: All Chapter Closers: Vocabulary Game</p>
<p>I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p>	<p>SE/TE: Assessment: Analyze Primary Sources: 40, 80, 130, 184, 458 Using Primary and Secondary Sources, SSH15–SSH17 Critical Thinking Skills: Analyze Images (Boston Massacre), 210–211 Critical Thinking Skills: Compare Points of View (Federalists and Anti–Federalists), 280–281 Critical Thinking Skills: Use and Interpret Evidence (analysis of Andrew Jackson’s presidency), 338–339 Quest: Research, 411</p> <p>Digital Resources: Chapter 4>myWorld Activity Guide>Quest Worksheets (Investigating Primary Sources) Chapter 5>myWorld Activity Guide>Quick Activity Worksheets (Primary Source; Political Cartoon) Chapter 6>myWorld Activity Guide>Quest Worksheets (Primary Source)</p>

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Developing Claims and Using Evidence	
I.1.7 Construct claims in response to compelling and supporting questions.	<p>SE/TE: Writing Workshop: Write an Opinion, 241, 458, 502, 580, 627, 681, 769 Quest: Ahoy, Sailors! (Advertisement to Attract Sailors), 46–47, 81 Quest: Yea or Nay, I Say! (Letter To Editor About the Constitution), 248–249, 295 Quest: Speak Out! (Persuasive Speech), 688–689, 727 Quest: Equality Once and for All (Document–Based Writing), 734–735, 769</p> <p>Digital Resources: Chapter 15 Opener>Literacy Skill Worksheet: Writing Persuasive Speeches</p>
I.1.8 Accurately use information from sources when making claims.	<p>SE/TE: Quest: Ahoy, Sailors! (Advertisement to Attract Sailors), 46–47, 81 Quest: Yea or Nay, I Say! (Letter To Editor About the Constitution), 248–249, 295</p>
I.1.9 Make inferences from information in sources.	<p>SE/TE: Literacy Skills: Draw Inferences, 328–329 Critical Thinking and Writing: Make Inferences, 39, 79</p> <p>TE only: Draw Inferences (examples), 51, 53, 64, 89, 100, 140, 201, 207, 227, 333, 373</p> <p>Digital Resources: Chapter 7 Opener>Literacy Skill Worksheet: Draw Inferences</p>
Communicating Ideas	
I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.	<p>SE/TE: Writing Workshop: Write an Opinion, 241, 458 Quest: Ahoy, Sailors! (Advertisement To Attract Sailors), 46–47, 81 Quest: Yea or Nay, I Say! (Letter To Editor About the Constitution), 248–249, 295</p> <p>Digital Resources: Quests (Chapters 1–9)</p>

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Taking Informed Action	
I.1.11 Identify ways to address problems related to the compelling question.	SE/TE: Critical Thinking Skills: Make Decisions, 420–421
Behavioral Sciences	
5.B.1 Understand ways in which values and beliefs have influenced the development of the United States.	
5.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.	<p><i>This standard is met throughout the program. For representative examples, please see the following:</i></p> <p>SE/TE: Quest (Project–Based Learning): What’s Cooking, 4–5 Life in Plymouth, 111 Classes of Society, 152 The Great Awakening, 154–155 Map and Graph Skills: Read Circle Graphs, 156–157 Jumpstart Activity, 158 Slavery in the Southern Colonies, 161–163 New Immigrants, 341–342</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 1: A History of American Indian Nations Lesson Video>Chapter 4: Museum of African American History: A Journey Through History Digital Reader Library>Leveled Readers>Chapter 4: Life in the American Colonies</p>
5.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.	<p><i>This standard is met throughout the program. For representative examples, please see the following:</i></p> <p>SE/TE: Quest (Project–Based Learning): What’s Cooking, 4–5 Primary Source: American Indian Folktales, 24–25 The Pilgrims and the Wampanoag People, 111 Citizenship: Tisquantum, 128 Slavery in the Colonies, 158–165 Struggles Over Slavery, 412–419</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 1: A History of American Indian Nations Chapter 7>Opener>Video: Cherokee Heritage Center: A Trail of Tears</p>

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Civics and Government	
5.C&G.1 Analyze the structure and function of the United States government in terms of cooperation and compromise.	
5.C&G.1.1 Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.	<p>SE/TE: A New Plan for Government, 265 Checks and Balances, 266 Limiting Government, 266–267 Supreme Court Decisions, 288</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 6: Checks and Balances: Creating the United States Government</p>
5.C&G.1.2 Explain how the three branches of government work together to protect freedom, equality, and justice.	<p>SE/TE: Limiting Government, 266–267 Chart: Checks and Balances, 267 Supreme Court Decisions, 288 The Trail of Tears, 336</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 6: We the People: The History of the Constitution</p>
5.C&G.2 Understand the ways in which the federal government has protected individual rights of citizens.	
5.C&G.2.1 Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.	<p>SE/TE: African Americans Get the Right to Vote, 286 Women’s Suffrage, 287 Struggles Over Slavery, 412–419 Reconstruction, 448–453</p> <p>Digital Resources: Digital Reader Library>Content Readers>Chapter 1>Who’s Who: American Indian Leaders Reference Center>Biography Cards: Phyllis Wheatley; Frederick Douglass</p>
5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.	<p>SE/TE: The Bill of Rights, 272–279 African Americans Get the Right to Vote, 286 Women’s Suffrage, 287</p> <p>Digital Resources: Digital Reader Library>Leveled Readers>Chapter 6: We the People: The History of the Constitution</p>

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Economics	
5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.	
5.E.1.1 Explain factors that led to economic growth and decline within the United States at various times in history.	<p>SE/TE: Impact of the Constitution on the Economy, 283–284 Building a Strong Economy, 307</p> <p>Digital Resources: Chapter 8>Opener>Video: Lowell: An Early Industrial town Digital Reader Library>Leveled Readers>Chapter 8: The Growth of America</p>
5.E.1.2 Compare economic decisions in terms of benefits and consequences.	<p>SE/TE: Analyze Costs and Benefits (Moving to an Industrial Town), 370–371</p> <p>Digital Resources: Reference Center>21st Century Skills Videos>Analyze Costs and Benefits</p>
5.E.1.3 Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.	<p>SE/TE: Inventions, Roads, and Railroads, 362–369 Analyze Costs and Benefits (moving to an industrial town), 370–371 Trails to the West, 382–389</p> <p>Digital Resources: Chapter 8>Opener>Video: Lowell: An Early Industrial town Digital Reader Library>Content Readers>Chapter 8: The 10 Most Important Inventions in American History</p>
5.E.1.4 Summarize the role of trade between the United States and other countries.	<p>SE/TE: A Cash Crop Saves Jamestown, 104–105 Mercantilism & Triangular Trade, 151 Another War Nears, 321–322 Southwest Trails, 387</p> <p>Digital Resources: Reference Center>21st Century Skills Videos>Interpret Economic Data on Maps</p>

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5.E.2 Understand the impact of personal financial decisions.	
5.E.2.1 Explain how personal financial decisions affect everyday life.	SE/TE: Critical Thinking Skills: Analyze Costs and Benefits 370
5.E.2.2 Explain the importance of developing a basic budget for spending and saving.	SE/TE: Digital Resources: Reference Center>Student Activity Mats>Student Activity Mat 2A; Student Activity Mat 2B
5.E.2.3 Explain how personal financial decisions impact economic growth and decline in the United States.	SE/TE: Critical Thinking Skills: Analyze Costs and Benefits 370
Geography	
5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States.	
5.G.1.1 Explain the relationship between location, physical environment, and human activity in the United States.	SE/TE: Human and Physical Characteristics of Regions, SSH6 Using Resources to Live, 8–9 Literacy Skills: Compare and Contrast (resources used American Indians in regions), 34–35 Geographic Regions of the Colonies, 139–140 Resources of the Early Colonies, 148–150 New Land Policies, 255–257 Trails to the West, 382–389 Digital Resources: Chapter 7>Opener>Video: Cherokee Heritage Center: A Trail of Tears Chapter 8>Opener>Video: Lowell: An Early Industrial town
5.G.1.2 Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.	SE/TE: Map: American Indian Removal, 335 Map: Westward Expansion, 358 Map: Trails West, 1840s, 388 Map: Changes in Slave–Free States and Territories, 1820–1854, 415 Map: Missouri Compromise, 1820, 415 Map: Kansas–Nebraska Act, 1854, 415 Digital Resources: Reference Center>21 st Century Skills Videos>Interpret Cultural Data on Maps myWorld Activity Guide>Chapter 4: Quick Activity Worksheets (Map of the Slave Trade; Ethnic Groups in the 13 Colonies) myWorld Activity Guide>Chapter 7: Quick Activity Worksheets (Mapping the Trail of Tears)

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5.G.1.3 Explain how technological innovation has impacted the geography of the United States.	<p>SE/TE: Inventions, Roads, and Railroads, 362–369 Railroads, Miners, and Ranchers, 466–471</p> <p>Digital Resources: Chapter 8>Opener>Video: Lowell: An Early Industrial town Digital Reader Library>Content Readers>Chapter 8>The 10 Most Important Inventions in American History</p>
5 G 1.4 Explain the reasons for forced and voluntary migration to, from, and within the United States.	<p>SE/TE: War and Settlement in New France, 119 Slavery in the Colonies, 158–165 Primary Source: Slavery Spreads, 342 Struggles Over Slavery, 412–419</p> <p>Digital Resources: myWorld Activity Guide>Chapter 4: Quick Activity Worksheets (Map of the Slave Trade; Ethic</p>
History	
5.H.1 Understand the role of various people, events, and ideas in shaping the United States.	
5.H.1.1 Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States.	<p>SE/TE: ;Citizenship Tisquantum: A Bridge Between Peoples 126 Slavery in the Southern Colonies, 161–163 Citizenship: Abigail Adams: Remember the Ladies, 290 New Immigrants, 341–342 Seneca Falls Convention, 346–347 Primary Source “The Declaration of Sentiments,” 348–349 Citizenship Frederick Douglass: Writing and Speaking Out for Change, 350 The Mormon Trail, 386 Citizenship Narcissa Whitman: Pioneer, 400 Caring for the Soldiers, 433 Women in Wartime, 435 Citizenship Harriet Tubman: Fighting for Freedom, 454</p> <p>Digital Resources: Reference Center>Biography Cards>Abigail Adams; Clara Barton; Anne Hutchinson; Levi Strauss; Tisquantum; Harriet Tubman; Mercy Otis Warren; Phillis Wheatley; Narcissa Whitman</p>

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<p>5.H.1.2 Summarize the changing roles of women, indigenous, racial and other minority groups in the United States.</p>	<p>SE/TE: African Americans Get the Right to Vote, 286 Women’s Suffrage, 287 Struggles Over Slavery, 412–419 Reconstruction, 448–453</p> <p>Digital Resources: Digital Reader Library>Content Readers>Chapter 1>Who’s Who: American Indian Leaders Reference Center>Biography Cards: Frederick Douglass</p>
<p>5.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped the United States.</p>	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> The American Revolution, 186–241 Independence for Texas and California, 372–381 Struggles Over Slavery, 412–419 Reconstruction, 448–453</p> <p>Digital Resources: myWorld Activity Guide>Chapter 5: Quest Worksheets Digital Reader Library>Leveled Readers>Chapter 5: Revolution in America</p>
<p>5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.</p>	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> French and Indian War, 174–179 Winning Independence, 232–237 War of 1812, 320–327 Mexican War, 378–381 The South Breaks Away, 419 The War Begins, 422–427</p> <p>Digital Resources: Digital Reader Library>Content Readers> Chapter 9: What Caused the Civil War?</p>

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<p>5.H.1.5 Compare multiple perspectives of various historical events using primary and secondary sources.</p>	<p>SE/TE: Assessment: Analyze Primary Sources: 40, 80, 130, 184, 458 Critical Thinking Skills: Analyze Images (Boston Massacre), 210–211 Critical Thinking Skills: Compare Points of View (Federalists and Anti–Federalists), 280–281 Critical Thinking Skills: Use and Interpret Evidence (analysis of Andrew Jackson’s presidency), 338–339</p> <p>Digital Resources: Chapter 4>myWorld Activity Guide>Quest Worksheets (Investigating Primary Sources) Chapter 5>myWorld Activity Guide>Quick Activity Worksheets (Primary Source; Political Cartoon) Chapter 6>myWorld Activity Guide>Quest Worksheets (Primary Source)</p>
<p>5.H.1.6 Explain the significance of national symbols and traditions from various perspectives.</p>	<p>SE/TE: Quest (Project–Based Learning): What’s Cooking, 4–5 Primary Source: The Mayflower Compact, 114–115 Primary Source: Join or Die, 195 Image of the Declaration of Independence, 216 Fourth of July, 218 American Flag, 324</p> <p>Digital Resources: myWorld Activity Guide>Chapter 7: Quick Activity Worksheets (National Anthem) myWorld Activity Guide>Chapter 9: Quick Activity Worksheets (Flags and Song)</p>

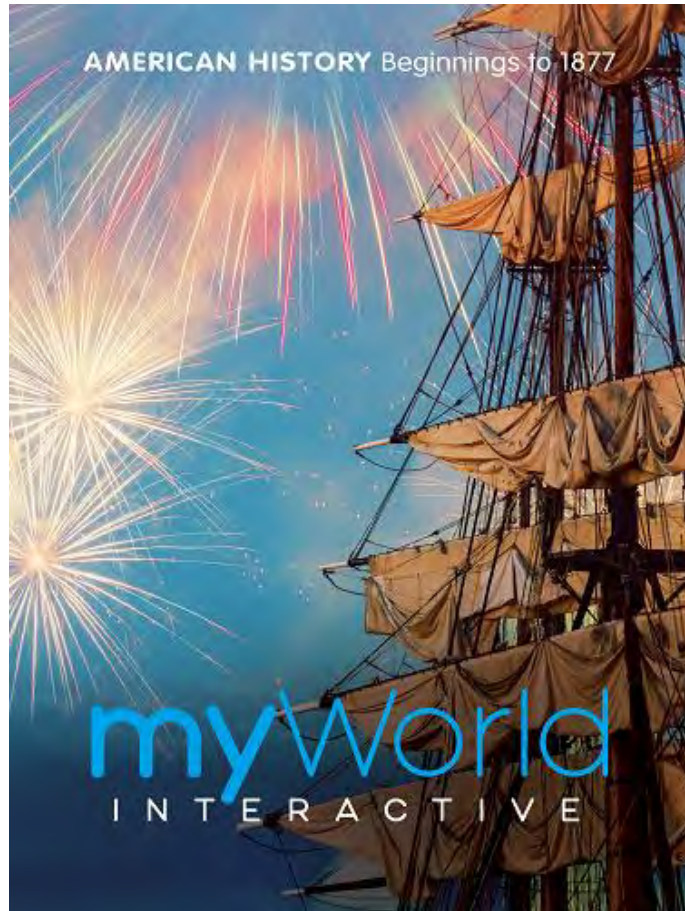
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**College, Career, & Civic Life (C3) Framework
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C3 grades 6-8 standards	
Developing Questions & PLANNING INQUIRIES	
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INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
D1.1.6-8. Explain how a question represents key ideas in the field.	<p>SE/TE: Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546; Topic 1: Generate Question to Focus Research, 13; Topic 5: Generate Questions to Focus Research, 272; Topic 9: Generate Questions to Focus Research, 557; Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550</p> <p>Active Journal: Essential Question, 2, 24, 52, 76, 104, 130, 158, 184, 210, 232; Quests: Ask Questions, 4, 26, 54, 78, 106, 132, 160, 186, 212</p> <p>Digital Resources 21st Century Skills Tutorials: Ask Questions; Generate New Ideas</p>
D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	<p>SE/TE: Analysis Skills: Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Distinguish Fact from Opinion, 280; Distinguish Relevant from Irrelevant Information, 500; Compare Different Points of View, 164; Update an Interpretation, 450; also see: Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550; Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546</p> <p>Active Journal: Quick Activity: Debate with a Partner, 222. (Debate Ten Percent Plan); Forecasting the Future, 427</p> <p>Digital Sources 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas with Evidence; Identify Main Idea and Details</p>

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C3 grades 6-8 standards	
Dimension 1, Constructing Supporting Questions	
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<p>D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p>SE/TE: Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546; Analysis Skills: Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Distinguish Fact from Opinion, 280; Distinguish Relevant from Irrelevant Information, 500; Compare Different Points of View, 164; Update an Interpretation, 450; also see: Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550</p> <p>Active Journal: Essential Question, 2, 24, 52, 76, 104, 130, 158, 184, 210, 232</p> <p>Digital Sources 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas with Evidence; Identify Main Idea and Details</p>
<p>D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.</p>	<p>SE/TE: Quests: Project-Based Learning Inquiry, 132, 260, 336, 478; Discussion Inquiry, 196, 550; Document-Based Writing Inquiry, 6, 54, 336, 408; Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546; Review and Assessment, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p>Active Journal: Essential Question, 2, 24, 52, 76, 104, 130, 158, 184, 210, 232</p> <p>Digital Sources 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas With Evidence</p>

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<p>C3 grades 6-8 standards</p>	
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<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</p>	
<p>D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Distinguish Essential from Inessential Information, 565; Distinguish Verifiable from Unverifiable Information, 382; Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p>Active Journal: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167</p> <p>Digital Sources 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Search for Information on the Internet; Interpret Sources; Evaluate Web Sites</p>

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C3 grades 6-8 standards	
Dimension 2, Applying Disciplinary Concepts & TOOLS	
CIVICS	
Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196; also see: Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Citizens’ Rights and Responsibilities, 247–252; Primary Source: Hamilton and Madison Disagree, 253; A Two-Party System Develops, 273–279; Abolitionism, 443–449; Reform and Women’s Rights, 452–463</p> <p>Active Journal: Quests: Examining the Colonial Environment, 26–33; Senate Representation, 78–85; Slavery and Abolition, 160–167</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>
<p>D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p>	<p>SE/TE: Citizens’ Rights and Responsibilities, 247–252; Quest: Project Inquiry: Choosing Sides, 132; Civic Discussion Inquiry: Senate Representation, 196; also see: Analysis Skills: Being an Informed Citizen, 26</p> <p>Active Journal: Quests: Senate Representation, 78–85</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>

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C3 Framework for Social Studies Grades 6-8	myWorld Interactive American History Beginnings to 1877, ©2019
C3 grades 6-8 standards	
<p>D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>	<p>SE/TE: Drafting a Constitution, 204–209; Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Citizens’ Rights and Responsibilities, 247–252; Review and Assessment, 254–255; Adams-Onis Treaty, 326</p> <p>Active Journal: Quests: Senate Representation, 78–85; The Mexican-American War, 132–139; Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics; Social Studies Reference Center: Biographies: Hammurabi; Asoka; Julius Caesar</p>
<p>D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.</p>	<p>SE/TE: Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; United States Constitution, 584–607; also see: State governments: structure of early, 198; responsibilities of, 244–245, 254; legislative reforms in, 570; States’ Rights, 242–243, 284–285, 349–352, 364, 503</p> <p>Active Journal: Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics</p>

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C3 grades 6-8 standards	
<p>D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.</p>	<p>SE/TE: Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; United States Constitution, 584–607; also see: State governments: structure of early, 198; responsibilities of, 244–245, 254; legislative reforms in, 570; States’ Rights, 242–243, 284–285, 349–352, 364, 503</p> <p>Active Journal: Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics</p>
<p>D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p>	<p>SE/TE: Colonial Trade and Government, 121–125; Lack of Representation in Parliament, 146; Mercantilist System, 154-156; State governments: structure of early, 198; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; First Bank of the United States, 266, 275–276; Distinguish Fact from Opinion: Diary Entry, 280; Analysis Skills: Detect Historical Points of View, 291; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359</p> <p>Active Journal: Quests: Examining the Colonial Environment, 26–33</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics</p>

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C3 grades 6-8 standards	
Dimension 2, Participation and Deliberation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.	<p>SE/TE: Quest: Civic Discussion Inquiry, 132, 260, 336, 478; Citizens' Rights and Responsibilities, 247–252</p> <p>Active Journal: Discussion Inquiry, 78–85, 132–139, 212–219</p> <p>Digital Resources 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	<p>SE/TE: What Were the Foundations of Representative Government?, 123–125; Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Review and Assessment, 254–255</p> <p>Active Journal: Quest: Examining the Colonial Environment, 26–33</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics</p>

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C3 grades 6-8 standards	
<p>D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.</p>	<p>SE/TE: Citizens’ Rights and Responsibilities, 247–252; Primary Source: Hamilton and Madison Disagree, 253; A Two-Party System Develops, 273–279; Abolitionism, 443–449; also see: Quest: Civic Discussion Inquiry, 132, 260, 336, 478</p> <p>Active Journal: Discussion Inquiry, 78–85, 132–139, 212–219</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
<p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p>	<p>SE/TE: Abolitionism, 443–449; Reform and Women’s Rights, 452–463; also see: Analysis Skills: Citizens’ Rights and Responsibilities, 247–252; Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408</p> <p>Active Journal: Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Newspaper Editorial, 229</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Reference Center: Biographies: Hammurabi; Asoka; Martin Luther; John Locke; George Washington; Martin Luther King, Jr.</p>

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C3 grades 6-8 standards	
Dimension 2, Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	<p>SE/TE: Quest: Civic Discussion Inquiry, 132, 260, 336, 478; Citizens’ Rights and Responsibilities, 247–252</p> <p>Active Journal: Discussion Inquiry, 78–85, 132–139, 212–219</p> <p>Digital Resources 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	<p>SE/TE: Federalism and Amendments, 237–245; Landmark Supreme Court Cases, 288–290; Reform and Women’s Rights, 452–463; also see: Judicial Review, 232, 235, 281, 331, 560</p> <p>Active Journal: Quick Activity: Civil Rights Movement Timeline, 380</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Political Participation; Serving on a Jury; Voting</p>
D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.	<p>SE/TE: Trade: Tariffs, 263, 266, 320, 342, 350–351, 371; Embargo, 301; Reconstruction, 546–581; also see: Analysis Skill: Interpret Economic Performance, 359</p> <p>Active Journal: Quick Activity: Debate with a Partner, 222</p> <p>Digital Sources 21st Century Skills Tutorials: Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Core Concepts: Government and Civics</p>

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C3 grades 6-8 standards	
D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.	<p>SE/TE: Abolitionism, 443–449; Reform and Women’s Rights, 452–463; also see: Analysis Skills: Citizens’ Rights and Responsibilities, 247–252; Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408</p> <p>Active Journal: Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Newspaper Editorial, 229</p> <p>Digital Sources 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Reference Center: Biographies: Hammurabi; Asoka; Martin Luther; John Locke; George Washington; Martin Luther King, Jr.</p>
ECONOMICS	
Dimension 2, Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	<p>SE/TE: Mercantilism, 121; Triangular Trade, 123; Economic Policy: of Hamilton, 274; of Jefferson, 274–275, 287–288; laissez faire, 287, 357; American System, 321, 371; of Quincy Adams, 341; The Industrial Revolution, 409–420; Analysis Skill Detect Changing Patterns, 421; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; also see: Analysis Skills: Interpret Economic Performance, 359</p> <p>Active Journal: Quick Activity: Great Depression Timeline, 337</p> <p>Digital Sources Social Studies Core Concepts: Economics; Personal Finance</p>

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C3 grades 6-8 standards	
D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	<p>SE/TE: For supporting content please see: Market Economy, 93–94, 412–413; Laissez faire, 287, 357; Analysis Skill: Interpret Economic Performance, 359; also see: American System, 321, 371</p> <p>Active Journal: Quick Activity: The Importance of Water, 155; Writing Workshop: Narrative Essay, 182–183 (Essay from point-of-view of young person working in northern industry)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
Dimension 2, Exchange and Markets	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.	<p>SE/TE: Promoting a Free Market Economy, 287; Stock market, 413; Credit, 413; also see: Market economy, 93–94, 412–413; Laissez faire, 287, 357; Analysis Skill: Interpret Economic Performance, 359</p> <p>Active Journal: Writing Workshop: Narrative Essay, 182–183 (Essay from point-of-view of young person working in northern industry)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.	<p>SE/TE: Free-Market System/Capitalism, 287, 412–413; Consumer Price Index (CPI), 359; Wages, 426; also see: Analysis Skill: Interpret Economic Performance, 359; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371; Embargo, 301</p> <p>Active Journal: Writing Workshop: Narrative Essay, 182–183 (Essay from point-of-view of young person working in northern industry)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>

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C3 grades 6-8 standards	
D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.	<p>SE/TE: Money supply, 359; also see: Paper currency, 200, 266, 355, 528, 529</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics; Personal Finance</p>
D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	<p>SE/TE: For supporting content please see: Free-Market System/Capitalism, 287, 412–413; Consumer Price Index (CPI), 359; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371; Embargo, 301</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics</p>
D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.	<p>SE/TE: Free-Market System/Capitalism, 287, 412–413; Technology Speeds Transportation, 371–372; The Industrial Revolution, 409–420</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23 (inventions affect trade)</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics; Lesson Videos: Innovations of the First Industrial Revolution</p>
D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.	<p>SE/TE: Promoting a Free Market Economy, 287; Stock market, 413</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23 (inventions affect trade)</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics</p>

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C3 grades 6-8 standards	
D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	<p>SE/TE: Primary Source: Hamilton and Madison Disagree, 253; First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359</p> <p>Active Journal: Writing Workshop: Narrative Essay, 182–183 (Essay from point-of-view of young person working in northern industry)</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics, Economics; Lesson Videos: The Effects of Industrialization on Daily Life</p>
Dimension 2, The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.	<p>SE/TE: Bond and interest, 263</p> <p>Digital Sources Social Studies Core Concepts: Economics; Personal Finance</p>
D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 359; also see: Current employment statistics (CES), 359; mass production, 424–425; Inflation, 528, 529</p> <p>Active Journal: Writing Workshop: Narrative Essay, 182–183 (Essay from point-of-view of young person working in northern industry)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>

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C3 grades 6-8 standards	
D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.	<p>SE/TE: Current employment statistics (CES), 359; Inflation, 528, 529</p> <p>Active Journal: Writing Workshop: Narrative Essay, 182–183 (Essay from point-of-view of young person working in northern industry)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	<p>SE/TE: New Inventions, 418–420; Rising Standards of Living, 425</p> <p>Active Journal: Take Notes, 168, 170</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
Dimension 2, The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.	<p>SE/TE: Embargo, 301; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23 (inventions affect trade)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<p>SE/TE: Trade Grows, 29; How Was the Middle East a Crossroads of the World?, 30–32; African Trade and Cultures, 32–35; Chinese Trade and Technology, 35–36; A Search for New Trade Routes, 37; Columbian Exchange, 44–46; Slave trade 107–109; Triangular Trade, 122–123; Rivers and Erie Canal, 370–371, 372; Colonial Trade and Government, 121–125; Fur trade, 377–378; The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442;</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23 (inventions affect trade)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>

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C3 grades 6-8 standards	
GEOGRAPHY	
Dimension 2, Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573</p> <p>Active Journal: Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211</p> <p>Digital Sources 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Maps (examples), 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, 581; Analyze Charts, 75; Analyze Graphs, 85, 182, 508, 524; Analyze Images, 208, 364, 373, 399; Analyze Data, 251</p> <p>Active Journal: Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211; Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211; Quest Activity: Explore, 123; The Importance of Water, 155</p> <p>Digital Sources 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Charts, Graphs, and Tables; Create Databases; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>

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C3 grades 6-8 standards	
D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Stay Out? Or Get Involved? 260; The Mexican-American War, 336; A Lincoln Website, 478</p> <p>Active Journal: Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211</p> <p>Digital Sources 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
Dimension 2, Human-Environment Interaction	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141 Interpret Economic Performance, 359; also see: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442</p> <p>Active Journal: Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54</p> <p>Digital Sources Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Develop Cultural Awareness</p>

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<p align="center">C3 Framework for Social Studies Grades 6-8</p>	<p align="center">myWorld Interactive American History Beginnings to 1877, ©2019</p>
<p>C3 grades 6-8 standards</p>	
<p>D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p>	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; also see: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54 Active Journal: Quest: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>
<p>D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>SE/TE: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422–430; Quest: Examining the Colonial Environment, 54</p>

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	(Continued) Active Journal: Quick Activity: Explore, 123 (Lewis and Clark Expedition); Quests: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129 Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Develop Cultural Awareness
Dimension 2, Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	SE/TE: Technology Speeds Transportation, 371–372; Settling Oregon Country, 375–381; The Industrial Revolution, 409–420 Active Journal: Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129 Digital Sources 21st Century Skills Tutorials: Develop Cultural Awareness; Social Studies Core Concepts: Culture; Economics
D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	SE/TE: Quest: Examining the Colonial Environment, 54; Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422–430

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C3 grades 6-8 standards	
	<p>(Continued)</p> <p>Active Journal: Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Explore, 123; The Importance of Water, 155</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>
<p>D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p>	<p>SE/TE: Document-Based Inquiry: Examining the Colonial Environment, 54; Rivers and Erie Canal, 370–371, 372; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Environment and Industry, 579</p> <p>Active Journal: Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Explore, 123; The Importance of Water, 155</p> <p>Digital Sources 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>

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Dimension 2, Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p>	<p>SE/TE: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422–430; Quest: Examining the Colonial Environment, 54 Active Journal: Quests: Examining the Colonial Environment, 26–33; Quick Activity: Explore, 123 (Lewis and Clark Expedition)</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Develop Cultural Awareness</p>
<p>D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	<p>SE/TE: Trade Grows, 29; How Was the Middle East a Crossroads of the World?, 30–32; African Trade and Cultures, 32–35; Chinese Trade and Technology, 35–36; A Search for New Trade Routes, 37; Columbian Exchange, 44–46; Slave trade 107–109; Triangular trade, 122, 123; Colonial Trade and Government, 121–125; Fur trade, 377–378; The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442 Active Journal: Quick Activity: Explore, 123 (Lewis and Clark Expedition); Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p>

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	(Continued) Digital Sources Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Read Physical Maps; Analyze Data and Models
D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.	SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442 Active Journal: Quick Activity: Quick Activity: Explore, 123 (Lewis and Clark Expedition) Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness; Social Studies Core Concepts: Culture; Economics; Geography

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HISTORY	
Dimension 2, Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.</p>	<p>SE/TE: Analysis Skills: Relate Events in Time, 189; Construct a Timeline, 329; Detect Changing Patterns, 421; also see: Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548,; Identify Cause and Effect (examples), 255, 268, 277, 284, 290, 300, 321, 325, 458, 505, 529, 543, 545, 560, 572; Identify Patterns, 364</p> <p>Active Journal: Timeline Skills, 2-3, 24-25, 52-53, 76-77, 104-105, 130-131, 158-159, 184-185, 210-211; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206; Quick Activity: Make a Timeline, 66</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>
<p>D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</p>	<p>SE/TE: Analysis Skills: Identify Sources of Continuity, 246; Detect Changing Patterns, 421; also see: Analyze Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Sequence (examples), 399, 576; Identify Patterns, 364</p> <p>Active Journal: Timeline Skills, 2-3, 24-25, 52-53, 76-77, 104-105, 130-131, 158-159, 184-185, 210-211; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>

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D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	<p>SE/TE: Biographies, 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568; also see: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Primary Sources (examples), 25, 47, 65, 90, 153, 216, 253, 303, 316, 348, 451, 488, 531, 564; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p>Active Journal: Quick Activity, 16, 21, 40, 47, 66, 71, 90, 99, 118, 123, 142, 155, 176, 179, 198, 205, 222, 229, 246, 255, 270, 273, 300, 303, 328, 337, 356, 359, 380, 385, 404, 407, 424, 427</p> <p>Digital Sources Social Studies Reference Center: Biographies</p>
Dimension 2, Perspectives	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	<p>SE/TE: Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Determine Author's Point of View, 153, 348, 464, 564; Identify/Recognize Points of View, 403; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p>Active Journal: Quick Activity: Formerly a Slave, 198; An Echo Across Time, 179; Writing Workshop: Writing from Perspective: Narrative Essay, 50–51; Narrative Essay, 182–183</p> <p>Digital Sources 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>

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D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	<p>SE/TE: Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Determine Author’s Point of View, 153, 348, 464, 564; Identify/Recognize Points of View, 403; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p>Active Journal: Quick Activity: Formerly a Slave, 198; An Echo Across Time (Compare Declaration of Independence to the Declaration of Sentiments), 179</p> <p>Digital Sources 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>
D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<p>SE/TE: Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Determine Author’s Point of View, 153, 348, 464, 564; Identify/Recognize Points of View, 403</p> <p>Active Journal: Quick Activity: Formerly a Slave, 198; An Echo Across Time (Compare Declaration of Independence to the Declaration of Sentiments), 179; Writing Workshop: Writing from Perspective: Narrative Essay, 50–51; Narrative Essay, 182–183</p> <p>Digital Sources 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>
<i>Begins in grades 9–12</i>	
<i>Begins in grades 9–12</i>	

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Dimension 2, Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.</p>	<p>SE/TE: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; Analyze Primary and Secondary Sources, ELA4; Support Your Analyses with Evidence, ELA6; Analysis Skills: Distinguish Essential from Incidental Information, 565; Construct a Timeline, 329; Distinguish Verifiable from Unverifiable Information, 382; Identify Central Issue; Recognize the Role of Chance, Oversight, and Error, 532; Detect Historical Points of View, 291; Writing Workshop: Use Credible Sources, 38, 279, 563</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>
<p>D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; Analysis Skills: Assess Credibility of a Source, 512; Writing Workshop: Topic 1: Research Paper, 13, 24, 38, 46, 49; Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331; Topic 9: Research Paper, 557, 563, 572, 579, 581</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>

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D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	<p>SE/TE: Analyze Sources: Assess Credibility of a Source, 512; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; Writing Workshop: Use Credible Sources, 38, 279, 563</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>
D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	<p>SE/TE: Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; Quests: Document-Based Writing Inquiry, 6, 54, 336, 408;</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>
D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	<p>SE/TE: Analyze Sources: Assess Credibility of a Source, 512; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; Writing Workshop: Use Credible Sources, 38, 279, 563</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>

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Dimension 2, Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	<p>SE/TE: Analysis Skills: Distinguish Cause and Effect, 224; Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p>Active Journal: Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>
D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	<p>SE/TE: Analysis Skills: Distinguish Cause and Effect, 224; Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p>Active Journal: Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>
D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.	<p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255</p> <p>Active Journal: Writing Workshop: Argument, 102–103; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p>

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	<p>(Continued)</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>
<p>D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.</p>	<p>SE/TE: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Essential from Incidental Information, 565; Distinguish Fact and Opinion, 280; Distinguish Relevant from Irrelevant Information, 500; Distinguish Verifiable from Unverifiable Information, 382</p> <p>Active Journal: Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Compare Viewpoints; Consider and Counter Opposing Arguments; Identify Bias; Participate in a Discussion or Debate</p>

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C3 grades 6-8 standards	
Evaluating Sources & USING EVIDENCE	
Dimension 3, Gathering and Evaluating Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>SE/TE: Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Assess Credibility of a Source, 512; Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; Writing Workshop: Use Credible Sources, 38, 279, 563</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167</p> <p>Digital Resources 21st Century Skills Tutorials: Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources; Read Charts, Graphs, and Tables; Search for Information on the Internet; Take Effective Notes</p>
<p>D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</p>	<p>SE/TE: Writing Workshop: Writing Workshop: Use Credible Sources, 38, 279, 563; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Assess Credibility of a Source, 512; Primary Sources (examples), 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167</p> <p>Digital Resources 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Avoid Plagiarism; Evaluate Web Sites; Distinguish Between Fact and Opinion</p>

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Dimension 3, Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p>	<p>SE/TE: Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550; Writing: Using the Writing Process, ELA 7–ELA 8; Write Informative or Explanatory Essays, ELA 10; Topic 1: Research Paper, 13, 24, 38, 46, 49; Topic 3: Explanatory Essay, 140, 152, 163, 176, 188, 191; Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331; Topic 8: Informative Essay, 487, 499, 511, 519, 530, 543, 545; Topic 9: Research Paper, 557, 563, 572, 579, 581</p> <p>Active Journal: Writing Workshop: Explanatory Essay, 74–75; Research Paper, 22–23, 128–129, 230–231</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources; Read Charts, Graphs, and Tables; Search for Information on the Internet; Take Effective Notes</p>
<p>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255;</p> <p>Active Journal: Writing Workshop: Argument, 102–103; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>

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C3 grades 6-8 standards	
Communicating Conclusions & Taking INFORMED ACTION	
Dimension 4, Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
<p>D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p>	<p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255; Active Journal: Writing Workshop: Argument, 102–103; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>
<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8; Write Informative or Explanatory Essays, ELA 10; Topic 1: Research Paper, 13, 24, 38, 46, 49; Topic 3: Explanatory Essay, 140, 152, 163, 176, 188, 191; Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331; Topic 8: Informative Essay, 487, 499, 511, 519, 530, 543, 545; Topic 9: Research Paper, 557, 563, 572, 579, 581</p> <p>Active Journal: Writing Workshop: Explanatory Essay, 74–75; Research Paper, 22–23, 128–129, 230–231</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Compare and Contrast; Draw Conclusions; Draw Inferences; Identify Evidence; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Write an Essay</p>

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C3 grades 6-8 standards	
D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	<p>SE/TE: Quests: Document-Based Writing Inquiry, 6, 54, 336, 408; Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 4-11, 54-61, 106-113, 160-167</p> <p>Digital Sources 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate; Identify Evidence; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Write an Essay</p>
Dimension 4, Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.6-8. Critique arguments for credibility.	<p>SE/TE: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Essential from Incidental Information, 565; Distinguish Fact and Opinion, 280; Distinguish Relevant from Irrelevant Information, 500; Distinguish Verifiable from Unverifiable Information, 382</p> <p>Active Journal: Quests: Discussion Inquiry, 78-85, 132-139, 212-219; Take Notes: Analyze Text Structure, 41, 121</p> <p>Digital Resources 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>

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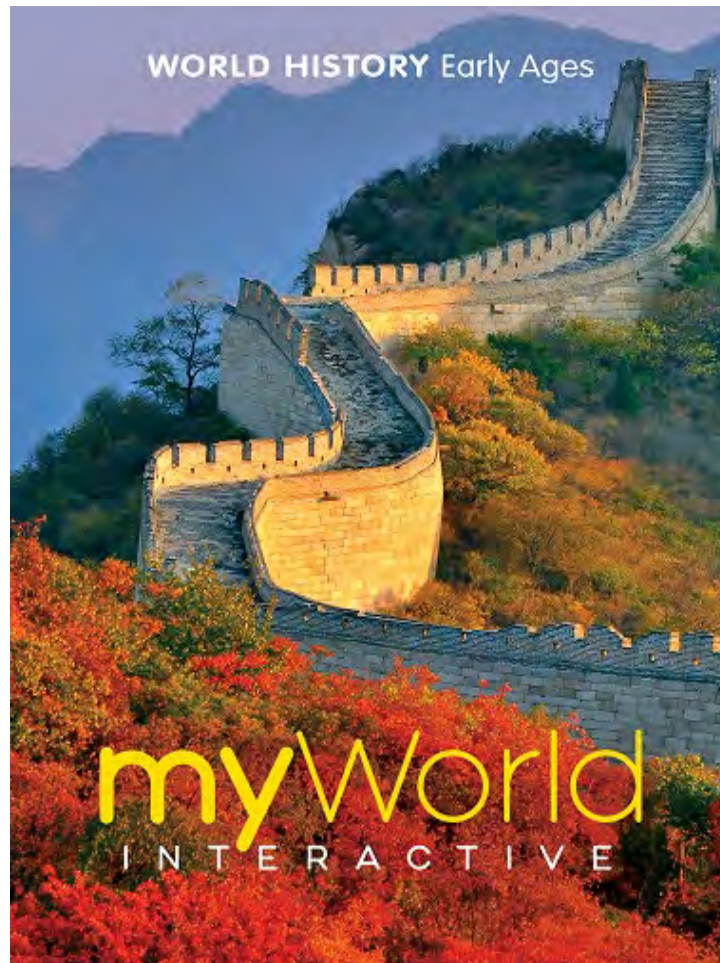
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D4.5.6-8. Critique the structure of explanations.	<p>SE/TE: Analysis Skills: Assess Credibility of a Source, 512; Being an Informed Citizen, 26; Detect Changing Patterns, 421; Distinguish Relevant from Irrelevant Information, 500; Distinguish Verifiable from Unverifiable Information, 382; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581</p> <p>Active Journal: Quests: Support Ideas with Evidence, 100; Take Notes: Analyze Text Structure, 41, 121</p> <p>Digital Resources 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Compare and Contrast; Draw Conclusions; Draw Inferences; Identify Evidence; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Write an Essay</p>
Dimension 4, Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	<p>SE/TE: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Identify Central Issues and Problems, 317; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500</p> <p>Active Journal: Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219; Quick Activity: Abolitionists Speak Out, 176; An Echo Across Time (Compare Declaration of Independence and Declaration of Sentiments, 179</p> <p>Digital Resources 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	<p>SE/TE: Citizens’ Rights and Responsibilities, 247–252; Analysis Skills: Identify Central Issues and Problems, 317; also see: Quest: Civic Discussion Inquiry, 132, 260, 336, 478</p> <p>Active Journal: Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219; Quick Activity: Abolitionists Speak Out, 176; An Echo Across Time (Compare Declaration of Independence and Declaration of Sentiments, 179</p> <p>Digital Resources 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	<p>SE/TE: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Identify Central Issues and Problems, 317; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500</p> <p>TE only: Active Classroom (Debate), 219</p> <p>Active Journal: Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219</p> <p>Digital Resources 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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Introduction

This document demonstrates how *myWorld Interactive World History Early Ages*, ©2019 meets the North Carolina Social Studies Standards 2021, World Studies I: Development of Civilizations, Grade 6. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive World History encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive World History provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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North Carolina Social Studies Standards 2021 World Studies I Grade 6	myWorld Interactive World History Early Ages, ©2019
Inquiry	
Compelling Questions	
<p>I.1.1: Construct a compelling question through a disciplinary lens individually and with peers.</p>	<p>SE/TE: Quest: Project-Based Inquiry: Ask Questions & Research, 6, 128, 220, 404, 448, 550, 588 Quest: Discussion Inquiry: Ask Questions & Research, 44, 308, 362, 670 Quest: Document-Based Inquiry: Ask Questions & Research, 98, 180, 278, 488, 620</p> <p>English-Language Arts Handbook: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14</p> <p>TE Only: Research Activities: Differentiate Instruction: Advanced (examples), 4, 8, 18, 23, 230, 245, 250, 259, 406, 421, 429</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Ask Questions</p>
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Gathering and Evaluating Sources	
<p>I.1.3: Analyze details, central ideas, and inferences from sources using discipline-specific strategies.</p>	<p>SE/TE:</p> <p>Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636</p> <p>Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653</p> <p>Topic Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665</p> <p>Analysis Skills: Detect Historical Points of View, 141</p> <p>Analysis Skills: Assess Credibility of a Source, 163</p> <p>Analysis Skills: Draw Sound Conclusions from Sources, 202</p> <p>Analysis Skills: Assess Credibility of a Source, 441</p> <p>Realize Digital Resources (examples):</p> <p>Topic 2>Lesson 2>Interactive Primary Source>Code of Hammurabi</p> <p>Topic 5>Lesson 3>Interactive Primary Source>Confucius, Analects</p> <p>Topic 5>Lesson 3>Interactive Primary Source>Laozi, The Dao de Jing</p> <p>Topic 8>Lesson 3>Interactive Primary Source>Paul, First Letter to the Corinthians</p> <p>Topic 10>Lesson 2>Interactive Primary Source>Magna Carta</p> <p>Topic 13>Lesson 4>Interactive Primary Source>The Iroquois Constitution</p>

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<p>I.1.4: Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p>	<p>SE/TE:</p> <p>Lesson Check #6: Writing Workshop: Find and Use Credible Sources, 149</p> <p>Lesson Check #6: Writing Workshop: Use Credible Sources, 201</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 233</p> <p>Analysis Skills: Assess Credibility of a Source, 163, 441</p> <p>Lesson Check #6: Writing Workshop: Use Credible Sources, 466</p> <p>Lesson Check #6: Writing Workshop: Find and Use Credible Sources, 521</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 663</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 686</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 6>Interactive Primary Source>Asoka, Edicts</p> <p>Topic 6>Lesson 5>Interactive Primary Source>Herodotus, The Persian Wars</p> <p>Topic 10>Lesson 2>Interactive Primary Source>Magna Carta</p> <p>Topic 15>Lesson 1>Interactive Primary Source>Machiavelli, The Prince</p> <p>Topic 15>Lesson 2>Interactive Primary Source>Dante Alighieri, excerpt from The Inferno</p>

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<p>Developing Claims and Using Evidence</p>	
<p>I.1.5: Identify evidence that draws information from multiple perspectives.</p>	<p>SE/TE: Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Document-Based Inquiry: Evaluating a Leader’s Legacy, 180 Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Topic 8: Write Arguments, 315, 332, 329, 338, 343, 349, 355, 357 Quest Discussion Inquiry: Freedom vs. Security, 362 Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 482, 483</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>
<p>I.1.6: Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.</p>	<p>SE/TE: Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Topic 8: Write Arguments, 315, 332, 329, 338, 343, 349, 355, 357 Quest Discussion Inquiry: Freedom vs. Security, 362 Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 482, 483</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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<p>Communicating Ideas</p>	
<p>I.1.7: Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.</p>	<p>SE/TE: Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Document-Based Inquiry: Evaluating a Leader’s Legacy, 180 Topic 5 Writing Workshop: 184, 188, 195, 201, 207, 212, 215 Topic 8 Writing Workshop: 315, 332, 329, 338, 343, 349, 355, 357 Quest Discussion Inquiry: Freedom vs. Security, 362 Topic 11 Writing Workshop: 452, 457, 466, 474, 482, 483</p> <p>Realize Digital Resources: 21st Century Skills Tutorials> Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>
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<p>I.1.11: Use a range of civic approaches to address problems being investigated.</p>	<p>SE/TE: Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Discussion Inquiry: Freedom vs. Security, 362</p> <p>TE only: Differentiated Instruction, ELA 15, 18, 438</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate; Serving on a Jury; Share Responsibility; Solve Problems; Voting; Work in Teams</p>

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World History: Issues and Patterns	
Behavioral Sciences	
6.B.1: Understand ways in which culture influences civilizations.	
6.B.1.1: Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.	<p>SE/TE:</p> <p>Analyze Diagrams: Egypt’s Social Pyramid, 103 Egyptian Religion, 104–105 The Right to Rule (Mandate of Heaven), 186 Han Society and Achievements, 208–212 Greek Religion and Mythology, 251–253 Origins of Christianity, 318–323; Beliefs of Christianity, 325–329 Roman Culture and Its Legacy, 331-338 Byzantine Religion and Culture, 351–355 Beliefs of Islam, 453 Expansion of the Muslim World, 459–466 Japanese Society and Culture, 531–536 The Aztecs, 560–565 African Traditions, 607–611 Reformation and Reaction, 641–648 Legacy of the Protestant Reformation, 651–656</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 5>Lesson Video>The Origins of Judaism Topic 3>Lesson 1>Interactive Gallery: Egyptian Religion Topic 4>Lesson 2>Lesson Video>The Caste System Topic 4>Lesson 3>Lesson Video>Hindu Traditions and Practices Topic 5>Lesson 3>Lesson Video>How Confucius’s Life Shaped His View of Government Topic 6>Lesson 4>Lesson Video>Men, Women, and Children in Ancient Greece Topic 6>Lesson 6>Lesson Video>Greek Mythology Topic 7>Lesson 3>Lesson Video>Roman Society Topic 8>Lesson 2>Lesson Video>Reasons for the Spread of Christianity</p>

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<p>Continued: 6.B.1.1: Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.</p>	<p>Continued: Topic 9>Lesson 2>Lesson Video>The Spread of Christianity to Northern Europe Topic 10>Lesson 4>Lesson Video>Interaction of Christians, Muslims, and Jews in Muslim Spain</p>

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<p>6.B.1.2: Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas.</p>	<p>SE/TE:</p> <p>Arts and Architecture, 37 Arts of Mesopotamia, 64 Gupta: Music, Dance, and Entertainment, 170–171 Architecture and Painting, 171 China’s Traditional Arts, 211 Arts in Ancient Greece, 254–255 Roman Art and Language, 333–334 Literature and Science in Ancient Rome, 334–335 Islamic Traditions in Art and Architecture, 473–474 Porcelain, 495 Chinese Arts and Culture, 511 Japan: Art and Architecture, 532 Japan: Drama, 532–533 Aztec Achievements, 564 The Incas: Arts and Crafts, 572 What Was the Renaissance? 621–628 Arts and Literature of the Renaissance, 629–635</p> <p>TE only:</p> <p>Arts of Mesopotamia, 63 Curriculum Connection: Visual and Performing Arts, 371, 465</p> <p>Realize Digital Resources:</p> <p>Ancient Greek Beliefs and Arts, 251–256 Topic 9>Lesson 5>Lesson Video>The Influence of the Church on the Arts Topic 15>Lesson 1>Lesson Video>The Roots of the Italian Renaissance Social Studies Reference Center>Biographies>Michelangelo di Lodovico Buonarroto Simoni; William Shakespeare</p>

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<p>Continued: 6.B.1.3: Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe and the Americas over time.</p>	<p>Continued: Topic 14>Lesson 4>Video: Family Life and Social Structure in Africa</p>
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<p>Continued: 6.C&G.1.1: Compare the structures of governmental systems in civilizations and societies in Africa, Asia, Europe and the Americas.</p>	<p>Continued: Realize Digital Resources: Topic 2>Lesson 2>Video: Hammurabi's Code Topic 5>Lesson 2>Video: The Dynastic Cycle and the Mandate of Heaven Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy Topic 7>Lesson 2>Interactive Simulation: The Roman Republic Topic 10>Lesson 2>Video: The Impact of Magna Carta on the Modern; Interactive Primary Source: Magna Carta</p>

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<p>6.C&G.1.5: Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.</p>	<p>SE/TE: How Did Sumerian Government Work? 50–51 Uniting Egypt, 102 The Political Order in Egypt, 102 Experimenting with Forms of Government, 227–228 The World’s First Democracy, 229 How Did Athenian Democracy Work? 230 Oligarch in Sparta, 234–237 Quest Document-Based Inquiry: The Roman Influence, 278 Rome Becomes a Republic, 281–282 Government of the Republic, 285–290 Feudalism, 379–382 Conflicts Between Popes and Monarchs, 405–410 Magna Carta, 416–418 Primary Sources: The Magna Carta, 419 The Caliphs, 462–464 Feudalism in Japan, 525–537 New Viewpoints, 624–626</p> <p>Realize Digital Resources: Topic 2>Lesson 2>Interactive Primary Source>Code of Hammurabi Topic 3>Lesson 1>Lesson Video>Pharaohs of Ancient Egypt Topic 4>Lesson 2>Lesson Video>The Caste System Topic 5>Lesson 4>Lesson Video>Comparing Legalism and Confucianism Topic 6>Lesson 2>Lesson Video>The Athenian Concept of Citizenship Topic 7>Lesson 2>Lesson Video>Citizenship in Rome Topic 10>Lesson 2>Lesson Video>The Impact of Magna Carta on the Modern World</p>

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<p>6.C&G.1.6: Explain the reasons for the rise and fall of governments and authority in civilizations and empires of Africa, Asia, Europe, and the Americas.</p>	<p>SE/TE:</p> <p>The Rise of Civilizations, 33–37 The Assyrian and Persian Empires, 59–64 Egypt Under the Pharaohs, 99–106 The Unification of China, 197–201 The Fall of the Qin Dynasty, 201 Alexander and the Hellenistic World, 266–271 The Roman Republic Rises, 279–283 Quest Discussion Inquiry: The Fall of Rome, 308 Decline of the Roman Empire, 339–343 The Byzantine Empire Rises, 344–349 England Takes Shape, 412–418 Interactive: Dynasties and Empires in South Asia, 479 Fall of the Tang, 491 Decline of the Ming, 507 The Rise of Ghana in West Africa, 589–594</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 3>Lesson Video>The Assyrian and Persian Empires Topic 3>Lesson 1>Lesson Video>Pharaohs of Ancient Egypt Topic 7>Lesson 4>Lesson Video>Why did the Roman Republic End? Topic 8>Lesson 5>Lesson Video>Why Did the Roman Empire End? Topic 11>Lesson 3>Lesson Video>Rise and Fall of the Abbasid Dynasty Topic 11>Lesson 5>Lesson Video>Rise of the Mughal Empire Topic 13>Lesson 2>Lesson Video>The Growth of the Aztec Empire</p>

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<p>Continued: 6.E.1: Understand the economic activities of civilizations prior to 1400.</p>	<p>Continued: Topic 5>Lesson 6>Lesson Video>The Economy of China Under the Han Topic 12>Lesson 1>Video: China’s Economic Revolution Social Studies Core Concepts> Economics</p>
<p>6.E.1.1: Explain how trade routes and economic networks contribute to the development of civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas.</p>	<p>SE/TE: Phoenician Traders, 67 Trade in the Nile Valley, 116–117 The Spread of Hinduism, 147-149 A Major Trade Route, 206–207 Exchange Between Continents, 271 Trade Grows, 314-315 Revival of Towns and Trade, 383–388 Islam Spreads, 460 An Urban Economy, 469 Trade Expands, 469-470 Topic Assessment #11. Writing Workshop: Write an Argumentative Essay, 483 Revival of Trade, 503 Inventions Help Trade, 510 The Maya, 551–557 Trading States of East Africa, 603–606 Italy’s City-States and Sea Trade, 622</p> <p>Realize Digital Resources: Topic 3>Lesson 3>Video: Trade Between Egypt and Kush Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World Topic 8>Lesson 1>Video: Trade in the Roman Empire Topic 14>Topic Map>Interactive Map: Trans-Saharan Trade</p>

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<p>6.G.1: Understand the geographical factors that influence human migration and settlement.</p>	<p>SE/TE: Hunter-Gatherer Societies, 11–12 Humans Spread Out, 15–19 New Ways of Life, 27–32 Geography of Mesopotamia, 45–46 The Nile River Valley, 99–100 Kush, 117 What Is the Indian Subcontinent? 129–130 Indo-Aryan Migration, 136 Geography of China, 181–182 How Did Geography Shape the Greek World? 221–223 Conquest, 241 Colonization, 241–243 Italy’s Varied Geography, 279–280 The Geography of Europe, 363–364 The African Landscape, 589–590 How Did Geography Set Japan Apart? 516–517 Settlement and Geography of the Americas, 551–55</p> <p>Realize Digital Resources: Social Studies Core Concepts>Geography>Migration</p>

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<p>6.G.1.1: Explain how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.</p>	<p>SE/TE:</p> <p>What Do We Know About Early Human Migration? 17–18</p> <p>Trade in the Nile Valley, 116–117</p> <p>Indus Valley: Trade, 132</p> <p>Indo-Aryan Migration, 136</p> <p>Spread of Hinduism, 148</p> <p>Geography Skills: The Silk Road, 205</p> <p>Analyze Diagrams: The Silk Road in the Han Dynasty, 206</p> <p>Exchanges of Ideas, 207</p> <p>Greek Colonization, 241</p> <p>Alexander and the Hellenistic World, 266–271</p> <p>How Did Rome Expand? 283</p> <p>A Multicultural Empire, 331</p> <p>The Army Shares Culture, 333</p> <p>Christianity Spreads, 370–375</p> <p>Revival of Towns and Trade, 383–388</p> <p>The Crusades, 420–427</p> <p>The Hijrah, 452</p> <p>Expansion of the Muslim World, 459–466</p> <p>How Did Cities and Trade Grow? 468–470</p> <p>The Song Dynasty Shifts South, 493</p> <p>Trading States of East Africa, 603–606</p> <p>Realize Digital Resources:</p> <p>Topic 1>Lesson 2>Interactive Map: Migrations of <i>Homo sapiens</i></p> <p>Topic 2>Lesson 7>Video: Israel and the Jewish Diaspora</p> <p>Topic 3>Lesson 3>Video: Trade Between Egypt and Kush</p> <p>Topic 6>Lesson 8>Video: Cultural Exchange in the Hellenistic Age</p> <p>Topic 9>Lesson 2>Video: The Spread of Christianity to Northern Europe</p> <p>Topic 10>Lesson 3>Interactive Simulation: Conflicts and Crusades</p>

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<p>Continued: 6.G.1.1: Explain how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.</p>	<p>Continued: Topic 14>Lesson 3>Interactive Primary Source: Ibn Battuta, Travels</p>
<p>6.G.1.2: Explain how movement and settlement patterns affected the development of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.</p>	<p>SE/TE: Hunter-Gatherer Societies, 11–12 Why Did People Start to Farm? 24–26 The Nile River Valley, 99–100 Analysis Skills: Identify Physical and Cultural Features, 108, 389 Indo-Aryan Migrations, 136, 141 Greeks in Ionia, 224 Greek Colonization, 241 The Crusades, 420–427 Expansion of the Muslim World, 459–466 How Did Cities and Trade Grow? 468–470 How Did Geography Set Japan Apart? 516–517 Settlement and Geography of the Americas, 551–552 Trading States of East Africa, 603–606</p> <p>Realize Digital Resources: Topic 1>Topic Video: Çatalhöyük: Life in an Ancient Settlement Topic 2>Lesson 7>Video: Israel and the Jewish Diaspora Topic 3>Topic Map>Interactive Map: The Ancient Nile Valley Topic 4>Lesson 4>Interactive Map: The Origins and Spread of Buddhism Topic 4>Lesson 5>Interactive Gallery: Village Life in India Topic 10>Lesson 3>Interactive Simulation: Conflicts and Crusades Topic 11>Lesson 3>Interactive Map: Spread of Islam Topic 12>Lesson 4>Interactive Map: Geography of Japan</p>

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<p>6.G.1.3: Explain how innovation and technology influenced the migration and settlement of people and the flow of goods and ideas in various civilizations and empires in Africa, Asia, Europe, and the Americas.</p>	<p>SE/TE: How Did Farming Begin and How Did It Spread? 27–29 Cuneiform, 49–50 Sumerian Achievements, 51 Phoenician: Farming and Manufacturing, 67 Topic Assessment #9, 93 Science and Mathematics, 112 Bronze Metalworking, 184 Economy and Technology, 188 The Silk Road, 205–207 Science and Technology, 261–262 Industry Flourishes, 385 The Grand Canal, 495 Currency, 495 China: Expanding Industries, 495 Technological Advances, 508 Watch NBC Learn: Farming in Ancient Empires, 547 Andean Agriculture, 568 How Did the Printing Press Revolutionize Society? 638–639</p> <p>Realize Digital Resources: Topic 12>Lesson 3>Video: Technology of China Topic 15>Lesson 3>Interactive Gallery: The Printing Press Topic 15>Lesson 3>Video: The Printing Revolution</p>

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<p>6.G.1.4: Explain how societies in Africa, Asia, Europe and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and natural resources.</p>	<p>SE/TE:</p> <p>When Did People Start to Farm? 24–26 Where Did Farming Begin and How Did It Spread, 27–28 How Did Farming Change Human Culture? 29–31 Irrigation, 34 Geography of Mesopotamia, 45–46 Farming the Land, 46–47 Sumerian Achievements, 51 Persian Roads, 63 Egypt: Floods and the Black Land, 100 Agricultural Techniques Create a Surplus, 101 Analysis Skills: Identify Physical and Cultural Features, 108 Farming, 131 Dikes and Dams, 183 City of Scholars, 271 Roman Roads 283, 313 Aqueducts Transport Water, 313 Drought and the Tang Dynasty, 491 The Yamato Clan Triumphs, 518 Drought and the Maya, 556 Quest Project-Based Learning Inquiry: Be a Map-Maker, 550 The Great Capital, Tenochtitlan, 561 Engineering and Architecture, 564 Andean Agriculture, 568 Topic Assessment #2 and #10–12, 583</p> <p>Realize Digital Resources:</p> <p>Topic 1>Lesson 2>Video: Learning to Live in New Environments Topic 1>Lesson 3>Video: The Agricultural Revolution Topic 1>Lesson 4>Video: Effects of the Agricultural Revolution Topic 1>Lesson 5>Interactive Map: River Valley Civilizations</p>

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<p>Continued: 6.G.1.4: Explain how societies in Africa, Asia, Europe and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and natural resources.</p>	<p>Continued: Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 5>Lesson 1>Video: The Influence of Geography on China Topic 7>Lesson 3>Interactive 3D Model: Roman Villa Topic 8>Lesson 4>Interactive 3D Model: Pantheon</p>

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History	
6.H.1: Understand the development of civilizations and societies from various perspectives.	<p>SE/TE:</p> <p>Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 649</p> <p>Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653</p> <p>Topic Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665</p> <p>Detect Historical Points of View, 141</p> <p>Assess Credibility of a Source, 163</p> <p>Draw Sound Conclusions from Sources, 202</p> <p>Critical Thinking and Writing: Compare Viewpoints, 215</p> <p>Lesson Check #5, 237</p> <p>Lesson Check #3, 249</p> <p>Analysis Skills: Compare Different Points of View, 250</p> <p>Lesson Check #4, 294</p> <p>Analysis Skills: Compare Different Points of View, 411</p> <p>Analysis Skills: Assess Credibility of Source, 441</p> <p>Lesson Check #4, 573</p> <p>Lesson Check #3, 685</p> <p>Realize Digital Resources (examples):</p> <p>Topic 2>Lesson 2>Interactive Primary Source>Code of Hammurabi</p> <p>Topic 5>Lesson 3>Interactive Primary Source>Confucius, Analects</p> <p>Topic 5>Lesson 3>Interactive Primary Source>Laozi, The Dao de Jing</p> <p>Topic 8>Lesson 3>Interactive Primary Source>Paul, First Letter to the Corinthians</p> <p>Topic 10>Lesson 2>Interactive Primary Source>Magna Carta</p> <p>Topic 13>Lesson 4>Interactive Primary Source>The Iroquois Constitution</p>

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<p>6.H.1.1: Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.</p>	<p>SE/TE:</p> <p>The Assyrian and Persian Empires, 59–64 Biography: Cyrus the Great, 62 Origins of Judaism, 71–75 Egypt Under the Pharaohs, 99–106 Why Did the Indus Civilization Disappear?, 134 The Maurya Empire Begins, 159–152 Biography: Confucius, 194 The Fall of the Qin Dynasty, 201 Biography: Alexander the Great, 268 Rome’s Friends and Allies, 283 The Republic Struggles, 296–300 Watch NBC Learn, 305 What Was the Pax Romana?, 311 Decline of the Roman Empire, 339–343 Feudalism and the Manor Economy, 377–382 Primary Sources: The Magna Carta, 419 Interactive: Dynasties and Empires in South Asia, 479 Fall of the Tang, 491 Biography: Genghis Khan, 500 Decline of the Ming, 507 Japanese Feudalism, 522–528 The Aztecs, 560–565 The Incas, 567–573</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 2>Interactive Biography>Hammurabi Topic 2>Lesson 5>Lesson Video>The Origins of Judaism Topic 4>Lesson 2>Lesson Video>The Caste System Topic 4>Lesson 6>Interactive Biography>Asoka Topic 6>Lesson 5>Interactive Primary Source>Herodotus, The Persian Wars Topic 6>Lesson 8>Interactive Biography>Alexander the Great</p>

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<p>Continued: 6.H.1.1: Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.</p>	<p>Continued: Topic 7>Lesson 4>Lesson Video>Why did the Roman Republic End? Topic 9>Lesson 1>Interactive Biography>Charlemagne Topic 12>Lesson 2>Interactive Biography>Ghengis Khan Topic 15>Lesson 6>Interactive Biography>Galileo</p>

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<p>6.H.1.2: Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia, Europe, and the Americas in terms of the relevance of present-day society.</p>	<p>SE/TE:</p> <p>Sumerian Achievements, 51 Achievements of Egyptian Civilization, 109–113 Chinese Belief Systems, 191–195 Han Society and Achievements, 208–212 Quest Project-Based Inquiry: The Influence of Ancient Greece, 220 Ancient Greek Beliefs and Arts, 251–256 Ancient Greek Learning, 258–264 Government of the Republic, 285 Quest Document-Based Inquiry: The Roman Influence, 278 Roman Culture and Its Legacy, 331–338 Beliefs of Islam, 453 Achievements of Islamic Civilization, 468–474 Japanese Society and Culture, 531–536 The Aztecs, 560–565 The Incas, 567–573 African Traditions, 607–611 Impact of the Renaissance, 637 The Scientific Revolution, 657</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 2>Interactive Primary Source>Code of Hammurabi Topic 3>Lesson 2>Video: The Legacy of Ancient Egypt Topic 4>Lesson 1>Video: Indus Valley Achievements Topic 4>Lesson 7>Lesson Video>The Golden Age of the Gupta Topic 8>Lesson 4>Lesson Video>Rome’s Cultural Gifts Topic 11>Lesson 4>Lesson Video>Importance and Preservation of Learning in the Muslim World</p>

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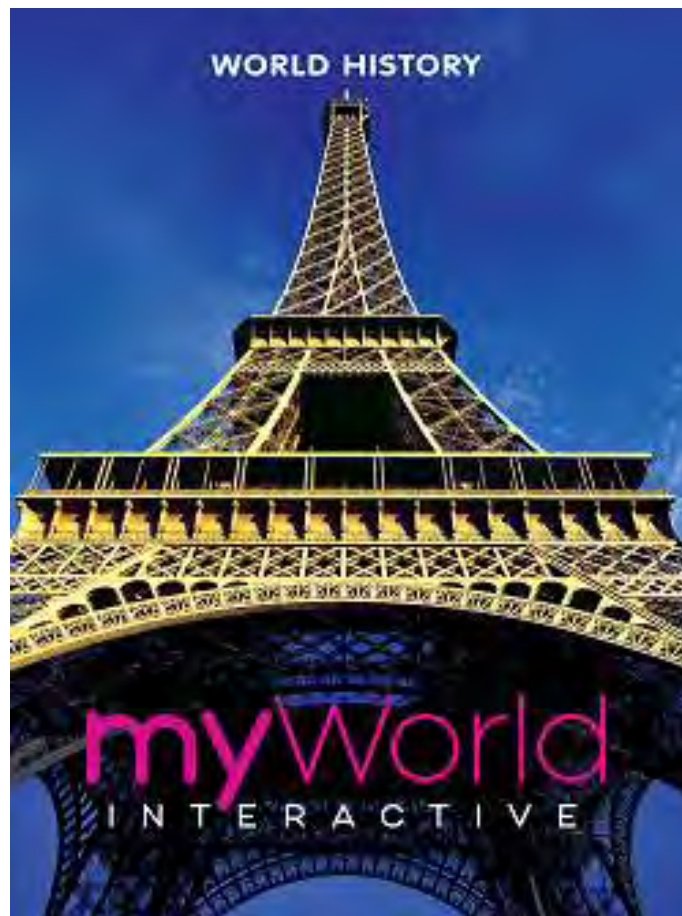
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Introduction

This document demonstrates how ***myWorld Interactive Social Studies, World History, Survey Edition, ©2019*** meets the North Carolina Social Studies Standards 2021 Grade 7, World Studies II. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive Social Studies encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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Gathering and Evaluating Sources	
<p>I.1.3: Analyze details, central ideas, and inferences from sources using discipline-specific strategies.</p>	<p>SE/TE:</p> <p>Analyze Primary and Secondary Sources, ELA 4–ELA 6</p> <p>Analysis Skills: Detect Historical Points of View, 141</p> <p>Analysis Skills: Assess Credibility of a Source, 163</p> <p>Analysis Skills: Compare Different Points of View, 250</p> <p>Analysis Skills: Compare Different Points of View, 411</p> <p>Analysis Skills: Assess Credibility of a Source, 441</p> <p>Analysis Skills: Detect Historical Points of View, 750</p> <p>Analysis Skills: Compare Different Points of View, 807</p> <p>Topic Assessment: Analyze Primary Sources: 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875</p> <p>Primary Sources (examples): 13, 52, 107, 158, 189, 232, 257, 284, 316, 330, 368, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 679, 738, 758, 772, 792, 820, 841</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 2>Interactive Primary Sources>Code of Hammurabi</p> <p>Topic 6>Lesson 7>Interactive Primary Sources>Aristotle, Politics</p> <p>Topic 13>Lesson 4>Interactive Primary Sources>The Iroquois Constitution</p> <p>Topic 17>Lesson 3>Interactive Primary Sources>The English Bill of Rights</p> <p>Topic 17>Lesson 4>Interactive Primary Sources>The Declaration of Independence</p> <p>Topic 19>Lesson 3>Interactive Primary Sources>Charter of the United Nations</p>

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<p>I.1.4: Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p>	<p>SE/TE:</p> <p>Analysis Skills: Detect Historical Points of View, 141</p> <p>Analysis Skills: Assess Credibility of a Source, 163</p> <p>Analysis Skills: Assess Credibility of a Source, 441</p> <p>Analysis Skills: Detect Historical Points of View, 750</p> <p>Topic Assessment: Analyze Primary Sources: 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875</p> <p>Primary Sources (examples): 13, 52, 107, 158, 189, 232, 257, 284, 316, 330, 368, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 679, 738, 758, 772, 792, 820, 841</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 2>Interactive Primary Sources>Code of Hammurabi</p> <p>Topic 6>Lesson 7>Interactive Primary Sources>Aristotle, Politics</p> <p>Topic 13>Lesson 4>Interactive Primary Sources>The Iroquois Constitution</p> <p>Topic 17>Lesson 3>Interactive Primary Sources>The English Bill of Rights</p> <p>Topic 17>Lesson 4>Interactive Primary Sources>The Declaration of Independence</p> <p>Topic 19>Lesson 3>Interactive Primary Sources>Charter of the United Nations</p>

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Developing Claims and Using Evidence	
<p>I.1.5: Identify evidence that draws information from multiple perspectives.</p>	<p>SE/TE:</p> <p>Quest: Document-Based Inquiry: Become a Pharaoh-in-Training, 98</p> <p>Quest: Document-Based Inquiry: Evaluating a Leader's Legacy, 180</p> <p>Writing Workshop: Write an Argument, 184, 188, 195, 201, 207, 212, 215</p> <p>Quest: Document-Based Inquiry: The Roman Influence, 278</p> <p>Writing Workshop: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357</p> <p>Writing Workshop: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483</p> <p>Quest: Document-Based Inquiry: A Strong Influence, 488</p> <p>Quest: Document-Based Inquiry: Learning Through the Ages, 620</p> <p>Writing Workshop: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723</p> <p>Quest: Document-Based Inquiry: The Right to Rule, 728</p> <p>Writing Workshop: Write an Argument, 737, 743, 749, 757, 761</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Consider and Counter Opposing Arguments</p> <p>21st Century Skills Tutorials>Evaluate Existing Arguments</p>

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<p>I.1.6: Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.</p>	<p>SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Writing Workshop: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Quest: Discussion Inquiry: The Fall of Rome, 308 Writing Workshop: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357 Quest: Discussion Inquiry: Freedom vs. Security, 362 Writing Workshop: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483 Quest: Discussion Inquiry: Colonizing Planets, 670 Writing Workshop: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723 Writing Workshop: Write an Argument, 737, 743, 749, 757, 761</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Consider and Counter Opposing Arguments 21st Century Skills Tutorials>Evaluate Existing Arguments</p>

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Communicating Ideas	
<p>I.1.7: Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.</p>	<p>SE/TE:</p> <p>Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9</p> <p>Quest: Discussion Inquiry: Debate Punishments for Crimes, 44</p> <p>Writing Workshop: Write an Argument, 184, 188, 195, 201, 207, 212, 215</p> <p>Quest: Discussion Inquiry: The Fall of Rome, 308</p> <p>Writing Workshop: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357</p> <p>Quest: Discussion Inquiry: Freedom vs. Security, 362</p> <p>Writing Workshop: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483</p> <p>Quest: Discussion Inquiry: Colonizing Planets, 670</p> <p>Writing Workshop: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723</p> <p>Writing Workshop: Write an Argument, 737, 743, 749, 757, 761</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials> Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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<p>I.1.8: Construct responses to supporting and opposing perspectives supported by evidence.</p>	<p>SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Analysis Skills: Compare Different Points of View, 250 Quest: Discussion Inquiry: The Fall of Rome, 308 Lesson Check #6: Writing Workshop: Support a Claim, 343 Lesson Check #6: Writing Workshop: Distinguish Claims from Opposing Claims, 349 Quest: Discussion Inquiry: Freedom vs. Security, 362 Analysis Skills: Compare Different Points of View, 411 Quest: Discussion Inquiry: Colonizing Planets, 670 Lesson Check #6: Writing Workshop: Support a Claim, 685 Lesson Check #6: Writing Workshop: Distinguish Claims from Opposing Claims, 692</p> <p>Realize Digital Resources: 21st Century Skills Tutorials> Compare Viewpoints; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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<p>I.1.9: Determine the credibility of disciplinary arguments of peers.</p>	<p>SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Explain an Argument, 189 Quest: Discussion Inquiry: The Fall of Rome, 308 Quest: Discussion Inquiry: Freedom vs. Security, 362 Quest: Discussion Inquiry: Lesson Check #4, 656 Colonizing Planets, 670 Lesson Check #5, 743 Analyze Images, 755 Analyzing Primary Sources #1, 772</p> <p>Realize Digital Resources: 21st Century Skills Tutorials> Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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Taking Informed Action	
<p>I.1.10: Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.</p>	<p>SE/TE:</p> <p>Quest: Project Inquiry: Design a Village, 6</p> <p>Quest: Discussion Inquiry: Debate Punishments for Crimes, 44</p> <p>Quest: Project Inquiry: A Trip Through India, 128</p> <p>Quest: Project Inquiry: The Influence of Ancient Greece, 220</p> <p>Quest: Discussion Inquiry: The Fall of Rome, 308</p> <p>Quest: Discussion Inquiry: Freedom vs. Security, 362</p> <p>Quest: Project Inquiry: Medieval Monarchs Face Conflict, 404</p> <p>Quest: Project Inquiry: Growth of Muslim Empires, 448</p> <p>Quest: Project Inquiry: Be a Map-Maker, 550</p> <p>Quest: Project Inquiry: Create an Oral History, 588</p> <p>Quest: Discussion Inquiry: Colonizing Planets, 670</p> <p>Quest: Project Inquiry: Science/Technology Timeline, 814</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Participate in a Discussion or Debate; Serving on a Jury ; Share Responsibility; Solve Problems; Voting; Work in Teams</p>

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<p>I.1.11: Use a range of civic approaches to address problems being investigated.</p>	<p>SE/TE:</p> <p>Quest: Project Inquiry: Design a Village, 6</p> <p>Quest: Discussion Inquiry: Debate Punishments for Crimes, 44</p> <p>Quest: Project Inquiry: A Trip Through India, 128</p> <p>Quest: Project Inquiry: The Influence of Ancient Greece, 220</p> <p>Quest: Discussion Inquiry: The Fall of Rome, 308</p> <p>Quest: Discussion Inquiry: Freedom vs. Security, 362</p> <p>Quest: Project Inquiry: Medieval Monarchs Face Conflict, 404</p> <p>Quest: Project Inquiry: Growth of Muslim Empires, 448</p> <p>Quest: Project Inquiry: Be a Map-Maker, 550</p> <p>Quest: Project Inquiry: Create an Oral History, 588</p> <p>Quest: Discussion Inquiry: Colonizing Planets, 670</p> <p>Quest: Project Inquiry: Science/Technology Timeline, 814</p> <p>TE only:</p> <p>Differentiated Instruction (Debate), 200, 748</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Participate in a Discussion or Debate; Serving on a Jury; Share Responsibility; Solve Problems; Voting; Work in Teams</p>

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World Studies II: Modern Era	
Behavioral Sciences	
<p>7.B.1: Understand how individual and group values and beliefs have influenced various cultures.</p>	<p>SE/TE:</p> <ul style="list-style-type: none"> Origins of Judaism, 71–75 Early History of the Jewish People, 83–90 Origins and Beliefs of Hinduism, 142–149 Origins and Beliefs of Buddhism, 151–157 Life and Teachings of Confucius, 192–194 Democracy in Athens, 227–231 Beliefs of Christianity, 325–329 Roman Government and Law, 337–338 How Was Royal Power Limited in England?, 416–418 Primary Sources: The Magna Carta, 419 Origins of Islam, 449–452 The Aztecs, 560–565 African Traditions, 607–611 The French Revolution, 773–778 Socialism, 790 Karl Marx and Communism, 790-791 Challenges of Independence, 846–847 Moving Towards Free Markets, 864 <p>Realize Digital Resources:</p> <ul style="list-style-type: none"> Topic 4>Lesson 3> Lesson Videos>Hindu Traditions and Practices Topic 4>Lesson 4> Lesson Videos>Teachings and Spread of Buddhism Topic 5>Lesson 4> Lesson Videos>Comparing Legalism and Confucianism Topic 6>Lesson 8>Lesson Video: Cultural Exchange in the Hellenistic Age Topic 10>Lesson 2>Lesson Video: The Impact of Magna Carta on the Modern World Topic 19>Lesson 2> Lesson Videos>The Nature of Totalitarianism

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<p align="center">North Carolina Social Studies Standards 2021 Grade 7, World Studies II</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>7.B.1.1: Compare major elements of culture in various modern societies around the world.</p>	<p>SE/TE: Achievements of Mesopotamian Civilization and Empires, 92; Achievements of Egypt and Kush, 122 Achievements of Islamic Civilization, 468–474 Chinese Thoughts and Achievements, 508–515 Aztec Achievements, 564–565 Ironworking Technology, 592 Aztec Achievements, 564–565 North American Indian Cultures, 575–581 Arts and Literature of the Renaissance, 629–635 Reformation and Reaction, 641–648</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Lesson Video: The Golden Age of the Gupta Topic 5>Lesson 6>Interactive Gallery: Silk Making in Ancient China Topic 6>Lesson 8>Lesson Video: Cultural Exchange in the Hellenistic Age Topic 13>Lesson 1>Interactive Gallery: Mayan Learning Topic 14>Lesson 3>Interactive Gallery: Architecture of the African Kingdoms Topic 15>Lesson 1>Lesson Video: The Roots of the Italian Renaissance</p>

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<p>7.B.1.2: Explain how values and beliefs affect human rights, justice, and equality for different groups of people.</p>	<p>SE/TE: How Was Royal Power Limited in England?, 416–418 Primary Sources: The Magna Carta, 419 Considering the Rights of Women, 755 The American Revolution, 767–771 Primary Sources: The Declaration of Independence, 772 The French Revolution, 773–778 Continuing Conflicts, 857–862</p> <p>Realize Digital Resources: Topic 10>Lesson 2>Lesson Video: The Impact of Magna Carta on the Modern; Interactive Primary Source: Magna Carta Topic 19>Lesson 7>Interactive Primary Source>Nelson Mandela, “Glory and Hope; Interactive Primary Source>Universal Declaration of Human Rights</p>

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<p>7.B.1.3: Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.</p>	<p>SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Intolerance Grows, 648 Atlantic Slave Trade, 715–721 Considering the Rights of Women, 755 Imperialism and Nationalism, 793–800 What Was the Holocaust? 830–831 Continuing Conflicts, 857–862</p> <p>TE only: History Background: Genocide, 831 Draw Conclusions, 777</p> <p>Realize Digital Resources: Topic 16>Lesson 7>Lesson Videos>Causes of the Atlantic Slave Trade Topic 17>Lesson 3>Interactive Primary Source>The English Bill of Rights Topic 18>Lesson 2>Interactive Primary Source>Declaration of the Rights of Man Topic 19>Lesson 3>Interactive Primary Source>Charter of the United; Lesson Videos>The Holocaust Topic 19>Lesson 7>Lesson Video>Two Examples of Ethnic Conflict</p>

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Civics and Government	
<p>7.C&G.1: Analyze modern governmental systems in terms of conflict and change.</p>	<p>SE/TE:</p> <p>Quest: Discussion Inquiry: Colonizing Planets, 670</p> <p>Establishing a New Government, 770–771</p> <p>Depression and the Rise of Totalitarianism, 821–826</p> <p>War’s Aftermath, 833</p> <p>Differing Ideologies, 834–836</p> <p>New Nations Emerge, 842–847</p> <p>In India, 859</p> <p>In South Africa, 860–861</p> <p>Economic Organizations, 866</p> <p>Realize Digital Resources:</p> <p>Topic 19>Lesson 2>Lesson Video>The Nature of Totalitarianism</p> <p>Topic 19>Lesson 4>Interactive Biography>Lech Walesa</p> <p>Topic 19>Lesson 6>Lesson Video>The Founding of Israel</p> <p>Topic 19>Lesson 7>Interactive Primary Source>Nelson Mandela, “Glory and Hope”; Interactive Primary Source>Universal Declaration of Human Rights</p>

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<p>7.C&G.1.1: Explain how the power and authority of various types of governments have created conflict that has led to change.</p>	<p>SE/TE:</p> <p>The English Bill of Rights, 749 The American Revolution, 767–771 The French Revolution, 773–778 New Nations Emerge, 842–847 The Arab Spring and After, 852-853 What Ethnic and National Conflicts Did Nations Face? 857–859 The Struggle for Human Rights, 860–863 Protecting the Environment, 871–873</p> <p>Realize Digital Resources:</p> <p>Topic 19>Lesson 4>Interactive Biography>Mao Zedong Topic 19>Lesson 5>Interactive Map: Imperialism and Independence in Africa Topic 19>Lesson 6>Lesson Video>The Founding of Israel; Interactive Map: Changing Boundaries of the State of Israel Topic 19>Lesson 7>Lesson Video>Two Examples of Ethnic Conflict; Interactive Gallery: Protests in Tiananmen; Interactive Primary Source> Nelson Mandela, “Glory and Hope”</p>

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<p>7.C&G.1.2: Distinguish how conflict between religious and secular thought and practice has contributed to change in government.</p>	<p>SE/TE: Conflicts Between Popes and Monarchs, 405–410 Analysis Skills: Compare Different Points of View, 411 How Did Church and State Clash in England?, 415 The Crusades, 420–427 Reformation and Reaction, 641–648 Legacies of the Protestant Reformation, 651–656 Clashes in Muslim Nations, 852</p> <p>Realize Digital Resources: Topic 10>Lesson 1>Interactive Gallery: The Papacy in the Middle Ages Topic 10>Lesson 3>Interactive Simulation: Conflicts and Crusades Topic 10>Lesson 4>Lesson Video: Interaction of Christians, Muslims, and Jews in Muslim Spain Topic 15>Lesson 4>Interactive Timeline: The Reformation and Counter-Reformation Topic 19>Lesson 4>Interactive Biography>John Paul II; Interactive Biography>Lech Walesa</p>

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<p>7.C&G.1.3: Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.</p>	<p>SE/TE: The Cold War, 834–840 New Nations Emerge, 842–847 Conflict in the Middle East, 851–854 What Was the War on Terror? 854–856 Continuing Conflicts, 857–862</p> <p>Realize Digital Resources: Topic 19>Lesson 4>Interactive Map: The Fall of the Soviet Union Topic 19>Lesson 7>Interactive Gallery: Protests in Tiananmen Topic 19>Lesson 7>Interactive Primary Source>Martin Luther King, Jr., “Letter from Birmingham Jail” Topic 19>Lesson 7>Interactive Primary Source>Nelson Mandela, “Glory and Hope” Topic 19>Lesson 7>Interactive Primary Source>Universal Declaration of Human Rights</p>

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<p>7.C&G.1.4: Summarize new ideas that changed political thought in various nations, societies and regions.</p>	<p>SE/TE: Significance of Hammurabi’s Code, 56–58, 93 Democracy in Athens, 227–231 Government of the Republic, 285–290 Feudalism and the Manor Economy, 377–382 Magna Carta, 403, 416–417, 418, 419, 549 Mayflower Compact, 709 The English Bill of Rights, 749 Declaration of the Rights of Man, 774 The American Revolution, 767–771 The French Revolution, 773–778 Revolutions in Philosophy and Economics, 789–791</p> <p>Realize Digital Resources: Topic 17>Lesson 3>Interactive Primary Source>The English Bill of Rights Topic 17>Lesson 4>Interactive Primary Source>The Declaration of Independence Topic 17>Lesson 4>Interactive Chart: Thinkers of the Enlightenment Topic 17>Lesson 4>Interactive Biography>John Locke Topic 17>Lesson 4>Interactive Biography>Charles de Montesquieu Topic 18>Lesson 2>Interactive Primary Source>Declaration of the Rights of Man Topic 18>Lesson 4>Interactive Biography>Karl Marx Topic 19>Lesson 2>Lesson Video>The Nature of Totalitarianism Topic 19>Lesson 3>Interactive Primary Source>Charter of the United Nations</p>

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Economics	
<p>7.E.1: Understand the economic activities of modern societies and regions.</p>	<p>SE/TE:</p> <p>Mercantilism and Wealth, 702–703 Impact of Global Trade, 700–706 How Did a Financial Crisis Develop in the United State? 823–824 Differing Ideologies (economic), 834–835 Changing National Economies, 863–864 The New Global Economy, 865–867 Capitalism, 703, 704, 789, 790 Socialism, 790, 847</p> <p>Realize Digital Resources:</p> <p>Topic 18>Lesson 5>Lesson Video>Imperialism in Africa and Asia Topic 18>Lesson 6>Lesson Video>The Effects of Industrialization on Daily Life Topic 19>Lesson 5>Interactive Map: Imperialism and Independence in Africa Topic 19>Lesson 8>Lesson Video>Globalization</p>

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<p>7.E.1.1: Explain the factors and conditions that contribute to the development of economic systems.</p>	<p>SE/TE: Feudalism and the Manor Economy, 377–382 Revival of Towns and Trade, 383 How Did Cities and Trade Grow? 468–470 How Did Trade Fuel Prosperity? 494–495 Mercantilism and Wealth, 702–703 The Industrial Revolution, 785–791 Changing National Economies, 863–865 The New Global Economy, 865–867</p> <p>Realize Digital Resources: Topic 9>Lesson 4>Lesson Video: The Growth of Medieval Towns Topic 18>Lesson 4>Lesson Video>Innovations of the First Industrial Revolution Topic 18>Lesson 4>Interactive Gallery: The Industrial Revolution and the Textile Industry Topic 18>Lesson 6>Lesson Video>The Effects of Industrialization on Daily Life Topic 19>Lesson 8>Lesson Video>Globalization</p>
<p>7.E.1.2: Explain how national and international economic decisions reflect and impact the interdependency of societies.</p>	<p>SE/TE: Mercantilism and Wealth, 702–703 Atlantic Slave Trade, 715–721 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 From Prosperity to Depression, 823–824 Changing National Economies, 863–865 The New Global Economy, 865–867</p> <p>Realize Digital Resources: Topic 18>Lesson 6>Lesson Video>The Effects of Industrialization on Daily Life Topic 19>Lesson 8>Lesson Video>Globalization</p>

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<p>7.E.1.3: Summarize the economic activity fostered by various economic systems.</p>	<p>SE/TE: Mercantilism and Wealth, 702–703 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 Changing National Economies, 863–864 New Global Economy, 865–867</p> <p>Realize Digital Resources: Topic 16>Lesson 5>Interactive Map: Trade Among Europe, Africa, and Asia Topic 16>Lesson 7>Interactive Map: Triangular Trade Routes Topic 19>Lesson 8>Lesson Video>Globalization</p>
<p>7.E.1.4: Explain how competition for resources affects the economic relationship among nations.</p>	<p>SE/TE: The Greek Economy, 241–242 Trade and the Roman Economy, 314–315 Revival of Towns and Trade, 383 How Did Cities and Trade Grow? 468–470 How Did Trade Fuel Prosperity? 494–495 Revival of Trade, 503 Mercantilism and Wealth, 702–703 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 Changing National Economies, 863–864 The New Global Economy, 865–867</p> <p>Realize Digital Resources: Topic 12>Lesson 1>Lesson Video: China’s Economic Revolution Topic 16>Lesson 5>Interactive Map: Trade Among Europe, Africa, and Asia Topic 16>Lesson 7>Interactive Map: Triangular Trade Routes Topic 19>Lesson 8>Lesson Video>Globalization</p>

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<p>7.E.1.5: Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.</p>	<p>SE/TE: Mercantilism and Wealth, 702–703 Atlantic Slave Trade, 715–721 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 Changing National Economies, 863–864 The New Global Economy, 865–867</p> <p>Realize Digital Resources: Topic 16>Lesson 5>Lesson Video: The Commercial Revolution in Europe Topic 16>Lesson 7>Interactive Map: Triangular Trade Routes Topic 16>Lesson 7>Lesson Video: Causes of the Atlantic Slave Trade Topic 18>Lesson 4>Lesson Video>Innovations of the First Industrial Revolution Topic 18>Lesson 6>Lesson Video>The Effects of Industrialization on Daily Life</p>
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<p>7.G.1: Understand ways in which geographical factors influence societies.</p>	<p>SE/TE: Geography of Mesopotamia, 45–46 The Nile River Valley, 99–100 The Huang Valley, 181–184 How Did Geography Shape the Greek World? 221–223 Italy’s Varied Geography, 279–280 The Geography of Europe, 363–364 The African Landscape, 589–590</p> <p>Realize Digital Resources: Topic 5>Lesson 1>Lesson Video> The Influence of Geography on China Topic 6>Lesson 1>Lesson Video> Impact of Geography on Early Greece Topic 13>Topic Video>Farming in Ancient Empires</p>

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<p>7.G.1.1: Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.</p>	<p>SE/TE: Who Were the Indo-Aryans and How Did They Live?, 135–136 Greek Colonization, 241 The Crusades, 420–427 Expansion of the Muslim World, 459–466 Atlantic Slave Trade, 715–721 European Migration, 797, 804 Imperialism, 793–800 India and Pakistan, 843–844 Refugees, 856</p> <p>Realize Digital Resources: Topic 10>Lesson 4>Lesson Videos>Interaction of Christians, Muslims, and Jews in Muslim Spain Topic 16>Lesson 7>Lesson Videos>Causes of the Atlantic Slave Trade</p>

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<p>7.G.1.2: Explain reasons why societies modify and adapt to the environment.</p>	<p>SE/TE: How Did Humans Adapt to Varied Environments?, 18–19 When Did People Start to Farm?, 24–26 Where Did Farming Begin and How Did It Spread?, 27–31 Science, Technology, and Medicine, 113 Kush’s Links to Africa and the World, 120 Farming, 131–132 Economy and Technology, 188 Roman Roads Link the Empire 312 Aqueducts Transport Water, 313 The Grand Canal, 495</p> <p>Realize Digital Resources: Topic 1>Lesson 4>Lesson Videos>Effects of the Agricultural Revolution Topic 2>Lesson 1>Lesson Video> Adapting to Life in Mesopotamia Topic 5>Lesson 1>Lesson Video> The Influence of Geography on China Topic 6>Lesson 1>Lesson Video> Impact of Geography on Early Greece</p>

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<p>7.G.1.3: Explain the influence of demographic shifts on societies using geographic tools and data.</p>	<p>SE/TE: Humans Spread Out, 15–19 Geography Skills: Indo-Aryan Migration, 136 Analysis Skills: Interpret Thematic Maps, 173 Greek Colonization, 241 Analysis Skills: Detect Changing Patterns, 324 Analysis Skills: Identifying Physical and Cultural Features, 389 Geography Skills: Populations Shifts, 493 Analysis Skills: Interpret Thematic Maps, 574 Imperialism, 793–800</p> <p>Realize Digital Resources: Topic 17>Lesson 2>Interactive Map: Expansion of Russia Topic 19>Lesson 3>Interactive Map: World War II in Europe, 1942–1945 Topic 19>Lesson 4>Interactive Map: The Fall of the Soviet Union Topic 19>Lesson 5>Interactive Map: Imperialism and Independence in Africa</p>

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<p>7.H.1.2: Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues.</p>	<p>SE/TE: Origins of Judaism, 71–75 Early History of the Jewish People, 83–90 Origins and Beliefs of Hinduism, 142–149 Origins and Beliefs of Buddhism, 151–157 Life and Teachings of Confucius, 192–194 Beliefs of Christianity, 325–329 Origins of Islam, 449–452 The Aztecs, 560–565 African Traditions, 607–611 The French Revolution, 773–778 Socialism, 790 Karl Marx and Communism, 790-791 Challenges of Independence, 846–847 Moving Towards Free Markets, 864</p> <p>Realize Digital Resources: Topic 4>Lesson 3> Lesson Videos>Hindu Traditions and Practices Topic 4>Lesson 4> Lesson Videos>Teachings and Spread of Buddhism Topic 5>Lesson 4> Lesson Videos>Comparing Legalism and Confucianism Topic 19>Lesson 2> Lesson Videos>The Nature of Totalitarianism</p>
<p>7.H.1.3: Compare individual and societal responses to globalization in various regions and societies.</p>	<p>SE/TE: Imperialism and Nationalism, 793–800 The Spanish Empire, 687–692 The Cold War, 834–840 Why Did Imperialism End? 842–844 Living in Our Independent World, 863–873</p> <p>Realize Digital Resources: Topic 18>Lesson 5>Lesson Videos>Imperialism in Africa and Asia Topic 19>Lesson 4>Lesson Videos>Global Nature of the Cold War Topic 19>Lesson 8>Lesson Videos>Globalization</p>

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7.H.1.4: Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.	<p>SE/TE: Treaty of Tordesillas, 694 Treaty of Paris, 714 Making the Peace, 818 War's Aftermath, 833 The New Global Economy, 865–867</p> <p>Realize Digital Resources: Topic 16>Lesson 6>Interactive Primary Sources>Mayflower Compact Topic 19>Lesson 7>Interactive Primary Sources>Universal Declaration of Human Rights</p>
7.H.1.5: Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.	<p>SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Intolerance Grows, 648 Atlantic Slave Trade, 715–721 Imperialism and Nationalism, 793–800 What Was the Holocaust? 830–831 Continuing Conflicts, 857–862</p> <p>Realize Digital Resources: Topic 16>Lesson 7>Lesson Videos>Causes of the Atlantic Slave Trade Topic 19>Lesson 3>Lesson Videos>The Holocaust</p>

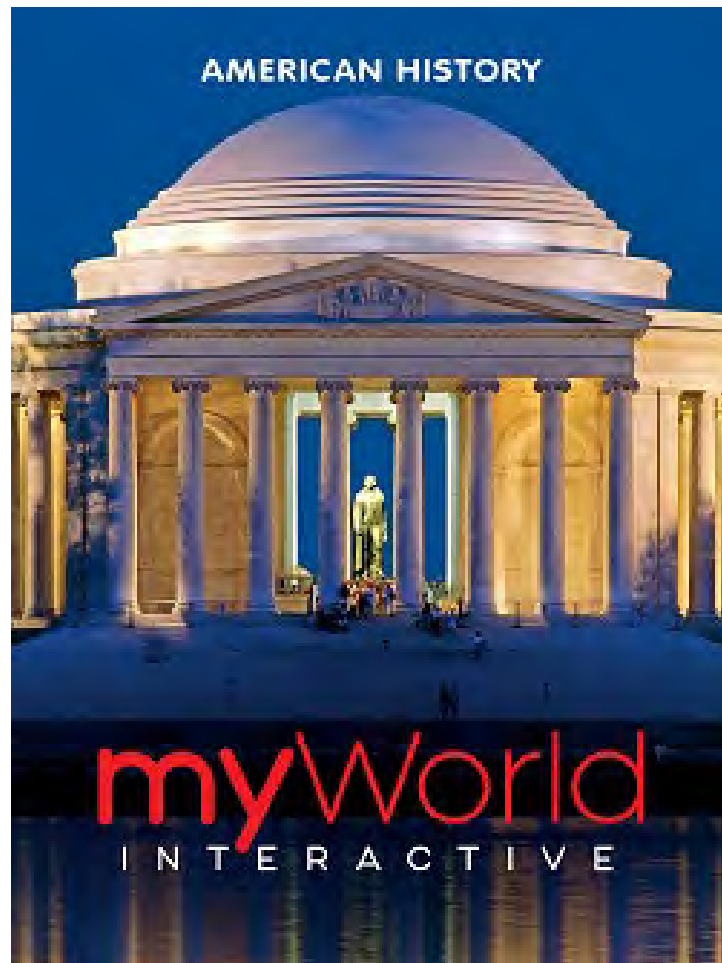
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Introduction

This document demonstrates how *myWorld Interactive American History* ©2019 meets the North Carolina Social Studies Standards, Grade 8: NC and American History, 2021. Correlation page references are to Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive American History encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Student edition hard cover** includes all core content lessons, skill lessons, and primary source features
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter. Active Journal
- **Active Notebook** Consumable notebook including support for completing the “Quest” inquiry/activity strand, close reading support, and vocabulary practice
- **Online Student Resources**
Full Digital Course with Interactivities and links to the Student eText for narrative content.
- **Print Teacher Edition** with full lesson support and integrated ELL support. Aligns to C3 Framework for Social Studies Standards.

myWorld Interactive American History provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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<p>I.1.1: Construct a compelling question through a disciplinary lens individually and with peers.</p>	<p>SE/TE:</p> <p>Lesson Check #6: Writing Workshop: Generate Question to Focus Research, 13</p> <p>Lesson Check #6: Writing Workshop: Generate Question to Focus Research, 272</p> <p>Lesson Check #6: Writing Workshop: Generate Question to Focus Research, 557</p> <p>Analysis Skills: Frame Questions, 621</p> <p>Lesson Check #6: Writing Workshop: Generate Question to Focus Research, 788</p> <p>Lesson Check #6: Writing Workshop: Generate Question to Focus Research, 1012</p> <p>Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Ask Questions</p>

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Gathering and Evaluating Sources	
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<p>I.1.4: Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p>	<p>SE/TE:</p> <p>Primary Sources: Christopher Columbus, Diary, 47</p> <p>Detect Historical Points of View, 291</p> <p>Assess Credibility of a Source, 512</p> <p>Topic Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>Primary Sources: 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 661, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 1>Interactive Primary Sources: Alexis de Tocqueville</p> <p>Topic 7>Lesson 5>Interactive Primary Sources: Declaration of Sentiments and Resolutions</p> <p>Topic 8>Lesson 1>Interactive Primary Sources: Uncle Tom’s Cabin, Harriet Beecher Stowe</p> <p>Topic 8>Lesson 3>Interactive Primary Sources: First Inaugural Address, Abraham Lincoln</p> <p>Topic 8>Lesson 6>Interactive Primary Sources: Second Inaugural Address, Abraham Lincoln</p> <p>Topic 17>Lesson 5>Landmark Supreme Court Cases: <i>National Federation v. Sebelius</i></p>

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Developing Claims and Using Evidence	
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<p>I.1.6: Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.</p>	<p>SE/TE:</p> <p>Topic 4 Writing Workshop (Lesson Checks and Topic Assessment):: Write an Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255</p> <p>Lesson Check #6: Writing Workshop: Distinguish Claims from Opposing Claims, 215</p> <p>Quest: Civic Discussion Inquiry: The Mexican-American War, 336</p> <p>Quest: Civic Discussion Inquiry: The End of Reconstruction, 550</p> <p>Quest: Civic Discussion Inquiry: High-Speed Rail, 586</p> <p>Topic 10 Writing Workshop (Lesson Checks and Topic Assessment):: Write an Argumentative Essay 597, 609, 619, 629, 637, 644, 647</p> <p>Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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Communicating Ideas	
<p>I.1.7: Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.</p>	<p>SE/TE:</p> <p>Writing: Using the Writing Process, ELA 7–ELA 8 Write an Argument, ELA 9</p> <p>Topic 4 Writing Workshop (Lesson Checks and Topic Assessment):: Write an Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255</p> <p>Quest: Civic Discussion Inquiry: The Mexican-American War, 336</p> <p>Quest: Civic Discussion Inquiry: The End of Reconstruction, 550</p> <p>Quest: Civic Discussion Inquiry: High-Speed Rail, 586</p> <p>Topic 10 Writing Workshop (Lesson Checks and Topic Assessment):: Write an Argumentative Essay 597, 609, 619, 629, 637, 644, 647</p> <p>Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials> Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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<p>I.1.8: Construct responses to supporting and opposing perspectives supported by evidence.</p>	<p>SE/TE:</p> <p>Analysis Skills: Compare Different Points of View, 164</p> <p>Lesson Check #6: Writing Workshop: Distinguish Claims from Opposing Claims, 215</p> <p>Quest: Civic Discussion Inquiry: The Mexican-American War, 336</p> <p>Quest: Civic Discussion Inquiry: The End of Reconstruction, 550</p> <p>Quest: Civic Discussion Inquiry: High-Speed Rail, 586</p> <p>Lesson Check #6: Writing Workshop: Distinguish Claims from Opposing Claims, 619</p> <p>Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials> Compare Viewpoints; Consider and Counter ; Evaluate Existing Arguments</p>

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<p>I.1.9: Determine the credibility of disciplinary arguments of peers.</p>	<p>SE/TE:</p> <p>Quest: Civic Discussion Inquiry: The Mexican-American War, 336</p> <p>Quest: Civic Discussion Inquiry: The End of Reconstruction, 550</p> <p>Quest: Civic Discussion Inquiry: High-Speed Rail, 586</p> <p>Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 2>Interactive Primary Sources: Debate Over Nullification</p> <p>Topic 14>Lesson 2>Interactive Charts: United States Debates Going to War</p> <p>21st Century Skills Tutorials> Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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<p>I.1.10: Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.</p>	<p>SE/TE: Quest: Project Inquiry: Choosing Sides 132 Quest: Civic Discussion Inquiry: Senate Representation, 196 Stay Out? Or Get Involved? 260 Quest: Project Inquiry: The Mexican-American War, 336 Quest: Project Inquiry: A Lincoln Website, 478 Quest: Civic Discussion Inquiry: The End of Reconstruction, 550 Quest: Civic Discussion Inquiry: High-Speed Rail, 586 Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716 Quest: Project Inquiry: Reporting the Facts, 892</p> <p>TE only: Active Classroom (Debate), 219</p> <p>Realize Digital Resources: 21st Century Skills Tutorials> Participate in a Discussion or Debate; Serving on a Jury ; Share Responsibility; Solve Problems; Voting; Work in Teams</p>

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<p>I.1.11: Use a range of civic approaches to address problems being investigated.</p>	<p>SE/TE: Quest: Project Inquiry: Choosing Sides 132 Quest: Civic Discussion Inquiry: Senate Representation, 196 Stay Out? Or Get Involved? 260 Quest: Project Inquiry: The Mexican-American War, 336 Quest: Project Inquiry: A Lincoln Website, 478 Quest: Civic Discussion Inquiry: The End of Reconstruction, 550 Quest: Civic Discussion Inquiry: High-Speed Rail, 586 Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716 Quest: Project Inquiry: Reporting the Facts, 892</p> <p>Also see: Citizens' Rights and Responsibilities, 247-252 Abolitionism, 443-449 Reform and Women's Rights, 452-463 Progress and Setbacks for Social Justice, 687-698 The Civil Rights Movement, 916-927 The Struggle for Equal Rights Continues, 929-935</p> <p>TE only: Active Classroom (Debate), 219</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate; Serving on a Jury ; Share Responsibility; Solve Problems; Voting; Work in Teams</p>

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<p>8.B.1: Analyze the impact of group behavior on the development of North Carolina and the nation.</p>	<p>SE/TE:</p> <p>Who Settled the Carolinas and Georgia?, 101–102</p> <p>The Carolinas Develop Differently, 102</p> <p>Liberties Are Restricted, 125</p> <p>Identify Cause and Effect, 127</p> <p>The Intolerable Acts Draw Other Colonies Into the Struggle, 158</p> <p>Belief in Freedom, 182</p> <p>Fighting for Independence at Sea and in the South, 183–184</p> <p>A Vote to Ratify After Long Debates, 220–221</p> <p>Efforts to Make Peace, 362</p> <p>Update an Interpretation, 450</p> <p>How Did Americans Take Sides?, 506–507</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 5>Lesson Video: The Southern Colonies</p> <p>Topic 2>Lesson 5>Interactive Illustrations: A Southern Colonial Plantation</p> <p>Topic 4>Lesson 4>Interactive Charts: Federalists Versus Antifederalists</p>

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<p>8.B.1.1: Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.</p>	<p>SE/TE:</p> <p>How Did Two Regions Develop Differently?, 103–106</p> <p>The Slave Trade Expands, 107–109</p> <p>Colonial Social Classes, 110–113</p> <p>The Cherokee, 366</p> <p>Industrialization and Immigration, 422–430</p> <p>How Did Workers Respond to Challenges?, 425–427</p> <p>Immigrants Enrich the Nation, 428</p> <p>Quest: Document-Based Writing Inquiry: Effects of Immigration, 652</p> <p>A Continuing Crusade for Equality, 923</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 3>Lesson Video: Religious Freedom in New England</p> <p>Topic 10>Lesson 5>Lesson Video: The Labor Movement</p> <p>Topic 11>Lesson 1>Lesson Video: An Immigrant Story</p>

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<p>8.B.1.2: Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.</p>	<p>SE/TE: Primary Sources: Constitution of the Iroquois, 25 Which New Colonies Formed Over Religious Differences?, 84–86 Primary Sources: Tenskwatawa, The Prophet, Speech, 316 Mormons Settle the Mexican Cession, 397 Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408 How Did Ethnic Minorities Fare in the North?, 427–428 Immigrants Enrich the Nation, 428 Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564 The Civil Rights Movement, 916–927</p> <p>Realize Digital Resources: Topic 5>Lesson 5>Interactive Maps: Indian Lands Lost by 1810 Topic 9>Lesson 4>Landmark Supreme Court Cases: <i>Plessy v. Ferguson</i> Topic 11>Lesson 1>Lesson Video: An Immigrant Story</p>
Civics and Government	
<p>8.C&G.1: Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.</p>	<p>SE/TE: How Did Colonists Improve Government?, 74–75 A New Pledge to Govern the Colony, 80–81 A Greater Say in Government, 83–84 Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216</p> <p>Realize Digital Resources: Topic 2>Lesson 3>Interactive Primary Sources: Mayflower Compact Topic 2>Lesson 7>Lesson Video: Colonial Government Topic 3>Lesson 4>Interactive Primary Sources: Declaration of Independence</p>

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<p>8.C&G.1.1: Summarize the democratic ideals outlined in the founding documents of the state and national government.</p>	<p>SE/TE: Unalienable Human Rights, 170 What Did Americans Learn from the Roman Republic?, 210–211 How Did English Documents Influence the Framers?, 212 What American Traditions Did the Framers Draw On?, 213 The Influence of the Enlightenment, 214</p> <p>Realize Digital Resources: Topic 4>Lesson 1>Interactive Primary Sources: Articles of Confederation Topic 4>Lesson 1>Lesson Video: The Articles of Confederation Topic 4>Lesson 3>Interactive Timelines: Influences on the Constitution Topic 4>Lesson 3>Lesson Video: Roman and Enlightenment Influences on the Constitution Topic 4>Lesson 4>Interactive Primary Sources: The Magna Carta</p>

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<p>8.C&G.1.2: Compare how decisions of state and local government conform and conflict with the democratic ideals of the nation.</p>	<p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>The Question of States' Rights, 242–243 Changing State Constitutions, 243–244 The States' Obligations to Citizens, 244–245 States Challenge the Federal Government, 284–285 A Conflict Over States' Rights, 349–352 The Indian Removal Act, 364 Enslaved African Americans, 438-439 Violence Over Slavery Breaks Out in the Senate, 493 Why Did Conservatives Resist Reform?, 568–569</p> <p>Realize Digital Resources:</p> <p>Topic 8>Lesson 2>Interactive Galleries: The Effects of The Kansas-Nebraska Act Topic 9>Lesson 4>Interactive Timelines: Oppression of African Americans</p>
<p>8.C&G.1.3: Critique the policies, laws, and government structures of North Carolina and the nation in terms of conforming to or conflicting with American democratic ideals.</p>	<p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>Quest: Project-Based Learning Inquiry: A Lincoln Website, 478 Primary Sources: Abraham Lincoln, Emancipation Proclamation, 531 Writing Workshop: Write a Research Paper, 581 Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 2>Interactive Primary Sources: Debate Over Nullification Topic 9>Topic Video: Born into Slavery Topic 10>Lesson 3>Interactive Maps: Native American Losses, 1850–1890</p>

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<p>8.C&G.1.4: Compare different perspectives on the role of state, national, and tribal governments.</p>	<p>For opportunities to address this standard please see: SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196 Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408 Analyze Graphs: Effects of the Compromise of 1850, 485 Compare and Contrast, 487 Quest: Civic Discussion Inquiry: The End of Reconstruction, 550</p> <p>Realize Digital Resources: Topic 6>Lesson 2>Lesson Video: North vs South in the Age of Jackson Topic 8>Lesson 2>Landmark Supreme Court Cases: <i>Dred Scott v. Sandford</i> Topic 9>Lesson 4>Landmark Supreme Court Cases: <i>Plessy v. Ferguson</i></p>
<p>8.C&G.1.5: Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.</p>	<p>SE/TE: Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408 Abolitionism, 443–449 Primary Source, 620 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935</p> <p>Realize Digital Resources: Topic 14>Lesson 3>Landmark Supreme Court Cases: <i>Korematsu v. United States</i> Topic 15>Lesson 4>Lesson Video: The Civil Rights Movement Topic 15>Lesson 5>Lesson Video: Civil Rights Legislation</p>

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<p>8.C&G.2: Evaluate the effectiveness of societal reforms.</p>	<p>SE/TE: Reform and Women's Rights, 452–463 The Labor Movement, 631–637 The Rise of Progressivism, 670–678 The Progressive Presidents, 680–686 Progress and Setbacks for Social Justice, 687–698 Social Change, 789–796</p> <p>Realize Digital Resources: Topic 11>Lesson 3>Lesson Video: Rise of the Progressive Movement Topic 11>Lesson 5>Interactive Galleries: New Opportunities for Women Topic 11>Lesson 5>Interactive Timelines: African American Reform Movement, 1895–1915</p>
<p>8.C&G.2.1: Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.</p>	<p>SE/TE: Abolitionism, 443–449 Fighting a War Abroad and Discrimination at Home, 869–870 The Civil Rights Movement, 916–927 Primary Source: Martin Luther King, Jr., “I Have a Dream”, 928 Why Did Other Minorities Fight for Equality?, 929–933 Gay and Lesbian Rights Movement, 934-935</p> <p>Realize Digital Resources: Topic 15>Lesson 4>Interactive Galleries: Nonviolent Strategies in the Civil Rights Movement Topic 15>Lesson 4>Landmark Supreme Court Cases: <i>Brown v. Board of Education</i> Topic 15>Lesson 5>Interactive Galleries: Leaders for Change</p>

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<p>8.C&G.2.2: Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.</p>	<p>SE/TE: Reform and Women's Rights, 452–463 Topic Assessment, 472 Critical Thinking and Writing: Draw Conclusions, 473 Analyzing Primary Sources, 833 American Indians, 932 Kennedy Attempts Reform, 940–942 What Was Johnson's Great Society?, 943–944</p> <p>Realize Digital Resources: Topic 11>Lesson 3>Interactive Charts: Progressive Political Reforms Topic 11>Lesson 3>Interactive Timelines: Government Reforms in the Progressive Era Topic 11>Lesson 5>Interactive Galleries: New Opportunities for Women</p>
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<p>8.E.1: Understand the economic development of North Carolina and the nation.</p>	<p>SE/TE: Mercantilism and the English Colonies, 121–122 Economic Policy: of Hamilton, 274 Laissez faire, 287, 357 American System, 321, 371 Quest: Document-Based Inquiry: The Role of Government in the Economy, 782 Roosevelt's New Deal, 821–832 American Recovery and Reinvestment Act, 1021</p> <p>Realize Digital Resources: Topic 2>Lesson 4>Interactive Galleries: The Economy of the Middle Colonies Topic 5>Lesson 1>Interactive Charts: A Controversial Tax Topic 6>Lesson 2>Interactive Maps: Tariffs and Trade</p>

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<p>8.E.1.1: Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation.</p>	<p>SE/TE:</p> <p>Analysis Skill: Interpret Economic Performance, 359</p> <p>A Weak Wartime Economy, 528</p> <p>How Did the War Affect the Northern Economy?, 529</p> <p>What Was Populism?, 608–609</p> <p>Analyze Graphs: Employment Trends, 1890 to 1910, 636</p> <p>Analysis Skill: Conduct a Cost Benefit Analysis, 669</p> <p>Deflation and the Great Depression, 815</p> <p>Daily Life for Americans, 817–818</p> <p>New Programs to Help Workers and the Elderly, 828–829</p> <p>Postwar Prosperity, 907–910</p> <p>The Economy Suffers, 950</p> <p>What Caused a World Economic Crisis, 1018–1020</p> <p>Analyze Graphs: Employment Trends, 2000–2016, 1020</p> <p>American Recovery and Reinvestment Act, 1021</p> <p>Realize Digital Resources:</p> <p>Topic 9>Lesson 3>Interactive Charts: The Cycle of Poverty</p> <p>Topic 13>Lesson 5>Interactive Galleries: The Impact of the Great Depression</p> <p>Topic 17>Lesson 2>Interactive Charts: Economic Challenges in the 2000s–Causes and Effects</p>

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<p>8.E.1.2: Explain how industry and trade impact the economy and people of North Carolina and the nation.</p>	<p>SE/TE: The Industrial Revolution, 409–420 Quest: Civic Discussion Inquiry: High-Speed Rail, 586 Mining, Railroads, and the Economy, 587–597 Industry and Corporations, 622–629 New Technologies, 638–644 How Did the Automobile Change America?, 792–794 NAFTA, 970–971</p> <p>Realize Digital Resources: Topic 7>Lesson 1>Lesson Video: The Spread of Industrialization Topic 7>Lesson 3>Interactive 3D Models: The Cotton Gin Topic 10>Lesson 1>Lesson Video: Mining, Expansion and Growth</p>

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<p>8.E.1.3: Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic prosperity of North Carolina in terms of equity, equality, and mobility.</p>	<p>SE/TE: American Indians and the Frontier, 360–362 Settlers Build New Lives, 373–374 The Effects of Migration to California, 400–401 Daily Life in Factory Towns Slater and Whitney’s innovations, 414–417 Reliance on Plantation Agriculture, 433–435 Women in the Workplace, 634–635 Quest: Document-Based Writing Inquiry: Effects of Immigration, 652 Analysis Skills: Analyze Sequence, Causation, and Correlation, 662</p> <p>Realize Digital Resources: Topic 6>Lesson 7>Interactive Maps: The Growth of the West to 1860 Topic 7>Lesson 3>Interactive Charts: Lives of Free and Enslaved African Americans Topic 11>Lesson 1>Interactive Charts: Immigration, 1870–1910 Topic 11>Lesson 5>Interactive Galleries: New Opportunities for Women</p>
<p>8.E.1.4: Exemplify ways personal financial decision-making influences the economy.</p>	<p>For opportunities to address this standard please see: SE/TE: Promoting a Free Market Economy, 287 Credit, 413 Consumer Goods and Credit, 785–786 Consumer Goods Increase, 910</p> <p>Realize Digital Resources: Topic 13>Lesson 1>Interactive Charts: Economic Expansion in the 1920s Topic 17>Lesson 2>Interactive Charts: Economic Challenges in the 2000s–Causes and Effects Social Studies Core Concepts>Economics Core Concepts>Money Management</p>

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<p>8.G.1.1: Summarize the human and physical characteristics of North Carolina and the nation.</p>	<p>SE/TE: What Were the Cultural and Physical Characteristics of North America?, 16–21 Why Did Americans Move West? 368–370 Settling Oregon Country, 375–381 New Mexico Territory and California, 383–384 Mormons Settle the Mexican Cession, 397</p> <p>Realize Digital Resources: Topic 10>Interactive Maps: New States in the West Topic 10>Lesson 1>Interactive Galleries: Boomtowns and Ghost Towns Topic 10>Lesson 2>Lesson Video: The Cattle Boom and the Homestead Act</p>

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<p>8.G.1.2: Explain how location, resources, and human geography have influenced the development of North Carolina and the nation.</p>	<p>SE/TE: Where Were Factories Built?, 412 How Did Cities Expand?, 417–418 King Cotton and Life in the South, 431–442 Quests: High–Speed Rail, 586</p> <p>Realize Digital Resources: Topic 10>Lesson 1>Interactive Galleries: Boomtowns and Ghost Towns Topic 10>Lesson 1>Interactive Maps: The Transcontinental Railroad Topic 10>Lesson 1>Lesson Video: Mining, Expansion and Growth</p>
<p>8.G.1.3: Explain how location and human geography have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.</p>	<p>SE/TE: Technology Speeds Transportation, 371–372 Movement Changes the West and the Nation, 373–374 A Network of Railroads, 423–424 Mining, Railroads, and the Economy, 587–597 How Did the Automobile Change America?, 792– 794</p> <p>Realize Digital Resources: Topic 10>Lesson 1>Interactive Maps: The Transcontinental Railroad Topic 10>Lesson 2>Interactive Maps: Cattle Trails Topic 10>Lesson 2>Lesson Video: The Cattle Boom and the Homestead Act</p>

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<p>8.G.1.4: Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.</p>	<p>SE/TE: Reasons for the Slave Trade, 63 Reasons for Colonization, 73 Africans Arrive in Virginia, 76 Slave trade 107–109 American Indian Removal, 362–365 Southern American Indians on the Trail of Tears, 365–367 Industrialization and Immigration, 422–430 Quest: Document-Based Writing Inquiry: Effects of Immigration, 652</p> <p>Realize Digital Resources: Topic 10>Lesson 3>Interactive Maps: Native American Losses, 1850–1890 Topic 2>Lesson 7>Interactive Maps: The Triangular Trade Topic 6>Lesson 7>Interactive Maps: The Growth of the West to 1860</p>
<p>8.G.1.5: Explain how geographic expansion has impacted the development of North Carolina and the nation.</p>	<p>SE/TE: The Louisiana Purchase, 292–294 Adams Buys Florida, 325 Expanded Territories, 370 The Free-Soil Party Opposes Slavery in the West, 481-482 Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716 “Seward’s Folly”, 720 Interactive: U.S. Expansion in the Pacific, 1867-1899, 723</p> <p>Realize Digital Resources: Topic 6>Lesson 5>Interactive Galleries: Oregon Country Topic 6>Lesson 7>Interactive Maps: The Growth of the West to 1860 Topic 6>Lesson 7>Lesson Video: Manifest Destiny</p>

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<p>8.H.1: Understand the role of conflict and cooperation in the development of North Carolina and the nation.</p>	<p>SE/TE: Conflict Over Land, 142–143 Reaching a Compromise, 265 Adams-Onis Treaty, 326 Political Conflict and Economic Crisis, 349–358 Conflict with American Indians, 360–367 Abolitionism, 443–449 Conflicts and Compromises, 479–487 Fort Laramie Treaty, 613–614, 616</p> <p>Realize Digital Resources: Topic 4>Lesson 2>Interactive Charts: The Great Compromise Topic 5>Lesson 2>Lesson Video: The Origin of Political Parties Topic 6>Lesson 2>Lesson Video: North vs South in the Age of Jackson</p>
<p>8.H.1.1: Explain the causes and effects of conflict in North Carolina and the nation.</p>	<p>SE/TE: The War of 1812, 309 Quest: Civic Discussion Inquiry: The Mexican-American War, 336 The Civil War, 474–545 Anti-German Prejudice, 758 Progress and Setbacks for Social Justice, 687–698 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935</p> <p>Realize Digital Resources: Topic 6>Lesson 6>Lesson Video: The Mexican-American War Topic 8>Lesson 2>Interactive Primary Sources: “A House Divided,” Abraham Lincoln Topic 8>Lesson 6>Interactive Maps: Key Battles of the Civil War</p>

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<p>8.H.1.2: Summarize how debate, negotiation, compromise, and cooperation have been used in the history of North Carolina and the nation.</p>	<p>SE/TE:</p> <p>Quests: Civic Discussion Inquiry: Senate Representation, 196 Debate Over Nullification, 331 Analyze Timelines: Milestones in the States' Rights Debate, 331 Statehood for California, 399 A Mix of Cultures, 400-401 The Missouri Compromise, 479-480 How Did Western Expansion Increase Tensions?, 480-481 A Compromise Holds the Union Together, 484-486</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 2>Interactive Charts: The Great Compromise Topic 6>Lesson 2>Interactive Primary Sources: Debate Over Nullification Topic 9>Lesson 1>Lesson Video: Lincoln's Reconstruction Plan</p>

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<p>8.H.1.3: Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups within North Carolina and the nation over time.</p>	<p>SE/TE: Reasons for the Slave Trade, 63 Africans Arrive in Virginia, 76 Slave trade 107–109 Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408 A Reaction Against Immigrants, 428–429 Jim Crow Laws Separate Whites and African Americans, 577 Discrimination Against African Americans, 692–694 African Americans Fight Segregation, 916–917</p> <p>Realize Digital Resources: Topic 7>Lesson 3>Interactive Charts: Lives of Free and Enslaved African Americans Topic 8>Lesson 1>Interactive Cartoons: The Fugitive Slave Act Topic 9>Lesson 4>Interactive Timelines: Oppression of African Americans</p>
<p>8.H.1.4: Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice and bias have shaped the history of North Carolina and the nation.</p>	<p>SE/TE: Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Chief Joseph Resists Further Settlement, 616-617 The Labor Movement, 631–637 Progress and Setbacks for Social Justice, 687–698 Inequality at Work, 933</p> <p>Realize Digital Resources: Topic 7>Lesson 5>Interactive Primary Sources: “Ain’t I a Woman,” Sojourner Truth Topic 7>Lesson 5>Interactive Primary Sources: Declaration of Sentiments and Resolutions</p>

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<p>8.H.2: Understand how innovation and change have impacted the development of North Carolina and the nation.</p>	<p>SE/TE: Industrialization and Immigration, 422–430 Mining, Railroads, and the Economy, 587–597 Western Agriculture, 598–609 Industry and Corporations, 622–629 Primary Source, 645</p> <p>Realize Digital Resources: Topic 6>Lesson 4>Interactive Galleries: New Technology: The Steamboat Topic 7>Lesson 3>Interactive 3D Models: The Cotton Gin Topic 10>Lesson 1>Lesson Video: Mining, Expansion and Growth</p>
<p>8.H.2.1: Explain how innovation and technology have contributed to change in North Carolina and the nation.</p>	<p>SE/TE: Technology Speeds Transportation, 371–372 The Industrial Revolution, 409–420 How Did Railroads Advance the Market Revolution?, 424-425 New Technologies, 638–644; Primary Source: Quotations from Thomas Edison, 645 How Did the Automobile Change America?, 792–794 Primary Source, 645 Advances in Science and Technology, 1023–1032</p> <p>Realize Digital Resources: Topic 10>Lesson 1>Interactive Maps: The Transcontinental Railroad Topic 10>Lesson 6>Interactive Charts: Inventions Improve Daily Life Topic 10>Lesson 6>Lesson Video: A Surge of Invention</p>

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<p>8.H.2.2: Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation.</p>	<p>SE/TE: America's First Factories, 411–414 Eli Whitney Invents the Cotton Gin, 431–432 Who Was Thomas Edison?, 640–641 Improvements in Offices and Homes, 641-642 Henry Ford's Assembly Line, 643 How Did the Automobile Change America?, 792–794</p> <p>Realize Digital Resources: Topic 6>Lesson 4>Interactive Galleries: New Technology: The Steamboat Topic 7>Lesson 3>Interactive 3D Models: The Cotton Gin Topic 10>Lesson 6>Interactive Timelines: American Inventors That Changed Society</p>

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<p>8.H.2.3: Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.</p>	<p>SE/TE: Civil Rights Movement Timeline, 380 “Lowell Girls”, 415-416 Women Organize, 427 The Impact of the Temperance Movement, 455-456 Interactive: The Early Women’s Rights Movement, 459 Women Struggle for Justice, 460-461 Opportunities for Women’s Education, 462 New Employment Opportunities for Women, 462-463 Access to Higher Education, 690 Why Did Other Minorities Fight for Equality?, 929–932 The Women’s and Gay Rights Movements, 933–935</p> <p>Realize Digital Resources: Topic 7>Lesson 5>Interactive Timelines: The Early Women’s Rights Movement Topic 14>Lesson 3>Interactive Galleries: The Experience of Japanese Internment Topic 15>Lesson 4>Interactive Galleries: Nonviolent Strategies in the Civil Rights Movement Topic 15>Lesson 4>Lesson Video: The Civil Rights Movement</p>

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SE = Student Edition

TE = Teacher Edition

Realize Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

Qualifications

Over 21 years of experience leading nonprofit organizations through strategic change. Visionary, thoughtful leader with a track record of process improvement, aptitude for detail and propensity for finding common ground to fuel momentum.

Accomplishments

- Launched a business providing strategic guidance to organizations, facilitating processes for leadership to affirm or revise vision and mission, develop strategic priorities and a plan to achieve them, and/or grow the organization's capacity to create meaningful impact by other means.
- Enabled the turnaround of a \$6MM nonprofit, resulting in the expansion of a highly successful model of care for children experiencing trauma, particularly those in the foster care system.
- Expanded reach of a one-room tuition-free preschool for at-risk children through a merger, resulting in an organization that today serves 60+ children in an economically challenged neighborhood.
- Improved financial security of a ~\$1MM nonprofit, protecting assets through a revised budget process, expanded reserve funding, finance training for leadership and the creation of a foundation.
- Provided structure and support to leadership volunteer solicitors in a successful \$33MM capital and outreach campaign through effective communications, donor tracking and meeting facilitation.

Employment (Current)

Northington & Associates LLC (Principal and Strategist) Winston-Salem, NC 2017-Present

Providing impact-driven strategic support for organizations across North Carolina and beyond by:

- Facilitating discussion with leadership (board and staff) and/or community members to revisit vision, mission, and strategic priorities.
- Interviewing key stakeholders and summarizing feedback to determine community perceptions.
- Drafting a strategic summary, a document that articulates a nonprofit's relevance and strategic position to serve as a foundation for key messages and philanthropic support.
- Helping nonprofit organizations develop a variety of skillsets, to include governance, contingency planning and basic strategic planning and evaluation.
- Engaging experts with equity, communications, and nonprofit experience as helpful.

Volunteer Leadership Experience

Crossnore Communities for Children Winston-Salem, NC 2014-Present

Past Chair, Board of Trustees

A ~\$25MM, century-old organization serving children who have experienced trauma.

- Lead the Board of Trustees of The Children's Home in the development of a new vision and an assessment of its resources, resulting in a merger with The Crossnore School, a highly successful sister organization serving children experiencing trauma (generally children in foster care).
- Reinstated key stakeholder relationships, building trust through consistent and open communication.
- Improved service delivery by encouraging mission-focused decisions by board and staff.
- Facilitated informed board decisions through transparency and basic board committee function.

The Learning Collaborative Charlotte, NC 2008-2012

Board Development Committee Chair, Board Vice Chair

A tuition-free preschool serving at-risk children resulting from the merger of two smaller preschools.

- Secured funding and rallied stakeholders in support of the merger.
- Implemented a basic branding and fund development plan, budget process and improved financial controls.

Dashew for School Board Charlotte, NC 2011
Treasurer and Cabinet Member
Campaign to elect Elyse Dashew for an at-large seat on Mecklenburg County's Board of Education.

- Accounted for and acknowledged campaign contributions and supported fundraising efforts.
- Ensured compliance with campaign regulations by filing timely campaign reports with county and state election officials.

The Junior League of Charlotte Charlotte, NC 2001-2011
CFO, Foundation President
Volunteer organization improving the community through trained volunteers.

- Restructured budgeting process in support of a ~\$1M organization made up of 800+ volunteers.
- Protected JLC assets through the economic downturn by improving finance and investment policies and creating the JLC Legacy Foundation.
- Initiated JLC Legacy Society, the planned giving society under the JLC Foundation.
- Launched Finance 101 workshop to prepare volunteers interested in nonprofit leadership, addressing basic concepts of nonprofit finance.

Selected Work Experience

Vandever Batten Charlotte, NC 2007-2010
A leading provider of philanthropic counsel to nonprofits in the Charlotte area.
Manager of Finance and Client Development

- Interviewed key stakeholders and summarized feedback for an organizational assessment of a ~1500 student, preK-12th grade independent school.
- Tracked donor progress, supported solicitation efforts and organized leadership volunteer meetings for a faith-based organization's \$33MM capital and outreach campaign.
- Worked with communication specialists to review campaign and organization print materials.
- Improved internal financial controls by implementing and maintaining annual budget and quarterly financial review.

James M. Myers & Co., Inc. Charlotte, NC 1996-2001
A local investments firm providing brokerage and investment advisory services.
Portfolio Manager

- Maintained appropriate asset allocation (primarily equities) in client accounts.
- Executed block transactions as directed by the research team.
- Served multiple functions in general office administration (employee benefits, wire operation, etc.)
- Maintained required securities and insurance licensure: Series 7, 63 (state law) and 65 (investment advisory).

Wake County Public School System Raleigh, NC 1992-1994
Teacher, Math and Computer Science

Education

2000 MBA, Finance, 4.0 GPA UNC– Charlotte
Co-author of "The Root of Reported Betas," *Journal of Investing* (2001)
1991 BS, Math Education (Math, Computer Science), *Magna Cum Laude* North Carolina State University

Community Service

Crossnore School and Children's Home, Board of Trustees 2014-2023
REACH Women's Network, Board Member 2022-2023
Junior League of Winston-Salem, Sustainer Council 2020-2022

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Crossnore Community Charter
2. Full name: Katheryn Lee Northington

Home Address: 1511 Overbrook Ave, Winston-Salem, NC 27104

Business Name and Address: Northington & Associates, LLC, 1511 Overbrook Ave, Winston-Salem, NC 27104

Telephone No.: 704-589-1014

E-mail address: northnps@gmail.com

3. Brief educational and employment history.

Raised in Greensboro, NC, Katheryn earned her MBA in Finance from UNC-Charlotte and her BS in Math Education from North Carolina State University. Katheryn Northington began her career as a high school math teacher and, after a stint in the investment industry, has served nonprofits in varying capacities for over 20 years. Since 2016, Katheryn has assisted nonprofits as a facilitator and consultant to effectively align the board, staff, and community stakeholders behind a clear and relevant vision, mission, and strategy. Experience across a wide range of service sectors informs her perspective, including education, culture, faith, child welfare, the environment and health and human services.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: **Yes**

The Learning Collaborative, a nonprofit preschool, Charlotte, NC (Vice Chair)
The Junior League of Charlotte, Charlotte, NC (VP Finance, CFO)
Amos Cottage, Winston-Salem NC (Treasurer)
The Children's Home and now Crossnore Communities for Children, Winston-Salem NC
(Vice Chair, Chair, Secretary)

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I serve as a trustee on the Board of Crossnore Communities for Children and have since joining the board of The Children's Home in 2014 (prior to the 2016 merger of the two entities). After observing the academic and emotional successes of children at the Marjorie Williams Academy in Crossnore, NC, it is my sincerest belief that a trauma-informed school is the most effective approach to help children who have experienced any kind of trauma in their young lives. Small classes with teachers who understand how trauma affects the brain and how to appropriately respond to children whose behavior can be disruptive and difficult, are much better equipped to help a child process what has happened to them and then progress –excel, even – in spite of their early traumatic experiences.

6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board members serves to provide fiduciary oversight and to ensure the school is meeting the needs of the children it serves in accordance with public school laws and expectations. Strategic support for the principal and community connectivity are also a part of the role of a board member.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My undergraduate degree is in Math Education and I was a public school teacher for two years. Prior board service includes a nonprofit preschool/early childhood center. Currently I serve the board of Crossnore Communities for Children and have, through that capacity, observed the success of the Marjorie Williams Academy. I have been a board chair, vice chair, and treasurer in former volunteer positions and that experience will inform my work with this charter school.

8. Describe the specific knowledge and experience that you would bring to the board.

Professionally, I am a facilitator in the strategic planning space, mostly with nonprofits. I have an MBA in finance and am experienced with nonprofit financial statements and practices. My academic

background and service as a board member of Crossnore Communities for Children provides a foundation in education, children, and an informed perspective regarding the impact of trauma upon the brain, and upon learning and social development particularly.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Crossnore Community Charter is designed to serve children with traumatic pasts, and particularly, children in the foster care system. In serving the most vulnerable, we will also be able to serve children who have experienced trauma but may still be living with their families. Our guiding belief is that every child can learn and excel when given the right structure and practice and adults who both understand trauma and care deeply about the children they serve.

2. What is your understanding of the school's proposed educational program?

Crossnore Community Charter will be structured to offer small class sizes with therapeutic, academic, and other supports to help children who are academically behind their peers and in need of an environment that supports their emotional well-being.

3. What do you believe to be the characteristics of a successful school?

Teachers with appropriate training and support and an unwavering focus on the needs of the child, alongside a core belief that every child is a gift and has unique talents and potential that, even when masked by difficult behaviors, is worthy of our best efforts to help them realize their dreams.

4. How will you know that the school is succeeding (or not) in its mission?

Children will both make academic progress and demonstrate a reduction in disruptive behaviors. Further evidence will appear in a child's relationships with their peers and with the adults at that school. Children will want to come to school and can feel their progress (success) when they are there.

Governance

1. Describe the role that the board will play in the school's operation.

I describe a nonprofit board's role as three-fold: fiduciary, visionary, and advocate. Crossnore Community Charter's board will ensure proper management of the school's financial resources and strategic plan progress, support the school's principal, monitor student progress, and serve as an advocate for children and for the school generally.

2. How will you know if the school is successful at the end of the first year of operation?

Students will feel welcome and have positive relationships with the teachers/adults. Enrollment numbers will hold. School leadership will see positive progress with students stabilizing emotionally and beginning to grow academically.

3. How will you know at the end of five years of the schools is successful?

The school will have achieved positive growth for students and benefit from consistent enrollment because of a positive reputation in the community. The school's graduates will achieve success at their high schools. Teachers and administrators will feel successful and professionally rewarded for their work. Students will feel a sense of belonging and will want to come to school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The primary initial step of the board will be to hire qualified leadership in a school principal, followed by providing meaningful support for that principal. Serving as an advocate for the school in the community will bring further resources to the school. Maintaining an oversight role will help the board stay out of the day-to-day running of the school and keep to its primary responsibilities as fiduciary and visionary, ensuring the school stays focused upon its mission to serve children whose life experiences have been difficult.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If possible, address the issue with the board member in question. If that does not resolve the issue, then engaging the board chair and if necessary, the board, to address the question at hand either through a specific remedy, corrective action, or removal if appropriate and necessary.

Jeremy Burnett

mjpburnett@gmail.com | 336.724.6102

EDUCATION

University of Vermont, Burlington, VT
Bachelor of Science, Geology May 1984

TEACHING EXPERIENCE

Summit School

Middle School Science and Math Teacher
Academic Advisor

Winston Salem, NC

April 1996-June 2001
August 2003-June 2008

St. Andrew's Episcopal School

Middle School Science and Math Teacher
Academic Advisor, Coach

Bethesda, MD

August 1994-January 1996

Sacramento Country Day School

Middle School Science Teacher
Academic Advisor

Sacramento, CA

July 1993-August 1994

Ecole Classique

Middle School Math Teacher
Academic Advisor

New Orleans, LA

October 1992-June 1993

Dedham Country Day School

Middle School Science Teacher
Academic Advisor, Coach

Dedham, MA

April 1987-June 1991

Proctor Academy

High School Science Teacher
Dorm parent, Academic Advisor, Coach

Andover, NH

August 1984-June 1986

RELEVANT VOLUNTEER POSITIONS

Marjorie Williams Academy

Board Member

Crossnore, NC

In second term

Salem Montessori School

Board Member

Winston Salem, NC

In second term

Forsyth Country Day School

Board Member

Lewisville, NC

2 Terms

Crossnore Communities for Children

Cottage sponsor, tutor

Winston Salem, NC

January 2018-March 2020

Read Write Spell

Literacy Tutor

Winston Salem, NC

October 2013- June 2016

Charter School Board Member Information Form

Background

1. Name of charter school on whose Board of Directors you intend to serve: Crossnore Community Charter
2. Full name:
Jeremy Burnett

Home Address:

641 Oaklawn Ave
Winston Salem, NC
27104

Telephone No.:

336.682.0040

E-mail address:

mjpburnett@gmail.com

3. Brief educational and employment history.

I earned a BS in Geology from University of Vermont and spent the majority of the next 20 years teaching math and science to 6th-12th graders. When I stopped teaching I volunteered as a literacy specialist and worked with the same student for 4 years. In the spring of 2020 I completed the first academic portion of my Orton Gillingham certification training, but due to Covid, never finished the practicum hours.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was asked to join this board as a committed volunteer at the Crossnore Children's home. I think my tutoring work with children with learning issues, my service on three different school boards and my many years as a classroom teacher provide experience and expertise that would be helpful to this process. I am interested in being a part of this new school because I have seen what a positive impact Marjorie Williams Academy has had on students who have a variety of challenges that make a traditionally structured school less effective. I believe there is a need for a similar school in our Winston Salem community.

6. What is your understanding of the appropriate role of a public charter school board member?

Each board member should guide and support the administration of the school and ensure that the school is financially sound while advocating for it in the community..

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have experience with serving on three very different school boards. Forsyth Country Day School, a private K-12 day school in NC was my first and most challenging board experience. I joined the board at the same time that a new head of school was arriving and very shortly after realized he was not an appropriate fit for the school. The board spent the next 4 years replacing him. My other two board experiences have been much less stressful. I am currently serving on both the Salem Montessori School board as we transition to a new location and on the Marjorie Williams Academy board, another NC charter school, which has been pleasantly uneventful.

8. Describe the specific knowledge and experience that you would bring to the board.

I have almost 20 years of classroom experience as a teacher in 6 different schools, have served as a board member of three schools over a ten year period and have volunteered as a tutor in three different public schools in Winston Salem. I understand multiple aspects of making schools effective, from curriculum, to happy teachers, to making difficult financially responsible decisions.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The Crossnore Community Charter school is being created to provide a supportive and effective educational environment for children who have experienced extreme difficulties and traumas in their lives. The grounding beliefs are that EVERY child can learn and thrive academically with the appropriate support and individualized services. Our goal is to provide what each child needs.

2. What is your understanding of the school's proposed educational program?

We will start with the teachers and support staff who understand and are trained to address the social, emotional and academic challenges burdening each child. We will provide small classes, tutoring and individualized services each child has what s/he needs to succeed.

3. What do you believe to be the characteristics of a successful school?

A successful school has highly trained teachers who love what they are doing. They have the support of an effective administration and the resources to provide the services they see fit. Each child is treated as an individual and all adults in the child's life work together to provide a physically and emotionally safe environment and an effective learning environment.

4. How will you know that the school is succeeding (or not) in its mission?

We will know how the school is doing by evaluating the well-being of the students. Are they comfortable going to school? Are their social and emotional skills improving? Are they making academic progress? Do they feel like they are making progress? Teachers will be the primary source of this information.

Governance

1. Describe the role that the board will play in the school's operation.

The role of the board will be to support the administration and faculty. We will communicate with the head of school regularly and oversee the progress towards reaching financial and strategic goals.

2. How will you know if the school is successful at the end of the first year of operation?

We'll look at enrollment numbers, evaluate feedback from the administration and seek feedback from both students and faculty.

3. How will you know at the end of five years if the school is successful?

After five years we'll know if we are successful by evaluating a lot of the same factors as we did after one year, but with even higher expectations for teacher and student satisfaction and well-being. By that point we will also be able to look for solid growth in scores. We would expect higher enrollment numbers and a positive reputation in the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Our biggest job will be to work with the faculty and administration and provide them with the support that they request.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I had concerns about another board member's behavior I would go to the head of the board.

Christina LeBeau Gentry

111 Timber Creek Road, Advance, North Carolina 27006
(336) 926-7946 * CLGentry2@gmail.com

EMPLOYMENT HISTORY

The Centers for Exceptional Children

Program Director of Family Support Network of Greater Forsyth (2004-present)

Responsibilities include overseeing programs providing support to families who have children with disabilities from birth - 21 years. Administer two outreach programs serving families who have children in the Neonatal Intensive Care Units of both local hospitals, "Sibshops" (an International sibling support program), the Parent-to-Parent match program, provide resource and referral services for 6 counties, plan and implement support groups, community wide social events and educational activities/trainings for families and professionals. Supervise five employees and approximately 150 volunteers annually. I have developed a strong working relationship with the Exceptional Children's Program in the Winston-Salem Forsyth County School System, and local NC Early Intervention program.

Iredell County Partnership for Young Children (Smart Start)

Toddler Specialist / Team coordinator of The Quality Care Team (2000 - 2003)

Served approximately 45 child care centers in Iredell County. Responsibilities included serving on a technical assistance team to assist centers seeking to improve their quality of care, and developing/providing numerous training to meet the state mandated requirements for child care providers. This position required knowledge of the NC star-rated system, child care licensing rules and regulations, and a working knowledge of The Infant/Toddler and Preschool Environment Rating Scales. Developing mentoring relationships with child care providers and using a modeling approach in classrooms were key components needed in this position to implement change in Iredell County child care centers.

Davie County Schools. Shady Grove Elementary

Classroom Teaching Assistant (1996 - 2000)

EDUCATION/TRAINING

Wake Forest University (WFU) Institute for Public Engagement

Nonprofit Essentials - Coursework designed to strengthen the capacity of professionals in the nonprofit sector, completed June 2012

FARR Leadership Institute

Mastering Leadership Dynamics Program, Aug 2009

Duke University Continuing Education Program

Completed Duke's non-profit management certificate program in May 2007. Coursework included developing a personal responsive leadership style, generating revenue, working with Boards, strategic planning, and overall management skills.

Bachelor of Science in Social Work, The University of North Carolina at Greensboro

BSW, Graduated Cum Laude. Course concentrations included casework services for individuals and families, community resources, intervention services, systems theory, policy formulation and management skills. Focused on children's services through a one year intern placement at the Children's Home in Winston-Salem

Department of Chaplaincy and Pastoral Education, WFU Baptist Medical Center

Clinical Pastoral Education. 400+ hours of comprehensive hospital outreach and ministry. Curriculum covered patient centered care, crisis management, grief and bereavement, family systems theory, life histories, conflict resolution, group dynamics, facilitating spiritual and emotional wholeness, and ethics. Patient care included covering 2 hospital units daily and on-call rotation.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Crossnore Community Charter
2. Full name: Christina LeBeau Gentry
Home Address: 111 Timber Creek Rd, Advance NC 27006
Business Name and Address: The Centers for Exceptional Children
4505 Shattalon Drive Winston-Salem NC 27106
Telephone No.: 336-926-7946 E-mail address: ChrisFSN@theCFEC.org
3. Brief educational and employment history.
BA in Social Work, Certification from Duke in Nonprofit Management and Wake Forest in Clinical Pastoral Education. Employment history with Smart Start, Davie County Schools and Winston-Salem Forsyth County Schools. Current Director of Family Support Network at The Centers for Exceptional Children (19 years).
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
Yes, NC Parent to Parent
5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was approached by a Crossnore administrator who is familiar with my advocacy work with

families who have children enrolled in special education programs. I am particularly interested in children attending charter schools who may have disabilities or special healthcare needs and how they will be served in this setting.

6. What is your understanding of the appropriate role of a public charter school board member?
To help set guiding principles for the new charter school and ensure a quality program is in place. To hire and support school leadership and oversee funding. To find the resources needed to make the program successful.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have worked with boards as a nonprofit administrator for over 20 years. I know the importance of having a supportive board as well as one that really understands the work of the organization. I have served on many advisory boards in both education and healthcare settings.
8. Describe the specific knowledge and experience that you would bring to the board.
My understanding of Individualized Education Programs (IEPs) and their implementation in the classroom is my strength. I am familiar with Special Education law and the rights and responsibilities of those who are involved. I am a strong advocate for children with disabilities and their caregivers. I have worked for 2 school systems and currently am employed by an organization focusing on the education of children with disabilities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Crossnore Community Charter will be an educational setting where the individual needs of each child will be considered and addressed. Many of our children will come from extremely difficult backgrounds where their learning has been interrupted. We believe that the type of trauma informed, responsive education that will be provided is key to their success.
2. What is your understanding of the school's proposed educational program?
Crossnore Charter will serve children in kindergarten through 8th grade. We plan for small class sizes with 10-12 students. The focus on not only the educational needs but the social and emotional needs of each child will be key to helping every child experience success and growth. As individual needs are identified they will be addressed through classroom support as well as related services including therapies, and tutoring.
3. What do you believe to be the characteristics of a successful school?
I believe that hiring knowledgeable staff with experience in social emotional learning will be key. The frontline staff must feel well supported by the board and the school administration. Children will feel safe and proud of their work.

4. How will you know that the school is succeeding (or not) in its mission?
Children and teachers will enjoy being in the classroom. Children will make academic progress. Community members and other schools will look to Crossmore as experts in this type of educational setting.

Governance

1. Describe the role that the board will play in the school's operation.
The board will provide a strong strategic plan for implementation, hire and support school administration, assume financial responsibility, develop and fulfill bylaws.
 2. How will you know if the school is successful at the end of the first year of operation?
School staff will be satisfied with their classroom experience and students will show academic growth. Students will FEEL successful and trauma informed practices will become second nature to both staff and students.
 3. How will you know at the end of five years if the school is successful?
Community reputation will be positive and classroom enrollment will be at capacity. Students will show strong academic growth when attending Crossnore. There will be no lack of applicants when there is an open position. Crossnore Charter will be seen as a leader in the community in providing a trauma informed education.
 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Provide support to school staff and bring expertise as needed. Represent the school in the community and spread the word about the unique perspective of Crossnore Charter. Make sure adequate funding is available to meet the needs of students and staff.
 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If appropriate I would address directly with the person in question. If not, I would make sure that my information was correct and if so, bring this to the attention of the chair immediately.
-

BRETT A. LOFTIS J.D.

63 Folly Ln. Crossnore, NC 28657

bloftis@crossnore.org

828-387-5878

Seasoned non-profit executive, thought leader and passionate advocate for strengthening systems of care for NC's most vulnerable populations.

LEADERSHIP EXPERIENCE:

CROSSNORE COMMUNITIES FOR CHILDREN (FKA - CROSSNORE SCHOOL & CHILDREN'S HOME)

President & Chief Executive Officer, 2013 – Present

Since 1913, Crossnore has been a sanctuary of hope healing for NC's most vulnerable children. A comprehensive children welfare and children's behavioral health organization serving over 1,300 children a year from across NC in the areas of foster care, therapeutic foster care, residential campus foster care, adoptions, youth independent living, day treatment services, outpatient therapy, education and medical services. Crossnore is a national model for trauma informed care and runs NC's first trauma informed public charter school (Williams Academy).

CENTER FOR TRAUMA RESILIENT COMMUNITIES

Founder & Faculty, 2018 – Present

CTRC is a national consulting and training center to support communities and organizations to embed and embody the science of trauma and resilience. Using a social ecology and structural violence framework, CTRC trains public and private sector leaders and leads organizations in the process of trauma informed and resilience focused organizational culture change that promotes community transformation.

COUNCIL FOR CHILDREN'S RIGHTS (CFCR), Charlotte, NC

Executive Director, 2006 – 2013

CFCR is the leading voice for children in the Charlotte region. Since 1979 CFCR has been standing up for every child's right to be safe, healthy and educated. Resulting from the 2006 merger of two non-profit organizations (Children's Law Center and Council for Children), CFCR is the largest and most comprehensive legal and advocacy organization for children in the southeastern United States

COUNCIL FOR CHILDREN INC., Charlotte, NC

Executive Director – 2005-2006, Director of Operations – 2001-2005; Staff Attorney 2000-2001

OTHER RELEVANT EXPERIENCE:

Assistant Director - Guardian ad Litem Program, Greenville, SC (1996-1997)

Law Clerk - Mecklenburg County District Attorney, Child Sex Crimes and Juvenile Division (1999)

Law Clerk - United States Attorney Middle District, Juvenile Crime Prevention (1998)

Law Clerk - South Carolina Alliance for Fair Employment, Greenville, SC (1998)

Youth Minister – Irving, TX (1997) and Seneca, SC (1995)

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Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Crossnore Community Charter

2. Full name:

Brett A. Loftis

Home Address:

63 Folly Ln. Newland, NC 28657

Business Name and Address:

Crossnore Communities for Children

P.O. Box 249 Crossnore, NC 28616

Telephone No.:

828-733-4305

E-mail address:

bloftis@crossnore.org

3. Brief educational and employment history.

I have a B.A. with a double major in Sociology & Political Science from Furman University

I have a J.D. (Juris Doctor) from Wake Forest University and am a licensed attorney in NC

For the past 28 years I have worked in child advocacy, children's legal services, child welfare

and children's behavioral health. I worked at the Council for Children's Rights in Charlotte for

13 years (8 as the Executive Director) and have worked as the CEO of Crossnore Communities

for Children for the past 10 years.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

I have served on many nonprofit boards including Appalachian Regional Healthcare System and Benchmarks NC. As part of my current job, I have supervised the Principal of the public charter school, Marjorie Williams Academy

No: Yes: **X**

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am helping to lead the development of this charter school to replicate the success of the Marjorie Williams Academy. I am very interested in developing another trauma informed charter school that will meet the unique needs of the most vulnerable children in the system (children experiencing foster care.) I believe that if you build a school to serve the most vulnerable children, then it will work for all children.

6. What is your understanding of the appropriate role of a public charter school board member?
The board should support school leadership by providing strategic guidance, fiduciary oversight and mission-focused advice and guidance.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My previous board service has highlighted the need for a strong working relationship between the board and school leadership. I have worked for a volunteer board and understand that dynamic well. I have been involved with the leadership of a successful NC charter school, Marjorie Williams Academy.

8. Describe the specific knowledge and experience that you would bring to the board.

I have over twenty years of nonprofit leadership experience and extensive experience in children's rights, special education and trauma informed schools.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Crossnore Community Charter is being designed to support children that have experienced hardship and loss. The guiding beliefs are that EVERY child can learn and thrive academically with the appropriate support and individualized services.

2. What is your understanding of the school's proposed educational program?

K-8 programming with small class sizes, wraparound supports, tutoring, an emphasis on social and emotional learning and a belief that every child can succeed.

3. What do you believe to be the characteristics of a successful school?
Child centered, highly trained and supported teachers, a culture of support, caring and high expectations. Children are approached as unique individuals with specific strengths, needs and ways of learning. Schools should be physically and emotionally safe.
4. How will you know that the school is succeeding (or not) in its mission?
Children will make academic progress and will grow in their social and emotional skills.
Children will feel connected to adults in the building, and they will feel safe and supported.
Children look forward to school and feel some success every day.

Governance

1. Describe the role that the board will play in the school's operation.
Oversight or strategic planning and meeting strategic goals.
Financial oversight
Support school leadership
Fulfill the duties of loyalty, care and obedience
2. How will you know if the school is successful at the end of the first year of operation?
Enrollment numbers, feedback from school leadership, and feelings of the students
3. How will you know at the end of five years of the schools is successful?
Enrollment numbers will grow, positive reputation in the community, consistent academic growth scores and high professional satisfaction of teachers and administrators. Students will enjoy school and feel successful.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Support leadership, stay out of the weeds of day-to-day operations. Advocate for the school in the community. Bring connections to the table to support the school.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Bring it up directly to the person and address it with whole board if it is not quickly remedied.

ESHARAN MONROE-JOHNSON

8800 Harwick Ct. Lewisville, NC 27023 · (202) 425-8224
esharan@readws.org · [linkedin.com/in/esharanmonroejohnson](https://www.linkedin.com/in/esharanmonroejohnson)

Strategic, creative, collaborative leader with over five years of nonprofit management and fundraising experience offering in-depth knowledge of language and literacy development. Goal oriented and committed to racial equity and creating cross cultural dialogue and learning opportunities.

Experience

2020-Present

Executive Director, Read Write Spell

- Provide strategic vision and leadership for staff and volunteers.
- Create and manage organizational budget.
- Increase annual revenue by 21% through donor cultivation, grant writing, and events.
- Cultivate strategically aligned partnership to increase organizational impact.
- Recruit volunteers to help achieve the mission of the organization.

2019-2020

Associate Director, Read Write Spell

- Created and maintained strategically aligned partnerships to forward the mission of Read Write Spell.
- Oversaw all marketing activities to keep stakeholders informed, recruit new volunteers and donors, and ensure cohesion across all communication platforms.
- Managed marketing and development staff.
- Worked with Executive Director to manage all fundraising campaigns and activities.
- Oversaw family and community programming and outreach.

2017-2020

Marketing and Development Director, Read Write Spell

- Increased brand and mission awareness across all marketing platforms to garner donors, volunteers, and champions of the organization.
- Achieved 640% increase in grant funding with awards from 3 funders.
- Partnered with Executive Director to manage the annual giving campaign to fund a significant portion of annual budget.
- Built strategic relationships with community organization, foundations, and key stakeholders.

Education

MS Community Counseling/EdS Couple and Family Therapy, University of North Carolina at Greensboro, 2009

BA Religion, Wake Forest University, 2003

Board Experience

Vice Chair, Association of Fundraising Professionals-Triad Chapter, 2023

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Crossnore Community Charter
2. Full name: Esharan Monroe-Johnson

Home Address:

8800 Harwick Ct. Lewisville, NC 27023

Business Name and Address:

Read Write Spell

875 W 5th St.

Winston-Salem, NC 27101

Telephone No.: (202) 425-8224

E-mail address: esharan@readws.org

3. Brief educational and employment history.

I have a B.A. in Religion from Wake Forest University and a MS in Community Counseling and an Ed. S in Couple and Family Therapy from the University of North Carolina at Greensboro. I have limited counseling experience working with children in an outpatient setting and in an day treatment school setting. I have worked in a nonprofit organization since 2017 and have over 5 years of non-profit leadership experience.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes: X

I currently serve as the Vice President of the Association of Fundraising Professionals-Triad Chapter Board.

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was asked to be on this board because of my literacy expertise. I am interested in serving on this board because I am passionate about children's access to effective literacy instruction, specifically the most vulnerable children and I understand that that instruction is impacted by several factors including how the school environment builds resilience. I have also completed the "champion trainer" with the Center for Trauma Resilient Communities and understand the importance of creating safe spaces for children centered on connection and resilience.

6. What is your understanding of the appropriate role of a public charter school board member?
The board should partner with the school leadership to provide support, strategic guidance, fundraising assistance, and fiduciary oversight. The board should also champion the work of the school in the community and serve as advocates for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a nonprofit Executive Director, I understand the importance of creating a strong partnership between the board and the Executive Director based on trust and focus on advancing the mission of the organization. As a non-profit board member of a membership organization that does not have an Executive Director, I understand the work that it takes, at the board level, to ensure that the organization is meeting its mission while also evolving to stay relevant and sustainable.

8. Describe the specific knowledge and experience that you would bring to the board.

I have five years of nonprofit leadership experience. I am currently the Executive Director of a literacy nonprofit that provides training to tutors and programming for community members on the structured literacy approach (the science of reading). Part of my role on this board would be to support the use of a research based curriculum that is based on the science of reading and that is culturally reflective.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of Crossnore Community Charter School is to support children that are not served well in public schools because they are experiencing trauma or hardship. The guiding belief of the school is that all children deserve to feel safe and that every child can learn and thrive.
2. What is your understanding of the school's proposed educational program?
The school will serve students in kindergarten through eighth grade. The school will have small class sizes and be able to address individual student needs.
3. What do you believe to be the characteristics of a successful school?
Child centered, highly trained teachers, strengths-based, belief that all children are unique and gifted and can succeed, teachers that mirror the student population, culturally relevant pedagogy, restorative practices that are student-led, research based and effective curriculum.
4. How will you know that the school is succeeding (or not) in its mission?
Children will feel safe (emotionally and physically). Children will meet expected academic progress.

Governance

1. Describe the role that the board will play in the school's operation.
 - Strategic vision and oversight
 - Financial oversight
 - Support of and collaboration with leadership
 - Hold leadership accountable and be accountable for our work
2. How will you know if the school is successful at the end of the first year of operation?
I recognize that it will take time to embed the school culture in student's, families, staff. I will consider the first year successful if the student's and staff feel safe, the families feel supported, the staff feels supported, the curriculum is research/evidence based. I would expect students to meet expected growth.
3. How will you know at the end of five years of the schools is successful?
At the end of five years, I expect to see increased enrollment, positive reputation in the community and partnerships with the community, student's and staff feel safe, families feel supported, trauma-informed practices are being used consistently, metrics show that students are meeting and exceeding growth and moving more closely to meeting grade-level expectations.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Ensure that leadership has all of the tools necessary for success.

- Maintain a high level of accountability for leadership.
- Leverage networks to support the school.
- Raise awareness about the school in the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring my concerns to the board chair in the hopes that we could meet and have a conversations with the board member that I believe to be acting unethically.

REGINA FORD HALL

Winston Salem, North Carolina | 571-201-3793 | fordgina@aol.com
www.linkedin.com/in/reginafordhall

Professional Summary

An authentic and strategic leader with experience in public sector and non-profit organizations. Demonstrated ability to build and maintain strong relationships with community and business leaders, key stakeholders, and local, state, and federal agencies.

Professional Experience

BOSTON THURMOND COMMUNITY NETWORK | EXECUTIVE DIRECTOR | OCTOBER 2019 - PRESENT

- Leverage relationships, experience, and education to execute the vision set forth by the board of directors and community stakeholders
- Steward important relationships with program partners, current and potential funders, and leaders across corporate, academic, governmental, educational, health, nonprofit and philanthropic communities
- Develop racial equity policies and practices in decision-making with community partners
- Oversee research, planning, development and implementation of strategic plan and key projects
- Oversee financial operations and provide Board with financial implications of strategic initiatives
- Develop and implement strong advocacy agenda for resident-focused community revitalization

CITY OF WINSTON-SALEM | REINTEGRATION & YOUTH DEVELOPMENT MANAGER | MARCH 2018-OCTOBER 2019

- Assisted Department Director & Assistant Director with operations review, program planning, development implementation and assessment
- Oversaw the City's justice-involved work experience program (20+ employees)
- Co-Created and Administered the Mayor's Urban Food Policy Council
- Created and Administered the Mayor's THINK ORANGE Campaign and anti-hunger initiatives

CITY OF WINSTON-SALEM | AUXILIARY PROGRAMS COORDINATOR | JUNE 2015-MARCH 2018

- Coordinated departmental team building initiatives
- Assisted Department Director & Deputy Director with operations review, program planning, development implementation and assessment and oversaw performance reporting initiatives
- Provided relocation assistance for code enforcement, acquisition, and development projects
- Developed rules, regulations, and standard operating procedures for department programs

U.S. HOUSE OF REPRESENTATIVES | (NC-12) | DISTRICT LIAISON | JUNE 2009-NOVEMBER 2014

- Developed relationships with the media, key stakeholders, local, state, and federal officials
- Provided constituent services on housing, energy, disability, immigration, tax, and veteran's issues, including homelessness, and created strategies for outreach across the district
- Retained knowledge of policies and made inquiries to expedite constituent concerns
- Applied discretion and independent judgment when working with, or responding to constituents
- Launched a series of small business seminars for small and disadvantaged businesses
- Planned and organized Town Hall Meetings for young adults and senior citizens
- Coordinated community seminars with healthcare navigators to explain the Affordable Care Act

REGINA FORD HALL

Winston Salem, North Carolina | 571-201-3793 | fordgina@aol.com
www.linkedin.com/in/reginafordhall

Non-Profit and Volunteer Experience

United Way of Forsyth County, African American Leadership Coalition, January 2022- Present
Forsyth County Pre-K Priority Coalition, Forsyth County Leaders, September 2022- Present
Wake Forest University Face to Face Board of Advisors, Wake Forest University, August 2022 - Present
Forsyth County Digital Equity Committee, Forsyth County Leaders, Summer 2022 - Present
Board of Directors, Senior Services of Forsyth County Support Corporation Board, Spring 2022-Present
Board Secretary

Board of Directors, YMCA of Northwest North Carolina, March 2021 – Present
Chair, Advancement Committee, Member, People and Culture Committee, Interview Panel Team

Congressional Relations and Policy Cohort, Purpose Built Communities, March 2021-Present
Facilitated by Holland & Knight Policy Consultants

Digital Equity Cohort, Purpose Built Communities, March 2020- Present
Network for Inclusive Leadership & Equity, Wake Forest University, Spring 2020 -Present
President's Community Taskforce on Racial Equity, Wake Forest University, November 2020-June 2021
Reynolda Rotary of Forsyth County, January 2020- Present
Forsyth County Early Childhood Education Taskforce, Fall 2019 – Summer 2022
Racial Equity Ambassador, Purpose Built Communities (Sponsored by Truist), Dec. 2019- October 2022
Winston Salem Chamber of Commerce, Ambassador, January 2014-December 2017

Insight Human Services, Inc. (formerly Partnership for a Drug-Free NC), Jan. 2012-Present
Board Chair (Term and Chair position ends June 2023)

Education

MPA | UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL

Major: Public Administration

Honors: Fellow, UNC School of Government

M.S. | VIRGINIA STATE UNIVERSITY

Major: Psychology, *GPA: 3.4*

Honors: Psi Chi, Beta Kappa Chi

B.S. | EAST CAROLINA UNIVERSITY

Major: Communication

Minor: English, Psychology, Child Development and Family Relations

Professional Development and Honorable Mention

B. Well Initiative for Black Female Leaders | 2nd Cohort | Summer 2022 | Kate B. Reynolds Charitable Trust
Emerging Leaders, 2022 Cohort | October 2022 | Winston-Salem Alliance

Winston Salem's Five Women to Watch | March 2021 | Forsyth Women's Magazine

Finalist, Employee Excellence Rising Star Award | June 2017 | City of Winston-Salem

Recipient, Winston <40 Leadership Award | September 2016 | Winston-Salem Chamber of Commerce

Participant, Fall 2016 CareerBuilder Program | August 2016 | City of Winston-Salem

Recipient, ECU 40under40 Leadership Award for Public Service | April 2016 | East Carolina University

City of Winston Salem University | May 2014 | City of Winston-Salem

The Institute of Public Trust | February 2013 | Wake Forest University

Project Blueprint | October 2012 | United Way of Forsyth County

The Women's Campaign School at Yale | June 2012 | Yale University School of Law

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Crossnore Community Charter
2. Full name: Regina Ford Hall

Home Address: 1258 Partridge Lane, Winston-Salem, NC 27106

Business Name and Address: Boston-Thurmond United, P.O. Box 961, Winston-Salem, NC 27102

Telephone No.: 336-769-6253

E-mail address: regina@bostonthurmondunited.org

3. Brief educational and employment history. I have a Bachelor of Science in Communication with a Multidisciplinary minor in English, Psychology and Child Development/Family Relations from East Carolina University, a Masters of Science in Psychology from Virginia State University, and a Masters of Public Administration from the University of North Carolina at Chapel Hill. I have dedicated my entire professional career to public service. I worked in local government serving as a Senior Recreation Leader, Special Projects Coordinator, and Reintegration and Youth Development Manager for the City of Winston-Salem. I served as a District Liaison for the 12th Congressional District (NC-12) with the United States House of Representatives. I am currently in nonprofit management serving as the Executive Director of Boston-Thurmond United, a Purpose Built Community in Winston-Salem, North Carolina. We aim to combat intergenerational poverty through investment of key resources in high-quality education, mixed-income housing, and community wellness.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I am a community partner of Crossnore and was approached by Shana Heilbron to expand our partnership opportunity by being a part of something exciting for the Crossnore and Winston-Salem/Forsyth County community. I wish to serve on the board of the proposed charter school because I am an avid proponent of trauma-informed education and diverse educational spaces for students (particularly those who are in the foster care system). The proposed charter school will provide alternate learning spaces and support with licensed teachers and administrators who will offer students trauma-informed care in a supportive learning environment.

6. What is your understanding of the appropriate role of a public charter school board member? My understanding of the appropriate role of a public charter school board member is to provide fiduciary oversight, fundraising support, advice, guidance/recommendations for policies to school administration.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. My current board membership includes:

- Board Chair, Insight Human Services
- Secretary, Senior Services of Forsyth County Support Corporation Board
- Advancement Committee Chair, YMCA of Northwest North Carolina
- Member, Wake Forest University Face to Face Board of Advisors

As Executive Director of a nonprofit organization, I understand the important role of board members play in decision making, helping guide the strategic direction of the organization, and fiduciary oversight with the organization's financial operations.

8. Describe the specific knowledge and experience that you would bring to the board. I would bring the following experience to the board: fundraising, branding/marketing/communication strategies, strategic planning, nonprofit management, expertise in local government policy, knowledge of state and federal policies, and strong public lobbying experience.

I would also share information about the charter school with the Boston-Thurmond community which is a predominantly black, low-wealth neighborhood with approximately 3,600 families that is adjacent to the backside of Crossnore. Because I am an active member on numerous boards, I will also be able to share information about the school with the broader Winston-Salem community-spreading a clear message of why this charter school is special.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? My understanding of the school's mission and guiding beliefs is to:
 - Focus on creating a safe and supportive environment for students, where they feel respected, valued and heard through trauma-informed care/support.
 - Employ staff who are trained to understand the impact of trauma on students' lives and how it can affect their behavior, learning, and relationship.
 - Provide individualized support while recognizing each students' experience is unique.

2. What is your understanding of the school's proposed educational program? My understanding of the school's proposed educational program is to:
 - Enroll students grades K-8 with an emphasis on fostering relationship-building between students and staff, as well as among students themselves because building trusting relationships can help students feel more connected to their school community and more willing to learn and grow.
 - Create an emphasis on self-regulation as students' ability to regulate their emotions and behavior can be disrupted by trauma.
 - Teach students strategies to self-regulate by using tools like mindfulness and breathing techniques;
 - Work collaboratively with families, community partners and mental health professionals to provide wrap-around support for students;
 - Prioritize restorative practices over punitive measures to address behavioral issues. These practices focus on repairing harm, building relationship ships, promoting positive behavior and honing in on "connection before correction."

3. What do you believe to be the characteristics of a successful school? I believe that the characteristics of a successful school includes:
 - Licensed Staff who is trained in trauma-resiliency
 - High-quality learning experience through high-quality curriculum
 - Wrap-around supports for students
 - Welcoming space where everyone feels safe (students and staff)

4. How will you know that the school is succeeding (or not) in its mission? Children will be excited to relay positive feedback about their experiences with the school. Increase in student grades, engagement/involvement in school activities and assignments.

Governance

1. Describe the role that the board will play in the school's operation.
 - Decision making
 - Helping guide the strategic direction of the organization
 - Fiduciary oversight with the organization's financial operations

2. How will you know if the school is successful at the end of the first year of operation?

- Feedback from students, teachers, administrators, and community members
 - Increase in grades and enrollment interest from members in the community
3. How will you know at the end of five years if the school is successful?
 - Analyze the enrollment numbers to determine if enrollment and interest in enrollment has decreased or increased over time.
 - Analyze improvement/growth in grades and test scores among enrolled students
 - Analyze the past five years of feedback from students, teachers, and administrators
 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? I think that the charter school board will need to take the following steps to ensure that the school is successful:
 - Have intentional conversations with diverse groups of community members to inform them of progress that is taking place at the charter school.
 - Engage in continual fundraising efforts that will benefit the charter school
 - Dispel myths about charter schools that will be harmful to the narrative that we are trying to create around this new charter school.
 - Speak with students, teachers, and administrators on a regular basis to evaluate their experience at the charter school- listen and entertain recommendations for improvement (if/when needed).
 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would address the person directly. Depending on whether the situation is resolved quickly, I would ask the Board Chair to move into "closed session," and address the matter with the full board.

Board Member Certifications

Certification

I, Katheryn Northington, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Crossnore Community Charter School is true and correct in every respect.

Katheryn Northington
Signature

3/25/23
Date

Certification

I, Jeremy Burnett, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Crossnore Community Charter School is true and correct in every respect.

Jeremy Burnett
Signature

3/6/23
Date

Certification

I, Regina Hall, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Crossnore Community Charter School is true and correct in every respect.

Regina Hall
Signature

April 21, 2023
Date

Certification

I, Christina LeBeau Gentry, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Crossnore Community Charter School is true and correct in every respect.

Christina LeBeau Gentry _____
Signature Date

→ If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Brett A. Loftis, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Crossnore Community Charter School is true and correct in every respect.

Brett A. Loftis _____
Signature Date

Certification

I, Esharan Monroe-Johnson, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Crossnore Community Charter School is true and correct in every respect.

Esharan Monroe-Johnson _____
Signature Date

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, the school’s fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

- Name of the Selected Board Attorney: Ed Chaney at Schell Bray PLLC

- Date of Review: May 25, 2023

- Signature of Board Members Present (Add Signature Lines as Needed):


- 
Brett A. Loftis (May 25, 2023 09:50 EDT)
- 
Jeremy Burnett (May 26, 2023 21:24 EDT)
- 
Regina Hall (May 25, 2023 08:44 MDT)
- **Katheryn Northington**
Katheryn Northington (May 30, 2023 08:47 EDT)
- 
Esharan Monroe-Johnson (May 26, 2023 11:43 EDT)
- **Christina L Gentry**
Christina L Gentry (May 30, 2023 08:54 EDT)
- _____

❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

○ Name of the Selected Board Auditor: Kevin Leder at CliftonLarsonAllen LLP

○ Date of Review: May 25, 2023

○ Signature of Board Members Present (Add Signature Lines as Needed):

- 
Brett A. Loftis (May 25, 2023 09:50 EDT)
- 
Jeremy Burnett (May 26, 2023 21:24 EDT)
- 
Regina Hall (May 25, 2023 08:44 MDT)
- Katheryn Northington
Katheryn Northington (May 30, 2023 08:47 EDT)
- 
Esharan Monroe Johnson (May 26, 2023 11:43 EDT)
- Christina L Gentry
Christina L Gentry (May 30, 2023 08:54 EDT)
- _____

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

N/A

- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

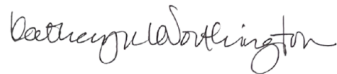
N/A

- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

N/A

Certification

I, **KATHERYN NORTHINGTON**, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as **CROSSNORE COMMUNITY** Charter School is true and correct in every respect.



May 30, 2023

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the page.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1: 340-Forsyth*

What percentage of students from t

LEA #2: 410-Guilford

What percentage of students from t

LEA #3:

What percentage of students from t

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	340	410		340	410		340
Kindergarten							
Grade 1	10	10		10	10		10
Grade 2	10	10		10	10		10
Grade 3	10	10		10	10		10
Grade 4	10	10		10	10		10
Grade 5				10	10		10
Grade 6							10
Grade 7							10
Grade 8							10
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	40	40	0	50	50	0	80

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,
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ticular level.

he LEA selected above will qualify for EC funding? **30%**

he LEA selected above will qualify for EC funding? **30%**

he LEA selected above will qualify for EC funding?

Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
410		340	410		340	410	
		10	10		10	10	
10		10	10		10	10	
10		10	10		10	10	
10		10	10		10	10	
10		10	10		10	10	
10		10	10		10	10	
10		10	10		10	10	
10		10	10		10	10	
10		10	10		10	10	
80	0	90	90	0	90	90	0

set forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		340-Forsyth*		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,027.71	40	\$241,108.40	
Local Funds	\$3,217.23	40	\$128,689.20	
State EC Funds	\$5,275.72	5	\$26,906.17	
Federal EC Funds	\$1,514.35	5	\$7,723.19	
Total:			\$404,426.96	

LEA #2:		410-Guilford		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,172.67	40	\$246,906.80	
Local Funds	\$3,231.38	40	\$129,255.20	
State EC Funds	\$5,275.72	5	\$26,906.17	
Federal EC Funds	\$1,514.35	5	\$7,723.19	
Total:			\$410,791.36	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				
Total:			\$0.00	

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 488,015	\$ 610,019	\$ 976,030	\$ 1,098,034
Local Per Pupil Funds	\$ 257,944	\$ 322,431	\$ 515,889	\$ 580,375
State EC Funds	\$ 53,812	\$ 67,265	\$ 107,625	\$ 121,078
Federal EC Funds	-	\$ 15,446	\$ 30,893	\$ 34,754
Other Funds*	\$ 285,085	\$ 344,771	\$ 453,831	\$ 120,481
Working Capital*				
TOTAL REVENUE:	\$ 1,084,857	\$ 1,359,932	\$ 2,084,268	\$ 1,954,722

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a concern by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appen



on federal funding in

Year 5	
\$	1,098,034
\$	580,375
\$	121,078
\$	34,754
\$	120,861
\$	1,955,102

additional questions
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nent of these funds. If

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Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 90,000	\$ 90,000	1	\$ 92,500	\$ 92,500	1	\$ 95,000	\$ 95,000	1	\$ 97,500	\$ 97,500	1	\$ 100,000	\$ 100,000
Assistant Administrator	0	\$ -	\$ -	1	\$ 60,000	\$ 60,000	1	\$ 62,500	\$ 62,500	1	\$ 65,000	\$ 65,000	1	\$ 67,500	\$ 67,500
Finance Officer	1	\$ 40,000	\$ 40,000	1	\$ 41,000	\$ 41,000	1	\$ 42,000	\$ 42,000	1	\$ 43,000	\$ 43,000	1	\$ 44,000	\$ 44,000
Clerical	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Food Service Staff	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Custodians	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Transportation Staff	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
IT Manager	1	\$ 40,000	\$ 40,000	1	\$ 41,000	\$ 41,000	1	\$ 42,000	\$ 42,000	1	\$ 43,000	\$ 43,000	1	\$ 44,000	\$ 44,000
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Total Admin and Support:	3		\$ 170,000	4		\$ 234,500	4		\$ 241,500	4		\$ 248,500	4		\$ 255,500
Instructional Personnel															
Core Content Teacher(s)	8	\$ 45,000	\$ 360,000	8	\$ 46,000	\$ 368,000	8	\$ 47,000	\$ 376,000	8	\$ 48,000	\$ 384,000	8	\$ 49,000	\$ 392,000
Electives/Specialty Teacher(s)	3	\$ 45,000	\$ 135,000	3	\$ 46,000	\$ 138,000	3	\$ 47,000	\$ 141,000	3	\$ 48,000	\$ 144,000	3	\$ 49,000	\$ 147,000
Exceptional Children Teacher(s)	0	\$ -	\$ -	1	\$ 45,000	\$ 45,000	1	\$ 46,000	\$ 46,000	1	\$ 47,000	\$ 47,000	1	\$ 48,000	\$ 48,000
Instructional Support	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Teacher Assistants	0	\$ -	\$ -	0	\$ -	\$ -	1	\$ 35,000	\$ 35,000	1	\$ 36,000	\$ 36,000	1	\$ 37,000	\$ 37,000
Exceptional Children Coordinator	1	\$ 45,000	\$ 45,000	1	\$ 46,000	\$ 46,000	1	\$ 47,000	\$ 47,000	1	\$ 48,000	\$ 48,000	1	\$ 49,000	\$ 49,000
Core Teachers (Y2)	0	\$ -	\$ -	2	\$ 45,000	\$ 90,000	2	\$ 46,000	\$ 92,000	2	\$ 47,000	\$ 94,000	2	\$ 48,000	\$ 96,000
Core Teacher (Y3)	0	\$ -	\$ -	0	\$ -	\$ -	6	\$ 45,000	\$ 270,000	6	\$ 46,000	\$ 276,000	6	\$ 47,000	\$ 282,000
Core Teacher (Y4)	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	2	\$ 45,000	\$ 90,000	2	\$ 46,000	\$ 92,000
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Total Instructional Personnel:	12		\$ 540,000	15		\$ 687,000	22		\$ 1,007,000	24		\$ 1,119,000	24		\$ 1,143,000
Total Admin, Support and Instructional Personnel:	15		\$ 710,000	19		\$ 921,500	26		\$ 1,248,500	28		\$ 1,367,500.00	28		\$ 1,398,500

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	3	\$ 9,000	\$ 27,000	4	\$ 9,000	\$ 36,000	4	\$ 9,000	\$ 36,000	4	\$ 9,000	\$ 36,000	4	\$ 9,000	\$ 36,000
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	3	\$ 3,500	\$ 10,500	4	\$ 3,500	\$ 14,000	4	\$ 3,500	\$ 14,000	4	\$ 3,500	\$ 14,000	4	\$ 3,500	\$ 14,000
Life Insurance	3	\$ 75	\$ 225	4	\$ 75	\$ 300	4	\$ 75	\$ 300	4	\$ 75	\$ 300	4	\$ 75	\$ 300
Disability	3	\$ 150	\$ 450	4	\$ 150	\$ 600	4	\$ 150	\$ 600	4	\$ 150	\$ 600	4	\$ 150	\$ 600
Medicare	3	\$ 822	\$ 2,466	4	\$ 850	\$ 3,400	4	\$ 875	\$ 3,500	4	\$ 901	\$ 3,604	4	\$ 926	\$ 3,704
Social Security	3	\$ 3,513	\$ 10,539	4	\$ 3,635	\$ 14,540	4	\$ 3,743	\$ 14,972	4	\$ 3,852	\$ 15,408	4	\$ 3,960	\$ 15,840
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Total Admin and Support Benefits:		\$ 51,180	\$ 151,180		\$ 68,840	\$ 219,980		\$ 69,372	\$ 219,980		\$ 69,912	\$ 219,980		\$ 70,444	\$ 219,980
Instructional Personnel Benefits															
Health Insurance	12	\$ 7,500	\$ 90,000	15	\$ 7,500	\$ 112,500	22	\$ 7,500	\$ 165,000	24	\$ 7,500	\$ 180,000	24	\$ 7,500	\$ 180,000
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	12	\$ 2,900	\$ 34,800	15	\$ 2,900	\$ 43,500	22	\$ 2,900	\$ 63,800	24	\$ 2,900	\$ 69,600	24	\$ 2,900	\$ 69,600
Social Security	12	\$ 2,790	\$ 33,480	15	\$ 2,840	\$ 42,600	22	\$ 2,838	\$ 62,436	24	\$ 2,891	\$ 69,384	24	\$ 2,953	\$ 70,872
Disability	12	\$ 130	\$ 1,560	15	\$ 130	\$ 1,950	22	\$ 130	\$ 2,860	24	\$ 130	\$ 3,120	24	\$ 130	\$ 3,120
Medicare	12	\$ 725	\$ 8,700	15	\$ 664	\$ 9,960	22	\$ 664	\$ 14,608	24	\$ 676	\$ 16,224	24	\$ 691	\$ 16,584
Life Insurance	12	\$ 55	\$ 660	15	\$ 55	\$ 825	22	\$ 55	\$ 1,210	24	\$ 55	\$ 1,320	24	\$ 55	\$ 1,320
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Total Instructional Personnel Benefits:		\$ 169,200	\$ 498,400		\$ 211,335	\$ 531,735		\$ 309,914	\$ 687,844		\$ 339,648	\$ 750,000		\$ 341,496	\$ 750,000
Total Personnel Benefits:		\$ 220,380	\$ 659,580		\$ 280,175	\$ 751,715		\$ 379,286	\$ 1,377,824		\$ 409,560	\$ 1,449,980		\$ 411,940	\$ 1,449,980
Total Admin & Support Personnel (Salary & Benefits):	3	\$ 221,180	\$ 663,540	4	\$ 303,340	\$ 1,213,360	4	\$ 310,872	\$ 1,243,488	4	\$ 318,412.00	\$ 1,273,648	4	\$ 325,944	\$ 1,303,776
Total Instructional Personnel (Salary & Benefits):	12	\$ 709,200	\$ 2,817,600	15	\$ 898,335	\$ 13,475,050	22	\$ 1,316,914	\$ 28,072,108	24	\$ 1,458,648	\$ 34,907,552	24	\$ 1,484,496	\$ 35,827,904
TOTAL PERSONNEL:	15	\$ 930,380	\$ 9,451,140	19	\$ 1,201,675	\$ 25,608,158	26	\$ 1,627,786	\$ 66,519,696	28	\$ 1,777,060	\$ 70,635,504	28	\$ 1,810,440	\$ 71,655,880

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Paper	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Computers & Software	\$ 3,250.00	\$ 1,000.00	\$ 1,750.00
Communications & Telephone			
Copier leases			
Printing	\$ 1,000.00	\$ 1,000.00	\$ 1,500.00
Postage	\$ 500.00	\$ 500.00	\$ 500.00
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel			
Student Accounting	\$ 1,085.00	\$ 1,356.00	\$ 2,170.00
Financial	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 1.00	\$ 1.00	\$ 1.00
Maintenance			
Custodial Supplies	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00
Custodial Contract			
Insurance (pg19)	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00
Furniture	\$ -	\$ 31,000.00	\$ 300,000.00
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 5,000.00	\$ 5,000.00	\$ 7,500.00
Gas	\$ 500.00	\$ 500.00	\$ 1,000.00
Water/Sewer	\$ 3,000.00	\$ 3,000.00	\$ 5,000.00
Trash			
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Oil/Tires & Maintenance	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

Other			
*** Insert rows and edit text as needed. ***			
Other			
Marketing			
Child nutrition			
Travel	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 95,336.00	\$ 124,857.00	\$ 401,421.00

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 80.00	\$ 100.00	\$ 160.00
Student Ipads & Chromebooks	\$ 16,000.00	\$ 4,000.00	\$ 12,000.00
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	\$ 3,000.00	\$ 5,000.00	\$ 7,500.00
Related Services Contractors	\$ 2,500.00	\$ 2,500.00	\$ 5,000.00
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials			
Curriculum/Texts	\$ 32,000.00	\$ 14,600.00	\$ 20,800.00
Copy Paper			
Testing Supplies	\$ 500.00	\$ 500.00	\$ 500.00
Uniforms	\$ 2,500.00	\$ 3,500.00	\$ 5,000.00
Student Assessments	\$ 2,560.00	\$ 3,200.00	\$ 4,100.00
Total Instructional Operations:	\$ 59,140.00	\$ 33,400.00	\$ 55,060.00
TOTAL OPERATIONS:	\$ 154,476.00	\$ 158,257.00	\$ 456,481.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	1,000.00	\$	1,000.00
\$	1,000.00	\$	1,000.00
\$	500.00	\$	-
\$	1,500.00	\$	1,500.00
\$	500.00	\$	500.00
\$	2,441.00	\$	2,441.00
\$	5,000.00	\$	5,000.00
\$	1.00	\$	1.00
\$	2,500.00	\$	3,000.00
\$	70,000.00	\$	70,000.00
\$	29,000.00	\$	-
\$	7,500.00	\$	7,500.00
\$	1,000.00	\$	1,000.00
\$	5,000.00	\$	5,000.00
\$	1,000.00	\$	1,000.00
\$	1,000.00	\$	1,000.00

\$ 1,000.00	\$ 1,000.00
\$ 129,942.00	\$ 100,942.00

Year 4		Year 5	
\$	180.00	\$	180.00
\$	4,000.00	\$	-
\$	7,500.00	\$	7,500.00
\$	5,000.00	\$	5,000.00
\$	20,800.00	\$	20,800.00
\$	500.00	\$	500.00
\$	5,000.00	\$	5,000.00
\$	4,740.00	\$	4,740.00
\$	47,720.00	\$	43,720.00
\$	177,662.00	\$	144,662.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 930,380.00	\$ 1,201,675.00	\$ 1,627,786.00	\$ 1,777,060.00	\$ 1,810,440.00
Total Operations	M	\$ 154,476.00	\$ 158,257.00	\$ 456,481.00	\$ 177,662.00	\$ 144,662.00
Total Expenditures	N = J + M	\$ 1,084,856.00	\$ 1,359,932.00	\$ 2,084,267.00	\$ 1,954,722.00	\$ 1,955,102.00
Total Revenue	Z	\$ 1,084,856.94	\$ 1,359,932.30	\$ 2,084,267.63	\$ 1,954,722.21	\$ 1,955,102.21
Surplus / (Deficit)	= Z - N	\$ 0.94	\$ 0.30	\$ 0.63	\$ 0.21	\$ 0.21

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Licenses Held</u>	<u>any of these professional licenses?</u>
Brett Loftis	Member	828-733-4305	bloftis@crossnore.org	Avery	Nonprofit Professional	NC Bar License	No
Katheryn Northington	Chair	704-589-1014	northnps@gmail.com	Forsyth	Small Business Owner	Series 6, 7, and 63 (1995-2000)	No
Jeremy Burnett	Member	336.682.0040	mjpburnett@gmail.com	Forsyth	Volunteer	None	No
Chris Gentry	Member	336-926-7946	chrisfsn@thecfec.org	Forsyth	Nonprofit Professional	None	No
Esharan Monroe-Johnson	Member	202-425-8224	esharan@readws.org	Forsyth	Nonprofit Professional	Associate	No
Regina Hall	Member	336-769-6253	regina@bostonthurmondunited.org	Forsyth	Nonprofit Professional	None	No

<u>Area of Proposed Coverage</u>	<u>Proposed Amount of Coverage</u>
Comprehensive General Liability	\$1,000,000.00/occurrence
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence
Property Insurance	\$16,795,566
Automobile Liability	\$1,000,000.00/occurrence
Crime Coverage - Minimum/Maximum Amount	\$250,000.00 \$250,000.00
Worker's Compensation	\$500,000
Abuse & Molestation	\$1M/\$3M
Professional Liability	\$1M/\$3M
Total Cost	

Cost (Quote)
\$2,500 - \$3,500
\$23,000 - \$25,000
\$40,000 - \$45,000
\$2,500 - \$3,000
\$500 - \$1,000
\$8,500 - \$10,000
\$1,000 - \$1,500
\$2,000 - \$3,000
\$80,000 - \$92,000

Crossnore Community Charter Insurance Quote

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	\$2500 - \$3500
Professional Liability	\$1M/\$3M	\$2000 - \$3000
Abuse & Molestation	\$1M/\$3M	\$1000 - \$1500
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$23,000 - \$25,000
Property Insurance	\$16,795,566	\$40,000 - \$45,000
Automobile Liability (No vehicles)	\$1,000,000.00/occurrence	\$2,500 - \$3,000
Crime Coverage - Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$500 - \$1,000
Worker's Compensation	\$500,000.00	\$8500 - \$10,000
Other Coverage		
Total Cost		\$80,000 - \$92,000



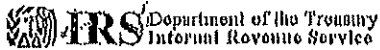
Stephanie McRae, CISR

Senior Account Manager

P: 828-771-0520 | C: 704-322-7614 | E: smcrae@McGriff.com

301 College St, Suite 208, Asheville, NC 28801 | McGriff.com

McGriff CA License #0C64544



OGDEN UT 84201-0038

In reply refer to: 4051091934
Mar. 06, 2017 LTR 4168C 0
56-0567980 000000 00

00029444
BODC: TE

THE CROSSNORE SCHOOL & CHILDRENS
HOME
PO BOX 249
CROSSNORE NC 28616-0249



011998

Employer ID Number: 56-0567980
Form 990 required: YES

Dear Taxpayer:

This is in response to your request dated Jan. 30, 2017, regarding your tax-exempt status.

We issued you a determination letter in DECEMBER 1939, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

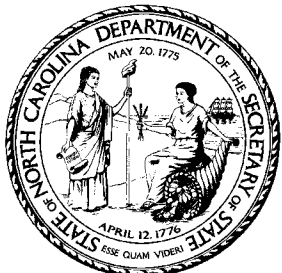
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

CROSSNORE COMMUNITY CHARTER

the original of which was filed in this office on the 24th day of June, 2021.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 24th day of June, 2021.

Elaine F. Marshall

Secretary of State

**ARTICLES OF INCORPORATION
OF
CROSSNORE COMMUNITY CHARTER**

Pursuant to Chapter 55A of the General Statutes of North Carolina, entitled the North Carolina Nonprofit Corporation Act (the “Act”), the undersigned does hereby submit these Articles of Incorporation for the purpose of establishing a nonprofit corporation:

ARTICLE I
Name of Corporation

The name of the corporation is Crossnore Community Charter.

ARTICLE II
Registered Office

The address of the registered office of the corporation is 1001 Reynolda Rd., Winston-Salem, NC 27104, which is located in Forsyth County. The name of the registered agent of the corporation at such address is Brett Loftis.

ARTICLE III
Principal Office

The street and mailing address of the principal office of the corporation is 1001 Reynolda Rd., Winston-Salem, NC 27104, which is located in Forsyth County.

ARTICLE IV
Nature of Corporation

The corporation is a “charitable or religious corporation,” as that term is defined in §55A-1-40(4) of the North Carolina Nonprofit Corporation Act.

ARTICLE V
Period of Existence

The period of duration of the corporation shall be perpetual.

ARTICLE VI
Objects and Purposes

The corporation is organized and shall be operated exclusively for charitable, religious, testing for public safety, prevention of cruelty to children or animals, scientific, literary, or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future United States Internal Revenue law) (the "Code"). In furtherance of such purposes, the corporation shall operate one or more charter schools in the state of North Carolina. In addition, the corporation may engage in any and all lawful activities incidental to the foregoing purposes, including any lawful act or activity for which charitable nonprofit corporations may be organized under the North Carolina Nonprofit Corporations Act.

ARTICLE VII
Restrictions

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its directors, officers or any "private shareholder or individual" within the meaning of Section 501(c)(3) of the Code; provided, however, that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article VI hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any activities not permitted to be carried on:

- (A) By a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or
- (B) By a corporation, contributions to which are deductible under Sections 170(c)(2) and 2055 of the Code, or
- (C) By a charitable or religious corporation created under the Act.

ARTICLE VIII
Members

The Corporation will have members. The designation of members, the rights, power, privileges, and duties of members, and assignment of membership, shall be as provided in the bylaws.

ARTICLE IX
Board of Directors

The management of the corporation and its properties and affairs shall be vested in the Board of Directors, which, in addition to its other powers and authorities, and subject to any limitations provided for in the bylaws of the corporation, shall have full power and authority from time to time to invest, reinvest, sell, expend, or otherwise dispose of any and all property of the corporation in furtherance of any of the objects and purposes for which the corporation is formed. The number of directors, their terms of office, and the method of their selection shall be provided for and determined by the bylaws of the corporation.

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act as now in effect or as it may hereafter be amended, no person who is serving or who has served as a director of the corporation shall be personally liable to the corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article IX, nor the addition of any provision to these Articles of Incorporation inconsistent with this Article IX, shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repeal, or addition.

ARTICLE X
Disposition of Assets on Dissolution

In the event of the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, use, dispose of, distribute or expend all of the remaining assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable and educational purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code, as the Board of Directors shall determine.


ARTICLE XI
Incorporator

The name and address of the incorporator is:

Edward Chaney
Schell Bray PLLC
100 Europa Drive, Suite 271
Chapel Hill, NC 27517

[Remainder of Page Intentionally Left Blank; Signature Page Follows]

IN WITNESS WHEREOF, I have hereunto set my hand and seal, this 23rd day of June, 2021.



Edward Chaney, Incorporator (SEAL)



LEASE AGREEMENT

THIS LEASE AGREEMENT is made and entered into on April 1, 2023, by and between Crossnore Communities for Children whose address is 100 DAR Drive, Crossnore, NC 28616 (hereinafter referred to as "Landlord"), and Crossnore Community Charter whose address is 1001 Reynolda Road, Winston-Salem, NC 27104 (hereinafter referred to as "Tenant").

ARTICLE I - GRANT OF LEASE

Landlord, in consideration of the rents to be paid and the covenants and agreements to be performed and observed by the Tenant, does hereby lease to the Tenant and the Tenant does hereby lease and take from the Landlord the property at 1001 Reynolda Road, Winston-Salem, NC 27104 - Building 2B and Building 7 - and by reference made a part hereof (the "Leased Premises"), together with, as part of the parcel, all improvements located thereon.

ARTICLE II - LEASE TERM

Section 1. Term of Lease. The term of this Lease shall begin on the Commencement Date, as defined in Section 2 of this Article II, and shall terminate on July 31, 2028 ("the Termination Date"); provided, however, that at the option of Tenant, Tenant may renew this Lease for five additional successive one-year terms at a Monthly Rent of \$1- per year, provided that notice of such renewal is given in writing no less than 120 days prior to the Termination Date or the expiration of any one-year renewal term. Tenant may at any time cancel this Lease and terminate all of its obligations hereunder,

Section 2. Commencement Date. The "Commencement Date" shall mean August 1, 2024.

ARTICLE III - EXTENSIONS

The parties hereto may elect to extend this Agreement upon such terms and conditions as may be agreed upon in writing and signed by the parties at the time of any such extension.

ARTICLE IV - DETERMINATION OF RENT

Monthly Rent: The Tenant agrees to pay the Landlord and the Landlord agrees to accept, during the term hereof, at such place as the Landlord shall from time to time direct by notice to the Tenant, monthly rent set forth in the following table:

August 1, 2024 to July 31, 2029: \$1 per year.

ARTICLE V - SECURITY DEPOSIT

The Tenant has deposited with the Landlord the sum of zero (\$0) as security for the full and faithful performance by the Tenant of all the terms of this lease required to be performed by the Tenant. Such sum shall be returned to the Tenant after the expiration of this lease, provided the Tenant has fully and faithfully carried out all of its terms. In the event of a bona fide sale of the property of which the leased premises are a part, the Landlord shall have the right to transfer the security to the purchaser to be held under the terms of this lease, and the Landlord shall be released from all liability for the return of such security to the Tenant.

ARTICLE VI - TAXES

Personal Property Taxes. The Tenant shall be liable for all taxes levied against any leasehold interest of the Tenant or personal property and trade fixtures owned or placed by the Tenant in the Leased Premises.

ARTICLE IX - TENANT'S COVENANTS

Tenant's Covenants. Tenant covenants and agrees as follows:

- a. To procure any licenses and permits required for any use made of the Leased Premises by Tenant, and upon the expiration or termination of this Lease, to remove its goods and effects and those of all persons claiming under it, and to yield up peaceably to Landlord the Leased Premises in good order, repair and condition in all respects; excepting only damage by fire and casualty covered by Tenant's insurance coverage, structural repairs (unless Tenant is obligated to make such repairs hereunder) and reasonable wear and tear;
- b. To permit Landlord and its agents to examine the Leased Premises at reasonable times and to show the Leased Premises to prospective purchasers of the Building and to provide Landlord, if not already available, with a set of keys for the purpose of said examination, provided that Landlord shall not thereby unreasonably interfere with the conduct of Tenant's business;
- c. To permit Landlord to enter the Leased Premises to inspect such repairs, improvements, alterations or additions thereto as may be required under the provisions of this Lease. If, as a result of such repairs, improvements, alterations, or additions, Tenant is deprived of the use of the Leased Premises, the rent shall be abated or adjusted, as the case may be, in proportion to that time during which, and to that portion of the Leased Premises of which, Tenant shall be deprived as a result thereof.

ARTICLE VII - INDEMNITY BY TENANT

Indemnity and Public Liability. The Tenant shall save Landlord harmless and indemnify Landlord from all injury, loss, claims or damage to any person or property while on the Leased Premises, unless caused by the willful acts or omissions or gross negligence of Landlord, its employees, agents, licensees, or contractors. Tenant shall maintain, with respect to the Leased Premises, public liability

insurance with limits of not less than one million dollars for injury or death from one accident and \$250,000.00 property damage insurance, insuring Landlord and Tenant against injury to persons or damage to property on or about the Leased Premises. A copy of the policy or a certificate of insurance shall be delivered to Landlord on or before the commencement date and no such policy shall be cancellable without ten (10) days prior written notice to Landlord.

ARTICLE VIII - USE OF PROPERTY BY TENANT

Use. The Leased Premises may be occupied and used by Tenant exclusively for operation of a public charter school.

Nothing herein shall give Tenant the right to use the property for any other purpose or to sublease, assign, or license the use of the property to any sublessee, assignee, or licensee, which or who shall use the property for any other use.

ARTICLE IX - SIGNAGE

Section 1. Exterior Signs. Tenant shall have the right, at its sole risk and expense and in conformity with applicable laws and ordinances, to erect and thereafter, to repair or replace, if it shall so elect signs on any portion of the Leased Premises, providing that Tenant shall remove any such signs upon termination of this lease, and repair all damage occasioned thereby to the Leased Premises.

Section 2. Interior Signs. Tenant shall have the right, at its sole risk and expense and in conformity with applicable laws and ordinances, to erect, maintain, place, and install its usual and customary signs and fixtures in the interior of the Leased Premises.

ARTICLE X - DAMAGE TO DEMISED PREMISES

Abatement or Adjustment of Rent. If the whole or any part of the Leased Premises shall be damaged or destroyed by fire or other casualty after the execution of this Lease and before the termination hereof, then in every case the rent reserved in Article IV herein and other charges, if any, shall be abated or adjusted, as the case may be, in proportion to that portion of the Leased Premises of which Tenant shall be deprived on account of such damage or destruction and the work of repair, restoration, rebuilding, or replacement or any combination thereof, of the improvements so damaged or destroyed, shall in no way be construed by any person to effect any reduction of sums or proceeds payable under any rent insurance policy.

ARTICLE XI - DEFAULT

Section 1. Landlord's Remedies. In the event that:

a. Tenant shall on three or more occasions be in default in the payment of rent or other charges herein required to be paid by Tenant (default herein being defined as payment received by Landlord ten or more days subsequent to the due date), regardless of whether or not such default has occurred on consecutive or non-consecutive months; or

- b. Tenant has caused a lien to be filed against the Landlord's property and said lien is not removed within thirty (30) days of recordation thereof; or
- c. Tenant shall default in the observance or performance of any of the covenants and agreements required to be performed and observed by Tenant hereunder for a period of thirty (30) days after notice to Tenant in writing of such default (or if such default shall reasonably take more than thirty (30) days to cure, Tenant shall not have commenced the same within the thirty (30) days and diligently prosecuted the same to completion); or
- d. Sixty (60) days have elapsed after the commencement of any proceeding by or against Tenant, whether by the filing of a petition or otherwise, seeking any reorganization, arrangement, composition, readjustment, liquidation, dissolution or similar relief under the present or future Federal Bankruptcy Act or any other present or future applicable federal, state or other statute or law, whereby such proceeding shall not have been dismissed (provided, however, that the non-dismissal of any such proceeding shall not be a default hereunder so long as all of Tenant's covenants and obligations hereunder are being performed by or on behalf of Tenant); then Landlord shall be entitled to its election (unless Tenant shall cure such default prior to such election), to exercise concurrently or successively, any one or more of the following rights:
- i. Terminate this Lease by giving Tenant notice of termination, in which event this Lease shall expire and terminate on the date specified in such notice of termination, with the same force and effect as though the date so specified were the date herein originally fixed as the termination date of the term of this Lease, and all rights of Tenant under this Lease and in and to the Premises shall expire and terminate, and Tenant shall remain liable for all obligations under this Lease arising up to the date of such termination, and Tenant shall surrender the Premises to Landlord on the date specified in such notice; or
- ii. Terminate this Lease as provided herein and recover from Tenant all damages Landlord may incur by reason of Tenant's default, including, without limitation, a sum which, at the date of such termination, represents the then value of the excess, if any, of (a) the Minimum Rent, Percentage Rent, Taxes and all other sums which would have been payable hereunder by Tenant for the period commencing with the day following the date of such termination and ending with the date herein before set for the expiration of the full term hereby granted, over (b) the aggregate reasonable rental value of the Premises for the same period, all of which excess sum shall be deemed immediately due and payable; or
- iii. Without terminating this Lease, declare immediately due and payable all Minimum Rent, Taxes, and other rents and amounts due and coming due under this Lease for the entire remaining term hereof, together with all other amounts previously due, at once; provided, however, that such payment shall not be deemed a penalty or liquidated damages but shall merely constitute payment in advance of rent for the remainder of said term. Upon making such payment, Tenant shall be entitled to receive from Landlord all rents received by Landlord from other assignees, tenants, and subtenants on account of said Premises during the term of this Lease, provided that the monies to which tenant shall so become entitled shall in no event exceed the entire amount actually paid by Tenant to Landlord

pursuant to the preceding sentence less all costs, expenses and attorney's fees of Landlord incurred in connection with the reletting of the Premises; or

iv. Without terminating this Lease, and with or without notice to Tenant, Landlord may in its own name but as agent for Tenant enter into and upon and take possession of the Premises or any part thereof, and, at landlord's option, remove persons and property therefrom, and such property, if any, may be removed and stored in a warehouse or elsewhere at the cost of, and for the account of Tenant, all without being deemed guilty of trespass or becoming liable for any loss or damage which may be occasioned thereby, and Landlord may rent the Premises or any portion thereof as the agent of Tenant with or without advertisement, and by private negotiations and for any term upon such terms and conditions as Landlord may deem necessary or desirable in order to relet the Premises. Landlord shall in no way be responsible or liable for any rental concessions or any failure to rent the Premises or any part thereof, or for any failure to collect any rent due upon such reletting. Upon such reletting, all rentals received by Landlord from such reletting shall be applied: first, to the payment of any indebtedness (other than any rent due hereunder) from Tenant to Landlord; second, to the payment of any costs and expenses of such reletting, including, without limitation, brokerage fees and attorney's fees and costs of alterations and repairs; third, to the payment of rent and other charges then due and unpaid hereunder; and the residue, if any shall be held by Landlord to the extent of and for application in payment of future rent as the same may become due and payable hereunder. In reletting the Premises as aforesaid, Landlord may grant rent concessions and Tenant shall not be credited therefor.

If such rentals received from such reletting shall at any time or from time to time be less than sufficient to pay to Landlord the entire sums then due from Tenant hereunder, Tenant shall pay any such deficiency to Landlord. Such deficiency shall, at Landlord's option, be calculated and paid monthly. No such reletting shall be construed as an election by Landlord to terminate this Lease unless a written notice of such election has been given to Tenant by Landlord. Notwithstanding any such reletting without termination, Landlord may at any time thereafter elect to terminate this Lease for any such previous default provided same has not been cured; or

v. Without liability to Tenant or any other party and without constituting a constructive or actual eviction, suspend or discontinue furnishing or rendering to Tenant any property, material, labor, Utilities or other service, whether Landlord is obligated to furnish or render the same, so long as Tenant is in default under this Lease; or

vi. Allow the Premises to remain unoccupied and collect rent from Tenant as it comes due; or

vii. Foreclose the security interest described herein, including the immediate taking of possession of all property on or in the Premises; or

viii. Pursue such other remedies as are available at law or equity.

e. Landlord's pursuit of any remedy of remedies, including without limitation, any one or more of the remedies stated herein shall not (1) constitute an election of remedies or preclude pursuit of any other remedy or remedies provided in this Lease or any other remedy or remedies provided by law or in

equity, separately or concurrently or in any combination, or (2) sever as the basis for any claim of constructive eviction, or allow Tenant to withhold any payments under this Lease.

Section 2. Landlord's Self Help. If in the performance or observance of any agreement or condition in this Lease contained on its part to be performed or observed and shall not cure such default within thirty (30) days after notice from Landlord specifying the default (or if such default shall reasonably take more than thirty (30) days to cure, shall diligently prosecuted the same to completion), Landlord may, at its option, without waiving any claim for damages for breach of agreement, at any time thereafter cure such default for the account of Tenant, and any amount paid or contractual liability incurred by Landlord in so doing shall be deemed paid or incurred for the account of Tenant and Tenant agrees to reimburse Landlord therefor and save Landlord harmless therefrom. Provided, however, that Landlord may cure any such default as aforesaid prior to the expiration of said waiting period, without notice to Tenant if any emergency situation exists, or after notice to Tenant, if the curing of such default prior to the expiration of said waiting period is reasonably necessary to protect the Leased Premises or Landlord's interest therein, or to prevent injury or damage to persons or property. If Tenant shall fail to reimburse Landlord upon demand for any amount paid for the account of Tenant hereunder, said amount shall be added to and become due as a part of the next payment of rent due and shall for all purposes be deemed and treated as rent hereunder.

Section 3. Tenant's Self Help. If Landlord shall default in the performance or observance of any agreement or condition in this Lease contained on its part to be performed or observed, and if Landlord shall not cure such default within thirty (30) days after notice from Tenant specifying the default (or, if such default shall reasonably take more than thirty (30) days to cure, and Landlord shall not have commenced the same within the thirty (30) days and diligently prosecuted the same to completion), Tenant may, at its option, without waiving any claim for damages for breach of agreement, at any time thereafter cure such default for the account of Landlord and any amount paid or any contractual liability incurred by Tenant in so doing shall be deemed paid or incurred for the account of Landlord and Landlord shall reimburse Tenant therefor and save Tenant harmless therefrom. Provided, however, that Tenant may cure any such default as aforesaid prior to the expiration of said waiting period, without notice to Landlord if an emergency situation exists, or after notice to Landlord, if the curing of such default prior to the expiration of said waiting period is reasonably necessary to protect the Leased Premises or Tenant's interest therein or to prevent injury or damage to persons or property. If Landlord shall fail to reimburse Tenant upon demand for any amount paid or liability incurred for the account of Landlord hereunder, said amount or liability may be deducted by Tenant from the next or any succeeding payments of rent due hereunder; provided, however, that should said amount or the liability therefor be disputed by Landlord, Landlord may contest its liability or the amount thereof, through arbitration or through a declaratory judgment action and Landlord shall bear the cost of the filing fees therefor.

ARTICLE XI - EXTENSIONS/WAIVERS/DISPUTES

Section I. Extension Period. Any extension hereof shall be subject to the provisions of Article III hereof.

Section 2. Holding Over. In the event that Tenant or anyone claiming under Tenant shall continue occupancy of the Leased Premises after the expiration of the term of this Lease or any renewal or extension thereof without any agreement in writing between Landlord and Tenant with respect thereto, such occupancy shall not be deemed to extend or renew the term of the Lease, but such occupancy shall continue as a tenancy at will, from month to month, upon the covenants, provisions and conditions herein contained. The rental shall be the rental in effect during the term of this Lease as extended or renewed, prorated and payable for the period of such occupancy.

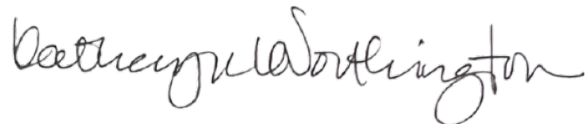
Section 3. Waivers. Failure of either party to complain of any act or omission on the part of the other party, no matter how long the same may continue, shall not be deemed to be a waiver by said party of any of its rights hereunder. No waiver by either party at any time, express or implied, of any breach of any provision of this Lease shall be deemed a waiver of a breach of any other provision of this Lease or a consent to any subsequent breach of the same or any other provision. If any action by either party shall require the consent or approval of the other party, the other party's consent to or approval of such action on any one occasion shall not be deemed a consent to or approval of said action on any subsequent occasion or a consent to or approval of any other action on the same or any subsequent occasion. Any and all rights and remedies which either party may have under this Lease or by operation of law, either at law or in equity, upon any breach, shall be distinct, separate and cumulative and shall not be deemed inconsistent with each other, and no one of them, whether exercised by said party or not, shall be deemed to be an exclusion of any other; and any two or more or all of such rights and remedies may be exercised at the same time.

IN WITNESS WHEREOF, the parties hereto have executed this Lease the day and year first above written or have caused this Lease to be executed by their respective officers thereunto duly authorized.



CROSSNORE COMMUNITIES FOR CHILDREN

Brett Loftis
Chief Executive Officer
Crossnore Communities for Children
Date:



CROSSNORE COMMUNITY CHARTER

Katheryn Northington
Board Chair
Crossnore Community Charter
Date: 4/17/23



MARJORIE WILLIAMS ACADEMY

129 Allen Circle | Newland, NC 28657
P: 828.733.5241 F: 828.737.7915

www.williamsacademy.org

April 18, 2023

To Whom It May Concern,

I am writing this letter to express my strong support for the establishment of Crossnore Community Charter (CCC) - a new trauma-informed charter school on the campus of Crossnore Communities for Children in Winston-Salem. I currently serve as principal of Marjorie Williams Academy, located on the campus of Crossnore Communities for Children in Avery County, NC. I believe that CCC will make a positive impact on the lives of children and families.

Trauma is a serious issue that affects many children. It can have long-lasting effects on their mental health, emotional well-being, and academic success. A trauma-informed school is a place where children feel safe, supported, and understood. It is a place where educators are trained to recognize and respond to the effects of trauma, and where students receive the necessary support to heal and succeed. Trauma-informed schools have been shown to have a positive impact on student achievement, attendance, and behavior. Through open communication, clear behavior expectations, a sensitivity to the feelings and emotions of others, trauma-informed schools provide students the necessary tools to help them succeed in school and in life.

As the principal of Marjorie Williams Academy, a trauma-informed school, I have personally witnessed the positive outcomes in both students and staff using the trauma-informed approach to education. Trauma impacts the course of human development and life outcomes. Children spend on average 185 days in a school environment, and if that environment is a trauma-informed school, the staff can use that time to build relationships with students, identify trauma, understand its impact, and structure their instruction to educate students accordingly. This approach also teaches students the tools necessary to recognize and repair the effects of trauma, and to persevere through life circumstances. Creating resilient students is an important step to ending the cycle of intergenerational trauma.

I urge you to consider the establishment of CCC. I believe that this school would be an invaluable resource for children and families, and I am confident that it would make a positive difference in the lives of many. Thank you for your time and consideration.

Respectfully,

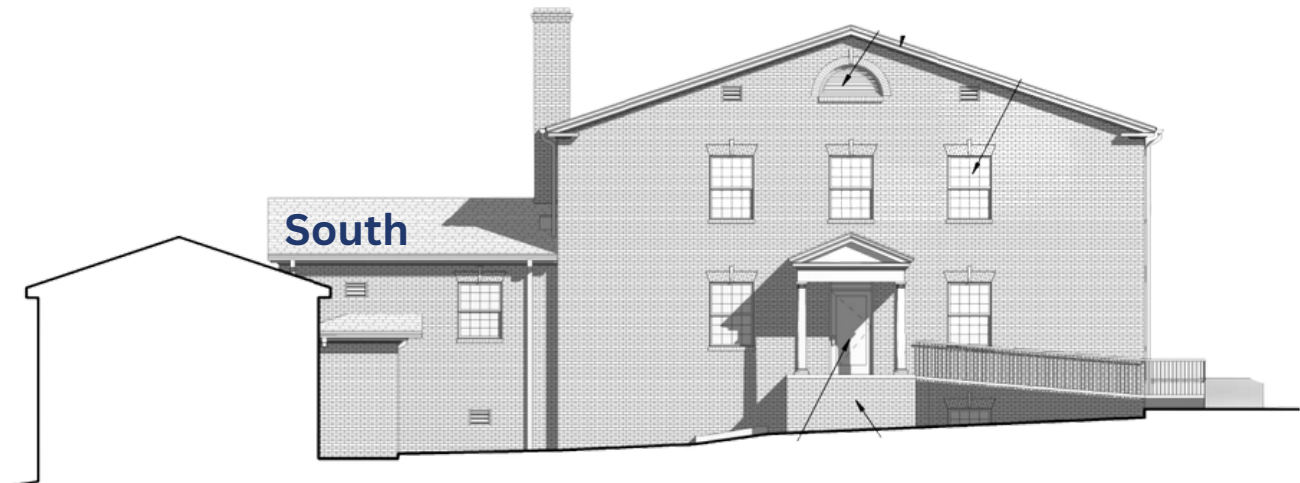
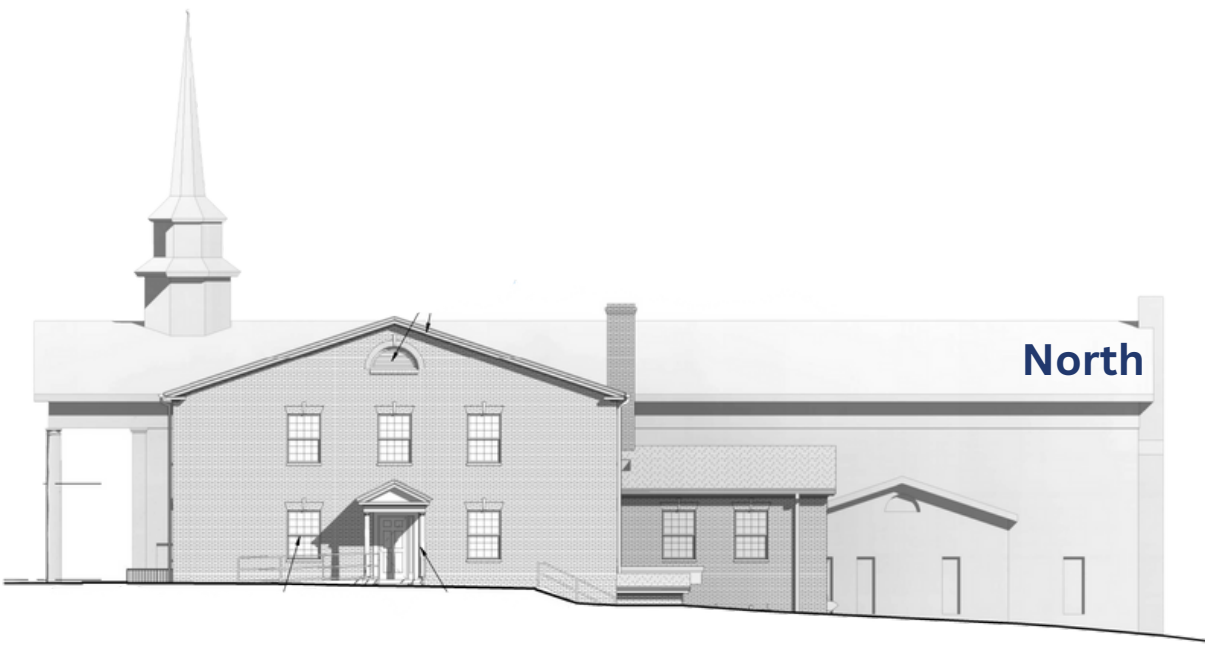
Cyndi Austin, Ed.D

Dream it. Believe it. Achieve it.

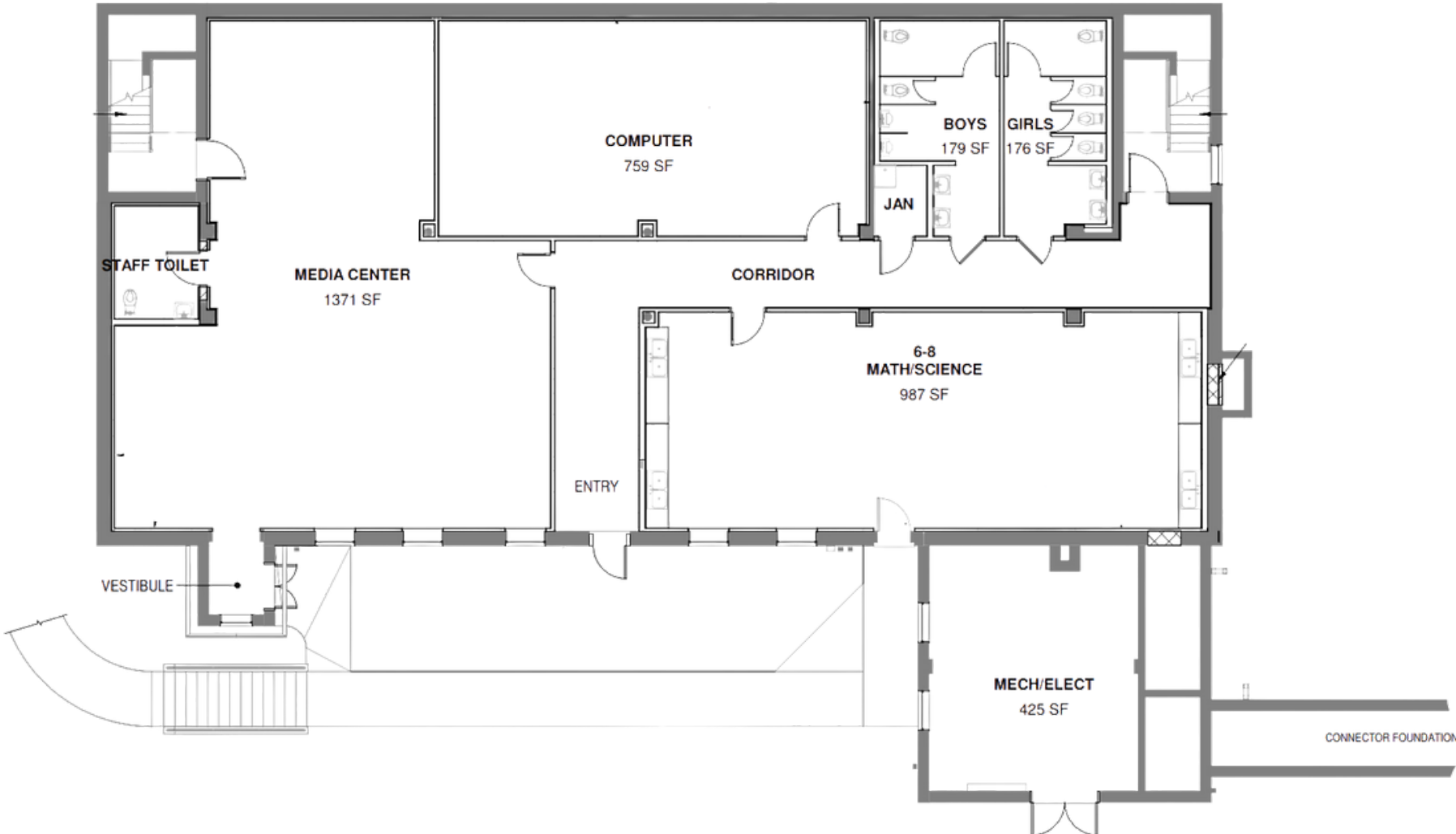
Charter School - Middle - East & West View



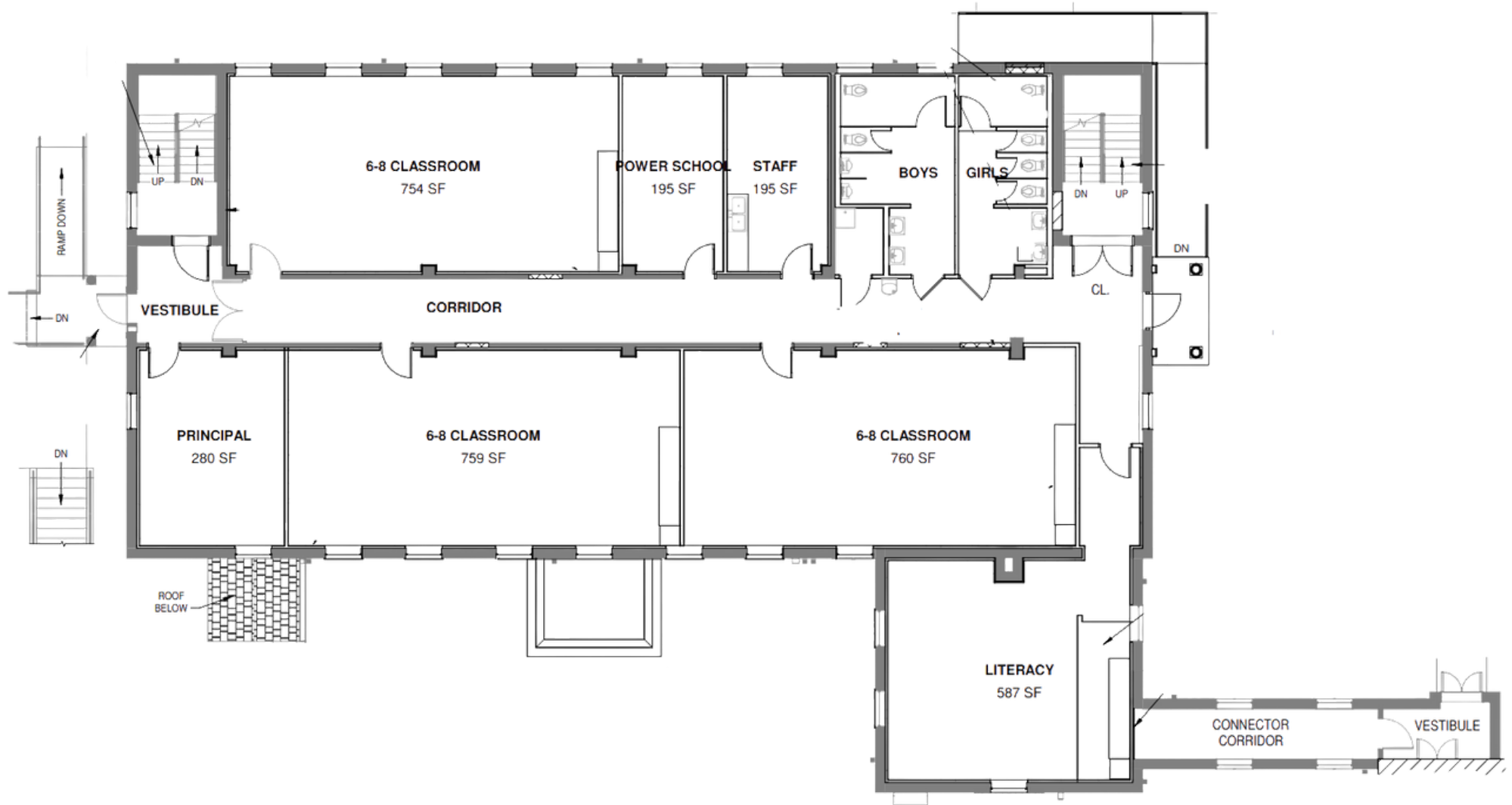
Charter School - Middle - North & South View



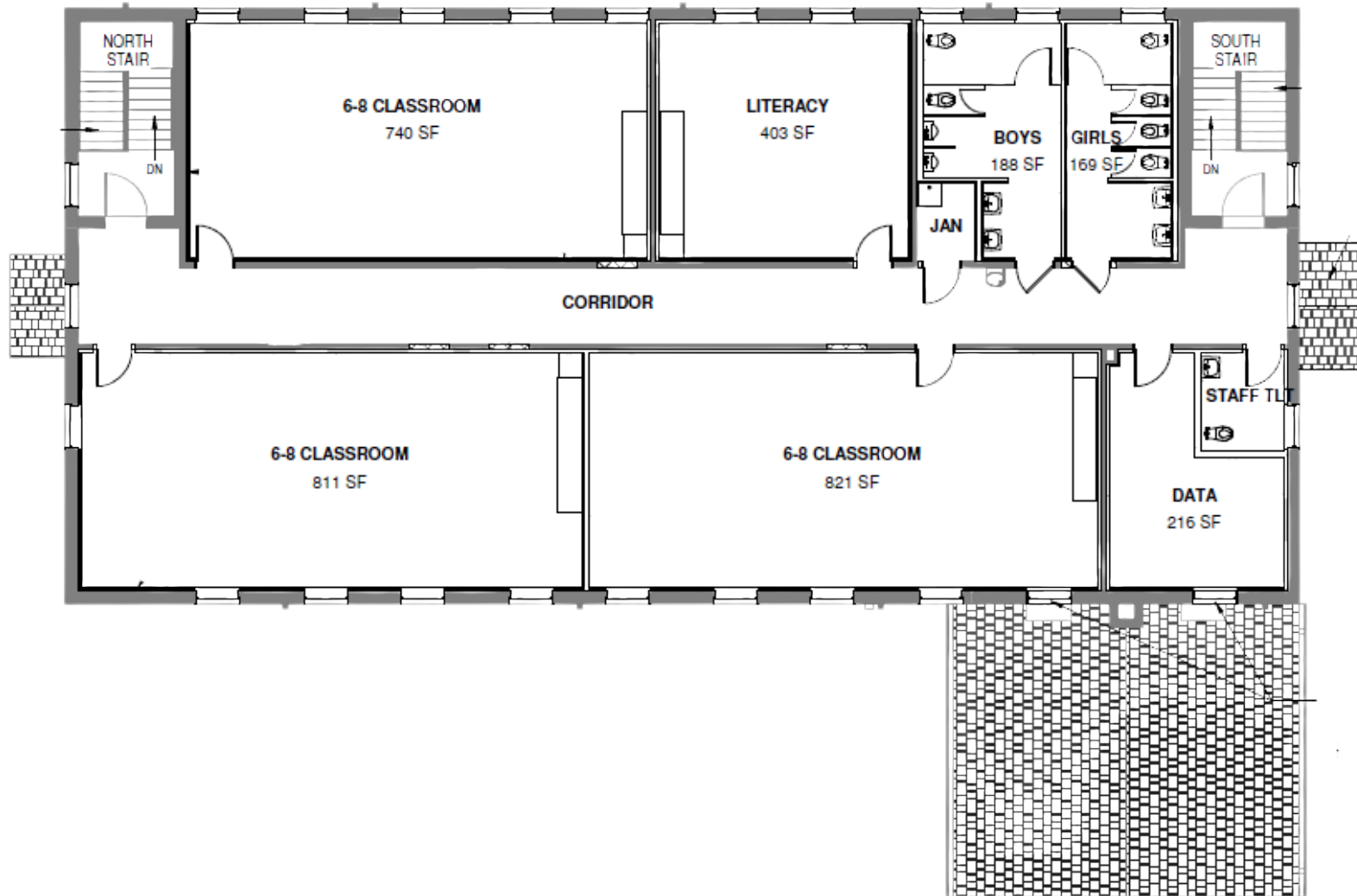
Charter School - Middle - Tech - 1st Floor



Charter School - Middle - 2nd Floor



Charter School - Middle - 3rd Floor



CROSSNORE COMMUNITY CHARTER

JOB TITLE: Principal

REPORTS TO: Board of Directors

SUMMARY: The Principal is the school's leader. S/he will develop a coherent system of curriculum, instruction and assessment that promotes the mission and vision of Crossnore Community Charter (CCC). Working in close partnership with the other school leaders, the Principal establishes and communicates high expectations that promote a culture of academic excellence. Building on the school's foundation in trauma informed practices, the Principal strives to create a culture of rigorous learning with increased outcomes for all students. The Principal promotes the professional growth of every teacher and ensures that professional development, feedback, and coaching are aligned with formal and informal evaluation systems. The Principal is responsible for ensuring compliance with North Carolina Department of Public Instruction (NCDPI) policies. As the face of the school, the Principal upholds the values of CCC in interactions with all stakeholders, including families, funders, and the larger community.

STATUS: Full Time, Exempt - 12 Months

PAY SCALE: Hiring Range: \$90,000 - \$105,000

BENEFITS: Benefits package includes health/dental/vision insurance, life, short-term disability and long-term disability plans, critical illness and accident coverage options, flexible spending plans, and 401k with employer match (up to 6%).

***Pre-Hire Requirements:** Must successfully complete extensive background checks, interviews, and pre-hire drug screen. CCC is requiring new hires (excluding those with an approved medical or religious exemption) to be vaccinated for COVID-19 as a condition of employment to help ensure the safety of all employees, youth and families served.*

EXPERIENCE AND EDUCATION DESIRED

- ★ Master's degree in Education or a related field from an accredited college or university.
- ★ North Carolina Advanced Professional Certificate with a Principal/Superintendent or Administrator I and II endorsement.
- ★ Five years of administrative and/or supervisory experience, including school-based administrative experience.
- ★ K-8 classroom teaching experience preferred.
- ★ Experience with trauma-informed care is preferred.
- ★ Experience working with child welfare systems, Mental Health providers, and/or children and families preferred.
- ★ Demonstrated success in implementing culturally relevant pedagogy and ability to support instructional and school support staff in leading a diverse learning population.
- ★ Track record of achieving measurable gains in student achievement resulting from effective leadership.
- ★ Demonstrated success in identifying, growing, and leveraging the potential of teams.
- ★ Experience in school-based budget preparation and management.

SKILLS & COMPETENCIES

- ★ Proven track record of exemplary leadership in a collaborative environment.
- ★ A commitment to excellence, and a passion for serving the community, including individuals, families, teams, and partner organizations.
- ★ Demonstrated ability to take initiative and exercise swift decision-making, grounded in sound judgment and understanding of nuanced circumstances.
- ★ Strong organizational skills and exhibited skill in appropriate follow through.
- ★ Ability to work successfully on multiple projects with attention to detail is essential.
- ★ Ability to think strategically, develop key performance indicators, and motivate staff in strategy implementation.
- ★ Proven ability to build successful internal and external relationships.
- ★ Ability to be a team player and work on diverse teams.
- ★ Demonstrated ability to respond calmly in crisis situations and knowledge of cultural issues that can affect care or team dynamics.
- ★ Ability to exercise considerable judgment and discretion and to maintain confidentiality within and outside the organization.
- ★ Positive attitude, patience and good listening skills.
- ★ Excellent written/oral communication skills, and professional public speaking skills.
- ★ Proficiency in the use of computer applications (including Google Suite), email, and mobile technologies.
- ★ Ability to work nights and weekends.
- ★ Valid Driver's License, travel throughout the region will be required.

JOB DUTIES & RESPONSIBILITIES

- ★ Foster a clear vision that aligns all aspects of the school—curriculum, instruction, assessment, policy, equity, and culture—to student learning.
- ★ Engage school constituents in creating a rigorous academic program and positive school culture that root out disparities in achievement.
- ★ Continuously communicate the vision for all constituents, recruiting internal and external partners (including parents) to support the vision.
- ★ Identify and remove impediments from the path to achieving the school vision.
- ★ Use data from traditional measures of academic achievement, character growth, student work, and parent input to identify questions that drive school improvement.
- ★ Work to make CCC a community school, providing wrap-around support and engagement activities for students and families.
- ★ Create structures for selection and retention of high quality staff.
- ★ Assume primary responsibility for increasing student achievement, infusing trauma-informed practices, ensuring the needs of all learners are addressed, and coordinating on-site professional development.
- ★ Model being an engaged learner in professional development.
- ★ Continue to develop best practices in effective leadership.
- ★ Work to establish and maintain clearly articulated roles and responsibilities for all positions in the organization.
- ★ Deploy staff members tactically and flexibly to best meet student needs.
- ★ Use job descriptions, performance expectations, and evaluation processes to identify the professional knowledge and skills necessary to achieve the school's vision.

- ★ Analyze and build other school leaders' capacity to provide teachers appropriate professional development, coaching and support.
- ★ Ensure a high level of staff participation in professional development.
- ★ Provide the necessary resources to develop every teacher's content knowledge and instructional repertoire, ensuring school-wide excellence.
- ★ Support inquiry-based staff development approaches such as study groups, coaching, and structured observations to help teachers focus on the relationship between student learning and instructional and assessment practices.
- ★ Reinforce and institutionalize the implementation of best practices through observation, coaching, and evaluation processes.
- ★ Regularly conduct walkthroughs in order to discuss and define the qualities of effective instruction, and to identify patterns of instructional strengths and areas for improvement across classrooms.
- ★ Supplement formal observations with shorter, targeted mini-observations that result in descriptive feedback, as opposed to evaluative feedback.
- ★ Focus instructional coaching on student achievement using data.
- ★ Work to ensure that all teachers, whether one-on-one or in small groups, engage in non-evaluative coaching cycles with school leadership and colleagues.
- ★ Structure instructional coaching cycles to include goal setting, learning, observation, data collection, and reflection.
- ★ Hold regular data conversations using data from interim assessments, state tests, and in-class tasks.
- ★ Use data conversations to identify professional development opportunities that will support individual teacher growth.
- ★ Disaggregate data by teacher and content area to study patterns of teacher and program performance, with proper cautions regarding assumptions of causality.
- ★ Align observations, data analysis, and feedback with formal evaluation tools to support teacher growth and provide assessment for learning.
- ★ Identify opportunities for expanded teacher leadership within the CCC structure.
- ★ Set high expectations and model behaviors that foster mutual respect, integrity, accountability, and commitment.
- ★ Develop norms and protocols for productive collaborative inquiry.
- ★ Engage with individuals from diverse backgrounds through a lens of cultural proficiency, sensitivity, and equity.
- ★ Cultivate shared ownership of successes, challenges and change initiatives.
- ★ Celebrate team achievements and recognize individual accomplishments and contributions.
- ★ Create routines to build trust, support relationships and foster dialogue.
- ★ Structure and support active collaboration among teachers with clear roles, goals and protocols.
- ★ Address conflict productively, professional and proactively.
- ★ Collect and analyze data related to student achievement (standardized tests, report cards, classwork) and other measures related to character, engagement, instructional practice, school culture, and parental involvement to monitor progress toward school-wide goals.
- ★ Identify grade levels, subgroups, and/or disciplines where additional support is needed, and allocate resources to best support student achievement.
- ★ Support the collective ownership of student success by all adults.
- ★ Create a schoolwide schedule and adjust as necessary.

- ★ Create and tweak the school year calendar.
- ★ Effectively utilize various communication systems (robo calls to families, family email list, faculty Google drive, Monthly Update, website, etc.).
- ★ Effectively prioritize and respond quickly to competing demands, especially in crisis.

PHYSICAL DEMANDS - Position may require lifting to 20 pounds at a time with frequent lifting or carrying of objects weighing up to 10 pounds. Frequent walking, standing, and sitting. Frequent reaching and/or grasping using hands and/or arms. May be required to ascend/descend stairs. Frequent use of hands requiring dexterity in using the telephone, computer keyboard, or other objects. Visual ability including distance, peripheral and depth perception. Ability to drive. Regularly required to talk and hear.

The above list is not all-inclusive. Other responsibilities may become necessary in the course of working routines and therefore be required.

APPLY FOR THIS POSITION

Please submit an online application to CCC@crossnore.org. This includes:

- ★ A letter of introduction that provides an overview of who you are as an educator and a leader, and describes your vision for an effective K – 8th grade charter school.
- ★ Resume that clearly demonstrates the above minimum qualifications.
- ★ All transcripts and/or certificates that reflect the minimum qualifications.
- ★ Three letters of reference with current contact information, including phone number and email address.

NOTICE OF NONDISCRIMINATION

Crossnore Community Charter does not discriminate on the basis of race, color, ancestry or national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, disability, veteran status, genetic information, or age in its employment, programs and activities and provides equal access to the Boy Scouts of America and other designated youth groups.

April 1, 2023

Ashley Baquero
Director, Office of Charter Schools
Department of Public Instruction
301 N Wilmington Street
Raleigh, NC 27601-2825

RE: Crossnore Community Charter

Dear Ms. Baquero,

It is an honor to write this letter of commitment and support for Crossnore Community Charter on behalf of Crossnore Communities for Children.

We recognize the tremendous financial strain that new charter schools face as they work to grow to a sustainable size. We also recognize the challenge many charters face in finding suitable facilities. Finally, we appreciate the tremendous benefit of allowing charter schools to grow gradually over time.

On behalf of Crossnore Communities for Children, we have extended the following offer to Crossnore Community Charter. This offer is similar to the structure we have in place in Avery County at Marjorie Williams Academy.

We own the land and buildings upon which Crossnore Community Charter will sit. We plan to provide the following to Crossnore Community Charter:

Expense	Total Amount	Additional Details
Architect, Land Planning & Engineering	\$1,280,000	All costs related to the pre-construction phase of the renovation are included.
Initial Construction and Renovation Costs	\$6,820,000	All costs related to the construction and renovation of the existing structures to meet the needs of Crossnore Community Charter.

Planning Year Expenses	\$500,001	Funds will offset start-up year expenses and will be available immediately. This includes all furniture and fixtures.
Years 1 - 4 Expenses	\$1,035,000	Funds will offset operating expenses for Years 1 - Year 4.
Rent	\$66,000 Annually In-Kind	We will provide an initial five-year lease agreement to Crossnore Community Charter to pay an annual lease payment of \$1. An opportunity to renew the lease agreement will be available. The lease agreement is included with this letter.
Child Nutrition	\$96,400 \$1,205/Student Annually In-Kind	Our Dietary Services Team will manage all aspects of school breakfast and lunch for students at Crossnore Community Charter. Students who are living in foster care on our campus are already receiving free/reduced lunch and our team is familiar with what is required for participation. We will manage the program as we do at Marjorie Williams Academy, so no costs will be incurred or associated with the program.
Maintenance	\$8,000 \$100/Student Annually In-Kind	We will provide all custodial services and maintenance support at no cost. This includes, but is not limited to: daily cleaning services, building maintenance, and grounds management.

Marketing Support	\$60,000 Annually In-Kind	We know that successful recruiting is crucial to launching a new charter school. With the combined experience of our staff, we are prepared to offer our expertise in designing and executing an effective marketing campaign and ongoing promotional support. This will likely include: website design and maintenance, recruitment materials, brochures and promotional materials, and advertising.
Total Value of Investment	\$9,865,401	

If I can offer any more details or information, please do not hesitate to reach out.

Sincerely,



Brett A. Loftis
Chief Executive Officer
Crossnore Communities for Children

**BYLAWS OF
CROSSNORE COMMUNITY CHARTER
(the “Corporation”)**

ARTICLE I

Name and Principal Office

1.1 Name. The name of the non-profit corporation is CROSSNORE COMMUNITY CHARTER (Corporation) duly authorized under the statutes of the State of North Carolina.

1.2 Principal Office. The principal office of the Corporation shall be located at such place as the Board of Directors may determine from time to time.

ARTICLE II

Purpose

2.1 The objects and purposes for which the Corporation is formed are set forth in the Articles of Incorporation.

ARTICLE III

Members

3.1 No Members. The Corporation shall have no members. All functions and affairs of the Corporation shall be directed entirely by the Board of Directors thereof.

ARTICLE IV

Directors

4.1 General Powers. All corporate powers shall be exercised by or under the authority of, and the affairs of the Corporation managed under the direction of, the board of directors.

4.2 Number, Election, Classification, and Term.

(a) The initial number of directors shall be equal to the number of directors initially elected by the incorporator. Thereafter, the Board may determine from time to time the number of directors constituting the entire Board and directors shall be elected by the majority vote of the directors then in office.

(b) Director terms shall be staggered such that approximately one-third of the directors shall be either re-elected or replaced every year. Directors who are elected at the organizational meeting and directors who are elected to fill vacancies and newly created directorships may serve for an initial term of one, two or three years, as corresponds to the term of their class of directors, and thereafter the successors in each class of directors shall be elected to serve for terms of three years. Directors shall hold office until the

expiration of their term and until their successors are elected and qualified, or until their earlier resignation, removal, or death. Directors may serve unlimited consecutive terms.

4.3 Removal and Resignation. Any director may be removed with or without cause upon the vote of a majority of the directors then in office. Any director may resign at any time by giving notice thereof in writing to the President or Secretary. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time such resignation is received by the President or Secretary.

4.4 Vacancies. Any vacancy occurring in the directors may be filled by a majority of the remaining directors, though less than a quorum. A director appointed or elected to fill a vacancy shall hold office for the remainder of the vacated term and until a successor is duly elected and qualified, or the earlier of such director's resignation, removal, or death.

4.5 Compensation. Directors shall not be compensated for their services as such, but the Board of Directors may provide for the payment of reasonable expenses incurred by directors in connection with the performance of their duties.

4.6 Executive and Other Committees and Boards. The Board of Directors, by resolution adopted by a majority of the number of directors then in office, may designate from among its members an Executive Committee and one or more other committees of the Board of Directors, each consisting of two or more directors, and each of which, to the extent provided in the resolution, shall have and may exercise all of the authority of the Board of Directors in the management of the affairs of the Corporation, except as to matters which are by law specifically excepted from the authority of such committees. Any such committee or any member thereof may be discharged by a majority of the directors present at a meeting at which a quorum is present, or by informal action by the Board of Directors as permitted by law or in these bylaws. By resolution adopted by a majority of the number of directors then in office, the Board of Directors may appoint such other advisory boards and committees as it may from time to time deem appropriate, each such other advisory board or committee to consist of one or more directors and one or more persons who are not directors, to serve at the pleasure of the Board of Directors, and to have such authority and perform such functions as may be specified from time to time by the Board of Directors, provided that no such advisory board or committee shall be delegated the authority of the Board of Directors.

4.7 Officers of the Board. The Board of Directors may elect a Chair and Vice-Chair, as officers of the Board (each being a "Board Officer," and collectively the "Board Officers"). The Chair shall preside over meetings of the Board. In the absence or disability of the Chair, the Vice-Chair shall exercise the powers and perform the duties of the Chair until a replacement chair is elected or the disability of the Chair is removed. The Board Officers shall be elected by the Board of Directors. Such election may be held at any regular or special meeting of the Board of Directors. Each Board Officer shall serve for a term of one year following his or her election and until such time as his or her respective successor is elected and qualified or until his or her earlier death, resignation or removal.

Any vacancy in any Board Officer position arising from any cause may be filled for the

unexpired portion of the term by the Board of Directors. The Board Officers may resign at any time by communicating such Board Officer's resignation to the Corporation. A resignation is effective when it is communicated, unless it specifies in writing a later effective date. If a resignation is made effective at a later date and the Corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors provides that the successor does not take office until the effective date. Any Board Officer may be removed by the Board of Directors with or without cause. If a director serving as a Board Officer ceases to be a director for any reason, such person shall also simultaneously cease to be a Board Officer.

ARTICLE V

Meetings of Directors

5.1 Regular Meetings. The Board of Directors shall hold at least eight (8) regular meetings each year at a time and place as it may determine. One such meeting may be designated as the Annual Meeting for the purpose of the election of directors, officers, and for the transaction of other business as may properly come before the meeting.

5.2 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President, or any two directors.

5.3 Notice of Meetings. Notice of any regular meeting, including annual board retreat, of the Board of Directors shall be given to the Directors at least five days prior thereto or consistent with North Carolina Open Meetings law. Notice of any special meeting of the Board of Directors shall be given at least two days (48 hours) prior thereto or consistent with North Carolina Open Meetings law. Notice of Emergency meetings shall be made consistent with North Carolina's Open Meeting laws. All notices shall be delivered by any feasible means of communication as permitted by law and consistent with North Carolina's Open Meeting laws. Directors shall be required to notify the Chair of their inability to attend any meeting at least twenty-four hours prior to meeting time.

5.4 Waiver of Notice. Any director may waive notice of any directors' meeting held without proper call or notice, either before or after the meeting is held. The waiver shall be in writing, signed by the director entitled to notice, and filed with the minutes or corporate records. Attendance by a director at a meeting shall constitute a waiver of notice of such meeting unless the director at the beginning of the meeting or promptly upon his or her arrival objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

5.5 Quorum. A majority of the directors in office immediately before the meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

5.6 Manner of Acting. Except as otherwise provided by law, in the Articles of Incorporation, or in these bylaws, an act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. The vote of a majority of the number of directors then in office shall be required to adopt a resolution constituting an

Executive or other committee of the Board of Directors. The vote of a majority of the directors then in office shall be required to adopt, amend or repeal a bylaw, if otherwise permissible, or to adopt a resolution dissolving the Corporation. Approval of a transaction in which one or more directors have a direct or indirect conflict of interest shall require a majority, not less than two, of the disinterested directors present, even though less than a quorum. Vacancies in the Board of Directors may be filled as provided in Article IV, Section 4 of these bylaws.

5.7 Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors or a committee of the Board of Directors when corporate action is taken shall be deemed to have assented to the action taken unless (a) the director objects at the beginning of the meeting (or promptly upon the director's arrival) to holding it or transacting business at the meeting, (b) the director's dissent or abstention from the action shall be entered in the minutes of the meeting, or (c) the director shall file written notice of dissent or abstention to such action with the presiding officer of the meeting before the adjournment thereof or with the Corporation immediately after adjournment of the meeting. Such right of dissent or abstention shall not apply to a director who voted in favor of the action taken.

5.8 Informal Action by Directors. Any action that is required or permitted to be taken at a meeting of directors may be taken without a meeting if one or more consents in writing, setting forth the action so taken, shall be signed by all directors who would be entitled to vote upon such action at a meeting and filed with the Secretary of the Corporation to be kept in the corporate minute book or filed with the corporate records, whether done before or after the action so taken.

5.9 Attendance by Telephone or Other Means. The Board of Directors may permit any or all directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting.

5.10 Open Meetings. The Board of Directors shall abide by the public policy of the State of North Carolina in regards to Board meetings as described in the North Carolina Open Meetings Law.

ARTICLE VI

Officers

6.1 Number. The officers of the Corporation shall consist of a President, a Secretary, a Treasurer, and such Vice Presidents, Assistant Secretaries, Assistant Treasurers and other officers as the Board of Directors may from time to time elect. Any two or more offices may be held by the same person, but no officer may act in more than one capacity where action of two or more officers is required. It shall not be necessary for any officer to be a director of the Corporation.

6.2 Election and Term. The officers of the Corporation shall be elected by the Board of Directors. Such election may be held at any regular or special meeting of the Board of

Directors. Each officer shall hold office until his death, resignation, retirement, removal, disqualification, or until his successor is elected and qualified.

6.3 Resignation. An officer may resign at any time by communicating such officer's resignation to the Corporation. A resignation is effective when it is communicated, unless it specifies in writing a later effective date. If a resignation is made effective at a later date and the Corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors provides that the successor does not take office until the effective date.

6.4 Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors with or without cause; but said removal shall be without prejudice to the contract rights, if any, of the person so removed.

6.5 Compensation. Directors shall not be compensated for their services as such, but the Board of Directors may provide for the payment of reasonable expenses incurred by directors in connection with the performance of their duties.

6.6 President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall supervise and control the management of the Corporation according to these bylaws. The President shall, when present, unless the Board of Directors determines otherwise, preside at all meetings of the directors and, in general, shall perform all duties as may be prescribed by the Board of Directors from time to time.

6.7 Vice Presidents. The Vice Presidents shall perform such duties as may be assigned to them, respectively, from time to time by the President or the Board of Directors.

6.8 Secretary. The Secretary shall keep as permanent records (a) minutes of all meetings of the Corporation's Board of Directors, (b) a record of all actions taken by the directors without a meeting, and (c) a record of all actions taken by committees of the Board of Directors on behalf of the Corporation. The Secretary shall give all notices required by law and by these bylaws. The Secretary shall have general charge of the corporate records and books. The Secretary shall sign such instruments as may require his or her signature, and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned from time to time by the President, or by the Board of Directors.

6.9 Treasurer. The Treasurer shall have custody of all funds and securities belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors. The Treasurer shall keep full and accurate accounts of the finances of the Corporation in books especially provided for that purpose. The Treasurer shall, in general, perform all duties incident to the office and such other duties as may be assigned to him from time to time by the President or by the Board of Directors. The Board of Directors may from time to time designate one or more fiscal agents to perform all or any part of the duties of the Treasurer.

6.10 Assistant Secretaries and Assistant Treasurers. The Assistant Secretaries and Assistant Treasurers shall, in the absence or disability of the Secretary or the Treasurer, respectively, perform the duties and exercise the powers of those offices and shall, in general, perform such other duties as shall be assigned to them by the Secretary or the Treasurer, respectively, or by the President or the Board of Directors.

6.11 Bond. The Board of Directors may by resolution require any or all officers, agents and employees of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of their respective offices or positions, and to comply with such other conditions as may from time to time be required by the Board of Directors.

ARTICLE VII **Indemnification**

7.1 Extent. In addition to the indemnification otherwise provided by law, the Corporation shall indemnify and hold harmless, to the extent not prohibited by these bylaws or law, its directors and officers against liability and expenses, including reasonable attorneys' fees, incurred in connection with any action, suit, proceeding or claim arising out of their status as directors or officers or their activities in any of such capacities or in any capacity in which any of them is or was serving, at the Corporation's request, in another corporation, limited liability company, partnership, joint venture, trust, or other enterprise; provided, however, that the Corporation shall not indemnify a director or officer against any liability or litigation expense that the director or officer may incur on account of activities that at the time taken were believed or known by the director or officer to be clearly in conflict with the best interests of the Corporation or if the director or officer received an improper personal benefit. The Corporation shall also indemnify a director or officer for reasonable costs, expenses and attorneys' fees in connection with the enforcement of rights to indemnification granted herein, if it is determined in accordance with Section 2 of this Article VII that the director or officer is entitled to indemnification.

7.2 Determination. Indemnification under Section 1 of this Article VII shall be paid by the Corporation with respect to any action, suit, proceeding or claim only after a determination that the liability and/or litigation expenses for which indemnification is sought (a) were not incurred on account of activities which at the time taken were believed or known (or reasonably should have known) by the person seeking indemnification to be clearly in conflict with the best interests of the Corporation and (b) did not involve any transaction from which the person seeking indemnification derived an improper personal benefit. Such determination shall be made (i) by the affirmative vote of a majority of the directors (but not less than two) who were not parties to the action, suit or proceeding or against whom the claim was not asserted ("disinterested directors") even though less than a quorum, (ii) by independent legal counsel in a written opinion, or (iii) by a court of competent jurisdiction.

7.3 Advanced Expenses. Expenses incurred by a director or officer in defending any action, suit, proceeding or claim may, upon the approval of the majority of the disinterested directors (but not less than two), even though less than a quorum, or, if there are less than two

disinterested directors, upon unanimous approval of the Board of Directors, be paid by the Corporation in advance of the final disposition of such action, suit, proceeding or claim upon receipt of an undertaking by or on behalf of the director or officer to repay such amounts advanced unless it shall ultimately be determined that the director or officer is entitled to be indemnified against such expenses by the Corporation.

7.4 Reliance and Consideration. Any director or officer who at any time after the adoption of this Article VII serves or has served in any of the aforesaid capacities for or on behalf of the Corporation shall be deemed to be doing so or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right shall inure to the benefit of the legal representatives of any such person and shall not be exclusive of any other rights to which such person may be entitled apart from the provision of this Article VII. No amendment, modification or repeal of this Article VII shall adversely affect the right of any director or officer to indemnification hereunder with respect to any activities occurring prior to the time of such amendment, modification or repeal.

7.5 Prohibited Indemnification. Notwithstanding any provisions contained in this Article VII, in no case shall the Corporation indemnify, reimburse or insure any person for any taxes imposed on such individuals under Chapter 42 of the Internal Revenue Code of 1986, as now in effect or as hereafter may be amended (“Code”). Further, no payment shall be made under this Article VII if such payment would constitute an act of self-dealing or a taxable expenditure as defined in Section 4941(d) or Section 4945(d), respectively, of the Code.

7.6 Insurance. The Corporation may purchase and maintain general liability and directors/officers insurance in an amount determined reasonable by the Board of Directors on behalf of its directors, officers, employees and agents and those persons who were serving at the request of the Corporation as a director, officer, partner, trustee, employee, or agent of, or in some other capacity in, another Corporation, limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise against any liability asserted against or incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify against such liability under the provisions of this Article VII or otherwise. Any full or partial payment made by an insurance company under any insurance policy covering any director, officer, employee or agent made to or on behalf of a person entitled to indemnification under this Article VII shall relieve the Corporation of its liability for indemnification provided for in this Article VII or otherwise to the extent of such payment, and no insurer shall have a right of subrogation against the Corporation with respect to such payment.

7.7 Savings Clause. If this Article VII, or any portion hereof, shall be invalidated on any ground by any court or agency of competent jurisdiction, then the Corporation shall nevertheless indemnify each person indemnified hereunder to the fullest extent permitted by the portion of this Article VII that is not invalidated and also to the fullest extent permitted or required by applicable law.

ARTICLE VIII **General Provisions**

8.1 Exempt Activities. Notwithstanding any other provision of these bylaws, director, officer, employee or representative of the Corporation shall take any action or carry any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code, and its Regulations as they now exist, or as they may hereafter be amended, or by an organization, contributions to which are deductible under Section 170(c)(2) of the Code and Regulations as they now exist or as they may hereafter be amended.

8.2 Fiscal Year. Unless otherwise ordered by the Board of Directors, the fiscal year of the Corporation shall be July 1 - June 30.

8.3 Member Action by Written Ballot or Electronic Voting Without a Meeting. Unless prohibited or limited by the articles of incorporation or bylaws and without regard to the requirements of G.S. 55A-7-04, any action that may be taken at any annual, regular, or special meeting of members may be taken without a meeting if the corporation delivers a written ballot to every member entitled to vote on the matter. Any requirement that any vote of the members be made by written ballot may be satisfied by a ballot submitted by electronic transmission, including electronic mail, provided that such electronic transmission shall either set forth or be submitted with information from which it can be determined that the electronic transmission was authorized by the member or the member's proxy by written ballots or electronic voting as follows:

(1) Written ballots. – The corporation may deliver a written ballot to members entitled to vote on the matter that sets forth each proposed action and provides an opportunity to vote for or against each proposed action. Unless secret balloting is required on the proposed action, the ballot shall contain or request information sufficient to identify the member or the member's proxy submitting the ballot. Written ballots may be submitted to the corporation by any reasonable means specified by the corporation, including email.

(2) Electronic voting. – The corporation may provide an electronic ballot or electronic notice that sets forth each proposed action and provides an opportunity and instructions on how to vote for or against each proposed action using the electronic ballot or an electronic voting system.

Revised by the Board on May 30, 2023.

ADDITIONAL FREQUENCY— 30 MINUTES ON 6 ROUTES DURING 40 CLOSURE

Starting on April 20, 2019 WSTA routes with 30-minute frequency daytime service will include: **80, 85, 95, 103, 105, and 107.** These routes run service every 30 minutes instead of every hour.

Route	30 Minute Service Monday to Friday (6AM to 6PM)
80	X
85	X
95	X
103	X
105	X
107	X

CHANGE TO ROUTE 109

The 102 now travels from Reynolda Road to Coliseum Drive outbound and inbound. Please visit www.wstransit.com for more information.

EXPRESS ROUTE SERVICE

Express Park & Ride leaves Peter’s Creek Walmart hourly (5-minutes before each hour) until midnight Monday thru Friday. This route stops at the Clark Campbell Transportation Center on Liberty street. Please visit www.wstransit.com for more information.



WSTA BUS FARES (Exact fare only)

Adults Fares

Cash - \$1.00 Transfers - Free
 30-Day Pass - \$30.00
 10-Ride Pass - \$10.00

Elderly-Disabled & Medicare Card Holders

Cash - \$.50 Transfers - Free
 30-Day Pass - \$15.00
 10-Ride Pass - \$5.00

Children shorter than the farebox and accompanied by an adult ride free.

Senior Citizen or Medicare Card or WSTA Special Population Card required as ID for Elderly and Disabled passengers.

HOLIDAY SERVICE

WSTA is CLOSED on the following holidays:

- New Year’s Day
- Birthday of Martin Luther King, Jr.
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

WSTA SERVICE HOURS

(vary by route)

Monday - Friday : 5:00 AM to 11:30 PM
 Saturday: 6:00 AM to 11:30 PM
 Sunday: 7:00 AM to 6:30 PM

Want to know how to reduce your wait time?

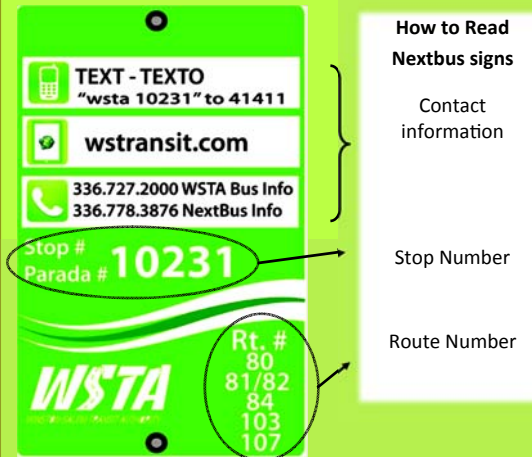
Use NextBus! WSTA’s real-time travel software program allows you to plan and track your trip on your mobile device, laptop or computer.

Design your trip your way by signing up to receive text alerts that will let you know when your bus is headed to your bus stop. Want to know more about how to use NextBus? Contact us at:

Phone: 336-727-2000
 Website: www.wstransit.com

WSTA bus stops have changed!

Look for the green bus stop sign with information on routes you can catch at your stop, and your stop number. Just in case you decided to visit NextBus to figure out the same bus is arriving, your stop number is on the bus stop sign.



All WSTA buses are equipped with wheelchair lifts and front loading bicycle racks.



ROUTE 109

Effective April 20, 2019

Reynolda Rd & Shattalon Dr

Bethabra Park Blvd & Bethabara Rd

Reynolda Rd & Fern Cliff Dr

Polo Rd & Robinhood Rd

Robinhood Rd & Reynolda Rd

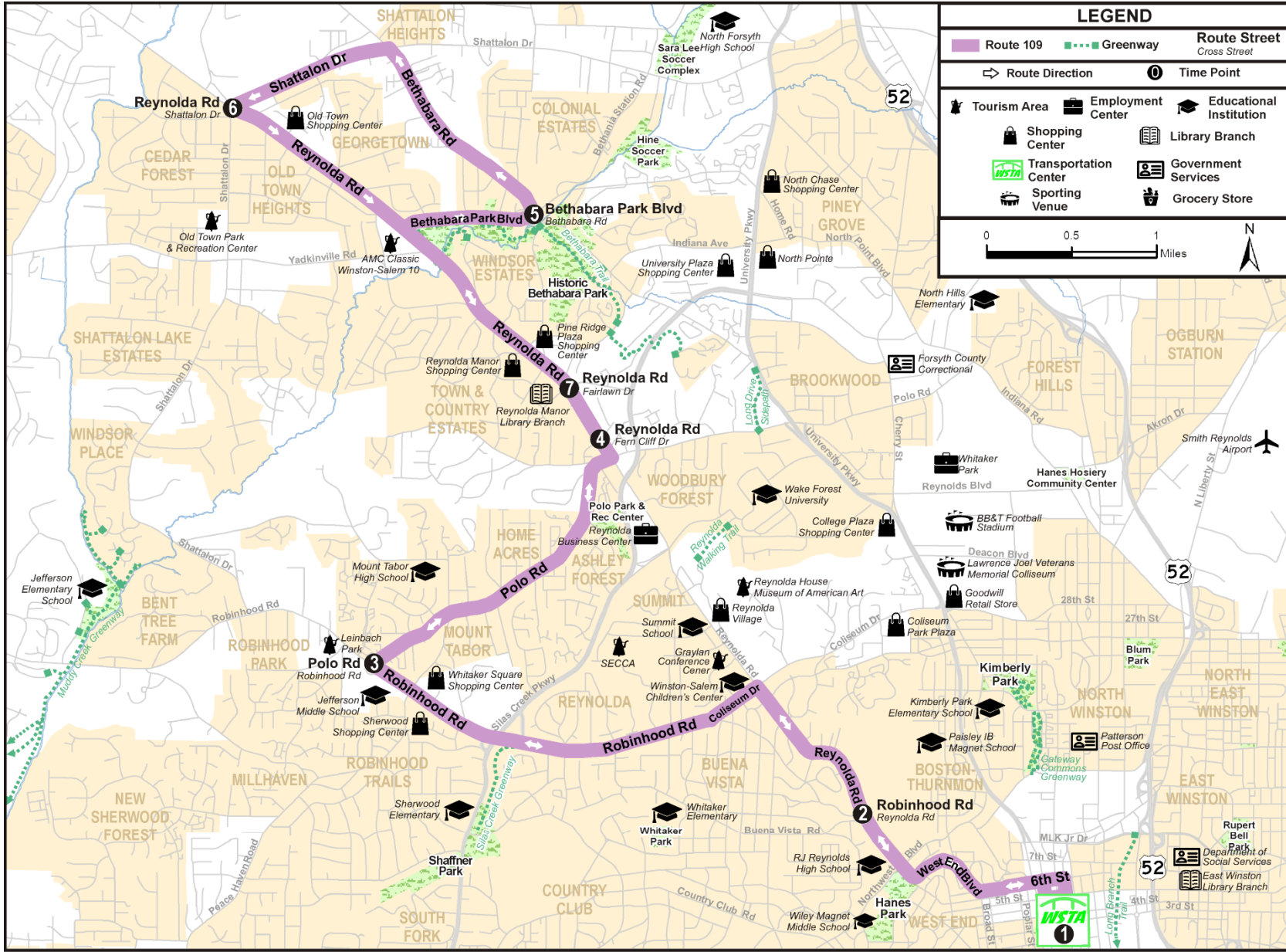
Clark Campbell Transportation Center Bay D-4

“WHEREVER LIFE TAKES YOU”



WSTA
 WINSTON-SALEM TRANSIT AUTHORITY

For more information call 336-727-2000
 TTY NC Relay 1-800-735-8262
www.wstransit.com



LEGEND

- Route 109
- Greenway
- Route Street
- Route Direction
- Time Point
- Tourism Area
- Employment Center
- Educational Institution
- Shopping Center
- Library Branch
- Transportation Center
- Government Services
- Sporting Venue
- Grocery Store

0 0.5 1 Miles

Monday - Friday

	Outbound: Reynolda Road & Shattalon Drive						Inbound: Transit Center			
	①	②	③	④	⑤	⑥	⑦	③	②	①
	TC Bay D-4	Robinson Road & Reynolda Road	Polo Rd & Robinson Road	Reynolda Road & Fern Cliff Drive	Bethabara Park Blvd & Bethabara Road	Reynolda Road & Shattalon Drive	Reynolda Road & Fairlawn Drive	Polo Rd & Robinson Road	Robinson Road & Reynolda Road	TC Bay D-4
AM	5:45	5:54	6:03	6:10	6:15	6:20	6:27	6:30	6:38	7:00
	7:00	7:09	7:18	7:25	7:30	7:35	7:42	7:45	7:53	8:15
	8:15	8:24	8:33	8:40	8:45	8:50	8:57	9:00	9:08	9:30
	9:30	9:39	9:48	9:55	10:00	10:05	10:12	10:15	10:23	10:45
	10:45	10:54	11:03	11:10	11:15	11:20	11:27	11:30	11:38	12:00
	12:00	12:09	12:18	12:25	12:30	12:35	12:42	12:45	12:53	1:15
	1:15	1:24	1:33	1:40	1:45	1:50	1:57	2:00	2:08	2:30
PM	2:30	2:39	2:48	2:55	3:00	3:05	3:12	3:15	3:23	3:45
	3:45	3:54	4:03	4:10	4:15	4:20	4:27	4:30	4:38	5:00
	5:00	5:09	5:18	5:25	5:30	5:35	5:42	5:45	5:53	6:15
	6:15	6:24	6:33	6:40	6:45	6:50	6:57	7:00	7:08	7:30
NIGHT SERVICE	7:30	7:39	7:48	7:55	8:00	8:05	8:12	8:15	8:23	8:45
	8:45	8:54	9:03	9:10	9:15	9:20	9:27	9:30	9:38	10:00
	10:00	10:09	10:18	10:25	10:30	10:35	10:42	10:45	10:53	11:15
	11:15	11:24	11:33	11:40	11:45	11:50	Travels to TC Bay D-4			12:05

Saturday

	Outbound: Reynolda Road & Shattalon Drive						Inbound: Transit Center			
	①	②	③	④	⑤	⑥	⑦	③	②	①
	TC Bay D-4	Robinson Road & Reynolda Road	Polo Rd & Robinson Road	Reynolda Road & Fern Cliff Drive	Bethabara Park Blvd & Bethabara Road	Reynolda Road & Shattalon Drive	Reynolda Road & Fairlawn Drive	Polo Rd & Robinson Road	Robinson Road & Reynolda Road	TC Bay D-4
AM	7:00	7:09	7:18	7:25	7:30	7:35	7:42	7:45	7:53	8:15
	8:15	8:24	8:33	8:40	8:45	8:50	8:57	9:00	9:08	9:30
	9:30	9:39	9:48	9:55	10:00	10:05	10:12	10:15	10:23	10:45
	10:45	10:54	11:03	11:10	11:15	11:20	11:27	11:30	11:38	12:00
	12:00	12:09	12:18	12:25	12:30	12:35	12:42	12:45	12:53	1:15
	1:15	1:24	1:33	1:40	1:45	1:50	1:57	2:00	2:08	2:30
PM	2:30	2:39	2:48	2:55	3:00	3:05	3:12	3:15	3:23	3:45
	3:45	3:54	4:03	4:10	4:15	4:20	4:27	4:30	4:38	5:00
	5:00	5:09	5:18	5:25	5:30	5:35	5:42	5:45	5:53	6:15
	6:15	6:24	6:33	6:40	6:45	6:50	6:57	7:00	7:08	7:30
NIGHT SERVICE	7:30	7:39	7:48	7:55	8:00	8:05	8:12	8:15	8:23	8:45
	8:45	8:54	9:03	9:10	9:15	9:20	9:27	9:30	9:38	10:00
	10:00	10:09	10:18	10:25	10:30	10:35	10:42	10:45	10:53	11:15
	11:15	11:24	11:33	11:40	11:45	11:50	Travels to TC Bay D-4			12:05



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SCIENCE CURRICULUM

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8dc70eaa-72de-3f81-a217-abbd2bc831ec>

Signature Page

The foregoing application is submitted on behalf of Crossnore Community Charter. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.


Print/Type Name: Katheryn Northington

Board Position: Board Chair

Signature: 

Date: 4.24.2023

Sworn to and subscribed before me this 24th day of April, 2023.

Notary Public: 

My commission expires: 12/16, 2024.



THE SPECIAL EDUCATION PROCESS

The process of entering and exiting special education should be made clear to all parties to achieve the best solution for families. For more infographics related to special education, contact us at www.thehellofoundation.com



<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Principal	1	1	1	1	1	1
Assistant Principal	0	0	1	1	1	1
Core Classroom Teachers	0	8	10	16	18	18
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	1	2	2	2	2
Specialized School Staff (Elective Teachers)	0	3	3	3	3	3
Teaching Aides or Assistants	0	0	0	1	1	1
School Operations Support Staff	1	2	2	2	2	2
TOTAL	2	15	19	26	28	28

<u>Position</u>	<u>Year 0</u>	<u>Year 1 (80)</u>	<u>Year 2 (100)</u>	<u>Year 3 (160)</u>	<u>Year 4 (180)</u>	<u>Year 5 (180)</u>
	2	15	19	26	28	28
Principal	1	1	1	1	1	1
Finance Manager/Admin	1	1	1	1	1	1
IT Manager/Testing Coordinator		1	1	1	1	1
Core Teacher - 1A		1	1	1	1	1
Core Teacher 1B		1	1	1	1	1
Core Teacher 2A		1	1	1	1	1
Core Teacher 2B		1	1	1	1	1
Core Teacher 3A		1	1	1	1	1
Core Teacher 3B		1	1	1	1	1
Core Teacher 4A		1	1	1	1	1
Core Teacher 4B		1	1	1	1	1
Specials Teacher 1		1	1	1	1	1
Specials Teacher 2		1	1	1	1	1
Specials Teacher 3		1	1	1	1	1
EC Coordinator/EC Teacher 1		1	1	1	1	1
Assistant Principal/MTSS Coordinator			1	1	1	1
Core Teacher 5A			1	1	1	1
Core Teacher 5B			1	1	1	1
Core Teacher 6A				1	1	1
Core Teacher 6B				1	1	1
Core Teacher - MS Math				1	1	1
Core Teacher - MS ELA				1	1	1
Core Teacher - MS Science				1	1	1
Core Teacher - MS Social Studies				1	1	1
Core Teacher - KA					1	1
Core Teacher - KB					1	1
EC Teacher 2			1	1	1	1
Floating Teacher Assistant 1				1	1	1

PLANNING YEAR BUDGET - July 1, 2024 - June 30, 2025	
Revenue	
Local Funds (\$3300)	\$0
State Funds (\$6200)	\$0
EC Funds (State and Federal) (\$7000)	\$0
Donations	\$500,001
Other	\$0
TOTAL REVENUE	\$500,001
Expenses	
Salary - Principal, Finance Manager	\$130,000
Benefits	\$28,600
Office Supplies	\$500
Computers	\$500
Printing	\$1,000
Telephone	\$1,200
Postage	\$1,000
Transportation and Travel	\$500
Rent	\$1
Utilities	\$13,750
Custodial Supplies	\$1,000
Insurance	\$92,000
Elementary Upfit	\$209,080
Miscellaneous	\$20,870
TOTAL	\$500,001
NET/LOSS	\$0