





Organization Information

Organization Name *

Ryze Academy

Telephone

3369086907

Fax

Address

121 Skeet Club Road

Unit/Suite

Zip Code

27265

City

High point

State

North Carolina



Primary Contact Name *

Aniya Mayo

Opening Year *

2026

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Board Member

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

ryzecharteracademy@gmail.com

Management Organization Phone

Primary Contact Phone *

3369086907

Management Organization Email

Primary Contact Address *

4167 Tarrant Trace Circle

Unit/Suite *

Zip Code *

27265

City *

High point

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Sherena Sabla	3854 Tarrant Trace Circle, High Point, NC	27265	ryzecharteracademy@gmail.com	Education, Operations
Duane Robinson	3490 Wheatfield Creek Ct. High Point, NC	27265	ryzecharteracademy@gmail.com	Operations, Education
Brian Taylor	2955 Shady View Drive High Point, NC	27265	ryzecharteracademy@gmail.com	Operations, Education, Financial



Name	Street Address	Zip Code	Email	Expertise
Clayton Whitaker	148 Old Dutch Rd. Bermuda Run, NC	27006	ryzecharteracademy@gmail.com	Operations, Financial
Aniya Mayo	4167 Tarrant Trace Circle, High Point, NC	27265	ryzecharteracademy@gmail.com	Operations, Financial, Education



1. Application Contact Information

Q1. Name of Proposed Charter School

Ryze Academy

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

336-908-6907

Q3. Geographic County in which charter school will reside

Forsyth County

Q4. LEA/District Name

Winston-Salem/Forsyth County Schools

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

27265



Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

Yes

No

Q7. Give the name of the third-party consultant or CSO:

Goodall Consulting

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

\$5,000 fee for application assistance.

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

Goodall Consulting assisted in marketing the school, connecting the school with appropriate vendors, community, state, and national supporters. They provided professional development for the Ryze Academy board to understand state charter school law, best practices. Ryze Academy has contracted with Goodall Consulting to provide accounting/LINQ services and operations support.

Q10. Projected School Opening Month

August 2026

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. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

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

Resources


Enrollment Summar...

Applicant Evidence :


Ryze Academy Enroll...

Uploaded on **4/1/2025**
by **Aniya Mayo**


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

At full capacity, Ryze Academy looks to grow to 450 students in grades Kindergarten through 8th grade.

Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.


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

Resources


Enrollment Demogra...



Applicant Evidence :


Ryze Academy Enroll...

Uploaded on **4/24/2025**
by **Aniya Mayo**

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.

Ryze Academy conducted an initial survey gathering over 350 responses from families interested in attending the school. The School began holding community meetings both virtually and in person. The responses helped guide how the School would fill classes, deciding on K-4. It would also allow the School to fit in the proposed facility. This is the best plan for growing the school to K-8th grade.



Shannon Stein

Comments :

The answer to the question seems to lack specificity around the rationale for the number of students and how the surveys were utilized.

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)

N/A

Section



Shannon Stein

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



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 Charter Schools Review Board (CSR).

Ryze Academy Network



Shannon Stein

Comments :

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 Evidence :


Ryze EIN (2).pdf

Uploaded on **4/24/2025**
by **Aniya Mayo**



Shannon Stein

Comments :

Documentation did not download properly to be able to verify.

Q23. Name of Registered Agent and Address

- **As listed with the NC Secretary of State**

Aniya Mayo, 4167 Tarrant Trace Circle, High Point, NC 27265

Q24. Federal Tax ID

33-4513220

Section



Shannon Stein

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



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.

Q26. 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

Q27. Does your board agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

Yes

No

Q28. Is the facility identified by the applicant feasible for opening on an accelerated schedule?

Yes

No

Q29. Demonstrate in narrative form, that the facility identified by the applicant is feasible for opening on an accelerated schedule.





Ryze Academy has submitted a letter of support and a signed lease from Manna Church as a part of the application. The School had a visit from the inspections office and fire marshal to determine the feasibility of operating a school in the facility and the addition of modular units on the property. There is no changes needed in zoning. The walls and doors are fire rated, so only minor changes are needed such as clearing certain storage and items to have a clear pathways to exits. Once these minor changes are made, the School will then be able to receive its Certificate of Occupancy. Currently, Manna Church has a copy of the proposed lease (attached) and the School expects a signed lease shortly to be ready for the 2026-2027 school year.

Q30. Attach as Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

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

Total Files Count: 5

Applicant Evidence :

	
Aniya Mayo - MANN...	Ryze Academy Lease...

Uploaded on **4/24/2025** by **Aniya Mayo** Uploaded on **4/24/2025** by **Aniya Mayo**

Q31. The State Board shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year:

- (1) whether the mission and educational program outlined in the nonprofit board's application will provide parents and students with different educational opportunities than are currently available in the area;**
- (2) whether local, state, or national nonprofit partnerships have committed to assisting the school;**
- (3) whether the school will contribute to potential for economic and educational development of the region;**
- (4) whether an organization that has experience in creating public schools is mentoring the applicant;**
- (5) whether obstacles to educational reform efforts leave chartering as an available option;**
- (6) whether an existing charter school board has agreed to mentor the applicant;**
- (7) whether the nonprofit corporation has existed for more than two years; and**



(8) whether the proposed board has previously operated or currently operates a public charter school. Please confirm that you understand the above accelerated factors.

- Yes
- No

Q32.Factor (1) Describe your school's unique mission and educational program.



Ryze Academy proposes a much different model than the surrounding schools serving the same population. The school will be unique through their daily class structure, their daily Circles, and their approach/expectations around student character and discipline.

Daily Class Structure:

Students will experience a different daily class schedule. As outlined in this application, Ryze Academy will have only core content classes Monday through Thursday. On "Ryze Up Fridays," students will spend a good part of the day in enrichment for their core content classes. Teachers will be able to review content, provide interventions and enrichment to students. Students will receive whole group, small group, and potential individual support from the core content teacher and interventionists. Students who are excelling will receive support to continue challenging and expanding their knowledge through the curriculum. Students who might be struggling, will receive support during this time as well to carefully review content and provide students with appropriate structured interventions supported by the curriculum. Core Knowledge offers a full Assessment and Remediation Guide to assist interventionists and teachers. In addition to enrichment time on Fridays, students will engage in specials classes that relate to what students are learning in their core content classes. These cross curricular opportunities will allow students to build upon their knowledge in a hands-on way. Specials may include, but may not be limited to, art, music, physical education, life skills, business skills, financial literacy, and STEM. Core Content Teachers might be expected to teach one of the specials classes. Additionally, students will receive recess and/or physical exercise twice a day in contrast from the current district school system. According to the American Academy of Pediatrics' Council on School Health, "Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it." Ryze Academy agrees with this conclusion and believes it is integral to the school's success. Having recess twice a day helps students emotionally regulate, become problem solvers, and be creative. The American Academy for Pediatrics recommends children participate in sixty minutes of "moderate to vigorous activity per day." Their 2013 policy statement which included this recommendation was reaffirmed again in April 2023 by the organization.

Daily Circles:

Ryze Academy is unique in that students will participate in daily Socratic circles. Daily circles will be in the morning and will help set the tone for the school day. School leaders and teachers will lead the daily discussions that can cover a wide variety of topics to help students grow academically and socially. Discussions can include topics at younger ages like manners, making good choices, and topics from the core content classes. For students in older grade levels, discussion topics can



include, professionalism, kindness, and topics from the core content classes. The rules of the circle are guided by the school's core values of Grit, Responsibility, Optimism, and Wonder. Grit, to encourage perseverance and strong work ethic amongst students to be critical thinkers and problem solvers. Responsibility, striving to know and to do what is best rather than what is most popular. A student will be expected to be accountable for their conduct within the circle and lead by example. Optimism, to be positive, accept the best possible intentions from student comments and always work towards a positive outcome. Wonder, to always be curious, reflect on yours and other's opinions, thoughts and solutions within the circle. The daily circles go hand-in-hand with the school's view to help student social and emotional learning. The daily circle, which happens in every grade level, helps students emotionally regulate, independently interact, discuss, and problem solve. Student awards and shout-outs will be given weekly for students who went above and beyond demonstrating the School's core values.

Student Character & Discipline:

The goal of Ryze Academy is to provide a safe and orderly environment for students, parents, and staff. To this end, the School will set high behavioral expectations for each student. Teachers will formulate, communicate, and model clear behavior expectations based on the idea that everyone should show kindness and respect. When applicable, teachers will guide students in reflecting on the school's four core values and support them in identifying positive choices and actions that align with those values.

Wonder- When addressing a behavioral issue with a student, the teacher should strive to utilize, "I wonder" statements to interact with students on their emotional level. These statements will allow the teacher to understand the student's understanding of the situation before engaging further.

Optimism- Depending on the situation, the teacher should strive to first name (1-3) meaningful character traits about the student then address the behavioral misalignment.

Responsibility- The teacher should ask the student if their behavior was responsible to themselves, students, or others? The student and teacher should then address how the student can be responsible in this situation.

Grit- Circling back to the student's meaningful character traits, teacher will ask and guide the student to persevere by developing strategies/a corrective action plan to ensure that misaligned behaviors do not occur again.

School-wide behavior expectations will be displayed throughout the school with the four core values, discussed during assemblies, and consistently enforced.



In alignment with the Uncommon Schools approach, Ryze Academy will take a structured, proactive, and data-driven approach to behavior management. Methods will emphasize clear expectations, immediate corrections, strong relationships, and positive reinforcement while minimizing disruptions to learning. The School has obtained a letter of support from former Head of School and Co-Founder, Jamey Verrilli of North Star Academy Charter School of Newark, an Uncommon School. The Uncommon Schools approach is not a method seen in the district school system and another way Ryze Academy will contrast.

Entrepreneurial Mindset & Conscious Leadership:

In the School's mission, fostering an entrepreneurial mindset and conscious leadership are key for helping students be successful in the classroom and make a positive impact outside of the classroom. These two components of the mission will be woven into the daily fabric of the School. Students participating in the Daily Circles will tackle topics like manners, professionalism, the challenges faced by past leaders (from the curriculum), and more. On Ryze Up Fridays, students will be able to engage in specials classes geared towards fostering an entrepreneurial mindset and conscious leadership. The School will utilize Junior Achievement's curriculum as a resource in engaging students on entrepreneurship, leadership, and financial literacy. With students engaging in these lessons, they will be able to apply their knowledge to their projects and engage the community through the School's "Ryze & Shyne" Committee. This committee, led by teachers, will be in charge of engaging the local community, building partnerships, and continuing to build upon the already established partnerships with businesses, community leaders, and families. The committee will be tasked with including these partners in school related lessons, projects, and potential community projects.

Q33.Factor (2) Describe any local, state or national nonprofit partnerships that have committed to assisting the school.



Local Partnerships:

- High Point University, Dr. Douglas Hall
- Guilford Technical & Community College, Aletta Smith
- North Carolina A&T University, Child Development Laboratory, Dr. Jawan Burwell
- i9 Sports
- Manna Church (the School's future location)

State Partnerships:

- CarolinaCAN, former state representative Marcus Brandon

National Partnerships:

- Relay Graduate School, Dr. Jamey Verrilli (former co-founder & principal of North Star Academy Charter School, Newark, NJ, an Uncommon School)
- Western Missouri State University, Dan Shepherd, Professor, Department of Education

Ryze Academy has been strategic in their partnerships, working with organizations that will specifically help advance the School's mission, vision, and its unique approach. The School's relationships with High Point University, Guilford Technical & Community College, and North Carolina A&T University will help the School attract school talent, create partnerships for certain academic enrichment programs such as STEM and entrepreneurship. Ryze Academy's relationship with i9 Sports will help the School expand student access to sports and help enrich having two recesses everyday. Manna Church is a strong partnership as they will house the School's location. CarolinaCAN is a crucial partnership as its leader, former state representative Marcus Brandon, advocates for greater school choice and better, more meaningful resources for charter schools. The School has also pursued mentorships, receiving letters of support from Dr. Jamey Verrilli, former co-founder & principal of North Star Academy Charter School, Newark, NJ, an Uncommon School, and Dan Shepherd of Western Missouri State University. Dr. Jamey Verrilli is a well-known charter school pioneer and successful charter school principal, co-founding and operating New Jersey's top performing charter school. Dr. Verrilli is now the Dean of Education at Relay Graduate School. His knowledge and support is crucial as the School intends to pull from the Uncommon approach.

Ryze Academy has also developed relationships with the High Point Chamber of Commerce and the North Carolina Association of Public Charter Schools. The School has had formal meetings with both organizations and the next steps of furthering the relationship for the School's success.



Q34. Factor (3) Describe how the school will contribute to the potential for economic and educational development of the region.

While High Point's poverty rate dropped from 19.2% to 15.1% in the past ten years, it is still 20% higher than the Greensboro-High Point Metro Area total. Some of the highest poverty rates in the area are in the four schools closest to Ryze Academy's location. The School has an enormous opportunity to make a positive impact in the economic and educational development of the region. Ryze Academy has already developed strategic partnerships to help make this a reality. As stated above, the School has developed relationships with two universities and a technical and community college in the area. This will help develop more economic opportunities for educators and lasting educational partnerships to advance student achievement. The School's partnerships with i9 Sports and other local groups like the Chamber of Commerce will help drive more potential for community based improvement projects as outlined in this application.

Q35. Factor (4) Describe whether an organization that has experience in creating public schools is mentoring the applicant.

The School has obtained a letter of support and mentorship from Dr. Jamey Verrilli, a well-known charter school pioneer and successful charter school principal, co-founding and operating New Jersey's top performing charter school. Dr. Verrilli is now the Dean of Education at Relay Graduate School. His knowledge and support is crucial as the School intends to pull from the Uncommon approach. Oak Hill Charter School's founding board chair, Kelly McIntyre has also agreed to be a mentor to the Board of Directors. Kelly led Oak Hill Charter School through a successful acceleration application and school opening. Her knowledge and experiences as a board chair and charter school founder will be invaluable. Additionally, Ryze Academy has partnered with Goodall Consulting, a charter service organization with extensive experience in assisting helping boards start charter schools. Goodall Consulting has also helped start charter schools on the acceleration path and open successfully.

Q36. Factor (5) Describe any obstacles to educational reform efforts that leave chartering as an available option.



There are five schools in the immediate area of Ryze Academy's location, all in Guilford County. Four of the five schools resemble the school's targeted population of students and will allow Ryze Academy to serve its targeted at-risk population. While High Point's poverty rate dropped from 19.2% to 15.1% in the past ten years, it is still 20% higher than the Greensboro-High Point Metro Area total. Some of the highest poverty rates in the area are in these four schools close to Ryze Academy's location:

Oak View Elementary: Economically Disadvantaged: 81.3% , Math Proficiency: 34.5%, and Reading Proficiency: 29.5%

Northwood Elementary: Economically Disadvantaged: 75.5%, Math Proficiency: 49.0%, and Reading Proficiency: 33.0%

Johnson Street Global Studies (K-8): Economically Disadvantaged: 79.7%, Math Proficiency: 35.2%, and Reading Proficiency: 37.9%

Ferndale Middle School: Economically Disadvantaged: 75.5%, Math Proficiency: 26.6%, and Reading Proficiency: 29.4%

These scores have been consistently low and have not recovered much since the COVID era. Ryze Academy wants to be the rising tide that lifts all boats and there is no other charter school in the area of these schools above looking to specifically target an at-risk population. The School's unique approach will be a difference maker, creating greater community connections and partnerships with higher education centers.



Shannon Stein

Comments :

Q37.Factor (6) Describe whether an existing charter school board has agreed to mentor the applicant.



The Board of Directors has mentors in Dr. Jamey Verrilli, co-founder of North Star Academy Charter School and members of Goodall Consulting's team who have either served as board members or principals of charter schools. Oak Hill Charter School's founding board chair, Kelly McIntyre has also agreed to be a mentor to the Board of Directors. Kelly led Oak Hill Charter School through a successful acceleration application and school opening. Her knowledge and experiences as a board chair and charter school founder will be invaluable. Goodall Consulting's Eddie Goodall and Anthony Rodriguez have both served as board members and Alicia Soto Bazemore has served as a charter school principal. Goodall Consulting will be providing professional development to the board in the areas of governance, finance, and compliance.

Q38.Factor (7) Describe whether the nonprofit corporation has existed for more than two years.

The non-profit board has not existed for more than two years.

Q39.Factor (8) Describe whether the proposed board previously operated or currently operates a public charter school?

The proposed board has not previously operated or currently operates a public charter school.

Section



Shannon Stein

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

- Yes
- No

Section



Shannon Stein

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



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.

Q57. Do you want this application to be considered for standard or fast-track replication?

- Standard
- Fast-Track



No, this is not a replication

Section



Shannon Stein

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



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>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



Section



Shannon Stein

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- Yes
- No

Section



Shannon Stein

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

- Yes
- No

Section



Shannon Stein

Ratings

Not
Applicable

The Evaluator doesn't evaluate this item



9. Mission Purposes, and Goals

9.1. 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.

Q112. 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.

Our mission is to empower the next generation of students through rigorous hands-on learning that fosters an entrepreneurial mindset and conscious leadership to make a positive impact in their communities and beyond.

Q113. 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.



Ryze Academy will provide students with a challenging hands-on education that will build a strong knowledge foundation for students. This foundation along with constant reinforcement of the school's core values will show better academic, social, and behavioral outcomes for students. The fostering of the entrepreneurial mindset through the school's academic and social programs will allow students to apply their leadership skills at home, at school, and in the community to make a positive impact.

Achieving the School's Mission:

As Ryze Academy continues to grow, the school will continue to implement the curriculum with fidelity, knowing that providing students with a strong knowledge background will allow them to challenge themselves and their peers academically. The spiralized approach to the curriculum will consistently reinforce previous concepts to ensure retention of the material. The academic growth of the school will consistently outpace the performance of the local LEA's matching demographics. Teachers will be consistently engaged in professional development ensuring proper implementation of the curriculum.

Success of the school's mission will not only be measured academically, but socially as well. Students will continue to live out Ryze Academy's core values (grit, responsibility, optimism, and wonder), increasing class participation, decreasing behavioral issues, and spreading those core values to the home and the community as well. Students will continue to participate daily in character education circle discussions and how to apply these core values in school, at home, and in the community. School staff and the board of directors will be expected to continue to live out the school's core values as well. School staff will also continually be evaluated on their ability to live out and uphold the core values of the school. The board of directors will be annually evaluated on their ability to uphold and live out the core values. All of these parts are crucial to ensure success of the school's mission.

Students will be achieving the school's mission through application as well. Combining the academic success with the social success through the core values, students will continue to participate in the rotation of meaningful specials classes every week that align with what is being learned in the core content classes. Students may engage in classes like STEM, art, foreign language, music, and financial planning to apply what they've learned in math, ELA, science, and social studies. They will also apply the lessons learned from their daily character education circle discussions to produce meaningful and impactful ideas and projects that can positively impact their community. The school will actively work with community non-profits, universities, and other community groups to continually grow its positive impact in the community. Fueling this entrepreneurial mindset prepares students to be the next generation of leaders in their communities and beyond.



Q114. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? 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 MLL 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).



Ryze Academy plans to serve students from an at-risk population, particularly students from economically disadvantaged households. The idea of the school was fueled by parents who believed that there was not a school in the area that specifically targeted the academic and social needs of economically disadvantaged families. The school then provided a survey to ensure that the population could be served appropriately. The overwhelming survey responses indicated that a clear majority of the families came from economically disadvantaged zip codes throughout Forsyth and Guilford counties. The academic performances from Forsyth and Guilford counties have been consistently below the state average and other LEAs amongst students that are economically disadvantaged.

The school plans to have the following racial and ethnic composition:

Black or African American: 48%

White: 20%

Hispanic: 20%

Two or More Races: 9%

Asian: 1%

Native American or Alaskan Native: 1%

HI Native or Pacific Islander: 1%

While the school plans to locate in Forsyth County, the location of the planned facility is almost on the county line between Forsyth County and Guilford, within the city limits of High Point. Ryze Academy has taken into consideration that a substantial number of students will come to the school from Guilford County. The current demographics of Winston-Salem/Forsyth County Schools is 31.7% White, 30.7% Hispanic, 29.1% Black or African American, 5.6% Multi-Racial, 1% Native American or Alaskan Native, and 1% HI Native or Pacific Islander. The demographics of Ryze Academy will differ from the LEA due to the school specifically looking to serve students from economically disadvantaged households. Additionally, while the school will be located in Forsyth County, it is nearly on the county line with Guilford County. The school expects a significant number of students from Guilford County Schools which demographics differ more considerably from Winston-Salem/Forsyth County Schools. The current demographics of Guilford County Schools is 42.1% Black or African American, 26.2% White, 19% Hispanic, 7.1% Asian, 5.6% Other.



The current economically disadvantaged population of Winston-Salem/Forsyth County School is 52.1%. Ryze Academy expects their economically disadvantaged population to be 72% or approximately 180 students in the school's first year. The school expects to have a SWD population of 12% which mirrors the LEA. The school expects to have a MLL population of 5%, lower than the district's 12%.

Q115. 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?



There are five schools in the immediate area of Ryze Academy's location, all in Guilford County. Four of the five schools resemble the school's targeted population of students and will allow Ryze Academy to serve its targeted at-risk population. While High Point's poverty rate dropped from 19.2% to 15.1% in the past ten years, it is still 20% higher than the Greensboro-High Point Metro Area total. Some of the highest poverty rates in the area are in these four schools close to Ryze Academy's location:

Oak View Elementary: Economically Disadvantaged: 81.3% , Math Proficiency: 34.5%, and Reading Proficiency: 29.5%

Northwood Elementary: Economically Disadvantaged: 75.5%, Math Proficiency: 49.0%, and Reading Proficiency: 33.0%

Johnson Street Global Studies (K-8): Economically Disadvantaged: 79.7%, Math Proficiency: 35.2%, and Reading Proficiency: 37.9%

Ferndale Middle School: Economically Disadvantaged: 75.5%, Math Proficiency: 26.6%, and Reading Proficiency: 29.4%

The Ryze Academy educational model provides a unique opportunity for students, particularly students who are economically disadvantaged. The Core Knowledge Language Arts, Science, and Social Studies program has proven to be successful with economically disadvantaged students. A three year pilot program conducted in ten low-income New York City schools by the Core Knowledge Foundation found that students consistently outperformed the comparison New York City Schools in reading after the first year of implementation by 5-10 points and by the third year, that number increased to 12-17 points. In April 2023, a working paper was published by professors from the University of Virginia, Auburn University, and the University of Notre Dame seeing the impact the Core Knowledge curriculum had on students at charter schools. The Education Week article highlighting the study stated, "On average, the students in schools that used the framework scored a statistically significant 16 percentile points higher on end-of-year state tests than a control group of students who did not, after controlling for race, gender, and free and reduced lunch eligibility." This significant finding has proven the impact the curriculum has on students when implemented with fidelity.

In addition to the studies showing the curriculum's success, Ryze Academy takes a unique approach with significant time for intervention and enrichment on Fridays. This time is shown in the school's proposed daily schedule in this application. Monday through Thursday, students will only receive instruction in the core content subjects with afternoon enrichment for students. The afternoon enrichment time allows teachers to review content from class earlier in the day to ensure that students fully understand the content. On "Ryze Up Fridays." students will spend a significant chunk



of time with intervention and enrichment in core subjects. During the same day, students will engage in specials classes that are aligned with the content being taught to allow for further enrichment. This model serves in large contrast with the district school system and allows for greater reinforcement of previously learned material. Coupling that with the spiralized math and reading/language arts curricula, provides opportunities for greater success. Students will also receive recess and/or physical exercise twice a day. According to the American Academy of Pediatrics' Council on School Health, "Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it." Ryze Academy agrees with this conclusion and believes it is integral to the school's success. Having recess twice a day helps students emotionally regulate, become problem solvers, and be creative. The American Academy for Pediatrics recommends children participate in sixty minutes of "moderate to vigorous activity per day." Their 2013 policy statement which included this recommendation was reaffirmed again in April 2023 by the organization.

Q116. 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 total projected enrollment for Ryze Academy will be 450 students serving grades Kindergarten through 8th grade. The total number of students in Winston-Salem/Forsyth County Schools in grades Kindergarten through 8th grade is 34,462 students. Ryze Academy would only make up about 1.3% of the total Winston-Salem/Forsyth County School population in those grades.

Since the school will also pull a considerable number of students from Guilford County. In serving 450 students in grades Kindergarten through 8th grade, Ryze Academy would only make up about 1.0% of the LEA's 43,657 students.

Q117. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



Ryze Academy proposes a much different model than the surrounding schools serving the same population. The school will be unique through their daily class structure, their daily Circles, and their approach/expectations around student character and discipline.

Daily Class Structure:

Students will experience a different daily class schedule. As outlined in this application, Ryze Academy will have only core content classes Monday through Thursday. On "Ryze Up Fridays," students will spend a good part of the day in enrichment for their core content classes. Teachers will be able to review content, provide interventions and enrichment to students. Students will receive whole group, small group, and potential individual support from the core content teacher and interventionists. Students who are excelling will receive support to continue challenging and expanding their knowledge through the curriculum. Students who might be struggling, will receive support during this time as well to carefully review content and provide students with appropriate structured interventions supported by the curriculum. Core Knowledge offers a full Assessment and Remediation Guide to assist interventionists and teachers. In addition to enrichment time on Fridays, students will engage in specials classes that relate to what students are learning in their core content classes. These cross curricular opportunities will allow students to build upon their knowledge in a hands-on way. Specials may include, but may not be limited to, art, music, physical education, life skills, business skills, financial literacy, and STEM. Core Content Teachers might be expected to teach one of the specials classes. Additionally, students will receive recess and/or physical exercise twice a day in contrast from the current district school system. According to the American Academy of Pediatrics' Council on School Health, "Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it." Ryze Academy agrees with this conclusion and believes it is integral to the school's success. Having recess twice a day helps students emotionally regulate, become problem solvers, and be creative. The American Academy for Pediatrics recommends children participate in sixty minutes of "moderate to vigorous activity per day." Their 2013 policy statement which included this recommendation was reaffirmed again in April 2023 by the organization.

Daily Circles:

Ryze Academy is unique in that students will participate in daily Socratic circles. Daily circles will be in the morning and will help set the tone for the school day. School leaders and teachers will lead the daily discussions that can cover a wide variety of topics to help students grow academically and socially. Discussions can include topics at younger ages like manners, making good choices, and topics from the core content classes. For students in older grade levels, discussion topics can



include, professionalism, kindness, and topics from the core content classes. The rules of the circle are guided by the school's core values of Grit, Responsibility, Optimism, and Wonder. Grit, to encourage perseverance and strong work ethic amongst students to be critical thinkers and problem solvers. Responsibility, striving to know and to do what is best rather than what is most popular. A student will be expected to be accountable for their conduct within the circle and lead by example. Optimism, to be positive, accept the best possible intentions from student comments and always work towards a positive outcome. Wonder, to always be curious, reflect on yours and other's opinions, thoughts and solutions within the circle. The daily circles go hand-in-hand with the school's view to help student social and emotional learning. The daily circle, which happens in every grade level, helps students emotionally regulate, independently interact, discuss, and problem solve. Student awards and shout-outs will be given weekly for students who went above and beyond demonstrating the School's core values.

Student Character & Discipline:

The goal of Ryze Academy is to provide a safe and orderly environment for students, parents, and staff. To this end, the School will set high behavioral expectations for each student. Teachers will formulate, communicate, and model clear behavior expectations based on the idea that everyone should show kindness and respect. When applicable, teachers will guide students in reflecting on the school's four core values and support them in identifying positive choices and actions that align with those values.

Wonder- When addressing a behavioral issue with a student, the teacher should strive to utilize, "I wonder" statements to interact with students on their emotional level. These statements will allow the teacher to understand the student's understanding of the situation before engaging further.

Optimism- Depending on the situation, the teacher should strive to first name (1-3) meaningful character traits about the student then address the behavioral misalignment.

Responsibility- The teacher should ask the student if their behavior was responsible to themselves, students, or others? The student and teacher should then address how the student can be responsible in this situation.

Grit- Circling back to the student's meaningful character traits, teacher will ask and guide the student to persevere by developing strategies/a corrective action plan to ensure that misaligned behaviors do not occur again.

School-wide behavior expectations will be displayed throughout the school with the four core values, discussed during assemblies, and consistently enforced.



In alignment with the Uncommon Schools approach, Ryze Academy will take a structured, proactive, and data-driven approach to behavior management. Methods will emphasize clear expectations, immediate corrections, strong relationships, and positive reinforcement while minimizing disruptions to learning. The School has obtained a letter of support from former Head of School and Co-Founder, Jamey Verrilli of North Star Academy Charter School of Newark, an Uncommon School. The Uncommon Schools approach is not a method seen in the district school system and another way Ryze Academy will contrast.

Entrepreneurial Mindset & Conscious Leadership:

In the School's mission, fostering an entrepreneurial mindset and conscious leadership are key for helping students be successful in the classroom and make a positive impact outside of the classroom. These two components of the mission will be woven into the daily fabric of the School. Students participating in the Daily Circles will tackle topics like manners, professionalism, the challenges faced by past leaders (from the curriculum), and more. On Ryze Up Fridays, students will be able to engage in specials classes geared towards fostering an entrepreneurial mindset and conscious leadership. The School will utilize Junior Achievement's curriculum as a resource in engaging students on entrepreneurship, leadership, and financial literacy. With students engaging in these lessons, they will be able to apply their knowledge to their projects and engage the community through the School's "Ryze & Shyne" Committee. This committee, led by teachers, will be in charge of engaging the local community, building partnerships, and continuing to build upon the already established partnerships with businesses, community leaders, and families. The committee will be tasked with including these partners in school related lessons, projects, and potential community projects.

Q118. 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



Ryze Academy has established many relationships over the past years. Over the past two years, leaders from the board of directors have built numerous relationships. Ryze Academy board members have worked with North Carolina A&T University's Child Development Laboratory (CDL), partnering with them to provide a full summer program to students and developing their academic, social, and emotional skills through *Growing the Distance*. The school looks to continue its relationship with North Carolina A&T University and has even planned to include a bus stop near the university to support the families and interest from that area. The board has also developed a relationship and partnership with i9 Sports who shares the school's vision to provide more recess and physical activity for students. i9 Sports has been a supporter and promoter of Ryze Academy, helping the school gather parent interest. The school has also generated support from Manna Church. The church has let Ryze Academy host parent interest meetings and will serve as the location of the School. In assessing the demand for the School, two board members were approached by parents encouraging them to start a charter school through their successful work with *Growing the Distance*, an after school and summer camp program. Ryze Academy members then issued a survey that has garnered nearly 350 interested parents for only 250 spots available for the school in the first year. There has been considerable interest for teaching positions and growing support for the school's unique educational approach. The School has seen interest from five different counties spanning all the way to Alamance County. Additionally, the board has held in-person and virtual interest meetings with nearly 50 people attending one of the in-person meetings. The School has provided this information in detail in Appendix A.



Q119. 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 Evidence :

	
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9.2. Purposes of the Proposed Charter School

Q120. 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.

Q121. Provide a brief narrative to coincide with each applicable legislative purpose(s).



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

Ryze Academy will be providing new professional opportunities for teachers through their unique approach. Teachers will be provided 3.5 hours of planning time every Friday to develop their plans for the coming week. Additionally, teachers will be provided an hour for planning time/lunch everyday, Monday through Thursday. Teachers will be expected to take the time to carefully plan and work with other special teachers to provide cross-curricular instruction, develop ideas for the daily circles, and construct interesting opportunities and projects on Ryze Up Fridays. Teachers will also have the opportunity to engage with the community through the school's partnerships with organizations like i9 Sports, North Carolina A&T University, and Guilford Technical and Community College.

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

Ryze Academy will provide parents and students with expanded educational opportunities. The School will provide students with a unique approach with only core content classes Monday through Thursday. Fridays feature enrichment classes and specials classes with direct ties to the content learned throughout the week in core content classes. Students will be able to engage in hands-on learning through daily Socratic dialogue, project based learning, and even play based learning through their core content and specials classes. Students will receive a greater amount of enrichment time and more opportunities for small group and individualized instruction. Parents will be partners in their child's education, asking to help reinforce the school's core values at home. These core values will help foster greater dialogue in the school's daily circles, discussing current events and topics covered in the core content classes. These unique parts of the School will create greater learning opportunities currently not offered anywhere else in the area.

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

Ryze Academy will increase learning opportunities for all students, but with a special emphasis on at-risk students. The School will provide students with a curriculum that has proven successful through research and pilot programs for students at-risk. Ryze Academy will also provide students with two recesses a day and hold daily circles encouraging Socratic dialogue which has shown through research to assist in a student's social and emotional development. The School will also utilize the four core values to continue to foster greater positive social and emotional development at school and at home. Additionally, the School has provided long enrichment times to allow for



small group and individualized instruction to help support students academically.

9.3. Goals for the Proposed Charter School

Q122. 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.



Academic Goals:

Math Goals:

1. At least 45% of third grade students will be proficient in math by year two, 50% by year three, and 55% by year four.
2. At least 48% of fifth grade students will be proficient in math by year two, 54% by year three, and 60% by year four.

Achieving Math Goals: Ryze Academy will achieve these goals by closely monitoring student progress through in class assessments, NWEA MAP, potential NC Check-Ins, testing and other appropriate support. Eureka Math's spiralized approach allows high achieving students to be constantly challenged with advanced math problems and struggling students to be review concepts to ensure mastery. Ryze Academy developed this new goal carefully considering the introduction of a new mathematics curriculum and the adjustments students at each grade level with have to make. Ryze Academy intends to be the rising tide that lifts all boats in this area. The Principal will be expected to give monthly progress reports to the board on student performance and adjustments made to ensure student success.

Reading/Language Arts Goal:

1. At least 40% of students will be proficient on the End-of-Grade Reading/Language Arts test by year two, 45% by year three, and 55% by year four.

Achieving the Reading/Language Arts Goal: Ryze Academy will achieve this goal by closely monitoring student progress through in class assessments, NWEA MAP testing and other appropriate support. Core Knowledge Language Arts provides a strong knowledge base for students to master vocabulary, understand sentence structure, and have the right tools to properly comprehend reading passages. This goal was carefully considered based on schools closest to Ryze Academy's location and their scores.

Student Character Goal:

1. Student disciplinary referrals will decrease by 20% in year two, an additional 20% in year three, and an additional 10% in year four, resulting in a 50% decrease total over four years.

Achieving the Student Character Goal: Ryze Academy will achieve this goal by implementing the Uncommon Schools disciplinary approach with fidelity. Additionally, the School will constantly reinforce the four core values in every area. The core values will continue to guide the daily circles, improving emotional regulation amongst students. Teachers will monitor student behavioral progress and bring parents in as partners to help reinforce the core values at home.

Operations Goals:



1. The School will have an average attendance rate of 93% starting with the school's first year.
2. The School will retain an average of 85% of students through the first year and 90% in the years following.
3. The School will conduct a Parent Satisfaction Survey twice a year and achieve a satisfaction rate of 85% year one, 90% year two, and a minimum of 95% thereafter.

Achieving Operations Goals: Ryze Academy will achieve goal one by setting high expectations for parents and implementing an accountability system for families. The School plans to use Infinite Campus's communication program to contact parents when children are not at school and track student attendance in Infinite Campus. The Principal will outline specific expectations in the parent handbook regarding student attendance. The School will achieve goal two by ensuring parent satisfaction and that the needs of all students are being met. The board will receive a monthly report from the principal on any concerns, implement a public comment policy to ensure that parents are heard, and that there is a vibrant PTO and School Improvement Team. Goal three will be achieved by having an anonymous survey sent to parents with non-biased questions that gives the school honest and open feedback. This will help the school adjust appropriately and ensure it is meeting the social, emotional, and academic needs of students.

Finance Goals:

1. The School will make finances of the school transparent by putting the final financial audit report on the website not less than annually.
2. The School will receive an unqualified auditors opinion on our financial statements every year with no material findings.
3. The School will meet all reporting deadlines, including, but not limited to the following: EC head count, PMR runs, yearly compliance submissions to the Office of Charter Schools.
4. At the end of the school's first year in operation, the School will have a surplus of at least \$100,000, \$150,000 at the end of year two, and \$200,000 at the end of year three.

Achieving Finance Goals: Ryze Academy will achieve goal one by receiving monthly budget updates, having the board approve financial reports, and ensuring the Office Manager properly posts the final financial report. The school will achieve goal two by ensuring that records are properly kept, all checks are copied and accounted for, and that every payroll is properly approved and in line with approved school policies. Goal three will be achieved by the principal properly assigning these tasks and ensuring that the board chair informs the board when policies need to be amended, voted on, and submitted. Goal four will be accomplished by reviewing revenue and expenses on a monthly basis with the finance committee and the full board. The Treasurer will work with the Principal to ensure that the school receives accurate quotes and evaluates its expenses monthly.

Governance Goals:



1. The board will meet a minimum of 10 times a year and have an 80% cumulative attendance rate or higher.
2. The board, with the assistance of the Governance Committee, will review all pertinent policies, adjust those policies with proper input from the Principal and other stakeholders. The School will submit all adjusted policies to the Office of Charter Schools on a yearly basis.
3. Every board member will receive a minimum of 8 hours of group, in-person/virtual governance training each year.

Achieving Governance Goals: Ryze Academy will achieve these goals by ensuring that it is constantly meeting in their committees at least once a month, receiving pertinent information from the principal and appropriate individuals. Board members will sign a board commitment statement agreeing to attendance standards and expected governance training. Meeting and training attendance will be recorded by the board chair to ensure compliance.



Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The governing board, as stated in our goals will receive eight hours of governance training to ensure they are presenting themselves appropriately and within state law. Board members will be expected to sign a board commitment statement that holds them accountable for understanding and committing to the school's mission, vision, goals, and education plan. The board will also be expected to uphold the School's core values of Grit, Responsibility, Optimism, and Wonder. Board members will be expected to seek opportunities to learn more about the curriculum, the daily circles, and any trainings offered by the Department of Public Instruction. The board will receive an evaluation from an outside evaluator every year. The Board of Directors will be responsible through their committees to constantly evaluate the progress towards each goal. The board's academic committee will work closely with the Principal on monitoring the School's academic progress. The finance committee will work closely with the financial team to monitor the budget and compliance for a clean audit. The governance committee will work to ensure the board is working with good policies and monitoring any changes in state law.



Shannon Stein

Comments :

While the intent of the school's mission is clear, the approach to meet the mission/vision seems to be lack clarity as the many different approaches do not necessarily align and it is not clear how they would work together (i.e. Core Knowledge, Uncommon School, project based learning, etc.) to meet the need of the targeted student population. Additionally, many of the answers lack specificity but rather cite general ideas/"education speak".

Section



Shannon Stein

Ratings

**Does Not
Meet the
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.



10. Educational Plan

10.1. Instructional Program

Q124. 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



Curriculum Overview

The School is committed to meeting the needs of every student they serve. The School's instructional program will be anchored by the Core Knowledge sequence, which offers a strong foundation of knowledge for students. The Core Knowledge sequence is a detailed outline of specific content, aligned with the North Carolina State Standards. By offering a challenging back to basics approach to education, our targeted demographic will be able to spend time building that bank of knowledge and receiving the help they need along the way, whether it be a modified/scaffolded approach, afterschool tutoring, or taking picture walks. The cross-curricular pedagogy with content alignment across disciplines brings strength to the curriculum. The School will support the Core Knowledge sequence with the Core Knowledge Language Arts Program, Core Knowledge Science, Core Knowledge History and Geography, and Eureka Math. Additional special classes in art, music, physical education, entrepreneurship, financial literacy, and STEM will also be offered. The School plans to utilize Junior Achievement as a curricular resource to support the entrepreneurship and financial literacy classes. The School will support its English Language Learners through Shurley English's "Stepping Stones to English." This four-phase EL supplement will complement the Core Knowledge Language Arts program. Additionally, to support the School's commitment to character, they will have four core values: Grit, Responsibility, Optimism, and Wonder. Students will be expected to uphold these values along with teachers, staff, parents, and the board of directors.

Ryze Academy's board has chosen to use Core Knowledge's Language Arts Program. There is a specific K-3 curriculum and a 4-5 curriculum. The K-3 Language Arts Program is broken up into two strands, the Skills Strand and the Listening & Learning Strand. The Skills Strand has students learning reading and writing together, building language skills and being able to translate that onto paper through spelling (spelling words). The Listening & Learning Strand focuses on comprehension. So, while students are learning how to read and spell, the Listening & Learning Strand allows students to understand the meaning of these words. The 4-5 curriculum focuses on the mastery of the skills learned in grades K-3. The School plans to continue following the Core Knowledge Sequence into the middle school grades. Students will be introduced to Core Knowledge's Core Classics to ensure cross-curricular opportunities. Core Knowledge History and Geography is pulled from the Core Knowledge Foundation and aligns perfectly with the sequence. The School will also use the Core Knowledge Science maps. They provide direct alignment and cross-curricular opportunities. In fourth and sixth grade, the School will make appropriate adjustments to ensure alignment with the state's science standards.

Eureka Math utilizes a spiraled approach that minimizes distractions and maximizes coherence between grades while providing students with the opportunity to continually revisit learned



strategies and apply them in new ways. This will work in harmony with Core Knowledge and its building blocks of knowledge. The curriculum is aligned with the North Carolina State Standards. A study by the University of Southern California found that students in 3rd, 4th, and 5th grade made incredible strides on the end-of year testing utilizing Eureka Math with fidelity. The results showed that the growth was "equivalent to roughly a difference of 11-13% in proficiency band." This study was conducted over the 2022-2023 and 2023-2024 school years featuring 107 schools.

Daily Circles

Ryze Academy is unique in that students will participate in daily Socratic circles. Daily circles will be in the morning and will help set the tone for the school day. School leaders and teachers will lead the daily discussions that can cover a wide variety of topics to help students grow academically and socially. Discussions can include topics at younger ages like manners, making good choices, and topics from the core content classes. For students in older grade levels, discussion topics can include, professionalism, kindness, and topics from the core content classes. The rules of the circle are guided by the school's core values of Grit, Responsibility, Optimism, and Wonder. Grit, to encourage perseverance and strong work ethic amongst students to be critical thinkers and problem solvers. Responsibility, striving to know and to do what is best rather than what is most popular. A student will be expected to be accountable for their conduct within the circle and lead by example. Optimism, to be positive, accept the best possible intentions from student comments and always work towards a positive outcome. Wonder, to always be curious, reflect on yours and other's opinions, thoughts and solutions within the circle. The daily circles go hand-in-hand with the school's view to help student social and emotional learning. The daily circle, which happens in every grade level, helps students emotionally regulate, independently interact, discuss, and problem solve. Student awards and shout-outs will be given weekly for students who went above and beyond demonstrating the School's core values.

Meeting the Needs of the Targeted Student Population

The Ryze Academy educational model provides a unique opportunity for students, particularly students who are economically disadvantaged. The Core Knowledge Language Arts, Science, and History and Geography programs has proven to be successful with economically disadvantaged students. A three year pilot program conducted in ten low-income New York City schools by the Core Knowledge Foundation found that students consistently outperformed the comparison New York City Schools in reading after the first year of implementation by 5-10 points and by the third year, that number increased to 12-17 points. In April 2023, a working paper was published by professors from the University of Virginia, Auburn University, and the University of Notre Dame



seeing the impact the Core Knowledge curriculum had on students at charter schools. The Education Week article highlighting the study stated, "On average, the students in schools that used the framework scored a statistically significant 16 percentile points higher on end-of-year state tests than a control group of students who did not, after controlling for race, gender, and free and reduced lunch eligibility." This significant finding has proven the impact the curriculum has on students when implemented with fidelity.

In addition to the studies showing the curriculum's success, Ryze Academy takes a unique approach with significant time for intervention and enrichment on Fridays. This time is shown in the school's proposed daily schedule in this application. Monday through Thursday, students will only receive instruction in the core content subjects with afternoon enrichment for students. The afternoon enrichment time allows teachers to review content from class earlier in the day to ensure that students fully understand the content. On "Ryze Up Fridays," students will spend a significant chunk of time with intervention and enrichment in core subjects. During the same day, students will engage in specials classes that are aligned with the content being taught to allow for further enrichment. This model serves in large contrast with the district school system and allows for greater reinforcement of previously learned material. Coupling that with the spiralized math and reading/language arts curricula, provides opportunities for greater success. Students will also receive recess and/or physical exercise twice a day. According to the American Academy of Pediatrics' Council on School Health, "Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it." Ryze Academy agrees with this conclusion and believes it is integral to the school's success. Having recess twice a day helps students emotionally regulate, become problem solvers, and be creative. The American Academy for Pediatrics recommends children participate in sixty minutes of "moderate to vigorous activity per day." Their 2013 policy statement which included this recommendation was reaffirmed again in April 2023 by the organization.

Major Instructional Methods

Teachers will be able to use many methodologies, allowing teachers to use best practices and teach with confidence. Using a variety of teaching techniques will help reach each student in the way that he or she learns best. During the Daily Circles, Socratic dialogue is expected for all teachers. The School has even set aside a large chunk of professional development time for this method. Additionally, teachers will employ other instructional methods such as direct instruction, project-based learning, and directed independent study.



Assessment Strategies

To aid in the evaluation of student performance and competencies, the School will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) two to three times per year for students in grades 2-8. For grades K-1, we will administer the NWEA MAP for primary grades. The Academy will also administer the BOG and EOG. In addition, teachers may issue exit tickets to aid in their evaluations and monitor student progress.



Shannon Stein

Comments :

The response clearly explains the how the proposed curriculum and enrichment would support the mission of the school. The use of NWEA MAP, BOG, and EOG assessments is clearly stated, along with formative tools like exit tickets aligning well with performance monitoring needs for low-performing students so adjustments can be made. With that being said, there were limited strategies on scaffolding, differentiation, or trauma-informed approaches that are essential for at-risk populations.

Q125. Will the proposed charter school serve a single-sex student population?

- Yes
- No

Q129. 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.



Ryze Academy will have self contained classrooms for students in grades Kindergarten through 5th grade. For middle school grades, students will rotate classrooms for different subjects. Each classroom will have 25 students and two classes per grade level. The daily structure of the School will be very unique compared to the district school system. Students will experience a different daily class schedule. Ryze Academy will have only core content classes Monday through Thursday. On "Ryze Up Fridays," students will spend a good part of the day in enrichment for their core content classes. Teachers will be able to review content, provide interventions and enrichment to students. Students will receive whole group, small group, and potential individual support from the core content teacher and interventionists. Students who are excelling will receive support to continue challenging and expanding their knowledge through the curriculum. Students who might be struggling, will receive support during this time as well to carefully review content and provide students with appropriate structured interventions supported by the curriculum. Core Knowledge offers a full Assessment and Remediation Guide to assist interventionists and teachers. In addition to enrichment time on Fridays, students will engage in specials classes that relate to what students are learning in their core content classes. These cross curricular opportunities will allow students to build upon their knowledge in a hands-on way. Specials may include, but may not be limited to, art, music, physical education, life skills, business skills, financial literacy, and STEM. Core Content Teachers might be expected to teach one of the specials classes. Additionally, students will receive recess and/or physical exercise twice a day in contrast from the current district school system. According to the American Academy of Pediatrics' Council on School Health, "Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it." Ryze Academy agrees with this conclusion and believes it is integral to the school's success. Having recess twice a day helps students emotionally regulate, become problem solvers, and be creative. The American Academy for Pediatrics recommends children participate in sixty minutes of "moderate to vigorous activity per day." Their 2013 policy statement which included this recommendation was reaffirmed again in April 2023 by the organization.



Shannon Stein

Comments :

Q130. 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.

The Core Knowledge sequence and the curricula that supports the sequence aligns with North Carolina's State Standards and Accountability Model. The Core Knowledge Language Arts Program meets all the foundational reading skills standards set by the state. The Language Arts curriculum (as mentioned above) provides tools that stretch across North Carolina's standards in getting students to understand text, structure sentences, and being able to compare and contrast (just a few examples). As stated earlier, the Ryze Academy educational model provides a unique opportunity for students, particularly students who are economically disadvantaged. The Core Knowledge Language Arts, Science, and History and Geography programs has proven to be successful with economically disadvantaged students. A three year pilot program conducted in ten low-income New York City schools by the Core Knowledge Foundation found that students consistently outperformed the comparison New York City Schools in reading after the first year of implementation by 5-10 points and by the third year, that number increased to 12-17 points. In April 2023, a working paper was published by professors from the University of Virginia, Auburn University, and the University of Notre Dame seeing the impact the Core Knowledge curriculum had on students at charter schools. The Education Week article highlighting the study stated, "On average, the students in schools that used the framework scored a statistically significant 16 percentile points higher on end-of-year state tests than a control group of students who did not, after controlling for race, gender, and free and reduced lunch eligibility." This significant finding has proven the impact the curriculum has on students when implemented with fidelity.

Eureka Math is not only aligned with the Core Knowledge Sequence in terms of reinforcing previous concepts, but it also aligns with North Carolina's State Standards. According to Great Minds, Eureka Math programs are "designed to be inclusive math curriculums, promoting diverse representation and engaging all students in mathematical learning. They incorporate principles of Universal Design Learning (UDL) to create accessible and engaging learning experiences for all students." This approach is exactly what Ryze Academy seeks in a program as they look to create accessible and engaging learning experiences for at-risk students. As stated earlier, a study by the University of Southern California found that students in 3rd, 4th, and 5th grade made incredible strides on the end-of year testing utilizing Eureka Math with fidelity. The results showed that the growth was "equivalent to roughly a difference of 11-13% in proficiency band." This study was conducted over the 2022-2023 and 2023-2024 school years featuring 107 schools.

Q131. 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.



While the content and sequence of Core Knowledge is regimented, it lends itself to a wide variety of instructional methodologies that will allow teachers the freedom to use the method that best reaches each student. Ryze Academy teachers will use a variety of instructional strategies including but not limited to direct instruction, the Socratic method, collaborative learning (project based learning), and directed independent study.

Teachers will be expected to master the Socratic method (dialogue) for the Daily Circles, a key part of the School's unique approach. As outlined in the professional development plan, teachers will receive extensive training in the Socratic method (dialogue) to ensure success.

Teachers will also receive training in classroom differentiation and best practices for remediating students who are struggling. Core Knowledge provides resources for teachers to help them address the needs of students with a wide range of differences and abilities. Teacher will also receive extensive professional development in instructional methods, allowing them to adjust their lesson plans and instruction to ensure each student's success. Specifically, Core Knowledge Language Arts offers an online remediation guide for students and how to approach different parts of the sequence. This will be supported by the School's interventionists. We will also encourage teachers to attend professional development opportunities offered by Great Minds (Eureka), Amplify (Core Knowledge), and the Core Knowledge Foundation. These trainings will help teachers deliver a more effective product in the classroom, leading to greater academic growth. The Core Knowledge trainings/professional development is proven and provides the tools teachers need to work with struggling students by certified trainers.

Q132. 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 School will use multiple strategies to ensure that each student will be prepared to transition to the next grade level. The School will use multiple strategies along with common planning in PLCs and common assessments across the grade levels. While students will still have a wide range of abilities and competencies, they will arrive at the next grade level having been exposed to the same, predictable material, giving teachers a more complete picture of what the students already know at the beginning of the year. A multitude of assessment strategies will be used to gauge student learning and adjust instruction throughout the course of the year. Students will be given the NWEA MAP two or three times per year; teachers will use frequent formative assessments throughout lessons to inform daily instruction; and grade level teams (when appropriate depending on school growth) will plan together and use common assessments, analyzing data in PLCs, to improve instruction and student learning. Strategies will be in place to identify and remediate students who are struggling. As outlined in the budget, the School has invested heavily in interventionists and over two hours of enrichment time on Fridays just for whole group, small group, and individual review and interventions. Teachers will provide individualized tutoring at specified times before and after school. Students who are identified as at risk for academic failure will have a Personalized Education Plan (PEP.) Students who need more than a little help will be referred to the School Support Team by teachers parents, or other staff. The SST will work with each referred family to get help for each student in order to reach his or her potential through classroom interventions, alternate instructional strategies, referral to contracted specialists, or referral to the Exceptional Children team.

Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Ryze Academy's calendar will provide 196 days of instruction. The calendar aligns with the mission as it provides students with the appropriate amount of instruction for a rigorous hands-on education. Core Knowledge requires 180 days of instruction to ensure that sequence is properly followed. Additionally, it allows for extra instruction time to ensure that sequence is properly followed. The extended number of days and hours allows for meaningful enrichment time on Fridays where teachers can review important material and students can also explore the benefits of multiple specials classes aligned with content they are learning in their core classes. These specials will explore entrepreneurship, STEM, art, music, and more.



Shannon Stein

Comments :

Given the longer school year (which is good for at-risk student populations) and additional duty requirements for teachers (i.e. teaching specials, enrichment/disciplinary expectations, etc.), I wonder about teacher recruitment given the shortage in the profession. There have been statements throughout the application about the interest from both potential families and staff, however, that seems more like conjecture and would need more evaluation given actual specifics of the new school.

Q134. 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.



The daily structure of the School will be very unique compared to the district school system. Students will experience a different daily class schedule. Ryze Academy will have only core content classes Monday through Thursday. On "Ryze Up Fridays," students will spend a good part of the day in enrichment for their core content classes. Teachers will be able to review content, provide interventions and enrichment to students. Students will receive whole group, small group, and potential individual support from the core content teacher and interventionists. Students who are excelling will receive support to continue challenging and expanding their knowledge through the curriculum. Students who might be struggling, will receive support during this time as well to carefully review content and provide students with appropriate structured interventions supported by the curriculum. Core Knowledge offers a full Assessment and Remediation Guide to assist interventionists and teachers. In addition to enrichment time on Fridays, students will engage in specials classes that relate to what students are learning in their core content classes. These cross curricular opportunities will allow students to build upon their knowledge in a hands-on way. Specials may include, but may not be limited to, art, music, physical education, life skills, business skills, financial literacy, and STEM. Core Content Teachers might be expected to teach one of the specials classes. Additionally, students will receive recess and/or physical exercise twice a day in contrast from the current district school system. According to the American Academy of Pediatrics' Council on School Health, "Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it." Ryze Academy agrees with this conclusion and believes it is integral to the school's success. Having recess twice a day helps students emotionally regulate, become problem solvers, and be creative. The American Academy for Pediatrics recommends children participate in sixty minutes of "moderate to vigorous activity per day." Their 2013 policy statement which included this recommendation was reaffirmed again in April 2023 by the organization. Ryze Academy's calendar will provide 196 days and 1,052 hours of instruction. From Monday through Thursday, students will receive 5.5 hours of instruction. On Fridays, students will receive 6 hours of instruction. Please see the outlined chart attached with a potential schedule.

Q135. Describe a typical day for a teacher and a student in the school's first year of operation.



Typical Day for a Teacher:

A Ryze Academy teacher will enter the school about thirty minutes before school begins. They will walk through the front door greeted by the school's mission statement hanging up. This will remind them of what they seek to achieve day-in and day-out. Once to their classroom, the teacher ensure that their Core Knowledge Domain Walls are ready and that the core values are large and on the wall. The teacher will greet students at the door and make sure they get settled in for homeroom and ready for their Daily Circle. After morning announcements, the teacher will get students into their Daily Circle to discuss the day's topic. The teacher will greet the students with a positive quote or praise before beginning the topic. Afterwards, the teacher will begin teaching the core subjects. During this time, the principal may briefly observe the teacher to ensure that the curriculum is being implemented with fidelity. In between morning core content classes, students will break for morning recess. Students will return to class and then complete the remainder of their morning core content classes. The teacher will then break for lunch and afternoon recess. Teacher assistants and specials teachers will take the students to their lunch and afternoon recess. Teachers will have planning time where they may adjust their lesson plans or meet with the other core content grade level teacher. After students complete their afternoon recess, they will then come back to class and the teacher will complete their final core content classes for the day. The last class before ending the day will be enrichment where the teacher will review specific content with students. As school comes to a close, teachers will ensure that students get packed up and ready for dismissal. Once students are dismissed, a teacher may check in with the EC director regarding a student or plan out details for instruction the next day. As the teacher completes their work for the day, they will leave their classroom, seeing the four core values on the wall and passing the school's mission statement hanging up.

Typical Day for a Student:

A Ryze Academy student will enter the school's front door and see the school's mission statement hanging up to remind them of what they seek to achieve day-in and day-out. As they get to their classroom, they are greeted by their teacher and get settled in. During the morning announcements, they recite the school's mission and the School's core values. After morning announcements, students will enter their Daily Circle, engaging in Socratic dialogue with fellow students about the topic at hand. Students will then begin their core subjects, receiving direct instruction, working in groups, or having Socratic dialogue depending on their grade. Students will break for morning recess then complete their morning core content classes. Student will then break for lunch and their afternoon recess time. Students will then return to class for their final two core content classes. Their last class of the day will be enrichment. Students needing extra support will team up with an interventionist. Other students may break into small groups to review core content. Dismissal will begin at 3:00PM and school will officially end at 3:15PM. As students are dismissed, they leave through the front door and pass by the mission statement hanging up.



Q136. Will this proposed school include a high school?


- Yes
- No

Q142. **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 Evidence :



Core Knowledge Sco...

Uploaded on **4/23/2025**
by **Aniya Mayo**

Q143. **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 :


Ryze Academy 2026-...

Uploaded on **4/23/2025**
by **Aniya Mayo**


Q144. **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 :


RYZE Sample Daily S...

Uploaded on **4/23/2025**
by **Aniya Mayo**

10.2. Special Populations and "At-Risk" Students

Q145. 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.



Ryze Academy will employ a Multi-Tiered System of Support. This model is intended to address the academic needs of students by prevention and early intervention, providing those struggling students with the support needed to meet standards. When students are identified as not making sufficient or satisfactory progress (classroom assessments, progress monitoring or interim assessments), the MTSS model provides targeted interventions.

Tier 1: All students receive high quality, researched-based core instruction. This core curriculum provides the foundation for instruction upon which all interventions are formulated and aligned. Students should meet grade level standards in Tier 1 instruction. If a review of data shows that 80% of students are not meeting grade level standards and would require Tier 2 or Tier 3 interventions, then instructional modifications must be made at Tier 1. Students who are not progressing in core level instruction and appear to be at risk should continue to receive strong core instruction and additional Tier 2 interventions.

Tier 2: Tier 2 interventions are provided to those students who are not meeting/achieving grade level standards through core instruction alone. These interventions are provided in addition to core instruction and occur outside the CI block. For example, an additional 30 minutes can be allocated for supplemental tier 2 interventions outside the 90 minute reading block. Tier 2 interventions are provided to small groups of students. Ongoing progress monitoring involves reviewing data at both Tier 1 and 2 levels. Ongoing progress monitoring should occur more frequently at a Tier 2 level (at least every 20 days). Data gathered should be used to determine whether interventions are proving effective and to determine whether any changes need to be made. Should a student continue to not meet expectations despite Tier 1 core instruction and Tier 2 additional support being implemented and monitored with fidelity, student may require Tier 3 intensive interventions.

Tier 3: Tier 3 interventions are intensive and are intended for a small percentage of students who are not responding positively to generally effective Tier 2 interventions (effective being defined as 70% of students receiving Tier 2 interventions are meeting or exceeding grade level expectations.) Tier 3 interventions are designed to meet individual student needs by providing instruction that is explicit and intense. These interventions are designed to meet student needs by targeting areas of deficiency. Prior to beginning Tier 3 additional targeted assessments may be required in an effort to isolate deficits and guide intervention design. The intensity of these interventions is defined by frequency, duration and group size.

The School has 3 full time interventionists/instructional support personnel budgeted in the first year and increasing as the School grows. Budgeting for these positions will help teachers and students get the support they need to achieve the School's mission, vision, and goals.



Shannon Stein

Comments :

Given the projected student enrollment projections, has the school taken into consideration the number of interventionist needed to meeting MTSS requirements?



Tracee McManus

Comments :

The plan provides a detailed outline of a tier process to meet the learning needs of students performing below grade level. It also includes progress monitoring and programs to be used throughout. How will the school address students suspected of a disability prior to the completion of the MTSS process?

Q146. 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, MLs, 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.

Board members Sherena Sabla, Aniya Mayo, Brian Taylor, and Duane Robinson all have prior experience working with students with disabilities, students with 504 plans, MLs, and students identified as gifted or at-risk. Sherena Sabla was an educator and instructional leader at North Star Academy Charter School in Newark, New Jersey. She worked with an at-risk population with a high number of students with disabilities and 504 plans. North Star Academy Charter School is New Jersey's top performing charter school. Her college degrees are in Communicative Science & Disorders and Speech Pathology. Brian Taylor and Duane Robinson have both worked as instructors in Guilford County Schools. They both have experience in working with a diverse population of students with a variety of needs. Aniya Mayo co-founded *Growing the Distance*, an afterschool program and summer camp aimed at assisting students in need after school hours with enrichment.



Tracee McManus

Comments :

- Plan details founding board members experience with special education.
- There is not a pre-opening plan that details how the charter will prepare for students with disabilities.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

1. Methods for identifying ML 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 ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.



A Home Language Survey will be completed for each student upon enrollment. Should the HLS identify a student to be a language minority, the NCDPI HLS Process will be followed. All Kindergarten students will take the WIDA screener within the first few weeks of school as designated on the submitted academic calendar. Once ML students are identified, the first phase introduces the Shurley Method (being used through Shurley English) in the student's first language. By introducing the student to the Shurley Method in their first language, a student can grasp the instruction. The second phase introduces a bilingual approach, where English is being eased into the student's vocabulary via the Shurley Method. Phase three is an intensive transition to English and phase four, the student is fully emerged in English, still receiving assistance when needed by the ML teacher. Through these phases, the student will be pulled out of class only when needed. The ML instructor will be able to assist the student in class along with the lesson. Some students may enter the program at different phases depending on their proficiency. The Shurley Method utilizes spiraled instruction, constantly reinforcing grammar skills, which aligns with the Core Knowledge Language Arts. The ML teacher will progress monitor students using the formative ongoing assessments provided in the Stepping Stones to English. Classroom teachers will provide additional support through the implementation of a variety of instructional strategies for ML students.

Strategies include:

- Incorporation of visuals - Actively teach vocabulary (including charade games, visuals, word walls etc.)
- Use Rubrics (allowing students to understand all components of what a "good" assignment looks like)
- Developing a classroom library with leveled readers, allowing ELL students to select books that suit their skill level.
- Modeling for students. Modeling a "thinking aloud" process allows ELL students to witness how to problem solve or complete an assignment.
- Using Structured Discussions, encouraging students to participate in academic conversations.

Q148. 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.**



Ryze Academy's curriculum is challenging and carefully designed to provide students with a solid foundation of knowledge and skills necessary for future success. Though the rigorous instruction will adequately meet the needs of many gifted students, should students need a greater challenge, teachers will have the knowledge and flexibility to differentiate instruction to meet the needs of those students on core content days. The School will also have an enrichment block on these days to work in small groups to further work with gifted students. Because the content and sequence of the Core Knowledge sequence is so important, even students who may be performing high above grade level will not be allowed to miss content. Instead, teachers will design lessons and assignments so that intellectually gifted students can be challenged while benefiting from the shared knowledge and experience of their peers. Strategies such as supplemental reading materials, challenge spelling words, individualized reading goals, and engaging projects will help students achieve academic growth no matter what level they are on. The spiraling nature of the Eureka Math program makes it well suited for acceleration. Ryze Up Fridays offers an even greater opportunity for gifted students to be challenged further. The two blocks of enrichment that day will allow for greater small group instruction for gifted students to accelerate their learning. All students' progress will be assessed and monitored using a variety of methods, including the NWEA MAP, NC EOGs, and grade level common assessments. The teachers and principal will be held accountable for the growth and success of each student, and the School Improvement Team and the Board of Directors will continuously monitor the growth and achievement of different groups of students, including high performing students.

10.3. 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.

Q149. 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.



As part of the enrollment packet that every student will be required to complete, parents will have the opportunity to provide confirmation about their child's existing IEP or 504 plan. Additionally, parents will be able to designate whether their child has an IEP, 504 plan, or is currently being tested. This will allow the EC staff to prepare accordingly and properly request the documentation from the child's previous school. The School will also utilize NC Child Find to ensure that the School has all of the correct students identified. Upon identification, students with existing IEPs or 504 plans, school staff will alert the lead EC Teacher, teachers, and administrators to ensure compliance with any existing plans not received through enrollment paperwork. To help identify students who may be eligible for special education services, a School Support Team (SST) will be established. The SST will be made up of teachers and a representative from our contracted EC services. The EC lead Teacher will be responsible for requesting and receiving all EC records confidentially from the student's previous school. The EC Teacher will ensure through ECATS and records request forms that all pertinent information is given to the school.



Tracee McManus

Comments :

- The narrative outlines a plan to identify students with disabilities. What is the follow up plan should requested records not be received in a timely manner?
- An efficient process of identifying students that have previously been found to be eligible for special education services must be established. At this time, the plan relies on parents to communicate the information. The charter school should develop a process for contacting the previous school.

Q150. 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.



Students may be referred to the SST by administrators, teachers, or parents. Students may be referred through the MTSS process as well. Once referred, the SST will gather existing data on the student. The SST will then collect data in the areas of math, reading, writing, and behavioral/functional abilities in the classroom. The SST will then review the data to determine if a disability is suspected. Interventions should run concurrently at this time. If a disability is suspected, the team will request evaluations by qualified individuals in the areas of the suspected disability. Upon completion of the evaluation, the SST will reconvene to review and discuss the evaluation data and the existing data to determine eligibility. If a student is eligible under an area of suspected disability, the EC teacher will then develop the initial IEP to meet the needs of the student. Parents will then sign a consent for services. At all stages of the process the student's parents will be informed, consulted, and provided proper notice for all meetings.



Tracee McManus

Comments :

- The narrative provides a clear outline of the school's Child Find process.
- MTSS is explained.
- Suspicion of disability is explicitly addressed with what the school will do to ensure a student does not get "caught up" waiting for interventions.
- The narrative includes pre-assessments to identify the academic performance of students.
- What processes will be used in order to comply with Child Find mandates to include Child Find posters, assessments, evaluations, and notifications related to the suspicion of a disability to avoid misidentification of special education students?
- PSU includes policy to address locating, identifying and evaluating all children with disabilities in need of special education and related services.
- Processes described in narrative should include all of the following:
 - Response to notification: 30 days
 - Consideration of children advancing from grade to grade/highly mobile (migrant) children NO

SST is not the IEP team that meets to do a referral meeting with the parent officially. This should be noted.

Q151. 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)

All student records will be maintained with confidentiality and safety in mind. Records will be kept in secure, designated, locked records rooms, in fireproof filing cabinets. Student records may be examined on site only by approved personnel and should never be taken off site. A staff member will be designated by the principal to oversee the student records and ensure compliance with all applicable laws. Records will be requested from the student's previous school only after a complete enrollment packet has been received. Upon receipt, student records will be securely stored and treated with strict confidentiality.



Tracee McManus

Comments :

Consider outlining a plan to do in-house audits of files. How will EC records compliance be handled on-site? How frequently will compliance reviews occur? Who will conduct the reviews? How will the record review process be used to improve services for students with disabilities? The narrative does not include how the PSU plans to ensure EC records are compliant. With confidentiality in mind, include mention of who has access to records which should be posted in the separate, locked room where records are stored. Explain the procedure for signing records in/out as needed. There would need to be mention that a sign in/out sheet would be included in each EC record.

- Procedures for requesting records are missing. Recommended components include:
 - Chart to track students enrolling (student name, placement, records request/receipt of records)
 - Process to follow-up with sending school or PSU is non-responsive to records request
 - assurance of special education services on Day 1

Q152. 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.



The School will work diligently to ensure that the needs of all students are met in accordance to their IEP or 504 plan. The School will ensure that they receive all appropriate EC paperwork before the start of the school year for each student. The lead EC Teacher will evaluate the caseload and make recommendations to the Principal and the board. If the caseload requires meeting the learning needs of students with moderate and severe learning disabilities, the school will need to dig into their "EC Emergency Services" line item in the budget. If the School exhausts the funds in the emergency services line item or the planned services required for the student exceed the emergency services line item, the board will look to take action on applying for Special State Reserve Funds and also evaluate the budget to accommodate the needs for their students. The School will work to ensure that students with these learning needs are not completely isolated and that their needs as outlined in their IEP are followed with fidelity.



Tracee McManus

Comments :

The plan does NOT address LRE or meeting student needs with a full continuum. The narrative speaks to how they would look at funding rather than how they would meet service requirements.

The plan should include the following but DOES NOT:

- The plan provides a detailed approach to how the school will serve students with mild, moderate, or severe disabilities. Is the school prepared to ensure the IEP is followed, staffing is appropriately licensed, progress monitoring is being done, services are being provided, separate, resource, and homebound services are provided as indicated in IEP, etc.?
- The narrative includes consideration of the least restrictive environment for students with disabilities. What considerations will be in place for students receiving inclusive support but also need more intensive "pull-out" resource services?
- The narrative includes staffing considerations (including teachers and related service providers) as well as mentions adherence to the least restrictive environment expectations. IEP implementation and progress monitoring were shared as tools to support the least restrictive environment decision making process.

Q153. 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?

Ryze Academy is committed to meeting the needs of all enrolled students. It will be the School's policy that every child have a fair and full opportunity to reach his or her full potential and that no child shall be excluded from appropriate educational offerings. To ensure that the needs of exceptional children are met, the School will have an Exceptional Children Department staffed with licensed, highly qualified, well-trained EC teachers. The EC department will be tasked with the screening of all students referred by the School Support Team (SST.) The EC department will further be responsible for developing educational plans and strategies for special needs students. Core Knowledge provides schools with a full remediation guide to assist educators. There will also be opportunities through the professional development line item to ensure that EC teachers and core content teachers receive the training they need to work with students with disabilities. Additionally the School's instructional materials/curriculum line items have funds set aside for purchasing additional curricular resources to support the students and their access to the general curriculum.



Tracee McManus

Comments :

Does not mention the full continuum. The only mention of programs is CORE Knowledge.

The plan should include the following but DOES NOT:

- The plan provides a thorough explanation of how the school will provide services across the continuum. Is the school prepared to ensure the IEP is followed, staffing is appropriately licensed, progress monitoring is being done, services are being provided, separate, resource, and homebound services are provided as indicated in IEP, etc.?
- The narrative includes a plan of collaboration among staff and families.

Describe specific educational programs, strategies and supports the school will provide to ensure a full continuum of services for students with disabilities is being provided. How will those specific programs, strategies and support look for students across the continuum?

Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



The EC department will take every reasonable measure to prevent denials of equal educational opportunity on the basis of physical, emotional, or mental handicap; and will assure that the rights of students with special needs and their parents or guardians are protected. The staff of the School will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements are being met as prescribed. EC staff will receive help from the instructional support staff outlined in the budget. The IEP will be updated regularly and adjustments will be made to accommodate each student. An EC teacher, classroom teacher, parent, and administrator will be given proper notification and invited to attend all meetings.



Tracee McManus

Comments :

- The narrative should include details of methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE). Some methods of support could include:
 - specific training regarding specially designed instruction,
 - plans for a high level of family engagement,
 - consideration of extended school year services
 - development and implementation of behavior support plans,
 - progress monitoring of IEP goals,
 - proper use of assistive technology,
 - related services,
- The narrative does not provide a clear explanation of FAPE. How will the school ensure students receive needed services on their IEP on Day 1 of school?

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

The IEP will be updated regularly and adjustments will be made to accommodate each student. An EC teacher, classroom teacher, parent, and administrator will be given proper notice and invited to attend all meetings. There will be ongoing assessments in classrooms to identify students with special needs. Students with a Section 504 Plan or identified as being eligible for a 504 plan will be offered accommodations and or services for the identified disability. Accommodations and services for both IEP and 504 plans will include but not be limited to: modification of tests and assignments, supplemental textbooks, adjusted seating, use of study guides and organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures.



Tracee McManus

Comments :

- The school DOES NOT provide a clear explanation on how the implementation of the IEP will be monitored and communicated with parents.
- Mentions assessments to identify students with special needs but does not mention IEP goal progress monitoring. No mention of specifics when parents will be updated on progress (reports cards, etc.)
- The narrative DOES NOT provide an explanation as to how the IEPs and student progress will be monitored and communicated with teachers. How will the progress be communicated with the students and parents?

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The School plans to contract for related services such as psychological, speech-language, occupational therapy, and physical therapy with a company that has a proven track record and extensive experience with providing EC services to charter schools.



Tracee McManus

Comments :

The plan provides an explanation as to how the school will provide adequate staffing to serve students with disabilities as well as contracting/hiring related service providers.

10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.



Academic Goals:

Math Goals:

1. At least 45% of third grade students will be proficient in math by year two, 50% by year three, and 55% by year four.
2. At least 48% of fifth grade students will be proficient in math by year two, 54% by year three, and 60% by year four.

Achieving Math Goals: Ryze Academy will achieve these goals by closely monitoring student progress through in class assessments, NWEA MAP, potential NC Check-Ins, testing and other appropriate support. Eureka Math's spiralized approach allows high achieving students to be constantly challenged with advanced math problems and struggling students to be review concepts to ensure mastery. Ryze Academy developed this new goal carefully considering the introduction of a new mathematics curriculum and the adjustments students at each grade level with have to make. Ryze Academy intends to be the rising tide that lifts all boats in this area. The Principal will be expected to give monthly progress reports to the board on student performance and adjustments made to ensure student success.

Reading/Language Arts Goal:

1. At least 40% of students will be proficient on the End-of-Grade Reading/Language Arts test by year two, 45% by year three, and 55% by year four.

Achieving the Reading/Language Arts Goal: Ryze Academy will achieve this goal by closely monitoring student progress through in class assessments, NWEA MAP testing and other appropriate support. Core Knowledge Language Arts provides a strong knowledge base for students to master vocabulary, understand sentence structure, and have the right tools to properly comprehend reading passages. This goal was carefully considered based on schools closest to Ryze Academy's location and their scores.

Student Character Goal:

1. Student disciplinary referrals will decrease by 20% in year two, an additional 20% in year three, and an additional 10% in year four, resulting in a 50% decrease total over four years.

Achieving the Student Character Goal: Ryze Academy will achieve this goal by implementing the Uncommon Schools disciplinary approach with fidelity. Additionally, the School will constantly reinforce the four core values in every area. The core values will continue to guide the daily circles, improving emotional regulation amongst students. Teachers will monitor student behavioral progress and bring parents in as partners to help reinforce the core values at home.

Q158. 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.

Ryze Academy plans to use NWEA MAP testing to monitor student growth, testing two to three times per year. NWEA MAP allows the School to track student progress through a short computer-based test. The test provides a full report to the teacher to show where the student is at and gives suggestions on how to ensure that the student can reach their next growth goal to be at grade level by year's end.

Q159.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.

Students who meet or exceed the state standard requirements, where they exist, and have met all of the grade level requirements will automatically be promoted to the next grade. Third grade students must meet the state reading requirements and End-of-Grade assessments. If a student is at risk of being retained, the student's classroom teacher will contact the parents as soon as possible in writing. The teacher, parents, and other necessary staff will formulate a personal education plan which may include a referral to the SST. It will be the policy of the School to give each student the tools and support that he or she needs to be successful. If the interventions and support do not result in the student meeting the requirements to be promoted to the next grade, the principal, with input from the teacher, parent, and other involved staff, will make the final decision on whether or not to retain the student. If a student has either an IEP or a 504 plan, the decision to retain or promote that student will be made with the support of the EC staff and consideration will be given to the student's plan and accommodations. All of the school policies and procedures, including promotion and retention policies, will be available to parents and students in the student handbook and on the school website. Parents will be expected to sign the student handbook to show that they understand these policies.



Tracee McManus

Comments :

The plan provides a clear explanation for promoting students with special needs from one grade to the other.

Q160.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.



Exit standards will be based of the School's promotion standards. In addition to meeting those requirements, students should pass to End-of-Grade/End-of-Class assessment and meet all attendance requirements. Students who are at-risk will receive accommodations allowed lined out in their personal education plan.

10.5. School Culture and Discipline

Q161. 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.

The culture of Ryze Academy will revolve around the school's mission, and vision, and anchored by its four core values. Students, staff, and the Board of Directors will all be held accountable for upholding these four core values:

Grit: to encourage perseverance and strong work ethic amongst students to be critical thinkers and problem solvers.

Responsibility: striving to know and to do what is best rather than what is most popular. A students, staff members, and board members will be expected to be accountable for their conduct both inside and outside of the classroom and lead by example.

Optimism: to be positive, accept the best possible intentions from others' comments and always work towards a positive outcome.

Wonder: to always be curious, solution-oriented, and reflect on yours and other's opinions, thoughts and solutions.

Staff will be asked to also consider the four core values learned by students each month and how they can grow from those traits professionally. When being evaluated, the Principal will look to the four core values to see if the staff member grew in each of those areas. By setting these expectations for not only the students, but for the teachers, this will help foster a culture of respect, growth, and readiness to meet future challenges. As students embrace the four core values, lessons are then brought back home to share. By bringing these four core values home, it is the hope of Ryze Academy that these four core values will spread throughout the community.



Q162. 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.

Ryze Academy has already started this process of developing a school culture. Currently, the board is working with the community in ensuring that they understand the School's proposed mission, educational plan, and how important the four core values are to ensuring success. The board is and will continue to work to espouse the four core values. This will carry over to the hiring process, especially with the Principal. The Principal will be responsible in ensuring that the teachers are committed to the school's mission and espousing the four core values and are constantly evaluating the those values. The Principal will provide teachers with the proper professional development before school starts to set the tone. As discussed previously, teachers and administrators will be evaluated based on them living up to the four core values. Students will be expected as stated in the school's academic goals, to live up to the four core values to consistently improve behavior outcomes. To ensure parental buy-in, there will be curriculum nights and other opportunities for parents to learn more about the school's culture and expectations. For students entering mid-year, they will be prepped prior to entering the school with the expectations for the four core values. Students will join in Daily Circles to first observe, then participate to practice and live out the core values. The collaborative and supportive environment created by these four core values will allow teachers and students to help and support new students and help set expectations.



Shannon Stein

Comments :

Q163. 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.



The Daily Circle & Student Behavior:

The goal of Ryze Academy is to provide a safe and orderly environment for students, parents, and staff. To this end, we will set high behavioral expectations for each student. Teachers will formulate, communicate, and model clear behavior expectations based on the idea that everyone should show kindness and respect. When applicable, teachers will guide students in reflecting on the school's four core values and support them in identifying positive choices and actions that align with those values. Every morning, the teacher will host a daily circle to guide students class wide as a unit (or equivalent). This opens the door for students to demonstrate and reflect upon the four core values. On "Ryze Up Fridays," students will also participate in an afternoon schoolwide circle right before dismissal. This circle will allow the Principal or designee to address bright spots in the week, individual student achievements, etc. before students leave for the weekend.

Wonder- When addressing a behavioral issue with a student, the teacher should strive to utilize, "I wonder" statements to interact with students on their emotional level. These statements will allow the teacher to understand the student's understanding of the situation before engaging further.

Optimism- Depending on the situation, the teacher should strive to first name (1-3) meaningful character traits about the student then address the behavioral misalignment.

Responsibility- The teacher should ask the student if their behavior was responsible to themselves, students, or others? The student and teacher should then address how the student can be responsible in this situation.

Grit- Circling back to the student's meaningful character traits, teacher will ask and guide the student to persevere by developing strategies/a corrective action plan to ensure that misaligned behaviors do not occur again.

School-wide behavior expectations will be displayed throughout the school with the four core values, discussed during assemblies, and consistently enforced.

In alignment with the Uncommon Schools approach, Ryze Academy will take a structured, proactive, and data-driven approach to behavior management. Methods will emphasize clear expectations, immediate corrections, strong relationships, and positive reinforcement while minimizing disruptions to learning. The disciplinary process will consist of four levels:

Tier 1: Universal Behaviors (Low-Level, Minor Infractions)

- **Definition:** Minor, occasional behaviors that disrupt learning but can be corrected through proactive



strategies within the classroom.

- **Examples:**

- Talking out of turn
- Not tracking the speaker (lack of active listening)
- Slouching or lack of engagement
- Tardiness to class
- Minor disruptions (whispering, side conversations)
- Not following directions immediately
- Lack of urgency in transitions

- **Consequences:** Most instances of misbehavior can be addressed by the classroom teacher and every teacher will receive training in classroom management and strategies to address inappropriate or disruptive behavior. Teachers will keep parents informed if their student's behavior is not meeting expectations. If misbehavior persists or rises to a Tier 2 offense, then the classroom teacher may refer the student to the administration.

Tier 2: Targeted Behaviors (Moderate Infractions, Repetitive Behaviors)

- **Definition:** More persistent behaviors that require additional interventions beyond classroom management but do not warrant removal from class.

- **Examples:**

- Repeated off-task behavior
- Low-level disrespect (eye-rolling, sighing, minor backtalk)
- Lack of urgency in completing work
- Refusing to engage in classroom norms
- Talking back to a teacher (without aggression)
- Minor damage to school property (writing on desks)

- **Consequences:** If Tier 1 behaviors persist, students may receive a short loss of privileges, engage in reflective writing, assigned seating or move placement of student's desk, and parental notice.

Tier 3: Intensive Behaviors (Serious, Repetitive Infractions)

- **Definition:** Significant disruptions that require **more structured interventions** and administrative involvement but can still be addressed within the school setting.

- **Examples:**

- Repeated Tier 2 behaviors that have not improved
- Defiance toward staff (e.g., refusing to comply)
- Disrespectful language or tone toward teachers
- Physical contact with peers (pushing, shoving)-**that does not result in physical injury**
- Persistent classroom disruption affecting others' learning
- Minor threats or intimidation
- Leaving the classroom/skipping class

- **Consequences:** If Tier 2 misbehavior persists in spite of the corrective action plan or are more serious,



the principal will meet with the student and the parents to develop a corrective action plan. The student might be required to spend consistent time with the School guidance counselor to help reinforce the core values and expected behaviors. Students may lose privileges for a longer period of time. The School will utilize an "Earn it Back" model with students.

Tier 4: Severe & Dangerous Behaviors (Major Infractions, Safety Risks)

- **Definition:** High-risk behaviors that pose an **immediate threat to the school environment** and require significant intervention, including possible removal from the school setting.
- **Examples:**
 - Physical contact, aggression, or fighting **resulting in physical harm to students and others**
 - Threatening behavior toward staff or students
 - Repeated acts of defiance toward school leadership
 - Bullying (chronic, targeted, or severe)
 - Leaving the School Property without permission
 - Severe property damage
 - Possession of weapons or drugs
 - Sexual misconduct
- **Consequences:** If corrective action plans do not result in adjusted behavior, or if the misbehavior rises to a Tier 4 offense, the principal and guidance counselor will meet immediately with the student and the parents to determine the course of action. The Principal may recommend suspension (long or short term depending on the offense). If a student is suspended, the School will require a reintegration plan for the student with the help of the parent. If the offense reaches a level expulsion, the School will ensure compliance with NC state law regarding due process, and age restrictions.

Considerations for Disciplinary Actions

If corrective action plans and interventions do not result in improved behavior, or if a student commits a severe infraction, the Principal will meet with the student and their parents to discuss next steps. In cases where a student's actions warrant long-term suspension or expulsion, the Principal will make a formal decision.

Appeal Process for Level 3 and Level 4 Disciplinary Actions

Parents may appeal a Level 3 or Level 4 disciplinary decision by submitting a written notice of appeal to the principal within 24 hours of receiving the disciplinary decision. Upon receiving the appeal, the principal will immediately notify the Board of Directors, who will schedule a meeting to review the case. The parents will be informed of the date, time, and location of the meeting and are encouraged to attend. The decision of the Board regarding disciplinary appeals will be final.

Disciplinary Considerations for Students with Special Needs

When addressing disciplinary actions for students with Individualized Education Programs (IEPs) or 504



Plans, the principal, along with the Exceptional Children (EC) teacher and, if necessary, the contracted school psychologist will carefully review the student's file. They will assess:

- Whether the student's accommodations and interventions were effectively implemented.
- If the behavior is a manifestation of the student's disability.
- Appropriate next steps to ensure that the student's rights are upheld while maintaining school-wide behavioral expectations.

The school will work closely with families to ensure that disciplinary responses align with legal protections and that students with special needs receive the necessary support to promote positive behavioral growth.



Shannon Stein

Comments :

The disciplinary/student conduct plan seems to well thought out and progressive.



Tracee McManus

Comments :

Plan outlines how discipline will be taught to all students but it states the EC staff, principal and school psychologist will review the EC file and determine if the behavior is a manifestation. It does not mention 10 cumulative days of suspension or 10 days at once is what triggers a manifestation determination. It should state the IEP team meets for the manifestation determination and not just the principal, EC staff and school psychologist. No mention of providing instruction/services after the 10 days suspension.

10.6. Certify

Q164. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

Q165. **Explanation (optional):**



Goodall Consulting has worked with many other charter applicants and some of the work on other applications may have been used in this application to ensure that best practices are used for the charter school.

Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Tracee McManus

Ratings

Does Not
Meet the
Standard

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

There are many missing components when addressing students with disabilities. It is very important to ensure the full continuum is in place for students with disabilities. Suggestions have been made for each question which needs to be addressed prior to being able to meet all required components to serve students with disabilities and provide FAPE.



11. Governance and Capacity

11.1. School Governing Body

Q166. Organization Street Address (if you have one)

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

121 Skeet Club Rd. High Point, NC 27265


11.2. 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.

Q167. 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 t...

Applicant Evidence :


Ryze Academy Initial...

Uploaded on **4/24/2025**
by **Aniya Mayo**

Q168. 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.

Governance of the school is the direct responsibility of the Ryze Academy Board of Directors, whose paramount goal is the educational success of its students. The Board will ultimately be responsible for all transactions of the charter school including financial management, personnel, academic program, and facilities. The Board will be composed of 5 to 13 members, with a goal of at least one Board member being a parent or guardian of a Ryze Academy student. The School's Board will provide direction via policies to the principal who will be responsible for the day to day operation of the school. The Board will form work committees which, in cooperation with the administration, will set policies and develop programs and procedures that are in line with the school's mission and designed to meet the school-wide performance goals. Each Board member will be expected to fully participate in the governance of the School. Each board member will sign a conflict of interest statement and a board commitment statement. Each board member will support the school by serving on at least one board committee, participating in school events and activities, and reviewing board materials. They will receive formal training regarding North Carolina charter related statutes, the Open Meetings law, State Board policies, and Office of Charter School directives, while acting in the best interest of the students and the school. The personnel committee will develop an evaluation process for the principal and submit to the full board for approval. Once the Board formally hires the principal, the board will evaluate the principal annually using the evaluation tools and processes that have been adopted by the board. At this time, there are already two candidates with a breadth of experience that have approached the board with their interest in serving the school.

The School will also have committees to ensure that they hold the principal and staff accountable to the mission and vision.

The School will start with the following committees:

Academic Committee: Will evaluate the School's academic programs and monitor student progress.

Governance Committee: Will evaluate and suggest school and board policies.

Finance Committee: Will develop the School's yearly budget, monitor monthly spending, suggest budget changes, and work closely with staff to ensure a clean audit.

Personnel Committee: Will evaluate staff and principal performance and make hiring and termination suggestions to the board.



Shannon Stein

Comments :

The plan for the personnel committee to evaluate staff beyond the Head of School seems to be more operational than a best practice Board would be?

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.

The current composition of the board of directors is five members with a desired composition of seven members. The current board has great diversity of experience. The board of directors has business leaders, a district school instructor, and a former Uncommon Schools teacher and instructional leader. These members have experience in running businesses, understanding how charter schools operate, understanding of the Uncommon Schools approach, and understanding how to manage budgets. The board looks to continue to build upon its diversity by adding someone with legal and/or real estate experience and someone who will be a parent of Ryze Academy.

The School will also have committees to ensure that they hold the principal and staff accountable to the mission and vision.

The School will start with the following committees:

Academic Committee: Will evaluate the School's academic programs and monitor student progress.

Governance Committee: Will evaluate and suggest school and board policies.

Finance Committee: Will develop the School's yearly budget, monitor monthly spending, suggest budget changes, and work closely with staff to ensure a clean audit.

Personnel Committee: Will evaluate staff and principal performance and make hiring and termination suggestions to the board.

Q170. 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 Ryze Academy Board of Directors has a great amount of experience in education, business, charter schools, and community service. The board's collective experiences set them up for success as they plan to open Ryze Academy.

Aniya Mayo has extensive experience in educational management. In addition to pursuing a masters degree at Wake Forest University in Educational Leadership, she also is co-founder and co-director of *Growing the Distance*, an after school and summer camp program for students. She has worked in collaboration with North Carolina A&T University's Child Development Laboratory to ensure the success of students in Triad region. Included in the application is a letter of support and mentorship for Aniya from Western Missouri State University education professor Dan Shepherd. Aniya's experience as a successful non-profit co-director and her current pursuit of a masters degree in Education Leadership, will put the School on a successful trajectory.

Sherena Sabla has extensive educational and leadership experience in her career. Her background as an instructional leader and teacher at North Star Academy Charter School, New Jersey's top performing charter school and an Uncommon school, makes her a perfect board member to get the School up off of the ground and running. Her experience in a successful charter school and helping bring elements of the successful Uncommon school approach to North Carolina. Sherena has obtained a letter of support and mentorship from Dr. Jamey Verrilli, co-founder and former principal of North Star Academy Charter School.

Clayton Whitaker has extensive charter school experience in North Carolina. Not only was Clayton a graduate of Roxboro Community School, but works with charter schools daily with school technology safety, E-Rate funding, and technology planning. He has extensive knowledge on state charter school funding, navigating federal funding, and ensuring the online safety. As Chief Operating Officer of Emerge Consulting, Clayton will be able to bring a sharp eye to the School's financials in navigating the funding expectations, compliance, and budgeting. Additionally, in his role at Emerge Consulting, Clayton works with landlords and contractors to ensure proper installation of technology and equipment. This knowledge will help the School when working with the landlord and knowing the space needed for the school to be successful.

Duane Robinson brings a great wealth of experience to the Board of Directors as a military veteran and JROTC instructor. His leadership in the US Army in developing and designing organizational training missions, and operational policies, regulations, and curriculum for company-level senior operations sergeants, positions himself perfectly to serve on Ryze Academy's board. Duane also holds a masters degree in Business Administration. His business, educational, and military



backgrounds will be an invaluable resource to the Board of Directors.

Brian Taylor is a former High Point small business owner, military veteran, JROTC instructor, and community leader. He will bring a wealth of experience to the Ryze Academy board. As a community leader, Brian is a part of helping those at-risk in the community. He participates in the 16 Cents Ministry on a weekly basis to help cloth and feed Greensboro's homeless population. Additionally, Brian works with Backpack Beginnings to help families in tough times get the supplies and materials they need at a reduced cost or no cost at all. Brian's dedication to our community's at-risk population will help provide a connection with our school community and help the School live out its mission. Brian's experience as a small business owner will help bring an important eye to the School's financials and managing the budget. Lastly, his work as a JROTC instructor helps bring in a unique educational leadership perspective to the School.

The collective experiences of these board members will allow the School to start off on excellent footing with expertise across many areas from public education and service to private business experience.



Shannon Stein

Comments :

Board members seem to have a diverse but relevant experience.

Q171. 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.**



1. To ensure the academic and operational success of the school, the board will work together to make organizational and policy decisions. The board will be ultimately responsible for all operations of the charter school, but will delegate the day to day operations to the principal. To ensure that the best possible decisions are made, the board will participate in continuing board development and use proven best practices. The board will gather information from a variety of sources including the School Improvement Team, the Parent Teacher Organization, the administration, and surveys of parents, students, and staff. The board will get regular reports from the principal and the board committee that will keep them informed about all areas of school performance and will be used to help them make decisions. The board is fully determined to achieve the school's governance goals of excellent attendance at board meetings, SBE governance compliance, and annual in-person and group continuing education in best governance practices.
2. The board will evaluate the principal initially after the first three months of school in operation to ensure that the principal is working to fulfill the mission and vision of the School. The board will then evaluate the principal towards the end of the year. The personnel committee will be tasked with developing the principal evaluation tool and soliciting feedback from school staff then presenting the findings to the full board of directors. The principal will also be evaluated on holding up the School's four core values. The personnel committee will be tasked with soliciting feedback from staff on working conditions, school operations, overall positives, and setbacks. The committee will also solicit feedback from parents on school operations, academics, transportation, meals, teacher performance, etc. to help inform any adjustments that might be needed.
3. As mentioned early, the board will solicit feedback from all stakeholders on the school's progress, have a parent serve on the board of directors, and continue to have a diverse set of board members, racially and professionally. The School will always be engaged in the community through their partnerships and community projects and seek resumes from community stakeholders interested in helping uphold Ryze Academy's mission and vision.

Q172. 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?



Ryze Academy started when a group of parents suggested that Aniya Mayo and Sherena Sabla start a charter school with their overwhelming success at *Growing the Distance*. Aniya and Sherena then recruited Duane Robinson to the Board of Directors based on his experience and leadership. Aniya and Sherena then engaged Goodall Consulting looking for someone who had charter school experience to join the board. Goodall Consulting then connected Aniya and Sherena with Clayton Whitaker to interview. After they interviewed Clayton, he was then accepted to the board. The last member of the Board of Directors, Brian Taylor, was recruited by Duane Robinson. Every potential board member was interviewed by board founders Aniya Mayo and Sherena Sabla, had to pass a background check, and align with the School's mission, vision, and exhibit the four core values.

Q173. Describe the group's ties to and/or knowledge of the target community.

Four of the five board members live in the immediate area of where the School will be located. The fifth board member lives in the Triad area, has extensive charter school experience, and many community ties to the High Point area. The board has already developed extensive partnerships and support from numerous local community organizations such as North Carolina A&T University, High Point University, Guilford Technical & Community College, i9 Sports, and former state representative Marcus Brandon. The Board of Directors has already imbedded themselves into the community, already setting up the School to begin living out its mission and supporting the targeted school population. As mentioned above, members like Brian Taylor have additional ties to local non-profit organizations assisting at-risk populations. Building this type of community support and partnerships early on will allow the School to meet enrollment goals and have a community interest in helping build the academic success.

Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The board plans to meet once a month, at least 10 times a year. Currently, the board plans to meet the second Thursday of every month. That is subject to change as the board will adjust the meeting calendar to ensure that the school can open on time with proper board approvals.

Q175. 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.



New board members will be required to participate in the board's Orientation Plan. Key points of the plan include a primer on the charter contract, charter law, SBE CHTR policies, open meetings law, and public records law; attending at least one school community event; and observing in a classroom. Board members will be expected to participate in ongoing board development. The board may use a combination of training provided by the Office of Charter Schools, the NCAPCS, books, professional development coaches, and annual board retreats. A specific requirement of eight hours of board development for each board member per year will be laid out and agreed to in the Board Commitment Letter that each board member will sign.

The Board of Directors will receive a minimum of eight hours of board training/professional development per year as outlined in the School's Governance Goals. The areas in which the board will receive yearly training are, Charter School Finances, Governance & Compliance, Academics, and Mission & Vision. Additionally, the board will receive training in school safety, legislative updates, and other pertinent areas as needs arise. The board will also attend the Ready to Open Trainings to ensure they are ready to successfully open the School. Below is sample professional development calendar for the School's first year in operation.

Sample First Year Board Training Schedule:

October 2026:

School Safety- 2 Hours (Principal led overview of School Safety Plan and Title IX, Safety Officer review of protocols during an emergency)

November 2026:

Charter School Finances- 2 Hours (State, Local & Federal Funds Overview, LINQ, Financial Compliance, Budget Building, Report Reading, etc.)

Governance & Compliance- 2 Hours (Federal & State Law Overview, SBE Policies, Board Policies, Confidentiality, Epicenter, etc.)

March 2027:

Academics- 2 Hours (Review of Academic Goals, Analysis of YTD testing/benchmark data, Overview of Curriculum & Implementation)

Mission & Vision- 2 Hours (Workshop on evaluating the School's Operational, Governance & Financial Goals, Evaluating how the School is working to achieve its vision)

May 2027:



Outside Evaluation- Meet with an outside evaluator to collect meeting minutes, evaluate the board's training, and the board's compliance with best practices.



Shannon Stein

Comments :

While a couple of the board members have good experience with some educational opportunities (i.e. *Growing the Distance*), having members observe classrooms seem as if there is not a clear line between operational tasks vs. governance.

Q176. 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.

Ryze Academy's board members have a fiduciary responsibility to the school. They will avoid or disclose conflicts of interest, and act in an ethical manner that credits the board, the school, and the staff. Each board member will be required to sign a conflict of interest statement and annually disclose any conflicts or potential conflicts of interest. When a conflict of interest occurs or may even appear to occur, the affected board member should advise the board before any vote or even discussion of the issue. Also, other board members have the obligation to bring before the board any potential conflicts even if the issue involves another board member. If, in the board's opinion a conflict exists, then the member affected shall not participate in any discussion or vote on the matter in question. We define a conflict of interest as a condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding their interest in the School, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action. To avoid conflicts and to mitigate conflicts the board will ensure that its policies and decisions do not enhance the possibilities of conflicts. We will recognize the items in our charter contract and state law involving board relationships, nepotism, and those staffing relationships. We'll also work closely with our accountants and auditors to maintain internal controls and policies reflecting best practices in this area.

Q177. Explain the decision-making processes the board will use to develop school policies.



Ryze Academy's board will use a variety of information to aid the decision making process and policy development. New board policies, or revisions of existing policies will start in the appropriate board committee. If the policy does not originate in the governance committee, then the committee recommendation will then go to the governance committee. The governance committee will make a recommendation to the full board about whether a new policy is needed and what it should contain. In making decisions, the board may consider recommendations from the administration, School Improvement Team, PTO, and board committees. Because important stakeholders are involved with all of these bodies, the board will effectively be getting input from all of the stakeholders. The board may also look at data including test scores, survey results, student performance statistics, community service performed, suspension rates, and reportable incident rates. Before being finalized and implemented, new board policies will be made public and the board will solicit input from parents and staff. The board will carefully consider any input received before voting on any new policies. Lastly, the board will encourage a board (and school) culture that allows for missteps. We believe that only by taking chances can one take larger and bolder strides, thus moving more efficiently. Board members will be encouraged to suggest creative ideas, vote independently, and be comfortable with board decisions that may not be unanimous or in their favor. This will make a healthier board and public charter school.

Q178. 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.

The School will have a couple of important advisory bodies that will help the board in the governance of the school.

SIT: The School Improvement Team will be led by the principal and include other administrators, teachers representing each grade level and department, one board member, and at least two parents. The SIT will be responsible for developing and recommending amendments to the School Improvement Plan on an ongoing basis. They will meet at least once per month. The SIT will analyze, collect data, and make recommendations to the board in all areas of instructional programs, practices, and procedures.

PTO: The Parent/ Teacher Organization will operate as a separate organization sanctioned by the board. The PTO will consist of parent officers, two teacher representatives, and the Principal. The PTO will help oversee and facilitate extracurricular, recreational, social, and community service activities of the school. Both the SIT and the PTO will work collaboratively with the principal and school community and give monthly reports to the board of directors. The principal will have authority to approve PTO purchases or projects directly impacting the School up to \$10,000. Any purchases or projects exceeding \$10,000 will need the approval of the Board of Directors.



Shannon Stein

Comments :

Since the PTO will be a separate organization, how would either the principal or the Board be in a position to authorize expenditures?

Q179. Discuss the school's grievance process for parents and staff members.

The staff grievance process, as outlined in the staff handbook, first calls for the staff member to bring up any problems with his or her immediate supervisor. If the issue is not resolved, the staff member will then outline the problem in writing and submit it to the principal. If the principal does not resolve the issue to the staff member's satisfaction, an appeal can be made to the board of directors. The board of directors will then address the grievance in closed session.

The grievance process for parents is similar, and will be outlined in the student handbook. The parent must first take the issue to the staff member with whom the parent or student has an issue. If the issue is not resolved, a formal, written grievance may be submitted to the principal. If the principal is not able to resolve the issue to the parent's satisfaction, the parent may request a hearing before the full board of directors. At the hearing, the parent and/or his or her representative will be given a chance to present the grievance.



Shannon Stein

Comments :

While the chain of command seems appropriate, the overall policy seems to lack specificity about time frames/turn around with concerns.

Q180. 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 :



Ryze Academy Orga...


Uploaded on **4/24/2025**
by **Aniya Mayo**

Q181. 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




2024 Charter School ...

Applicant Evidence :




Ryze Academy Boar...

Uploaded on **4/24/2025**
by **Aniya Mayo**




Duane Robinson Res...

Uploaded on **4/24/2025**
by **Aniya Mayo**




Sherena Sabla Resu...

Uploaded on **4/24/2025**
by **Aniya Mayo**




Brian Taylor Resume...

Uploaded on **4/24/2025**
by **Aniya Mayo**



C_Whitaker_07_2024...

Uploaded on **4/24/2025**
by **Aniya Mayo**



Aniya Mayo Resume....

Uploaded on **4/24/2025**
by **Aniya Mayo**

Q182. 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: 40











Total Files Count: 50

Resources



2024 Charter School ...

Applicant Evidence :

 E0228935.PDF	 E0228937.PDF	 E0229153.PDF	 E0229152.PDF
Uploaded on 4/22/2025 by Aniya Mayo	Uploaded on 4/22/2025 by Aniya Mayo	Uploaded on 4/22/2025 by Aniya Mayo	Uploaded on 4/22/2025 by Aniya Mayo
 E0228938.PDF	 C. Whitaker Complet...	 Aniya Mayo - SS BC.p...	 Aniya Mayo - BT BC....
Uploaded on 4/22/2025 by Aniya Mayo	Uploaded on 4/22/2025 by Aniya Mayo	Uploaded on 4/22/2025 by Aniya Mayo	Uploaded on 4/22/2025 by Aniya Mayo
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Uploaded on 4/22/2025 by Aniya Mayo	Uploaded on 4/22/2025 by Aniya Mayo		


Q183. 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 :


Ryze Academy Bylaw...

Uploaded on **4/24/2025**
by **Aniya Mayo**


Q184. 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 Evidence :


Ryze Academy Articl...


Uploaded on **4/9/2025**
by **Aniya Mayo**

11.3. Staffing Plans, Hiring, and Management

Q185. 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.

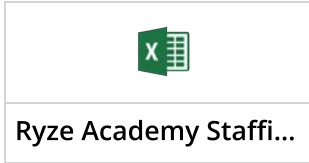
Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources


Staffing Chart Templ...



Applicant Evidence :



Uploaded on **4/24/2025**
by **Aniya Mayo**

Q186. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.

The Principal will lead the search for high-performing teachers. Advertising for open positions will be done through the school website, social media, local newspapers, and college and university placement centers. The School has already built a good relationship with North Carolina A&T University and plans to collaborate with them to help recruit teachers. The School's teachers will be professional, high performing teachers who have a strong belief in our mission. We will have a mentoring process that will allow experienced teachers to guide and mentor new teachers. The School will offer an administrative team that supports the teacher in his or her pursuit of a safe and orderly environment. We will survey the staff at least once per year and use data from the survey to inform decisions. Teachers will be given a voice as stakeholders by having representatives on the School Improvement Team (SIT) and the Parent Teacher Organization (PTO). The principal and the board personnel committee will develop a clear, consistent rubric that will be used to make salary and bonus decisions and the School will have a variety of high-quality and relevant professional development opportunities. The School's evaluation rubric will also focus on the School's four core values. These are extremely important in upholding the school's culture.

Q187. 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 school principal has been identified and is a well-qualified individual for Ryze Academy's leader. This identified leader has a background as an instructional leader and former teacher at an Uncommon School. She then co-founded *Growing the Distance*, an afterschool and summer program for students and expanded the program during an after COVID. The program has been a great success with the identified leader at the helm. The identified leader has great business success, understanding the dedication, the extra hours, and personal touch needed. The success has translated to the creation of this application after encouragement from parents to start a charter school. The identified leader has found mentorship in the great education leader Jamey Verrilli, former leader of North Star Academy Charter School of Newark, an Uncommon School. The School has included his letter of support for our school leader in this application. Additionally, the identified school leader has a letter of support from North Carolina A&T University's Dr. Jawan Burwell, head of the university's Child Development Laboratory. Additionally, the identified leader has visited Reaching All Minds Academy, meeting with former Charter School Principal of the Year, Thomas McKoy to observe the success they have achieved (recently receiving a ten year renewal). Utilizing her experiences while working in Guilford County Schools, she has gained the knowledge required to understand reporting structures and the compliance expectations. The board strongly stands behind her capabilities and believe she will be a dynamic leader, especially with the all-star mentors behind her.

Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

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

Applicant Evidence :


Sherena Sabla Resu...

Uploaded on **4/24/2025**
by **Aniya Mayo**

Q189.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The employees of the School will be employees of the board of directors. The board will hire and directly supervise the principal who will, with the help of other administrators when appropriate, directly supervise the other staff members. The board will approve all hires, position changes, terminations, staff policies, and staff procedures.



Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Ryze Academy will have a personnel committee who will vote on all staff hiring recommendations. The principal will interview candidates at the direction of the board. The principal will then present their recommendations to the personnel committee who may then choose to interview those candidates once more or vote on the hires. The committee will then present the recommendations to the full board of directors for a final vote. The school will then be responsible in running a complete background check on the proposed employee(s) that mirrors the policies of Winston Salem/Forsyth County Schools. All background check results shall be kept in a locked filing cabinet in the employee's file. In dismissing personnel, the principal shall report to the board any misconduct or lack of performance to the board along with a plan of corrective action or evidence that would be grounds for investigation or immediate dismissal. The board shall review evidence and results of corrective action in making a decision to dismiss while taking into account the principal's recommendation. If the misconduct or lack of performance is from the principal, the board should ensure there is the proper evidence and/or corrective action in place. The board is responsible in evaluating the principal annually. All decisions by the board are final. Dismissed personnel will receive written and in-person notice of their dismissal.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.



Principal: \$85,000-\$90,000

Assistant Principal: \$55,000-\$60,000

Guidance Counselor/Social Worker: \$45,000-\$50,000

Office Manager: \$40,000-\$45,000

Clerical (Administrative Assistant): \$30,000-\$33,000

Bus Drivers: \$23,000-\$25,000

Core Content Teachers: \$42,000-\$54,000

EC Teachers: \$42,000-\$54,000

Teacher Assistants: \$26,000-\$30,000

Interventionists: \$34,000-\$40,000

Part Time Specials Teachers: \$20-\$22/hour

All full time employees will be offered healthcare, dental, vision, disability, and life insurance along with a 503b retirement plan with a proposed 4% match. The School plans to offer full time employees 10 days paid time off for the school year. Staff will be eligible for bonuses at the end of the year as the budget permits.

Q192. Provide the procedures for handling employee grievances and/or termination.

The employee grievance policy will offer employees a process for resolving situations in which they feel they have been wronged, including wrongful termination. The first step in the grievance process is for the employee to speak to his or her immediate supervisor about the problem. If the issue is not resolved to the employee's satisfaction, a written grievance may be submitted to the principal. If the principal does not resolve the issue, the grievance will be submitted to the Board of Directors. The principal, as the direct supervisor of the employees, will have the responsibility to evaluate and develop employees. If, after an appropriate attempt to develop the staff member, including the action plan outlined above, the principal decides that the staff member is not a good fit for the School, he or she may make a recommendation to the board for termination. The final decision to terminate an employee will rest with the board.

Q193. Identify any positions that will have dual responsibilities and the funding source



for each position.

The principal will also act as the Testing Coordinator for the school in the first two years.

One of the Core Content Teachers will receive additional compensation to also act as the curriculum coordinator in the first two years of operation.



Shannon Stein

Comments :

"The curriculum coordinator will be responsible for supporting teachers in the implementation of Core Knowledge, Eureka Math, and oversight over the daily circles, as well as any other curricular resources approved by the board." Given that there will be many new programs to acquaint new staff with if they have no previous experience, will other supports be necessary for success?

Q194. 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.

The special needs population, including EL students, has been estimated based on the experience of other similar charter schools and staffing for the anticipated EC population is provided for in the budget. The School has budgeted for two EC teachers starting in the first year. With an initial enrollment of 250 and estimating a 12% EC population, the School expects approximately 30 EC students. Some EC services, such as speech therapy, occupational therapy, and psychological services will be contracted out to qualified professionals. The budget reflects estimates for those services based on the same projected 12% EC population. The process for hiring qualified EC staff is the same that will be followed for hiring other staff members. The School has also carefully planned in their budget, EL Related Services to meet the needs of EL students. Gifted students will be served by classroom teachers who have been trained in classroom differentiation and by a rigorous, challenging academic program. Additionally, interventionists have been hired to push into classrooms and help all students which include small groups for gifted students to be constantly challenged in their work.

Q195. 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).



Principal: The principal will be responsible for overseeing the day to day operations of the school. He or she will implement the policies approved by the board of directors and will, at the direction of the board, supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The principal must be committed to the mission of the School and willing to work collaboratively to achieve the school-wide goals as set out in the application and the school improvement plan. Professional education experience, business experience, and a minimum of a bachelor's degree is required.

Curriculum Coordinator: The curriculum coordinator will be responsible for supporting teachers in the implementation of Core Knowledge, Eureka Math, and oversight over the daily circles, as well as any other curricular resources approved by the board. He or she, with support and direction from the principal, will ensure that the School's educational program is implemented with fidelity. He or she will support teachers in PLCs, serve on the board academic committee, and work with the Core Knowledge Foundation to coordinate evaluations and professional development that will support the School.. He or she will have a bachelor's degree, will be committed to the mission and goals of the School, and have relevant education experience.

Core Content Teachers: Core Content Teachers will be responsible for teaching the subject matter, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the School's community. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Teachers must have the ability to become highly qualified in their subject area. Licensed teachers are preferred.

Guidance Counselor/School Social Worker: The Guidance Counselor/School Social Worker will support students' academic, social, and emotional well-being by providing individual and group counseling, connecting students and families with resources, and collaborating with school staff to create supportive learning environments. They also conduct assessments, offer crisis intervention, and advocate for students' rights. They will also be responsible for upholding the four core values and supporting the school's uncommon approach towards culture and school discipline.

EC Teachers: EC Teachers will ensure that all teachers are complying with IDEA and state laws. They are responsible for developing and implementing IEPs, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the School's community. All EC Teachers must comply with state and federal laws. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Licensed EC Teachers are required.

Teacher Assistants: Teacher Assistants are responsible for reinforcing lessons presented by teachers by reviewing material with students one-on-one or in small groups. They are responsible for enforcing school and class rules to help teach students proper behavior. All Teacher Assistants will help teachers with record keeping, such as tracking attendance and calculating grades.



Interventionists: Interventionists will provide targeted support and instruction to students who are struggling academically or behaviorally. They work with students in small groups or individually, focusing on specific areas of need identified through assessments. Interventionists will collect data on students and provide a plan to ensure struggling students make appropriate academic growth.

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The principal will be ultimately responsible for maintaining teacher licensure requirements and coordinating professional development.

Q197. 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.



The principal will be responsible for the professional development of all the staff, serving in effect as a mentor to all teachers and staff. Additionally, new teachers will be assigned experienced teachers to serve as mentors. Observations will be conducted in several different ways. The principal will conduct formal classroom observations at least once per quarter. These observations will be followed up with feedback in a post-observation meeting with the administrator. Additionally, an administrator will conduct informal walk-throughs at least twice per quarter. The principal will provide feedback from these informal observations in the form of a walk-through form that will be given to the teacher after the visit. For new teachers, mentors will also observe and provide feedback and support on a quarterly basis.

Retaining high quality teachers will be a priority for the administration and the board. Teachers will be surveyed once or twice per year. The survey results will be reported to the personnel committee and full board and will help inform the decisions that are made for the school's hiring committee, and various board committees. A teacher evaluation rubric will be developed and used for the annual teacher evaluations. Indicators will include parent surveys, NWEA scores in growth and proficiency, EOGs, NCEES data, parent satisfaction survey results, additional roles and responsibilities, and involvement with the the Academy's community. Scores from the rubrics will be used to determine annual raises and bonuses, if funds are available.

The Principal will work with teachers to obtain teacher licenses, track license expiration dates, and work with DPI to submit all licensure information by the December due date to be in compliance. The Principal will work with non-licensed teachers who are interested in being licensed to obtain an emergency or provisional license. The Principal will work with the board while hiring to go above and beyond the 50% threshold for teacher licensure.

The Circle allows students to stay grounded, reflect on the core values and apply them to their everyday decisions inside and outside of the classroom. The Circle not only applies to students, but to School staff as well. Staff will also be evaluated on the four core values of Grit, Responsibility, Optimism, and Wonder. This evaluation will coincide with their NCEES evaluation.

Staff & The Core Values:

Staff and the Board of Directors are expected to be role models in upholding the four core values of the school. It is a key part of employment and board membership at Ryze Academy.

1. Grit- The Principal will evaluate staff members on their perseverance and passion to achieve stated classroom and schoolwide goals. Is the staff member creating a safe environment for students to take educational risks and make mistakes? Is the staff member taking risks themselves to be innovative in the classroom?
2. Responsibility- The Principal will evaluate the staff member based on the school's definition of



Responsibility. Does the employee always strive to do the right thing? Is the employee trustworthy with making the right decisions inside and outside the classroom? (Peers, Students, Parents).

3. Optimism- The Principal will evaluate the staff member based on the optimism they bring to students in their classroom. Does the staff member provide positive and constructive feedback to students, their peers, and parents? Does the staff member strive to be solution oriented?

4. Wonder- The principal will evaluate the staff member based on the wonder they bring to the classroom and to their peers in PLCs. Does the staff member contribute and help provide new ideas and solutions? Does the staff member foster a culture in the classroom to think out of the box, spark curiosity, and a love of learning?

Q198. 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.

The staff development plan consists of three distinct kinds of development:

Formal: The formal, staff-wide development will be delivered internally, sometimes by an administrator and sometimes by someone brought in with expertise on a specific topic. Formal development will include most of the before school professional development days and will also occur during many teacher work days and monthly staff meetings.

Individual: Individual professional development includes external, subject specific training. For new teachers, mentors will provide valuable development in the form of frequent feedback and support. Instructional observations, coupled with feedback from the principal and other administrators will provide further valuable professional development for the staff. The curriculum coordinator will work with teachers individually to provide support, coaching, modeling, and other assistance.

Small Group: Teachers will be expected to meet in small groups weekly. These Professional Learning Communities will serve as another way for teachers to evaluate their lessons, plans, and instruction. The administrators and curriculum coordinator will frequently attend these meetings and offer feedback, coaching, resources, best practices, and support with the goal of improving instruction and student learning. New teachers will also participate in new teacher training in the form of monthly small groups where they will receive training and support to help them develop and grow into effective, experienced educators.



Q199. 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.

The principal will be responsible for planning the professional development of the staff. Ten full days of PD are scheduled before school begins and are reflected in the school calendar. Three of those days will be Core Knowledge training. The School plans to work directly with Amplify for the initial CKLA training and then work with Core Knowledge Foundation's certified trainer on Social Studies, Science, Arts, and Music. Other topics to be covered include how to successfully implement Eureka Math, and the Daily Circles. Interpreting NWEA results, classroom management and classroom differentiation will also be covered. Topics from the days before school starts will be revisited periodically throughout the year on teacher workdays and during monthly staff meetings. The intense Core Knowledge training will go over ED Hirsch's philosophy in developing this very intentional curriculum and why fidelity to Core Knowledge is so important. Teachers will be able to go over each subject and work with fellow teachers and the trainer on implementation in the training. Eureka Math provides their professional development via webinar and spends a half day with teachers going over the guides and proper implementation. The Daily Circle professional development will be run by the Principal with the support of the Guidance Counselor/Social Worker. This will cover implementation, the importance of Socratic dialogue, and meeting the social-emotional needs of students. There will also be discussion about the School's core values and its application across the board at School. Additionally, the School will provide NWEA MAP training, helping teachers interpret the test results and using that data to drive instruction. Lastly, the School will also provide Hazards and CPR/First Aid training for all staff. This will ensure that all classrooms are safe and secure.

Q200. 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.



The School will have ten initial days of professional development right before school starts (times are subject to change):

Day 1:

1. Principal Introduction (Mission, Vision, Goals, Team Building), 4 Hours
2. What is a Charter School (State/Federal Laws, Parent & Community Education, Compliance & Accountability), 2 Hours
3. Classroom Setup

Day 2:

1. Daily Circles & Uncommon Approach (Curriculum, School Culture, Student Focus, Teacher Focus, Parent Focus, Evaluations), 4 Hours
2. Classroom Setup

Day 3:

1. Core Knowledge (Philosophy, CKLA- curriculum & implementation), 4 Hours
2. Core Knowledge (Science Maps, History & Geography- curriculum & implementation), 4 Hours

Day 4:

1. Core Knowledge (CKLA- classroom management, domain walls, review), 4 Hours
2. Classroom Setup (A Core Knowledge classroom, furniture, supplies, etc.), 4 Hours

Day 5:

1. Ryze Up Fridays (Arts & Music alignment- curriculum & implementation, Specials rotation & entrepreneurship projects), 2 Hours
2. Teacher Workshop (Implementation practice, Troubleshooting), 2 Hours
3. Classroom Setup (A Core Knowledge classroom, furniture, supplies, etc.), 2 Hours

Day 6:

1. Eureka Math (Curriculum & Implementation), 4 Hours
2. Classroom Setup (A Core Knowledge & Eureka Math classroom, furniture, supplies, etc.), 4 Hours

Day 7:

1. Specials Classes Development & Alignment, 2 Hours
2. NWEA MAP (Testing, Interpreting Results, Driving Instruction), 2 Hours
3. Teacher Workshop (Implementation Practice Troubleshooting, Principal Meetings), 2 Hours
4. Classroom Setup



Day 8:

1. Handbooks & Policies/Expectations (Employee Handbook, Student/Parent Handbook), 2 Hours
2. EC Overview (IDEA, Reporting, Compliance, Data, Expectations), 2 Hours
3. At-Risk & Gifted Students: Core Knowledge & Eureka Math, 1.5 Hours
4. Professional Learning Communities & Planning, Classroom Setup, 2.5 Hours

Day 9:

1. Hazards, First Aid & CPR Training, 4 Hours
2. Benefits Meeting: Insurance & Retirement (Group & Individual Meetings), 3 Hours

Day 10:

1. Review & Final Remarks from Principal, 1 Hour
2. Professional Learning Communities & Planning, Classroom Setup, General Meetings, Parent Phone Calls, 7 Hours

Throughout the year, teachers will have professional development opportunities both in school and outside of school. The budget has set aside professional development for teachers to seek training related to the curriculum and approved by the principal. The calendar has placed professional development days that align with Core Knowledge's schedule when certain domains are completed. This will allow the principal and the teachers evaluate their progress and target certain areas needed for improvement. The professional development days will allow them to focus on these areas. Additionally, the principal will evaluate the progress of the School as a whole to know the appropriate topics to cover with staff.

11.5. 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.

Q201. **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)).



Ryze Academy will market to students and parents in the following ways:

Community Events:

Ryze Academy will participate in numerous events throughout the year to recruit families and make the community aware of the School. The School will work with their Community Outreach Committee to recruit volunteers for a minimum of the following events:

Immediate Events:

<u>Date:</u>	<u>Time:</u>	<u>Location:</u>	<u>Event:</u>
4/26/2025	1:00pm-3:00pm	Creekside park	Spring Fling
4/26/2025	11:00am-5:00pm	136 Ralph Craver Road Lexington, NC	Sweet Tooth Galore Festival
4/26/2025	8am-1pm	Carl & Linda grubb YMCA (Archdale)	Healthy Kids Day
4/26/2025	10am-1pm	Hartley YMCA	Healthy Kids Day
5/3/2025	10:00am-4:00pm	Novant Health Fieldhouse	Honda Aircraft Company Stem Festival
5/03/2025	7:00am-1:00PM	4194 Mendenhall Oaks Pkwy	Go Far Race
5/10/2025	12:00pm-2:00pm	Gillespie Park	Race to ACE - First Tee
5/18/2025	2pm-5pm	275 Elm Street, High Point, NC 27262	National Family Fun Day

Additional Upcoming Events:



- Uncle Sam Jam, High Point (4th of July Celebration)
- Growing the Distance Fall Festival (over 800 attendees last year)
- High Point Christmas Parade
- Greensboro Holiday Parade

Digital Marketing:

Ryze Academy will invest in targeted digital ads. The School has seen significant success on Facebook, but looks to expand to Instagram, Google Ads, and digital ads through groups like MSpark media. The School has collected interest forms from parents already, totaling nearly 350 families and over 400 students. Parents have continuously received email updates regarding the School and what Ryze Academy will offer families. We have also engaged families on joining the Community Outreach Committee. This is helping the School staff events to reach more families.

Paper Marketing:

Ryze Academy plans to team up with Cactus Mailing out of Arizona or MSpark Media which does a lot of postcard marketing for charter schools. The School will invest in numerous mailings to target families in the school's age range. The targeting will get narrower as time goes on to focus on only remaining spots available for the school. The School has already developed flyers (sample flyer in Appendix A), advertising for the School. The School has already developed a full list of preschools within a 10 mile radius of the School's proposed location to distribute flyers home to parents. The School will contact these preschools upon approval to advertise for prospective kindergarten students.

Parent Interest Meetings:

Ryze Academy will look to hold in-person and virtual meetings for parents interested in attending the school. All meetings will give an overview of the academics, school culture, and operations that include transportation, meals, etc. The School has already held more many Parent Interest Meetings to great success that has gathered nearly 350 interest survey results from over 400 potential students. The school has built a mailing list of more than 400 supporters and future parents.

Community Outreach Committee:

Ryze Academy has received enormous community support with educational, parent, and civic



community members interested in helping out with the school. The School looks to build on the success of having a Community Outreach Committee seen in other accelerated applicants like Oak Hill Charter School when they started. The committee is made up of professionally and racially diverse individuals who may not have the time to serve as board members, but can donate their time in other ways to help the school.

Q202. Describe how parents and other members of the community will be informed about the school.

Parents and other members will be notified about the school is numerous ways:

1. Community Events Digital/Online Advertisements (Facebook, Google, Instagram)
2. Digital/Online Accounts (Facebook, Instagram, Twitter, etc)
3. Paper Advertisements (Mailers, Flyers, Newspaper-earned and unearned media)
4. Business & Organizations Outreach (Local)
5. Small Business Partnerships
6. Community Organizations/Non Profits (Growing the Distance), College and Community College Partnerships (North Carolina A&T University & Guilford Technical and Community College)

Q203. 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.



The Ryze Academy Board of Directors has already compiled a list of events and detailed calendar of events.

April & May 2025: The Board of Directors has a list of events they are attending in both April and May to have families complete the intent to enroll form. Ryze Academy has a commitment to the community and already has volunteers both from the board and community to help. The Board of Directors will connect with parents from the Community Outreach Committee and those parents on the interest form who indicated they wanted to be a part of the committee.

Ryze Academy Boots on the Ground!

Date:	Time:	Location:	Event:
4/26/2025	1:00pm-3:00pm	Creekside park	Spring Fling
4/26/2025	11:00am-5:00pm	136 Ralph Craver Road Lexington, NC	Sweet Tooth Galore Festival
4/26/2025	8am-1pm	Carl & Linda Grubb YMCA (Archdale)	Healthy Kids Day
4/26/2025	10am-1pm	Hartley YMCA	Healthy Kids Day
5/3/2025	10:00am-4:00pm	Novant Health Fieldhouse	Honda Aircraft Company Stem Festival
5/03/2025	7:00am-1:00PM	4194 Mendenhall Oaks Pkwy	Go Far Race
5/10/2025	12:00pm-2:00pm	Gillespie Park	Race to ACE - First Tee
5/18/2025	2pm-5pm	275 Elm Street, High Point, NC 27262	National Family Fun Day



October 2025: The School board plans to team up with the prospective Principal and the Community Outreach Committee to plan out the next ten months of recruitment. The board plans to appoint a member to set a calendar of events and the minimum number of volunteers for each event. That member will work to ensure the Principal is available to attend those events as the face of the School and that Community Outreach Committee members are able to attend. After planning out main community events, the designated board member will work to coordinate a paper marketing campaign, preparing a door-to-door campaign in the High Point, South and East Greensboro communities, which have a higher population density. They'll work with the Principal to recruit volunteers from the Community Outreach Committee to canvass these communities. Each marketing flyer will have an upcoming Parent Interest Meeting on it to ensure that we stay connected to families once we've made initial contact. The flyers will also drive families to our website to complete our application. Goal: 500 interest surveys completed.

November 2025: With the Open Application Period starting November 1st, the School plans to host three Parent Interest Meetings, one at the School's proposed location, one in southeast High Point, and one East Greensboro. Parents will have the opportunity to complete an enrollment application on site at the meetings. The School will send out a second mailer to potential families and continue online marketing. The School will continue to email interested families about the upcoming Parent Interest Meetings and the Open Application Period. The School plans to participate in the High Point Christmas Parade on November 23rd. Efforts will be led by a designated board member and the principal. As needed, the designated board member may delegate responsibilities to members of the Community Outreach Committee. The School plans to have at least 550 interest surveys and 250 Intent to Enroll Forms completed by November 1st and 100 enrollment applications for submitted by month's end.

December 2025: The School will continue to host Parent Interest Meetings and continue their community canvass campaign. As families complete their enrollment applications, they will be notified of school events and be encouraged to recruit other families to apply. The School plans to have at least 200 enrollment applications by the end of December. Families that have applied will begin to receive weekly update emails from the School with progress information, curriculum resources, and upcoming events.

January 2026: The School will continue to host Parent Interest Meetings and continue their community canvass campaign. The School will release another set of mailers targeting specific families to help meet our enrollment numbers in specific grades that do not have enough



applications and to meet our expected demographics. As families complete their enrollment applications, they will be notified of school events and be encouraged to recruit other families to apply. The School plans to have at least 275 enrollment applications by the end of January. The School's Open Application Period will end January 31st.

February 2026: If needed, the School will host their lottery on February 9th. After the lottery, selected families will be asked to attend orientation meetings to keep them engaged and keep attrition low. If needed, the School will send out mailers to fill out remaining spots. The School will continue Parent Interest Meetings for any remaining spots. The School plans to have 110 students fully enrolled by the end of February.

March 2026 - July 2026: The School will host events for newly enrolled and waitlisted families. Ryze Academy realizes the importance of keeping our enrolled families engaged to avoid a high attrition rate. The School will host at least two events each month for families to learn more about the curriculum and culture of the School. This will also be an opportunity for future families to meet the Principal and prospective staff. The Principal and Office Manager will work with parents to ensure all enrollment paperwork is properly completed in accordance to the School's policies and that any additional paperwork and/or surveys are completed. The School plans to have parents complete a transportation and meals survey to correctly record participation numbers. Ryze Academy will continue to monitor the waitlist and any new enrollment applications and accept students as spots become available. The School will continue Parent Interest Meetings for any remaining spots and purchase online and paper advertisements as needed. Starting in May, the School will begin having school tours for new families to give them an idea of the educational spaces and get them excited about the start of school. The Office Manager along with the Principal will be responsible for calling all families to keep in touch, get remaining paperwork, and ensure their attendance for the 2026-2027 school year. Additionally, the School will keep track of families that attend each of the events hosted monthly. Those with low attendance rates at the events will receive phone calls to ensure that they will still be attending Ryze Academy.

- March Enrollment Goal: 160 fully enrolled
- April Enrollment Goal: 200 fully enrolled
- May Enrollment Goal: 230 fully enrolled
- June Enrollment Goal: 250 fully enrolled
- July Enrollment Goal: 255 fully enrolled

August 2026: Ryze Academy will host an Open House before the start of the school year. Teachers will call their new students and the Principal will keep track of non-responsive families. The School will be in touch with waitlisted families to ensure their interest in the school as spots may become



available. The School will carefully and accurately track their attendance for the first 20 days of school to meet its enrollment projections.

Q204. 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.



Outreach to Families in Poverty:

As previously mentioned, Ryze Academy has a Community Outreach Committee. In order to reach families in poverty, the School will activate the committee for a door-to-door canvassing campaign. The canvassing will target families in key areas of High Point and Greensboro. To reach families in poverty in less dense areas, the School plans to send mailers to targeted zip codes with higher levels of poverty. The School will also highlight their Weighted Lottery process so parents know Ryze Academy welcomes all families.

Outreach to Academically Low-Achieving Students:

As previously mentioned, the School will be hosting Parent Interest Meetings on a regular basis. These meetings will go over how Core Knowledge and Eureka Math have worked well for low-achieving students and help them get back up to grade level. The Principal will be responsible for communicating this to families. Additionally, when going door-to-door, part of the messaging will be that this school is for all students regardless of achievement and that the curriculum, while rigorous, has proven to be successful across the board. The Principal will be able to highlight also meeting the social and emotional needs of students through Daily Circles and building student confidence.

Outreach to Students with Disabilities:

Ryze Academy plans to reach families who have students with disabilities by stressing the better student to EC teacher ratio. Ryze Academy, the EC teacher will have a considerably smaller workload than many of the district schools. Communicating this advantage to families at Parent Interest Meetings and on canvassing material will be extremely helpful. The School will also work to identify the main EC teacher early on in the Ready to Open process to ensure that future families can build a relationship with them and be confident that the School will meet the needs of their child(ren).

Outreach to English Language Learners:

As previously mentioned, Ryze Academy has a diverse group of volunteers on their Community Outreach Committee who will be assisting in translating while going door-to-door and assisting on application and enrollment documents. Ryze Academy also has Goodall Consulting's bilingual team members to assist in the recruiting process. This includes but is not limited to providing bilingual flyers, calling families with language barriers, and attending parent interest meetings to help translate.



Q205. What established community organizations would you target for marketing and recruitment?

As previously mentioned, Ryze Academy has built crucial relationships with educational institutions like Guilford Technical and Community College and North Carolina A&T University to spread the word to recruit potential students and even potential teachers. Ryze Academy plans to also have bus stops near both institutions. The School has also built a list of preschools within a ten mile radius of the school to provide physical flyers for preschool students to take home. The School has a relationship with Growing the Distance afterschool program to advertise the school at the proposed Ryze Academy location. Additional partnerships include i9 Sports who has stated that they will assist in marketing the School. Finally, the Community Outreach Committee has in a way, developed as its own community organization to support Ryze Academy. This diverse group of people will provide a boots-on-the-ground approach to bring more families to Ryze Academy.

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

As previously mentioned, the School has a set schedule for communicating with parents and community members. The School will use digital and print media to gather community interest. The School will have an active signup page to gather volunteers for the Community Outreach Committee. As that committee grows, they will be responsible for canvassing neighborhoods and attending community events to keep the community and parents up to date on the school's progress and open enrollment period.

Ryze Academy will utilize their email list to send constant updates to interested families. Once families are enrolled, they will be kept up to date on a separate list. The School will build on their relationships with community organizations such as North Carolina A&T University, Guilford Technical and Community College, and i9 Sports, etc. to ensure that the community stays engaged. The School also plans to have a summer festival where students can attend, meet teachers, staff, and board members before the School's opening.

Q207. 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.



Ryze Academy will engage parents frequently via email, through parent-teacher conferences, school events, and community events. Parents will be expected to be constantly engaged and understand the curriculum, the daily circles, and the four core values that the school offers. The Principal will be expected to host events such as Curriculum Night and GROW Character Night to ensure that parents know what students are learning and how they can help at home. Parents will be an important part of the school's culture. As stated in the mission, the School wants to develop conscious leadership and an entrepreneurial mindset to allow students to make an impact in their communities and beyond. Parents are an important part of that. Parents will be highly encouraged to volunteer at school events, attend Curriculum Nights and be a present a parent-teacher conferences. Teachers will be encouraged to keep in mind the School's four core values when engaging with parents to ensure that they are doing what's best for their children.

Q208.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.

The School has already defined three committees to help further the school's mission and vision. As previously mentioned, the School has a Community Outreach Committee already established. The Community Outreach Committee seeks to further the school's mission by educating the public about the school and recruiting new families. The School will also have a Parent Teacher Organization that will work to enhance the mission and vision of the school, helping fund classroom projects, eld trips, and enhance the school culture. Additionally, Ryze Academy will have a School Improvement Team (SIT) that will look critically at the school's direction and keep them on mission. The School Improvement Team which includes a parent representative, will look at the school's mission and goals, and help make suggestions on how the school can improve. Ryze Academy will also have a "Ryze & Shyne" Committee that consists of one teacher representative per grade level. This committee will help facilitate community impact projects both large and small both inside and outside of the classroom. This committee will allow students to showcase their learned entrepreneurial and leadership skills, bringing joy and an overall positive impact to both the school community and larger local community.

11.7. Admissions Policy

Q209. 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

Q210. 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

Ryze Academy will inspire students through rigorous hands-on learning to positively impact their communities and beyond. The School is committed to helping all students, regardless of zip code or ability make that positive impact. In order to do that, our doors must be accessible to everyone. The weighted lottery would help Ryze Academy achieve their mission and their legislative purpose of serving at-risk students, most of which are economically disadvantaged.

Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



The Open Application Period is designed to give all interested parents equal opportunity for their child to attend Ryze Academy (“The School” or “School”). During the Open Application Period, all applications get equal consideration regardless of date submitted. The School will hold a separate application for students who meet the requirements of being economically disadvantaged. Applications will be available on the school's website and can be completed electronically. Paper copies can be provided to families upon request. Upon receipt of an application, a notification will be sent to the applicant confirming their submitted application. At the end of the Open Application Period (at least 30 days per state statute), if the number of applications exceeds the number of open seats, a random selection lottery will be conducted to determine acceptance. The date, time, and location of the lottery will be announced well in advance, will be communicated to all applicants via email and will be displayed on the school's website. If the number of applications does not exceed the number of open seats, all applicants are accepted for their respective grade.

Grade Level for the Lottery Application

Parents may not choose which grade they would like their child enrolled in for the coming year, they must enter the actual current grade and student will be entered into the lottery for the next grade level. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level. If the student’s current school recommends a student for retention and has it documented in the student’s file, the student will be moved to the appropriate grade if they have been admitted to school and will retain enrollment status with School. If the student is on the waitlist at the time the retention decision is made, they will be moved to the correct grade level and placed on the waitlist of their new grade based on the number they were pulled during the lottery.

Returning Students

Following the first year of operation, current students at School will not be required to re-enroll. They will be asked to sign a non-binding letter of intent for the coming year to allow the school to plan appropriately for the lottery.

Lottery Process for Siblings

Siblings will be grouped under one lottery number, and if that number is selected, all members of that sibling grouping will be offered admission to the extent that space is available and does not exceed the grade level capacity.



Multiple Birth Siblings

If multiple birth siblings apply to the school, they will be “bundled” together under one unique lottery registration number. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added to the waitlist under a bundled registration.

Lottery

Lotteries are open to the public, and parents are encouraged to attend.

Lotteries will be held for any grade in which the number of applications exceeds the number of openings. Numbers are randomly selected and will continue until a number is drawn for each spot.

The lottery continues until all names are drawn. Applicants whose numbers are not chosen for admission will be placed on a waiting list in the order in which their names are selected. Those whose numbers are drawn will have an opportunity to pick up their acceptance packet(s) at the lottery event. However, families are not required to be present. Those not present will be contacted by the school, and an acceptance packet will be mailed or emailed to the address provided on the application.

Enrollment Priorities

The School will follow all rules and regulations regarding enrollment priority as required by applicable North Carolina law. Those given priority enrollment do need to participate in the lottery and must confirm their spot within the 10 business day window and submit the appropriate enrollment forms.

The following groups will have enrollment priority at The School in the order that follows as space permits in each grade:

1. Children of full-time employees and board members (may not exceed 15% of total school population)
2. Siblings of currently enrolled students who were admitted to the charter school in a previous year (as determined by Charter School law G.S. 115C-218.45(f)(1))

Economically Disadvantaged Students:



Economically Disadvantaged Students will be determined through free and reduced lunch qualification. Each family may fill out a weighted lottery eligibility form to determine eligibility for the weighted lottery after a student's selection.

Families will have the opportunity to complete this form, separate from their lottery application as part of the enrollment packet, where they can offer family income information in order to determine if they are eligible for the purposes of the weighted lottery. This supplemental form will ask applicants to consent to verify status eligibility for the weighted lottery. School staff will state no specific information will be obtained beyond eligibility status and that the information will not be retained. Families determined not to meet these standards will be placed at the end of the school's waitlist.

Weighted Lottery

The School will hold two separate lotteries. The first lottery will be a weighted lottery for students who meet the requirements of being economically disadvantaged. In the School's first year, the total number of seats to be reserved for the weighted lottery will be 40%. Students not selected in the weighted lottery will be placed in the general lottery.

With each lottery, the School staff will work to identify the number of weighted lottery seats available per grade level in order to balance students admitted across grade levels, total seats available, school resources and planned annual target.

Accepted Students

To accept the offer of enrollment, a parent must officially confirm their child(ren)'s spot. The School will notify all accepted parents and detail the steps to confirm their child(ren)'s spot. Prior to June 1st, any offered spot not confirmed and fully enrolled within 10 business days of the acceptance will be deemed as declining of the spot, the student(s) name(s) removed from the admissions offerings, and those families will be placed at the end of the waitlist. Students accepted after June 1st must confirm their acceptance and fully enroll within 5 business days and students accepted after July 1st must confirm their acceptance within 48 hours. New applications will be placed on the waitlist in the order in which they are received.

Waitlisted Students

Do not become discouraged if your child is put on a waiting list. Openings can and do become



available. It is not unusual for a small percentage of accepted students to select other options prior to the start of school. The waiting list will be frequently updated on the school's website, where families can check in regularly as to their number on the waitlist.

Registration/Enrollment:

Upon returning the acceptance letter in the enrollment packet, families must complete the registration process. Enrollment is considered final only after registration is completed. The school will hold multiple registration sessions during which families can register students for school. Families who cannot attend one of the registration events may complete the registration forms on their own time or complete the forms online. Any student who is not registered by the end of the registration dates, a 10 business day period from acceptance and who has not made, will be considered to have declined enrollment, and their spot will be offered to someone on the waitlist. To be reconsidered for enrollment, the family will be placed at the end of the waitlist. After the initial 10 business day period, new applications will be placed on the waitlist in the order in which they are received. Seats will be offered as they become available and will be offered in the order in which they are received. New offers after June 1st are valid for 5 business days, at which point the student must confirm their spot. Registration must be completed within five business days or the seat will be forfeited.

After July 1st, new enrollments and registrations will continue on this rolling basis until the 20th day of school and accepted students must confirm and fully enroll/register within 48 hours.

For registration to be considered complete, families must submit the following on behalf of each child they are enrolling:

- Proof of Residency (see below)
- Birth Certificate
- Most Recent Immunization Records

Students entering The School in grades other than Kindergarten will have their previous school's records requested to be sent to The School. Students who have been previously homeschooled will require homeschool documentation, including attendance records, outline of subjects studied, and a report card.

There will be no pre-admission activities.

Proof of Residency



Acceptable proof of residency documents must be dated and include the parent/guardian's name. The following documents may be used:

- Copy of deed or record or most recent mortgage payment; or Copy of lease agreement
- A utility bill dated within the past 30 days, including: gas, water, electric, landline phone, cable, or satellite
- A valid (not expired) North Carolina driver's license or North Carolina photo identification card
- A vehicle or property tax bill (dated within the past year)
- A bank or credit card statement with a North Carolina address (dated within the past 60 days)

Health Assessments and Vaccination Records

Students who have not previously been enrolled in a North Carolina public school are required to have a health assessment. Students who have previously been enrolled in a NC public school will have their records transferred from their previous school. The assessment shall be completed no more than 12 months prior to the date of school entry. Completion of this form is a requirement to attend The School. A medical provider, or the parent, guardian, or person *in loco parentis*, must present a completed health assessment transmittal form to the Principal of The School on or before the child's first day of attendance.

If a health assessment transmittal form is not presented on or before the first day, the Principal shall present a notice of deficiency to the parent, guardian or responsible person. The parent, guardian, or responsible person shall have 30 calendar days from the first day of attendance to present the required health assessment transmittal form for the child. Upon termination of 30 calendar days, the Principal shall not permit the child to attend the school until the required health assessment transmittal form has been presented.

As defined in G.S. 110-86(7), the parent, guardian, or responsible person must present a proof of required immunizations on or before the child's first day of attendance. If not presented by the first day of school, the Principal shall present a notice of deficiency to the parent, guardian or responsible person. The parent, guardian or responsible person shall have 30 calendar days from the first day of attendance to obtain the required immunization(s) for the child. If the administration of vaccine in a series of doses given at medically approved intervals requires a period in excess of 30 calendar days, additional days upon certification by a physician may be allowed to obtain the required immunization(s). Upon termination of 30 calendar days or the extended period, the Principal shall not permit the child to attend the school or facility unless the required immunization(s) has been obtained.



Shared Custody Considerations

In situations where a student shares custody between households, families may be asked to submit legal documentation indicating which parent(s) makes education-related decisions on behalf of the student.

Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

The above procedures and request are all within North Carolina and federal law. In order for the School to achieve its mission and achieve the legislative focus on an at-risk population, the weighted lottery percentage of 40% helps the School reach their needed population without discouraging families who are not economically disadvantaged from applying. Being able to have different students from different socioeconomic backgrounds engaging in meaningful Socratic dialogue during the daily circles will help students come closer together, living out the four core values and make a positive impact on their communities while achieving academic success.

Q213. 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.



Tentative Open Application Period: November 1st, 2025 to January 31st, 2026

Tentative Lottery Date: February 9th, 2026

Enrollment Policies:

The Open Application Period is designed to give all interested parents equal opportunity for their child to attend Ryze Academy ("The School" or "School"). During the Open Application Period, all applications get equal consideration regardless of date submitted. The School will hold a separate application for students who meet the requirements of being economically disadvantaged. Applications will be available on the school's website and can be completed electronically. Paper copies can be provided to families upon request. Upon receipt of an application, a notification will be sent to the applicant confirming their submitted application. At the end of the Open Application Period (at least 30 days per state statute), if the number of applications exceeds the number of open seats, a random selection lottery will be conducted to determine acceptance. The date, time, and location of the lottery will be announced well in advance, will be communicated to all applicants via email and will be displayed on the school's website. If the number of applications does not exceed the number of open seats, all applicants are accepted for their respective grade.

Grade Level for the Lottery Application

Parents may not choose which grade they would like their child enrolled in for the coming year, they must enter the actual current grade and student will be entered into the lottery for the next grade level. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level. If the student's current school recommends a student for retention and has it documented in the student's file, the student will be moved to the appropriate grade if they have been admitted to school and will retain enrollment status with School. If the student is on the waitlist at the time the retention decision is made, they will be moved to the correct grade level and placed on the waitlist of their new grade based on the number they were pulled during the lottery.

Returning Students

Following the first year of operation, current students at School will not be required to re-enroll. They will be asked to sign a non-binding letter of intent for the coming year to allow the school to plan appropriately for the lottery.



Lottery Process for Siblings

Siblings will be grouped under one lottery number, and if that number is selected, all members of that sibling grouping will be offered admission to the extent that space is available and does not exceed the grade level capacity.

Multiple Birth Siblings

If multiple birth siblings apply to the school, they will be “bundled” together under one unique lottery registration number. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added to the waitlist under a bundled registration.

Lottery

Lotteries are open to the public, and parents are encouraged to attend.

Lotteries will be held for any grade in which the number of applications exceeds the number of openings. Numbers are randomly selected and will continue until a number is drawn for each spot.

The lottery continues until all names are drawn. Applicants whose numbers are not chosen for admission will be placed on a waiting list in the order in which their names are selected. Those whose numbers are drawn will have an opportunity to pick up their acceptance packet(s) at the lottery event. However, families are not required to be present. Those not present will be contacted by the school, and an acceptance packet will be mailed or emailed to the address provided on the application.

Enrollment Priorities

The School will follow all rules and regulations regarding enrollment priority as required by applicable North Carolina law. Those given priority enrollment do need to participate in the lottery and must confirm their spot within the 10 business day window and submit the appropriate enrollment forms.

The following groups will have enrollment priority at The School in the order that follows as space permits in each grade:



1. Children of full-time employees and board members (may not exceed 15% of total school population)
2. Siblings of currently enrolled students who were admitted to the charter school in a previous year (as determined by Charter School law G.S. 115C-218.45(f)(1))

Economically Disadvantaged Students:

Economically Disadvantaged Students will be determined through free and reduced lunch qualification. Each family may fill out a weighted lottery eligibility form to determine eligibility for the weighted lottery after a student's selection.

Families will have the opportunity to complete this form, separate from their lottery application as part of the enrollment packet, where they can offer family income information in order to determine if they are eligible for the purposes of the weighted lottery. This supplemental form will ask applicants to consent to verify status eligibility for the weighted lottery. School staff will state no specific information will be obtained beyond eligibility status and that the information will not be retained. Families determined not to meet these standards will be placed at the end of the school's waitlist.

Weighted Lottery

The School will hold two separate lotteries. The first lottery will be a weighted lottery for students who meet the requirements of being economically disadvantaged. In the School's first year, the total number of seats to be reserved for the weighted lottery will be 40%. Students not selected in the weighted lottery will be placed in the general lottery.

With each lottery, the School staff will work to identify the number of weighted lottery seats available per grade level in order to balance students admitted across grade levels, total seats available, school resources and planned annual target.

Accepted Students

To accept the offer of enrollment, a parent must officially confirm their child(ren)'s spot. The School will notify all accepted parents and detail the steps to confirm their child(ren)'s spot. Prior to June 1st, any offered spot not confirmed and fully enrolled within 10 business days of the acceptance will be deemed as declining of the spot, the student(s) name(s) removed from the admissions offerings, and those families will be placed at the end of the waitlist. Students accepted after June 1st must confirm their acceptance and fully enroll within 5 business days and students accepted after July 1st



must confirm their acceptance within 48 hours. New applications will be placed on the waitlist in the order in which they are received.

Waitlisted Students

Do not become discouraged if your child is put on a waiting list. Openings can and do become available. It is not unusual for a small percentage of accepted students to select other options prior to the start of school. The waiting list will be frequently updated on the school's website, where families can check in regularly as to their number on the waitlist.

Registration/Enrollment:

Upon returning the acceptance letter in the enrollment packet, families must complete the registration process. Enrollment is considered final only after registration is completed. The school will hold multiple registration sessions during which families can register students for school. Families who cannot attend one of the registration events may complete the registration forms on their own time or complete the forms online. Any student who is not registered by the end of the registration dates, a 10 business day period from acceptance and who has not made, will be considered to have declined enrollment, and their spot will be offered to someone on the waitlist. To be reconsidered for enrollment, the family will be placed at the end of the waitlist. After the initial 10 business day period, new applications will be placed on the waitlist in the order in which they are received. Seats will be offered as they become available and will be offered in the order in which they are received. New offers after June 1st are valid for 5 business days, at which point the student must confirm their spot. Registration must be completed within five business days or the seat will be forfeited.

After July 1st, new enrollments and registrations will continue on this rolling basis until the 20th day of school and accepted students must confirm and fully enroll/register within 48 hours.

For registration to be considered complete, families must submit the following on behalf of each child they are enrolling:

- Proof of Residency (see below)
- Birth Certificate
- Most Recent Immunization Records

Students entering The School in grades other than Kindergarten will have their previous school's records requested to be sent to The School. Students who have been previously homeschooled will require homeschool documentation, including attendance records, outline of subjects studied, and



a report card.

There will be no pre-admission activities.

Proof of Residency

Acceptable proof of residency documents must be dated and include the parent/guardian's name. The following documents may be used:

- Copy of deed or record or most recent mortgage payment; or Copy of lease agreement
- A utility bill dated within the past 30 days, including: gas, water, electric, landline phone, cable, or satellite
- A valid (not expired) North Carolina driver's license or North Carolina photo identification card
- A vehicle or property tax bill (dated within the past year)
- A bank or credit card statement with a North Carolina address (dated within the past 60 days)

Health Assessments and Vaccination Records

Students who have not previously been enrolled in a North Carolina public school are required to have a health assessment. Students who have previously been enrolled in a NC public school will have their records transferred from their previous school. The assessment shall be completed no more than 12 months prior to the date of school entry. Completion of this form is a requirement to attend The School. A medical provider, or the parent, guardian, or person *in loco parentis*, must present a completed health assessment transmittal form to the Principal of The School on or before the child's first day of attendance.

If a health assessment transmittal form is not presented on or before the first day, the Principal shall present a notice of deficiency to the parent, guardian or responsible person. The parent, guardian, or responsible person shall have 30 calendar days from the first day of attendance to present the required health assessment transmittal form for the child. Upon termination of 30 calendar days, the Principal shall not permit the child to attend the school until the required health assessment transmittal form has been presented.

As defined in G.S. 110-86(7), the parent, guardian, or responsible person must present a proof of required immunizations on or before the child's first day of attendance. If not presented by the first day of school, the Principal shall present a notice of deficiency to the parent, guardian or responsible person. The parent, guardian or responsible person shall have 30 calendar days from the first day of attendance to obtain the required immunization(s) for the child. If the administration



of vaccine in a series of doses given at medically approved intervals requires a period in excess of 30 calendar days, additional days upon certification by a physician may be allowed to obtain the required immunization(s). Upon termination of 30 calendar days or the extended period, the Principal shall not permit the child to attend the school or facility unless the required immunization(s) has been obtained.

Shared Custody Considerations

In situations where a student shares custody between households, families may be asked to submit legal documentation indicating which parent(s) makes education-related decisions on behalf of the student.

Withdrawal/Transfers

Students withdrawing from Ryze Academy will be asked to complete a withdrawal form. The parent must complete, sign, and return the form to the school. The form will include the following, but not limited to: Student Name, Student Grade, Parent Name, Reason of Withdrawal, Expected Date of Withdrawal, and Parent Signature. The principal will collect withdrawal information and report the withdrawal reasons to the board of directors. Once the withdrawal form is received, the Office Manager will initiate the withdrawal/transfer process in Infinite Campus, connecting with the district/charter school for the records request. For students coming to Ryze Academy from another school, parents will be required to complete a records request form. The Office Manager will then initiate that request from the previous school and ensuring the safe transfer of student records.

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q215. Explanation (optional):

Goodall Consulting has worked with many other charter applicants and some of the work on other applications may have been used in this application to ensure that best practices are used for the charter school.



Shannon Stein

Comments :

It appears that the principal is tasked with all professional development, 504 oversight, classroom observations, licensure, testing, student discipline, bus routes/paperwork and all other day to day tasks; is that a reasonable amount of responsibility given the size of the school/staff?

Section



Shannon Stein

Ratings

**Does Not
Meet the
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

There are several areas throughout this sections that would need clarity to ensure that the application plan is meeting the standard for approval.



12. Operations

12.1. Transportation Plan

Q216. 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



Ryze Academy plans to provide bus transportation for students through community bus stops. The school plans to purchase three buses in their first year of operation with two bus routes. The school wants to have one extra bus for field trips or if a main bus is inoperable. Ryze Academy plans to operate two bus routes based on the school's survey of interested families and their commitment of serving an at-risk population. The school has provided line items in the budget for the purchasing of these buses, the registration, additional fees, taxes, fuel, monthly maintenance and emergency costs.

The school plans to hire two part time bus drivers for up to 25 hours per week to operate the designated bus routes. A line item is included in the budget to reflect the hiring of these two part time bus drivers. Through the current parent interest surveys reflecting the nearly 350 responses, the school has generated two planned routes. The first route will run from near North Carolina A&T University to near Guilford Technical and Community College to near downtown/south High Point, then arriving at the school's planned location off Skeet Club Rd. The bus stops will plan to run in reverse in the afternoon. The second route plans to run north to south and will start near I-40 and Route 68. The school plans to have the second stop near the intersection of Route 68 and the start of Wendover Ave. The third stop is planned to be located near the intersection of Eastchester Ave. and N. University Pkwy. The bus will then arrive at the school. This route will run in reverse in the afternoon. By establishing these bus stop locations first (a common suggestion made by the Charter School Review Board), Ryze Academy will be able to properly serve students and help achieve the legislative purpose of serving an at-risk population.

Ryze Academy will work with the hired bus drivers to ensure state and federal compliance with the buses. All buses will be inspected and registered properly with the state. All bus drivers will submit the appropriate paperwork and physicals to the state. Copies of all necessary documents will be kept at the school in a locked filing cabinet. The school will be in touch with the state on a regular basis leading up to the school's opening to ensure compliance. The Principal along will be responsible for ensuring that all of the paperwork is completed, up-to-date, and in compliance.

12.2. School Lunch Plan

Q217. 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.

We have a duty to holistically care for and nurture the students of the School, not just academically, but socially as well. Therefore, the School will strive to make sure all students, regardless of income, are able to have a healthy lunch at school. Students at the School will have several options when it comes to lunch at school.

1. Students may bring lunch from home. Milk will be available for purchase.
2. Students may purchase lunch through an outside vendor. The cost of these lunches will have a small profit built in that will be used to help pay for the lunches of the students who cannot afford to purchase one.
3. Lunches will be available for students who forget their lunch. A small profit will be built into the cost of these lunches that will be billed to the parents. This mark-up will be used to help pay for the lunches of the students who cannot afford to purchase one.
4. For students who qualify for free and reduced lunch, the School plans to provide a lunch. Those students who qualify for reduced lunch will pay a reduced price.

The school has already begun to identify vendors who can provide catered lunches to Ryze Academy in compliance with local health department guidelines. All vendors must have a catering license and ServSafe certificate. The school will maintain a copy of the catering license and ServSafe certificate in a locked filing cabinet. Ryze Academy plans to participate in the Special Milk Program through the USDA and apply for the reimbursement. Please note, the milk sold to students will be at-cost and no profit will be built in to maintain compliance with the Special Milk Program. The School plans to utilize a free and reduced lunch form based off the qualifications list in the USDA Income Eligibility Guidelines. Parents will submit this optional form during enrollment and updated annually. The School plans to use a lunch ordering system like Omella that is free and family friendly for ordering.

12.3. 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


Q218. 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 :


Ryze Academy (250)....

Uploaded on **4/16/2025**
by **Aniya Mayo**

12.4. 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.

Q220. 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



Aniya Mayo

12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Ryze Academy
School Start Up Plan

Board Development Plan:

As part of getting the school opened, the Board will continue to seek professional development opportunities. The Board is expected to attend the Ready to Open meetings in Raleigh to ensure understanding of state and federal laws, board governance, finances, and general school operations. The Board will complete and understand all activities and exercises required by OCS for the Ready to Open process. In continuing to develop the School's team, the Board will evaluate all prospective Board candidates that could possibly join the School. The School intends to add at least one more Board member by the time the School opens.

Board Finance Plan:

The board chair and the treasurer will work hand-in-hand with the selected financial group to ensure proper budgets are set as enrollment paperwork comes in. The Board will work with Goodall Consulting on an initial budget set by November 2025, then a newly set budget for the February 2026 board meeting based on the number of received applications. From that point on, the budget will be adjusted and presented monthly to the board to help with ordering everything from technology to furniture to curriculum. These estimates will also help the Principal properly assess staffing projections. The treasurer, along with the board chair will be responsible for ensuring that the School has obtained a UEI number and is registered with SAM in a timely manner in order to receive federal funds.

Principal Hiring & Expectations:

The board has already identified the Principal of the school and once approved by the CSRB, the school will work with the principal to finalize a contract. The principal will be expected to attend all board meetings and Ready to Open sessions for the School.

If current plans fall through, the Principal search will begin once the School is approved by the CSRB. The School will look to advertise on sites such as the National Alliance for Public Charter Schools and the NC Association for Public Charter Schools. The Board will look to evaluate and select a Principal



by November 2025 so they can attend the remainder of the Ready to Open meetings in Raleigh.

The Board plans to offer the Principal an incentives package based upon their performance in the year leading up to the opening of the School. Upon School starting, the Board plans to compensate the Principal with local funds when they become available. The Principal will be expected to develop School policies during the Ready to Open process and begin the recruitment of staff for the School. The School expects the Principal to identify an EC Director/Teacher early on in the process, by March 2026, as that individual will be helpful in producing EC related policies for the School.

Board Policies Plan:

The Board will be responsible for developing meaningful governance, financial, and other related policies during the Ready to Open process. The Board will ensure that the December and May deadlines are properly met. The Board chair and the Governance Committee chair will be responsible for developing these policies and getting them approved by the full board.

Recruitment & Enrollment Plan:

The Board of Directors has a lot of parent interest as the idea of a charter school was started by parents pushing board members to start one. The Board of Directors has taken that information and is mobilizing parents to our Community Outreach Committee. This committee will be a part of the School’s enrollment success.

April & May 2025: The Board of Directors has a list of events they are attending in both April and May to have families complete the intent to enroll form. Ryze Academy has a commitment to the community and already has volunteers both from the board and community to help. The Board of Directors will connect with parents from the Community Outreach Committee and those parents on the interest form who indicated they wanted to be a part of the committee.

Ryze Academy Boots on the Ground!

Date:	Time:	Location:	Event:



4/26/2025	1:00pm-3:00pm	Creekside park	Spring Fling
4/26/2025	11:00am-5:00pm	136 Ralph Craver Road Lexington, NC	Sweet Tooth Galore Festival
4/26/2025	8am-1pm	Carl & Linda Grubb YMCA (Archdale)	Healthy Kids Day
4/26/2025	10am-1pm	Hartley YMCA	Healthy Kids Day
5/3/2025	10:00am-4:00pm	Novant Health Fieldhouse	Honda Aircraft Company Stem Festival
5/03/2025	7:00am-1:00PM	4194 Mendenhall Oaks Pkwy	Go Far Race
5/10/2025	12:00pm-2:00pm	Gillespie Park	Race to ACE - First Tee
5/18/2025	2pm-5pm	275 Elm Street, High Point, NC 27262	National Family Fun Day

October 2025: The School board plans to team up with the prospective Principal and the Community Outreach Committee to plan out the next ten months of recruitment. The board plans to appoint a member to set a calendar of events and the minimum number of volunteers for each event. That member will work to ensure the Principal is available to attend those events as the face of the School and that Community Outreach Committee members are able to attend. After planning out main community events, the designated board member will work to coordinate a paper marketing campaign, preparing a door-to-door campaign in the High Point, South and East Greensboro communities, which have a higher population density. They'll work with the Principal to recruit



volunteers from the Community Outreach Committee to canvass these communities. Each marketing flyer will have an upcoming Parent Interest Meeting on it to ensure that we stay connected to families once we've made initial contact. The flyers will also drive families to our website to complete our application.

November 2025: With the Open Application Period starting November 1st, the School plans to host three Parent Interest Meetings, one at the School's proposed location, one in southeast High Point, and one East Greensboro. Parents will have the opportunity to complete an enrollment application on site at the meetings. The School will send out a second mailer to potential families and continue online marketing. The School will continue to email interested families about the upcoming Parent Interest Meetings and the Open Application Period. The School plans to participate in the High Point Christmas Parade on November 23rd. Efforts will be led by a designated board member and the principal. As needed, the designated board member may delegate responsibilities to members of the Community Outreach Committee. The School plans to have at least 250 Intent to Enroll Forms completed by November 1st and 100 enrollment applications submitted.

December 2025: The School will continue to host Parent Interest Meetings and continue their community canvass campaign. As families complete their enrollment applications, they will be notified of school events and be encouraged to recruit other families to apply. The School plans to have at least 200 enrollment applications by the end of December. Families that have applied will begin to receive weekly update emails from the School with progress information, curriculum resources, and upcoming events.

January 2026: The School will continue to host Parent Interest Meetings and continue their community canvass campaign. The School will release another set of mailers targeting specific families to help meet our enrollment numbers in specific grades that do not have enough applications and to meet our expected demographics. As families complete their enrollment applications, they will be notified of school events and be encouraged to recruit other families to apply. The School plans to have at least 300 enrollment applications by the end of January. The School's Open Application Period will end January 31st.

February 2026: If needed, the School will look to host their lottery on February 9th. After the lottery, selected families will be asked to attend orientation meetings to keep them engaged and keep attrition low. If needed, the School will send out mailers to fill out remaining spots. The School will



continue Parent Interest Meetings for any remaining spots.

March 2026 - July 2026: The School will host events for newly enrolled and waitlisted families. Ryze Academy realizes the importance of keeping our enrolled families engaged to avoid a high attrition rate. The School will host at least two events each month for families to learn more about the curriculum and culture of the School. This will also be an opportunity for future families to meet the Principal and prospective staff. The Principal and Office Manager will work with parents to ensure all enrollment paperwork is properly completed in accordance to the School's policies and that any additional paperwork and/or surveys are completed. The School plans to have parents complete a transportation and meals survey to correctly record participation numbers. Ryze Academy will continue to monitor the waitlist and any new enrollment applications and accept students as spots become available. The School will continue Parent Interest Meetings for any remaining spots and purchase online and paper advertisements as needed. Starting in May, the School will begin having school tours for new families to give them an idea of the educational spaces and get them excited about the start of school. The Office Manager along with the Principal will be responsible for calling all families to keep in touch, get remaining paperwork, and ensure their attendance for the 2026-2027 school year. Additionally, the School will keep track of families that attend each of the events hosted monthly. Those with low attendance rates at the events will receive phone calls to ensure that they will still be attending Ryze Academy.

August 2026: Ryze Academy will host an Open House before the start of the school year. Teachers will call their new students and the Principal will keep track of non-responsive families. The School will be in touch with waitlisted families to ensure their interest in the school as spots may become available. The School will carefully and accurately track their attendance for the first 20 days of school to meet its enrollment projections.

Vendor Selection Plan:

The Board plans to evaluate vendors during the Ready to Open process. The Board will evaluate numerous vendors during this process. The following is a tentative schedule of vendor selection and obtaining final quotes:

- Technology services vendor, January 2026, (will assist with ERate funding)
- Technology vendor, April 2026
- Furniture vendor, June 2026 (finalize enrollment)



- Lunch vendor(s), May 2026
- Curriculum, June 2026 (finalize enrollment)
- EC Related Services, May 2026
- Health Insurance vendor, February 2026 (prospective census)
- Retirement Benefits vendor, February 2026
- School Buses, June 2026
- Auditor Quotes, March 2026 (when enrollment numbers settle)
- Auditor Selection, May 2026 (when finalized budget passes)
- Attorney Selection, December 2025



Shannon Stein


Comments :

Seems like a well thought out plan for recruitment and sharing information within the community.

Q222. 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 board does not expect any large challenges with the new school. The facility the school plans to occupy only needs minor changes that do not require building permits. Goodall Consulting through their contract will provide up to a \$25,000 loan to the school to complete all necessary steps to be ready to open.

Applicant Evidence :



Ryze Academy Year ...

Uploaded on **4/24/2025**
by **Aniya Mayo**

12.6. 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.

Q223. 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.

Ryze Academy has already identified a building and has submitted a support letter and a signed lease from Manna Church in this application. This is the school's primary identified location. The location has adequate facilities, however the school will need to add modular units. The school has also submitted supporting documents with modular estimates. These estimates have been included in the school's facility budget. The facility currently has an after school program and summer camp operating out the facility. The School had a visit from the fire marshal's office and inspections office to tour the School. They noted that only minor improvements like clearing items leading to the exit areas and final completion/fixing of the fire alarm system.

Ryze Academy Facility Timeline:


The school has currently spoken to multiple vendors regarding modular units (with their ECO) that would be able to be on the property. The school has also brought in multiple vendors to look at and quote minor upfits to the property. These minor upfits (not necessarily needed for the ECO) are also something the school is looking at as they negotiate with the lease with the owner of the property. Upon approval, the school plans on doing the following:

- August-September 2025: Work with the church to get exits cleared per the fire marshal's office for obtaining an ECO.
- October 2025: Work with modular unit companies (not limited to the quotes in this application) to get finalized number and choose the vendor.
- November-December 2025: Work with the property owner and the city of High Point to obtain a sign permit and place a large school sign to advertise the school's location.
- January-February 2026: Work with the city of High Point on obtaining an ECO and finalizing any minor improvements needed. Get final inspection from the health department.
- March 2026: Obtain an ECO for the main building
- April 2026: Work with the modular unit company to finalize installation of the units with ECO.
- May 2026: Final inspections and submission of ECO to the Office of Charter Schools.



Applicant Evidence :


Satellite Classroom ...


Wilmot Modular Str...

Uploaded on **4/24/2025**
by **Aniya Mayo**

Uploaded on **4/24/2025**
by **Aniya Mayo**

Q224. 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.



Based on Ryze Academy's educational program and projected enrollment the school plans on the following in the first year:

- 10 core content classrooms
- 580-900 square foot classrooms
- 1 Main Office space
- 1 EC classroom space
- 1 Principal office
- Classroom types: Core Content Classrooms (in main building and modular units)
- Common Areas: Large indoor gathering space for schoolwide events
- Over 10,000 square feet
- Full fenced-in playground
- Storage Space

Short Term Facility Plan:

Ryze Academy plans to start out in the proposed facility and growing one grade level per year. Based on initial conversations with the property owner and modular unit estimates, the school has planned appropriately in the school's budget. The school will add its final set of modular units in year two to build out through 8th grade.

Long Term Facility Plan:

At full capacity, the school plans to have the following:

- 18 core content classrooms
- 580-900 square foot classrooms
- 1 Main Office space
- 2 EC classroom spaces
- 1 Principal Office
- 1 Additional Administrator Office
- Classroom Types: Core Content Classrooms
- Common Areas: Large indoor gathering space for schoolwide events
- Storage Space
- Over 20,000 square feet

Ryze Academy has multiple options as they grow. The first option is for the school to stay at their current location. The school has approved space on the property to place a final set of modular units to accommodate the school's growth through 8th grade as set forth in the charter application. The school has reflected this plan in their budget. If the school chooses to go in a different direction, the school may search for property to build a permanent Kindergarten through 8th grade campus.



Q225. 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.

- 10 core content classrooms
- 1 Main Office space
- 1 EC classroom space
- 1 Principal office
- Common Area: Large indoor gathering space for schoolwide events
- Full fenced-in playground
- Storage Space



Shannon Stein

Comments :

Where will specials classes &/or student support (i.e. small groups, speech/language, OT/PT, etc.) be held?

Q226. 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 breakdown of cost per square foot is \$12.50. The total cost of the facility is projected to be only 5.2% of the total budget, significantly under the 15% suggested maximum for a facility. Costs will increase in years two through five, but still stay under the 15% threshold. Other facilities in the area have cost around \$15-\$16 per square foot.

Q227. 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.



Ryze Academy has located two facilities for its contingency plans. One facility is located 3.5 miles from the current proposed location and closer to downtown High Point on Long St. The facility has over 12,000 square feet and can easily accommodate the school's needs. No major adjustments would be needed for an ECO, however, the school would need to add a fenced-in area for recess. The school would also need to take down four small temporary walls in the building to have larger classroom spaces. The building has a fire alarm system and is set for an ECO. The second facility is located on South Main St. in High Point and 5.2 miles from the current proposed location. This facility has over 16,000 square feet and the parking needs for the school. The outdoor area is already partially fenced in and would need to be completed.

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Ryze Academy has numerous board members with experience on facilities. Sherena Sabla and Aniya Mayo have taken the initiative to negotiate the lease with Manna Church. They both have previous experience working with the church on a lease. Eddie Goodall and Alicia Soto of Goodall Consulting have been assisting them in that process. Both Eddie Goodall and Alicia Soto have experience in facilities acquisition and management. Aniya Mayo is a part of the Leadership Cohort at the High Point Chamber of Commerce and has been able to utilize her contacts to help find backup facilities for the School.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q230. Explanation (optional):

Goodall Consulting has worked with many other charter applicants and some of the work on other applications may have been used in this application to ensure that best practices are used for the charter school.

Section



Shannon Stein

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



13. Financial Plan

13.1. 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.

Q230. If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Goodall Consulting per their agreement, will provide Ryze Academy up to a \$25,000 loan in Year 0.

Q231. Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use:**

Excel 2021 or later (PC and Mac)

Excel for Microsoft 365 Subscriptions (PC and Mac Versions)

Excel Online"

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

Applicant Evidence :

Ryze Academy 80%

Ryze Academy Appli...

Uploaded on **4/24/2025**
by **Aniya Mayo**

Uploaded on **4/24/2025**
by **Aniya Mayo**



Shannon Stein

Comments :

The expected contract cost for financial accounting is almost 35% more than what the school rent would be? Is this due to consulting firm also being the ultimate accounting firm? The custodial contract seems less than market standard unless the church is giving the school a discount? Modular installation also seems to be low given the future expansion needs? \$12K to purchase three buses does not seem reasonable; is there a quote? (the annual marketing budget is \$22K) Is the number of special teachers, especially in year #2, consistent with providing needed instruction for students and time for teacher release/preps?

13.2. Budget Narrative

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

Q233. How was the student enrollment number projected?

The enrollment number was projected based on the space available at the School's proposed location, completed parent interest surveys, and the appropriate number of students needed to hire the number of teachers, interventionists, and other crucial positions to effectively deliver the curriculum and serve the needs of students.



Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Ryze Academy has received an outpouring of support from the community. The School's survey indicated overwhelming support for a charter school in the county and one that focused on hands-on learning, an entrepreneurial mindset, and social-emotional learning. The School received a letter of support from charter school leaders like former state representative and CarolinaCAN leader Marcus Brandon of High Point stressing the importance of approving Ryze Academy. Additionally, the school has also received letters of support from local and national educational leaders and local small businesses willing and ready to collaborate with the school. Over 400 potential students have completed the School's interest form for only 250 spots. This nearly doubles the School's proposed year one enrollment projections.

Q235. Provide the break-even point of student enrollment.

The break-even point is 150 students for enrollment.

Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The School has prepared an 80% enrollment budget and a break-even budget (upload to this application) to show that it can meet its financial needs. Additionally, the School will consider the following actions to ensure the School is meeting the needs of students:

Adjust staffing: Reconsider teacher assistant positions, part time administrative assistant, and the number of interventionists to the adjusted school population.

Adjust operations: Reconsider student computer purchases, a reduction in custodial contract, and office supplies reduction.

Adjust lease: Since the school will be using less space, there would be some renegotiation of the lease if needed. These adjustments will reduce costs, but will still meet the needs of students as class sizes would be smaller, and office workload would be reduced. The School would also re-evaluate the use of modular units in year one if needed.

Q237. 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.

The budget does not rely on any additional sources of funding. However, the board has started the process to apply for their determination letter as there is community interest in donating larger funds to the school.

Q238. Provide the student to teacher ratio that the budget is built on.

20 to 1

Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.



Aniya Mayo has extensive experience in educational management. In addition to pursuing a masters degree at Wake Forest University in Educational Leadership, she also is co-founder and co-director of *Growing the Distance*, an after school and summer camp program for students. Aniya currently manages all of the financials for *Growing the Distance*. Aniya's experience as a successful non-profit co-director and her current pursuit of a masters degree in Education Leadership, will put the School on a successful trajectory and keep a sharp eye on financials.

Sherena Sabla has extensive business experience as the co-founder and co-director of *Growing the Distance*. Her experience in managing the after school program's finances will assist the Board of Directors in determining the School's budget.

Clayton Whitaker has extensive charter school experience in North Carolina. Not only was Clayton a graduate of Roxboro Community School, but works with charter schools daily with school technology safety, E-Rate funding, and technology planning. He has extensive knowledge on state charter school funding, navigating federal funding, and ensuring the online safety. As Chief Operating Officer of Emerge Consulting, Clayton will be able to bring a sharp eye to the School's financials in navigating the funding expectations, compliance, and budgeting.

Duane Robinson brings a great wealth of experience to the Board of Directors as a military veteran and JROTC instructor. Duane also holds a masters degree in Business Administration. Duane's business background will help provide a sharp eye on school finances. His business, educational, and military backgrounds will be an invaluable resource to the Board of Directors.

Brian Taylor is a former High Point small business owner, military veteran, JROTC instructor, and community leader. He will bring a wealth of experience to the Ryze Academy board. Brian's experience as a small business owner will help bring an important eye to the School's financials and managing the budget.

Q240. 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.



The budget has incorporated a special line items for "Emergency EC Services" to be prepared for any unexpected costs related to EC. This could help cover additional one-on-one time with a new students or additional EC related services. In addition to the extra state funding associated with that student, this line item helps create a buffer. If for some reason the needs of a students exceed the amount in "Emergency EC Services," the School would need to dig into their projected surplus and adjust the budget according. The School will also apply for Special State Reserve Funds to help offset going into the surplus.

Q241.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.

The School will be working with Goodall Consulting on payroll and accounting services. The board plans to institute strict financial policies that will provide accountability, such as ensuring board approval on purchases over \$5,000 and requiring two signatures on those checks, receiving the principal's signature on every accounts payable and payroll log. Payroll will go through a three step approval before being processed. Additionally, the board will receive monthly budget reports outlining the state of the school's finances. These reports include but are not limited to, an income statement, account history report, and budget vs. actual report. These reports will be from LINQ.



Q242. 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.

The School will be working with Goodall Consulting for student accounting. Their team has experience and success with transferring over to Infinite Campus from PowerSchool with multiple phase one schools. As mentioned previously, the School will be working with Goodall Consulting on financial services. The School also plans to contract out for EC related services such as psychological testing, speech therapy, physical therapy, and occupational therapy. The School also plans to contract out for custodial services. The School will have a policy requiring getting quotes from numerous vendors, evaluating pricing and quality. For large purchases over a certain amount of money, board approval will be required.



Shannon Stein

Comments :

The budget numbers for student accounting seems to be disproportionate with other budgeted expenditures.

Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



The School's budget clearly aligns with the mission and vision of the School. When committing to rigorous hands-on learning, Ryze Academy has set aside nearly \$80,000 in curriculum and instructional materials in the first year. Additionally, the stipends entrust teachers to equip their classrooms properly to innovate and help students succeed. These stipends extend to specials teachers as well, to help them develop key hands-on learning projects that relate to the core content classroom material. The School has also budgeted for a significant number of interventionists in the first year of operation. This coincides with the School calendar and schedule submitted in this application. Ryze Academy has also invested heavily in its transportation plans. The School has set aside enough funds to purchase three buses from one of the surrounding LEAs. As of right now, buses range from \$800 to just under \$5,000. The School has set aside \$12,000 for purchasing the buses, \$15,000 set aside for maintenance (including tags, title, taxes), \$26,500 for gas, and \$12,000 in emergency costs. The emergency costs for older buses are needed as other charter schools have found having an emergency bus cost line item important and helpful each year. Having a secure transportation budget allows the School to run two buses, have one back-up bus, and provide transportation the at-risk population the School has committed to serving. The budget aligns with the facility needs of the School. The proposed lease with Manna Church shows a rent of \$60,000 a year (\$5,000/month). Additionally, the School has allotted funds for modular units on the site for a total amount of \$133,200 for the first year, adding a buffer for any potential extra costs. Additionally, the School has allotted \$28,000 in installation costs for those moduls. The School has set aside nearly \$60,000 a year in utilities. Speaking with other schools of similar size, the utilities range seemed to be between \$4,000 to \$4,800 a month. The School has budgeted \$18,000 for insurance which meets the state's minimum requirements according to the submitted quote and even includes potential umbrella policies for the School. Lastly, the School has set aside \$12,000 in potential maintenance costs, \$22,000 in custodial supplies, and \$36,000 for custodial services.

Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The School's general fund balance goal is 4.5% in the first year of operation. Moving into the second year, that percentage increases to 6.3%, 7.2% in year three, 10.6% in year four, and 10.3% in year five. The School will have a multi-year lease to have consistency in lease budgeting, securing a good monthly rate. In addition to an annual budget which we have included in this section of the application, we will employ a monthly budget, taking into consideration that often LEA funds are delayed for new charters, that EC funds are deferred for several months until headcount is submitted, and that we may incur expenses before opening that must be repaid with local funds only.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.



The School will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial years of operation, equipment, etc. leases may be required, whereas in subsequent years the School will be able to avoid the financing costs.

The School has a signed lease for \$5,000 a month for our primary facility plus has quotes and a conservative budget for modular units. The School has submitted a letter of support from Manna Church regarding the leasing of the facility. The facility will only require small changes for its Certificate of Occupancy. The school has produced multiple budgets to show capacity from 150 students to full capacity at 250.

Q246. 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.

The School will solicit donations of goods and services upon receipt of acceptance of its application in addition to an aggressive business fundraising campaign and grant request project.

13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. Not only is the School at risk of losing valuable resources with poor controls but there is more at risk. That is the potential for negative publicity associated with any event that might attract notoriety including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter program and its attendant regulation. The School has identified Sharpe & Patel and Rebekah Barr as possible options to provide the annual audit but in addition we will request from them an initial report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins. The audit findings are due 15 months after school opens and that could be too late. The School will outsource accounting services. Outsourcing LINQ and all the financial services, create another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll. Internally, we will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the Principal. School issued checks will be limited to a maximum of 10 per month requiring almost all transactions to flow through the LINQ reporting initially rather than after the fact. Accounting records will be safeguarded by use of daily locked files and to the extent practical, secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) and a budget report at each regularly held board meeting and an explanation to board members for questions. Additionally, the business services provider and the auditors will be asked to attend board meetings.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

None at this time.

Q249. 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.

Candidates Identified:

Sharpe & Patel

Rebekah Barr



13.4. Certify

Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q250. Explanation (optional):

Goodall Consulting has worked with many other charter applicants and some of the work on other applications may have been used in this application to ensure that best practices are used for the charter school.

Section



Shannon Stein

Ratings

**Does Not
Meet the
Standard**

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

There are several budgetary questions that would need to be better expanded to ensure compliance with market standards and best practice.




14. Other Forms


Q252. 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: 2

Resources


2025 Charter School ...

Applicant Evidence :


Board Signature Doc...

Uploaded on **4/22/2025**
by **Aniya Mayo**

Section



Shannon Stein

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No

Q254. Give the name of the third-party person or group:

Goodall Consulting

Q255. Fees provided to the third-party person or group:

\$5,000 fee for application assistance

Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



16. 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 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

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


2025 Payment Form....

Applicant Evidence :


Gmail - UPS Delivery ...

Uploaded on **4/24/2025**
by **Aniya Mayo**

Section



Shannon Stein

Ratings

**Meets the
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



17. Signature page

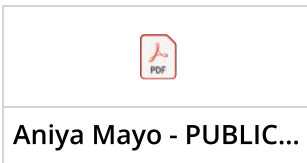
Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources



Applicant Evidence :



Uploaded on **4/24/2025**
by **Aniya Mayo**

Q258. Board chair, please digitally sign your application here.

Signature

Section



Shannon Stein

Ratings

Meets the
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Final Status

Reject Approve

Approver Comments

Bylaws

Ryze Academy

ARTICLE I Organization

Section 1. Name The Corporation's name shall be Ryze Academy Network.

Section 2. Principal Office The corporation's principal office shall be located at 3854 Tarrant Trace Circle, High Point, NC 27265. The Board of Directors may change the principal office from time to time.

Section 3. Fiscal Year The fiscal year of the corporation shall begin on July 1 and end on the following June 30.

ARTICLE II Purpose

Section 1. Purpose The purpose of the corporation shall be the operation of a public charter school under the North Carolina General Statutes 115C-218 et seq. (Article 14A) as now enacted or hereafter amended.

ARTICLE III Members

Section 1. Members The organization shall have no members.

ARTICLE IV Board of Directors

Section 1. General Powers The business of the corporation shall be conducted by a Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporation, or these bylaws, all of the power of the Corporation shall be vested in the Board of Directors.

Section 2. Number The number of the directors shall be a minimum of 5 and a maximum of 13 members. The actual number of directors shall be determined by the Board of Directors and may be changed only by a 60% vote of the Board of Directors at any duly held meeting.

Section 3. Terms The founding terms of the directors shall begin upon the filing of the Articles of Incorporation and end at the annual meeting in August 2026. After the founding terms, the terms of the directors shall be 3 years, with no director serving for more than three consecutive full terms. The terms of the directors shall be staggered so that no more than three director's terms will expire in any one year.

Section 4. Election Directors replacing directors with expiring terms shall be elected by a 60% vote of the directors at the annual meeting of the Board of Directors or at any duly held meeting.

Section 5. Vacancies Any vacancies on the Board of Directors shall be filled by a 60% vote of the remaining Directors at any meeting.

Section 6. Qualifications Any person not precluded by law shall be eligible to serve on the board. A board candidate shall understand the mission and goals of the school and hold the fiduciary responsibility of a non for profit board member. The member shall be provided these bylaws, the Open Meetings Laws, the Charter School Statutes, the charter contract, the Conflicts of Interest Policy and the State Board of Education charter school policies.

Section 7. Removal Any director may be removed with or without cause by a 2/3 vote of the directors serving at the time at any duly held meeting.

Section 8. Conflict of Interest If a matter before the board places a director in a real or perceived conflict between the interests of the school and the interests of the director, whether the interest is pecuniary or other, the director shall inform the Board of Directors or a board member may bring such position before the board. The director with the conflict may thereafter be prohibited by the board from participating in discussions and votes on that matter. Each director shall sign a Conflict of Interest policy that shall be kept on file at the principal office of the Corporation. Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. A conflict of interest shall be defined further as:

A conflict of interest is a condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding a primary interest, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action.

ARTICLE V
Meetings

Section 1. Regular Meetings The Board of Directors shall hold regular monthly meetings at a time and place designated by the Board of Directors.

Section 2. Special Meetings Special Meetings of the Board of Directors may be called by the chairman or a majority of the members of the Board of Directors. Directors shall be given a minimum of 48 hours notice of any special meeting and all meetings shall comply with the open meetings laws.

Section 3. Annual Meetings Annual meetings of the Board of Directors shall be held in August of each year at a date and time to be determined by the Board of Directors.

Section 4. Emergency Meetings Emergency meetings of the Board of Directors may be called by the chairman or a majority of the directors then serving.

Section 6. Participation At any meeting, directors may participate by any electronic means that allows all participating members to simultaneously hear and speak to each other during the meeting. A director participating in this type of meeting shall be considered present at the meeting.

Section 7. Manner of Acting Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a properly called meeting of the directors in which a quorum is present shall be the act of the Board of Directors.

Section 8. Compliance with Open Meetings Laws Notwithstanding any other provision of these Bylaws, the corporation shall comply in all respects with the North Carolina Public Schools Law, code section 115C-4 and any corresponding provision of subsequent North Carolina law, in connection with all regular, special, or emergency meetings of the Board of Directors.

ARTICLE VI
Officers

Section 1. Officers The Corporation's officers shall consist of a chair, one vice-chair, a secretary, and a treasurer. Each officer shall have such authority and perform such duties as the Board of Directors may from time to time determine. No officer shall act in more than one capacity when the actions of two or more officers are required. Other officer positions may be added by a 2/3 vote of the board at a duly held meeting.

Section 2. Election Officers shall be elected by a majority vote of a quorum at the annual meeting. Each officer shall hold office until his death, removal, resignation, or disqualification or until his successor has been elected.

Section 3. Removal Any officer may be removed with or without cause by a majority vote of the Directors at any regular or special meeting.

Section 4. Terms Each officer shall hold office for a term of one year.

Section 5. Vacancies Any vacancy shall be filled by a majority vote of the Board of Directors at any regular or special meeting.

Section 6. Chair The chair shall be the principal executive officer of the corporation and, subject to the ultimate authority of the Board of Directors, shall oversee the general management of the affairs of the corporation. He shall preside at meetings of the Board of Directors. He may sign and execute instruments in the name of the Corporation except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. He shall perform other duties incident to the office of the chairman and such other duties as from time to time may be assigned to him by the Board of Directors.

Section 7. Vice-Chair In the absence of the chair or in the event of his death, inability, or refusal to act, the vice-chairs shall perform the duties of the chair, and when so acting shall have all of the powers of and be subject to all the restrictions of the chair. The vice-chair shall perform such other duties as from time to time may be assigned to him by the Board of Directors and shall rotate their chairing of meetings when the chair is not present.

Section 8. Secretary The secretary shall keep the minutes of the meetings of the Board of Directors in books designated for that purpose. He shall see that all notices of meetings of the directors are duly given in accordance with these Bylaws and the North Carolina open meetings laws. He shall have charge of the books, records, and papers of the Corporation. He shall perform all duties incident to the office of secretary and such other duties that from time to time may be assigned to him by the Board of Directors.

Section 9. Treasurer The treasurer shall have charge and be responsible for all funds and securities, receipts, and disbursements of the Corporation. He shall be responsible for the deposit of all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors. He shall in general perform or cause to perform, the entire duties incident to the office of treasurer and such other duties that from time to time may be assigned to him by the Board of

Directors.

ARTICLE VII

Contracts, Loans, Checks, and Deposits

Section 1. Contracts The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Loans No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by at least two such officers as shall from time to time be determined by resolution of the Board of Directors when the disbursement or the creation of debt exceeds \$5,000. For checks or encumbrances less than \$5,001 the board shall develop policies and procedures in coordination with the board treasurer.

Section 4. Deposits All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE VIII

Indemnification

Section 1. Indemnification The corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit, proceeding by or in the right of the corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the corporation or is or was serving at the request of the corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and, with respect to any criminal action or proceeding, had no reasonable

cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE IX
Amendments

Section 1. Amendments These Bylaws may be amended by a 2/3 vote of a quorum present at any regular or special meeting provided that written notice of any proposed changes to the Bylaws are included in the notice of the meeting of the Board of Directors. Proposed changes to the Bylaws shall be submitted to the North Carolina State Board of Education for approval.

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K, 1, 2, 3, 4	250
Year 2	K, 1, 2, 3, 4, 5	300
Year 3	K, 1, 2, 3, 4, 5, 6	350
Year 4	K, 1, 2, 3, 4, 5, 6, 7	400
Year 5	K, 1, 2, 3, 4, 5, 6, 7, 8	450

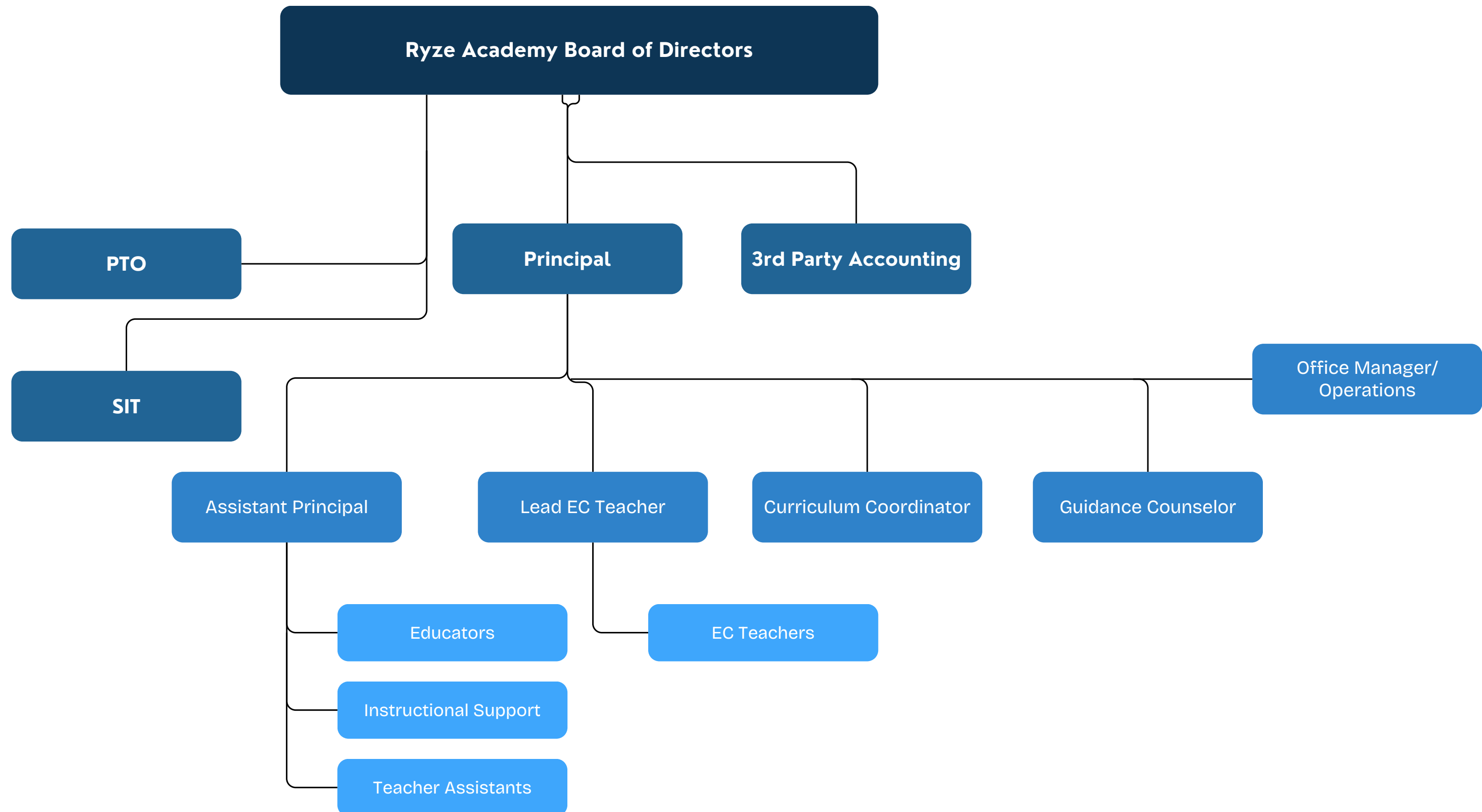
**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1	N/A	N/A
Year 2	N/A	N/A
Year 3	N/A	N/A
Year 4	N/A	N/A
Year 5	N/A	N/A

Ryze Academy Organizational Chart



Date of this notice: 04-10-2025

Employer Identification Number:
33-4513220

Form: SS-4

Number of this notice: CP 575 A

RYZE ACADEMY NETWORK
% RYZE ACADEMY NETWORK
3854 TARRANT TRACE CIR
HIGH POINT, NC 27265

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 33-4513220. This EIN will identify you, your business 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 contact us at the phone number or address listed on the top of this notice.

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	07/31/2026
Form 940	01/31/2027

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 on 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.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S, U.S. Income Tax Return for an S Corporation, must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents or other payroll service providers, are available to assist you. Visit www.irs.gov/mefbusproviders for a list of companies that offer IRS e-file for business products and services.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is RYZE. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, *Safeguarding Taxpayer Data: A Guide for Your Business*.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.



Satellite Shelters, Inc.
 Remittance Address
 PO Box 860700
 Minneapolis, MN 55486-0700

Phone: 704-201-2114
 Mobile: 704-201-2114

3085 Steamplant Road
 Sherrills Ford, NC 28673

Your Satellite Sales Representative:

Debbie White

Email: debbie@satelliteco.com

Contract Date: 04/21/2025
Contract No.: RQ322964
Rental Insurance Status: NO INS
Insurance Exp Date:

Page: 1

Company:

Ryze Charter Academy
 High Point, NC 27265

Contact:

Aniya Mayo
 3369086907
 ryzecharteracademy@gmail.com

Ship-To Address:

Ryze Charter Academy
 Aniya Mayo
 High Point, NC 27265

Pymt Terms:

Billing Term: 1
Min Billing Period: N/A

Delivery Date (On or About): 04/21/2025

Description	Term	Qty	Unit Price	Total Price	Extended Contract Price	
Double Wide Office -Like New Floor Plan Attached	36	28DAYS	1	4,600.00	4,600.00	165,600.00
Monthly Rental 48 Mos - \$3,700 60 Mos - \$3,135 You may purchase for \$146,144.00						
Plus items listed below		Each				
Steps - Rental	36	28DAYS	2	95.00	190.00	6,840.00
ADA Ramp W/Platform Steel to cover both doors-Maximum 35ft run	36	28DAYS	1	635.00	635.00	22,860.00
Delivery & Install Ramp-Steps-Platform		Each	1	1,695.00	1,695.00	
Yoiu may Purchase ADA Ramp-Platform-Steps for \$38,779,00		Each				
PPT Recovery	36	28DAYS	1	98.00	98.00	3,528.00
Delivery - Level & Accessible Site		Each	2	1,847.00	3,694.00	
CODE Install using ABS Pads in lieu of Poured Footings-Eng ABS Pad Foundation Drawing		Each	1	10,585.00	10,585.00	
Anchors - Installed into Dirt Grass Gravel Inspector may require more		Each	38	76.00	2,888.00	
Total Recurring Charges					5,523.00	198,828.00
Total One Time Charges					37,908.00	37,908.00
Pre-Tax Total Contract						236,736.00

Customer acknowledges that Satellite Shelters will charge a Damage Waiver Fee of 10% of the Trailer Rental Rate for the term of the lease unless a current valid Certificate of Insurance (per Terms and Conditions attached) is on file. In instances where the Damage Waiver Program is unavailable due to location or model restrictions, a Convenience Fee of 10% of the Trailer Rental Rate will be charged unless a current valid Certificate of Insurance (per Terms and Conditions attached) is on file.

Quote expires 30 days from Contract Date. Acceptance of this quote by signature constitutes a Rental Order and acceptance of Satellite Shelters, Inc. (Lessor) Rental Order Terms and Conditions which can be viewed at <https://www.satelliteco.com/download/pdf/SatelliteSheltersRentalOrderTCs.pdf> unless otherwise noted.

Signature: _____
 Print Name: _____
 Title: _____

Date: _____
 PO #: _____



3085 Steamplant Road
Sherrills Ford, NC 28673

Satellite Shelters, Inc.
Remittance Address
PO Box 860700
Minneapolis, MN 55486-0700

Phone: 704-201-2114
Mobile: 704-201-2114

Your Satellite Sales Representative:

Debbie White

Email: debbie@satelliteco.com

Contract Date: 04/21/2025
Contract No.: RQ322964
Rental Insurance Status: NO INS
Insurance Exp Date:

Page: 2

Description	Term	Qty	Unit Price	Total Price	Extended Contract Price
Anchors: Removal in Advance		Each 38	55.00	2,090.00	
Dismantle In Advance		Each 1	6,770.00	6,770.00	
Pickup in Advance		Each 2	1,847.00	3,694.00	
Vinyl Skirting - Hitches Removed		Each 1	3,422.00	3,422.00	
Smartside Skirting to match building ADD \$5480 to above price		Each			
Hitches Reinstalled-Remove Skirting Skirting placed in your dumpster or fee to dispose		Each 1	1,375.00	1,375.00	
Return of ADA Ramp in Advance		Each 1	1,695.00	1,695.00	
Site visit to confirm prices on this quote DOR & Specifications provided at that time		Each			
Level & Accessible Dirt Grass Gravel Site Please call 811 prior to our arrival		Each			
Dumpster required on site for debris and is not included in quote		Each			
Roof Access via Designated Spotter-Harness-Lanyard & D-hooks. If Manlift Required ADD \$1,775		Each			
NO Training Testing Orientation Badges or Wait time included in this quote		Each			
Due to Volatile Fuel & Material Prices charges above are estimated and will be confirmed at date		Each			
work is actually scheduled		Each			
Should site not be accessible- Tug to spot Units Add \$1,100 Translift to slide Add \$675 each		Each			

WILMOT

MODULAR STRUCTURES, Inc.

We Help Build Visions

Garrett Smith
Q-18144

LEASE AGREEMENT

This is a Lease Agreement (the "Agreement") dated 4/16/2025 by and between **Wilmot Modular Structures, Inc.** ("Lessor") and **Ryze Charter Academy** ("Lessee"). The Lease Term set forth below shall commence upon Lessor's delivery of the Equipment to Lessee and is perpetual, unless terminated, extended or renewed in accordance with the WILMOT GENERAL LEASE TERMS AND CONDITIONS. General Terms and Conditions are located on Lessor's internet site <http://www.wilmotmodular.com/about-us>

Model Name: Estimate
Stock#: 0000-SC0000
Serial #: 0000
Minimum Lease Term: 24 Months
Billing Cycle: 28 Days
Minimum Billing Cycles: 26

County: Guilford
Ship To: Ryze Charter Academy
 121 Skeet Club Rd
 High Point, NC 27265

.Recurring			
DESCRIPTION	UNIT PRICE	QTY	EXT. PRICE
Industrial Building - 24' x 60' Box (IB2464)	\$2,346.00	1.00	\$2,346.00
Window Guards and Door Bars - per billing cycle	\$115.00	1.00	\$115.00
Personal Property Fee	\$70.42	1.00	\$70.42
Handicap 6' x 8' landing with ramp	\$310.00	1.00	\$310.00
Rate : 4.750000% Tax Name : NC STATE TAX Juris Name NORTH CAROLINA Rate : 2.250000% Tax Name : NC COUNTY TAX Juris Name FORSYTH	\$193.97	1.00	\$193.97
.Recurring TOTAL:			\$3,035.39

Installation			
DESCRIPTION	UNIT PRICE	QTY	EXT. PRICE
Skirting - Vinyl - Includes Installation up to a finished floor height of 36" and Removal	\$2,934.00	1.00	\$2,934.00
non permitted set Block, Level, Seam and Seal. Provide ABS pads and CMU block. Provide equipment to move units around site. Provide anchors and tie downs. Based on normal, level and accessible site. Site Visit Required ***footers not included***	\$3,500.00	1.00	\$3,500.00

DESCRIPTION	UNIT PRICE	QTY	EXT. PRICE
Freight To Site	\$2,584.00	1.00	\$2,584.00
Handicap Ramp Delivery and Install	\$800.00	1.00	\$800.00
Installation TOTAL:			\$9,818.00

One-Time

DESCRIPTION	UNIT PRICE	QTY	EXT. PRICE
Rate : 4.750000% Tax Name : NC STATE TAX Juris Name NORTH CAROLINA Rate : 2.250000% Tax Name : NC COUNTY TAX Juris Name FORSYTH	\$1,120.15	1.00	\$1,120.15
One-Time TOTAL:			\$1,120.15

Removal

DESCRIPTION	UNIT PRICE	QTY	EXT. PRICE
Knockdown- IB2464	\$2,800.00	1.00	\$2,800.00
Freight From Site	\$2,584.00	1.00	\$2,584.00
Handicap Ramp Knockdown and Pick Up	\$800.00	1.00	\$800.00
Removal TOTAL:			\$6,184.00

PLUS APPLICABLE SALES AND USE TAX, SURCHARGES AND FEES. ALL LESSEES AND LEASE ARE SUBJECT TO CREDIT REVIEW. CREDIT CARD TRANSACTIONS EXCEEDING \$20,000 WILL BE CHARGED A 3% TRANSACTION FEE.

NOTE Order will be processed upon receipt of the approved credit (for new customers) and the contract is fully executed. Delivery date is only estimated until confirmed by Dispatcher. In order to guarantee this exact layout, the floor plan must be signed and returned immediately.**

RAMP RENTAL CLARIFICATIONS

1. Unless otherwise specified, ramp rate is based on a standard 6'x32' landing with ramp.
2. Threshold height is assumed to be 36" and lot is level.
3. Landings are 8'x6', unless otherwise noted and standard configuration of ramps are between 30'-44'
4. Switchbacks and intermediate landings are included in standard configurations.
5. Additional cost for ramps that are longer than 44'
6. There is a 3 billing-cycle minimum on all ramp and step rentals.
7. Estimate and plan are subject to field verification. Estimate based on sketch or information supplied by customer.
8. Price does NOT include below-grade footings, anchors or other items that may be required per local code.
9. Additional charge for work performed after hours (M-F 6pm) or on weekends.
10. Wilmot is not responsible for transitions to existing sidewalks, curbs, parking lots etc. Customer is responsible for final transition to location where ramp terminates.
11. Standard riser is 7 inches. Additional charge for steps higher than 48".
12. Decks, ramps and steps are designed to provide ADA and pedestrian access only. Not for industrial or loading use.
13. Shop drawings and stamped plans can be provided for additional charge.

Lessee is solely responsible for all entry/exit door areas. LESSOR RECOMMENDS THAT STAIRS BE PROPERLY INSTALLED AT EACH ENTRY/EXIT DOOR OF THE MODULAR UNIT. Doors, where stairs are not to be installed, will be locked by Lessor and blocked by a door bar prior to delivery of the Modular Unit. Lessee shall be solely responsible for maintaining and ensuring that the doors remain locked, and the blocking bars are secure. Lessee agrees to indemnify and hold the Lessor harmless from any and all claims, damages, injury, death, losses, or expenses including, but not limited to, attorneys' fees and cost, which may arise out of or result from a breach by Lessee, its employees, visitors, agents and/or representatives, of any requirements set forth in this paragraph, and/or caused by their negligence, willful acts or omissions.

CLARIFICATIONS:

1. Insurance Requirements: We require an All Risk Certificate of Insurance from your insurance company prior to delivery. It must include all physical loss or damage and personal liability to cover the unit during the entire rental period.
2. Delivery and pick up are based on clear access to site for truck and trailer. Site accessibility is the customer's responsibility. Customer must provide a firm travel route to site easily accessible by road tractor and trailer. Any obstructions that restrict delivery should be removed prior to arrival of unit. Any delay due to inability to access site may result in an additional charge. If we are denied access to site and are unable to deliver or pick up unit, you will be responsible for any attempted delivery/pick up charges. Delivery dates and time are subject to weather and holiday restrictions. Normal delivery hours are Monday-Friday from 9:00 am to 3:00 pm.
3. WAIT TIME IN EXCESS OF 30 MINUTES WILL BE CHARGED AT A RATE OF \$195.00 PER HOUR OR FRACTION THERE OF.
4. Additional charges will occur for unforeseen site conditions, including but not limited to: rock, rubble, unsuitable fill, hazardous materials, unacceptable soil bearing capacity or ground water. If site requires a translift to complete the installation of unit(s), there will be an additional charge.
5. TIE DOWNS: When tie downs are ordered, it is the customer's responsibility to be sure ground is clear of all utilities prior to delivery. If tie down option is not taken customer assumes liability.
6. It is recommended that a compacted surface be provided for installation of trailer. If a return trip is necessary for releveling of trailer due to sinking, a charge may be incurred.
7. Building Access: Pricing for decks, steps and ramps to access building is based on level site and finished floor height no lower than 30" and no greater than 36".
8. Price for unblocking, removal of site options and return freight are based on assumption that unit is accessible and site conditions are the same as upon delivery.
9. Unless specified, pricing EXCLUDES: Engineered building or foundation drawings, civil engineering, permitting, bonds, private locate services for utilities, union or prevailing wage rates, site concrete, site electrical, site plumbing (PLUMBING MANIFOLDING TO BE DONE ON SITE BY CUSTOMER), telephone/data hookup, site prep or remediation, landscaping, sediment/erosion controls, exterior/interior signage, footings, spoils removal, special cleaning, special keying of doors, fire alarm, sprinkler or separation systems, HVAC balancing or testing services, Geo-technical services, cranes, canopies, liquidated damages, safety & security training time and additional insurance beyond what's currently held by Wilmot and its subcontractors.
10. Early Termination. In case of early termination by Lessee, Lessee agrees to pay 100% of the rent due from the date of termination until the end of the Lease Term that is stated in this Agreement. This 100% early termination fee is applicable to the Unit described on the Agreement plus any and all accessories including, but not limited to, steps, window guards, door bars and ramps. These termination charges are also subject to applicable sales and/or use taxes.

By its signature below, Lessee hereby acknowledges that it has read and agrees to be bound by Lessor's General Terms and Conditions. General Terms and Conditions are located on Lessor's internet site <http://www.wilmotmodular.com/about-us> and are incorporated herein by reference and agrees to lease the Equipment from Lessor subject to the terms therein. Although Lessor will provide Lessee with a copy of the General Terms and Conditions for record keeping purposes. Each party is authorized to accept and rely upon a digital or electronic signatures of the other party on this Agreement. Any such signature will be treated as an original signature for all purposes and shall be fully binding. The undersigned represent that they have the express authority of the respective party they represent to enter into and execute this Agreement and bind the respective party thereby.

A productive workspace is a **clean, well equipped and maintained workspace.**

Choose any of the following Value-Added Products & Services.

Just complete the desired quantities below.

Chairs & Accessories

Stackable Office Chair Padded with Arms Qty _____ \$11 ea. per billing cycle	Folding Chair Qty _____ \$4 ea. per billing cycle	Rolling Office Chair with Arms Qty _____ \$20 ea. per billing cycle	Drafting/Planning Table 42" x 24" Worksurface Qty _____ \$18 ea. per billing cycle
Desk / Table 30" x 60" Qty _____ \$33 ea. per billing cycle	Chair Mat Qty _____ \$7 ea. per billing cycle	White Board 24" x 36" Qty _____ \$5 ea. per billing cycle	Filing Cabinet 2-drawer, rolling cabinet Qty _____ \$18 ea. per billing cycle
Cork Board 24" x 36" Qty _____ \$4 ea. per billing cycle	Trash Can 23 gal. Qty _____ \$4 ea. per billing cycle	Refrigerator 3.2 cu. Ft. Qty _____ \$35 ea. per billing cycle	Microwave 0.9 cu. Ft. Qty _____ \$20 ea. per billing cycle

Folding Tables

6' Folding Table 72" x 30" Qty _____ \$14 ea. per billing cycle	8' Folding Table 96" x 30" Qty _____ \$19 ea. per billing cycle	8' Seminar Table 96" x 18" Qty _____ \$23 ea. per billing cycle	72" Round Table Qty _____ \$43 ea. per billing cycle
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Office Packages

Break Room Package (4 Folding Chairs & 1-6' Folding Table) Qty _____ \$26 ea. per billing cycle	Café Package (Desk / Table, Trash Can, Microwave & Refrigerator) Qty _____ \$79 ea. per billing cycle	Basic Office Package (Desk / Table, Rolling File Cabinet, Rolling Chair, White Board & Cork Board) Qty _____ \$69 ea. per billing cycle	Premium Office Package (Desk, Filing Cabinet, Rolling Office Chair, White Board, Cork Board, Chair Mat & 2 Stackable Chairs) Qty _____ \$95 ea. per billing cycle
--	--	--	--

*Furniture may be delivered in original packaging. Assembly services available for an additional fee.

** All furniture orders are subject to a one-time Furniture Handling Fee of \$250

Enter PO #

Company

Ryze Charter Academy

Company

Wilmot Modular Structures, Inc.

Name/Title

Name/Title

Steven Leff COO

Signature/
Date

Signature/
Date

Time is of the essence regarding this Agreement.

All pricing contained within this document is valid for 30 days.

PLEASE RETURN SIGNED AGREEMENT TO: garrett@wilmotmodular.com

Wilmot Modular Structures now issues paperless invoices via email, an efficient, convenient and environmentally friendly process. Please save paper and provide us with the proper email address for your invoices.

Site Contact Name, Phone #, Email:

A/P Name and Email address:

No Thanks. Please mail my invoices to:

INSURANCE REQUIREMENTS

******THIS UNIT IS NOT COVERED BY INSURANCE******

It is your responsibility to contact your insurance carrier and have them send us a Certificate of Insurance indicating that Wilmot Modular Structures, Inc. is the loss payee and additional insured. You are responsible for loss or damages from the time of delivery until the unit is back in our possession.

The insurance requirements are as follows:

General Liability Insurance: \$2,000,000
Physical loss or damage "Property" Insurance

RECOMMENDED OPTION * Blanket Insurance Coverage is acceptable to cover physical loss or damage to any and all leased equipment. This certificate will cover all units and will only need to be submitted once a year upon expiration date of certificate.

If you will be submitting a Certificate of Insurance for each leased unit, the following must appear on the description box of the Certificate of Insurance.

VALUE	\$6,000.00
DESCRIPTION	
SERIAL #	0000
STOCK #	0000-SC0000
LOCATION	Ryze Charter Academy 121 Skeet Club Rd High Point,NC 27265
SIZE	

** If Wilmot does not receive your Insurance Certificate indicating that coverage is provided for Physical Loss or Damage to the Unt (not its contents) within 30 days of the beginning of the Lease Term, you will be charged 29 cents per \$100 of the value per month as an insurance administrative fee.*

*** General Liability Insurance is always your obligation.*

WILMOT

MODULAR STRUCTURES, Inc.

We Help Build Visions

YOUR COMPANY: Ryze Charter Academy
ADDRESS: _____

AP CONTACT: _____ PO REQUIRED: Yes () No ()

Please provide email address for electronic invoices:

A/P Email Address: _____

BANK NAME AND ACCT#: _____

DATE ESTABLISHED: _____ CORPORATION: () OTHER: _____

#OF EMPLOYEES: _____ ANNUAL SALES REVENUE: _____

#TPIN# or SS#: _____ TAX EXEMPT: _____

CREDIT REFERENCES

COMPANY NAME: _____

ADDRESS: _____

PHONE: _____ **FAX:** _____

EMAIL: _____ **CONTACT:** _____

COMPANY NAME: _____

ADDRESS: _____

PHONE: _____ **FAX:** _____

EMAIL: _____ **CONTACT:** _____

COMPANY NAME: _____

ADDRESS: _____

PHONE: _____ **FAX:** _____

EMAIL: _____ **CONTACT:** _____

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	2	1%
Asian	4	2%
Black or African American	120	48%
Hispanic	50	20%
Native HI or Pacific Islander	2	1%
Two or More Races	22	9%
White	50	20%
EDS Subgroups		0%
Economically Disadvantaged Students	180	79%
Students with Disabilities	30	13%
English Language Learners	13	6%
Students Experiencing Homelessness	5	2%



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

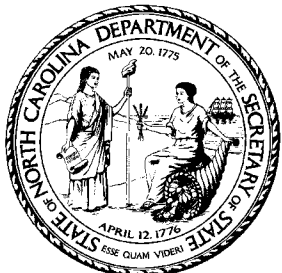
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

RYZE ACADEMY NETWORK

the original of which was filed in this office on the 9th day of April, 2025.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 9th day of April, 2025.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Ryze Academy Network

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Aniya Mayo

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 4167 Tarrant Trace Cir

City: High Point State: NC Zip Code: 27265 County: Guilford

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Aniya Mayo - 4167 Tarrant Trace Cir. High Point, NC 27265
Sherena Sabla - 3854 Tarrant Trace Cir. High Point, NC 27265

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (336) 908-6907

Number and Street: 3854 Tarrant Trace Cir.

City: High Point State: NC Zip Code: 27265 County: Guilford

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. **(Optional):** Listing of Officers (See instructions for why this is important)

- Chairperson of the Board - Aniya Mayo - 4167 Tarrant Trace Cir. High Point, NC 27265
- Secretary - Duane Robinson - 3490 Wheatfield Creek Ct. High Point, NC 27265
- Assistant Secretary - Wayne Banks - 3652 McConnell Rd. Greensboro, NC 27405
- Treasurer - C'Mille Best - 5632 Carrington Court Trinity, NC 27370
- Assistant Treasurer - Angail Wiley - 2516 Glenhaven Dr. Greensboro, NC 27406

11. **(Optional):** Please provide a business e-mail address: Privacy Redaction

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 20 day of March, 2025.

Ryze Academy Network

Incorporator Business Entity Name

Aniya Mayo

Signature of Incorporator

Aniya Mayo Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Organizers

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except 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 these Articles. 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 in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Organizers

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- Religious
- Charitable
- Educational
- Testing for public safety
- Scientific
- Literary
- Fostering national or international amateur sports competitions, and/or
- Prevention of cruelty to children or animals.



James Verrilli
Relay Graduate School of Education
25 Broadway, NY, NY, 10012

North Carolina Dpt. Of Public Instruction
Office of Charter Schools
6301 Mail Service Center
Raleigh, NC 27699-6301

To the North Carolina Office of Charter Schools,

Please accept this letter of support for Ryze Academy Charter School. As the co-founder of the high performing, Blue Ribbon school and charter network, North Star Academy Charter School of Newark in Newark, New Jersey, I am excited to support this new charter school venture in its application to serve children in the High Point area. I know from personal experience what it takes to create a high-quality school that serves the community well and am encouraged by what I see in Sherena Sabla and Aniya Mayo, Ryze's school's founders. I have been in education for 40 years and in addition to co-founding North Star, I helped launch the Relay Graduate School of Education and was a professor and Dean there. I have trained hundreds of teachers and school leaders and believe that Ryze Academy has great potential to be an educational alternative that really drives positive educational outcomes for kids. Sherena and Aniya will bring two key elements that will help to make the school a success. First, they are both highly committed to the community and have been serving it for multiple years in their self-created afterschool and summer programs. Secondly, Sherena worked at my school, North Star, and has proven potential as a high-quality educator.

Sherena and Aniya run an excellent non-profit afterschool and summer program for children in the High Point Community called Growing the Distance. This program which they created, has shown great impact and success in supporting kids. It has been featured in community magazines, local news, and was awarded the Minority Non-Profit of the Year and the Thriver of the Year awards. Growing the Distance serves kids and provides them with both academic and engaging enrichment activities. This experience with youth and with the community will set them up well for creating a school. They are already connected to children and families and have developed a reputation for running a high-quality program that will give parents confidence in sending their kids to the school they create. They also will not be outsiders coming to offer a new school, but instead will offer a homegrown community-centered school that grows off the success of their non-profit. They even have a facility where they could launch their school.

Their entrepreneurial spirit and connection to the community will lay the foundation for a successful program..

They have a strong vision for what they want Ryze Academy to do. They see it empowering the next generation through a hands-on education that will cultivate an entrepreneurial mindset, conscious leadership, discipline, and real world problem-solving. The school will be integrated with the local community of High Point and will work to bring educational outcomes and community outcomes that enhance families' lives. They have high expectations and want the school to be results -driven. They envision their graduates becoming agents of change in their community who will carry on their entrepreneurial spirit.

As mentioned, Sherena taught for several years at North Star Academy Charter School of Newark, an Uncommon School, and made a noticeable impact there in her ability to reach students and teach them well. Her principal, Nikki Jones, shared that, Sherena made a very strong impression in the time she was there. Here is some of what she shared:

“Ms. Sabla is a natural warm demander who effortlessly builds appropriate relationships with her students. Her ability to connect with each individual creates a supportive and nurturing environment where students feel safe and valued. This crucial aspect of her classroom management style not only fosters respect but also encourages students to engage more actively in their learning. Ms. Sabla's approach exemplifies how effective classroom management can lead to a positive, productive learning atmosphere.”

“Serena has developed impressive instructional habits for a second-year teacher, particularly in her facilitation of student discussions. She stands out as a strong model for effective classroom dialogue, effectively guiding her students to participate actively and think critically. I have even used video of Serena in action as an exemplary demonstration of what high-quality student discussions can look like. Her ability to encourage meaningful conversations among her students speaks volumes about her instructional prowess and commitment to their learning.”

“Ms. Sabla exemplifies professionalism in every aspect of her role as an educator. She is consistently punctual, demonstrating her commitment to the job and respect for her colleagues and students. Her respect among peers is evident; they look up to her not only for her teaching abilities but also for her collaborative spirit and willingness to support others. Ms. Sabla has the potential to lead initiatives that would further enhance the educational environment, and her dedication to her profession is truly commendable.”

These are words from a leader who has incredibly high expectations of her faculty and who runs one of the highest performing schools in this low-income urban district. Clearly Sherena has the talent to be a powerful leader and to set the standard for effective instruction at Ryze Academy. This bodes well for creating a great school. Sherena and Aniya have also shared that they wish to model Ryze Academy on the best practices that North Star Academy and Uncommon schools are using to get kids to and through college. To replicate these practices in High Point would be a gift to the talented children there.

Therefore, I am supporting the creation of this school and wish it well in providing a positive education alternative for the families in High Point. I hope you will join me in supporting this proposal for a new charter school in the community.

Respectfully,

A handwritten signature in black ink that reads "James Verrilli". The signature is written in a cursive style with a large, looping initial "J" and a distinct "V".

James Verrilli
Co-Founder and Former Principal, North Star Academy Charter School of Newark, Uncommon Schools
Professor, Dean and Managing Partner, Relay Graduate School of Education, NY, NY
JVerrilli@relay.edu



April 9, 2025

To the Members of the Charter School Review Board,

My name is Reggie Wells, and I serve as the Program Director for i9 Sports, a nationally recognized youth sports organization committed to developing well-rounded, confident, and healthy children through sports-based education. I am writing to express our support for the proposed Ryze Academy and to share our interest in exploring a future partnership that aligns with the school's mission and values.

At i9 Sports, we believe that physical education is a vital part of a child's overall development—impacting not only physical health, but also mental, emotional, and social well-being. Our work focuses on helping students build confidence, character, teamwork, and resilience—skills that are foundational to success in school and in life.

What excites us most about Ryze Academy is its clear commitment to the whole child, its focus on community, and its mission to create a learning environment where every student feels seen, supported, and empowered. These values deeply resonate with our own, and we believe that a future collaboration between our organizations would be both meaningful and impactful. We look forward to the opportunity to work together to create a dynamic school culture where physical activity and personal growth go hand-in-hand. We proudly support Ryze Academy's charter application and are excited about the potential to contribute to its success in the future.

With appreciation,

A handwritten signature in black ink, appearing to read 'Reggie Wells', written in a cursive style.

Reggie Wells
Program Director
i9 Sports
336-701-0087
Reggie.Wells@i9sports.com
www.i9sports.com



April 9, 2025

Dear Charter School Review Board,

I am writing to express my enthusiastic support for the proposed Ryze Charter Academy, a new charter school in our community. As the Director, Assistant Advising and Onboarding Services at Guilford Technical Community College (GTCC), I have witnessed firsthand the profound impact that educational opportunities can have on students' futures. I believe Ryze Charter Academy will offer a much-needed choice for families in our area, providing a pathway for success and growth for students from diverse backgrounds.

As someone deeply committed to the success of students in higher education, I have seen the importance of a strong academic foundation and personalized educational experiences. Choice schools like Ryze Charter Academy have the ability to offer innovative and flexible learning environments that cater to the needs of individual students, helping them to develop critical skills and fostering a love for learning. I believe that this approach is vital to ensuring that all students, regardless of their background, have the opportunity to thrive academically and socially.

One of the key tenets of my work as Director, Assistant Advising and Onboarding Services is to ensure that students are prepared for postsecondary education and the workforce. A strong, supportive K-12 education is the foundation of this success. Ryze Charter Academy's focus on individualized learning, along with its commitment to academic excellence, will undoubtedly help students build the skills they need to succeed in higher education and beyond.

I strongly believe that Ryze Charter Academy will be an invaluable asset to our community. It will offer parents and students the option of an education that fosters academic achievement, critical thinking, and personal growth. Furthermore, the diversity and choice that charter schools bring are essential to the broader educational landscape, providing alternatives that can better meet the needs of a wide variety of learners.

Thank you for considering this letter of support.

Sincerely,

Aletta Smith

Aletta Smith
Director, Assistant Advising and Onboarding Services
Email: amsmith18@gtcc.edu
Direct: 336-334-4822 EXT: 50536

gtcc.edu

PO BOX 309 | 601 EAST MAIN STREET | JAMESTOWN, NC 27282 | P. 336-334-4822

Jamestown Campus | Aviation Campus | Cameron Campus | Greensboro Campus | High Point Campus | Small Business Center | Union Square Campus



April 2, 2025

TO WHOM IT MAY CONCERN:

I am writing to express my enthusiastic support for Ryze Academy as they pursue the establishment of a charter school for the 2027–2028 school year. As the Director of the Child Development Laboratory (CDL) at North Carolina A&T State University Aniya Mayo and Sherena Sabla from the early stages of their community-based work, witnessing firsthand the positive impact they have on the lives of children and families throughout our community.

Over the years, Aniya and Sherena have been invaluable partners to the CDL, offering our children an enriching summer program and collaborating on initiatives that promote the well-being and academic success of children. Their commitment to providing high-quality educational experiences and their focus on character development align seamlessly with our own mission at the CDL. Through their dedication and tireless efforts, they have demonstrated their ability to positively shape young minds and foster a nurturing environment that supports holistic child development.

Throughout our collaboration, Aniya and Sherena have consistently demonstrated professionalism, dedication, and a deep commitment to the needs of our community's children and families. Their work stands out because of their intentional approach of creating supportive and engaging learning environments. Whether through homework assistance, enrichment activities, or their summer programs, Aniya and Sherena have continually provided students with opportunities to grow academically, socially, and emotionally.

Establishing a charter school is a natural progression for Aniya and Sherena, and I am confident in their ability to translate their hands-on experience into a broader, lasting impact. With deep community ties, a clear educational philosophy, and a proven track record of success, they are exceptionally well-positioned to meet the diverse needs of today's learners.

I wholeheartedly endorse Aniya and Sherena in their pursuit of launching a charter school and have no doubt that they will continue to inspire and educate the next generation of learners. Please feel free to contact me if you require any further information or support regarding this outstanding initiative at 336-256-2750 or jmburwel@ncat.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Burwell'.

Jawan M. Burwell, Ed.D., CFLE

Director, North Carolina A&T State University Child Development Laboratory



MANNACHURCH

HIGH POINT

Dear Charter Review Board,

Manna Church- High Point has agreed to fully support the establishment of a charter school in our community. Manna Church- High Point plans to lease the facility to Ryze Charter Academy for the beginning of the 2026-2027 school year. We are currently in discussions to establish the lease agreement and move forward with this partnership. We have had a positive and collaborative relationship with the board members of Ryze Charter Academy and we are pleased to support them in their mission to provide high-quality education to students in our community.

The building is well-suited to meet the needs of the charter school. It includes 5 learning areas, restrooms, a fenced in play area, and office space. We have worked closely with Ryze Charter Academy to ensure that the space is fully prepared to accommodate their operations, and we remain committed to providing a safe, conducive, and compliant learning environment.

We look forward to supporting Ryze Charter Academy throughout their charter journey and are fully committed to working with them to ensure their success. If you require any additional information regarding the suitability of the building for educational use, please do not hesitate to contact me.

Sincerely,

Jeff Bullock

Lead Pastor

Manna Church- High Point



March 14, 2025

Dear Charter School Review Board,

I am writing to express my support for the establishment of a charter school in the High Point area. As a former State Representative who has long advocated for educational reform and the expansion of high-quality charter schools, I am proud to now serve as the Executive Director of Carolina CAN, an organization committed to ensuring that every student in North Carolina has access to an excellent education.

Carolina CAN has long advocated for high-quality educational options, and Ryze Charter Academy is a prime example of the kind of school that can make a tangible difference in the lives of students and families. As someone who believes deeply in the power of educational choice, I am confident that Ryze Charter Academy will be a transformative force in the High Point area, helping to provide students with the opportunity to succeed in college, thrive in their careers, and become impactful change agents in their communities.

My hope is that you will grant a charter to Ryze Charter Academy and allow parents and students who will attend to have the opportunity to high-quality education they deserve.

Thank you for your time and consideration. I am eager to see the positive impact Ryze will have on the community and the future of education in our state.

Sincerely,

Marcus Brandon
Executive Director, Carolina CAN

April 19, 2025

Dear Charter Schools Review Board:

I am writing to express my strong support for the establishment of Ryze Academy as a charter school dedicated to the academic and career development of young learners. Ryze Academy's mission to begin career exploration as early as kindergarten represents an innovative and forward-thinking approach to education. By introducing students to a wide range of professional pathways from an early age, the school empowers them to connect learning with real-world opportunities, fostering both curiosity and purpose in their academic journey.

The progressive model Ryze Academy proposes—building on foundational skills in early grades and expanding into more focused career preparation in middle and high school—reflects a deep understanding of student development. This intentional scaffolding not only ensures that students are prepared academically, but also helps them discover and refine their personal strengths, interests, and aspirations over time. Such a framework promises to better equip graduates with the knowledge, confidence, and direction needed to thrive in a rapidly evolving workforce.

I believe that Ryze Academy will fill a critical gap in our educational landscape by providing a nurturing, future-focused environment where students can envision and actively pursue their goals. Its emphasis on career readiness from kindergarten through 12th grade is not only timely but essential. I wholeheartedly support this initiative and look forward to the positive and lasting impact Ryze Academy will have on its students, families, and our broader community.

Sincerely,

Douglas L. Hall

Douglas L. Hall, Ph.D.
Vice President, Career & Professional Development
High Point University



Wednesday, April 16, 2025

RE: Letter of Support and Mentorship for Aniya Mayo

Dear Charter School Review Board:

Over the course of the past several months, I have come to know Aniya Mayo as a student in a principal training program. On the basis of this educational relationship and on the basis of my decades-long career as a public school teacher and administrator, I strongly support her and intend to actively serve as mentor for her. I am fully convinced she will succeed in her leadership of Ryze Academy, and I look forward to being a part of her journey.

My qualifications for effective school administrative leadership are both lengthy and varied. I have served for twenty years as a school and district level administrator, leading building and districts in rural and suburban areas, some with increasing diversity and some with tremendous socio-economic challenges. I was successful in each of these endeavors, always being promoted to the next level of title and district prestige. I have also led university educational programs for approximately a decade. Again, the programs I led experienced growth and improvement.

There are primarily three verifiable reasons for this very positive and wholehearted recommendation. First, Ms. Mayo is conscientious. The effort she has applied in my courses was invariably one of diligence and commitment to task. Consistently, dependably, she has been very successful in her studies throughout our leadership preparation program. I perceive Ms. Mayo to be a hard-working doer. Because of this, I am convinced she will continue to succeed in all her endeavors.

Second, Ms. Mayo is personally committed to the highest ideals of her future profession. She exhibits a caring heart for doing the right thing for students. Her in-class conversations and attitudes are sprinkled with a sincere desire to serve her students well. This approach to service – self-sacrificial, invariably positive and entirely others-centered – is precisely what schools and communities need in their leaders.

Finally and most importantly, Ms. Mayo is a good person. My interactions with her have been characterized by integrity and character. She is a positive role model for others, actually living the character traits she espouses. She is what she seems to be, and what she seems to be is an honest and caring person.

Obviously, I highly recommend Aniya Mayo for your consideration. In my estimation, she is an excellent educator. If there is anything more that I can do to foster her greater consideration, I welcome additional contact with you at 816-271-4366 or via e-mail at dshepherd@missouriwestern.edu.

Sincerely,

Dan Shepherd
Professor • Department of Education



Oak Hill
Charter School

4603 Oak Hill School Rd.
Lenoir, NC 28645

April 21, 2025

Dear Charter School Review Board,

Please accept this letter as support for Ryze Academy's charter application to open for the 2026-2027 school year. I am very excited for the unique approach Ryze Academy will offer families and utilizing Core Knowledge's incredible program. We have seen such great success and student growth here at Oak Hill Charter School since we've begun implementing the exact same curriculum with fidelity.

I am very excited to support and mentor Ryze Academy's Board of Directors as they go through their planning year and as they open their doors. As a founding board chair who went through the accelerated application process, I know what it takes to open successfully. I am ready to be there as a sounding board and help guide the Board of Directors as needed.

Thank you so much for your time and consideration. I know that Ryze Academy has what it takes to be successful!

Sincerely,

A handwritten signature in cursive script that reads "Kelly McIntyre". The signature is written in dark ink and is positioned above the typed name.

Kelly McIntyre
Oak Hill Charter School
Founding Board Chair

NORTH CAROLINA

FORSYTH COUNTY

LEASE AGREEMENT

THIS LEASE, made this 24 day of April 2025, by and between Manna Church High Point) a North Carolina non-profit corporation, (hereinafter called "Landlord") and Ryze Academy Network, a North Carolina non-profit corporation, (hereinafter called "Tenant").

WITNESSETH:

THAT in consideration of the mutual covenants hereinafter contained, the parties hereto agree as follows: The Landlord hereby leases to the Tenant, and the Tenant hereby leases from the Landlord, use of the certain areas of the property known as "Manna Church of High Point" and the land thereon, (called the "Property") located at 121 Skeet Club Rd. Rd., High Point, North Carolina, 27265. Tenant shall have use of the rooms, common areas, and restrooms in what is commonly referred to as the children's & youth areas, except for those rooms mutually and reasonably agreed upon to be retained or shared by the Landlord. Use of approved signage locations and the common areas connecting all the above spaces is also granted to the Tenant. The Property shall be more specifically described as the children's & youth areas, including tables, chairs, and property located therein, and any equipment in the room (with repairs and maintenance to be made by the Tenant), for purposes including but not limited to meal preparation, to the extent permitted by applicable regulations. The Tenant shall also have full use of the school entrance breezeway, all classrooms, offices, restrooms, kitchen, and all playground areas and fields, as well as the parking lot and drive access to and from the building and adjacent buildings. These areas may be used for core school functions, including but not limited to student learning and play, organized activities, carpool operations, staff parking, stacking of school traffic, to accommodate vehicles typically

entering and leaving at a public elementary school and general school access and circulation. The Landlord agrees to facilitate the installation of modular classroom units on the property as needed to support the operations of the school. The specific location(s) for the modulars shall be mutually agreed upon by both Landlord and Tenant in writing prior to installation. The Tenant shall be solely responsible for all costs, fees, permits, and expenses associated with the delivery, installation, connection, maintenance, and eventual removal of the modular units.

All aforementioned areas shall be available to the Tenant each Monday through Friday from 6:00 AM to 6:00 PM (the "school week"). The Tenant shall ensure that at the end of each school week, the property is returned to a state suitable for the Landlord's use, including midweek activities such as Wednesday night church programming.

In addition, the Tenant shall have use of the children's & youth areas as well as the sanctuary, including its associated common areas and restrooms, for special events such as student assemblies, family engagement nights, faculty meetings, and other approved community gatherings, subject to Landlord approval. Property generally used during the school week may also be available outside of those days and times with prior approval of the Landlord.

It is the intent of both the Landlord and Tenant for the Tenant to operate a public charter school (or a state-authorized private school) on the church property, and to carry out all reasonable and necessary functions customarily associated with the operation of such a school.

Article 1. **TERM.** The term of this lease shall be for a term of thirty-six months (36) months, beginning on the 1st day of July, 2026 and expiring on the 30th day of June, 2029, both dates inclusive. The Landlord agrees to provide Tenant the use of one "temporary office" within the building known as the main church building, for the period beginning with the execution of this Lease and ending June 30, 2029.

Article 2. **RENTAL.** As rental for said Property, the Tenant shall pay to the Landlord, without notice or demand therefore, a rental of Five Thousand Dollars (\$5,000.00) per month, payable the first day of each month, beginning July 1, 2026. Lease payments delivered or postmarked after the 5th day of the month, excepting the first month, shall have a late fee of five (5%) percent of the amount due and owing.

Article 3. **CONDITIONS PRECEDENT.** The parties understand and agree that this lease shall not become effective unless and until all the following conditions are met:

1. Tenant and Landlord can obtain an Educational Certificate of Occupancy for the school year and otherwise meet the city, state, and federal regulations affecting the facilities and grounds, with respect to operations as a public charter school.
2. The Property, with the Educational Certificate of Occupancy, shall hold and effectively serve a minimum of 150 students for the 2026-2027 school year and thereafter for the term of the lease.
3. Tenant and Landlord will mutually agree on what improvements must be made to the Property to obtain the Certificate of Occupancy and otherwise meet those standards referred to in item 1. above. The Tenant agrees to pay for such mutually agreed upon improvements and approve of the choice and pricing of the vendors/suppliers that provide the products and services, without unusual or unreasonable opposition by Landlord.
4. The Tenant will be approved by the North Carolina Department of Public Instruction to operate and receive funding for a public charter school to open no later than August 31, 2026. Should the Tenant not receive this approval, but instead receive approval to open the school a year later, e.g., summer of 2027, then the Tenant will have an option to open the school in 2027 instead and begin rent on July 1, 2027 and extending for three years.

Article 4. **USE.** The leased Property shall be used by the Tenant or its designees or successors, for school operations. Tenant shall be permitted to place signs on the Property indicating the school's name with prior approval of the Landlord. The Property is leased to the Tenant subject to all zoning restrictions, all ordinances and to all building restrictions and regulations adopted by any governmental subdivisions having jurisdiction, which may now or hereafter affect the leased Property; and the Tenant agrees that it will make no unlawful or offensive use of the Property, and will use and maintain any equipment, appliances or apparatus therein or thereon in accordance with the laws, ordinances, regulations and requirements of any such governmental subdivision affecting the same.

Tenant shall pay Landlord monthly as additional rental the increased cost of the usual utilities such as water, sewer, and electricity. The tenant shall pay the increased amount of Landlord's monthly bills as compared to the same period in the previous year.

Article 6. **TAXES.** The Parties understand that NC statutes provide that facilities and property used for a public charter school and its purposes are exempt from local property taxes and that the Landlord and Tenant should make the appropriate reporting to taxing authorities.

Article 7. **REPAIRS.** In the event the Tenant, its agents, employees, members, guests, or invitees cause damage to the leasehold or any of Landlord's personal property, beyond reasonable wear and tear, Tenant shall immediately notify Landlord of the damage. Tenant shall also be responsible to either make the necessary repairs at its own cost and expense using a contractor approved by Landlord or reimburse Landlord for the cost of said repairs. If Tenant fails to make or pay for the repairs within thirty (30) days of the incident causing the damage or the date of Landlord's invoice for the cost of the repairs, whichever is later then Landlord shall be entitled to add the cost of said repairs as additional rental.

Article 8. **DAMAGE.** The Landlord shall maintain insurance upon the building in which

the leased Property is located covering such casualty and other risks in such amounts and with such insurance companies as shall be satisfactory from time to time to the Landlord. If the buildings upon said demised Property are damaged by fire or other casualty and such damages are of a minor nature, the same shall be repaired by the Landlord as quickly as is reasonably possible; but if said Property is damaged to such an extent as to render the same unfit for use and occupancy, this lease shall terminate as of the date of such damage.

Article 9. **INDEMNIFICATION.** The Landlord shall not be liable for any injury to person or damage to property caused by or resulting from the use or resulting from carelessness in the operation of any equipment on the Property and the Tenant expressly agrees to indemnify the Landlord against and hold it harmless from all claims for damage to property or injury to person arising out of the use or occupancy of the Property by Tenant, or its employees, agents, customers or licensees, or out of the performance of any work on or the making of any repairs to the Property by the Tenant, or its employees or agents, or by any independent contractor engaged by the Tenant.

The Tenant, at its own expense, shall also carry insurance throughout the term of this lease and upon request by the Landlord, Tenant shall provide certificates of coverage for general liability insurance protecting the Tenant and the Landlord against any and all liability occasioned by accident, negligence or disaster occurring in or on the Property, to an amount of at least Two Hundred Fifty Thousand Dollars (\$250,000.00) with respect to anyone person, One Million Dollars (\$1,000,000.00) with respect to any accident or disaster, and One Hundred Thousand Dollars (\$100,000.00) with respect to property damage, and the liability insurance shall cover both the Property, play fields and the parking lot adjoining the Property and name the Landlord as an additional insured.

Article 10. **ASSIGNMENT.** The Tenant shall have the right to assign this lease or to sublet the whole or any part of the Property, with the prior written consent of the Landlord,

which consent shall not be unreasonably withheld. If the Landlord shall consent to such subleasing, the Tenant shall still remain liable for all of its obligations hereunder, including, but not limited to, the payment of rental.

Article 11. **INSPECTION.** The Tenant agrees that the agents of the Landlord shall have the right to enter the Property at all reasonable times to examine the same and to make any repairs which the Landlord is required to make under this lease and to show the Property to prospective purchasers or tenants; and the Tenant further agrees if Tenant has not notified Landlord of its intent to renew the lease, that during the seven (7) days prior to the expiration of the term of this lease, the Landlord shall have the right to place notices on the front of said Property, or any part thereof, offering the Property for lease or for sale.

Article 12. **NOTICES.** All rental notices, demands, and statements sent or required to be sent pursuant to the terms of this lease shall be sent via email or certified mail, return receipt requested.

If intended for the Landlord, correspondence shall be addressed:

Pastor Jeff Bullock,
Manna Church High Point
121 Skeet Club Rd.,
High Point, NC 27265

If intended for the Tenant, correspondence shall be addressed:

Ryze Academy Network
121 Skeet Club Rd.

High Point, NC 27265

Either of the parties to this lease, however, may designate a new address for the purpose of this paragraph by giving notice in writing to the other.

Article 13. **EMINENT DOMAIN.** If the whole or any portion of the leased Property substantial enough to affect the use of the Property by the Tenant shall be taken or condemned by any competent authority for any public or quasi-public use or purpose, then, and in such event, this lease shall be terminated as of the date when possession of the portion so taken shall be required to such use or purpose. The current rental, in any such case, shall be prorated to the date of taking and Landlord shall be entitled to receive the full award without apportionment to Tenant.

Article 14. **HOLDOVER.** If the Tenant shall hold over and remain in possession of the leased Property after the expiration of the original term of this lease, or any extended term that may later be granted, such possession shall be as a month-to-month tenant. During such month-to-month tenancy, rent shall be payable at one hundred ten percent (110%) of the rate in effect during the last month of the preceding term, and the provisions of this lease shall be applicable.

Article 15. **RIGHTS.** All rights and liabilities herein given to or imposed upon the parties to this Lease shall extend to and shall be binding upon the heirs, executors, administrators, successors, and assigns of the parties.

Article 16. **BANKRUPTCY.** The interest of the Tenant under this lease shall not be transferable by any execution sale, receiving proceeding, bankruptcy proceeding, or by operation of law in any manner whatsoever, and in any such event or contingency, or if the Tenant shall file a petition in bankruptcy, or be adjudicated a bankrupt, or make an assignment for the benefit of

Article 18. **TERMINATION.** If the Tenant shall fail or neglect, to make any payment of rent when due, and after written demand by the Landlord under Article 17 (C) above, or if Tenant shall substantially violate or breach any of the material provisions of this lease, causing extensive harm to Landlord, then with 45 days written notice, Landlord may terminate this lease and require the Tenant to vacate the Property hereby demised, or may enter the Property and expel the Tenant therefrom, or the Landlord may, in lieu of the above or in conjunction therewith, pursue any other lawful right or remedy incident to the relationship created by this lease.

Article 19. **NO INDEBTEDNESS.** No indebtedness of any kind incurred or created by a private or charter school shall constitute an indebtedness of the state of North Carolina or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

IN WITNESS WHEREOF, the Landlord has caused this lease to be executed in its name and the Tenant has caused this lease to be executed in its name, all as of the day and year first above written.

Manna Church High Point _____

Signed _____

Jeffrey S. Bullock

Title Lead Pastor/President

Date April 29, 2025

Ryze Academy Network

By

Signed Chris Meyer / Board Chair

Date 04/24/2025

V.3 wc 2.657



MANNACHURCH

HIGH POINT

Dear Charter Review Board,

Manna Church- High Point has agreed to fully support the establishment of a charter school in our community. Manna Church- High Point plans to lease the facility to Ryze Charter Academy for the beginning of the 2026-2027 school year. We are currently in discussions to establish the lease agreement and move forward with this partnership. We have had a positive and collaborative relationship with the board members of Ryze Charter Academy and we are pleased to support them in their mission to provide high-quality education to students in our community.

The building is well-suited to meet the needs of the charter school. It includes 5 learning areas, restrooms, a fenced in play area, and office space. We have worked closely with Ryze Charter Academy to ensure that the space is fully prepared to accommodate their operations, and we remain committed to providing a safe, conducive, and compliant learning environment.

We look forward to supporting Ryze Charter Academy throughout their charter journey and are fully committed to working with them to ensure their success. If you require any additional information regarding the suitability of the building for educational use, please do not hesitate to contact me.

Sincerely,

Jeff Bullock

Lead Pastor

Manna Church- High Point

Ryze Academy 2026-2027 Academic Calendar

August 2026							September 2026							October 2026							November 2026							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
						1			1	2	3	4	5						1	2	3							
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	1	2	3	4	5	6	7	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	8	9	10	11	12	13	14	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	15	16	17	18	19	20	21	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	22	23	24	25	26	27	28	
30	31																					29	30					

December 2026							January 2027							February 2027							March 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2		1	2	3	4	5	6		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28							28	29	30	31			
							31																				

April 2027							May 2027							June 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

KEY:
 First/Last Day of School
 Testing Days
 Professional Development/No School
 No School

School Calendar Days: 196 Instructional Hours: 1,052

TESTING DATES

- August 27-28 BOY MAP BENCHMARKS (K-4)
- August 24 W-APT
- September 8 BOG (Grade 3)
- September 11 WIDA
- October 5 Read to Achieve
- January 28-29 MOY MAP BENCHMARKS (K-4)
- April 29-30 EOY MAP BENCHMARKS (K-4)
- June 1 EOGs Reading (3-4)
- June 3 EOGs Math (3-4)
- June 8 EOGs Make Up
- June 10 EOGs Retest

RYZE Sample Student Schedule M-R			
Time	Class	Subject	Instructional Hours
7:30	Arrival	Teacher Prep	0
7:45			
8:00	Morning Circle	SEL	0.5
8:15			
8:30			
8:45	CLKA	ELA Skills	0.75
9:00			
9:15	Recess (AM)		0
9:30			
9:45		ELA	
10:00	CKLA	Comprehension	0.75
10:15			
10:30			
10:45	Eureka Math	Math	1
11:00			
11:15			
11:30	Lunch		0
11:45			
12:00	Recess (PM)		0
12:15			
12:30			
12:45	CK History/Geo	Social Studies	1
13:00			
13:15			
13:30			
13:45	CK Science	Science	1
14:00			
14:15			
14:30	Enrichment	Enrichment	0.5
14:45			
15:00	Transition to Dismissal		0
15:15	Dismissal		0
Total Daily Instructional Hours			5.5

RYZE Sample Student Schedule		
Time	Class	Subject
7:30	Arrival	Teacher Prep
7:45		
8:00	Morning Circle	SEL
8:15		
8:30	Block 1:	
8:45	Enrichment	Core Content
9:00	(Intervention/acceleration)	
9:15		
9:30	Recess (AM)	
9:45		
10:00	Block 2:	
10:15	Enrichment	Core Content
10:30	(Intervention/acceleration)	
10:45		
11:00	PE/Health/Other Specials Rotation	PE/Specials
11:15		
11:30	Lunch	
11:45		
12:00	PE/Health/Other Specials Rotation	PE/Specials
12:15		
12:30		
12:45	STEM/Entrepreneurship Rotation	Specials/Science
13:00		
13:15		
13:30	Fine Art Rotation (Music/Foreign Languages/)	Specials/History/Geo
13:45		
14:00		
14:15		
14:30	Friday Circle	SEL
14:45		
15:00	Transition to Dismissal	
15:15	Dismissal	
Total Daily Instructional Hours		5.5

FRIDAY
Instructional
Hours

0

0.5

1

0

1

0.5

0

0.5

1

1

0.5

0

0

6

Kindergarten



Overview of Topics

Kindergarten

ENGLISH LANGUAGE ARTS

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
 - C. Comprehension and Discussion of Read-Alouds—All Texts
 - D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
 - E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
- II. Reading
 - A. Print Awareness
 - B. Phonological and Phonemic Awareness
 - C. Phonics: Decoding and Encoding
 - D. Oral Reading and Fluency
 - E. Reading Comprehension—All Texts
- III. Writing
- IV. Language Conventions
 - A. Handwriting and Spelling
 - B. Parts of Speech and Sentence Structure
 - C. Capitalization and Punctuation
- V. Poetry
 - A. Mother Goose and Other Traditional Poems
 - B. Other Poems, Old and New
- VI. Fiction
 - A. Stories
 - B. Aesop's Fables
 - C. American Folk Heroes and Tall Tales
 - D. Literary Terms
 - E. Sayings and Phrases

HISTORY AND GEOGRAPHY

WORLD HISTORY AND GEOGRAPHY

- I. Geography: Spatial Sense
- II. An Overview of the Seven Continents

AMERICAN HISTORY AND GEOGRAPHY

- I. Geography
- II. Native American Peoples, Past and Present
- III. Early Exploration and Settlement
 - A. The Voyage of Columbus (Cristoforo Colombo) in 1492
 - B. The Pilgrims
 - C. July 4, "Independence Day"
- IV. Presidents, Past and Present
- V. Symbols and Figures

VISUAL ARTS

- I. Elements of Art
 - A. Color
 - B. Line
 - C. Artworks
- II. Sculpture
- III. Architecture

MUSIC

- I. Elements of Music
- II. Listening and Understanding
- III. Songs

MATHEMATICS

- I. Counting and Cardinality
- II. Operations and Algebraic Thinking
- III. Number and Operations in Base Ten
- IV. Measurement and Data
- V. Geometry

SCIENCE

- I. Pushes and Pulls
 - A. Pushes and Pulls are Forces
 - B. Pushes and Pulls can Change an Object's Motion
 - C. Magnetism is a Force
- II. Needs of Plants and Animals
 - A. Plants and Animals
 - B. Plants, Their Needs, and Their Environments
 - C. Animals, Their Needs, and Their Environments
 - D. Humans, Their Needs, and Their Environments
- III. Changing Environments
 - A. Ecosystems
 - B. Plants in Ecosystems
 - C. Animals in Ecosystems
 - D. Human Changes in Ecosystems
 - E. People Design Solutions to Reduce Human Impact
- IV. Weather Patterns
 - A. Sunlight
 - B. Patterns in Weather Conditions
 - C. Severe Weather
- V. The Human Body: Our Five Senses
 - A. Vision and Hearing
 - B. Smell, Taste, and Touch
 - C. Taking Care of Your Body
- VI. Science Biographies

Kindergarten | English Language Arts



The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the *Core Knowledge Language Arts* program and embed all of the skills and concepts within the *Common Core State Standards for English Language Arts*.

I. Listening and Speaking

Teachers: Shortly after a baby is born, an amazingly complex, interactive communication process begins between the infant and others in his/her environment. While it may seem like an obvious statement, it is nonetheless worth making the point that listening and speaking are the primary means of communication throughout the early years of a young child’s development. It should be equally obvious that reading and writing competencies are predicated on competencies in listening and speaking. When a child enters kindergarten, however, traditional language arts instruction has typically accorded little, if any, attention to the ongoing development of children’s listening and speaking ability. We have acted as if listening and speaking competencies are fully and firmly established and can be left behind as reading and writing instruction begins. Nothing could be further from the truth. This omission in language arts instruction has been a serious oversight. We must remedy this oversight, deliberately elaborating and extending listening and speaking skills, while we simultaneously begin to introduce reading, and then writing. Children who are fortunate enough to participate in language arts instruction that recognizes the importance of continuing to build listening and speaking competency while also beginning reading and writing instruction will, in the end, be far more literate adults.

A. Classroom Discussion

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc.*).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap.”

B. Presentation of Ideas and Information

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently.

C. Comprehension and Discussion of Read-Alouds—All Texts

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts when they are read aloud must be an integral part of any initiative designed to build literacy.

At the kindergarten level, a students' ability to understand what they hear far outpaces their ability to independently read and understand written text. By listening to stories or nonfiction selections read aloud, students can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex. Leveled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with students for whom English is a second language.

Grade appropriate read-aloud selections for poetry and fiction are included in the *Sequence*. Nonfiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for kindergartners in the *Core Knowledge Sequence*, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which nonfiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any read-aloud, students should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read-aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.

D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence
- Distinguish fantasy from realistic text in a story.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.

E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text

Teachers: Select nonfiction read-aloud topics from the kindergarten history, science, music, and visual arts topics, with emphasis on history and science.

- Retell important facts and information from a nonfiction read-aloud.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events

II. Reading

A. Print Awareness

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the twenty-six letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation

B. Phonological and Phonemic Awareness

- Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping.
- Identify whether pairs of environmental sounds are the same or different.
- Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.

- Orally segment sentences into discrete words.
- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag*.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given *dog*, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in *ball*, *bug*, and *big*.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make *cat*.
- Segment a spoken word into phonemes, e.g., given *bat*, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given *hit*, supply *bit* or *mitt*.
- Identify the number of syllables in a spoken word

C. Phonics: Decoding and Encoding

Teachers: Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having students both read and write the letter-sound correspondence being studied. Reading and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read and write any CVC word, e.g., *sit* or *cat*.
- Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.
- Read and write words containing separated vowel graphemes, such as, *late*, *bite*, *note*, *cute*.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
- Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > *cat* > *bat* > *bad* > *bid*.
- Read at least 15 words generally identified as very high frequency words..

Consonant Sounds and Spellings Taught in Kindergarten

/b/ spelled 'b' as in *boy*, 'bb' as in *tubby*

/d/ spelled 'd' as in *dog*, 'dd' as in *madder*

/f/ spelled 'f' as in *fun*, 'ff' as in *stuff*

/g/ spelled 'g' as in *get*, 'gg' as in *egg*

/h/ spelled 'h' as in *him*

/j/ spelled 'j' as in *jump*

/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*
 /l/ spelled 'l' as in *lip*, 'll' as in *sell*
 /m/ spelled 'm' as in *mad*, 'mm' as in *hammer*
 /n/ spelled 'n' as in *net*, 'nn' as in *funny*
 /p/ spelled 'p' as in *pet*, 'pp' as in *happy*
 /r/ spelled 'r' as in *red*, 'rr' as in *earring*
 /s/ spelled 's' as in *sit*, 'ss' as in *dress*
 /t/ spelled 't' as in *top*, 'tt' as in *butter*
 /v/ spelled 'v' as in *vet* /w/ spelled 'w' as in *wet*
 /x/ spelled 'x' as in *tax*
 /y/ spelled 'y' as in *yes*
 /z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*
 /ch/ spelled 'ch' as in *chop*
 /sh/ spelled 'sh' as in *ship*
 /th/ spelled 'th' as in *thin*
 /th/ spelled 'th' as in *then*
 /qu/ spelled 'qu' as in *quick*
 /ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

Vowel Sounds and Spellings Taught in Kindergarten

/a/ spelled 'a' as in *cat*
 /e/ spelled 'e' as in *get*
 /i/ spelled 'i' as in *hit*
 /o/ spelled 'o' as in *hot*
 /u/ spelled 'u' as in *but*
 /æ/ spelled 'a_e' as in *cake*
 /ee/ spelled 'ee' as in *bee*
 /ie/ spelled 'i_e' as in *bike*
 /oe/ spelled 'o_e' as in *note*
 /ue/ spelled 'u_e' as in *cute*
 /er/ spelled 'er' as in *her*
 /ar/ spelled 'ar' as in *car*
 /or/ spelled 'or' as in *for*

D. Oral Reading and Fluency

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.

E. Reading Comprehension—All Texts

Teachers: It is important to recognize that kindergartners are taught only some of the many letter-sound correspondences a reader needs to know to read a wide range of printed material. As a result, many kindergartners will be able to read only the simplest written text independently. At this grade level, mental energy will be directed primarily to the act of reading, i.e., decoding. A focus on the mechanics of decoding is appropriate and desirable at this early stage in the reading process. In kindergarten, attention to reading comprehension should be directed to ensuring a fundamental understanding of what has been read. At this

grade level, it will generally be more effective and efficient to devote time to higher level thinking and comprehension skills at the listening and speaking level in response to written texts that are read aloud.

- Demonstrate understanding of simple decodable text after reading independently.

Grasping Specific Details and Key Ideas

- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Understand and use words and phrases from a text that has been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Identify who is telling a story or providing information in a text.

III. Writing

Teachers: It is important to recognize that of all the communication skills—listening, speaking, reading, and writing—writing is the most demanding and challenging, especially for kindergartners who are just learning not only the code, but the fine motor skills and letter strokes necessary to put something down on paper. Kindergartners can, however, express themselves in writing by drawing pictures and, as they begin to learn some of the code, copying or writing words, phrases, and sentences.

In addition, students can also participate in shared writing exercises modeled and scaffolded by an adult. The focus in shared writing should be on encouraging the students to verbally express themselves coherently and in complete sentences, as the teacher serves as a scribe.

Writing to Reflect Audience, Purpose and Task

- Draw pictures to represent a text that has been heard or read independently.
- Draw pictures to represent a preference or opinion.
- Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.
- With assistance, add details to writing.
- Create a title or caption to accompany a picture and/or shared writing.

IV. Language Conventions

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. Handwriting and Spelling

- Hold a pencil with a pincer grasp and make marks on paper.
- Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.

- Write own name.
- Write from left to right, leaving spaces between words, and top to bottom using return sweep.
- Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *bote* for *boat*, *sum* for *some*, *hune* for *honey*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.

B. Parts of Speech and Sentence Structure

- Use and understand question words, i.e., *what, where, when, who, how*.
- Form regular plural nouns by adding 's' or 'es', i.e., *dog, dogs, wish, wishes*.
- Demonstrate understanding of frequently occurring prepositions, i.e., *to/from, in/out, on/off*.
- Produce and expand complete sentences orally and in shared writing exercises.

C. Capitalization and Punctuation

- Capitalize the first word in a sentence; the pronoun *I*.
- Identify and use end punctuation, including periods, question marks, and exclamation points.

Note Regarding Preschool Content:

Some of the poems and stories specified here are appropriate for preschoolers. Indeed, one would hope that most preschoolers would come to kindergarten having heard, for example, some Mother Goose rhymes or the story of "Goldilocks and the Three Bears." However, as not all children attend preschool, and as home preparation varies, the *Core Knowledge Sequence* offers a core of familiar rhymes and stories for all kindergarten students. See also the *Core Knowledge Preschool Sequence*, available from the Core Knowledge Foundation.

V. Poetry

Teachers: Students should be introduced to a varied selection of poetry with strong rhyme and rhythm. Students should hear these rhymes read aloud, and should say some of them aloud. Some rhymes may also be sung to familiar melodies. The poems listed here represent some of the most popular and widely anthologized titles; students may certainly be introduced to more Mother Goose rhymes beyond the selection below. Although students are not expected to memorize the following rhymes, they will delight in knowing their favorites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes.

A. Mother Goose and Other Traditional Poems

- "A Diller, A Dollar"
- "Baa, Baa, Black Sheep"
- "Diddle, Diddle, Dumpling"
- "Early to Bed"
- "Georgie Porgie"
- "Hey Diddle Diddle"
- "Hickory, Dickory, Dock"
- "Hot Cross Buns"
- "Humpty Dumpty"
- "It's Raining, It's Pouring"
- "Jack and Jill"
- "Jack Be Nimble"
- "Jack Sprat"
- "Ladybug, Ladybug"
- "Little Bo Peep"
- "Little Boy Blue"
- "Little Jack Horner"
- "Little Miss Muffet"
- "London Bridge Is Falling Down"
- "Mary, Mary, Quite Contrary"
- "Old King Cole"
- "Old Mother Hubbard"

"One, Two, Buckle My Shoe"
"Pat-a-Cake"
"Rain, Rain, Go Away"
"Ride a Cock-Horse"
"Ring Around the Rosey"
"Rock-a-bye, Baby"
"Roses Are Red"
"See-Saw, Margery Daw"
"Simple Simon"
"Sing a Song of Sixpence"
"Star Light, Star Bright"
"There Was a Little Girl"
"There Was an Old Woman Who Lived in a Shoe"
"This Little Pig Went to Market"
"Three Blind Mice"

Note: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new. To bring students into the spirit of poetry, read it aloud and encourage them to speak it aloud so they can experience the music in the words.

B. Other Poems, Old and New

"April Rain Song" (Langston Hughes)
"Happy Thought" (Robert Louis Stevenson)
"I Do Not Mind You, Winter Wind" (Jack Prelutsky)
"Mary Had a Little Lamb" (Sara Josepha Hale)
"The More It Snows" (A. A. Milne)
"My Nose" (Dorothy Aldis)
"Rain" (Robert Louis Stevenson)
"Three Little Kittens" (Eliza Lee Follen)
"Time to Rise" (Robert Louis Stevenson)
"Tommy" (Gwendolyn Brooks)
"Twinkle Twinkle Little Star" (Jane Taylor)

VI. Fiction

Teachers: While the following works make up a strong core of literature, the content of language arts includes not only stories, fables, and poems, but also the well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help students practice decoding and encoding skills (see above, II. Reading and III. Writing).

The following works constitute a core of stories for this grade. In kindergarten, these stories are meant to be read-aloud selections. Expose students to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Students should also be exposed to nonfiction prose: biographies, books on science and history, books on art and music, etc. And, students should be given opportunities to tell and write their own stories.

A. Stories

"The Bremen Town Musicians" (Brothers Grimm)
"Chicken Little" (also known as "Henny-Penny")
"Cinderella" (Charles Perrault)
"Goldilocks and the Three Bears"
"How Many Spots Does a Leopard Have?" (African folktale)
"King Midas and the Golden Touch"
"The Legend of Jumping Mouse" (Native American: Northern Plains legend)

"The Little Red Hen"
 "Little Red Riding Hood"
 "Momotaro: Peach Boy" (Japanese folktale)
 "Snow White and the Seven Dwarfs"
 "The Three Billy Goats Gruff"
 "The Three Little Pigs"
 "A Tug of War" (African folktale)
 "The Ugly Duckling" (Hans Christian Andersen)
 "The Velveteen Rabbit" (Margery Williams)
 selections from "Winnie-the-Pooh" (A. A. Milne)
 "The Wolf and the Kids" (Brothers Grimm)

B. Aesop's Fables

"The Lion and the Mouse"
 "The Grasshopper and the Ants"
 "The Dog and His Shadow"
 "The Hare and the Tortoise"

C. American Folk Heroes and Tall Tales

Johnny Appleseed
 Casey Jones

D. Literary Terms

Teachers: As students become familiar with stories, discuss the following:

- author
- illustrator

E. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many students, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with students from home cultures that differ from the standard culture of literate American English.

A dog is man's best friend.
 April showers bring May flowers.
 Better safe than sorry
 Do unto others as you would have them do unto you.
 The early bird gets the worm.
 Great oaks from little acorns grow.
 Look before you leap
 A place for everything and everything in its place
 Practice makes perfect.
 [It's] raining cats and dogs.
 Where there's a will there's a way.

Note: Children will read more American folk heroes and tall tales in Grade 2.



Teachers: In kindergarten, students often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in Kindergarten is to foster curiosity and the beginnings of understanding about the larger world outside the student’s locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

It is important that students learn about the people who shaped our world, as well as those who continue to do so. Thus, it is recommended that students listen to a variety of biographies. Engaging students in read-alouds about the individuals listed in the Sequence, and others, enables them to draw from a broader perspective.

World History and Geography

I. Geography: Spatial Sense (working with maps, globes, and other geographic tools)

Teachers: Foster students’ geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to places they are studying. Students should make and use a simple map of a locality (such as classroom, home, school grounds) or a map for a treasure hunt.

- Maps and globes: what they represent, how we use them
- Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- Locate the Atlantic and Pacific Oceans
- Locate the North and South Poles

II. An Overview of the Seven Continents

Teachers: Help students gain a beginning geographic vocabulary and a basic sense of how we organize and talk about the world by giving names to some of the biggest pieces of land. Introduce students to the seven continents through a variety of methods and media (tracing, coloring, relief maps, etc.), and associate the continents with familiar wildlife, landmarks, peoples, cultures, etc., for example, penguins in Antarctica; or the Eiffel Tower in Europe. Throughout the school year, reinforce names and locations of continents when potential connections arise in other disciplines, for example, connect Grimm’s fairy tales to Europe, the voyage of Pilgrims to Europe and North America the story of “Momotaro—Peach Boy” to Asia [Japan], or the study of Native Americans to North America.

- Identify and locate the seven continents on a map and globe:
 - Asia
 - Europe
 - Africa
 - North America
 - South America
 - Antarctica
 - Australia

Note: In later grades, students will continue to learn about all of the continents as well as specific countries and peoples.



Isabella I of Castile and Ferdinand II of Aragon.

Note: No historical evidence exists to confirm Plymouth Rock as the Pilgrims' steppingstone to the New World. In fact, it is believed that the Pilgrims first made landfall on the tip of Cape Cod in November 1620 before sailing to safer harbors in Plymouth the following month. William Bradford, and his fellow Mayflower passengers, made no written references to setting foot on a rock as they disembarked to start their settlement on a new continent.

Note: Discussing slavery with younger students is a very challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence. Classroom discussion of slavery should acknowledge its cruelty while remaining mindful of the age of the students.

Note: Discuss with students "What does it mean to be free?"

American History and Geography

Teachers: The study of American history begins in Grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term "American" here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

I. Geography

- Name and locate the town, city, or community, as well as the state where you live.
- Locate North America, the continental United States, Alaska, and Hawaii.

II. Native American Peoples, Past and Present

Teachers: As students progress through the grades of the Core Knowledge Sequence, they will learn about many different Native American peoples in many different regions (such as Pacific Northwest: Kwakiutl [Kwakwaka'wakw, Chinook]; Plateau: Nez Perce; Great Basin: Shoshone, Ute; Southwest: Dine [Navajo], Hopi, Apache, Zuni; Plains: Blackfoot, Comanche, Crow, Kiowa, Dakota, Lakota [Sioux], Cheyenne, Arapaho; Eastern Woodlands: Huron, Iroquois, Mohican, Delaware [Lenni Lenape], Susquehanna, Massachusetts, Wampanoag, Powhatan; Southeast: Cherokee, Seminole). In kindergarten, study at least one specific group of Native Americans. You might explore a local or regional tribe or nation, and compare it with one far away.

- Become familiar with the people and ways of life of at least one Native American tribe or nation, including:
 - The landscape and environment they lived in
 - how they lived
 - what they wore and ate
 - the homes they lived in
 - their beliefs and stories
 - the current status of the tribe or nation

III. Early Exploration and Settlement

Teachers: Columbus Day is an important holiday for many Americans, but in some states the holiday has been renamed Indigenous People's Day in recognition of the harm that was caused to the indigenous peoples of the Americas by explorers, adventurers, and settlers from Europe. In fact, Columbus did enslave the Taino people and take them back to Europe with him. Although elements of Columbus's story are dark, his voyages do mark a great change in the history of the world.

A. The Voyage of Columbus (Cristoforo Colombo) in 1492

- Queen Isabella and King Ferdinand of Spain
- The Niña, Pinta, and Santa Maria
- Columbus's mistaken identification of "Indies" and "Indians"
- The idea of what was, for Europeans, a "New World"

B. The Pilgrims

- The Mayflower
- Plymouth Rock
- Thanksgiving Day celebration

C. July 4, "Independence Day"

- The "birthday" of our nation
- Democracy (rule of the people): Americans wanted to rule themselves instead of being ruled by a faraway king
- Some people were not free: slavery in early America

See below, Symbols and Figures: Mount Rushmore; the White House.

IV. Presidents, Past and Present

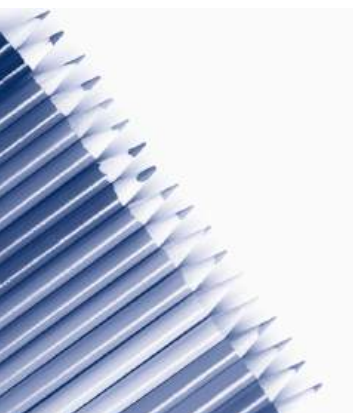
Teachers: Introduce students to famous presidents, and discuss with them such questions as: What is the president? How does a person become president? Who are some of our most famous presidents, and what did they do that made them famous?

- George Washington
 - The “Father of Our Country”
 - Legend of George Washington and the cherry tree
- Thomas Jefferson, author of Declaration of Independence
- Abraham Lincoln
 - Humble origins
 - “Honest Abe”
- Theodore Roosevelt
 - National Park initiative
- Barrack Obama
 - First Black American president
- Current United States president

V. Symbols and Figures

- Recognize and become familiar with the significance of
 - American flag
 - Statue of Liberty
 - Mount Rushmore
 - The White House

Kindergarten | Visual Arts



Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasize important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. The following guidelines specify a variety of artwork in different media and from various cultures in order to expose students to a wide range of art and artists. While the list is robust, it may require teachers to narrow the selection in order to adequately address the works and related skills within an academic year.

I. Elements of Art

Teachers: The generally recognized elements of art include line, shape, form, space, light, texture, and color. In kindergarten, introduce students to line and color. Engage students in recognizing and using different kinds of lines and colors, and point out lines and colors in nature. (You may also wish to observe shapes in art and nature—see Math: Geometry.)

A. Color

- Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple).
- Observe the use of color in
 - Pieter Bruegel, *The Hunters in the Snow*
 - Helen Frankenthaler, *Blue Atmosphere*
 - Paul Gauguin, *Tahitian Landscape*
 - Pablo Picasso, *Le Gourmet*
 - Alice Neel, *Two Girls in Spanish Harlem*, 1941
 - Louis Smoky Kaulaity, *Lullaby* (mid-20th c)
 - Mandy Martin, *Evening Clouds* (2014)

B. Line

- Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
- Observe different kinds of lines in
 - Katsushika Hokusai, *Tuning the Samisen*
 - Henri Matisse, *Purple Robe and Anemones*
 - Joan Miró, *People and Dog in the Sun*
 - Käthe Kollwitz, *Sleeping Woman and Child* (1929)
 - William H. Johnson, *Li’L Sis* (1944)
 - Horace Pippin, *Family Supper* (1946)

C. Artworks

Teachers: After students have been introduced to some elements of art and a range of artworks and artists, engage them in looking at pictures and talking about them. Ask the students about their first impressions—what they notice first, and what the picture makes them think of or feel. Go on to discuss the lines and colors, details not obvious at first, why they think the artist chose to depict things in a certain way, etc.

II. Sculpture

- Recognize and discuss the following as sculptures:
- Northwest American Indian totem pole
- Alexander Calder’s *Lobster Trap and Fish Tail*
- Sandy Skoglund, *Gathering Paradise* (1991)

Compare Kollwitz’s *Sleeping Women and Child* to Picasso’s *Mother & Child*

See also American History Grade K: Native Americans, re totem pole

Note: When studying the Hall of Supreme Harmony, draw students' attention to the shape of a diagonal, like that of a pitched roof, as well as the horizontal line of beams resting on the vertical lines of columns. Discuss with students how the shape and design of these columns enable them to hold up the heavy materials above.

Note: When reviewing the Eiffel Tower point out how the structure becomes increasingly thin at the top.

Note: When looking at the Sydney Opera House, discuss the curvature of the roof profile and how this is a shape that copies similar shapes in nature.

- Look at and discuss:
 - Pieter Bruegel, *Children's Games*
 - Winslow Homer, *Snap the Whip*
 - Diego Rivera, *The Mother's Helper*
 - Henry O. Tanner, *The Banjo Lesson*
 - Maria Izquierdo, *My Nieces* (1940)
 - Mark Tansey, *Snowman*, (2004)

III. Architecture

Teachers: These structures offer the opportunity for students to explore different architectural shapes and lines as well as begin to think how the design helps the building stand up.

- Explore different architectural shapes and lines in buildings, such as
 - Hall of Supreme Harmony (1406)
 - Eiffel Tower (1887)
 - Sydney Opera House (1973)



Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines. The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

I. Elements of Music

- Through participation, become familiar with some basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
- Recognize a steady beat; begin to play a steady beat.
- Recognize that some beats have accents (stress).
- Move responsively to music (marching, walking, hopping, swaying, etc.).
- Participate in call and response activities (e.g., “John the Rabbit”)
- Engage in improvisation activities (e.g., “All Around the Kitchen;” “Little Johnny Brown”)
- Participate in play party activities (e.g., “The Farmer in the Dell,” “The Paw-Paw Patch,” “Here We Go Round the Mulberry Bush,” “The Hokey Pokey”).
- Recognize short and long sounds.
- Discriminate between fast and slow.
- Discriminate between obvious differences in pitch: high and low.
- Discriminate between loud and soft
- Recognize that some phrases are the same, some different.
- Sing unaccompanied, accompanied, and in unison.

II. Listening and Understanding

Teachers: To encourage listening skills and the beginnings of understanding, play various kinds of music often and repeatedly. In the kindergarten classroom, music can be played for enjoyment, to accompany activities, to inspire creative movement, etc. Expose children to a wide range of music, including children’s music, popular instrumental music, and music from various cultures.

- Recognize the following instruments by sight and sound:
 - guitar
 - piano
 - trumpet
 - flute
 - violin
 - drum
- Become familiar with the following works:
 - Edvard Grieg, “Morning Mood” and “In the Hall of the Mountain King” from *Peer Gynt*
 - Victor Herbert, “March of the Toys” from *Babes in Toyland*
 - Camille Saint-Saëns, *Carnival of the Animals*
 - Ella Fitzgerald, “A Tisket, A Tasket”

Note: Grieg’s “In the Hall of the Mountain King” is a good work to illustrate dynamics (loud and quiet), as well as tempo (slow and fast).

III. Songs

Teachers: See also Language Arts, Mother Goose poems. A number of the poems may be sung to familiar melodies.

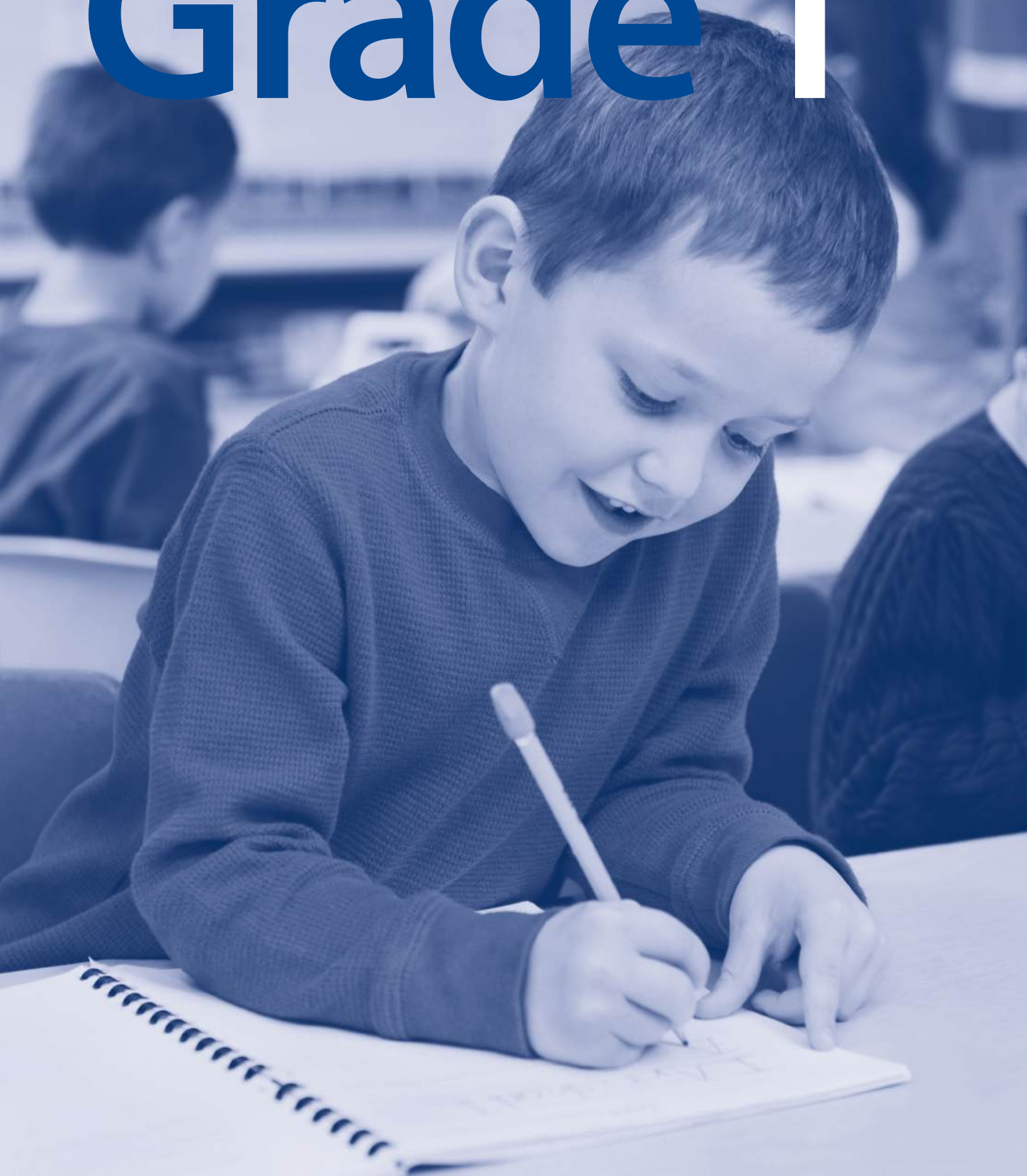
“The Bear Went Over the Mountain”
 “Bingo”

"Go In and Out the Window"
"Go Tell Aunt Rhody"
"Here We Go Round the Mulberry Bush"
"If You're Happy and You Know It"
"Jingle Bells"
"John Jacob Jingleheimer Schmidt"
"Kumbaya" (also "Kum Ba Ya")
"London Bridge"
"Old MacDonald Had a Farm"
"Row, Row, Row Your Boat"
"This Old Man"
"Twinkle Twinkle Little Star"
"The Wheels on the Bus"
"A Ram Sam Sam"
"Fais Dodo"
"Pin Pon"
"This Little Light of Mine"
"Oh, John the Rabbit"

Teachers: You may wish to supplement the songs listed above with songs from the *Core Knowledge Preschool Sequence*, as follows:

"Are You Sleeping?"
"Do Your Ears Hang Low?"
"Did You Ever See a Lassie?"
"Eensy, Weensy Spider"
"Five Little Ducks That I Once Knew"
"Five Little Monkeys Jumping On the Bed"
"Happy Birthday to You"
"Head and Shoulders, Knees and Toes"
"Here is the Beehive"
"I'm a Little Teapot"
"Kookaburra"
"Lazy Mary"
"Looby Loo"
"Oats, Peas, Beans and Barley Grow"
"Oh, Do You Know the Muffin Man?"
"Oh Where, Oh Where, Has My Little Dog Gone?"
"One Potato, Two Potato"
"Open, Shut Them"
"Pop Goes the Weasel"
"Teddy Bear, Teddy Bear, Turn Around"
"Teddy Bears Picnic"
"Where is Thumbkin?"
"Who Stole the Cookie from the Cookie Jar?"
"You Are My Sunshine"

Grade 1



Overview of Topics

Grade 1

ENGLISH LANGUAGE ARTS

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
 - C. Comprehension and Discussion of Read-Alouds—All Texts
 - D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
 - E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
- II. Reading
 - A. Print Awareness
 - B. Phonological and Phonemic Awareness
 - C. Phonics: Decoding and Encoding
 - D. Oral Reading and Fluency
 - E. Reading Comprehension—All Texts
 - F. Reading Comprehension—Fiction, Drama, and Poetry
 - G. Reading Comprehension—Nonfiction and Informational Text
- III. Writing
 - A. Narrative Writing
 - B. Informative/Explanatory Writing
 - C. Persuasive Writing (Opinion)
- IV. Language Conventions
 - A. Handwriting and Spelling
 - B. Parts of Speech and Sentence Structure
 - C. Capitalization and Punctuation
- V. Poetry
- VI. Fiction
 - A. Stories
 - B. Aesop's Fables
 - C. Different Lands, Similar Stories
 - D. Literary Terms
 - E. Sayings and Phrases

HISTORY AND GEOGRAPHY

WORLD HISTORY AND GEOGRAPHY

- I. Geography
 - A. Spatial Sense
 - B. Geographical terms and features
- II. Early World Civilizations
 - A. Mesopotamia: the "cradle of civilization"
 - B. Ancient Egypt
 - C. History of World Religions
- III. Modern Civilization and Culture: Mexico
 - A. Geography
 - B. Culture

AMERICAN HISTORY AND GEOGRAPHY

- I. Early People and Civilizations
 - A. The Earliest People: Hunters and Nomads
 - B. Early American Civilizations
- II. Early Exploration and Settlement
 - A. Columbus
 - B. The Conquistadors
 - C. English Settlers
- III. From Colonies to Independence: The American Revolution

- IV. Early Exploration of the American West
- V. Symbols and Figures

VISUAL ARTS

- I. Art from Long Ago
- II. Elements of Art
 - A. Color
 - B. Line
 - C. Shape
 - D. Texture
- III. Kinds of Pictures
 - A. Portrait
 - B. Still Life
 - C. Murals
- IV. Architecture

MUSIC

- I. Elements of Music
- II. Listening and Understanding
 - A. Musical Terms and Concepts
 - B. Music Can Tell a Story
 - C. American Musical Traditions
- III. Songs

MATHEMATICS

- I. Operations and Algebraic Thinking
- II. Number and Operations in Base Ten
- III. Measurement and Data
- IV. Geometry

SCIENCE

- I. Sun, Moon, and Stars
 - A. The Sun and Its Predictable Patterns
 - B. Annual Patterns of Sunrise and Sunset
 - C. The Moon and Its Predictable Patterns
 - D. Stars and Their Predictable Patterns
- II. Plant and Animal Survival
 - A. Structure and Function in Plants and Animals
 - B. Information Processing: Plant and Animal Stimulus and Response
 - C. Growth and Development
 - D. Parents and Offspring
- III. Exploring Light and Sound
 - A. Sound and Vibration
 - B. Light
 - C. Light and Materials
 - D. Solving Problems with Light or Sound
- IV. Simple Machines
 - A. Simple Machines
 - B. Compound Machines
- V. The Human Body: Human Body Systems
 - A. Skeletal and Muscular Systems
 - B. Respiratory and Circulatory Systems
 - C. Nervous System
 - D. Taking Care of your Body
- VI. Science Biographies



The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the *Core Knowledge Language Arts* program and embed all of the skills and concepts within the *Common Core State Standards for English Language Arts*.

I. Listening and Speaking

Teachers: Traditional language arts instruction has typically accorded little, if any, attention to the ongoing development of children’s listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with students’ oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

A. Classroom Discussion

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc.*).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag.”

B. Presentation of Ideas and Information

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.

C. Comprehension and Discussion of Read-Alouds—All Texts

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books.

This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

At the first grade level, a students' abilities to understand what they hear far their abilities to independently read and understand written text. By listening to stories or nonfiction selections read aloud, students can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex. Leveled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with students for whom English is a second language.

Nonfiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for Grade 1 students in the *Core Knowledge Sequence*, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which nonfiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any read-aloud, students should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read-aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require recognizing cause/effect relationships.

- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text

Teachers: Select nonfiction read-aloud topics from the first grade history, science, music, and visual arts topics, with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. Reading

A. Print Awareness

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

B. Phonemic Awareness

- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag*.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given *dog*, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in *ball*, *bug*, and *big*.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/.../t/, blend to make *cat*.
- Segment a spoken word into phonemes, e.g., given *bat*, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given *hit*, supply *bit* or *mitt*.
- Identify the number of syllables in a spoken word.

C. Phonics: Decoding and Encoding

Teachers: Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having students both read and write the letter-sound correspondence being studied. Reading and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., *isn't*, *I'm*, *can't*, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > *cat* > *bat* > *bad* > *bid*.
- Read at least 30 words generally identified as high frequency words.

Consonant Sounds and Spellings Taught in First Grade

/b/ spelled 'b' as in *boy*, 'bb' as in *tubby*

/d/ spelled 'd' as in *dog*, 'dd' as in *madder*, 'ed' as in *filled*

/f/ spelled 'f' as in *fun*, 'ff' as in *stuff*

/g/ spelled 'g' as in *get*, 'gg' as in *egg*

/h/ spelled 'h' as in *him*

/j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*

/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*

/l/ spelled 'l' as in *lip*, 'll' as in *sell*
 /m/ spelled 'm' as in *mad*, 'mm' as in *hammer*
 /n/ spelled 'n' as in *net*, 'nn' as in *funny*, 'kn' as in *knock*
 /p/ spelled 'p' as in *pet*, 'pp' as in *happy*
 /r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*
 /s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*
 /t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*
 /v/ spelled 'v' as in *vet*, 've' as in *twelve*
 /w/ spelled 'w' as in *wet*, 'wh' as in *when*
 /x/ spelled 'x' as in *tax*
 /y/ spelled 'y' as in *yes*
 /z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*
 /ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*
 /sh/ spelled 'sh' as in *ship*
 /th/ spelled 'th' as in *thin*
 /th/ spelled 'th' as in *then*
 /qu/ spelled 'qu' as in *quick*
 /ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

Vowel Sounds and Spellings Taught in First Grade

/a/ spelled 'a' as in *cat*
 /e/ spelled 'e' as in *get*
 /i/ spelled 'i' as in *hit*
 /o/ spelled 'o' as in *hot*
 /u/ spelled 'u' as in *but*
 /ae/ spelled 'a_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*
 /ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e_e' as in *Pete*, 'ie' as in *cookie*
 /ie/ spelled 'i_e' as in *bike*, 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*
 /oe/ spelled 'o_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*
 /ue/ spelled 'u_e' as in *cute*
 /aw/ spelled 'aw' as in *paw*
 /oo/ spelled 'oo' as in *look*, /oo/ spelled 'oo' as in *soon*
 /ou/ spelled 'ou' as in *shout*
 /oi/ spelled 'oi' as in *oil*
 /er/ spelled 'er' as in *her*
 /ar/ spelled 'ar' as in *car*
 /or/ spelled 'or' as in *for*

D. Oral Reading and Fluency

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use of commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.

E. Reading Comprehension—All Texts

Teachers: During the beginning of first grade, most students will still need to devote considerable energy when reading to deciphering the written text. Over the course of this year, they will learn even more elements of the code, meaning that the decodable texts that they can read independently will increasingly resemble “real stories” and trade books. With practice and repeated readings of the same text, students will develop increasing automaticity, allowing them to focus more intently on the meaning of what they are reading. Both of these factors, i.e., the student’s increasing fluency and the use of more authentic text—which is now decodable because of the student’s increasing code knowledge—mean that attention to reading comprehension can move to a higher level than just the rudimentary understanding of text expected at the kindergarten level. This expectation is reflected in the increased number of objectives below that have been added to the kindergarten level objectives. However, it is important to remember that listening comprehension still far exceeds reading comprehension and that children’s ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate understanding of completely decodable text after reading independently.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, and chapters.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., first, next, then, etc.
- Identify words that link ideas, i.e., *for example*, *also*, *in addition*.

F. Reading Comprehension—Fiction, Drama, and Poetry

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.

- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

G. Reading Comprehension—Nonfiction and Informational Text

Teachers: Select nonfiction topics from the first grade history, science, music and visual arts topics listed on pages 35–47, with emphasis on history and science.

- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

III. Writing

Teachers: It is important to recognize that of all the communication skills—listening, speaking, reading, and writing—writing is the most demanding and challenging. During the beginning of first grade, students still need to devote much of their focus and cognitive energy to the code itself, as well as the fine motor act of writing. During this period, teachers should continue to support written expression through shared writing experiences that are modeled and scaffolded by an adult.

At some point during the first grade year, however, most students will feel comfortable enough with the basic skills to begin making a transition to writing more independently. Young children’s desire to express themselves in writing should be heartily encouraged. To this end, it is important that teachers have age-appropriate expectations about what first grade student writing should resemble. Students have not been taught all of the spellings they will need to achieve dictionary-correct spelling. It is therefore premature to expect that words in their independent writing will be spelled correctly. It is reasonable to expect students to use the letter-sound correspondences they have learned to set down plausible spellings for the sounds in the word. For example, a student who writes *bote* for *boat*, *dun* for *done*, or *hed* for *head* has set down a plausible spelling for each sound in the word, using the code knowledge taught in this grade. This should be seen as good spelling for this stage of literacy acquisition. Dictionary-correct spelling will be a realistic goal when students have learned more spellings and learned how to use a dictionary to check spelling.

Furthermore, while teachers can begin to model and scaffold the use of a writing process, such as “Plan-Draft-Edit,” it is equally important not to dampen student enthusiasm by rigidly insisting that all student writing be edited over and over again to bring the text to the “publication” stage. A sensible balance that encourages children to use their current skill knowledge when writing—without stifling creative expression—is optimal at the first grade level.

Writing to Reflect Audience, Purpose and Task

- Add details to writing
- Begin to use tools, including technology, to plan, draft, and edit writing

Conducting Research

- Gather information from experiences or provided text sources.

A. Narrative Writing

- Write or retell a story that includes characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Write a descriptive paragraph using sensory language.
- Create a title and an ending that are relevant to the narrative.

B. Informative/Explanatory Writing

- Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).

C. Persuasive Writing (Opinion)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word *because*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

IV. Language Conventions

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. Handwriting and Spelling

- Print from memory the twenty-six letters of the alphabet accurately in both their upper-case and lower-case forms.
- Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.
- Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *ate* for *eight*, *boi* for *boy*, *fone* for *phone*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Identify and use synonyms and antonyms.

B. Parts of Speech and Sentence Structure

- Recognize, identify and use subject, object, and possessive pronouns, i.e., *I, me, my, they, them*, orally, in written text, and in own writing.
- Recognize, identify, and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify, and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Produce and expand complete sentences orally and in shared writing exercises.

C. Capitalization and Punctuation

- Capitalize the first word in a sentence, the pronoun *I*, and proper nouns (names and places,) months, days of the week.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, and items in a series.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., *cat's meow*.
- Use quotation marks appropriately to designate direct speech.

Note: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have students write their own poems. To bring students into the spirit of poetry, read it aloud and encourage them to speak it aloud so they can experience the music in the words. Although students are not expected to memorize the following rhymes, they will delight in knowing their favorites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes.

V. Poetry

“Hope” (Langston Hughes)
 “I Know All the Sounds the Animals Make” (Jack Prelutsky)
 “My Shadow” (Robert Louis Stevenson)
 “The Owl and the Pussycat” (Edward Lear)
 “The Pasture” (Robert Frost)
 “The Purple Cow” (Gelett Burgess)
 “Rope Rhyme” (Eloise Greenfield)
 “Sing a Song of People” (Lois Lenski)
 “Solomon Grundy” (traditional)
 “The Swing” (Robert Louis Stevenson)
 “Table Manners” [also known as “The Goops”] (Gelett Burgess)
 “Thanksgiving Day” [“Over the river and through the wood”] (Lydia Maria Child)
 “Washington” (Nancy Byrd Turner)
 “Wynken, Blynken, and Nod” (Eugene Field)

VI. Fiction

Teachers: While the following works make up a strong core of literature, the content of language arts includes not only stories, fables, and poems, but also the well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help students practice decoding and encoding skills (see above, II. Reading and III. Writing).

The titles here constitute a core of stories for this grade. They are available in a variety of editions, some designed for novice readers, and others best for reading aloud to children. In first grade, most of the following titles should be read-aloud selections. It is recommended that you provide a mixture of texts, including some beginning readers, with their necessarily limited vocabulary and syntax, for these can give children the important sense of accomplishment that comes from being able to “read it all by myself.”

Expose students to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Students should also be exposed to nonfiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.

A. Stories

“The Boy at the Dike” (folktale from Holland)
 “The Frog Prince”
 “Hansel and Gretel”
 selections from *The House at Pooh Corner* (A. A. Milne)
 “How Anansi Got Stories from the Sky God” (folktale from West Africa)
 “It Could Always Be Worse” (Yiddish folktale)
 “Jack and the Beanstalk”
 “The Knee-High Man” (African-American folktale)
 “Medio Pollito” (Hispanic folktale)
 “The Pied Piper of Hamelin”
 “Pinocchio”
 “The Princess and the Pea”
 “Puss-in-Boots”
 “Rapunzel”
 “Rumpelstiltskin”
 “Sleeping Beauty”
The Tale of Peter Rabbit (Beatrix Potter)

Tales of Br'er Rabbit (recommended tales: "Br'er Rabbit Gets Br'er Fox's Dinner," "Br'er Rabbit Tricks Br'er Bear," "Br'er Rabbit and the Tar Baby")
"Why the Owl Has Big Eyes" (Native American legend)

B. Aesop's Fables

"The Boy Who Cried Wolf"
"The Dog in the Manger"
"The Wolf in Sheep's Clothing"
"The Maid and the Milk Pail"
"The Fox and the Grapes"
"The Goose and the Golden Eggs"

C. Different Lands, Similar Stories

Teachers: To give students a sense that people all around the world tell certain stories that, while they differ in details, have much in common, introduce students to similar folktales from different lands, such as the following:

"Lon Po Po" (China) and Little Red Riding Hood
"Issun Boshi", or "One-Inch Boy" (Japan)
"Tom Thumb" (England)
"Thumbelina" (by the Danish writer Hans Christian Andersen)
"Little Finger of the Watermelon Patch" (Vietnam)
Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)

D. Literary Terms

- Characters, heroes, and heroines
- Drama
 - actors and actresses
 - costumes, scenery and props
 - theater, stage, audience

E. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many students, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with students from home cultures that differ from the standard culture of literate American English.

a.m. and p.m.

An apple a day keeps the doctor away.

Do unto others as you would have them do unto you. [also in Kindergarten]

Fish out of water

Hit the nail on the head.

If at first you don't succeed, try, try again.

Land of Nod

Let the cat out of the bag.

The more the merrier

Never leave till tomorrow what you can do today.

Practice makes perfect. [also in Kindergarten]

Sour grapes

There's no place like home.

Wolf in sheep's clothing

Note: Students should learn terms relating to drama as part of their participation in a play appropriate for first graders—possibly a dramatized version of one of the stories listed above.

Grade 2

$2 \times 1 = 2$

$3 \times 1 = 3$

$4 \times 1 = 4$

$2 \times 2 = 4$

$3 \times 2 = 6$

$4 \times 2 = 8$

$2 \times 3 = 6$

$3 \times 3 = 9$

$4 \times 3 = 12$

$2 \times 4 = 8$

$4 \times 4 = 16$

$2 \times 5 = 10$

$4 \times 5 = 20$

$2 \times 6 = 12$

$4 \times 6 = 24$

$2 \times 7 = 14$

$4 \times 7 = 28$

$2 \times 8 = 16$

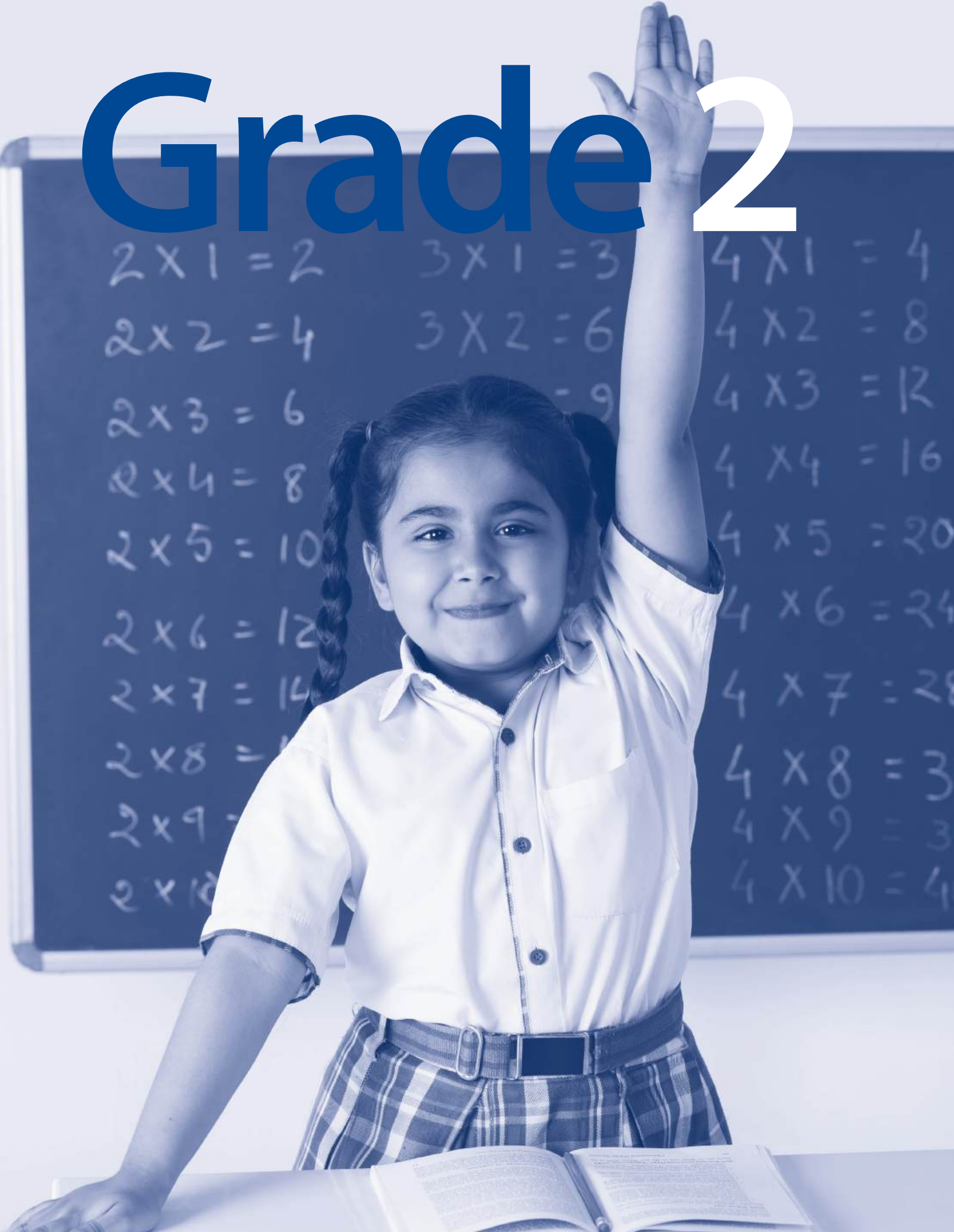
$4 \times 8 = 32$

$2 \times 9 = 18$

$4 \times 9 = 36$

$2 \times 10 = 20$

$4 \times 10 = 40$



Overview of Topics

Grade 2

ENGLISH LANGUAGE ARTS

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
 - C. Comprehension and Discussion of Read-Alouds—All Texts
 - D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
 - E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
- II. Reading
 - A. Phonics: Decoding and Encoding
 - B. Oral Reading and Fluency
 - C. Reading Comprehension—All Texts
 - D. Reading Comprehension—Fiction, Drama, and Poetry
 - E. Reading Comprehension—Nonfiction and Informational Text
- III. Writing
 - A. Narrative Writing
 - B. Informative/Explanatory Writing
 - C. Persuasive Writing (Opinion)
- IV. Language Conventions
 - A. Spelling
 - B. Parts of Speech and Sentence Structure
 - C. Capitalization and Punctuation
- V. Poetry
- VI. Fiction
 - A. Stories
 - B. Mythology of Ancient Greece
 - C. American Folk Heroes and Tall Tales
 - D. Literary Terms
- VII. Sayings and Phrases

HISTORY AND GEOGRAPHY

WORLD HISTORY AND GEOGRAPHY

- I. Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
- II. Early Asian Civilizations
 - A. Geography of Asia
 - B. India
 - C. China
- III. Modern Japanese Civilization
 - A. Geography
 - B. Culture
- IV. The Ancient Greek Civilization

AMERICAN HISTORY AND GEOGRAPHY

- I. American Government: The Constitution
- II. The War of 1812
- III. Westward Expansion
 - A. Pioneers Head West
 - B. Native Americans
- IV. The Civil War
- V. Immigration and Citizenship

- VI. Fighting for a Cause
- VII. Geography of the Americas
 - A. North America
 - B. South America
- VIII. Symbols and Figures

VISUAL ARTS

- I. Elements of Art
- II. Sculpture
- III. Landscape
- IV. Abstraction
- V. Architecture

MUSIC

- I. Elements of Music
- II. Listening and Understanding
 - A. The Orchestra
 - B. Keyboard Instruments
 - C. Composers and Their Music
- III. Songs

MATHEMATICS

- I. Operations and Algebraic Thinking
- II. Number and Operations in Base Ten
- III. Measurement and Data
- IV. Geometry

SCIENCE

- I. Properties of Matter
 - A. Introduction to Matter
 - B. Properties and Uses of Matter
 - C. Heating and Cooling Matter
 - D. Building with Matter
- II. Organisms and Their Habitats
 - A. Plant Needs
 - B. Plant Diversity
 - C. Animal Needs
 - D. Animal Diversity
 - E. Ecosystems: Plant and Animal Relationships
- III. Exploring Land and Water
 - A. Landforms
 - B. Earth's Water
 - C. Effects of Wind and Water on Land
- IV. Electricity and Magnetism
 - A. Electricity
 - B. Magnets and Magnetism
 - C. Designing and Engineering Useful Devices
 - D. Safe Use of Electricity and Magnetism
- V. The Human Body: Cells and Digestion
 - A. Cells, Tissues, and Organs
 - B. Digestive and Excretory Systems
 - C. Taking Care of Your Body
- VI. Science Biographies

Grade 2 | English Language Arts



The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the *Core Knowledge Language Arts* program and embed all of the skills and concepts within the *Common Core State Standards for English Language Arts*.

2

I. Listening and Speaking

Teachers: Traditional language arts instruction has typically accorded little, if any, attention to the ongoing development of children’s listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with students’ oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

A. Classroom Discussion

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc.*).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Don’t judge a book by its cover” and “Better late than never.”

B. Presentation of Ideas and Information

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, stories, and summaries of factual information that have been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.

C. Comprehension and Discussion of Read-Alouds—All Texts

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

At the second grade level, students are becoming increasingly skilled as independent readers. Nevertheless, research indicates that reading comprehension ability does not catch up to listening comprehension until the middle school grades. It is therefore still important to provide second graders with extensive read aloud experiences of both fiction and nonfiction texts.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex. Leveled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with students for whom English is a second language.

Nonfiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for Grade 2 students in the *Core Knowledge Sequence*, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which nonfiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any read-aloud, students should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction, and drama.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Summarize in one's own words selected parts of a read-aloud.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to their dialogue and/or actions in the story.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Identify sensory language and how it is used to describe people, objects, places, and events.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text

Teachers: Select nonfiction read-aloud topics from the second grade history, science, music, and visual arts topics, with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Interpret information presented in diagrams, charts, graphs, etc.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II Reading

A. Phonics: Decoding and Encoding

Teachers: Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having students both read and write the letter-sound correspondence being studied. Reading and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.

- Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., *isn't, I'm, can't*, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read *at > cat > bat > bad > bid*.
- Read at least 100 words generally identified as high frequency words.

Consonant Sounds and Spellings Taught in Second Grade

/b/ spelled 'b' as in *boy*, 'bb' as in *tubby*

/d/ spelled 'd' as in *dog*, 'dd' as in *madder*, 'ed' as in *filled*

/f/ spelled 'f' as in *fun*, 'ff' as in *stuff*

/g/ spelled 'g' as in *get*, 'gg' as in *egg*

/h/ spelled 'h' as in *him*

/j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*

/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*

/l/ spelled 'l' as in *lip*, 'll' as in *sell*

/m/ spelled 'm' as in *mad*, 'mm' as in *hammer*

/n/ spelled 'n' as in *net*, 'nn' as in *funny*, 'kn' as in *knock*

/p/ spelled 'p' as in *pet*, 'pp' as in *happy*

/r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*

/s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*

/t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*

/v/ spelled 'v' as in *vet*, 've' as in *twelve*

/w/ spelled 'w' as in *wet*, 'wh' as in *when*

/x/ spelled 'x' as in *tax*

/y/ spelled 'y' as in *yes*

/z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*

/ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*

/sh/ spelled 'sh' as in *ship*

/th/ spelled 'th' as in *thin*

/th/ spelled 'th' as in *then*

/qu/ spelled 'qu' as in *quick*

/ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

Vowel Sounds and Spellings Taught in Second Grade

/a/ spelled 'a' as in *cat*

/e/ spelled 'e' as in *get*, 'ea' as in *head*

/i/ spelled 'i' as in *hit*, 'y' as in *myth*

/o/ spelled 'o' as in *hot*, 'a' as in *wall*

/u/ spelled 'u' as in *but*, 'o' as in *son*

/ae/ spelled 'a_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*, 'ey' as in *hey*, 'ei' as in *weight*, 'ea' as in *great*

/ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e_e' as in *Pete*, 'ie' as in *cookie*, 'i' as in *ski*, 'ey' as in *key*

/ie/ spelled 'i_e' as in *bike*, 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*

/oe/ spelled 'o_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*

/ue/ spelled 'u_e' as in *cute*, 'u' as in *unit*, 'ue' as in *cue*

/aw/ spelled 'aw' as in *paw*, 'au' as in *Paul*, 'augh' as in *caught*, 'ough' as in *bought*

/oo/ spelled 'oo' as in *look*, 'u' as in *student*, 'ue' as in *blue*, 'ui' as in *fruit*, 'ew' as in *new*, 'u_e' as in *tune*

/oo/ spelled 'oo' as in *soon*

/ou/ spelled 'ou' as in *shout*, 'ow' as in *now*

/oi/ spelled 'oi' as in *oil*, 'oy' as in *toy*

/er/ spelled 'er' as in *her*, 'ur' as in *hurt*, 'ir' as in *bird*, 'ar' as in *dollar*

/ar/ spelled 'ar' as in *car*

/or/ spelled 'or' as in *for*, 'ore' as in *more*, 'our' as in *four*, 'oor' as in *door*

Schwa spelled 'a' as in *about*

/shun/ spelled 'tion' as in *mention*

B. Oral Reading and Fluency

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes each day.

C. Reading Comprehension—All Texts

Teachers: At the second grade level, students should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading. This increased focus on reading comprehension is reflected in the number and complexity of the objectives below, as compared to earlier grades. However, it is important to remember that listening comprehension still far exceeds reading comprehension and that students' ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate understanding of text—the majority of which is decodable—after independent reading.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Summarize in one's own words selected parts of a text.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.

- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is read independently and then ask questions to clarify this information.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., *first, next, then*, etc.
- Identify words that link ideas, i.e., *for example, also, in addition*.

D. Reading Comprehension—Fiction, Drama, and Poetry

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places, and events.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

E. Reading Comprehension—Nonfiction and Informational Text

Teachers: Select nonfiction topics from the second grade history, science, music and visual arts topics with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- Interpret information presented in diagrams, charts, graphs, etc.
- With assistance, categorize and organize facts and information for a given topic.
- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

III. Writing

Teachers: Students develop ever increasing code knowledge and fluency in reading during second grade and, as a result, most will also become increasingly comfortable and competent in expressing their thoughts and ideas in writing.

Teachers should, however, have age-appropriate expectations about what second grade student writing should resemble. Students' spelling skills will often lag behind the code knowledge they demonstrate in reading. It is reasonable to expect that the students will use the letter-sound correspondences they have learned thus far to set down plausible spellings for the sounds in the word. For example, a student who writes *doller* for *dollar*, *wate* for *wait* or *weight* has set down a plausible spelling for each sound in the word, using the code knowledge taught in this grade. This should be seen as acceptable spelling for this stage of literacy acquisition. With continued writing practice, students should begin to include more dictionary correct spellings for words that they read and write frequently. Dictionary-correct spelling as the rule will be a realistic goal when students have learned more spellings, had repeated writing practice opportunities and have learned how to use a dictionary to check spelling.

At the second grade level, teachers should model and scaffold use of a writing process, such as "Plan-Draft-Edit," as students learn to write in various genres. It is important, though, not to dampen student enthusiasm for writing by rigidly insisting that *all* student writing be edited over and over again to bring the text to the "publication" stage. A sensible balance that encourages students to use their current skill knowledge when writing, as well as a simple editing rubric for review—without stifling creative expression—is optimal at the second grade level.

Writing to Reflect Audience, Purpose and Task

- Add details to writing.
- Begin to use tools, including technology, to plan, draft, and edit writing.

Conducting Research

- Gather information from experiences or provided text sources.

A. Narrative Writing

- Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate, several events, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative

B. Informative/Explanatory Writing

- Write about a topic, including a beginning and ending sentence, facts and examples. relevant to the topic, and specific steps (if writing explanatory text).
- Group similar information into paragraphs.
- Use linking words such as *also*, *another*, *and*, etc. to connect ideas within a paragraph.

C. Persuasive Writing (Opinion)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
- Use words to link opinions with reasons or supporting details, such as *because*, *also*, *another*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

IV. Language Conventions

- Form sentences and paragraphs to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. Spelling

- Write phonemically plausible spellings for words using current code knowledge, e.g., write *doller* for *dollar*, *wate* for *wait* or *weight*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Alphabetize words to the second letter.

- Use a children’s dictionary, with assistance, to check spelling and verify the meaning of words.
- Identify and use synonyms, antonyms, homophones, and compound words.

B. Parts of Speech and Sentence Structure

- Recognize, identify and use subject, object, and possessive pronouns, i.e., *I, me, my, they, them*, orally, in written text and in own writing.
- Recognize, identify and use correct noun-pronoun agreement orally, in written text, and in own writing.
- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify, and use the articles *a* and *an* appropriately orally, in written text, and in own writing.
- Recognize, identify and use selected regular and irregular plural nouns orally, in written text, and in own writing.
- Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify, and use adverbs orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Recognize, identify, and use complete simple and compound sentences.

C. Capitalization and Punctuation

- Capitalize the first word in a sentence, the pronoun *I*, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.
- Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., *cat’s meow*.
- Use quotation marks appropriately to designate direct speech.

Note: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words.

V. Poetry

- “Bed in Summer” (Robert Louis Stevenson)
- “Bee! I’m expecting you” (Emily Dickinson)
- “Buffalo Dusk” (Carl Sandburg)
- “Caterpillars” (Aileen Fisher)
- “Discovery” (Harry Behn)
- “Harriet Tubman” (Eloise Greenfield)
- “Hurt No Living Thing” (Christina Rossetti)
- “Lincoln” (Nancy Byrd Turner)
- “The Night Before Christmas” (Clement Clarke Moore)
- “Rudolph Is Tired of the City” (Gwendolyn Brooks)
- “Seashell” (Federico Garcia Lorca)
- “Smart” (Shel Silverstein)

See below, Literary Terms—limerick, re Edward Lear.

“Something Told the Wild Geese” (Rachel Field)
“There Was an Old Man with a Beard” (Edward Lear)
“Who Has Seen the Wind?” (Christina Rossetti)
“Windy Nights” (Robert Louis Stevenson)

Note: Review Drama from Grade 1, and engage students in dramatic activities, possibly with one of the stories below in the form of a play.

Note: “The Magic Paintbrush” is also known as “Tye May and the Magic Brush” and “Liang [or Ma Liang] and the Magic Brush.” See also World History Grade 2: India, re “The Blind Men and the Elephant” and “The Tiger, the Brahman, and the Jackal.”

Note: Roman names are listed in parentheses because, although students do not study ancient Rome until third grade in the *Core Knowledge Sequence*, you are likely to encounter both Greek and Roman names in various books of myths you may use.

VI. Fiction

Teachers: The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children—for example, *Charlotte’s Web* or “How the Camel Got His Hump.” It is recommended that you provide a mixture of texts. Editions designed for beginning readers can help students practice decoding skills. Read-aloud texts, which the students may not be capable of reading on their own, can be understood when the words are read aloud and talked about with a helpful adult. Such active listening to vocabulary and syntax that go beyond the limits of grade-level readability formulas is an important part of developing an increasingly sophisticated verbal sense.

The titles below constitute a core of stories for this grade. Expose students to many more stories, including classic picture books, read-aloud books, etc. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Students should also be exposed to nonfiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.

A. Stories

“Beauty and the Beast”
“The Blind Men and the Elephant” (a fable from India)
A Christmas Carol (Charles Dickens)
Charlotte’s Web (E. B. White)
“The Emperor’s New Clothes” (Hans Christian Andersen)
“The Fisherman and His Wife” (Brothers Grimm)
“How the Camel Got His Hump” (a “Just-So” story by Rudyard Kipling)
Iktomi stories (legends of the Plains Indian trickster figure, such as “Iktomi Lost His Eyes”; “Iktomi and the Berries”, “Iktomi and the Boulder”)
“The Magic Paintbrush” (a Chinese folktale)
“El Pajaro Cu” (a Hispanic folktale)
selections from *Peter Pan* (James M. Barrie)
“Talk” (a West African folktale)
“The Tiger, the Brahman, and the Jackal” (a folktale from India)
“The Tongue-Cut Sparrow” (a folktale from Japan)

B. Mythology of Ancient Greece

Teachers: See *World History and Geography 2: The Ancient Greek Civilization*.

- Gods of Ancient Greece (and Rome)
 - Zeus (Jupiter)
 - Hera (Juno)
 - Apollo (Apollo)
 - Artemis (Diana)
 - Poseidon (Neptune)
 - Aphrodite (Venus)
 - Demeter (Ceres)
 - Ares (Mars)
 - Hermes (Mercury)
 - Athena (Minerva)
 - Hephaestus (Vulcan)
 - Dionysus (Bacchus)

Note: Students will read more myths in third grade; see Language Arts Grade 3.

- Eros (Cupid)
- Hades (Pluto)
- Mount Olympus: home of the gods
- Mythological creatures and characters
 - Atlas (holding the world on his shoulders)
 - centaurs
 - Cerberus
 - Pegasus
 - Pan
- Greek Myths
 - "Prometheus" (how he brought fire from the gods to men)
 - "Pandora's Box"
 - "Oedipus and the Sphinx"
 - "Theseus and the Minotaur"
 - "Daedalus and Icarus"
 - "Arachne the Weaver"
 - "Swift-footed Atalanta"
 - "Demeter and Persephone"
 - Hercules (Heracles) and the "Labors of Hercules"

C. American Folk Heroes and Tall Tales

Teachers: Johnny Appleseed and Casey Jones were introduced in kindergarten.

- Paul Bunyan
- Johnny Appleseed
- John Henry
- Pecos Bill
- Casey Jones

See also Music Grade 2: III. Songs, "John Henry."

D. Literary Terms

Teachers: In the course of their studies, students should learn the following terms:

- myth
- tall tale
- limerick

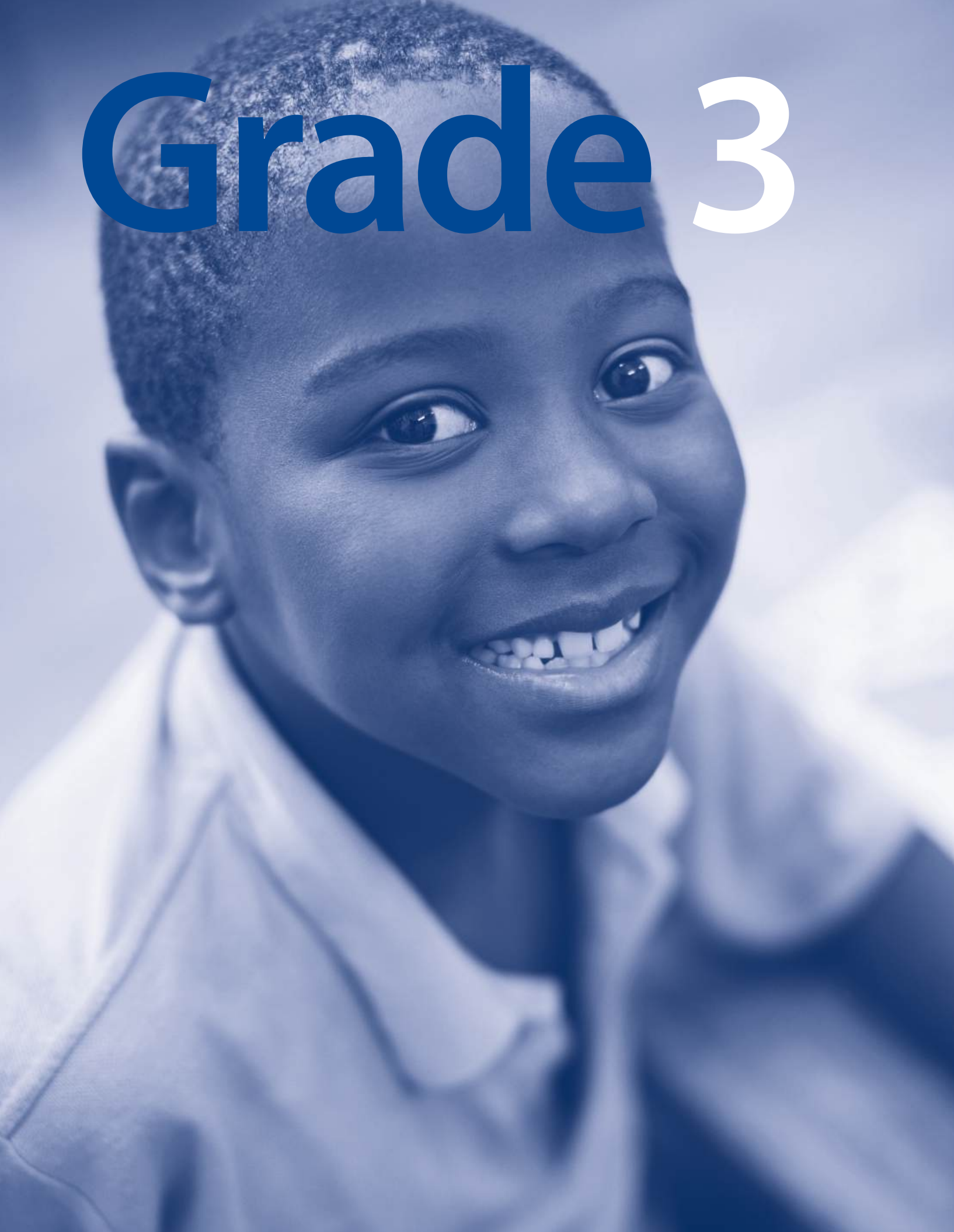
VII. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many students, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with students from home cultures that differ from the standard culture of literate American English.

Back to the drawing board
Better late than never
Cold feet
Don't cry over spilled milk.
Don't judge a book by its cover.
Easier said than done
Eaten out of house and home
Get a taste of your own medicine.
Get up on the wrong side of the bed.
In hot water

Keep your fingers crossed.
Practice what you preach.
The real McCoy
Two heads are better than one.
Turn over a new leaf.
Where there's a will there's a way.
You can't teach an old dog new tricks.

Grade 3



Overview of Topics

Grade 3

ENGLISH LANGUAGE ARTS

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
- II. Reading
 - A. Phonics: Decoding and Encoding
 - B. Oral Reading and Fluency
 - C. Reading Comprehension and Response—All Texts
 - D. Reading Comprehension—Fiction, Drama, Poetry
 - E. Reading Comprehension—Nonfiction and Informational Text
- III. Writing
 - A. Writing to Reflect Audience, Purpose, and Task
 - B. Conducting Research
 - C. Narrative Writing
 - D. Informative/Explanatory Writing
 - E. Persuasive Writing/Opinion
- IV. Language Conventions
 - A. Command of Language
 - B. Spelling
 - C. Grammar
 - D. Capitalization and Punctuation
 - E. Vocabulary
- V. Poetry
- VI. Fiction
 - A. Myths and Mythical Characters
 - B. Literary Terms
- VII. Sayings and Phrases

HISTORY AND GEOGRAPHY

WORLD HISTORY AND GEOGRAPHY

- I. World Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
 - C. Canada
 - D. Important Rivers of the World
- II. The Ancient Roman Civilization
 - A. Geography of the Mediterranean Region
 - B. Background
 - C. The Empire
 - D. The “Decline and Fall” of Rome
 - E. The Eastern Roman Empire: Byzantine Civilization
- III. The Vikings

AMERICAN HISTORY AND GEOGRAPHY

- I. The Earliest Americans
 - A. Crossing from Asia to North America
 - B. Native Americans
- II. Early Exploration of North America
 - A. Early Spanish Exploration and Settlement
 - B. Exploration and Settlement of the American Southwest
 - C. The Search for the Northwest Passage
- III. The Thirteen Colonies: Life and Times Before the Revolution
 - A. Geography
 - B. Southern Colonies
 - C. New England Colonies
 - D. Middle Atlantic Colonies

VISUAL ARTS

- I. Elements of Art
 - A. Light in Artworks
 - B. Space in Artworks
 - C. Design: How the Elements of Art Work Together
- II. Native American Art
- III. Art of Ancient Rome and Byzantine Civilization
- IV. Architecture

MUSIC

- I. Elements of Music
- II. Listening and Understanding
 - A. The Orchestra
 - B. Composers and Their Music
 - C. Musical Connections
- III. Songs

MATHEMATICS

- I. Operations and Algebraic Thinking
- II. Number and Operations in Base Ten
- III. Number and Operations—Fractions
- IV. Measurement and Data
- V. Geometry

SCIENCE

- I. Investigating Forces
 - A. Forces and Motion
 - B. The Force of Friction
 - C. Predicting Motion
 - D. The Force of Magnetism
- II. Life Cycles, Traits, and Variations
 - A. Organisms Have Life Cycles
 - B. Organisms have Traits
 - C. The Environment Affects Traits
 - D. Advantages of Specific Traits
- III. Habitats and Change
 - A. Living Things and Their Environments
 - B. Ecosystems and Environmental Change
 - C. Evidence of How Organisms and Environments Have Changed Over Time
- IV. Weather and Climate
 - A. Earth’s Atmosphere
 - B. Wind: The Movement of Air
 - C. Weather and Climate
 - D. Reducing the Impact of Hazardous Weather
- V. The Human Body: Human Senses and Movement
 - A. The Muscular System
 - B. The Skeletal System
 - C. The Nervous System
 - D. Vision: How the Eye Works
 - E. Hearing: How the Ear Works
- VI. Science Biographies



The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

I. Listening and Speaking

A. Classroom Discussion

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in a variety of settings including partners, small and large groups, and teacher-led groups.
- Prepare for discussions in advance, including reading about the topic and organizing information for the discussion. Draw on preparations during the discussion.
- Use agreed-upon rules for group discussions, e.g., look at and listen attentively to the speaker, raise hand to speak, take turns, keep discussions on-topic, and say “excuse me” or “please.”
- Ask relevant questions to clarify conversations and ideas and to build upon remarks made by others.
- Participate in a discussion by explaining their own ideas relevant to the topic or conversation.
- Understand and use narrative language to describe main ideas and supporting details in a text read aloud, such as people, places, things, locations, events, and actions.
- Understand and use narrative language to describe texts read aloud or presented in different formats, such as videos, recordings, pictures, graphs, and charts.
- Ask and answer questions about information presented orally, providing appropriate on-topic elaboration and detail.

B. Presentation of Ideas and Information

- Give a presentation about a topic or text, tell a story, or orally relate a personal experience including relevant details and facts.
- Make audio recordings of poems and stories, reading fluently and at an understandable volume and pace.
- Add visual displays to enhance certain facts and details in oral readings or presentations.
- Speak in complete sentences, providing appropriate details and clarification for multiple tasks and situations.

II. Reading

A. Phonics: Decoding and Encoding

- Identify and understand the meaning of common prefixes and suffixes.
- Decode words with common Latin suffixes.
- Decode and read multisyllable words at grade level.
- Read irregularly spelled words at grade level.

Note: Students should read outside of school at least 20 minutes daily.

B. Oral Reading and Fluency

- Read grade-level text fluently and accurately to support comprehension.
- Understand the purpose for reading a particular text.
- Orally read and reread grade-level poetry and prose to develop accuracy, appropriate pacing, and expression.
- Self-correct and develop understanding by rereading as necessary.

C. Reading Comprehension and Response—All Texts

- Independently read and comprehend longer works of fiction (chapter books, stories, plays, and poems) and nonfiction (science, history, and social studies) appropriately written for third grade or beyond.

Grasping Specific Details and Key Ideas

- Ask and pose plausible answers to *how*, *why*, and *what-if* questions in interpreting fiction and nonfiction texts read independently.
- Orally summarize main points from fiction and nonfiction readings.
- Make inferences, draw conclusions, and trace the development of themes.
- Support inferences, conclusions, and themes with evidence from the text.
- Understand how ideas develop in a text and the interactions between ideas, people, places, and events, and why they are important.

Observing Craft and Structure

- Point to specific words or passages that are causing difficulties in comprehension.
- Determine the meaning of words and phrases from a text that has been read independently, including denotative, connotative, and figurative meanings.
- Identify and use text features to locate and understand information (e.g., table of contents, index, chapters, scenes, stanzas, sidebars, captions, and key words).
- Determine their own point of view about a text and understand how it differs from that of the author, narrator, or characters in a text.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Use images accompanying the written text (e.g., illustrations, photographs, charts, and maps) to check and support understanding.
- Answer questions that require making interpretations, making judgments, or giving opinions about what is read independently.
- Interpret information that is read independently and then ask questions to clarify this information.
- Identify the important themes or key ideas in a text.
- Compare and contrast themes or key ideas across texts.

D. Reading Comprehension—Fiction, Drama, Poetry

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Identify the moral or lesson of a fable, folktale, or myth and identify the components that build it, including details such as the title, setting, characters, and how the story plays out.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Explain how characters' actions, words, and motivations affect the plot of a story.

- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms when discussing fiction, drama, or poetry.
- Distinguish between literal and figurative language and be able to explain the meaning of figurative language in a text.
- Distinguish between poems, plays, and stories, including the components of each (e.g., stanzas, scenes and acts, and chapters) and how the components affect the whole.
- Identify the point(s) of view of the narrator(s) and characters in a text; distinguish their own opinion or point of view from that of the narrator or characters.
- Understand and explain how illustrations impact stories by showing aspects of a character or setting and creating a specific mood.
- Identify and describe the theme, setting, and plot of a story; compare the themes, settings, and plots of stories written by the same author (as in a series).

E. Reading Comprehension—Nonfiction and Informational

- Answer questions about the details of a nonfiction text, indicating which part of the text provides the information needed to answer specific questions.
- Locate the main ideas in a text and distinguish them from details. Explain how details support big ideas.
- Identify the structure of a text, section of text, paragraph, or sentence (e.g., comparison, cause/effect, problem/solution, compare/contrast, sequence, or main idea and details) and describe how it connects and communicates ideas in the text.
- Understand how historical events, scientific ideas, or steps in a procedure are related in a text and use language pertaining to sequence or cause/effect to explain how or why they happened.
- Identify and determine the meaning of Tier 2 academic vocabulary and Tier 3 domain-specific vocabulary in informational text.
- Locate relevant information in a print or digital text using text features and search tools such as key words, sidebars, and hyperlinks.
- Understand the author’s point of view or opinion about a nonfiction subject and distinguish it from their own.
- Use both words and images (e.g., photos, maps, and diagrams) in an informational text to answer *where*, *when*, *why*, and *how* questions relevant to the text.
- Compare and contrast the information in nonfiction texts on similar subjects.

III. Writing

A. Writing to Reflect Audience, Purpose, and Task

- Write routinely, completing both short and long assignments focused on a range of different tasks, purposes, and audiences.
- Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions, and arguments—and make reasonable judgments about what to include in their own written works based on the purpose and type of composition.
- Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, and signature.
- Organize material in paragraphs and understand
 - how to use a topic sentence.
 - how to develop a paragraph with examples and details.
 - that each new paragraph is indented.
- In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine their meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

- Use keyboards, tablets, and other technologies to produce and publish writing as well as to collaborate and communicate with others.

B. Conducting Research

- Conduct short research projects to demonstrate knowledge gathered and learned about a topic.
- Gather information from personal experiences as well as from print and digital sources (e.g., a children’s encyclopedia, approved online sources, videos, and recordings).
- Take notes from sources.
- Organize information from research notes into categories provided by the teacher.

C. Narrative Writing

- Produce narrative pieces that reflect real-life or imagined experiences
- Introduce a narrator and characters and develop them through dialogue and exposition, including actions, thoughts, feelings, and reactions to events in the plot.
- Organize a logical sequence of plot events, using time-order words to indicate event order.
- Provide a beginning that introduces the story, a middle that develops story events, and an ending that gives a sense of closure.

D. Informative/Explanatory Writing

- Write a short report that clearly presents ideas and information in their own words.
- Introduce a topic with information organized in related sections or paragraphs and developed with facts, definitions, and details.
- Include visual elements such as photos, drawings, or diagrams to help explain or present ideas or information when appropriate.
- Use linking words to connect ideas (e.g., *also, another, and, more, but, however, therefore, in addition*).
- Write a conclusion that wraps up ideas in the text.

E. Persuasive Writing/Opinion

- Introduce an opinion and support it with reasons or evidence.
- Use linking words to connect their opinion with reasons (e.g., *another, more, but, also, however, therefore, in addition*).
- Write a conclusion that wraps up the argument.

IV. Language Conventions

A. Command of Language

- Use knowledge of language conventions when reading, writing, speaking, and listening.
- Identify differences between written and spoken English.
- Apply word choices to create meaning and effect.

B. Spelling

- Spell most words correctly or with a highly probable spelling.
- Apply current code knowledge to spelling.
- Spell most grade-level high-frequency words correctly.
- Spell words correctly when adding plurals, suffixes, and other known endings.
- Use knowledge of word patterns, word families, word parts, and ending rules to spell correctly.
- Use dictionaries or glossaries—print and digital—to check and correct spellings about which they are uncertain.

C. Grammar

- Understand what a complete sentence is, and
 - identify subject and predicate in single-clause sentences.
 - distinguish complete sentences from fragments.
- Identify and use different sentence types:
 - simple (contains one subject and one predicate)
 - compound (contains more than one subject or predicate)
 - complex (contains a subordinate clause)
- Correctly use coordinating and subordinating conjunctions in sentences.
- Know the following parts of speech and how they are used:
 - nouns (concrete and abstract; regular and irregular plural)
 - pronouns (singular and plural)
 - verbs (action verbs and auxiliary or helping verbs; regular and irregular verbs; verb tenses)
 - adjectives (including articles: *a* before a consonant, *an* before a vowel, and *the*)
 - adverbs
- Understand and use correct subject-verb agreement.
- Understand and use correct pronoun-antecedent agreement.
- Correctly form and use comparative and superlative adjectives and adverbs.

Note: Review and reinforce from Grade 2: singular and plural nouns; making words plural with /s/ or /es/; irregular plurals; correct usage of irregular verbs (be, have, do, go, come, etc.); regular past tense with -ed and past tense of irregular verbs.

Note: Review from Grade 2: capital letters for the first word of a sentence; proper nouns; the pronoun *I*; holidays and months and days of the week; names of countries, cities, states; main words in titles; initials.

Note: Teach only words that can be clearly analyzed into prefix and base word; for example, do not teach “discover” or “display” as prefixed words.

D. Capitalization and Punctuation

- Use capital letters correctly, including at the beginning of sentences, proper nouns, and words in titles.
- Know how to use the following punctuation:
 - comma: between city and state in an address; in dialogue
 - apostrophe: in singular and plural possessive nouns
 - quotation marks: in dialogue

E. Vocabulary

- Use context clues to figure out the meaning of words and phrases in a sentence.
- Know what prefixes and suffixes are and how the following affect word meaning:
 - Prefixes:
 - *re-* meaning “again” (as in *reuse, refill*)
 - *pre-* meaning “before” (as in *preview*)
 - *pro-* meaning “for” or “forward” (as in *propel*)
 - *mis-* meaning “incorrectly” (as in *misplaced*)
 - *un-* meaning “not” (as in *unfriendly*)
 - *dis-*, *non-* meaning “not” (as in *dishonest, nonsense*)
 - *un-*, *dis-* meaning “opposite of” (as in *untie, disappear*)
 - *anti-* meaning “against” (as in *antiviral*)
 - *uni-* meaning “one” (as in *universe*)
 - *bi-* meaning “two” (as in *bicycle*)
 - *tri-* meaning “three” (as in *triangle*)
 - *multi-* meaning “many” (as in *multiple*)
 - *mid-* meaning “middle” (as in *midsection*)
 - Suffixes:
 - *-er* and *-or* meaning “someone who” (as in *singer, actor*)
 - *-ful* meaning “having” or “full of” (as in *careful*)
 - *-less* meaning “without” (as in *careless*)
 - *-able*, *-ible* meaning “able to” (as in *breakable, visible*)
 - *-ly* meaning “in the manner of” (as in *quickly*)

- Figure out the meaning of a new word based on the meaning of a known word with the same root (e.g., *vision, visible, visualize*).
- Use a dictionary or glossary to answer questions regarding meaning and usage of unfamiliar words.
- Differentiate between literal and figurative word choices, as in the phrase “hold your head up high.”
- Make connections between words and real-world examples (e.g., describe something *enjoyable*; give an example of a *disappointment*).
- Distinguish shades and degrees of meaning in related words (e.g. *happy, pleased, overjoyed*).
- Acquire grade-level academic words (e.g., *compare, infer, describe*).
- Acquire grade-level words related to specific domains or subject areas (e.g., *gravity, atmosphere, environment*).
- Understand and use words that signal time and spatial relationships (e.g., *later, earlier that day, after breakfast yesterday*.)

V. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.

- “Adventures of Isabel” (Ogden Nash)
- “The Bee” (Isaac Watts; see also below, “The Crocodile”)
- “By Myself” (Eloise Greenfield)
- “Catch a Little Rhyme” (Eve Merriam)
- “The Crocodile” (Lewis Carroll)
- “Dream Variations” (Langston Hughes)
- “Eletelephony” (Laura Richards)
- “Father William” (Lewis Carroll)
- “First Thanksgiving of All” (Nancy Byrd Turner)
- “For want of a nail, the shoe was lost . . .” (traditional)
- “Jimmy Jet and His TV Set” (Shel Silverstein)
- “Knoxville, Tennessee” (Nikki Giovanni)
- “Trees” (Sergeant Joyce Kilmer)

VI. Fiction

- Alice in Wonderland* (Lewis Carroll)
- from *The Arabian Nights*:
 - “Aladdin and the Wonderful Lamp”
 - “Ali Baba and the Forty Thieves”
- “The Hunting of the Great Bear” (an Iroquois legend about the origin of the Big Dipper)
- “The Husband Who Was to Mind the House” (a Norse/English folktale, also known as “Gone is Gone”)
- “The Little Match Girl” (Hans Christian Andersen)
- “The People Could Fly” (an African American folktale)
- “Three Words of Wisdom” (a folktale from Mexico)
- “William Tell”
- selections from *The Wind in the Willows*:
 - “The River Bank” and “The Open Road” (Kenneth Grahame)

See also American History Grade 3: Enslavement of People in the Southern Colonies, re “The People Who Could Fly.”

See also World History
Grade 3: Vikings.

See also World History
Grade 3: Ancient Rome.

A. Myths and Mythical Characters

- Norse Mythology
 - Asgard (home of the gods)
 - Valhalla
 - Hel (underworld)
 - Odin
 - Thor
 - trolls
- Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]
- More Myths and Legends of Ancient Greece and Rome
 - "Jason and the Golden Fleece"
 - "Perseus and Medusa"
 - "Cupid and Psyche"
 - "The Sword of Damocles"
 - "Damon and Pythias"
 - "Androcles and the Lion"
 - "Horatius at the Bridge"

B. Literary Terms

- biography and autobiography
- fiction and nonfiction

VII. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many students, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with students from home cultures that differ from the standard culture of literate American English.

Actions speak louder than words.
His bark is worse than his bite.
Beat around the bush
Beggars can't be choosers.
Clean bill of health
Cold shoulder
A feather in your cap
Last straw
Let bygones be bygones.
One rotten apple spoils the whole barrel.
On its last legs
Rule the roost
The show must go on.
Touch and go
When in Rome do as the Romans do.
Rome wasn't built in a day.

Grade 4



Overview of Topics

Grade 4

ENGLISH LANGUAGE ARTS

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
- II. Reading
 - A. Phonics: Decoding and Encoding
 - B. Oral Reading and Fluency
 - C. Reading Comprehension and Response—All Texts
 - D. Reading Comprehension—Fiction, Drama, Poetry
 - E. Reading Comprehension—Nonfiction and Informational Text
- III. Writing
 - A. Writing to Reflect Audience, Purpose, and Task
 - B. Writing to Analyze and Understand Text
 - C. Conducting Research
 - D. Narrative Writing
 - E. Informative/Explanatory Writing
 - F. Persuasive Writing/Opinion
- IV. Language Conventions
 - A. Command of Language
 - B. Spelling
 - C. Grammar
 - D. Capitalization and Punctuation
 - E. Vocabulary
- V. Poetry
 - A. Poems
 - B. Terms
- VI. Fiction
 - A. Stories
 - B. Myths and Mythical Characters
 - C. Memoir
 - D. Literary Terms
- VII. Speeches
- VIII. Sayings and Phrases

HISTORY AND GEOGRAPHY

WORLD HISTORY AND GEOGRAPHY

- I. World Geography
 - A. Spatial Sense
 - B. Mountains and Mountain Ranges
- II. Europe in the Middle Ages
 - A. Geography Related to the Development of Western Europe
 - B. Background
 - C. Developments in History of the Christian Church
 - D. Feudalism
 - E. The Norman Conquest
 - F. Growth of Towns
 - G. England in the Middle Ages
- III. The Spread of Islam and the “Holy Wars”
 - A. Islam
 - B. Development of Islamic Civilization
 - C. Wars Between Muslims and Christians

- IV. Early and Medieval African Kingdoms
 - A. Geography of Africa
 - B. Early African Kingdoms
 - C. Medieval Kingdoms of the Sudan
- V. China: Dynasties and Conquerors

AMERICAN HISTORY AND GEOGRAPHY

- I. The American Revolution
 - A. Background: The French and Indian War
 - B. Causes and Provocations
 - C. The Revolution
- II. Making a Constitutional Government
 - A. Main Ideas Behind the Declaration of Independence
 - B. Making a New Government: From the Declaration to the Constitution
 - C. The Constitution of the United States
 - D. Levels and Functions of Government (National, State, Local)
- III. Early Presidents and Politics
- IV. Reformers
- V. Symbols and Figures

VISUAL ARTS

- I. Art and Architecture of the Middle Ages in Europe
- II. Islamic Art and Architecture
- III. The Art of Africa
- IV. The Art of China
- V. The Art and Architecture of a New Nation

MUSIC

- I. Elements of Music
- II. Listening and Understanding
 - A. The Orchestra
 - B. Vocal Ranges
 - C. Composers and Their Music
 - D. Musical Connections
- III. Songs

MATHEMATICS

- I. Operations and Algebraic Thinking
- II. Number and Operations in Base Ten
- III. Number and Operations—Fractions
- IV. Measurement and Data
- V. Geometry

SCIENCE

- I. Energy Transfer and Transformation
 - A. Introduction to Energy
 - B. Energy and Motion
 - C. Energy Transfer
 - D. Collisions
 - E. Energy Transformation and Engineering

- II. Investigating Waves
 - A. Waves Transfer Energy
 - B. Sound Waves Transfer Energy
 - C. Light Waves Transfer Energy
 - D. People use Waves to Transfer Information
- III. Structures and Functions of Living Things
 - A. Structure is Related to Function
 - B. The Structure and Function of the Eyes and Ears
 - C. Stimulus, Response, and Survival
- IV. Processes That Shape Earth
 - A. Features of Earth
 - B. Evidence that Earth's Surface Has Changed Over Time
 - C. Processes that Change Earth's Surface
 - D. How Geologic Events Can Affect People
- V. Using Natural Resources for Energy
 - A. Natural Resources: Renewable and Nonrenewable
 - B. Using Nonrenewable Resources for Energy
 - C. Using Renewable Resources for Energy
- VI. The Human Body: Human Respiration and Circulation
 - A. The Respiratory System
 - B. The Circulatory System
- VII. Science Biographies



The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

I. Listening and Speaking

A. Classroom Discussion

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in a variety of settings, including partners, small and large groups, and teacher-led groups.
- Prepare for discussions in advance, including reading about the topic and organizing information for the discussion. Draw on preparations during the discussion.
- Use agreed-upon rules for group discussions, keep discussions on topic, and carry out specific roles appropriate to a discussion, such as an interviewer or historical figure.
- Ask relevant questions to clarify conversations and ideas, and to build upon remarks made by others.
- Understand and restate the key ideas in a discussion and distinguish them from their own ideas.
- Restate or paraphrase information read aloud or delivered visually, quantitatively, or in other formats, such as videos, recordings, etc.
- Determine the evidence and reasons a speaker uses to support their main points.

B. Presentation of Ideas and Information

- Give a presentation about a topic or text, tell a story, or orally relate a personal experience in a logical and organized manner, including relevant details and facts that support main ideas or themes.
- Speak clearly at an understandable volume and pace.
- Develop main ideas and themes by adding displays, images, videos, and recordings to enhance presentations.
- Switch between formal and informal English as appropriate to the situation or task—for example, presentations (formal) and group discussions (informal).

II. Reading

A. Phonics: Decoding and Encoding

- Use grade-level phonics and word analysis skills to decode words.
- Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, prefixes, and suffixes) to read unfamiliar multisyllabic words in context and out of context.

B. Oral Reading and Fluency

- Read grade-level text fluently and accurately to support comprehension.
- Read text with purpose.
- Self-correct and develop understanding by using context and rereading as necessary.

- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Reading Comprehension and Response—All Texts

- Independently read and comprehend longer works of fiction (chapter books, stories, plays, and poems) and nonfiction (science, history, social studies, and technical subjects) appropriately written for fourth grade or beyond.

Grasping Specific Details and Key Ideas

- Use details and examples when explaining literal elements in a text or making inferences.
- Use details to summarize texts.
- Identify the topic or theme of a text.

Observing Craft and Structure

- Determine the meaning of words and phrases from a text by using context clues, asking questions, or consulting a reference source such as a dictionary or glossary.
- Understand how text elements (such as chapters and headings) and visual elements (such as photos and illustrations) contribute to the organization and understanding of a text.

Integrating Information and Evaluating Evidence

- Explain how visual elements contribute to the understanding of a text.
- Compare a written text to an oral or visual version.
- Compare and contrast different texts with the same topic or genre.

D. Reading Comprehension—Fiction, Drama, Poetry

- Use details to trace the themes in literary works, such as poems, plays, and fiction.
- Use details to describe and build an in-depth understanding of the elements of fiction or plays, such as setting, dialogue, plot, and character motivations.
- Know the basic structural differences when writing or speaking about different kinds of literary works, such as plays, poems, and novels.
- Know the basic elements of poems, such as verse, rhythm, rhyme, and meter.
- Know the basic elements of plays, such as stage directions, cast lists, and dialogue.
- Recognize allusions to Greek and Roman mythology and use this understanding to determine the meaning of words (e.g., *chronology*, *echo*, *Herculean*).
- Examine different types of stories to compare the points of view of various narrators, including different narrators telling the same story.
- Identify whether a story is told in the first or third person.
- Relate the written versions of stories and plays to oral or visual presentations, including locating specifically in the text any corresponding elements, such as scene descriptions, stage directions, or dialogue.

E. Reading Comprehension—Nonfiction and Informational Text

- Answer questions about the details of a nonfiction text, indicating which part of the text provides the information needed to answer specific questions.
- Locate the main ideas in a text and identify key details that support them.
- Effectively summarize all types of informational texts.
- Identify and determine the meaning of Tier 2 and Tier 3 vocabulary words in informational text.
- Identify the structure of a text, section of text, paragraph, or sentence (e.g., comparison, cause/effect, problem/solution, compare/contrast, sequence, and main idea and details) and describe how it connects and communicates ideas in the text.

- Understand how historical events, scientific ideas, concepts, or steps in a procedure are related in a text and use language pertaining to sequence or cause/effect to explain how or why they happened.
- Examine firsthand and secondhand sources for the same topic and explain the differences in perspective, facts, and details between them.
- Understand the characteristics of charts, timelines, bar graphs, animations, and other text features and use them to gather information.
- Explain how charts, time lines, bar graphs, animations, and other visual and quantitative text features enhance a text and/or provide additional information, including on websites.
- Explain how an author supports their claims in a text by giving reasons (opinions) and evidence, such as facts, examples, and expert opinions from reliable sources.
- Synthesize information from two or more sources on the same topic, then speak or write about the topic with mastery of the subject matter.

III. Writing

A. Writing to Reflect Audience, Purpose, and Task

- Write routinely, clearly, and coherently, completing both short and long assignments focused on a range of different tasks, purposes, and audiences.
- Incorporate planning, research, editing, and revision into writing practice.
- Use keyboards, tablets, the Internet, and other technologies to produce and publish writing and collaborate and communicate with others.
- Type a minimum of one page in a single attempt.

B. Writing to Analyze and Understand Text

- Analyze literature in writing:
 - Trace a theme.
 - Show in-depth understanding of characters, setting, and plot events.
 - Describe how different literary elements interact within the text.
- Analyze informational texts in writing by describing how authors make and support their points with reasons and factual evidence.
- Draw upon appropriate literary elements, details, or facts as evidence for writing analysis.

C. Conducting Research

- Conduct short research projects to demonstrate knowledge gathered and learned about a topic.
- Gather information from personal experiences as well as from print and digital sources (such as an encyclopedias, magazines, approved online sources, videos, interviews, and recordings).
- Take notes from sources.
- Provide a rudimentary bibliography.

D. Narrative Writing

- Produce narrative text based on real-life or imagined experiences.
- Introduce a narrator, a situation, and characters, and develop them through dialogue and exposition, including actions, thoughts, feelings, and reactions to events in the plot.
- Organize a logical or natural sequence of plot events following from the situation, using time-order words to indicate event order.
- Include sensory details to make writing vivid and precise; convey a sense of experiences and/or the sensations that accompany experiences.
- Provide a sense of closure that follows logically or artfully from the situation, character responses, and sequence of events.

E. Informative/Explanatory Writing

- Write reports and other types of informational texts that clearly present ideas and information in their own words.
- Introduce a topic with information organized in related sections or paragraphs and developed with facts, definitions, quotations, and details.
- Include visual elements such as photos, drawings, or diagrams to help explain or present ideas or information when appropriate.
- Use linking words to connect ideas (e.g., *also, another, and, more, but, however, therefore, in addition*).
- Use Tier 2 and/or Tier 3 vocabulary to explain or elaborate topics.
- Write a conclusion that wraps up ideas in the text.

F. Persuasive Writing/Opinion

- Introduce a topic and opinion and support a point of view with reasons, details, and evidence.
- Follow through with an organizational structure that supports the purpose of the text, grouping ideas in a logical way.
- Use linking words to connect the opinion with reasons and evidence (e.g., *another, furthermore, but, also, however, therefore, in addition, for example*).
- Write a conclusion that wraps up the argument.

IV. Language Conventions

A. Command of Language

- Use knowledge of language conventions when reading, writing, speaking, and listening.
- Apply word choices and punctuation to create meaning and effect.
- Identify differences between written and spoken English.
- Switch between formal and informal English as appropriate to the situation or task—for example, presentations (formal) and group discussions (informal).

B. Spelling

- Spell most words correctly or with a highly probable spelling.
- Apply current code knowledge to spelling.
- Spell most grade-level high-frequency words correctly.
- Use dictionaries or glossaries—print and digital—to check and correct spellings about which they are uncertain.

C. Grammar

- Understand the basic rules of English grammar and conventions when writing or speaking.
- Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary or helping verbs: *can, could, may, must, ought, shall, should*), adjectives (including articles), adverbs, conjunctions (*and, but, or*), interjections.
- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Form and use the progressive (e.g., *I was running; I am running; I will be running*) verb tenses.
- Form and use prepositional phrases.
- Understand what a complete sentence is and
 - identify subject and predicate in single-clause sentences.
 - distinguish complete sentences from fragments.
 - identify and correct run-on sentences.

- Produce complete sentences.
- Identify subject and verb in a sentence and understand that they must agree.
- Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).

D. Capitalization and Punctuation

- Understand and apply the basic rules of capitalization and punctuation when writing or speaking.
- Use capital letters correctly, including at the beginning of sentences, when using proper nouns, and for words in titles.
- Correctly use commas and quotation marks when writing dialogue.
- Correctly use quotation marks when quoting from a source.
- Use a comma before a coordinating conjunction (*and, but, for, nor, or, so, yet*) in a compound sentence.

E. Vocabulary

- Effectively use synonyms and antonyms.
- Use context clues to figure out the meaning of words and phrases in a sentence.
- Know how to look for synonyms and antonyms in nearby words to use as context clues.
- Know how to look for examples and definitions in nearby words to use as context clues.
- Understand words by thinking of them in terms of other words that mean the same (synonyms) or opposite (antonyms); understand degrees of difference, degrees of similarity, and degrees of contrast in word choices.
- Use knowledge of Greek and Latin roots and affixes to figure out the meaning of a new word (e.g., *autograph, photograph*).
- Use a dictionary or glossary, print or digital, to answer questions about the meanings and usage of unfamiliar words.
- Know how to use a dictionary, print or digital, to pronounce words correctly.
- Use a dictionary to find the precise meaning of words and phrases.
- Differentiate between literal and figurative word choices, including basic similes and metaphors, as in the phrases “brave as a lion” and “raining cats and dogs.”
- Recognize and explain the meaning of grade-appropriate idioms, adages, and proverbs.
- Acquire grade-level Tier 3 words related to specific domains or subject areas (e.g., *medieval, hypothesis, import*).
- Acquire grade-level Tier 2 academic words (e.g., *dialogue, narrative, theme*).
- Acquire grade-level words that describe emotional states and actions (e.g., *insist, laughter, lonesome*).

V. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.

A. Poems

- “Afternoon on a Hill” (Edna St. Vincent Millay)
- “Clarence” (Shel Silverstein)
- “Clouds” (Christina Rossetti)
- “Concord Hymn” (Ralph Waldo Emerson)
- “Dreams” (Langston Hughes)
- “the drum” (Nikki Giovanni)

“Fog” (Carl Sandburg)
 “George Washington” (Rosemary and Stephen Vincent Benet)
 “Humanity” (Elma Stuckey)
 “Life Doesn’t Frighten Me” (Maya Angelou)
 “Monday’s Child Is Fair of Face” (traditional)
 “Paul Revere’s Ride” (Henry Wadsworth Longfellow)
 “The Pobble Who Has No Toes” (Edward Lear)
 “The Rhinoceros” (Ogden Nash)
 “Things” (Eloise Greenfield)
 “A Tragic Story” (William Makepeace Thackeray)

B. Terms

- stanza
- line

VI. Fiction

Teachers: In fourth grade, students should be fluent, competent readers of appropriate materials. Decoding skills should be automatic, allowing the students to focus on meaning. Regular practice in reading aloud and independent silent reading should continue. Students should read outside of school at least 20 minutes daily.

The titles below constitute a selected core of stories for this grade. Teachers and parents are encouraged to expose students to many more stories, and to encourage students to write their own stories. Students should also be exposed to nonfiction prose: biographies, books about science and history, books on art and music, etc. Also, engage students in dramatic activities, possibly with one of the stories below in the form of a play. Some of the stories below—such as *Gulliver’s Travels*, *Robinson Crusoe*, and the stories by Washington Irving—are available in editions adapted for young readers.

4

A. Stories

“The Fire on the Mountain” (an Ethiopian folktale)
 from *Gulliver’s Travels*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
The Legend of Sleepy Hollow and *Rip Van Winkle* (Washington Irving)
 “The Magic Brocade” (a Chinese folktale)
Robinson Crusoe (Daniel Defoe)
 “Robin Hood”
 “St. George and the Dragon”
Treasure Island (Robert Louis Stevenson)

B. Myths and Mythical Characters

- *Legends of King Arthur and the Knights of the Round Table*
 - “How Arthur Became King”
 - “The Sword in the Stone”
 - “The Sword Excalibur”
 - “Guinevere”
 - “Merlin and the Lady of the Lake”
 - “Sir Lancelot”

C. Memoir

Brown Girl Dreaming (Jacqueline Woodson)

D. Literary Terms

- novel
- plot
- setting

See also American History Grade 4: American Revolution, re stories by Washington Irving.

Note: “The Magic Brocade” is also known as “The Chuang Brocade,” “The Enchanted Tapestry,” “The Magic Tapestry,” and “The Weaving of a Dream.”

See also World History Grade 4: The Middle Ages, re “Robin Hood” and “St. George and the Dragon.”

See also World History Grade 4: The Middle Ages, feudalism and chivalry, re Legends of King Arthur.

VII. Speeches

Teachers: Famous passages from the following speeches should be taught in connection with topics in American History Grade 4.

Patrick Henry: "Give me liberty or give me death"

Sojourner Truth: "Ain't I a woman?"

VIII. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many students, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with students from home cultures that differ from the standard culture of literate American English.

An ounce of prevention is worth a pound of cure.

As the crow flies

Beauty is only skin deep.

The bigger they are, the harder they fall.

Birds of a feather flock together.

Blow hot and cold

Break the ice

Bull in a china shop

Bury the hatchet

Can't hold a candle to

Don't count your chickens before they hatch.

Don't put all your eggs in one basket.

Etc.

Go to pot

Half a loaf is better than none.

Haste makes waste.

Laugh and the world laughs with you.

Lightning never strikes twice in the same place.

Live and let live.

Make ends meet.

Make hay while the sun shines.

Money burning a hole in your pocket

Once in a blue moon

One picture is worth a thousand words.

On the warpath

RSVP

Run-of-the-mill

Seeing is believing.

Shipshape

Through thick and thin

Timbuktu

Two wrongs don't make a right.

When it rains, it pours.

You can lead a horse to water, but you can't make it drink.

Grade 5



Overview of Topics

Grade 5

ENGLISH LANGUAGE ARTS

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
- II. Reading
 - A. Phonics: Decoding and Encoding
 - B. Oral Reading and Fluency
 - C. Reading Comprehension and Response—All Texts
 - D. Reading Comprehension—Fiction, Drama, Poetry
 - E. Reading Comprehension—Nonfiction and Informational Text
- III. Writing
 - A. Writing to Reflect Audience, Purpose, and Task
 - B. Writing to Analyze and Understand Text
 - C. Conducting Research
 - D. Narrative Writing
 - E. Informative/Explanatory Writing
 - F. Persuasive Writing/Opinion
- IV. Language Conventions
 - A. Command of Language
 - B. Spelling
 - C. Grammar
 - D. Capitalization and Punctuation
 - E. Vocabulary
- V. Poetry
 - A. Poems
 - B. Terms
- VI. Fiction and Drama
 - A. Fiction
 - B. Drama
 - C. Literary Terms
- VII. Speeches Sayings and Phrases

HISTORY AND GEOGRAPHY

WORLD HISTORY AND GEOGRAPHY

- I. World Geography
 - A. Spatial Sense
 - B. Great Lakes of the World
- II. Early American Civilizations
 - A. Geography
 - B. Maya, Aztec, and Inca Civilizations
 - C. Spanish Conquerors
- III. European Exploration, Trade, and the Clash of Cultures
 - A. Background
 - B. European Exploration, Trade, and Colonization
 - C. Trade and Slavery
- IV. The Renaissance and the Reformation
 - A. The Renaissance
 - B. The Reformation
- V. England from the Golden Age to the Glorious Revolution
 - A. England in the Golden Age
 - B. From the English Revolution to the Glorious Revolution

- VI. Russia: Early Growth and Expansion
 - A. Geography
 - B. History and Culture
- VII. Feudal Japan
 - A. Geography
 - B. History and Culture

AMERICAN HISTORY AND GEOGRAPHY

- I. Westward Expansion
 - A. Westward Expansion before the Civil War
 - B. Westward Expansion after the Civil War
- II. The Civil War: Causes, Conflicts, Consequences
 - A. Toward the Civil War
 - B. The Civil War
 - C. Reconstruction
- III. Native Americans: Cultures and Conflicts
 - A. Culture and Life
 - B. American Government Policies
 - C. Conflicts
- IV. U.S. Geography

VISUAL ARTS

- I. Art and Architecture of the Renaissance
- II. Baroque Art and Architecture
- III. American Art: Nineteenth-Century United States
- IV. Native American Art
- V. Art of Japan
- VI. Russian Art and Architecture

MUSIC

- I. Elements of Music
- II. Listening and Understanding
 - A. Composers and Their Music
 - B. Musical Connections
- III. American Musical Traditions
- IV. Songs

MATHEMATICS

- I. Operations and Algebraic Thinking
- II. Number and Operations in Base Ten
- III. Number and Operations—Fractions
- IV. Measurement and Data
- V. Geometry

SCIENCE

- I. Investigating Matter
 - A. Properties of Matter
 - B. Structure of Matter
 - C. Physical Changes in Matter
 - D. Chemical Changes in Matter
 - E. The Language of Chemistry

- II. Energy and Matter in Ecosystems
 - A. Organisms Need and Use Energy
 - B. Plants and Animals
 - C. Matter Cycles Through Ecosystems
- III. Modeling Earth's Systems
 - A. Spheres of Earth
 - B. Modeling Earth's Interacting Spheres
- IV. Protecting Earth's Resources
 - A. Protecting Earth's Water
 - B. Protecting Earth's Air
 - C. Protecting Earth's Land
 - D. Protecting Ecosystems
- V. Astronomy: Space Systems
 - A. Introduction to Astronomy
 - B. Evidence of Earth's Movement
 - C. Stars
 - D. Gravity
- VI. The Human Body: Human Hormones and Reproduction
 - A. The Endocrine System
 - B. The Reproductive System
- VII. Science Biographies



The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

I. Listening and Speaking

A. Classroom Discussion

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in a variety of settings, including partners, small and large groups, and teacher-led groups.
- Prepare for discussions in advance, including reading about the topic and organizing information for the discussion. Draw on preparations during the discussion.
- Use agreed-upon rules for group discussions, keep discussions on topic, and carry out specific roles appropriate to a discussion.
- Ask relevant questions to clarify conversations and ideas and to build upon remarks made by others.
- Understand and summarize the key ideas in a discussion or oral presentation and draw conclusions from new information introduced during discussions.
- Restate or paraphrase information read aloud or delivered visually, quantitatively, or in other formats, such as videos, recordings, and multimedia.
- Determine the evidence and reasons a speaker uses to support their main claim.

B. Presentation of Ideas and Information

- Give a presentation about a topic or text, tell a story, or orally relate a personal experience in a logical and organized manner, including relevant details and facts that support main ideas or themes.
- Speak clearly at an understandable volume and pace.
- Develop main ideas and themes by adding displays, images, videos, and recordings to enhance presentations.
- Switch between formal and informal English as appropriate to the situation or task—for example, presentations (formal) and group discussions (informal).

II. Reading

A. Phonics: Decoding and Encoding

- Use grade-level phonics and word analysis skills to decode words.
- Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, prefixes, and suffixes) to read unfamiliar multisyllabic words in context and out of context.

B. Oral Reading and Fluency

- Read grade-level text fluently and accurately to support comprehension.
- Read text with purpose.
- Self-correct and develop understanding by using context and rereading as necessary.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Reading Comprehension and Response—All Texts

- Independently and proficiently read and comprehend longer works of fiction (chapter books, stories, plays, and poems) and nonfiction (science, history, social studies, and technical subjects) written at the high end of fourth to fifth grade or beyond.

Grasping Specific Details and Key Ideas

- Use details and examples when explaining a text, making inferences, or drawing conclusions.
- Quote from a text with accuracy when explaining or making inferences from works of literature or informational texts.
- Use details to summarize texts.
- Identify the topic or theme of a text.

Observing Craft and Structure

- Determine the meaning of words and phrases in a text, including
 - Tier 2 academic vocabulary.
 - Tier 3 subject-area vocabulary.
- Analyze the structure of a text and how the parts (sentences, paragraphs, chapters, and sections) relate to the whole.
- Explain how the point of view of a narrator or speaker affects how events are described in a text.

Integrating Information and Evaluating Evidence

- Compare a written text to an oral or visual version.
- Compare and contrast different texts with the same topic, themes, or genre.
- Trace arguments and claims and determine whether the reasoning, evidence, and logic are adequate.
- Use information from multiple sources (e.g., print or digital) to find answers and solve problems.

D. Reading Comprehension—Fiction, Drama, Poetry

- Use details to trace the themes in literary works, such as poems, plays, and fiction.
- Effectively summarize works of literature, such as poems, plays, and fiction.
- Use details to describe and build an in-depth understanding of the elements of fiction or plays, such as setting, dialogue, plot, and character motivations.
- Use details to describe how characters respond to problems and challenges.
- Use details to compare and contrast the settings, events, and characters in stories and dramas, including how characters interact.
- Use details to examine how the speaker of a poem reflects or comments on the topic of the poem.
- Examine how the point of view of a speaker (poem) or narrator (fiction) affects how events are described.
- Determine the meaning of words and phrases in a text, including figurative language, such as metaphors and similes.
- Examine how the basic structures of plays, poems, and fiction, such as scenes, stanzas, and chapters, work together to create an overall cohesive structure.
- Explain how visual and multimedia elements create tone or add beauty to literary works, such as graphic novels, fiction, myths, and poetry.
- Compare and contrast stories across genres, such as mystery and adventure, including their topics and themes.

E. Reading Comprehension—Nonfiction and Informational Text

- Answer questions about the details of a nonfiction text, indicating which part of the text provides the information needed to answer specific questions.
- Locate the main ideas in a text and identify key details that support them.
- Effectively summarize all types of informational texts.
- Understand and explain the relationships and interactions between two or more individuals, events, ideas, concepts, or steps in a procedure in historical, scientific, and technical texts.
- Identify and determine the meaning of grade-appropriate Tier 2 and Tier 3 vocabulary words in informational texts.
- Identify the structure of two or more texts (e.g., comparison, cause/effect, problem/solution, compare/contrast, sequence, and main idea and details) and compare and contrast them.
- Examine multiple accounts of the same topics and events and explain the differences in their perspectives.
- Explain how an author supports their claims in a text by giving reasons (opinions) and evidence, such as facts, examples, and expert opinions from reliable sources.
- Understand how specific evidence supports specific claims.
- Synthesize information from two or more sources on the same topic, then speak or write about the topic with mastery of the subject matter.

III. Writing

A. Writing to Reflect Audience, Purpose, and Task

- Write routinely, clearly, and coherently, completing both short and long assignments focused on a range of different tasks, purposes, and audiences.
- Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, and poems—with a coherent structure or story line.
- Incorporate planning, research, editing, rewriting, and revision into writing practice.
- Incorporate trying a new approach as part of the editing process.
- Use keyboards, tablets, the Internet, and other technologies to produce and publish writing and collaborate and communicate with others.
- Type a minimum of two pages in a single attempt.

B. Writing to Analyze and Understand Text

- Analyze literature in writing:
 - Trace a theme.
 - Show in-depth understanding of characters, setting, and plot events.
 - Describe how different literary elements interact within the text.
 - Compare and contrast two or more settings, events, or characters, drawing upon specific evidence, such as details of the setting or how characters interact.
- Analyze informational texts in writing:
 - Describe how authors make and support particular points with reasons and factual evidence.
 - Identify how specific reasons and evidence support specific claims.
- Draw upon appropriate literary elements, details, or facts as evidence for writing analysis.

C. Conducting Research

- Conduct short research projects to gather information from several different sources (such as an encyclopedia, magazines, interviews, observations, an atlas, or approved online sources) and write short reports that synthesize the information.

- Build knowledge through researching and investigating multiple topics.
- Gather information from personal experiences as well as from print and digital sources (such as an encyclopedia, magazines, approved online sources, videos, interviews, and recordings).
- Take notes from sources and condense them by paraphrasing and/or summarizing.
- Paraphrase and summarize completed reports and other written assignments.
- Provide a rudimentary bibliography.

D. Narrative Writing

- Produce narrative pieces that reflect real-life or imagined experiences.
- Introduce a narrator, a situation, and characters, and develop them through dialogue, pacing, and exposition, including actions, thoughts, feelings, and reactions to events in the plot.
- Organize a logical or natural sequence of plot events following from the situation, using time-order and transitional words, phrases, and clauses to indicate and manage the event order.
- Include concrete and sensory details to make writing vivid and precise; convey a sense of experiences and/or the sensations that accompany experiences.
- Provide a sense of closure that follows logically or artfully from the situation, character responses, and sequence of events.

E. Informative/Explanatory Writing

- Write reports and other types of informational texts that clearly focus ideas and information, and make general observations.
- Introduce a topic with information organized in related sections or paragraphs and developed with facts, definitions, quotations, and details.
- Group related information logically and incorporate formatting features, such as headings.
- Include visual elements such as photos, drawings, or diagrams to help explain or present ideas or information when appropriate.
- Use linking words, phrases, and clauses to connect ideas from distinct categories (e.g., *in contrast, especially*).
- Use Tier 2 and/or Tier 3 vocabulary to explain or elaborate topics.
- Write a conclusion that wraps up ideas in the text.

F. Persuasive Writing/Opinion

- Introduce a topic and opinion clearly and support a point of view with reasons, details, and evidence.
- Follow through with an organizational structure that supports the purpose of the text, grouping ideas, reasons, and evidence in a logical way.
- Use linking words, phrases, and clauses to connect opinions with reasons and evidence (e.g., *consequently, specifically*).
- Write a conclusion that wraps up the argument.

IV. Language Conventions

A. Command of Language

- Use knowledge of language conventions when reading, writing, speaking, and listening.
- Rework sentences by shortening, combining, and lengthening them to
 - create meaning and interest for readers or listeners
 - engage the interest of readers or listeners
 - create a desired style

- Identify a variety of similarities and differences in how the English language is portrayed in stories, dramas, and poems by examining dialects, accents, and registers (i.e., styles and modes of speaking and other variations).

B. Spelling

- Spell most words correctly or with a highly probable spelling.
- Apply current code knowledge to spelling.
- Spell most grade-level high-frequency words correctly.
- Use dictionaries or glossaries—print and digital—to check and correct spellings about which they are uncertain.

C. Grammar

- Understand the basic rules of English grammar and conventions when writing or speaking.
- Know the following parts of speech and how they are used: conjunctions, interjections, and prepositions.
- Form and use the perfect (e.g., *I had jogged*; *I have jogged*; *I will have jogged*) verb tenses.
- Identify subject and verb in a sentence and understand that they must agree.
- Use verb tenses correctly in a variety of ways, including times, sequences, states, and conditions.
- Identify and correct erroneous tense shifts.
- Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

D. Capitalization and Punctuation

- Understand and apply the basic rules of capitalization and punctuation when writing or speaking.
- Correctly use commas after introductory words (e.g., *After you bake the cake, let it cool before applying the icing* Or, *In 1920, the League of Nations was established.*)
- Correctly use punctuation when separating words in a series, including colons before a list, commas, and semicolons.
- Use underlining, quotation marks, or italics for titles.
- Use a comma to set off the words *yes* and *no* (e.g., *Yes, I would like a glass of water.*), to set off a tag question from the rest of the sentence (e.g., *That can't possibly be true, could it?*), and to indicate direct address (e.g., *What are your thoughts on the matter, Derek?*).

E. Vocabulary

- Apply a variety of strategies to figure out the meaning of words and phrases, such as the following:
 - context clues
 - examples
 - definitions
 - cause-and-effect relationships
 - comparisons
 - synonyms and antonyms
- Use knowledge of Greek and Latin roots and affixes to figure out the meaning of a new word (e.g., *photograph*, *photosynthesis*).
- Use a dictionary or glossary—print or digital—to answer questions about the meanings and usage of unfamiliar words.
- Know how to use a dictionary—print or digital—to pronounce words correctly.
- Use a dictionary to find the precise meaning of words and phrases.
- Make accurate interpretations of similes and metaphors and other types of figurative language based on context.

- Discern nuances in word meanings.
- Understand word relationships, such as synonyms, antonyms, and homographs, and use word relationships to better understand words.
- Recognize and explain the meaning of grade-appropriate idioms, adages, and proverbs.
- Acquire grade-level Tier 3 words and phrases related to specific domains or subject areas.
- Acquire grade-level Tier 2 words and phrases, including words that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

V. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. Expose students to more poetry, old and new, and have students write their own poems. To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be primarily a source of delight. This is also an appropriate grade at which to begin looking at poems in more detail, asking questions about the poet’s use of language, noting the use of devices such as simile, metaphor, alliteration, etc.

A. Poems

- “To the Snake” (Denise Levertov)
- “This Is Just To Say” (William Carlos Williams)
- “Variations On A Theme By William Carlos Williams” (Kenneth Koch)
- “When I Heard the Learn’d Astronomer” (Walt Whitman)
- “The Copper Beech” (Marie Howe)
- “My Father and the Figtree” (Naomi Shihab Nye)
- “Snow Dust” (Robert Frost)
- “#359 A bird came down the walk” (Emily Dickinson)
- “Advice” (Dan Gerber)
- “Travelling” (Simon Ortiz)
- “One Art” (Elizabeth Bishop)
- “Strange Patterns” (Carrie Allen McCray)
- “Isla” (Virgil Suárez)
- “Constantly Risking Absurdity (#15)” (Lawrence Ferlinghetti)
- “The Echoing Green” (William Blake)

B. Terms

- onomatopoeia
- alliteration

Note: See also below, VI. D. Literary Terms: Literal and figurative language

VI. Fiction and Drama

Teachers: In fifth grade, students should be fluent, competent readers of appropriate materials. Regular independent silent reading should continue. Students should read outside of school at least 25 minutes daily.

The titles below constitute a selected core of stories for this grade. Expose students to many more stories, and encourage students to write their own stories. Students should also be exposed to nonfiction prose: biographies, books about science and history, books on art and music, etc.

Some of the works below, such as *Don Quixote* or *A Midsummer Night’s Dream* are available in editions adapted for young readers.

A. Fiction

- Stories
 - episodes from *Don Quixote* (Miguel de Cervantes)
 - *Little Women* (Part First) (Louisa May Alcott)

See also World History Grade 5: The Renaissance, re *Don Quixote*

See also World History Grade 5: Feudal Japan, re “A Tale of the Oki Islands.”

- Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)
- *They Call Me Guero* (David Bowles)
- *The Science of Breakable Things* (Tae Keller)
- Myths and Legends
 - A Tale of the Oki Islands (a legend from Japan, also known as “The Samurai’s Daughter”)
 - Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as “The Legend of Scarface”)
 - Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)

B. Drama

See also World History Grade 5: The Renaissance, re *A Midsummer Night’s Dream*.

See also American History Grade 5: Native American Cultures, re “Morning Star and Scarface” and Native American trickster stories.

- Plays
 - A Midsummer Night’s Dream (William Shakespeare)
- Terms:
 - tragedy and comedy
 - act, scene
 - Globe Theater

C. Literary Terms

- Pen name (pseudonym)
- Literal and figurative language
 - imagery
 - metaphor and simile
 - symbol
 - personification

VII. Speeches

See also American History Grade 5: Civil War; and, Native Americans: Cultures and Conflicts.

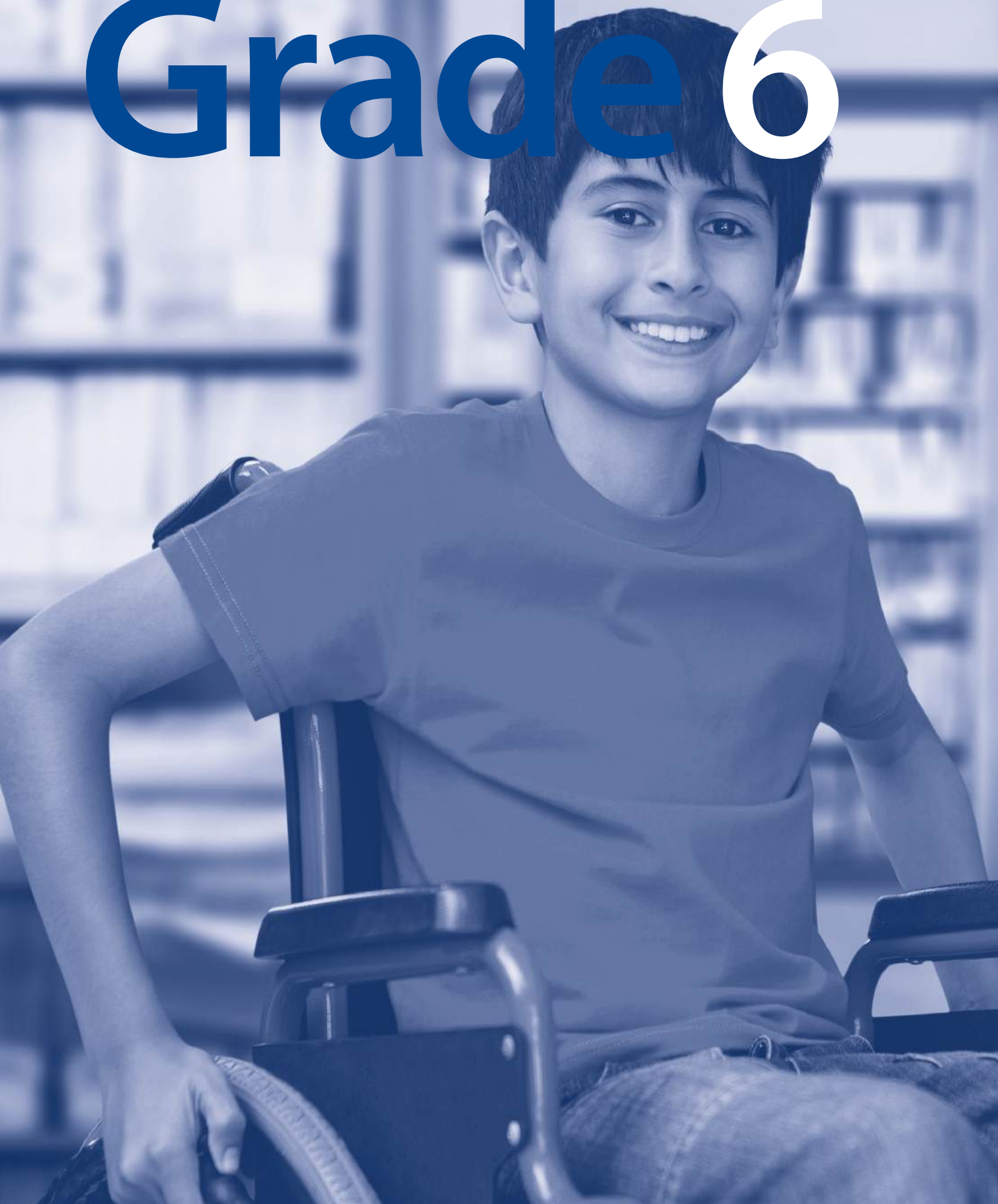
Abraham Lincoln: The Gettysburg Address
Chief Joseph (Highh’moot Tooyalakekt): “I will fight no more forever”

VIII. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

Birthday suit	A miss is as good as a mile.
Bite the hand that feeds you.	It’s never too late to mend.
Chip on your shoulder	Out of the frying pan and into the fire.
Count your blessings.	A penny saved is a penny earned.
Eat crow	Read between the lines.
Eleventh hour	Sit on the fence
Eureka!	Steal his/her thunder
Every cloud has a silver lining.	Take the bull by the horns.
Few and far between	Till the cows come home
Forty winks	Time heals all wounds.
The grass is always greener on the other side (of the hill).	Tom, Dick and Harry
To kill two birds with one stone	Vice versa
Lock, stock and barrel	A watched pot never boils.
Make a mountain out of a molehill	Well begun is half done.
	What will be will be.

Grade 6



Overview of Topics

Grade 6

ENGLISH LANGUAGE ARTS

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
- II. Reading
 - A. Reading Comprehension and Response—All Texts
 - B. Reading Comprehension—Fiction, Drama, Poetry
 - C. Reading Comprehension—Nonfiction and Informational Text
- III. Writing
 - A. Writing to Reflect Audience, Purpose, and Task
 - B. Writing to Analyze and Understand Text
 - C. Conducting Research
 - D. Narrative Writing
 - E. Informative/Explanatory Writing
 - F. Persuasive Writing/Opinion
- IV. Language Conventions
 - A. Command of Language
 - B. Spelling
 - C. Grammar
 - D. Capitalization and Punctuation
 - E. Vocabulary
- V. Poetry
 - A. Poems
 - B. Terms
- VI. Fiction, Nonfiction, and Drama
 - A. Fiction
 - B. Essays and Speeches
 - C. Drama
 - D. Literary Terms
- VII. Sayings and Phrases

HISTORY AND GEOGRAPHY

WORLD HISTORY AND GEOGRAPHY

- I. World Geography
 - A. Spatial Sense
 - B. Great Deserts of the World
- II. Lasting Ideas from Ancient Civilizations
 - A. Ancient Greece
 - B. Ancient Rome
- III. The Enlightenment
- IV. The French Revolution
- V. Romanticism
- VI. Industrialism, Capitalism, and Socialism
 - A. The Industrial Revolution
 - B. Capitalism
 - C. Socialism
- VII. Latin American Independence Movements
 - A. History
 - B. Geography of Latin America

AMERICAN HISTORY AND GEOGRAPHY

- I. Immigration, Industrialization, and Urbanization
 - A. Immigration
 - B. Industrialization and Urbanization
- II. Reform

VISUAL ARTS

- I. Art History: Periods and Schools
 - A. Classical Art: The Art of Ancient Greece and Rome
 - B. Gothic Art and Architecture
 - C. Rococo
 - D. Neoclassical Art and Architecture
 - E. Romantic
 - F. Realism
 - G. Impressionism
 - H. Post-Impressionism
 - I. Architecture in the Age of the Industrial Revolution

MUSIC

- I. Elements of Music
- II. Classical Music: From Baroque to Romantic
 - A. Baroque
 - B. Classical
 - C. Romantic
- III. Songs

MATHEMATICS

- I. Ratios and Proportional Relationships
- II. The Number System
- III. Expressions and Equations
- IV. Geometry
- V. Statistics and Probability

SCIENCE

- I. Light and Matter
 - A. Light and Matters
 - B. Electromagnetic Waves
 - C. Characteristics of Light
- II. Thermal Energy
 - A. Energy
 - B. Thermal Energy
 - C. Thermal Energy and Currents
- III. Weather, Climate, and Water Cycling
 - A. Weather
 - B. Climate
 - C. The Water Cycle
- IV. Plate Tectonics and Rock Cycling
 - A. Layered Structure of the Earth
 - B. Earth Changes Over Time
 - C. Plate Tectonics
 - D. Evidence of Plate Tectonics

- V. Natural Hazards
 - A. Landslides and Floods
 - B. Hazardous Weather Conditions
 - C. Earthquakes and Volcanoes
- VI. Cells and Systems
 - A. Cells
 - B. Cell Division
 - C. Cells, Organs, Organ Systems
- VII. Science Biographies



I. Listening and Speaking

A. Classroom Discussion

- Actively participate in discussions about a variety of Grade 6 topics, ideas, and texts in a variety of settings, including partners, small and large groups, and teacher-led groups.
- Prepare for discussions in advance, including reading about the topic and organizing information for the discussion. Draw on preparations during the discussion.
- Set goals, deadlines, and specific roles appropriate to a discussion; set and follow rules for productive social engagement among peers.
- Ask relevant questions to clarify conversations and ideas and to build upon remarks made by others.
- Use details to elaborate and comment on a topic, text, or issue being discussed; add insight to discussions or move discussions forward.
- Restate the key ideas in a discussion and draw conclusions that show a range of complexities, including understanding multiple perspectives relevant to the topic, text, or issue.
- Interpret information from an array of media formats, such as visual (paintings, pictures, and animations), quantitative (graphs, charts, and diagrams), videos, and recordings.
- Explain how information from media formats reflects, enhances, or is otherwise suitable for the discussion, issue, or topic at hand.
- Explain a speaker's argument, distinguishing the claims, evidence, and reasons speakers give and whether the claims are adequately supported.

B. Presentation of Ideas and Information

- Give a presentation about a topic or text, tell a story, or orally relate a personal experience in a logical and organized manner, including relevant descriptions, details, and facts that support main ideas or themes.
- Orally present a claim-based argument supported by research/findings.
- Speak clearly at an understandable volume and pace; maintain eye contact.
- Enhance presentations by adding relevant multimedia such as displays, images, videos, graphics, music, and recordings.
- Switch between formal and informal English as appropriate to the situation or task; adapt speech to a variety of contexts.
- Show proficiency when using formal English, such as standard pronunciation when giving speeches or speaking to large groups and in formal circumstances, such as a job interview.

II. Reading

A. Reading Comprehension and Response—All Texts

- Independently and proficiently read and comprehend longer works of fiction (stories, plays, and poems) and literary nonfiction written at the high end of Grades 6 through 8.

Grasping Specific Details and Key Ideas

- Draw evidence from texts when explaining them or making inferences.
- Quote or cite accurately from texts when explaining them or making inferences.
- Use details to summarize texts objectively without personal opinions or judgments.
- Identify the central ideas or themes in a text and explain how details help develop big ideas.

Observing Craft and Structure

- Determine the meaning of words and phrases in a text, including
 - Tier 2 academic vocabulary
 - Tier 3 subject-area vocabulary
 - figurative language, such as metaphors and similes
 - connotative meanings
- Consider the impact of word choices on meaning and tone.
- Analyze the structure of a text and how the parts (sentences, stanzas, paragraphs, chapters, scenes, and sections) relate to the whole.
- Analyze how a text’s structure helps build on themes and big ideas.

Integrating Information and Evaluating Evidence

- Compare a written text to an oral, visual, or audio version, focusing on the explicit difference in what is read, seen, or heard.
- Examine the different experiences and perceptions readers, listeners, and viewers might have of written, visual, or audio versions of the same texts.
- Compare and contrast different texts with the same topic, themes, or genre.
- Trace arguments and claims and determine whether the reasoning, evidence, and logic are adequate.
- Synthesize information from multiple sources (e.g., print or digital) and formats (e.g., visual or quantitative) to develop a deep understanding of a topic or issue.

B. Reading Comprehension—Fiction, Drama, Poetry

- Understand how the plots in stories and dramas build episodically or serially.
- Examine how characters respond to circumstances and how they change as a plot unfolds and moves toward its resolution.
- Examine how the basic structures of plays, poems, and fiction, such as scenes, stanzas, and chapters, work together to create an overall cohesive structure.
- Examine how the structure of a literary work helps develop the settings, plot, and themes.
- Explain how authors develop the points of view of narrators or speakers.
- Examine how an author develops the point of view of a speaker (poem) or narrator (fiction) over the course of a literary work.
- Compare and contrast the experience of reading a text versus hearing an audio version or seeing a performance of the same story.
- Compare and contrast how different literary genres, such as poems, historical novels, and fantasies, approach similar topics and themes.

C. Reading Comprehension—Nonfiction and Informational Text

- Locate the central ideas in a text and identify key details that support them.
- Effectively summarize all types of informational texts; differentiate between an objective summary and one’s opinions and judgments.
- Understand and explain in depth how a topic is introduced, illustrated, and elaborated.
- Understand and explain the relationships and interactions between two or more individuals, events, or ideas in a text (e.g., examples and anecdotes).
- Identify and determine the meaning of grade-appropriate Tier 2 and Tier 3 vocabulary words in informational texts, including connotative, figurative, and technical meanings.
- Identify the structure of a text (e.g., sentences, paragraphs, chapters, and text and graphic features) and how the structure helps develop big ideas.
- Identify an author’s point of view and purpose in a text.
- Explain how an author conveys their point of view and purpose in a text.

- Recognize how visual information (illustrations, photographs, maps, and charts) adds to the text, and integrate this information with the written information to gain a deeper understanding.
- Explain how an author supports arguments or claims in a text by giving reasons (opinions) and evidence, such as facts, examples, and expert opinions from reliable sources.
- Distinguish between claims that are supported and those that are not.
- Compare and contrast different authors' approaches to the same subject matter (e.g., a memoir versus a biography).

III. Writing

Teachers: Students should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. In sixth grade, it is appropriate to emphasize revision, with the expectation that students will revise and edit to produce (in some cases) a finished product that is thoughtful, well-organized, and reasonably correct in grammar, mechanics, and spelling.

A. Writing to Reflect Audience, Purpose, and Task

- Write routinely, clearly, and coherently, completing both short-term and long-term assignments focused on a range of different tasks, purposes, and audiences.
- Strengthen existing writing skills (sentences, paragraphs, transitions, introductions, and conclusions) by applying them to longer and genre-specific writing assignments.
- Use the steps of the writing process to develop and strengthen writing: plan, draft, share, evaluate, revise, edit, and publish.
- Use conventional language standards when editing.
- Maintain a consistent style and tone appropriate to the genre of writing and audience.
- Use keyboards, tablets, the Internet, and other technologies to produce and publish writing and collaborate and communicate with others.
- Type a minimum of three pages in a single sitting.

B. Writing to Analyze and Understand Text

- Analyze literature in writing: compare and contrast authors' approaches in literary works across genres (e.g., stories and poems, historical novels, and fantasies).
- Compare and contrast, in writing, themes and topics across genres (e.g., stories and poems, historical novels, and fantasies).
- Use literary elements as evidence for analyzing literature to strengthen reflection and analysis skills.
- Describe an analysis of informational texts in writing:
 - Explain how authors make and support their points or claims with reasons and factual evidence.
 - Explain how specific pieces of evidence support specific claims.
 - Distinguish, in writing, between claims that are supported and those that are not.

C. Conducting Research

- Conduct short research projects focused on answering a specific research question.
- Gather relevant information from several different print and digital sources and use it to support research.
- Adjust the research question as appropriate throughout the information-gathering process.
- Determine the credibility of information gathered from print and digital sources.
- Accurately quote or paraphrase from sources without plagiarizing.
- Cite sources and provide a basic bibliography.

D. Narrative Writing

- Produce narrative pieces that reflect real-life or imagined experiences.
- Introduce a narrator, a situation, and characters, and develop them through dialogue, pacing, and exposition, including actions, thoughts, feelings, and reactions to events in the plot.
- Organize a well-structured logical or natural sequence of plot events following from the situation, using time-order and transitional words, phrases, and clauses to indicate and manage the event order.
- Incorporate shifts in time and multiple settings.
- Include concrete and sensory details to make writing vivid and precise; convey a sense of experiences and/or the sensations that accompany experiences.
- Provide a sense of closure that follows logically or artfully from the situation, character responses, and sequence of events.

E. Informative/Explanatory Writing

- Write reports and other types of informational texts that clearly focus ideas and information.
- Introduce a topic with information organized in related sections or paragraphs and developed with facts, definitions, quotations, examples, and details.
- Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
- Group related information logically and incorporate formatting features, such as headings, graphics, charts, and other multimedia.
- Include visual elements such as photos, drawings, or diagrams to help explain or present ideas or information when appropriate.
- Use transitions to connect ideas and concepts from distinct categories and to clarify relationships.
- Establish and maintain a formal style.
- Use Tier 2 and/or Tier 3 domain-specific vocabulary to explain or elaborate topics.
- Write a conclusion that wraps up ideas in the text.
- Apply informative/explanatory writing skills to writing standard business communication.

F. Persuasive Writing/Opinion

- Write persuasive essays with well-defined theses and arguments that use clear reasons, examples, and evidence to support claims.
- Follow through with an organizational structure that supports the purpose of the text, grouping ideas, reasons, and evidence in a logical way.
- Distinguish evidence from opinion.
- Demonstrate a clear understanding of the topic and argument.
- Use linking words, phrases, and clauses to connect opinions with reasons and evidence.
- Establish and maintain a formal style and reasonable tone.
- Anticipate and answer counterarguments.
- Identify and use credible sources.
- Write a conclusion that effectively and logically wraps up the argument.

IV. Language Conventions**A. Command of Language**

- Use knowledge of language conventions when reading, writing, speaking, and listening.

- Rework sentences by shortening, combining, and lengthening them to
 - create meaning and effect for readers or listeners
 - engage the interest of readers or listeners
 - create a desired style
 - maintain consistency in tone and style

B. Spelling

- Apply known morphology skills (roots, prefixes, suffixes, and spelling changes) to correctly spell words.
- Continue work with spelling, with special attention to commonly misspelled words.

C. Grammar

- Understand the basic rules of English grammar and conventions when writing or speaking.
- Use pronouns correctly, including
 - the proper case (objective, subjective, or possessive)
 - intensive pronouns (e.g., *myself*, *ourselves*)
- Recognize incorrect use of pronouns, including
 - inappropriate shifts (numbers and persons)
 - unclear pronouns with ambiguous antecedents
- Know how to correct erroneous pronouns.
- Understand what a complete sentence is and
 - identify subject and predicate
 - identify independent and dependent clauses
 - correct fragments and run-ons
- Identify different sentence types and write for variety by using
 - simple sentences
 - compound sentences
 - complex sentences
 - compound-complex sentences
- Recognize verbs in active voice and passive voice, and avoid unnecessary use of passive voice.
- Recognize troublesome verbs and how to use them correctly (e.g., *sit/set*; *rise/raise*).
- Correctly use frequently confused words (e.g., *good/well*; *accept/except*; *principle/principal*; *affect/effect*; *who/whom*; *their/there/they're*).
- Recognize incorrect usage of standard English in one's own writing and speaking.
- Recognize incorrect usage of standard English in others' writing and speaking.
- Apply various strategies in conventional language usage to improve expression.

D. Capitalization and Punctuation

- Understand the basic rules of capitalization and punctuation when writing or speaking.
- Correctly use punctuation introduced in earlier grades and learn how to use a semicolon or comma with *and*, *but*, or *or* to separate the sentences that form a compound sentence.
- Correctly use commas, parentheses, and dashes to set off nonrestrictive phrases.

E. Vocabulary

- Apply a variety of strategies to figure out the meaning of Grade 6 words and phrases, such as the following:
 - context clues
 - examples
 - definitions

- cause-and-effect relationships
- comparisons
- synonyms and antonyms
- Use the overall meaning of a sentence as a clue to the meaning of words within a sentence.
- Figure out the meaning of words based on the word’s position and function within a sentence, such as part of speech, subject, predicate, object, etc.
- Use a dictionary, thesaurus, or glossary—print or digital—to answer questions about the meanings and usage of unfamiliar words.
- Know how to use a dictionary—print or digital—to pronounce words correctly and determine a word’s part of speech.
- Use a dictionary to find the precise meaning of words and phrases.
- Check hunches about the meaning of words by using inferences based on context or a dictionary.
- Make accurate interpretations of similes and metaphors and other types of figurative language, such as personification, based on context.
- Interpret figures of speech based on context.
- Discern nuances in word meanings.
- Use word relationships such as cause/effect, part/whole, and item/category to better understand the meaning of known and unknown words.
- Distinguish connotations, or shades of meaning, among words with similar denotations (e.g., *cranky*, *grumpy*, *grouchy*, and *mean*).
- Acquire grade-level Tier 2 general academic and Tier 3 domain-specific words and phrases and use them with accuracy.
- Use knowledge of Greek and Latin roots and affixes to figure out the meaning of a new word, such as

Note: More Latin and Greek words and roots are listed in Grades 7 and 8. In the listings here, L = Latin, G = Greek. No single form of the Latin or Greek words is consistently used here, but rather the form that is most similar to related English words.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
<i>annus</i> [L]	year	annual, anniversary
<i>ante</i> [L]	before	antebellum, antecedent
<i>aqua</i> [L]	water	aquarium
<i>astron</i> [G]	star	astronaut, astronomy
<i>bi</i> [L]	two	bisect, bipartisan
<i>bios</i> [G]	life	biology, biography
<i>centum</i> [L]	hundred	cent, percent
<i>decem</i> [L]	ten	decade, decimal
<i>dico, dictum</i> [L]	say, thing said	dictation, dictionary
<i>duo</i> [G, L]	two	duplicate
<i>ge</i> [G]	earth	geology, geography
<i>hydor</i> [G]	water	hydrant, hydroelectric
<i>magnus</i> [L]	large, great	magnificent, magnify
<i>mega</i> [G]	large, great	megaphone, megalomania
<i>mikros</i> [G]	small	microscope, microfilm
<i>minus</i> [L]	smaller	diminish, minor
<i>monos</i> [G]	single	monologue, monarch, monopoly
<i>omnis</i> [L]	all	omnipotent, omniscient
<i>phileo</i> [G]	to love	philosophy, philanthropist
<i>phone</i> [G]	sound, voice	phonograph, telephone
<i>photo</i> [from G <i>phos</i>]	light	photograph, photocopy
<i>poly</i> [G]	many	polygon



<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
<i>post</i> [L]	after	posthumous, posterity
<i>pre</i> [L]	before	predict, prepare
<i>primus</i> [L]	first	primary, primitive
<i>protos</i> [G]	first	prototype, protozoa
<i>psyche</i> [G]	soul, mind	psychology
<i>quartus</i> [L]	fourth	quadrant, quarter
<i>tele</i> [G]	at a distance	telephone, television, telepathy
<i>thermos</i> [G]	heat	thermometer, thermostat
<i>tri</i> [G, L]	three	trilogy, triangle
<i>unus</i> [L]	one	unanimous, unilateral
<i>video, visum</i> [L]	see, seen	evident, visual

V. Poetry

A. Poems

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight, and, upon occasion, the subject of close attention. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

"All the world's a stage" [from *As You Like It*] (William Shakespeare)

"Apostrophe to the Ocean" [from *Childe Harold's Pilgrimage*, Canto 4, Nos. 178-184] (George Gordon Byron)

"I Wandered Lonely as a Cloud" (William Wordsworth)

"If" (Rudyard Kipling)

"Mother to Son" (Langston Hughes)

"Lift Ev'ry Voice and Sing" (James Weldon Johnson)

"A narrow fellow in the grass" (Emily Dickinson)

"A Psalm of Life" (Henry Wadsworth Longfellow)

"The Raven" (Edgar Allan Poe)

"A Song of Greatness" (a Chippewa song, trans. Mary Austin)

"Stopping by Woods on a Snowy Evening" (Robert Frost)

"Sympathy" (Paul Laurence Dunbar)

"There is no frigate like a book" (Emily Dickinson)

"The Walloping Window-blind" (Charles E. Carryl)

"Woman Work" (Maya Angelou)

B. Terms

- meter
- iamb
- couplet
- rhyme scheme
- free verse

See also World History Grade 6: Romanticism, re "Apostrophe to the Ocean" and "I Wandered Lonely as a Cloud."

Note: Due to the amount of content presented, you may need to select poems/stories/essays/etc., rather than attempt to teach everything.

VI. Fiction, Nonfiction, and Drama

Teachers: *The Iliad*, *The Odyssey*, and *Julius Caesar* are available in editions adapted for young readers.

See also World History
Grade 6: Ancient
Greece, re *The Iliad* and
The Odyssey

See also World History
Grade 6: Ancient Rome,
re Julius Caesar.

See also World History
Grade 6: Ancient
Greece and Rome.
Students who are not
familiar with classical
myths specified in
Grades 2 and 3 of
the *Core Knowledge
Sequence* should read
those selections as well.

A. Fiction

- Stories
 - *The Iliad* and *The Odyssey* (Homer)
 - *Flying Lessons and Other Stories* (edited by Ellen Oh)
 - *Calling All Minds: How to Think and Create Like an Inventor* (Temple Grandin)
 - *90 Miles to Havana* (Enrique Flores-Galbis)
- Classical Mythology
 - “Apollo and Daphne”
 - “Orpheus and Eurydice”
 - “Narcissus and Echo”
 - “Pygmalion and Galatea”

B. Essays and Speeches

- *How the Other Half Lives* by Jacob Riis (1890)
- *The Jungle* by Upton Sinclair (1906)
- *The History of the Standard Oil Company* by Ida M. Tarbell (1904)
- *Twenty Years at Hull-House* by Jane Addams (1910)
- *The School Days of an Indian Girl* by Zitkala-Ša (1900)
- *Lynch Law in America* by Ida B. Wells (1900)
- *Up from Slavery* by Booker T. Washington (1895)
- The Atlanta Exposition Address (1895)
- *The Souls of Black Folk* by W. E. B. Du Bois (1903)
- “Let Woman Choose Her Own Vocation”: Speech by Maggie Lena Walker (1912)
- The Declaration of Sentiments (1848)
- Sojourner Truth’s Speech at the Women Rights Convention (1851)
- “Is It a Crime for a U.S. Citizen to Vote?”—Speech by Susan B. Anthony (1873)
- Speech to the House Judiciary Committee by Mary Ann Shadd Cary (1874)
- Speech at the Eleventh National Women’s Rights Convention by Frances Ellen Watkins Harper (1886)
- “Debemos trabajar” (“We Must Work”) by Jovita Idár (1911)
- “The Meaning of Woman Suffrage” by Mabel Ping-Hua Lee (1914)
- “An Appeal to Colored Women to Vote and Do Their Duty in Politics”—Speech by Mary Church Terrell (1921)

C. Drama

Julius Caesar (William Shakespeare)

D. Literary Terms

- Epic
- Literal and figurative language (review from Grade 5) imagery metaphor and simile symbol personification

VII. Sayings and Phrases

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many students, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

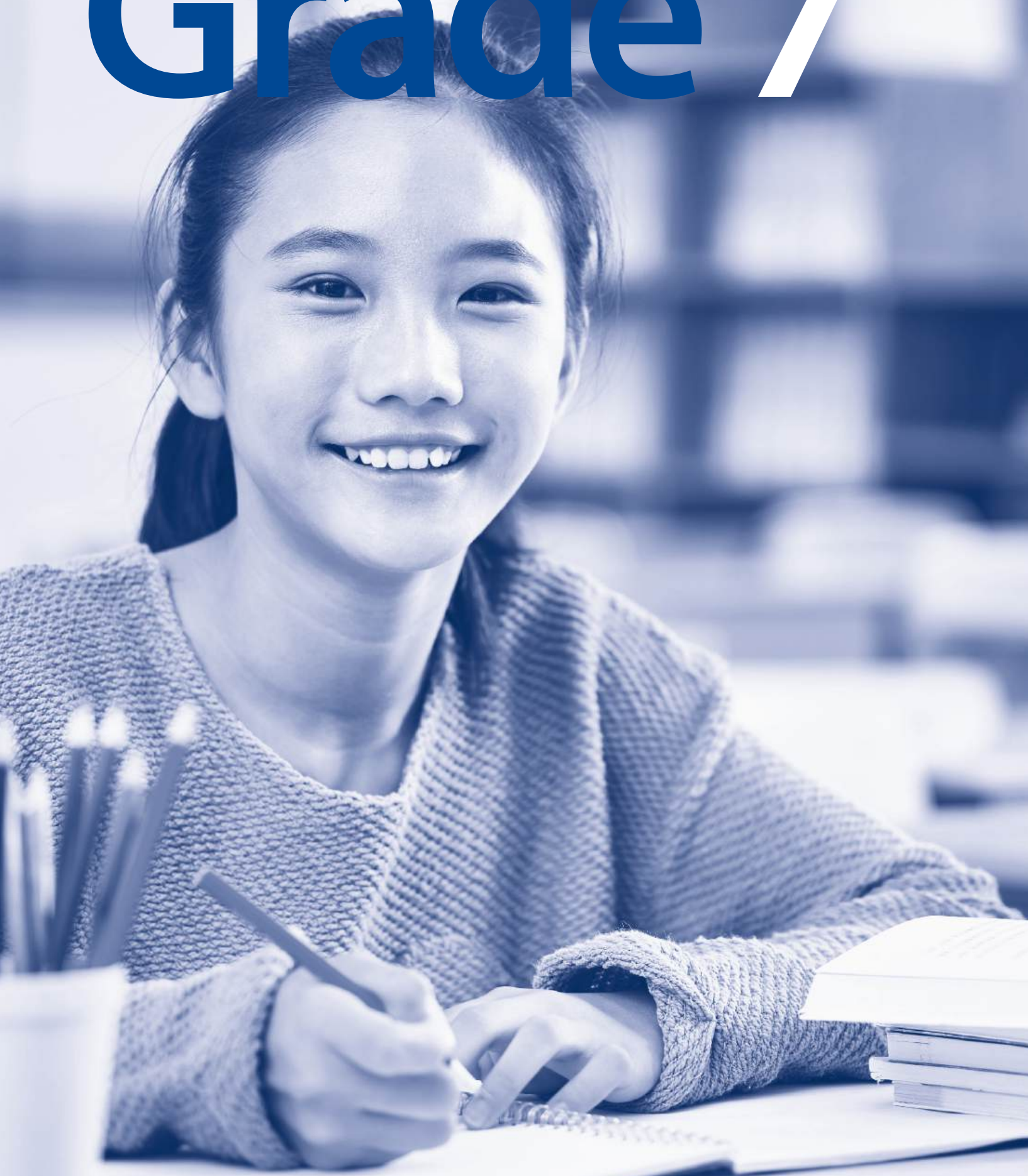
All for one and one for all.

All’s well that ends well.

Bee in your bonnet

The best-laid plans of mice and men oft go awry.
A bird in the hand is worth two in the bush.
Bite the dust
Catch-as-catch-can
Don't cut off your nose to spite your face.
Don't lock the stable door after the horse is stolen.
Don't look a gift horse in the mouth.
Eat humble pie
A fool and his money are soon parted.
A friend in need is a friend indeed.
Give the devil his due.
Good fences make good neighbors.
He who hesitates is lost.
He who laughs last laughs best.
Hitch your wagon to a star.
If wishes were horses, beggars would ride.
The leopard doesn't change his spots.
Little strokes fell great oaks.
Money is the root of all evil
Necessity is the mother of invention.
It's never over till it's over.
Nose out of joint
Nothing will come of nothing.
Once bitten, twice shy.
On tenterhooks
Pot calling the kettle black
Procrastination is the thief of time.
The proof of the pudding is in the eating.
RIP
The road to hell is paved with good intentions.
Rome wasn't built in a day.
Rule of thumb
A stitch in time saves nine.
Strike while the iron is hot.
Tempest in a teapot Tenderfoot
There's more than one way to skin a cat.
Touché!
Truth is stranger than fiction

Grade 7



Overview of Topics

Grade 7

ENGLISH LANGUAGE ARTS

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
- II. Reading
 - A. Reading Comprehension and Response—All Texts
 - B. Reading Comprehension—Fiction, Drama, Poetry
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 - F. Persuasive Writing/Opinion
- IV. Language Conventions
 - A. Command of Language
 - B. Spelling
 - C. Grammar
 - D. Capitalization and Punctuation
 - E. Vocabulary
- V. Poetry
 - A. Poems
 - B. Elements of Poetry
- VI. Fiction, Nonfiction, and Drama
 - A. Short Stories
 - B. Novels / Novellas
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- VII. Foreign Phrases Commonly Used in English

HISTORY AND GEOGRAPHY

A SURVEY OF AMERICAN HISTORY

- I. Early Americans and First Europeans
 - A. How People Came to America
 - B. Indigenous Societies in Central and South America
 - C. Indigenous Societies in North America
- II. European Exploration and Colonization of the Americas
 - A. The Vikings
 - B. Quest For Spices
 - C. Early Spanish Exploration and Settlement
 - D. Search for the Northwest Passage
- III. European (English) Colonization of North America (1500–1750)
 - A. Beginnings of English Colonization in North America
 - B. Southern Colonies
 - C. New England Colonies
 - D. Middle Colonies

- IV. The Revolutionary War (1750–1783)
 - A. Background: The French and Indian War
 - B. Causes and Provocations
 - C. The Revolution
- V. Creating a Constitution for the United States (1783–Present)
 - A. Main Ideas Behind the Declaration of Independence
 - B. Making a New Government: From the Declaration to the Constitution
- VI. The New Republic and the War of 1812 (1789–1820s)
 - A. Early Presidents and Politics
 - B. The War of 1812
- VII. Westward Expansion Before the Civil War (1820s–1860)
 - A. Exploration of the Western Frontier
 - B. Pioneers Move West
 - C. Native American Resistance
 - D. Conflict with Mexico
- VIII. The Civil War and Reconstruction (1820–1877)
 - A. Toward the Civil War
 - B. The Civil War
 - C. Reconstruction
- IX. Westward Expansion After the Civil War (1860s–1877)
 - A. Increased Movement West
 - B. Impact on Indigenous People
- X. Immigration, Industrialization, and Urbanization (1865–1914)
 - A. Immigration
 - B. Industrialization and Urbanization
- XI. Social Movements and Reforms (1865–1920)
- XII. World War I (1914–1919)
 - A. America Becomes a World Power
 - B. World War I: “The Great War,” 1914–1918
 - C. First World War in Russia and Revolution
- XIII. The Twenties and the Great Depression (1919–1939)
 - A. The Twenties
 - B. The Great Depression
 - C. The New Deal
- XIV. World War II (1935–1945)
 - A. Origins of the Second World War
 - B. Onset of World War II in Europe
 - C. The United States in the Early Years of the War
 - D. The United States Enters the War
 - E. Immediate Aftermath
- XV. Postwar America and the Cold War, Vietnam, and the Age of Civil Rights (1945–1975)
 - A. Origins of the Cold War
 - B. The Korean War
 - C. America in the Cold War
 - D. The Vietnam War
 - E. The Civil Rights Movement During the Cold War

- F. The United States at Home and on the World Stage (1975–2000)
 - G. Social and Technological Change
 - H. The Rise of Social and Environmental Activism
 - I. Presidents and Politics
- XVII. The Challenges Ahead and Powerful Voices (2001–Present)
- A. American Society in the Early Twenty-First Century
 - B. Presidents and Politics
- V. Ecosystem Dynamics
 - A. Ecosystems
 - B. Changes in Ecosystems
 - VI. Earth’s Resources and Human Impact
 - A. Natural Resources
 - B. Environmental Protection
 - VII. Science Biographies

VISUAL ARTS

- I. Art History: Periods and Schools
 - A. Fauvism/Expressionism
 - B. Cubism
 - C. Surrealism
 - D. Abstract Expressionism
 - E. Other Developers of Abstraction
- II. Organic Architecture

MUSIC

- I. Elements of Music
- II. Classical Music: Romantic and Patriotic
 - A. Romantic Composers and Works
 - B. Music and National Identity
- III. American Musical Traditions

MATHEMATICS

- I. Ratios and Proportional Relationships
- II. The Number System
- III. Expressions and Equations
- IV. Geometry
- V. Statistics and Probability

SCIENCE

- I. Chemical Reactions and Matter
 - A. Matter in Chemical Reactions
 - B. Atoms, Elements, and Compounds
 - C. Chemical Bonds
- II. Chemical Reactions and Energy
 - A. Chemical Reactions and Energy
 - B. Using Energy in Chemical Reactions
- III. Metabolic Reactions
 - A. Humans and Food
 - B. Energy for Life
 - C. Cellular Respiration
- IV. Matter Cycling and Photosynthesis
 - A. Cycles in Nature
 - B. Photosynthesis
 - C. Matter and Energy in Ecosystems



I. Listening and Speaking

A. Classroom Discussion

- Actively participate in discussions about a variety of Grade 7 topics, ideas, and texts in a variety of settings, including partners, small and large groups, and teacher-led groups.
- Prepare for discussions in advance, including researching the topic and organizing information for the discussion. Draw on preparations during the discussion to analyze ideas and explore the topic further.
- Manage goals and deadlines, and define specific roles appropriate to a discussion; follow rules for productive social engagement among peers.
- Ask relevant questions to clarify conversations and ideas and to build upon remarks made by others.
- Use details to elaborate and comment on a topic, text, or issue being discussed; add insight to discussions or move discussions forward.
- Demonstrate a willingness to change one's own point of view when presented with new information during a discussion.
- Interpret information from an array of media formats, such as visual (paintings, pictures, and animations), quantitative (graphs, charts, and diagrams), videos, and recordings.
- Explain how information from media formats reflects, enhances, or is otherwise suitable to the discussion, issue, or topic at hand.
- Find and analyze the main ideas and details in information from multimedia formats.
- Explain a speaker's argument, distinguishing the claims, evidence, and reasons speakers give and whether the claims are adequately supported.
- Evaluate the overall quality of the reasoning used in an argument and the relevancy of the evidence provided.

B. Presentation of Ideas and Information

- Give a presentation about a topic or text, tell a story, or orally relate a personal experience in a logical and organized manner, including relevant descriptions, details, and facts that support main ideas or themes.
- Orally present a claim-based argument that is supported by research and demonstrates a focused emphasis on the essential points.
- Speak clearly at an understandable volume and pace; maintain eye contact.
- Enhance presentations by adding relevant multimedia such as displays, images, videos, graphics, music, and recordings.
- Switch between formal and informal English as appropriate to the situation or task; adapt speech to a variety of contexts.
- Show proficiency when using formal English, such as standard pronunciation when giving speeches or speaking to large groups and in formal circumstances, such as a job interview.

II. Reading

A. Reading Comprehension and Response—All Texts

- Independently and proficiently read and comprehend longer works of fiction (stories, plays, and poems) and literary nonfiction written at the high end of grades 6 through 8.

Grasping Specific Details and Key Ideas

- Draw multiple pieces of evidence from texts when explaining them or making inferences.
- Quote or cite accurately from texts when explaining them or making inferences.
- Identify the central ideas or themes in a text and explain how they develop.
- Summarize texts objectively.

Observing Craft and Structure

- Determine the meaning of words and phrases in a literary or nonfiction text, including Tier 2 academic vocabulary and Tier 3 subject-area vocabulary.
- Consider the impact of word choices on meaning and tone.
- Analyze the structure of a text and how the larger sections relate to the whole.
- Analyze how a text’s structure helps build on themes and big ideas.

Integrating Information and Evaluating Evidence

- Compare and contrast a text to several audio, video, or multimedia versions of it, focusing on how the medium affects its impact.
- Trace arguments and claims and determine whether the reasoning, evidence, and logic are adequate.
- Analyze what different authors emphasize about the same topic/s and how they present information to create emphasis.

B. Reading Comprehension—Fiction, Drama, Poetry

- Analyze how literary elements in stories and dramas interact (e.g., how setting affects the characters and plot).
- Analyze the impact of sound devices, such as alliteration, assonance, repetition, rhyme, and rhythm in poems, stories, and plays in specific stanzas, sections, and scenes.
- Analyze figurative language, such as metaphors and similes, to determine meaning.
- Determine connotative meanings of words in literary text.
- Examine how the structures of plays and poems develop deeper meaning and themes.
- Explain how authors develop the points of view of narrators, speakers, and characters.
- Examine how authors contrast the points of view of narrators, speakers, and characters.
- Compare a written text to an oral, visual, audio, or multimedia version, focusing on the techniques used, such as lighting, sound, camera angles, and use of color.
- Examine historical and fictional accounts of the same events, people, places, periods, and ideas to develop a deep understanding of how authors utilize history in their works and shape history by dramatizing it.

C. Reading Comprehension—Nonfiction and Informational Text I

- Effectively summarize all types of informational texts.
- Understand and explain the relationships and interactions between two or more individuals, events, or ideas in a text and how they influence each other.
- Identify the structure of a text and how it helps develop big ideas.
- Identify an author’s point of view and purpose in a text.
- Explain how an author distinguishes their own point of view from that of others in a text.
- Analyze a medium’s impact on words by comparing and contrasting an informational text (e.g., a speech) to audio, visual, or multimedia portrayals of the same text (e.g., how the delivery of an address brings the words to life/adds emphasis).
- Explain how an author supports arguments in a text by giving reasons (opinions) and evidence, such as facts, examples, and expert opinions from reliable sources.
- Distinguish between claims that are supported and those that are not.

- Examine the overall soundness of the reasoning in an argument and the quality of the evidence supporting it.
- Compare and contrast different authors' approaches to the same subject matter, such as
 - their different interpretations
 - the different techniques they use to create emphasis
 - what evidence they include
 - how they present evidence to reach their conclusions

III. Writing

Teachers: Students should be given opportunities to compose narratives, persuasive essays, and expository writing. Students should examine their work with attention to unity, coherence, and emphasis. Narratives should present a logical sequence of events, and include concrete details. Persuasive pieces should incorporate credible sources and consider counter arguments. Expository essays should have a main point and stick to it, and have a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence and examples, and have transitions between them. Essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. Standards for writing apply across the disciplines.

A. Writing to Reflect Audience, Purpose, and Task

- Write routinely, clearly, and coherently, completing both short-term and long-term assignments focused on a range of different tasks, purposes, and audiences.
- Strengthen existing writing skills (sentences, paragraphs, transitions, introductions, and conclusions) by applying them to longer and genre-specific writing assignments.
- Use the steps of the writing process to develop and strengthen writing: plan, draft, share, evaluate, revise, edit, and publish.
- Use conventional language standards when editing.
- Maintain a consistent style and tone appropriate to the genre of writing and audience.
- Use keyboards, tablets, the Internet, and other technologies to produce and publish writing and collaborate and communicate with others.
- Use the Internet to research and cite sources.

B. Writing to Analyze and Understand Text

- Analyze literature in writing: compare and contrast real events, people, places, ideas, and periods from history with historical fiction and plays.
- Discuss and analyze, in writing, how authors utilize history in their works and shape history by dramatizing it.
- Use literary elements as evidence for analyzing literature to strengthen reflection and analysis skills.
- Analyze informational texts in writing:
 - Explain how authors make and support their points or claims with reasons and factual evidence.
 - Explain how specific pieces of evidence support specific claims.
 - Discuss, in writing, whether the reasoning and evidence in an argument are valid and adequate.
- Use details and facts as evidence for analyzing informational texts to strengthen research and analysis skills.

C. Conducting Research

- Conduct short research projects focused on answering a specific research question.
- Gather relevant information from several different print and digital sources and use it to support research.
- Adjust the research question as appropriate throughout the information-gathering process.

- Use the information-gathering process to pose related questions and explore additional topics requiring further research.
- Determine the credibility of information gathered from print and digital sources.
- Accurately quote or paraphrase from sources without plagiarizing.
- Practice honing keywords and key phrases to produce more effective online searches.
- Cite sources and provide a basic bibliography.

D. Narrative Writing

- Produce narrative pieces that reflect real-life or imagined experiences.
- Introduce a narrator, a situation, and characters, and develop them through dialogue, pacing, and exposition, including actions, thoughts, feelings, and reactions to events in the plot.
- Organize a well-structured logical or natural sequence of plot events following from the situation, using time-order and transitional words, phrases, and clauses to indicate and manage the event order.
- Incorporate shifts in time and multiple settings.
- Include concrete and sensory details to make writing vivid and precise; convey a sense of experiences and/or the sensations that accompany experiences.
- Provide a sense of closure that follows logically or artfully from the situation, character responses, and sequence of events.

E. Informative/Explanatory Writing

- Write reports and other types of informational texts that clearly focus ideas and information.
- Introduce a topic with information organized in related sections or paragraphs and developed with facts, definitions, quotations, examples, and details.
- Organize ideas, concepts, and information using text structures such as definition, classification, comparison/contrast, and cause/effect.
- Group related information logically and incorporate formatting features, such as headings, graphics, charts, and other multimedia.
- Include visual elements such as photos, drawings, or diagrams to help explain or present ideas or information when appropriate.
- Use transitions to connect ideas and concepts from distinct categories and to clarify relationships; use transitions to create an overall sense of cohesion.
- Establish and maintain a formal style.
- Use Tier 2 and/or Tier 3 domain-specific vocabulary to explain or elaborate topics.
- Write a conclusion that wraps up ideas in the text.

F. Persuasive Writing/Opinion

- Write persuasive essays with well-defined theses and arguments that use clear reasons, examples, and relevant evidence to support claims.
- Follow through with an organizational structure that supports the purpose of the text, grouping ideas, reasons, and evidence in a logical way.
- Distinguish evidence from opinion.
- Demonstrate a clear understanding of the topic and argument.
- Use linking words, phrases, and clauses to connect opinions with reasons and evidence and create an overall sense of cohesion.
- Demonstrate the use of logical reasoning to support claims throughout the essay.
- Establish and maintain a formal style and reasonable tone.
- Anticipate and answer counterarguments.
- Identify and use accurate, credible sources.
- Write a conclusion that effectively and logically wraps up the argument.

IV. Language Conventions

A. Command of Language

- Use knowledge of language conventions when reading, writing, speaking, and listening.
- Rework sentences by shortening and combining them to
 - express ideas with precision.
 - identify wordiness and correct it.
 - avoid or correct redundancies in word choices and ideas.

B. Spelling

- Apply known spelling strategies when writing.
- Apply known morphology skills (roots, prefixes, suffixes, and spelling changes) to correctly spell words.
- Continue work with spelling, with special attention to commonly misspelled words.

C. Grammar

Teachers: Students should have a working understanding of the following terms and be able to use them to discuss and analyze writing.

- Understand the basic rules of English grammar and conventions when writing or speaking.
- Know types of phrases and clauses and
 - explain their function in general.
 - explain their function in specific sentences.
- Identify sentence types:
 - simple
 - compound
 - complex
 - compound-complex
- Effectively use a variety of different sentence types to communicate relationships between ideas.
- Know how to use different types of clauses effectively within a sentence.
- Identify and correct dangling/misplaced modifiers.

D. Capitalization and Punctuation

- Understand the basic rules of capitalization and punctuation when writing or speaking.
- Correctly use commas when using coordinate adjectives (e.g., *The dry, stale bread was difficult to chew* but not *The crumbling cellar door from the original house had to be replaced*).

E. Vocabulary

- Apply a variety of strategies, such as the following, to figure out the meaning of Grade 7 words and phrases:
 - context clues
 - examples
 - definitions
 - cause-and-effect relationships
 - comparisons
- Use the overall meaning of a sentence as a clue to the meaning of words within a sentence.
- Figure out the meaning of words based on the word's position and function within a sentence, such as part of speech, subject, predicate, object, etc.
- Use a dictionary, thesaurus, or glossary—print or digital—to answer questions about the meanings and usage of unfamiliar words.

- Know how to use a dictionary—print or digital—to pronounce words correctly and determine a word’s part of speech.
- Use a dictionary to find the precise meaning of words and phrases.
- Infer the meaning of words by using context, and then confirm the meaning in a dictionary.
- Make accurate interpretations of similes and metaphors and other types of figurative language, such as personification, based on context.
- Interpret figures of speech based on context, especially literary, mythological, and biblical allusions.
- Discern nuances in word meanings.
- Recognize and use word relationships (synonym/antonym, analogies) to better understand words.
- Distinguish connotations, or shades of meaning, among words with similar denotations (e.g., *picky*, *fickle*, *discerning*, *sophisticated*, *fastidious*, *persnickety*).
- Acquire grade-level Tier 2 general academic and Tier 3 domain-specific words and phrases and use them with accuracy.
- Use knowledge of Greek and Latin roots and affixes to figure out the meaning of a new word, such as

Note: More Latin and Greek words and roots are listed in Grades 6 and 8. In the listings here, L = Latin, G = Greek. No single form of the Latin or Greek words is consistently used here, but rather the form that is most similar to related English words.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
<i>ab</i> [L]	away from	abnormal, absent
<i>ad</i> [L]	to, forward	advocate, advance
<i>amo</i> [L]	love	amiable, amorous
<i>audio</i> [L]	hear	audience, inaudible
<i>auto</i> [G]	self	automobile, autocrat
<i>bene</i> [L]	good/well	beneficial, benefit
<i>circum</i> [L]	around	circulate, circumference
<i>celer</i> [L]	swift	accelerate
<i>chronos</i> [G]	time	chronological
<i>cresco</i> [L]	grow	increase, decrease
<i>cum</i> [L]	with	compose, accommodate
<i>curro</i> [L]	run	current, cursive, course
<i>demos</i> [G]	people	democracy, epidemic
<i>erro</i> [L]	wander, stray	error, erratic
<i>ex</i> [L]	from, out of	exclaim, exhaust
<i>extra</i> [L]	outside	extravagant, extraordinary
<i>facio</i> [L]	make	effect, affect
<i>fero</i> [L]	bring, bear	confer, defer
<i>fragilis</i> [L]	breakable	fragile, fragment
<i>finis</i> [L]	end	confine, finality
<i>homos</i> [G]	same	homogenous
<i>hyper</i> [G]	over, beyond	hypertension, hyperactive
<i>hypo</i> [G]	under, beneath	hypodermic, hypothesis
<i>jacio</i> [L]	throw	eject, interject
<i>judex</i> [L]	a judge	judge, prejudice
<i>juro</i> [L]	swear	jury, perjury
<i>makros</i> [G]	long	macrocosm
<i>malus</i> [L]	bad	malady, malice
<i>manus</i> [L]	hand	manufacture, manuscript
<i>morphe</i> [G]	form	metamorphosis, amorphous

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
<i>neos</i> [G]	new	neophyte
<i>pan</i> [G]	all	panorama, panacea
<i>pedis</i> [L]	foot	pedal, biped
<i>polis</i> [G]	city	metropolis
<i>pro</i> [L]	before, for	proceed, propose, prodigy
<i>pseudos</i> [G]	a lie	pseudonym
<i>re</i> [L]	back, again	react, reply, revise
<i>scribo</i> [L]	write	scribble, inscribe
<i>sentio</i> [L]	feel (with senses)	sensation, sensual, sentry
<i>sequor</i> [L]	follow	subsequent, sequel
<i>solvo</i> [L]	loosen	solution, dissolve, solvent
<i>specto</i> [L]	look at	inspect, speculate, perspective
<i>strictus</i> [L]	drawn tight	strict, constricted
<i>sub</i> [L]	under	subdue, subject, subtract
<i>super</i> [L]	above	superficial, superlative, supreme
<i>syn</i> [G]	together	synchronize, synthesis
<i>tendo</i> [L]	stretch	tension, intense, detention
<i>teneo</i> [L]	hold, keep	contain, content, maintain
<i>trans</i> [L]	across	transfer, transcontinental
<i>valeo</i> [L]	be strong	prevail, valiant
<i>venio</i> [L]	come	event, advent
<i>voco</i> [L]	call	vocal, voice, vociferous
<i>volvo</i> [L]	revolve	evolve, revolution
<i>zoon, zoe</i> [G]	animal, life	zoology, protozoa

II. Poetry

Teachers: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet’s use of language.

Note: Due to the amount of content presented, you may need select poems/stories/essays/etc., rather than attempt to teach everything.

See also History Grade 7: World War I, re Wilfred Owen; and, America in the Twenties, Harlem Renaissance, re Langston Hughes and Countee Cullen.

A. Poems

- “Annabel Lee” (Edgar Allan Poe)
- “Because I could not stop for Death” (Emily Dickinson)
- “The Charge of the Light Brigade” (Alfred Lord Tennyson)
- “The Chimney Sweeper” (both versions from *The Songs of Innocence* and *The Songs of Experience*; William Blake)
- “The Cremation of Sam McGee” (Robert Service)
- “Dulce et Decorum Est” (Wilfred Owen)
- “Fire and Ice,” “Nothing Gold Can Stay” (Robert Frost)
- “Macavity: The Mystery Cat” (T.S. Eliot)
- “My Heart Soars” (Chief Dan George)
- “This Is Just to Say,” “The Red Wheelbarrow” (William Carlos Williams)
- “Turtle Came to See Me” (Marguerita Engle)
- “Xiuhtezcatl Martinex” (George Ella Lyon)

B. Elements of Poetry

- Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration
- Stanzas and refrains

- Forms
 - ballad
 - sonnet
 - lyric
 - narrative
 - limerick
 - haiku
- Types of rhyme: end, internal, slant, eye

VI. Fiction, Nonfiction, and Drama

A. Short Stories

"Affrilachian Tales: Folktales from the African-American Appalachian Tradition" (retold by Lyn Ford)

"The Gift of the Magi" (O. Henry)

The Genius of the Harlem Renaissance, Volume 1 (includes poems, essays, drama, etc., as well.)

"The Necklace" (Guy de Maupassant)

"The Tell-Tale Heart"; "The Purloined Letter" (Edgar Allan Poe)

B. Novels / Novellas

Hello Universe (Erin Entrada Kelly)

Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson)

The Time Machine (H.G. Wells)

Code Talker: A Novel About the Navajo Marines of WWII (Joseph Bruhac)

C. Elements of Fiction

- Review aspects of plot and setting
- Theme
- Point of view in narration
 - omniscient narrator
 - unreliable narrator
 - third person limited
 - first person
- Conflict: external and internal
- Suspense and climax

D. Essays and Speeches

"Shooting an Elephant" (George Orwell)

"Declaration of War on Japan" (Franklin D. Roosevelt)

"Blood Sweat and Tears" (Winston Churchill)

"Every Man a King" (Huey Long)

"European Unity" (George C. Marshall)

"The Four Freedoms" (Franklin D. Roosevelt)

"The Fourteen Points" (Woodrow Wilson)

E. Autobiography

Anne Frank's Tales from the Secret Annex

Benjamin Franklin (from "The Autobiography")

Helen Keller (from "The Story of My Life")

See also History Grade 7:
World War II, re
Roosevelt's "Declaration
of War" and Anne
Frank's *Diary of a
Young Girl*.

F. Drama

- *The Tempest* (William Shakespeare)
- Elements of drama
 - Tragedy and comedy (review)
 - Aspects of conflict, suspense, and characterization
 - Soliloquies and asides

G. Literary Terms

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole; oxymoron; parody

VII. Foreign Phrases Commonly Used in English

Teachers: Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.

ad hoc - concerned with a particular purpose; improvised [literally, "to the thing"]

bona fides - good faith; sincere, involving no deceit or fraud

carpe diem - seize the day, enjoy the present

caveat emptor - let the buyer beware, buy at your own risk

de facto - in reality, actually existing

in extremis - in extreme circumstances, especially at the point of death

in medias res - in the midst of things

in toto - altogether, entirely

modus operandi - a method of procedure

modus vivendi - a way of living, getting along

persona non grata - an unacceptable or unwelcome person

prima facie - at first view, apparently; self-evident

pro bono publico - for the public good

pro forma - for the sake of form, carried out as a matter of formality

quid pro quo - something given or received in exchange for something else

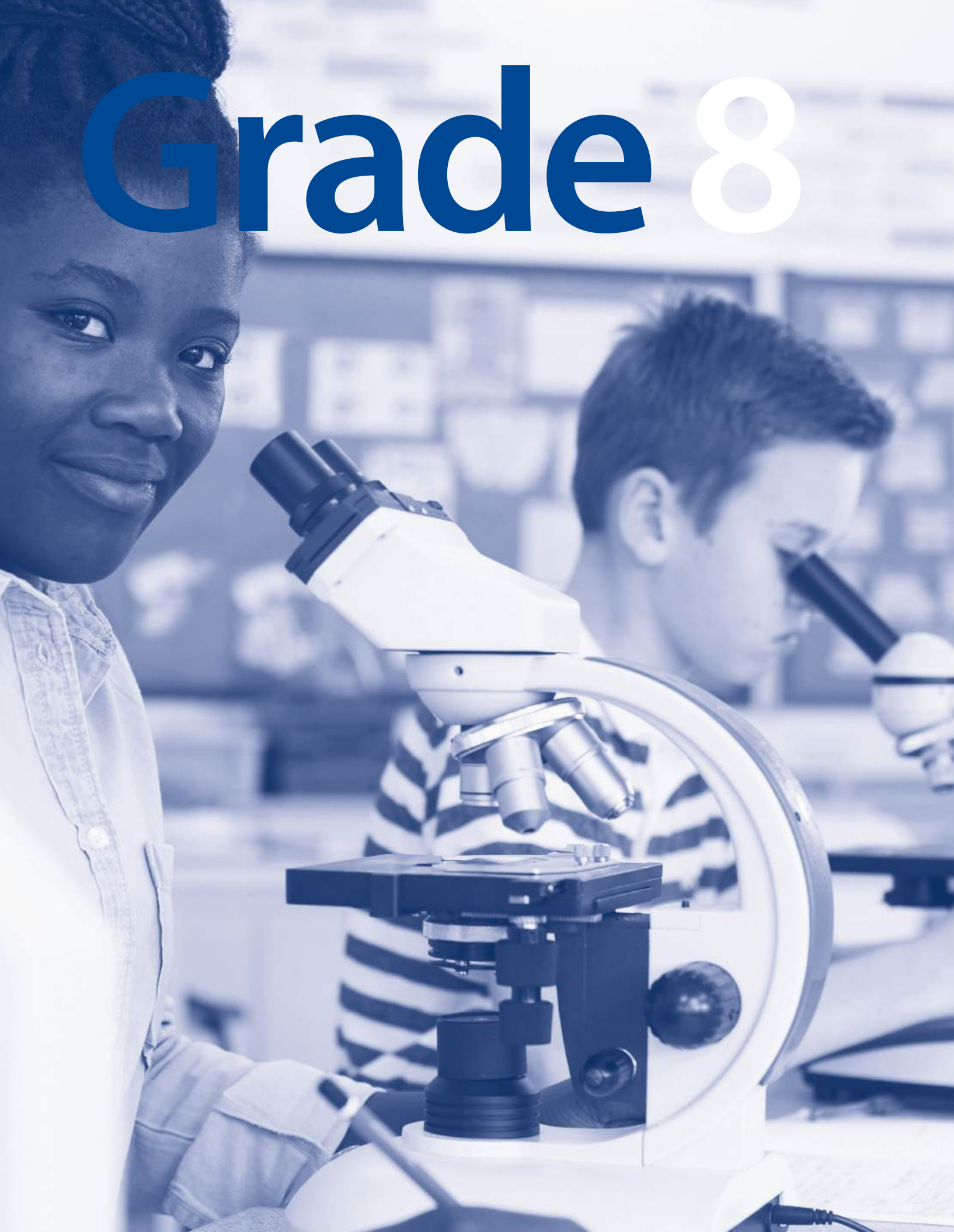
requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]

sic transit gloria mundi - thus passes away the glory of the world

sine qua non - something absolutely indispensable [literally, "without which not"]

sub rosa - secretly

Grade 8



Overview of Topics

Grade 8

ENGLISH LANGUAGE ARTS

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
- II. Reading
 - A. Reading Comprehension and Response—All Texts
 - B. Reading Comprehension—Fiction, Drama, Poetry
 - C. Reading Comprehension—Nonfiction And Informational Text
- III. Writing
 - A. Writing to Reflect Audience, Purpose, and Task
 - B. Writing to Analyze and Understand Text
 - C. Conducting Research
 - D. Narrative Writing
 - E. Informative/Explanatory Writing
 - F. Persuasive Writing/Opinion
- IV. Language Conventions
 - A. Command of Language
 - B. Spelling
 - C. Grammar
 - D. Capitalization and Punctuation
 - E. Vocabulary
- V. Poetry
 - A. Poems
 - B. Elements of Poetry
- VI. Fiction, Nonfiction, and Drama
 - A. Short Stories
 - B. Novels
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- VII. Foreign Phrases Commonly Used in English

HISTORY AND GEOGRAPHY

WORLD HISTORY

- I. Mesopotamia
 - A. Geography
 - B. Background
- II. Ancient Egypt and Kush
 - A. Geography of Region
 - B. Government and Rulers
 - C. Belief Systems
 - D. Structures and Contributions
 - E. Decline of the Egyptian Empire
- III. The Israelites
 - A. Geography of Region
 - B. Background
- IV. The Ancient Greeks and Greek Civilization
 - A. Geography of Region
 - B. Background
 - C. Life in Greece

- V. Ancient India
 - A. Geography of South Asia
 - B. Background
 - C. Belief Systems
 - D. Rulers
- VI. Early China
 - A. Geography
 - B. Background
- VII. Rome: Republic to Empire and Roman Civilization
 - A. Geography
 - B. Background
 - C. Life in Ancient Rome
 - D. The Decline of the Republic and Fall of Western Empire
 - E. Byzantium
- VIII. Islamic Civilizations
 - A. Geography
 - B. Pre-Islamic Arabia
 - C. Muhammad
 - D. Islam
 - E. Islamic Civilization
- IX. Maya, Inca, and Aztec Civilizations
 - A. Geography
 - B. Background: Olmecs and Zapotecs
 - C. The Maya
 - D. The Aztec
- X. Imperial China
 - A. The Mongols
- XI. Europe and Russia in the Middle Ages
 - A. Geography
 - B. Ancient Korea
 - C. Ancient Japan
 - D. Imperial Japan
 - E. South East Asia
- XII. Europe and Russia in the Middle Ages
 - A. Geography
 - B. Background: Europe
 - C. Early Middle Ages
 - D. The Church
 - E. Charlemagne
 - F. High Middle Ages
 - G. Manorialism
 - H. Towns and Expanding Trade
 - I. High Middle Ages Church
 - J. The Crusades
 - K. Late Middle Ages
 - L. Medieval Russia: Background
- XIII. West African Kingdoms
 - A. Geography
 - B. Background
 - C. Africa During Europe's Medieval Period
 - D. Ghana Empire
 - E. Mali Empire
 - F. Songhai Empire: Background
 - G. Europeans in Africa
 - H. Ibn Battuta, Griots and Oral Traditions

- XIV. Renaissance and Reformation
 - A. Geography
 - B. Background
 - C. Trade and Power
 - D. The Humanists
 - E. New Art and Architecture
 - F. Renaissance Florence
 - G. The Printing Press
 - H. Religious Reformation
 - I. Politics and Religion
- XV. Exploration, Trade, and Settlement
 - A. Geography
 - B. The Age of Sail
 - C. Transatlantic Slave Trade
- XVI. The Scientific Revolution and the Enlightenment
 - A. Geography
 - B. Background
 - C. The European Enlightenment
- XVII. Political and Industrial Revolutions
 - A. Geography
 - B. Background
 - C. Origin of the French Revolution and Revolution
 - D. Napoleon Bonaparte
 - E. Haitian Revolution
 - F. Independence Movements in Latin America
 - G. Mexico
 - H. The Mexican Revolution and Continuing Conflict
 - I. Revolutions in Industry, Agriculture, and New Technology: Background
- XVIII. A World at War
 - A. Geography
 - B. Background
 - C. British Rule in India
 - D. Europeans in Africa
 - E. Berlin Conference
 - F. Italy Becomes a Nation
 - G. German Unification, the Triple Alliance, and the Triple Entente
 - H. The Opening of Japan and the Russo-Japanese War
 - I. Opium Wars and Revolt in China
 - J. French Indochina
 - K. Ottomans on the Decline
 - L. World War I (1914–1918)
 - M. The Russian Revolution
- XIX. World War II and the Postwar World
 - A. Geography
 - B. Globalization
 - C. Crisis in Weimar
 - D. Italy
 - E. The Soviet Union
 - F. Countries at War Before World War II
 - G. German Expansion and Beginning of World War II
 - H. Eastern Front
 - I. North Africa and Italy
 - J. The Holocaust
 - K. D-Day to V-E Day
 - L. War in the Pacific
 - M. The Atom Bomb
 - N. After World War II
- XX. East and Southeast Asia in the Second Half of Twentieth Century
 - A. Geography
 - B. Globalization
 - C. People's Republic of China
 - D. The Cultural Revolution
 - E. Korea's Civil War
 - F. Life in North and South Korea
 - G. Vietnam
 - H. Japan
- XXI. Europe in the Second Half of the Twentieth Century
 - A. Geography
 - B. Globalization
 - C. The Iron Curtain
 - D. The Atomic Age
 - E. European Development and Changes
 - F. The Soviet Union Collapses
 - G. The Break-up of Yugoslavia
 - H. Toward a United Europe
- XXII. Africa and the Middle East in the Second Half of the Twentieth Century
 - A. Geography
 - B. Background
 - C. Colonialism Ends
 - D. Struggles and Civil Wars
 - E. South Africa
 - F. Africa's Successes and Achievements
 - G. The Middle East
 - H. Israel and Regional Conflict
 - I. Egypt
 - J. Revolution in Iran
 - K. Conflicts in the Persian Gulf
- XXIII. Latin America in the Second Half of the Twentieth Century
 - A. Geography
 - B. Background
 - C. Guatemala
 - D. Panama
 - E. Nicaragua
 - F. El Salvador
 - G. South America: Brazil
 - H. Argentina
 - I. Columbia
 - J. Military Dictatorships in Latin America
 - K. Cuba
 - L. Haiti and the Dominican Republic

XXIV. Modern World Events, Challenges, and Successes

- A. Geography
- B. Globalization
- C. Population Challenges
- D. Migrating Populations
- E. Conflict and Revolution
- F. Climate Change
- G. Science, Technology, Medicine

VISUAL ARTS

I. Art History: Periods and Schools

- A. Modern Representational Painting
- B. 20th Century Photography
- C. 20th Century Sculpture
- D. Contemporary Art

II. Post-Modern Architecture

MUSIC

I. Elements of Music

II. Non-Western Music

III. Classical Music: Modern and Patriotic

- A. Music and National Identity
- B. Modern Music

IV. Modern Musical Performers

V. Vocal Music

- A. Opera
- B. American Musical Theater
- C. Song Ballads

MATHEMATICS

I. The Number System

II. Expressions and Equations

III. Functions

IV. Geometry

V. Statistics and Probability

SCIENCE

I. Contact Forces

- A. Motion
- B. Contact Forces
- C. Collisions

II. Sound Waves

- A. Sound Waves and Sound

III. Forces at a Distance

- A. Non-Contact Forces
- B. Magnetism and Electricity
- C. Gravity

IV. Earth in Space

- A. Earth, Moon, Sun
- B. Solar Systems
- C. Stars and Galaxies

V. Genetics

- A. Genetics
- B. Mutations
- C. Sexual and Asexual Reproduction

VI. Natural Selection and Common Ancestry

- A. Natural Selection
- B. Evidence of Common Ancestry
- C. Evolution

VII. Science Biographies



I. Listening and Speaking

A. Classroom Discussion

- Actively participate in discussions about a variety of Grade 8 topics, ideas, and texts in a variety of settings, including partners, small and large groups, and teacher-led groups.
- Prepare for discussions in advance, including researching the topic and organizing information for the discussion. Draw on preparations during the discussion to analyze ideas and explore the topic further.
- Manage goals and deadlines, and define specific roles appropriate to a discussion.
- Follow rules for productive social engagement among peers; follow decision-making protocols (e.g., rubrics or principles) that help build effective social skills related to public discussions.
- Ask relevant questions to clarify conversations and ideas and to build upon remarks made by others.
- Use details to elaborate and comment on a topic, text, or issue being discussed; add insight to discussions or move discussions forward.
- Integrate the ideas, evidence, and viewpoints of multiple speakers before responding or posing questions during a discussion.
- Craft responses to questions, as well as comments, so that ideas, insights, observations, and evidence are relevant to the topic or issue being discussed.
- Demonstrate the ability to defend one's own point of view when presented with new information; adjust one's own point of view, if necessary, when presented with new evidence during a discussion.
- Interpret information from an array of media formats, such as visual (paintings, pictures, and animations), quantitative (graphs, charts, and diagrams), videos, and recordings.
- Explain how information from media formats reflects, enhances, or is otherwise suitable for the discussion, issue, or topic at hand.
- Identify and interpret the purposes, motives, or intentions of an array of information from media formats, such as political, commercial, and social agendas.
- Explain a speaker's argument, distinguishing the claims, evidence, and reasons speakers give and whether the claims are adequately supported.
- Evaluate the overall quality of the reasoning used in an argument and the relevancy of the evidence provided; identify and explain when and why particular evidence may be unnecessary, unrelated, or inappropriate.

B. Presentation of Ideas and Information

- Give a presentation about a topic or text, tell a story, or orally relate a personal experience in a logical and organized manner, including relevant descriptions, details, and facts that support main ideas or themes.
- Orally present a claim-based argument supported by evidence, curated details, and solid reasoning that demonstrates a focused emphasis on the essential points.
- Speak clearly at an understandable volume and pace; maintain eye contact.
- Support claims in presentations by adding evidence from relevant multimedia such as displays, images, videos, graphics, music, and recordings.
- Use relevant multimedia to enhance presentations and capture viewers'/listeners' attention.
- Use information from several multimedia sources, synthesizing it to explain, crystalize, elaborate, or elucidate information for viewers/listeners.
- Switch between formal and informal English as appropriate to the situation or task; adapt speech to a variety of contexts.

- Show proficiency when using formal English, such as standard pronunciation when giving speeches or speaking to large groups and in formal circumstances, such as a job interview.

II. Reading

A. Reading Comprehension and Response—All Texts

- Independently and proficiently read and comprehend longer works of fiction (stories, plays, and poems) and literary nonfiction written at the high end of grades 6 through 8.

Grasping Specific Details and Key Ideas

- Identify and utilize the most appropriate supporting evidence from texts when explaining them or making inferences.
- Quote or cite accurately from texts when using evidence to explain them or make inferences.
- Identify the central ideas or themes in a text and explain how they develop.
- Understand how the component parts in literary works or supporting ideas in informational texts build themes or big ideas.
- Summarize texts objectively.

Observing Craft and Structure

- Determine the meaning of words and phrases in a literary or nonfiction text, including Tier 2 academic vocabulary and Tier 3 subject-area vocabulary.
- Consider the impact of word choices on meaning and tone.
- Analyze the structures of several texts to determine how structures create meaning and influence style; then, compare and contrast the texts, considering the impact on meaning and style each structure has.
- Evaluate in detail how sentences cooperate in paragraphs to build and organize key ideas, key concepts, and key details (versus extraneous information) and, in turn, how paragraphs cooperate to build ideas and organize information in texts.

Integrating Information and Evaluating Evidence

- Explore the advantages and disadvantages of various media, such as books or other printed materials, videos, digital photography, or recordings, to convey ideas or explore a topic.
- Compare and contrast different texts with the same topic, themes, or genre.

B. Reading Comprehension—Fiction, Drama, Poetry

- Analyze analogies, allusions to other texts, and figurative language, such as metaphors and similes, to determine meaning.
- Determine connotative meanings of words in literary texts.
- Consider the function of dialogue in stories and plays, focusing on how it moves a story forward, reveals aspects of a character’s personality, causes characters to take action, influences how characters interact with each other, or otherwise affects the events of the plot.
- Compare and contrast a script or written version of a story to a filmed version or live performance, analyzing the extent of the departures from the original or faithfulness to it and the effectiveness of the artistic choices made by the director or actors.
- Explore how authors use dramatic irony to
 - create a different point of view for the audience or reader than the point of view of the characters in a story or drama.
 - create differing points of view and levels of awareness among characters in the same story or drama.

- involve or affect the reader or audience by creating differing points of view and levels of awareness for characters in the same story or drama.
- build suspense or humor by contrasting points of view and levels of awareness among characters or between the reader/audience and the characters in a story or drama.
- Analyze archetypal plot patterns, themes, and character types and other literary devices and allusions from foundational literary works used in modern fiction.
- Compare modern fiction with the sources it draws from for inspiration, such as traditional stories, epic poetry, mythology, and religious works (e.g., the Bible), with a focused discussion on how stories from the past are modernized.

C. Reading Comprehension—Nonfiction and Informational Text

- Effectively summarize all types of informational texts.
- Analyze technical meanings, analogies, and allusions to other texts to determine meaning.
- Understand and explain the relationships and interactions between two or more individuals, events, or ideas in a text and how the author integrates them.
- Identify the structure of a text at the sentence and paragraph level and how it helps develop and hone big ideas and key concepts.
- Identify an author’s point of view and purpose in a text.
- Explain how an author distinguishes their own point of view from that of others in a text, focusing on how an author responds to evidence and/or viewpoints that conflict.
- Analyze the advantages and disadvantages of various mediums’ (print, digital, video, and multimedia) ability to relate information to the reader or viewer about a particular topic or idea.
- Explain how an author supports arguments in a text by giving reasons (opinions) and evidence, such as facts, examples, and expert opinions from reliable sources.
- Distinguish between claims that are supported and those that are not.
- Examine the overall soundness of the reasoning in an argument and the quality of the evidence supporting it; identify unnecessary, unrelated, or inappropriate evidence.
- Compare and contrast texts containing conflicting information or arguments, identifying the conflict precisely and distinguishing whether the conflicting information is a matter of disparate facts, interpretations, or opinion/viewpoint.

III. Writing

Teachers: Students should be given opportunities to compose narratives, persuasive essays, and expository writing. Students should examine their work with attention to unity, coherence, and emphasis. Narratives should present a logical sequence of events, and include concrete details. Persuasive pieces should incorporate credible sources, support claims, and consider counter arguments. Expository essays should have a main point and stick to it, and have a coherent structure, typically following the pattern of introduction, body, and conclusion. Paragraphs should have a unified focus, be developed with evidence and examples, and have transitions between them. Essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. Standards for writing apply across the disciplines.

A. Writing to Reflect Audience, Purpose, and Task

- Write routinely, clearly, and coherently, completing both short-term and long-term assignments focused on a range of different tasks, purposes, and audiences.
- Strengthen existing writing skills (sentences, paragraphs, transitions, introductions, and conclusions) by applying them to longer and genre-specific writing assignments.
- Use the steps of the writing process to develop and strengthen writing: plan, draft, share, evaluate, revise, edit, and publish.
- Use conventional language standards when editing.

- Maintain a consistent style and tone appropriate to the genre of writing and audience.
- Use keyboards, tablets, the Internet, and other technologies to produce and publish writing and collaborate and communicate with others.
- Use the Internet to research and cite sources.

B. Writing to Analyze and Understand Text

- Analyze literature in writing: trace archetypal plot patterns, character types, and themes in modern fiction and compare and contrast them with the sources they draw on, such as epic poetry, the Bible and other religious works, traditional stories, and myths.
- Discuss and analyze, in writing, how authors modernize the archetypal source material they use for inspiration.
- Use literary elements as evidence for analyzing literature to strengthen reflection and analysis skills.
- Describe an analysis of informational texts in writing:
 - Explain how authors make and support their points or claims with reasons and factual evidence.
 - Explain how specific pieces of evidence support specific claims.
 - Discuss, in writing, whether the reasoning and evidence in an argument are valid and adequate.
 - Discuss, in writing, why evidence is invalid (e.g., unnecessary, unrelated, or inappropriate).
- Use details and facts as evidence for analyzing informational texts to strengthen research and analysis skills.

C. Conducting Research

- Conduct short research projects focused on answering a specific research question, especially one posed by the student.
- Gather relevant information from several different print and digital sources and use it to support research.
- Adjust the research question as appropriate throughout the information-gathering process.
- Use the information-gathering process to pose related questions and explore additional topics and avenues of inquiry requiring further research.
- Determine the credibility of information gathered from print and digital sources.
- Accurately quote or paraphrase from sources without plagiarizing.
- Practice honing keywords and key phrases to produce more effective online searches.
- Cite sources and provide a basic bibliography.

D. Narrative Writing

- Produce narrative pieces that reflect real-life or imagined experiences.
- Introduce a narrator, a situation, and characters, and develop them through dialogue, pacing, and exposition, including actions, thoughts, feelings, and reactions to events in the plot.
- Organize a well-structured logical or natural sequence of plot events following from the situation, using time-order and transitional words, phrases, and clauses to indicate and manage the event order.
- Incorporate shifts in time and multiple settings, interconnecting them with events and experiences that move character development forward.
- Include concrete and sensory details to make writing vivid and precise; convey a sense of experiences and/or the sensations that accompany experiences.
- Provide a sense of closure that follows logically or artfully from the situation, character responses, and sequence of events.

E. Informative/Explanatory Writing

- Write reports and other types of informational texts that clearly focus ideas and information.
- Introduce a topic with information organized in related sections or paragraphs and developed with well-curated facts, definitions, quotations, examples, and details.
- Organize ideas, concepts, and information using broad categories.
- Group related information logically and incorporate formatting features, such as headings, graphics, charts, and other multimedia.
- Include visual elements such as photos, drawings, or diagrams to help explain or present ideas or information when appropriate.
- Use a variety of transitions to connect ideas and concepts from distinct categories and to clarify relationships; use transitions to create an overall sense of cohesion.
- Establish and maintain a formal style.
- Use Tier 2 and/or Tier 3 domain-specific vocabulary to explain or elaborate topics.
- Write a conclusion that wraps up ideas in the text.

F. Persuasive Writing/Opinion

- Write persuasive essays with well-defined theses and arguments that use clear reasons, examples, and relevant evidence to support claims.
- Follow through with an organizational structure that supports the purpose of the text, grouping ideas, reasons, counterclaims, and evidence in a logical way.
- Demonstrate the use of logical reasoning to support claims throughout the essay.
- Demonstrate a clear understanding of the topic and argument.
- Anticipate and answer counterarguments.
- Distinguish evidence from opinion and claims from counterclaims.
- Use linking words, phrases, and clauses to connect opinions with reasons and evidence, distinguish a counterclaim, and create an overall sense of cohesion.
- Establish and maintain a formal style and reasonable tone.
- Identify and use accurate, credible sources.
- Write a conclusion that effectively and logically wraps up the argument.

IV. Language Conventions

A. Command of Language

- Use knowledge of language conventions when reading, writing, speaking, and listening.
- Use active and passive verbs and voice to portray the conditional and subjunctive mood—that is, states and actions tied to hypothetical scenarios (e.g., *if . . . then*, *wish*, *would*) of varying degrees of possibility.
- Use the conditional and subjunctive mood to create desired effects, express uncertainty, or communicate the fantastical.
- Use the conditional and subjunctive mood to emphasize both the person hypothesizing and the ideas being hypothesized.

B. Spelling

- Apply known spelling strategies when writing.
- Apply known morphology skills (roots, prefixes, suffixes, and spelling changes) to correctly spell words.
- Continue work with spelling, with special attention to commonly misspelled words.

C. Grammar

Teachers: Students should have a working understanding of the following terms and be able to use them to discuss and analyze writing.

- Understand and apply the basic rules of English grammar and conventions when writing or speaking.
- Know the function of verbals generally and how they are used in sentences, including:
 - Participles
 - Identify past, and present participles.
 - Identify participial phrases.
 - Find the noun modified.
 - Correctly use commas with participial phrases.
 - Gerunds and gerund phrases
 - Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate nominative, or object of preposition).
 - Infinitives and infinitive phrases
 - Adjective and adverb: find the word it modifies.
 - Noun: tell its use in the sentence.
- Form cohesive sentences using both passive and active verbs and voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Correct erroneous shifts in verb voice and mood.

D. Capitalization and Punctuation

- Understand and apply the basic rules of capitalization and punctuation when writing or speaking.
- Use punctuation (comma, dash, and ellipsis) to indicate a pause or break.
- Use an ellipsis to indicate an omission.

E. Vocabulary

- Figure out the meaning of Grade 8 words and phrases, using a variety of strategies such as the following:
 - context clues
 - examples
 - definitions
 - cause-and-effect relationships
 - comparisons
- Use the overall meaning of a sentence as a clue to the meaning of words within the sentence.
- Figure out the meaning of words based on the word's position and function within a sentence, such as part of speech, subject, predicate, object, etc.
- Use a dictionary, thesaurus, or glossary—print or digital—to answer questions about the meanings and usage of unfamiliar words.
- Know how to use a dictionary—print or digital—to pronounce words correctly and determine a word's part of speech.
- Use a dictionary to find the precise meaning of words and phrases.
- Infer the meaning of words by using context, and then confirm the meaning in a dictionary.
- Make accurate interpretations of similes and metaphors and other types of figurative language, such as personification, based on context.
- Interpret figures of speech based on context, especially verbal irony and puns.
- Discern nuances in word meanings.

- Recognize and use word relationships to better understand words, such as
 - cause/effect
 - item/category
 - part/whole
 - synonym/antonym
 - analogies
- Distinguish connotations, or shades of meaning, among words with similar denotations (e.g., *picky, fickle, discerning, sophisticated, fastidious, persnickety*).
- Acquire grade-level Tier 2 general academic and Tier 3 domain-specific words and phrases and use them with accuracy.
- Use knowledge of Greek and Latin roots and affixes to figure out the meaning of a new word, such as

Note: More Latin and Greek words and roots are listed in grades 6 and 7. In the listings here, L = Latin, G = Greek. No single form of the Latin or Greek words is consistently used here, but rather the form that is most similar to related English words.

<u>Latin /Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
<i>aequus</i> [L]	equal	equal, equation
<i>ago, acta</i> [L]	do, things done	agent, enact, transact
<i>anthropos</i> [G]	man, human being	anthropology, misanthrope
<i>ars</i> [L]	art	artist, artifact
<i>brevis</i> [L]	short	brevity, abbreviate
<i>canto</i> [L]	sing	chant, cantor
<i>caput</i> [L]	head	captain, decapitate
<i>clino</i> [L]	to lean, bend	incline, decline
<i>cognito</i> [L]	know	cognizant, recognize
<i>copia</i> [L]	plenty	copy, copious
<i>credo</i> [L]	believe	credible, incredulous
<i>culpa</i> [L]	blame	culpable, culprit
<i>dominus</i> [L]	a lord, master	dominate, dominion
<i>duco</i> [L]	lead	abduct, introduce
<i>fido</i> [L]	to trust, believe	confide, infidel
<i>fundo, fusum</i> [L]	pour, thing poured	effusive, transfusion
<i>genus</i> [L]	kind, origin	generic, congenital
<i>holos</i> [G]	whole	holistic, catholic
<i>jungo</i> [L]	join	junction, conjugal
<i>lego, lectum</i> [L]	read, thing read	intellect, legible
<i>locus</i> [L]	a place	local, dislocate
<i>loquor</i> [L]	speak	eloquent, loquacious
<i>medius</i> [L]	middle	mediate, mediocrity
<i>missio</i> [L]	a sending	emissary, mission
<i>morior</i> [L]	die	mortal
<i>nego</i> [L]	deny	negate
<i>nihil</i> [L]	nothing	nihilism, annihilate
<i>occido</i> [L]	kill	homicide, suicide
<i>pathos</i> [G]	suffering, feeling	sympathy, apathy
<i>pendo</i> [L]	weigh, hang	depend, pendant
<i>per</i> [L]	through	perceive, persist, persevere
<i>phobos</i> [G]	fear	phobia, claustrophobia
<i>positum</i> [L]	placed	position, opposite
<i>porto</i> [L]	carry	transport, export
<i>possum</i> [L]	be able	possible, potent
<i>pugno</i> [L]	to fight	impugn, pugnacious

<u>Latin /Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
<i>punctum</i> [L]	point	punctual, punctuation
<i>rego</i> [L]	to rule	regular, regency
<i>sanguis</i> [L]	blood	sanguine
<i>satis</i> [L]	enough	satisfy
<i>scio</i> [L]	know	science, conscious
<i>solus</i> [L]	alone	solo, desolate
<i>sonus</i> [L]	a sound	unison, consonant
<i>sophos</i> [G]	wise	philosophy, sophomore
<i>spiritus</i> [L]	breath	inspire, spirit
<i>totus</i> [L]	whole	totalitarianism
<i>tractum</i> [L]	drawn, pulled	distract, tractor
<i>usus</i> [L]	use	abuse, utensil
<i>vacuus</i> [L]	empty	evacuate, vacuum
<i>verbum</i> [L]	word	verbal
<i>verto</i> [L]	turn	avert, convert, anniversary
<i>via</i> [L]	way, road	deviate, viaduct

Note: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose students to more poetry, old and new, and to have students write their own poems. Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

Note: Due to the amount of content presented, you may need to select poems/stories/essays/etc., rather than attempt to teach everything.

II. Poetry

A. Poems

"Chicago" (Carl Sandburg)

"Do Not Go Gentle into That Good Night" (Dylan Thomas)

"The Lake Isle of Innisfree" (William Butler Yeats)

"Lucy Gray (or Solitude);" "My Heart Leaps Up" (William Wordsworth)

"Mending Wall;" "The Gift Outright" (Robert Frost)

Polonius's speech from *Hamlet*, "Neither a borrower nor a lender be . . ." (William Shakespeare)

"Ozymandias" (Percy Bysshe Shelley)

Sonnet 18, "Shall I compare thee . . ." (William Shakespeare)

"Spring and Fall" (Gerald Manley Hopkins)

"A Supermarket in California" (Allen Ginsberg)

"Theme for English B" (Langston Hughes)

"The Hill We Climb" (Amanda Gorman)

"To Julia de Burgos;" "Rio Grande de Lioza;" "I Was My Own Route" (Julia de Burgos)

"Flight;" "No Place on the Map;" "More & More Meanings" (Margarita Engle)

"English Con Salsa" (Gina Valdes)

"A Wreath for Emmett Till" (Marilyn Nelson)

"I Am Accused of Tending to the Past" (Lucille Clifton)

"Frederick Douglass" (Robert Hayden)

"Ballad of Birmingham" (Dudley Randall)

B. Elements of Poetry

- Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration, assonance
- Review:
 - forms: ballad, sonnet, lyric, narrative, limerick, haiku
 - stanzas and refrains
 - types of rhyme: end, internal, slant, eye

- metaphor and simile
 - extended and mixed metaphors
- imagery, symbol, personification
- allusion

III. Fiction, Nonfiction, and Drama

A. Short Stories

“The Bet” (Anton Chekov)

“Dr. Heidegger’s Experiment” (Nathaniel Hawthorne)

“God Sees the Truth But Waits” (Leo Tolstoy)

“An Honest Thief” (Fyodor Dostoyevsky)

“The Open Boat” (Stephen Crane)

Us, in Progress: Short Stories About Young Latinos (Lulu Delacre)

B. Novels

Frankenstein (Mary Shelley)

The Squatter and the Don (Maria Ruiz de Burton)

C. Elements of Fiction

- Review:
 - plot and setting
 - theme
 - point of view in narration: omniscient narrator, unreliable narrator, third person limited, first person
 - conflict: external and internal
 - suspense and climax
- Characterization
 - as delineated through a character’s thoughts, words, and deeds; through the narrator’s description; and through what other characters say
 - flat and round; static and dynamic
 - motivation
 - protagonist and antagonist
- Tone and diction

D. Essays and Speeches

“It Was a Great Day in Jersey” by Wendell Smith (1946)

From *Coming of Age in Mississippi* by Anne Moody (1968)

From *Rosa Parks: My Story* (1992) From *The Genius of the Harlem Renaissance*, Volume 2

“Don’t Ride the Bus”—Leaflet by Jo Ann Robinson, Women’s Political Council (1955)

“Sit Down Chillun, Sit Down!” by Wilma Dykeman and James Stokely (1960)

“I’m Not Free Unless My Brothers Are Free”—Freedom Rider Robert (1961)

“Which Side Are You On?” by James Farmer (1985)

“Letter from Birmingham Jail” by Martin Luther King, Jr. (1963)

President John F. Kennedy’s Speech on Civil Rights (1963)

“I Have a Dream”—Speech by Dr. Martin Luther King, Jr. (1963)

From *Selma, Lord, Selma: Girlhood Memories of the Civil Rights Days* by Sheyann Webb (1980)

“The Ballot or the Bullet”—Speech by Malcolm X (1964)

Equal Rights for Women: A Speech to the U. S. House of Representatives by Shirley Chisholm (1969)

Note: See also History Grade 7: The Kennedy Years, re J. F. Kennedy; The Civil Rights Movement, re M. L. King, Jr.; and, The Rise of Social and Environmental Activism, re Rachel Carson.

“Together, You Can Redeem the Soul of Our Nation,” by John Lewis (2020)
“Ask not what your country can do for you” (John F. Kennedy’s Inaugural Address)
“I have a dream”; “Letter from Birmingham Jail” (Martin Luther King, Jr.)
“The Marginal World” (Rachel Carson)
“The World is Waking Up” (Greta Thunberg)

E. Autobiography

Narrative of the Life of Frederick Douglass (Frederick Douglass)

F. Drama

- *The Importance of Being Earnest* (Oscar Wilde)
- Elements of Drama
 - Review:
 - tragedy and comedy
 - aspects of conflict, suspense, and characterization
 - Farce and satire
 - Aspects of performance and staging
 - actors and directors
 - sets, costumes, props, lighting, music
 - presence of an audience

G. Literary Terms

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole, oxymoron, parody

VII. Foreign Phrases Commonly Used in English

Teachers: Students should learn the meaning of the following French words and phrases that are commonly used in English speech and writing.

au revoir - goodbye, until we see each other again

avant-garde - a group developing new or experimental concepts, a vanguard

bête noire - a person or thing especially dreaded and avoided [literally, “black beast”]

c’est la vie - that’s life, that’s how things happen

carte blanche - full discretionary power [literally, “blank page”]

cause célèbre - a very controversial issue that generates fervent public debate [literally, a “celebrated case”]

coup de grâce - a decisive finishing blow

coup d’état - overthrow of a government by a group

déjà vu - something overly familiar [literally, “already seen”]

enfant terrible - one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, “terrible child”]

fait accompli - an accomplished fact, presumably irreversible

faux pas - a social blunder [literally, “false step”]

Madame, Mademoiselle, Monsieur - Mrs., Miss, Mr.

merci - thank you

pièce de résistance - the principal part of the meal, a showpiece item

raison d’être - reason for being

savoir-faire - the ability to say or do the right thing in any situation, polished sureness in society [literally, “to know (how) to do”]

tête-à-tête - private conversation between two people [literally, “head to head”]

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ul style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VII. Fiction VIII. Sayings and Phrases
History and Geography	<p><i>Time:</i></p> <ul style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p><i>Space:</i></p> <ul style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts 	<p><i>World:</i></p> <ul style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p><i>American:</i></p> <ul style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures 	<p><i>World:</i></p> <ul style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p><i>American:</i></p> <ul style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures 	<p><i>World:</i></p> <ul style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p><i>American:</i></p> <ul style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures 	<p><i>World:</i></p> <ul style="list-style-type: none"> I. World Geography II. The Ancient Roman Civilization III. The Vikings <p><i>American:</i></p> <ul style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	<ul style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Look & Discuss IV. Architecture 	<ul style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures III. Architecture 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Landscapes IV. Abstraction V. Architecture 	<ul style="list-style-type: none"> I. Elements of Art II. Native American Art III. Art of Ancient Rome and Byzantine Civilization IV. Architecture
Music	<ul style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers; Connections) III. Songs
Mathematics	<ul style="list-style-type: none"> II. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money 	<ul style="list-style-type: none"> I. Counting and Cardinality II. Operations and Algebraic Thinking III. Number and Operations in Base Ten IV. Measurement and Data V. Geometry 	<ul style="list-style-type: none"> I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Measurement and Data IV. Geometry 	<ul style="list-style-type: none"> I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Measurement and Data IV. Geometry 	<ul style="list-style-type: none"> I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Number and Operations—Fractions IV. Measurement and Data V. Geometry
Science	<ul style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools 	<ul style="list-style-type: none"> I. Pushes and Pulls II. Needs of Plants and Animals III. Changing Environments IV. Weather Patterns V. The Human Body: Our Five Senses VI. Science Biographies 	<ul style="list-style-type: none"> I. Sun, Moon, and Stars II. Plant and Animal Survival III. Exploring Light and Sound IV. Simple Machines V. The Human Body: Human Body Systems VI. Science Biographies 	<ul style="list-style-type: none"> I. Properties of Matter II. Organisms and Their Habitats III. Exploring Land and Water IV. Electricity and Magnetism V. The Human Body: Cells and Digestion VI. Science Biographies 	<ul style="list-style-type: none"> I. Investigating Forces II. Life Cycles, Traits, and Variations III. Habitats and Change IV. Weather and Climate V. The Human Body: Systems and How Our Eyes and Ears Work VI. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Speeches VIII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction and Drama VII. Speeches VIII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction and Drama VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction, Nonfiction, and Drama VII. Foreign Phrases Commonly Used in English 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction, Nonfiction, and Drama VII. Foreign Phrases Commonly Used in English
History and Geography	<p><i>World:</i></p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the “Holy Wars” IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p><i>American:</i></p> <ul style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures 	<p><i>World:</i></p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p><i>American:</i></p> <ul style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography 	<p><i>World:</i></p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p><i>American:</i></p> <ul style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform 	<p>Survey of American History (Precolonial to the Present)</p>	<p>Survey of World History (Ancient to the Present)</p>
Visual Arts	<ul style="list-style-type: none"> I. Art and Architecture of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art and Architecture of a New Nation 	<ul style="list-style-type: none"> I. Art and Architecture of the Renaissance II. Baroque Art and Architecture III. American Art: Nineteenth-Century United States IV. Native American Art V. Art of Japan VI. Russian Art and Architecture 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Rococo; Neoclassical; Romantic; Realism; Impressionism; Post-Impressionism) II. Architecture in the Age of the Industrial Revolution 	<ul style="list-style-type: none"> I. Art History: Period and Schools (Fauvism/Expressionism; Cubism; Surrealism; Abstract Expressionism; Abstraction) and Abstraction; Modern American Painting) II. Organic Architecture 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; 20th–Century Photography; 20th–Century Sculpture; Contemporary Art) II. Post-Modern Architecture
Music	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers; Connections) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals; Performers) IV. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann, Smyth) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantic and Patriotic (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky, Ponce) III. American Musical Traditions (Blues and Jazz) 	<ul style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Modern and Patriotic IV. Modern Musical Performers V. Vocal Music (Opera; American Musical Theater; Song Ballads)
Mathematics	<ul style="list-style-type: none"> I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Number and Operations—Fractions IV. Measurement and Data V. Geometry 	<ul style="list-style-type: none"> I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Number and Operations—Fractions IV. Measurement and Data V. Geometry 	<ul style="list-style-type: none"> I. Ratios and Proportional Relationships II. The Number System III. Expressions and Equations IV. Geometry V. Statistics and Probability 	<ul style="list-style-type: none"> I. Ratios and Proportional Relationships II. The Number System III. Expressions and Equations IV. Geometry V. Statistics and Probability 	<ul style="list-style-type: none"> I. The Number System II. Expressions and Equations III. Functions IV. Geometry V. Statistics and Probability
Science	<ul style="list-style-type: none"> I. Energy Transfer and Transformation II. Investigating Waves III. Structures and Functions of Living Things IV. Processes That Shape Earth V. Using Natural Resources for Energy VI. The Human Body: Our Circulatory & Respiratory Systems VII. Science Biographies 	<ul style="list-style-type: none"> I. Investigating Matter II. Energy and Matter in Ecosystems III. Modeling Earth’s Systems IV. Protecting Earth’s Resources V. Astronomy: Space Systems VI. The Human Body: Our Endocrine and Reproductive Systems VII. Science Biographies 	<ul style="list-style-type: none"> I. Light and Matter II. Thermal Energy III. Weather, Climate, and Water Cycling IV. Rock Cycling and Plate Tectonics V. Natural Hazards VI. Cells and Systems VII. The Human Body: Circulatory, Lymphatic, and Immune Systems VIII. Science Biographies 	<ul style="list-style-type: none"> I. Chemical Reactions and Matter II. Chemical Reactions and Energy III. Metabolic Reactions IV. Matter Cycling and Photosynthesis V. Ecosystem Dynamics VI. Natural Resources and Human Impact VII. Science Biographies 	<ul style="list-style-type: none"> I. Contact Forces II. Sound Waves III. Electromagnetic Waves III. Forces at a Distance IV. Earth in Space V. Genetics VI. Natural Selection and Common Ancestry VII. Science Biographies

RYZE ACADEMY

APPENDIX A COMMUNITY INTEREST & SUPPORT

Overview

Ryze Academy is proud to have incredible community interest and support. Attached to the charter application, you will see 8 letters of support for the school including 5 from educational institutions.

Ryze Community Interest

Ryze Academy has received over 350 completed and valid interest form submissions. 100% of the respondents were supportive of having a charter school with our mission.

Ryze Academy has held multiple community interest meetings both in-person and online. The School saw nearly 50 people show up to its first in-person meeting alone!



Interest Meetings



RYZE ACADEMY

APPENDIX A COMMUNITY INTEREST & SUPPORT

Interest Meetings Continued...



Community Support

Ryze Academy has received community support from local, regional, and national leaders!

- Marcus Brandon, Former State Rep. & Leader of Carolina CAN
- Dr. Jawan Burwell, Director, NC A&T University Child Development Laboratory
- Jamey Verrilli, Co-Founder & Former Principal, North Star Academy Charter School, Uncommon School
- Aletta Smith, Director of Assistant Advising & Onboarding Services, Guilford Technical and Community College
- Pastor Jeff Bullock, Manna Church (Future School Location)
- Reggie Well, Program Director, i9 Sports
- Dr. Douglas Hall, Vice President of Career & Professional Development, High Point University
- Professor Dan Shepherd, Western Missouri State University.
- Kelly McIntyre, Founding Board Chair, Oak Hill Charter School



RYZE ACADEMY

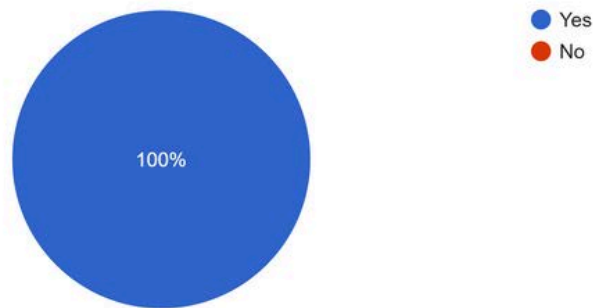
APPENDIX A COMMUNITY INTEREST & SUPPORT

Interest Survey Breakdown



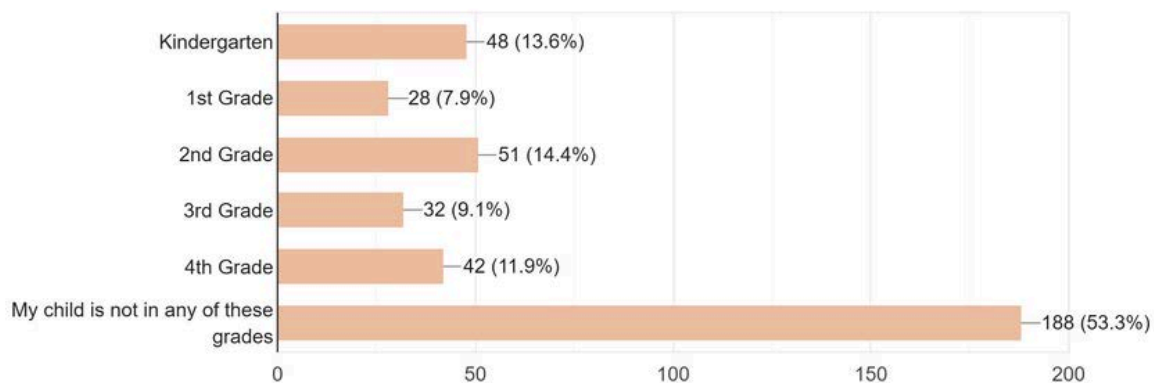
Do you support the addition of a charter school that provides students with a hands on education that empowers conscious leadership and an entrepreneurial mindset?

353 responses



What grade will your child be in for the 2026-2027 school year? (you may select more than one if you have more than one child)

353 responses



RYZE ACADEMY

APPENDIX A COMMUNITY INTEREST & SUPPORT



Parent Support

QUOTES TAKEN DIRECTLY FROM OUR PARENT INTEREST SURVEY:

- “I THINK IT'S AMAZING TO SEE PEOPLE CREATE OPTIONS FOR FAMILIES! AS A NEW BUSINESS OWNER SEEING A SCHOOL WHERE CHILDREN ARE TAUGHT ENTREPRENEURIAL SKILLS AT YOUNG AGE IS PHENOMENAL AND YOU WILL BE PREPARING CHILDREN FOR THE NEW FUTURE THAT IS BEING CREATED!”
- “I THINK THIS WOULD BE AN AWESOME ASSET TO THE COMMUNITY!”
- “I BELIEVE THIS IS AN INTERESTING AND DIVERSE EDUCATIONAL VENTURE THAT IS MUCH NEEDED IN THE TRIAD AREA!”
- “I TRUST THAT THE CREATORS OF THIS CHARTER SCHOOL WILL EDUCATE AND NURTURE THE FUTURE OF AMERICA.”
- “THIS WILL BE GREAT OPPORTUNITY FOR THE LOCAL COMMUNITY AND SETTING THE YOUTH UP FOR SUCCESS.”
- “I WANT TO SEE A SCHOOL THAT CHALLENGES THEM ACADEMICALLY WHILE ALSO SUPPORTING THEIR CONFIDENCE AND EMOTIONAL WELL-BEING. A PLACE WHERE THEY FEEL SEEN, VALUED, AND UNDERSTOOD—ESPECIALLY AS YOUNG BLACK BOYS. IT’S IMPORTANT THAT THEY HAVE TEACHERS WHO BELIEVE IN THEM, A CURRICULUM THAT REFLECTS WHO THEY ARE, AND AN ENVIRONMENT THAT PUSHES THEM TO BE THEIR BEST. MOST OF ALL, I WANT THEM TO FEEL SAFE, SUPPORTED, AND PREPARED FOR WHATEVER PATH THEY CHOOSE IN LIFE.”
- “I BELIEVE THAT THERE IS DEFINITELY A NEED FOR A NEW CHARTER SCHOOL IN THE AREA! LOOKING FORWARD TO HEARING MORE AS EVERYTHING PROGRESSES!”
- “MS MAYO AND MS SHERENA ARE AMAZING AND THIS CHARTER SCHOOL WILL BE AMAZING!!”

RYZE ACADEMY

Coming to High Point, NC
Proposed Opening in 2026



Our Mission

Our mission is to empower the next generation of students through rigorous hands on learning that fosters an entrepreneurial mindset and conscious leadership to make a positive impact in their communities and beyond.

CORE VALUES

- Grit
- Responsibility
- Optimism
- Wonder

Why Ryze?

- Safe & Focused Learning Environment: Increased teacher:student ratio for a tailored experience, prioritizing academic excellence and character development.
- Hands-On Learning: Designed to give students real-world application of what they are learning, as they are learning it.
- Strong Parent Partnerships: A focus on open communication and involvement.

Who can Enroll?

As a charter school, RYZE will be a **free public** school for all NC students in grades K-4.
(PENDING APPROVAL)

Next Steps!

Complete
interest
form.



Get in Touch!



@RYZEACADEMY



RYZECHARTERACADEMY
@GMAIL.COM

RYZE BEYOND LIMITS

<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>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Aniya Mayo	Board Chair	336-908-6907	mayo.aniya@gmail.com	Guilford	Director/Small Business C	None	N/A
Sherena Sabla	Vice Chair	336-254-7311	sherenasab@gmail.com	Guilford	Director/Small Business C	None	N/A
Duane Robinson	Secretary	336-312-3280	robinsd2@gcsnc.com	Guilford	Educator	Teaching License	No
Brian Taylor	Member	(336) 688-1335	taylorb@gcsnc.com	Guilford	Educator/Small Business C	Teaching License	No
Clayton Whitaker	Treasurer	336-459-6804	clayton@emergecon.com	Davie	Chief Operating Officer	None	N/A



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school

RYZE Charter Academy

Board Member's Information

Board Members

Full name: Aniya Mayo

Home Address: 4167 Tarrant Trace Cir.
High Point, NC 27265

Business Name & Address: Growing the Distance Inc.
121 Skeet Club Rd. High Point, NC 27265

Telephone No.: (336) 908-6907

E-mail address: mayo.aniya@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p align="center">No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>Currently pursuing my Masters in Educational Leadership from Wake Forest University Bachelors in Science: Kinesiology University of North Carolina at Greensboro (2018)</p>
<p>Employment History</p>	<p>2019-Present Executive Director of Growing the Distance Inc. 2016-2019 Guilford County School Employee Teachers Assistant, ACES Director</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>The idea for the charter school was developed from my colleague and myself.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I wish to serve on the board of Ryze Academy because I am deeply committed to providing high-quality educational opportunities that prepare students for long term success.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Click or tap here to enter text.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Click or tap here to enter text.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>My understanding of the role of a charter school board member is to ensure the school fulfills its mission, setting policies and helping make strategic decisions, and advocating for the schools success.</p>

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 can be an effective board member.

No, I don't have direct experience serving on a charter school board, but I do have extensive experience in starting and running a successful nonprofit organization. My background also includes strong leadership and strategic planning skills, as well as expertise in nonprofit and board governance. Additionally, I have over 10 years of experience working with students, which has given me a deep understanding of their needs and how to create impactful educational environments.

Describe the specific knowledge and experience that you would bring to the board.

I bring a diverse set of skills and expertise to the board that will contribute to the charter school's success. As the co-founder of a successful nonprofit organization, I have valuable entrepreneurial experience, including establishing and growing an organization from the ground up. This has equipped me with the ability to navigate challenges, secure funding, and create sustainable systems that will be crucial in guiding the charter school through its early stages and ensuring long-term success. Additionally, I have a strong background in community engagement and partnership building, which will enable me to forge meaningful relationships with families, local organizations, and other key stakeholders to ensure widespread support for the school's mission.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

My understanding of the mission is that it seeks to develop well-rounded, innovative individuals who are equipped with the mindset to solve real-world problems and are challenged academically to reach their full potential.

What is your understanding of the school's proposed educational program?

Rigorous, hands-on learning that inspires a love for learning through real-world applications.

What do you believe to be the characteristics of a successful school?

A successful school is one where students are excited to attend and feel engaged in their learning. It is a place where parents are actively involved, working alongside teachers to support their child's

	<p>educational journey. Strong communication and collaboration between the school and parents, fostering a positive environment. Additionally, a thriving school is supported by a community that values education and contributes to its growth and success.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>I will know the mission is being fulfilled if students show growth academically, demonstrate leadership, and advocate for themselves and others. Additionally, when parents and community members are actively involved with the school helping foster students interests and support their development.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>The board will play a critical role in the school's operation by providing strategic oversight and ensuring that the school remains aligned with its mission and goals. The board will be responsible for making key decisions related to the school's policies, budget, and long-term planning. The board will help secure resources, foster partnerships, and advocate for the school within the broader community.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Success will be measured by how well the school establishes its foundational culture; creating a welcoming, inclusive environment where students feel safe, engaged, and motivated to learn.</p>
<p>How will you know at the end of five years if the school is successful?</p>	<p>At the end of five years, we will know Ryze Charter Academy is successful not only by the data we collect, but by the stories our students, families, and staff are able to tell. Additionally if our students leave Ryze Academy prepared to lead, to innovate, and to contribute meaningfully to their communities and if they carry with them a sense of purpose and possibility, we will know we have fulfilled our mission.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The board must consistently align decisions with the school's mission to empower students through hands-on learning, entrepreneurial thinking, and conscious leadership. Every policy, partnership, and program should be evaluated through this lens.</p>

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 refer to the Ryze Charter Academy Bylaws to determine the appropriate steps for moving forward with the situation and, ultimately, lean on the collective wisdom of the board by calling a board meeting to discuss and decide the best course of action.

Certification

I, Aniya Mayo, 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 RYZE Charter School is true and correct in every respect.

Board Member's Signature

Signature Aniya Mayo

Date 04/11/25

**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 and the license validity. Click or tap here to enter text.*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school

Ryze Academy

Board Member's Information

Board Members

Full name: Brian Shelby Taylor

Home Address: 2955 Shady View Drive High Point, NC 27265

Business Name & Address:

Telephone No.: 336 688-1335

E-mail address: bstxpress@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation? No: Yes:

Educational History

Employment History

July 2020-Present Senior Naval Science Instructor Northeast Guilford High School
 Nov 2013-Jul 2020 Owner, Taylor & Taylor Enterprises LLC
 Aug 2007-Nov 2013 Facilities and Operations Manager, PepsiCo
 Oct 2003-Jul 2007 Operations Manager, Military Sealift Command
 Jan 2002-Oct 2003 Operations Manager, Duracell Batteries

How were you recruited to join this Board of Directors?

I was recruited by another board member.

Why do you wish to serve on the board of the proposed charter school?

I wish to serve as part of a team to help with the planning and execution of the Charter School's initiatives around growth and development.

How were you recruited to join this Board of Directors?	I was recruited by another board member.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve as part of a team to help with the planning and execution of the Charter School's initiatives around growth and development.
What is your understanding of the appropriate role of a public charter school board member?	The board serves at the discretion of the Charter School President as needed.
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 can be an effective board member.	I have never served on a board but possess the skills and experience in managing a thriving business. I also possess a myriad of experiences during my 28 years as a Senior Military Officer that would help be an asset to the board.
Describe the specific knowledge and experience that you would bring to the board.	Operational Planning and scheduling for a three-year cycle for ships deploying. This is a highly detailed process that covers personnel, physical assets, security (International) and movement of hundreds of millions of dollars of vehicles and equipment.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Educate k-5 students in the Piedmont Triad area of North Carolina.
What is your understanding of the school's proposed educational program?	Opportunity to educate all students and prepare them for success in high school and higher education.
What do you believe to be the characteristics of a successful school?	I believe a successful school educates, empowers and enables all students to become successful members of our society.
How will you know that the school is succeeding (or not) in its mission?	The school is succeeding when it can influence students to focus on academics and develop a strong sense of community.


Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>Click or tap here to enter text.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>I will know that the school is successful if its staff is operating as a cohesive team delivering on its goals that may include operating with a sound budget, reaching academic benchmarks, fostering a safe environment for all students and developing a relationship with parents to ensure the best outcomes for each student.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>I will know the school is successful if it has established a reputation for delivering quality education to its students.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The board should establish a Plan of Actions and Milestones that is based on the "future state" of the school as set forth by the school's vision.</p>
<p>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?</p>	<p>In order to sustain a sound board of directors, a high ethical climate must be maintained. People demonstrating unethical behavior must be addressed immediately.</p>

Certification

I, Brian Shelby Taylor, 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 Ryze Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature  _____

Date: April 15, 2025

**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 and the license validity. Click or tap here to enter text.*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

School Information

Name of charter school: Ryzee Academy.

Board Member's Information

Board Members	Full name: Duane LeRoy Robinson
	Home Address: 3490 Wheatfield Creek Ct High Point NC 27265
	Business Name & Address:
	Telephone No.: 336-312-2804
	E-mail address: dlrobinsonQ1911@gmail.com

	<p>include but are not limited to oversight and accountability, policy development, and approval, strategic planning, financial stewardship, hiring and evaluating the school leader, community engagement, compliance and legal duties, and continuous improvement. Overall the role of a charter schools board member is to act in the best interest of the school's students, sharing that the school fulfills this mission while maintaining sound governance, financial stability and accountability.</p>
<p>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 can be an effective board member.</p>	<p>While I do not have previous direct experience serving on a charter school board. I have gained valuable skills and experiences and other leadership and governance roles that I believe will make me an effective board member. I have served on the board of a nonprofit organization focused on community development where I help guide strategic planning, financial oversight and community outreach efforts. Through this role, I collaborate with diverse stakeholders, make decisions, and assure that resources are being used effectively.</p> <p>Additionally, my experience working in the military and education has given me a strong foundation in leadership, collaboration, budget management policy, analysis and communication. I am committed to applying these skills to help the school board achieve its mission of providing an excellent education to students fostering a strong school culture and long-term sustainability.</p> <p>Furthermore I'm a quick learner and have a deep respect for the importance of education. I am dedicated to working collaboratively with other board members, the school leadership and the community to make thoughtful decisions that support the school's growth and success.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>As a retired Senior Non-Commissioned Officer, (SNCO) in the army, I bring a wealth of knowledge, experience and leadership skills to a board which are shaped by years of service, responsibility and specialized training that translates to the civilian and education sector. Some key aspects of their expertise: Leadership and Mentorship, Training and Development, Problem-Solving and Decision-Making, Knowledge of Doctrine and Policies, Communication Skills, Cultural Awareness and Adaptability, Mentoring and Shaping Culture, Crisis Management and Resilience. My experience enables me to contribute valuable insight, make informed decisions, and maintain the effectiveness and readiness of a team.</p>

School Mission and Program

<p>The mission and guiding beliefs of a Ryze Academy reflect its core values, objectives, and educational philosophy. It also emphasizes the importance of cultivating a love of learning, providing opportunities for individual growth, and fostering a supportive and nurturing community.</p>	<p>What is your understanding of the school's mission and guiding beliefs?</p>
<p>Ryze Academy will foster a holistic educational experience, encouraging students to grow academically, socially, and personally</p>	<p>What is your understanding of the school's proposed educational program?</p>
<p>Students who are actively involved in their learning, curious, and motivated to succeed. Teachers who are not only knowledgeable in their subject areas but also compassionate, creative, and adaptable. Effective school leadership is crucial. Principals and administrators should set clear goals, support teachers, foster a positive school culture, and build strong relationships with the community. A successful school is one that celebrates diversity and ensures that all students, regardless of their backgrounds, are welcomed and provided with opportunities to succeed. When schools work closely with parents, families, and the broader community, it creates a stronger network of support for students. Mental and emotional health are integral to a successful school environment. Schools that offer counseling services, mental health awareness programs, and a focus on social-emotional learning create students who are not only academically successful but also resilient and well-rounded. A successful school has clear expectations for both students and staff. Access to up-to-date resources, including technology, materials, and extracurricular activities, enhances learning opportunities. Successful schools adapt to the changing needs of society and the education landscape. Embracing new teaching methods, educational tools, and approaches to learning helps schools stay relevant and cater to different learning styles. While a supportive environment is crucial, academic rigor ensures that students are challenged and have the opportunity to grow. High standards, along with support, lead to improved academic outcomes.</p>	<p>What do you believe to be the characteristics of a successful school?</p>
<p>By regularly monitoring areas, a school can assess whether it's fulfilling its mission, identify areas of strength, and make adjustments to improve where needed. A school's success should be seen in the overall well-being, growth, and accomplishments of its students.</p>	<p>How will you know that the school is succeeding (or not) in its mission?</p>

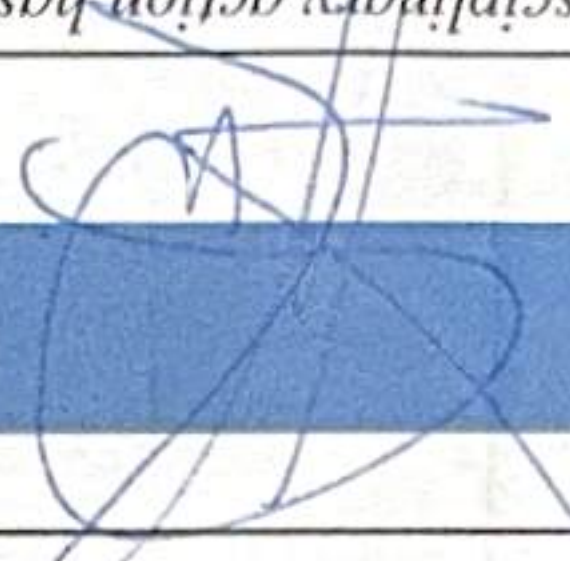
Governance

<p>A board will play a crucial role in overseeing the governance and operation of the school. It will serve as the decision-making body responsible for ensuring the school provides high-quality education and operates efficiently.</p>	<p>Describe the role that the board will play in the school's operation.</p>
<p>The success of a charter school in its first year can be assessed by evaluating student achievement, progress, and school culture, along with factors such as student and teacher retention and financial stability.</p>	<p>How will you know if the school is successful at the end of the first year of operation?</p>
<p>To evaluate the success of a charter school after five years, you should consider several factors, such as academic performance, student growth, graduation rates, satisfaction from both students and parents, financial stability, and the level of community involvement.</p>	<p>How will you know at the end of five years of the schools is successful?</p>
<p>To ensure the success of a charter school, the board plays a critical role in setting a strong foundation, overseeing operations, and driving continuous improvement. We should stand on setting a clear educational vision, ensure strong governance and accountability, focus on student outcomes, monitor/manage financials, and advocate for the school</p>	<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>
<p>Ensure that the situation is handled in a way that is ethical, transparent, and focused on the welfare of the school community.</p>	<p>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?</p>

Certification

I, Duane L. Robinson, 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 Ryze Academy Charter School is true and correct in every respect.

Board Member's Signature



Date 15 MAR 2025

Signature: Duane L Robinson

*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 and the license validity. Click or tap here to enter text.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign 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.

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School Information

Name of charter school

RYZE Charter Academy

Board Member's Information

Board Members

Full name: Sherena Sabla

Home Address: 3854 Tarrant Trace Circle

Business Name & Address:
Growing the Distance Inc.
121 Skeet Club Rd. High Point, NC 27265

Telephone No.: 336-254-7311

E-mail address: sherenasab@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p align="center">No: X Yes:</p>
<p>Educational History</p>	<p>2019 - Bachelor's Degree in Communicative & Science Disorders</p>
<p>Employment History</p>	<p>2019-Current - Growing the Distance inc. 2019-2021 - Uncommon Schools - North Star Academy</p>
<p>How were you recruited to join this Board of Directors?</p>	<p align="center">-</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I wish to serve on the board because I believe in the flexibility that charter schools provide. I believe RYZE will create a learning environment that will provide excellence in education. I believe in the mission and I'm passionate about supporting students' academic growth.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>RYZE Charter Academy was an idea of mine and my colleague.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>To embody the school's mission and vision in and out of the school. Ensure academic and operational management, oversee finances, engage with the community, and contribute my expertise as an educator.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>Although I don't have experience serving on the board. I am the Co-Founder of Growing the Distance Inc. a non-profit that has been active for nearly ten years. I have experience in leading a board, an organization and experience in leadership.</p>
<p>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 can be an effective board member.</p>	<p>Although I don't have experience serving on the board. I am the Co-Founder of Growing the Distance Inc. a non-profit that has been active for nearly ten years. I have experience in leading a board, an organization and experience in leadership.</p>

Describe the specific knowledge and experience that you would bring to the board.

I bring a deep understanding of what high-impact and data driven instruction, proven to close the achievement gaps, looks like. Additionally, I have experience developing and aligning rigorous, culturally responsive ELA curriculums. My experience in coaching teachers and designing professional developments allow me to contribute meaningful impact and strategic direction of the board. Lastly, I have experience in grant writing, which allows more opportunity for RYZE to gain additional funding..

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

My understanding is that we want students to move as role models and leaders daily, and tackle challenges with an entrepreneurial mindset that primes them for success even in the face of adversity.

What is your understanding of the school's proposed educational program?

There will be support from organizations who specialize in assisting educational leaders through system audits, professional development, implementation support and more. Academics will be rigorous and hands-on, our curriculum will include real world problems for our students to solve and work through. Literacy and an entrepreneurial mindset will be at the core of our educational program.

What do you believe to be the characteristics of a successful school?

A successful team, a clear mission and vision, strong instructional leadership, a culture of joy, sense of belonging and equity. Data/Driven, safety and strong partnerships between parents and the school, all make characteristics of a successful school.

How will you know that the school is succeeding (or not) in its mission?

Student Achievement and Growth Data, specifically focusing on literacy and math.
 Attendance and Enrollment
 Teacher and Staff, retention & satisfaction.
 School Culture - are students and staff embodying the mission?

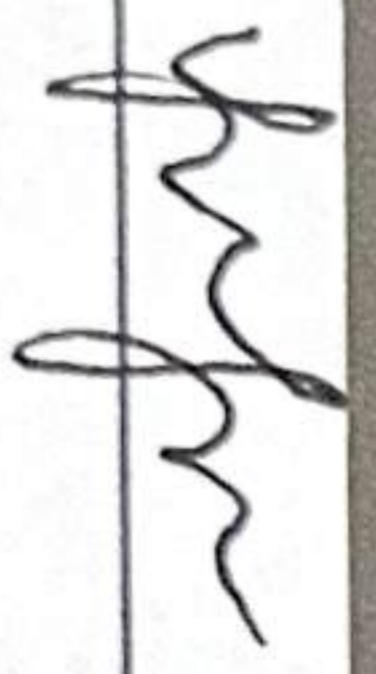
Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>The role of the board will do all of the following and more: Providing and carrying out a strategic plan, overseeing financial health, supporting and evaluating school leaders, ensuring we are in good legal standing and policy development.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>I'll know if the school is successful if we get through it, and parents enroll again for the next year.</p>
<p>How will you know at the end of five years if the school is successful?</p>	<p>I'll know if the school is successful if we show significant growth in our testing data, if our students' data show they are reading on or above grade level, higher than the district schools, and if there is a waiting list.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Supporting academic leaders of RYZE and recruiting families by attending events and getting active and present in the community.</p>
<p>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?</p>	<p>I'd have to have concrete evidence of the board member being unethical, and I would call a board meeting.</p>

Certification

I, SHERENA SHBLA, 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 RYZE Charter School is true and correct in every respect.

Board Member's Signature

Signature  Date 4/10/2025

Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign 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.

School Information

Name of charter school

RYZE Academy

Board Member's Information

Board Members

Full name: Clayton Whitaker

Home Address: 148 Old Dutch Rd, Advance, NC 27006

Business Name & Address: Emerge Consulting Group; 1030 Black Oak Dr, Gastonia, NC 28054

Telephone No.: 336-459-6804

E-mail address: Clayton@emergeconsultinggrp.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p align="right">No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>MBA – East Carolina University (2021) BSBA – East Carolina University (2019)</p>
<p>Employment History</p>	<p>Emerge Consulting Group</p> <ul style="list-style-type: none"> • Chief Operating Officer 2021-Present • Operations Manager 2018-2021 • End User and Network Support Specialist (Part-Time) 2015-2017 <p>East Carolina University – ECUTransit</p> <ul style="list-style-type: none"> • Safety and Training Coordinator 2014-2017 (Part-Time)
<p>How were you recruited to join this Board of Directors?</p>	<p>Referral from Anthony Rodriguez, met with the schools founding team and shared many goals and experiences for how the school could benefit children.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I fully believe in charter schools and their ability to help kids get the best education possible and enhance their drive for a better career and community. I want to join the board for this school because I believe that they have the same mission and I want to be a part of making that happen.</p>

What is your understanding of the appropriate role of a public charter school board member?	Ensuring accountability and oversight (legal, financial, ethical, student achievement, etc.), community engagement, advocacy for success of the students.
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 can be an effective board member.	I do not have experience on a board for a charter school however I firmly believe in charter schools as attending one in NC changed the course of my life for the better. I have since dedicated my professional career to supporting schools of choice. I am a small business co-owner that has worked in the world of Charter Schools for nearly 10 years.
Describe the specific knowledge and experience that you would bring to the board.	I've worked with many NC charter schools before from their initial application on a consulting basis for facility plans and budget. I have worked on many projects before with vendors on all sides of charter school support and can use those professional relationships to ensure the school has resources available to aide any obstacle.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Empowering their students through providing an educational experience that focuses on an entrepreneurial approach and mindset and creating future leaders of business and the community.
What is your understanding of the school's proposed educational program?	Core knowledge LA, Science, History and Geography. Dimensions Math. "The circle" to allow students to discuss and weigh current events to gain knowledge of other perspectives.
What do you believe to be the characteristics of a successful school?	Clear vision and mission, strong leadership, high-quality instruction, supportive and inclusive culture/climate, strong family/community engagement, effective accountability and resource management, strong student support systems.
How will you know that the school is succeeding (or not) in its mission?	Monitoring student growth and achievements.

Governance

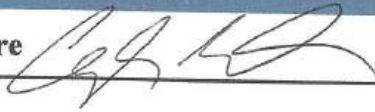
<p>Describe the role that the board will play in the school's operation.</p>	<p>The board's responsibility is to provide effective oversight of the school, ensuring adherence to charter school guidelines and procedures, while refraining from direct involvement in the principal's responsibilities or the day-to-day operations of the institution.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>To me, indicators of the school's success during its inaugural year would include but not be limited to a comprehensive analysis of student testing data, evaluation of student educational growth, and the collection and review of feedback from students, parents, and teachers</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>To me, indicators of the school's success in year five would include but not be limited to analyzing student performance data and educational growth. A consistent upward trend in classroom achievements and standardized testing results would serve as a key indicator that the school is effectively meeting the educational needs of its students.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Hiring and evaluating a strong and effective leader of the school. Provide any necessary oversight and support to the school leader to accomplish the school's mission and best serve the students and families.</p>
<p>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?</p>	<p>If concerns arise regarding the ethical conduct or actions of a school board member, the matter should be addressed discreetly by bringing it to the attention of another board member or members. Upon preliminary review, if the concerns are deemed valid, the board may convene to discuss the situation and determine an appropriate course of action. The accused board member(s) should be given an opportunity to present their perspective and respond to the allegations. Following this, the board may deliberate to decide whether disciplinary measures are warranted, which could include corrective actions or, if necessary, the removal of the board member(s) in question.</p>

Certification

I, Clayton Whitaker, 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 RIZE Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date

4/8/2025

**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 and the license validity. [Click or tap here to enter text.](#)*

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.

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.

I. School Information

Name of charter school	Ryze Academy
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II. Selected Board Attorney

<p>❖ The selected Board Attorney 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.</p> <p>No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/> X</p> <p>The School has investigated multiple attorneys that work with charter schools. They include David Hostetler and Donna Rascoe.</p>	<p>Name of Selected Board Attorney:</p> <p>Click or tap here to enter text.</p>
	<p>Business/Law Firm Name: Click or tap here to enter text.</p>
	<p>Business Address: Click or tap here to enter text.</p>
	<p>Telephone No.: Click or tap here to enter text.</p>
	<p>E-mail address: Click or tap here to enter text.</p>

III. Selected Board Auditor

❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

No: Yes: Not yet identified:

The board has investigated Sharp and Patel, and Rebekah Barr as potential options for an auditor.

Name of Selected Board Auditor:

Click or tap here to enter text.

Business/Firm Name: Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

IV. Selected CMO/EMO

❖ 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.

No: Yes: Not yet identified:

Name of Selected Management Organization:

Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

V. Selected Financial Management Service Provider

❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

No: Yes: Not yet identified:

Name of Selected Financial Management Service Provider:

Goodall Consulting

Business Address: 2132 Greenbrook Pkwy. Matthews, NC 28104

Telephone No.: 704-236-1234

Email address: eddie@goodallconsulting.com

VI. Selected Infinite Campus Service Provider

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided.

No: Yes: Not yet identified:

Name of Selected PS or IC Service Provider:

Goodall Consulting

Business Address: 2132 Greenbrook Pkwy. Matthews, NC 28104

Telephone No.: 704-236-1234

Email address: eddie@goodallconsulting.com

VII. Signatures of All Charter Board Members

1.	Aniya Mayo	2.	Yunfeng
3.	ROBINSON B.L.	4.	Benji
5.	[Signature]	6.	[Signature]
7.		8.	
9.		10.	
11.		12.	
13.		14.	
15.		16.	

VIII. Certification of Board Chair

I, Aniya Mayo, 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 Charter Schools Review Board as RYZE Academy Charter School is true and correct in every respect.

Signature *Aniya Mayo* Date *04/15/25*

DUANE L. ROBINSON

Army JROTC Instructor

Phone: 336-312-3280

Email: dlrobinsonQ1911@gmail.com

PROFESSIONAL SUMMARY

Dedicated and highly skilled Army JROTC Instructor with over 10 years of experience in mentoring high school students to develop leadership, discipline, and citizenship. Proven ability to create an environment that promotes academic excellence, personal responsibility, and teamwork. Experienced in delivering comprehensive instruction on military protocols, physical fitness, and character development, with a strong focus on student success. Strong communication, organizational, and interpersonal skills, with the ability to inspire and engage students to achieve their full potential. Committed to the values of integrity, respect, and duty, passionate about shaping future leaders in the community.

SKILLS

- Proven Senior Leadership Ability
- Excellent Communication Skills
- Flexible and Adaptable
- Critical Thinking and Problem Solving
- Exceptional Planner and Coordinator
- Articulate and Well-Spoken

PROFESSIONAL EXPERIENCE

Army JROTC Instructor

Grimsley Senior High School, Greensboro, NC

August 2016 – Present

- Instruct and oversee all instructional and operational activities within the high school JROTC Department.
- Serve as the department chairperson and one of the chief instructors of the JROTC unit.
- Manage the overall operations of the JROTC program, ensuring compliance with US Army Cadet Command (USACC) regulations, Guilford County Schools policies, and Army JROTC 4th Brigade standards.
- Formulate, implement, and execute procedures for instruction, administration, operations, and logistics.
- Foster an environment that promotes academic excellence, teamwork, and leadership development for students.

Operations NCO

United States Army, Greensboro, NC

September 1988 – November 2014

- Developed and designed organizational training missions, ensuring alignment with U.S. Army Training Doctrines.
- Assisted the Battalion Executive Officer and Junior Officers in planning, preparing, and executing Battalion Schools and Training programs.
- Ensured all soldiers received adequate training to meet the objectives of their advanced school programs.
- Established operational policies, regulations, and curriculum for company-level senior operations sergeants.
- Documented and tracked disciplinary actions, developed plans, and provided decision-making evidence for the Battalion Commander.

EDUCATION

Master of Business Administration (MBA) – Human Resource Management

Graduated: 2010

AFFILIATIONS

- Life Member, Omega Psi Phi Fraternity, Inc. – Rho Iota Chapter, Danville, VA

ADDITIONAL TRAINING & CERTIFICATIONS

- U.S. Army Equal Opportunity Trainer
- Master Resilience Trainer
- Sexual Assault/Unit Victim Advocate Trainer
- Security Manager Certification
- Physical Security Certification
- Small Group Instructor Trainer
- Total Army Instructor Trainer
- Cultural Competency Trainer

ANIYA MAYO

High Point, NC 27265
(336) 908-6907 | mayo.aniya@gmail.com

PROFESSIONAL SUMMARY:

Passionate and results-driven nonprofit leader with over 6 years of experience designing and delivering impactful youth programming. Proven track record of creating safe, nurturing learning environments that foster student growth and development.

EDUCATION

WAKE FOREST UNIVERSITY | WINSTON SALEM, NC

2027 *Master's in Educational Leadership (currently pursuing)*

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, GREENSBORO, NC

2018 *Bachelor of Science: Kinesiology*

LEADERSHIP

BUSINESS CHAMBER OF COMMERCE | LEADERSHIP HIGH POINT COHORT

Class of 2025

- Collaborated with local leaders and professionals to develop community driven solutions and enhance civic engagement.
- Participated in leadership development workshops focused on strategic planning, organizational management, and effective communication.
- Gained in-depth knowledge of local government, economic development, and public policy through hands on learning experiences and site visits.

EXPERIENCE

GROWING THE DISTANCE INC. NON-PROFIT, HIGH POINT, NC

Co-Founder & Co-Director August 2018 – Current

- Directed daily operations for 50+ children, overseeing a team of 6+ staff and increasing enrollment by 25% in two years.
- Developed and implemented strategic plans to enhance educational programming, fostering a culture of continuous learning and growth for both staff and children.
- Cultivated strong community partnerships and actively engaged stakeholders through impactful events and initiatives.

GUILFORD COUNTY SCHOOLS/ JOYNER ELEMENTARY

ACES Site Coordinator August 2019 – May 2020

- Oversaw daily operations of afterschool program, ensuring safe, engaging, and productive environment for 60+ students.
- Promoted positive student engagement, supporting social, emotional, and academic growth beyond school hours.
- Managed documentation and administrative processes to ensure compliance with state licensure requirements.

SOUTHWEST ELEMENTARY/ GUILFORD COUNTY SCHOOLS, HIGH POINT, NC

ACES Group Leader August 2016 – June 2019

- Supervised a group of 20+ students and worked cooperatively with ACES team members and teachers to ensure the school's ACES program provides high quality care that expands children's experiences, extends their learning, and provides warm and caring support.
- Adhered to policies and regulations, and carried out procedures established by the school district, ACES program, and agencies that have jurisdiction over licensed school-age childcare programs such as the North Carolina Division of Child Development (NC-DCD) and the Guilford County Environmental Health Department.

SKILLS

- Leadership Skills: Program Development, Event Planning, Strategic Planning
- Technical Skill: Google Classrooms, PowerSchool
- Certifications: BSAC (Basic School Age Children), CPR/First Aid

Clayton Whitaker

Chief Operating Officer

Contact

148 Old Dutch Rd
Bermuda Run, NC 27006
clayton@emergeconsultinggrp.com
(336) 459-6804

Education

East Carolina University
Greenville, NC
MBA
BSBA

Key Skills

Company Leadership
Project Management
Technology Planning
Information Technology

Mission

I was a student of a charter school in NC, Roxboro Community School, and was afforded the great opportunity to lead my high school's IT department as a student for four years. At the time of my senior year, I was my school's IT Director (intern). This experience gave me a drive and determination to support charter schools any way that I could. I have spent my entire professional career supporting education and schools of choice so that other children have the same opportunity to find their own passion for a future at a young age.

Experience

July 2021 - Present
Chief Operating Officer • Emerge Consulting Group

January 2018 – July 2021
Operations Manager • Emerge Consulting Group

August 2015 – December 2017
Safety and Training Coordinator (Part-Time) • ECUTransit

May 2015 – December 2017
End User and Network Support Specialist (Part-Time) • SJCS

Responsibilities

Overseeing day-to-day operations, scheduling, project management, federal fund programs for technology.

Lead for marketing and conferences for company growth.

Liaison between schools and state IT departments. Liaison between schools and vendors for new purchases and contracts.

Charter School Support

My company currently supports sixty charter schools in NC and SC. We have worked with dozens from their initial charter application and still continue to support them years after they have opened to students. We market only to charters, because we believe in the opportunities and education that these environments provide.

BRIAN TAYLOR

Senior Naval Science Instructor

PROFESSIONAL SUMMARY

Senior Naval Science Instructor with over 20 years of distinguished service in the U.S. Navy, leading the development of future leaders through the Navy JROTC program. Demonstrates extensive expertise in process improvement, safety management, and team leadership, fostering a collaborative and innovative learning environment. Passionate about mentoring and equipping students with the skills and values necessary for success, while continuously seeking opportunities for program growth and excellence.

EMPLOYMENT HISTORY

SENIOR NAVAL SCIENCE INSTRUCTOR Jul 2020 - Present

Northeast Guilford High School McLeansville, NC

Responsible for the growth and development of 100 Navy JROTC cadets from 9th-12th grade. Teaches Naval Science 1,2,3,4 and 5. Chartered and coaches the NEGHS NJROTC STEM Team consisting of a Drone Team, Robotics Team, Cyber Patriot Team and Academic Team. Coaches the Drill Team, Color Guard and Marksmanship Team. Responsible for an annual budget of about \$66k for the purposes of funding travel (for competitions and orientation), uniform purchase and maintenance, equipment and equipment maintenance. Supervises one senior enlisted retiree in the performance of his duties as a Navy JROTC Instructor.

OWNER-OPERATOR Sep 2013 - Mar 2020

Taylor & Taylor Enterprises, LLC High Point, NC

Taylor & Taylor Enterprises is a Department of Transportation regulated trucking company operating interstate commerce in the continental U.S. The company grossed more than a million dollars annually expediting dry goods year-round. Using a staff of three, the company dispatched seven trucks to ensure on-time delivery of pharmaceutical supplies, aircraft tires, furniture and food grade products for manufacturers of the High Point, NC area. Contracts ranged from common delivery to white glove delivery of freight trusted to the most competent trucking companies. Held 'Preferred Carrier status' with the largest freight distributor nationwide.

CAROLINAS REGION SAFETY MANAGER AND OPERATIONS SENIOR RESOURCE Sep 2007 - 2013

Frito-Lay, Inc. High Point, NC

As Carolina Region Safety Manager, responsible for eliminating all avoidable safety incidents for 14 distribution centers in seven states with the region. Implemented a myriad of awareness activities to keep safety at the forefront, including but not limited to educational training, rewards and recognition activities, visual training aids, published safety and accident reports and safety accountability in the workplace. Awarded the Carolinas Region Safety Award for 'People.' Scored highest among 14 distribution centers for 2011 in Carolinas Region Distribution Center Safety Inspection (ENTECH).

As Operations Senior Resource, led a team of 28 warehouse employees, a diesel mechanics and four warehouse supervisors for the Piedmont Triad area. Responsible for maintaining spending within an annual budget of more than \$1.5 million. At the close of 2012, the High Point distribution center closed the year beating its operational plan by more than \$60,000, but over the past two years has beat plan by an average of more than \$100,000. This performance carried the positive plan for the entire Raleigh Zone consisting of 2 distribution centers and 7 bin locations. Developed a merging performing team into a highly performing team in 18 months resulting in a \$30,000 improvement in total labor in 2012. As a Continuous Improvement Master Trainer, drives The Continuous Improvement Agenda for the region (15 Distribution Centers covering 7 states) via weekly report out to Zone managers for status of the CI Performance Model change plan. This change will provide team members all the tools needed to effectively resolve problems and an escalation process for those outside their scope of authority. As Kaizen Leader for a stand alone snacks delivery operation, delivered savings in excess of \$10,000 over the last three years. Mentored a Kaizen leader on his initial project for certification which led to 2% improvement in service for the Richmond, VA distribution center. Sustains a strong safety culture going five years with no recordable injuries or lost time incidents and scoring 940 of 1000 points on 2012 OSHA audit.

PRODUCTION SUPERVISOR 2002 - Sep 2003

Duracell, Gillette Corporation Lexington, NC

PRODUCTION SUPERVISOR 2000 - Jan 2002

Kemet Electronics Corporation Fountain Inn, SC

Supervised the Electro-Chemical Processing (ECP) production floor involving a myriad of chemical processes and more than 45 personnel. Implemented the ECP Losses project, identifying the source of 3 percent of unaccountable losses of a 100 million part per week operation. Implemented the Shift Awards project using objective criteria to invoke a positive competitive environment between five shifts. Developed tracking procedures to identify batch tracking/mistake proofing system errors. Emergency Response Team Chief for the second shift. Assisted in developing Yield Reporting program for Quality Control analysis.

ON SITE IT SUPPORT 1998 - Jan 2000

Newport News, Inc. (NNI) for the Spiegel Group Hampton, VA

On site IT support for NNI's Hampton and New York offices. Maintained and administered a WAN which contains nine Novell file servers, two NT file servers, two SQL servers, a main frame and more than 300 users.

STAFF LOGISTICS LIAISON OFFICER 2003 - Aug 2007

Military Sealift Command Naval Station Norfolk, Norfolk, VA

Staff Watch Officer and Watch Coordinator for supporting ocean transportation of DoD cargo for the war on terror. Supervised watch standing for up to 26 active duty and reserve military personnel up to the rank of Lieutenant Commander. Scheduled ship arrival to and departure from US ports on the east coast, arranged power, water, sewage, telephone and other hotel services. Coordinated cargo loading/offload for replenishment operations to/from ships operating in the war zone during Operations Iraqi Freedom. Conducts daily and weekly briefs on the current operations picture for more than 50 ships operating in the Atlantic area. Developed the training plan to qualify senior enlisted and junior officers as Staff Watch Officers for SEALIFT LOGISTICS COMMAND ATLANTIC. Developed a Memorandum of Understanding with Naval Operational Support Center Greensboro, NC to facilitate command and control during evacuation in the event of a hurricane or catastrophic event at the local command site.

COURSE SUPERVISOR, NAVAL CONTROL OF SHIPPING 1996 - May 1998

Fleet Training Center Naval Station Norfolk, Norfolk, VA

Supervised, trained and led in excess of 10 enlisted personnel. Developed lesson plans for training Naval Reserve Officers in the protection of commercial shipping during regional and global crisis. Over a two-year period, documented saving over \$135K in training cost by implementing a new method of training, Versatile Teleconferencing Training System. Awarded Navy and Marine Corps Commendation Medal for sustained superior training at Fleet Training Center.

MISSILES OFFICER/FIRE CONTROL OFFICER 1990 - 1992

Naval Station Norfolk, Norfolk, VA

Supervised and trained in excess of 25 enlisted personnel. Accomplished 95% qualification of the persons under my cognizance in their warfare specialty. Maintained top performing missile and fire control systems with first time target kills during two missile-firing exercises. Awarded Third Navy Achievement Medal for quick response in establishing a communications station during major fuel oil fire while underway.

DECK OFFICER/COMBAT INFORMATION CENTER OFFICER 1987 - 1990

Naval Station Norfolk, Norfolk, VA

Supervised and trained in excess of 50 seamen. Maintained an extensive cargo handling suite including small boats and heavy life booms at near 100 percent availability while singularly coordinated more than 50 underway replenishment evolutions for more than 25 customers during two Mediterranean deployments. Supervised and trained in excess of 30 communications operators and electronics technicians. Maintained the ships communications suite and missile defense system at 100 percent readiness. Planned and executed maintenance and upgrades to the ships close in weapons system, HF, and UHF through a ship yard period and during the testing phase.

EDUCATION

BACHELOR OF SCIENCE IN CHEMISTRY, MATHEMATICS AND PHYSICS

Savannah State University Savannah, GA

GENERAL STUDIES

Naval Officer Prep. School San Diego, CA

COMPUTER PROGRAMMING/NETWORK ADMINISTRATION

Electronic Computer Programming Institute Hampton, VA

COURSES

CERTIFIED LEAN SIX SIGMA KAIZEN LEADER

Lean Six Sigma

WHITE BELT

Lean Six Sigma

CERTIFIED NETWORK ADMINISTRATOR (CNA)

Netware

SKILLS

Team Leadership, Project Management, Process Improvement, Cost Reduction, Knowledge Transfer, Contract Compliance, Logistics, Operations Management, Safety Management, Training, Leadership, Budget Management.

ADDITIONAL INFORMATION

SECURITY CLEARANCE

Top Secret

Top Secret Security Clearance

TECHNICAL SKILLS

Q Basic Programming, Crystal Reporting, MS Windows and Office

SHERENA SABLA

High Point, NC 27265 | 336-254-7311 |
sherenasab@gmail.com

PROFESSIONAL SUMMARY Results-oriented Childcare Director with 6+ years of experience leading early childhood programs. Skilled in team leadership, curriculum design, and parent engagement to create enriching, safe learning environments.

EDUCATION **University of North Carolina at Greensboro, Greensboro NC 27412**
2019 Bachelor of Communicative Science and Disorders; Speech Pathology

WORK EXPERIENCE

Growing the Distance Inc.
High Point, North Carolina
Co-Director **October 2018 - Current**

- Directed daily operations for 50+ children, overseeing a team of 6+ educators and increased enrollment by 25% in two years.
- Developed and implemented strategic plans to enhance educational programming, fostering a culture of continuous learning and growth for both staff and children.
- Cultivate strong relationships with families, organize parent workshops, open houses, and community engagement events.

Uncommon Schools - North Star Academy
Downtown Middle School, Newark New Jersey
Lead 7th Grade English Teacher **July 2019 - July 2021**

- Created and implemented rigorous lesson plans to respond to data in order to target class wide gaps after state testing.
- Collected, analyzed and tracked data on student progress to update and enhance lesson plans
- Created and modified lesson plans for students with 504s and IEPs.

Guilford County Schools - Southwest Elementary
High Point, North Carolina
ACES Group Leader **August 2016 - June 2019**

- Led a group of 20+ students, fostering academic growth and emotional development.
- Adhered to policies and regulations, and carried out procedures established by the school district and agencies that have jurisdiction over licensed school age child care programs

LEADERSHIP **Instructional Leader - North Star Academy** **August 2020 - July 2021**

- English revision team coordinator, using expertise in English to make changes to increase engagement, rigor and relevance to pre-existing curriculum plans.
 - Mentored and coached new teachers, leading to improved classroom management and increased student engagement.
-

KEY SKILLS

- Leadership Skills: Program Development, Team Leadership, Event Planning, Curriculum Design
- Technical Skills: Google Classroom, Actively Learn, Desmos, Powerschool,)
- Certifications (CPR/First Aid, BSAC)

SHERENA SABLA

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- Certifications (CPR/First Aid, BSAC)

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	1
Assistant Principal		
Office Staff		2
Core Classroom Teachers		10
EC Teachers		2
Guidance Counselor		1
Interventionists/Instructional Support		3
Teaching Aides or Assistants		2
Transportation Staff		2
Specials Teachers		3
Curriculum Coordinator		

Year 2

Year 3

Year 4

Year 5

1	1	1	1	1
		1	1	1
2		2	2	2
12		14	16	18
2		3	3	4
1		1	1	1
4		4	5	5
2		2	2	2
2		3	3	3
4		4	4	4
		1	1	1

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

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of three LEAs. 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: 410-Guilford

What percentage of students from

LEA #2: 340-Forsyth

What percentage of students from

LEA #3: 290-Davidson

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	410	340	290	410	340	290	410
Kindergarten	35	10	5	35	5	5	35
Grade 1	35	10	5	40	5	5	35
Grade 2	35	10	5	40	5	5	35
Grade 3	35	10	5	40	5	5	35
Grade 4	35	10	5	40	5	5	35
Grade 5				40	5	5	40
Grade 6							40
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	175	50	25	235	30	30	255

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,
ose on the initial cover page.

imum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding?	12%
---	-----

the LEA selected above will qualify for EC funding?	12%
---	-----

the LEA selected above will qualify for EC funding?	12%
---	-----

Year 3			Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	
340	290	410	340	290	410	340	290	
10	5	35	10	5	35	10	5	
10	5	35	10	5	35	10	5	
10	5	35	10	5	35	10	5	
10	5	35	10	5	35	10	5	
10	5	35	10	5	35	10	5	
5	5	40	5	5	40	5	5	
5	5	40	5	5	40	5	5	
		40	5	5	40	5	5	
					40	5	5	
60	35	295	65	40	335	70	45	

et 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:		410-Guilford		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,509.33	175	\$1,139,132.75	
Local Funds	\$3,359.00	175	\$587,825.00	
State EC Funds	\$5,279.22	21	\$110,863.62	
Federal EC Funds	\$1,514.35	21	\$31,801.35	
			Total:	\$1,869,622.72

LEA #2:		340-Forsyth		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,277.21	50	\$313,860.50	
Local Funds	\$3,008.43	50	\$150,421.50	
State EC Funds	\$5,309.31	6	\$31,855.86	
Federal EC Funds	\$1,514.35	6	\$9,086.10	
			Total:	\$505,223.96

LEA #3:		290-Davidson		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,470.27	25	\$161,756.75	
Local Funds	\$1,400.17	25	\$35,004.25	
State EC Funds	\$5,309.31	3	\$15,927.93	
Federal EC Funds	\$1,514.35	3	\$4,543.05	

Total:

\$217,231.98

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 may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,614,750	\$ 1,912,117	\$ 2,262,971	\$ 2,587,082
Local Per Pupil Funds	\$ 773,251	\$ 921,623	\$ 1,086,057	\$ 1,242,460
State EC Funds	\$ 158,647	\$ 187,101	\$ 222,070	\$ 253,782
Federal EC Funds	-	\$ 45,431	\$ 63,603	\$ 72,689
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,546,648	\$ 3,066,271	\$ 3,634,701	\$ 4,156,012

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a question from those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, they should provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of those sources. If the 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 Appendix



on federal funding in

Year 5	
\$	2,911,192
\$	1,398,863
\$	285,493
\$	81,775
\$	4,677,323

Additional questions by
creating budget, please
these funds. If these

dix M.

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	\$ 94,000	\$ 94,000	1	\$ 97,000	\$ 97,000	1	\$ 100,000	\$ 100,000	1	\$ 103,000	\$ 103,000
Assistant Administrator		\$ -	\$ -			\$ -	1	\$ 58,000	\$ 58,000	1	\$ 59,500	\$ 59,500	1	\$ 62,000	\$ 62,000
Finance Officer			\$ -			\$ -			\$ -			\$ -			\$ -
Clerical	1	\$ 32,000	\$ 32,000	1	\$ 33,500	\$ 33,500	1	\$ 34,500	\$ 34,500	1	\$ 35,000	\$ 35,000	1	\$ 37,000	\$ 37,000
Food Service Staff		\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Custodians			\$ -			\$ -			\$ -			\$ -			\$ -
Transportation Staff	2	\$ 25,000	\$ 50,000	2	\$ 26,000	\$ 52,000	3	\$ 27,000	\$ 81,000	3	\$ 27,500	\$ 82,500	3	\$ 28,000	\$ 84,000
Instructional Technology Facilitator (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
24/7 Help Desk Technicians (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
Library Media Specialists (Remote Applicants ONLY)			\$ -			\$ -			\$ -			\$ -			\$ -
Guidance Counselor/Social Worker	1	\$ 48,000	\$ 48,000	1	\$ 50,000	\$ 50,000	1	\$ 52,000	\$ 52,000	1	\$ 54,000	\$ 54,000	1	\$ 56,000	\$ 56,000
Office Manager	1	\$ 43,000	\$ 43,000	1	\$ 45,000	\$ 45,000	1	\$ 46,500	\$ 46,500	1	\$ 47,500	\$ 47,500	1	\$ 48,500	\$ 48,500
Total Admin and Support:	6		\$ 263,000	6		\$ 274,500	8		\$ 369,000	8		\$ 378,500	8		\$ 390,500
Instructional Personnel															
Core Content Teacher(s)	10	\$ 48,000	\$ 480,000	12	\$ 50,000	\$ 600,000	14	\$ 52,000	\$ 728,000	16	\$ 53,500	\$ 856,000	18	\$ 55,000	\$ 990,000
Electives/Specialty Teacher(s)			\$ -			\$ -			\$ -			\$ -			\$ -
Exceptional Children Teacher(s)	2	\$ 48,000	\$ 96,000	2	\$ 50,000	\$ 100,000	3	\$ 52,000	\$ 156,000	3	\$ 53,500	\$ 160,500	4	\$ 55,000	\$ 220,000
Instructional Support			\$ -			\$ -			\$ -			\$ -			\$ -
Teacher Assistants	2	\$ 29,000	\$ 58,000	2	\$ 30,500	\$ 61,000	2	\$ 31,500	\$ 63,000	2	\$ 32,500	\$ 65,000	2	\$ 34,000	\$ 68,000
Interventionists/Instructional Support	3	\$ 36,000	\$ 108,000	4	\$ 38,000	\$ 152,000	4	\$ 40,000	\$ 160,000	5	\$ 42,000	\$ 210,000	5	\$ 44,000	\$ 220,000
Instructional Coaches			\$ -			\$ -			\$ -			\$ -			\$ -
Curriculum Coordinator			\$ -			\$ -	1	\$ 48,000	\$ 48,000	1	\$ 49,500	\$ 49,500	1	\$ 51,000	\$ 51,000
Part Time Electives/Specialty Teacher(s)	3	\$ 22,000	\$ 66,000	3	\$ 23,000	\$ 69,000	4	\$ 24,000	\$ 96,000	4	\$ 24,500	\$ 98,000	4	\$ 25,000	\$ 100,000
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Total Instructional Personnel:	20		\$ 808,000	23		\$ 982,000	28		\$ 1,251,000	31		\$ 1,439,000	34		\$ 1,649,000
Total Admin, Support and Instructional Personnel:	26		\$ 1,071,000	29		\$ 1,256,500	36		\$ 1,620,000	39		\$ 1,817,500.00	42		\$ 2,039,500

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	6	\$ 5,400	\$ 32,400	6	\$ 6,000	\$ 36,000	8	\$ 6,000	\$ 48,000	8	\$ 6,000	\$ 48,000	8	\$ 6,000	\$ 48,000
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	6	\$ 1,753	\$ 10,518	6	\$ 1,830	\$ 10,980	8	\$ 1,845	\$ 14,760	8	\$ 1,893	\$ 15,144	8	\$ 1,953	\$ 15,624
Life Insurance	6	\$ 125	\$ 750	6	\$ 128	\$ 768	8	\$ 130	\$ 1,040	8	\$ 132	\$ 1,056	8	\$ 134	\$ 1,072
Disability	6	\$ 360	\$ 2,160	6	\$ 365	\$ 2,190	8	\$ 370	\$ 2,960	8	\$ 375	\$ 3,000	8	\$ 380	\$ 3,040
Medicare	6	\$ 636	\$ 3,816	6	\$ 664	\$ 3,984	8	\$ 669	\$ 5,352	8	\$ 686	\$ 5,488	8	\$ 708	\$ 5,664
Social Security	6	\$ 2,718	\$ 16,308	6	\$ 2,837	\$ 17,022	8	\$ 2,860	\$ 22,880	8	\$ 2,933	\$ 23,464	8	\$ 3,027	\$ 24,216
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support Benefits:			\$ 65,952			\$ 70,944			\$ 94,992			\$ 96,152			\$ 97,616
Instructional Personnel Benefits															
Health Insurance	17	\$ 5,400	\$ 91,800	20	\$ 6,000	\$ 120,000	24	\$ 6,000	\$ 144,000	27	\$ 6,000	\$ 162,000	30	\$ 6,000	\$ 180,000
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	17	\$ 1,746	\$ 29,682	20	\$ 1,826	\$ 36,520	24	\$ 1,925	\$ 46,200	27	\$ 1,972	\$ 53,244	30	\$ 2,065	\$ 61,950
Social Security	20	\$ 2,505	\$ 50,096	23	\$ 2,648	\$ 60,904	28	\$ 2,770	\$ 77,560	31	\$ 2,858	\$ 88,598	34	\$ 3,007	\$ 102,238
Disability	17	\$ 360	\$ 6,120	20	\$ 365	\$ 7,300	24	\$ 370	\$ 8,880	27	\$ 375	\$ 10,125	30	\$ 380	\$ 11,400
Medicare	20	\$ 586	\$ 11,716	23	\$ 619	\$ 14,237	28	\$ 647	\$ 18,116	31	\$ 668	\$ 20,708	34	\$ 703	\$ 23,902
Life Insurance	17	\$ 125	\$ 2,125	20	\$ 128	\$ 2,560	24	\$ 130	\$ 3,120	27	\$ 132	\$ 3,564	30	\$ 134	\$ 4,020
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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Total Instructional Personnel Benefits:			\$ 191,539			\$ 241,521			\$ 297,876			\$ 338,239			\$ 383,510
Total Personnel Benefits:			\$ 257,491			\$ 312,465			\$ 392,868			\$ 434,391			\$ 481,126
Total Admin & Support Personnel (Salary & Benefits):	6		\$ 328,952	6		\$ 345,444	8		\$ 463,992	8		\$ 474,652.00	8		\$ 488,116
Total Instructional Personnel (Salary & Benefits):	20		\$ 999,539	23		\$ 1,223,521	28		\$ 1,548,876	31		\$ 1,777,239	34		\$ 2,032,510
TOTAL PERSONNEL:	26		\$ 1,328,491	29		\$ 1,568,965	36		\$ 2,012,868	39		\$ 2,251,891	42		\$ 2,520,626

*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	\$ 14,000.00	\$ 16,000.00	\$ 17,500.00
Paper	\$ 2,400.00	\$ 2,700.00	\$ 3,000.00
Computers & Software	\$ 15,000.00	\$ 6,000.00	\$ 8,000.00
Communications & Telephone	\$ 6,000.00	\$ 6,400.00	\$ 6,700.00
Copier leases	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Copy Overages	\$ 6,500.00	\$ 8,000.00	\$ 9,000.00
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 12,000.00	\$ 16,000.00	\$ 18,000.00
Financial Accounting & CSO Related Services	\$ 178,000.00	\$ 214,620.00	\$ 254,000.00
Other	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Facilities			
Facility Lease/Mortgage	\$ 133,200.00	\$ 256,560.00	\$ 268,560.00
Maintenance	\$ 12,000.00	\$ 14,000.00	\$ 16,000.00
Custodial Supplies	\$ 22,000.00	\$ 24,000.00	\$ 26,000.00
Custodial Contract	\$ 36,000.00	\$ 36,000.00	\$ 38,000.00
Insurance (pg19)	\$ 18,000.00	\$ 20,000.00	\$ 22,000.00
Other			
Modular Installation/ Removal	\$ 28,000.00	\$ 61,000.00	
Utilities			
Electric	\$ 50,000.00	\$ 54,000.00	\$ 58,000.00
Gas			
Water/Sewer	\$ 2,000.00	\$ 2,200.00	\$ 2,400.00
Trash	\$ 6,500.00	\$ 6,800.00	\$ 7,000.00
Other	\$ 1,200.00	\$ 1,200.00	\$ 1,500.00

*** Insert rows and edit text as needed. ***

Transportation

Buses	\$ 12,000.00		\$ 8,000.00
Gas	\$ 26,000.00	\$ 27,000.00	\$ 29,000.00
Oil/Tires & Maintenance	\$ 15,000.00	\$ 17,000.00	\$ 19,000.00
Emergency Costs	\$ 12,000.00	\$ 12,000.00	\$ 14,000.00

*** Insert rows and edit text as needed. ***

Other

Marketing	\$ 22,000.00	\$ 25,000.00	\$ 27,000.00
Child nutrition	\$ 140,000.00	\$ 170,000.00	\$ 190,000.00
Travel	\$ 3,000.00	\$ 4,000.00	\$ 4,500.00
Furniture	\$ 30,000.00	\$ 15,000.00	\$ 12,000.00

*** Insert rows and edit text as needed. ***

Total Administrative & Support Operations:	\$ 826,800.00	\$ 1,039,480.00	\$ 1,083,160.00
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OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Classroom/Student Devices	\$ 35,000.00	\$ 17,500.00	\$ 9,000.00
Software (LMS, SIS, etc.)	\$ 10,000.00	\$ 11,000.00	\$ 12,000.00
Wifi Access (Remote Applicants ONLY)			
Other	\$ -	\$ -	\$ -
Instructional Contract			
Staff Development	\$ 20,000.00	\$ 22,000.00	\$ 23,000.00
Other	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
EC Related Services	\$ 68,000.00	\$ 78,000.00	\$ 84,000.00
EL Related Services	\$ 22,000.00	\$ 24,000.00	\$ 26,000.00
EC Emergency Services & Supplies	\$ 12,000.00	\$ 14,000.00	\$ 16,000.00
Books and Supplies			
Instructional Materials	\$ 18,000.00	\$ 20,000.00	\$ 22,000.00
Curriculum/Texts	\$ 60,000.00	\$ 40,000.00	\$ 44,000.00
Copy Paper	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
Testing Supplies	\$ 1,500.00	\$ 2,000.00	\$ 2,500.00
Testing Program (NWEA)	\$ 7,500.00	\$ 8,000.00	\$ 8,200.00
Teacher Stipends	\$ 7,500.00	\$ 8,500.00	\$ 9,500.00
Total Instructional Operations:	\$ 276,500.00	\$ 263,000.00	\$ 277,200.00
TOTAL OPERATIONS:	\$ 1,103,300.00	\$ 1,302,480.00	\$ 1,360,360.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 18,000.00	\$ 18,000.00
\$ 3,300.00	\$ 3,500.00
\$ 6,000.00	\$ 8,000.00
\$ 7,000.00	\$ 7,200.00
\$ 12,000.00	\$ 12,000.00
\$ 10,000.00	\$ 11,500.00
\$ 22,000.00	\$ 24,000.00
\$ 291,000.00	\$ 327,000.00
\$ 12,000.00	\$ 12,000.00
\$ 280,560.00	\$ 292,560.00
\$ 17,000.00	\$ 18,000.00
\$ 28,000.00	\$ 30,000.00
\$ 40,000.00	\$ 42,000.00
\$ 24,000.00	\$ 26,000.00
	\$ 120,000.00
\$ 62,000.00	\$ 66,000.00
\$ 2,600.00	\$ 2,800.00
\$ 7,200.00	\$ 7,400.00
\$ 1,500.00	\$ 1,500.00

\$ 30,000.00	\$ 31,000.00
\$ 20,000.00	\$ 21,000.00
\$ 14,000.00	\$ 16,000.00
\$ 28,000.00	\$ 29,000.00
\$ 210,000.00	\$ 230,000.00
\$ 5,000.00	\$ 5,500.00
\$ 12,000.00	\$ 12,000.00
\$ 1,163,160.00	\$ 1,373,960.00

Year 4		Year 5	
\$	17,500.00	\$	9,000.00
\$	12,000.00	\$	13,000.00
\$	-	\$	-
\$	24,000.00	\$	25,000.00
\$	15,000.00	\$	16,000.00
\$	90,000.00	\$	94,000.00
\$	28,000.00	\$	28,000.00
\$	16,000.00	\$	17,000.00
\$	23,000.00	\$	24,000.00
\$	44,000.00	\$	44,000.00
\$	7,500.00	\$	8,000.00
\$	3,000.00	\$	3,400.00
\$	8,400.00	\$	8,600.00
\$	10,500.00	\$	11,500.00
\$	298,900.00	\$	301,500.00

\$	1,462,060.00	\$	1,675,460.00
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,328,491.00	\$ 1,568,965.00	\$ 2,012,868.00	\$ 2,251,891.00	\$ 2,520,626.00
Total Operations	M	\$ 1,103,300.00	\$ 1,302,480.00	\$ 1,360,360.00	\$ 1,462,060.00	\$ 1,675,460.00
Total Expenditures	N = J + M	\$ 2,431,791.00	\$ 2,871,445.00	\$ 3,373,228.00	\$ 3,713,951.00	\$ 4,196,086.00
Total Revenue	Z	\$ 2,546,648.16	\$ 3,066,271.49	\$ 3,634,700.92	\$ 4,156,012.04	\$ 4,677,323.17
Surplus / (Deficit)	= Z - N	\$ 114,857.16	\$ 194,826.49	\$ 261,472.92	\$ 442,061.04	\$ 481,237.17

Ryze Academy Year 0	Money	#	2026-2027
Starting Balance (Loan)	\$ 25,000.00		\$ 25,000.00
Total	-	-	\$ 25,000.00
Operations			
Clean Up for ECO			\$ 2,500.00
Misc.			\$ 2,000.00
Additional Marketing			\$ 8,000.00
Fixing Fire Alarm System			\$ 12,000.00
Total			\$ 24,500.00
Total Revenue			\$ 25,000.00
Total Expenses			\$ 24,500.00
Total Surplus			\$ 500.00

INSURANCE PROPOSAL
PREPARED FOR:

Ryze Academy

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

Account Executive: Brendan Van Popering
Address: 8318 Pineville Matthews Road, Suite 266
Charlotte, NC 28226
Phone: (704) 543-1544
E-Mail: Brendan@VPInsure.com
Policy Term: TBD



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that will be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

COMMERCIAL PROPERTY COVERAGE

Named Insured:	Ryze Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD
Street Address	121 Skeet Club Rd. High Point, NC 27265

Limits	Property Description	Deductible	Co-Ins	Valuation
\$ 100,000	Business Personal Property	\$ 1,000	80%	RC
\$ N/A	Building			

REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with like kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

SPECIAL CAUSES OF LOSS COVERAGE

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COMMERCIAL GENERAL LIABILITY

Named Insured:	Ryze Academy		
Company Name:	To be Determined	(AM Best rating: A or better)	
Policy Term:	TBD		

Coverage Written On:		<input checked="" type="checkbox"/> Occurrence Form	<input type="checkbox"/> Claims Made Form
Retro:			
\$	LIMITS	COVERAGE DESCRIPTION	
	1,000,000	Each Occurrence - Bodily Injury and Property Damage	
	2,000,000	General Aggregate	
	2,000,000	Products and Completed Operations Aggregate	
	1,000,000	Personal and Advertising Injury	
	500,000	Damage to Rented Premises (each occurrence)	
	10,000	Medical Expense (any one person)	

Crime Coverage: Employee Dishonesty

\$	LIMITS	COVERAGE DESCRIPTION
	250,000	Crime – Employee Dishonesty

UMBRELLA (optional)

\$	LIMITS	COVERAGE DESCRIPTION	\$	Avg Premium per million
	1,000,000	Umbrella Coverage		1,000

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter K-4	47476	250

PROFESSIONAL LIABILITY

Named Insured:	Ryze Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

	LIMITS	COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim limit)
\$	2,000,000	Policy Aggregate
\$	1,000,000	Directors and Officers Liability

Abuse & Molestation Coverage (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Abuse & Molestation

Employment Related Practices (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employment Related Practices

Employee Benefit Liability (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employee Benefit Liability

WORKERS' COMPENSATION POLICY

Named Insured:	Ryze Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		<u>Coverage Description</u>
	As Required	Workers' Compensation
\$	500,000	Employer's Liability - Each Accident
\$	500,000	Employer's Liability - Disease - Policy Limit
\$	500,000	Employer's Liability - Disease - Each Employee

Workers' Compensation Rating Basis

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL		0.48
All	9101	SCHOOL-ALL OTHER EMPLOYEES		2.6

****Payroll of employees x Rate = Total Premium**

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	Ryze Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

	Limits	Coverage Description
\$	1,000,000	Combined Single Limit - Bodily Injury and Property Damage
\$	5,000	Medical Payments (each insured)

HIRED AND NON-OWNED AUTO COVERAGE

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$
0002			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$

****Premium = Est. \$850 / per bus (Year 2000 School bus)**

STUDENT ACCIDENT POLICY

Named Insured:	Ryze Academy
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 250

Description of Benefits:

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52 week Benefit Period

Principal Sum:

- \$10,000 Death
- \$20,000 Dismemberment

DESCRIPTION OF HAZARDS:

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

Ryze Academy

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

FLOOD INSURANCE--- This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of any body of water.

EARTHQUAKE COVERAGE--- This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

Loss Control Program--- A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures--- To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed--- All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	4,800.00
2.	Business Property		
	Property	\$	650.00
	General Liability	\$	1,800.00
	Professional Liability	\$	3,500.00
	<i>(optional coverage)</i>	\$	2,900.00
3.	Umbrella <i>(optional)</i>	\$	1,000.00
4.	Commercial Auto (2 buses with Hired & Non-owned)	\$	2100.00
5.	Student Accident Policy	\$	500.00
6.	Crime Coverage - \$250,000	\$	325.00



Anthony Rodriguez <arodriguez2187@gmail.com>

UPS Delivery Notification, Tracking Number 1Z15A1E60120894781

UPS <pkginfo@ups.com>
To: arodriguez2187@gmail.com

Wed, Apr 23, 2025 at 11:12 AM



Your package has been delivered.

Delivery Date: Wednesday, 04/23/2025

Delivery Time: 10:29 AM

Left At: FRONT DESK

At the request of Anonymous, this notice is to confirm that the following shipment has been delivered.

Shipment Details

Tracking Number: **1Z15A1E60120894781**

Ship To: RALEIGH, NC 27699
US

UPS Service: UPS NEXT DAY AIR

Number of Packages: 1

Weight: 0.2 LBS

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Signature Page

The foregoing application is submitted on behalf of **Ryze Academy** 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: Aniya Mayo
Board Position: Board Chair
Signature: Aniya Mayo
Date: 04/20/25

Sworn to and subscribed before me this 20 day of April, 2025.

Notary Public: Crystal R. Moses

Official Seal:

My commission expires: October 17, 2026.

