



# Charter Schools Institute

*The State University of New York*

## Application Transmittal Form

Proposed Name of Charter School: Icahn Charter School 5

### Applicant Contact Information

Applicant Contact: Julie Clark Goodyear \_\_\_\_\_  
Print or type name Signature

Mailing Address: Foundation for a Greater Opportunity, 767 Fifth Ave, 4700, NY, NY 10153

Office Phone/Fax: 212 702 4353 / 212 750 5817

E-mail: [REDACTED] Home Phone: [REDACTED]

Media Contact (if different) (name/phone#): \_\_\_\_\_

### Affiliations

Educational Service Provider/Management Company (if any): \_\_\_\_\_

Contact (name/phone #) \_\_\_\_\_

Partner Organization (if any): \_\_\_\_\_

Contact (name/phone #): \_\_\_\_\_

### School Summary

Desired Opening Date of School: Sept. 2010

Planned Grades Served/Enrollment: Year 1: K-2 108 Year 2: K-3 / 144 Year 3:

K-4 / 180 Year 4: K-5 / 216 Year 5 K-6 / 252

Proposed Location (school district, in NYC list CSD and Region): Bronx CSD 9

Submit Completed Applications To:

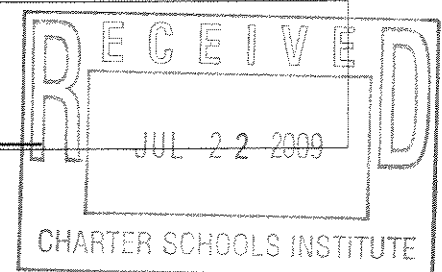
Charter Schools Institute ■ State University of New York ■ 41 State Street, Suite 700 ■ Albany, New York  
12207

518/433-8277, Fax: 518/427-6510, [www.newyorkcharters.org](http://www.newyorkcharters.org)

FOR OFFICE USE ONLY:

Received By: \_\_\_\_\_

Date Received: \_\_\_\_\_



# **ICAHN CHARTER SCHOOL**

**5**

Submitted to the Charter Schools Institute  
State University of New York

**Submitted May 2009**

Julie Clark Goodyear  
Foundation for a Greater Opportunity  
767 Fifth Avenue, 47<sup>th</sup> Floor, New York, NY 10153  
Tel: 212 702 4353; fax: 212 750 5817

1. **ESTABLISHMENT AND SCHOOL DESIGN**

**Provide the name of the proposed charter school.**

ICAHN CHARTER SCHOOL 5

2. **Provide the name of each applicant. If you are applying as a single applicant, include the following information:**

a. **The name of each applicant** Gail Golden, Julie Clark Goodyear

b. **The home address, telephone number(s) (home and office), facsimile number and e-mail address.** Gail Golden, [REDACTED]

Julie Clark Goodyear, [REDACTED]

c. Both applicants are at least 18 years of age.

**If there is more than one applicant, you must designate one applicant as the contact person for the application and provide the contact information set forth above for that individual.** Julie Clark Goodyear, [REDACTED]

d. **In addition, provide background information for each applicant, including whether he or she is a teacher, parent, school administrator, and/or community resident and if he or she would be a member of the charter school's board of trustees.** Ms. Golden's BA work is at New York University. She is a parent and will be a member of the School's board. She is Vice-President/Treasurer of the Foundation for a Greater Opportunity.

Ms. Goodyear received her BA from New York University and her MA from Wesleyan University. She is a parent and will be Secretary of the School's board. She is Executive Director of the Foundation for a Greater Opportunity. She is more than eighteen years old.

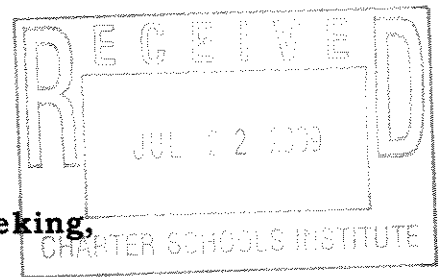


3. **Provide the anticipated opening date for the charter school (month/year).**

SEPTEMBER 4, 2010 (approximate date--based on the New York City Department of Education calendar)

4. **Provide the requested initial term of the charter, which in no case is to exceed 5 years.**

We request a five-year charter.



5. Provide for each year of the charter that you are seeking,

the grades that the school would serve,

the ages of the students to be served in each grade (If providing a kindergarten, please indicate the minimum age that the school will require a child to have attained by December 1 or 31 to be eligible for enrollment.):

the number of students to be served in each grade,

the number of children expected in each class, and the total number of enrolled students.

The total number of enrolled students for each year of the charter term.

Total enrollment by year and grade. As it is impossible to predict attrition, this school will address attrition by adding students to an elementary grade that has lost more than one student in the elementary school, but will not generally add students in the upper middle school grades:

	AGES	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR 5
KINDERGARTEN	5	36	36	36	36	36
FIRST GRADE	6	36	36	36	36	36
SECOND GRADE	7	36	36	36	36	36
THIRD GRADE	8		36	36	36	36
FOURTH GRADE	9			36	36	36
FIFTH GRADE	10				36	36
SIXTH GRADE	11					36
TOTAL STUDENTS		108	144	180	216	252
# CLASSES/GRADE		2	2	2	2	2
AVERAGE # STUDENTS/CLASS		18	18	18	18	18

Children entering in kindergarten must be five years old by December 31<sup>st</sup> of their kindergarten year.

**6. Provide the rationale for the growth plan submitted as your response to Request No. 5 above. In your rationale, please address the reason(s) for choosing to serve the identified population of students, including the grades specified and the number of students in each grade.**

We will have two classes per grade of 18 students in each class. We based the size of each class on the Tennessee Class Size Study of 1988. The research in that study concluded that if children are in small classes, the benefits of the early small classes will remain throughout their education. Our current schools have classes of 18 and the children are achieving admirable results. The first year's testing scores of our first replication school, Icahn Charter School 2, were 100% in both ELA and Math, providing evidence that our Icahn Charter School program replicates well and confirming our commitment to the small school model.

New York charter schools are supposed to work with students at risk of academic failure, which is our intent. Our goal has been to prove that those children can learn at the same levels as their wealthier counterparts. We have proved that in that the children in our first school—the poorest Congressional district in the country—are achieving at levels higher than much wealthier areas. We want to continue to show that all children can learn.

When we began our first charter school, Carl C. Icahn Charter School, we had anticipated only having an elementary K-4 school. We began with grades K-2 in the first year and intended to add a grade for the next two years of the charter. After working with the children and seeing their improvement each year, and also after taking into account the comparative state test score results in the neighboring schools, we felt that our children would benefit from staying in our program through middle school. Moreover, our parents fervently encouraged us to include grades 5-8. We are currently K-8. 85% of our 8<sup>th</sup> graders earned places in selective high school programs. We have come to the conclusion that it is best for our children and families that we create K-8 schools.

We believe in small schools. The culture of a small school permeates all elements of the school. There is no anonymity. Administration and staff know each other. Children, staff and parents know each other. Each person's success is a school success. Everyone is a visible and acknowledged stakeholder in the school's success. The administration is responsible for the success of each teacher and each student. Size is the key to our success because it assures that the faculty has the tools to enable children to achieve and the faculty is responsible for the success of the children. The Principal is responsible for the success of the faculty. It is a team effort. No one gets lost. We know this model works for us and are confident that we can replicate its academic, disciplinary, parental and fiscal health in our new school.

7. At the time of publication, student attendance in charter schools represented more than 5% (in a base year) of the total public school enrollment for the following school districts: Albany, Buffalo, Lackawanna, Roosevelt, Schenectady, and Troy. (Prior to submitting an application, applicants should check the Institute's website for an updated list at:

[www.newyorkcharters.org/openAppRes.html](http://www.newyorkcharters.org/openAppRes.html)

- a) If the proposed charter school be located in one of these districts, please either provide evidence that the school district of location approves of the establishment of the proposed charter school, or explain how the establishment of the proposed charter school will have a "significant educational benefit" to the students who attend the school.

Not applicable.

- b) If the proposed charter school will not be located in one of the above districts, please indicate such in your response and proceed to Request No. 8.

We are not requesting a charter school in one of the above districts.

8. a) Indicate whether you have submitted a substantially similar application to another charter entity simultaneously with submission of this application. If so, provide the name of the charter entity, the date the application was submitted and the status of the application.

No.

- b) Indicate whether you have previously applied for a charter from another charter entity. If so, provide the name of the charter entity, the date the application was submitted and the status of the application. If the application was denied, provide a copy of the letter from the charter entity stating the reasons for denial. If the application was withdrawn, please provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.

This does not apply.

9. a) If you are filing the application in conjunction with a college, university, museum, educational institution, or a not-for-profit corporation with 501(c)(3) status under the Internal Revenue Code, please provide the information listed below for each such entity.
- b) If you are filing this application in conjunction with a *for-profit* entity or a *not-for-profit educational service provider (management company)*, AND you are not also applying in conjunction with any other of the entities described above, you may indicate that Request No. 9 is not applicable and proceed directly to Request No. 10.
- c) If you are not filing in conjunction with any entity, please so indicate in your responses to Requests Nos. 9 and 10 and proceed to Request No. 11.

- **Name of the organization:**

Foundation for A Greater Opportunity.

- **Proof of the legal status of the organization (e.g. New York not-for-profit corporation, university, etc.) and whether or not the organization has authority to do business in New York:**

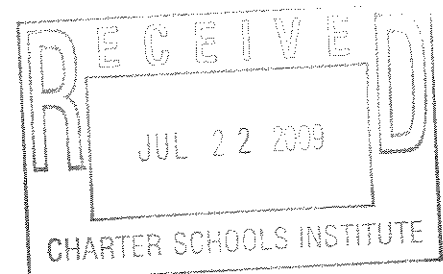
Foundation for a Greater Opportunity is a 501(c)(3) with the authority to do business in New York. See attached document.

- **For non-profit corporations, proof of tax exempt status under Internal Revenue Code section 501(c)(3), EIN 13-3913393**
- **A letter of intent or commitment from a bona fide representative of the "partner" organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement.**

A letter of support is attached.

- **The name of a contact person for the partner organization, along with the address, phone number, facsimile number, and e-mail of such contact person for the partner organization:**

Julie Clark Goodyear, Foundation for a Greater Opportunity, 767 Fifth Avenue, New York, NY 10153; 212 702 4353; fax-212 750 5817; [jgoodyear@sfire.com](mailto:jgoodyear@sfire.com)



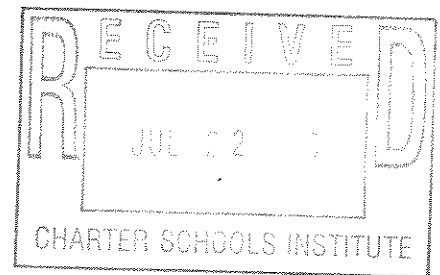
*State of Delaware*  
*Office of the Secretary of State*

---

PAGE 1

I, EDWARD J. FREEL, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF INCORPORATION OF "FOUNDATION FOR A GREATER OPPORTUNITY", FILED IN THIS OFFICE ON THE SEVENTH DAY OF OCTOBER, A.D. 1996, AT 9 O'CLOCK A.M.

A CERTIFIED COPY OF THIS CERTIFICATE HAS BEEN FORWARDED TO THE KENT COUNTY RECORDER OF DEEDS FOR RECORDING.



*Edward J. Freel*  
\_\_\_\_\_  
Edward J. Freel, Secretary of State

2670819 8100

960290730

AUTHENTICATION:

8135661

DATE:

10-07-96



- **A description of the nature and purpose of the proposed school's relationship with the organization.**

Foundation for a Greater Opportunity has as a mission to help underserved children. The Foundation has had a long commitment to charter schools in New York. It opened its first charter school in the Bronx in 2001.

As was the template with its first four charter schools, the Foundation will provide initial financial support to Icahn Charter School 5 (ICS 5) to help bridge the financial gap that occurs between the time when a charter is granted and when there are revenues to support the school's operation. The Foundation will advance the necessary money to cover the difference between revenues and expenses during the initial years of operation. The charter school will repay the advance by the end of the five year charter.

The Foundation will also make arrangements for facilities for the school, as it has for its other schools. For the first Icahn Charter School, the Foundation paid to build the K-4 building and the school leases it at below fair market value. For the middle school for ICS-1, the Foundation paid 20% of the building cost (Foundation share was \$3.2 million) and DOE paid 80%. DOE will own the building. FGO will have a 30 year lease for \$1.00 year. For our second school, Icahn Charter School 2 (ICS-2), ICS 2 is collaborating with Civic Builders. ICS 2 will contribute 2% of the building cost and will receive a 15 year lease. The Foundation is currently working on buying a building in the Bronx into which Icahn Charter Schools 3, 4 and 5 will go.

Through its relationship with Foundation for a Greater Opportunity, ICS 5 will be able to maximize its revenues for academic purposes. With the Foundation's support for postponing payment of the lease and start-up costs until the last years of the charter and for advancing start-up costs, the Foundation will enable the revenue dollars to be spent on the academic program. The Foundation's board is interested in student achievement. If a school must use a disproportionate share of its initial revenue to pay rent and stay in the black, staff and student achievement will necessarily be limited.

There are many other areas where the connection with Foundation for a Greater Opportunity provides support for its charter schools. Foundation for a Greater Opportunity is a Supporting Organization Foundation created by Carl Icahn. The Foundation is housed in Icahn Associates' office. The Executive Director of the Foundation, Julie Goodyear, provides her services to the Icahn Charter Schools at no cost to the schools. Support comes from a variety of Icahn Associates' staff, as well. There is legal representation at every board meeting. A tax lawyer submits for the tax ID number and the not-for-profit status document (hundreds of pages). Outside pro bono educational and labor law work is provided by Sonnenschein Nath & Rosenthal LLP. Lawyers are available

whenever a school needs to consult. It is never a question of, "Can I afford the billable hours it will cost to get an answer to this question?" that so many charter schools have to consider. Icahn Associates' CFO oversees the treasurer, accounting and finance operation of the schools. The Icahn back office arranges for back office for the charter schools. An insurance expert is on staff at Icahn Associates and available to the schools. Icahn Sourcing is a branch of Icahn Associates that finds the most reasonable costs for supplies. The charter schools are able to leverage off the relationships with Icahn Associates' vendors.

When there are real estate needs, there are real estate employees and lawyers available. When it was necessary to write a contract for the middle school expansion of the first charter school in collaboration with DOE/SCA, Icahn lawyers spent three years working through the intricacy demanded by DOE/SCA. We were told by one of the Icahn lawyers that it was the longest deal in which she had ever been involved. When there is a question about a lease, the real estate lawyers are a quick phone call away. While this work adds to the associates' work, they frequently comment that it is rewarding for them to be involved in providing better educational opportunity for New York City's children. The support provided to the Foundation and its charter schools by Icahn Associates and other pro bono people enables the Foundation to pursue its goal of enabling its charter schools to provide meaningful educational choice and a rigorous, successful program to deserving New York City children.

## FOUNDATION FOR A GREATER OPPORTUNITY

Charter Schools Institute  
41 Pearl Street, Suite 700  
Albany, NY 12207

July 2009

Dear Charter Schools Institute:

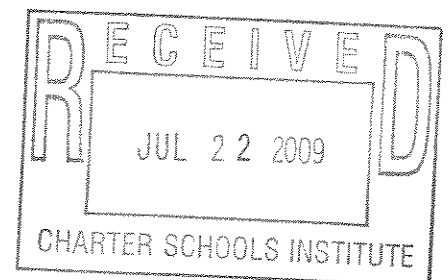
The Foundation for a Greater Opportunity was authorized by SUNY to open its first charter school, Carl C. Icahn Charter School, in New York City in 2001. The results of that school were so encouraging that we have applied to open more charter schools. We have since opened two more charter schools, Icahn Charter School 2 and Icahn Charter School 3, and will open our fourth charter school, Icahn Charter School 4, this September.

Foundation for a Greater Opportunity would like to open another replication charter school, Icahn Charter School 5, in September 2010. The purpose of Foundation is to support organizations that assist children from low income, financially needy families, with specific commitment to charter schools in New York City. The Foundation intends to continue sponsoring New York City charter schools. We hope that you will continue to authorize and support our schools.

Sincerely yours,



Edward J. Shanahan  
President



10. a) If the charter school would be established in conjunction with a for-profit entity (including but not limited to an educational service provider) or a not-for-profit management company, then please provide the name of such entity and specify in detail the extent of the entity's participation in the management and operation of the school. As part of such discussion, please include the following:

- a term sheet indicating, at a minimum, the fees proposed to be paid by the proposed school to the management company; the length of the proposed contract; the terms for the contract's renewal; all provisions for termination; and
- copies of the last two contracts that the educational service provider has executed with operating charter schools (in New York or other states) and, if applicable, the status of those charter schools' applications for tax-exempt status under section, 501(c)(3) of the Internal Revenue Code;

b) Please explain in detail how and why the for-profit entity or not-for-profit management organization or educational service provider was selected.

Not applicable.

c) Please provide all of the following information.

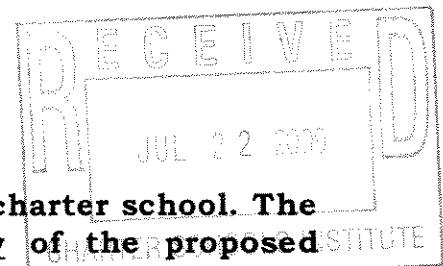
- Evidence that the corporate entity is authorized to do business in New York State
- Evidence of the entity's tax-exempt status under section 501(c)(3) of the Internal Revenue Code, if applicable;
- The number of schools the entity presently manages (if any) and the location of these schools;
- The length of time the entity has been in business;
- The most recent annual report of the entity; and
- A description of summary reports of student achievement results in schools managed by the entity, especially highlighting achievement of similar student populations to those anticipated to attend the proposed charter school.

Not applicable.

## **SCHOOL MISSION AND EXECUTIVE SUMMARY**

### **11. Develop and attach the mission statement for the proposed charter school.**

Icahn Charter School FIVE, using the Core Knowledge curriculum developed by E.D. Hirsch, will provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility.



12. **Provide an "Executive Summary" for the proposed charter school. The Executive Summary should provide an overview of the proposed charter school, be "jargon-free" and include the following elements:**

- **a brief explanation of why you are seeking to open a public charter school, including why the charter school is necessary at this time and in the proposed location;**
- **a brief but precise discussion of how the school would improve student learning and achievement, i.e., the key design elements of the school's program and the capacity of those implementing the program that would make it succeed where others have failed;**
- **a discussion of the proposed charter school's educational program, including the presentation of research supporting the school's proposed academic program design. Also discuss whether or not the program is based on that of an existing charter school or a particular charter school model;**
- **a discussion of the specific measures to be used to determine the "success" or effectiveness of the school; and**
- **a demonstration that the proposed educational program would implement one or more of the statutory purposes of charter schools [see §2850(2) (a)-(f)].**

There is a need for improved educational opportunities throughout New York City, especially in particular areas. The educational divide continues to plague our country and city, including the Bronx, where we have already opened three charter schools, and are opening a fourth charter in September 2009. Our test scores in the first schools that have testing grades are considerably above neighboring schools (see charts below). The foundation of our program is small classes, longer class day, longer school year and individual attention. This enabled our children both to catch up to grade level and to advance beyond. Our first charter school's goal was to improve the education in the neighborhood. We succeeded. We have replicated this program in two other schools. The testing results of our first replication school are evidence that the program works and can be replicated.

Each spring at Icahn Charter School 1, as we pick the applicants' names out of the box in the admission lottery for our approximately 30 kindergarten seats, when we get to the one hundredth name the room gets more and more silent as we realize that there is no way that these children will be able to come to our school and know that we have not yet gone through half the applicants. This year, we had more than three hundred applicants for kindergarten (and over eight hundred applicants for all grades). The Daily News wrote up our first

charter school as being the “toughest” charter school to get into. It is a depressing reality check. A pall descends on the room. We ask ourselves if we should increase the size of our school to help more children, but we realize that the small size of our school is the pivotal factor in the success of the children. Each year, someone invariably says, “We could open nine more charter schools right here and still not be able to accommodate all the children who want to come to our school.” We are confident that there is support for more schools like ours.

A strong academic program with early intervention and a nurturing school environment will again increase and improve neighborhood choices. The heart of our program is to offer the same small school, rigorous academic program that has proved successful at the other Icahn Charter Schools, which we believe enabled us to succeed at a level that neighboring schools have not. The elements that are key in our program include small classes with two classes per grade; longer school days; a longer school year; individualized learning; the Core Knowledge curriculum; involved parents; an assessment-driven program; and financial stability. This program has produced high satisfaction and high testing results.

There are four areas that we deem the most important measures in determining a school’s success. First and foremost, we seek academic achievement, especially as calculated by state test results. School attendance is also important as children not in school cannot learn at the pace necessary to achieve at the level of our expectation. Parental satisfaction is important to us because we believe parents must be partners with the school in their children’s academic life. The fourth measure is financial stability. Without financial health, charter schools flounder. They cannot focus on their mission to help children at risk of academic failure achieve academic success. Our current charter schools have already proved each of the four key elements is possible. The size of the school enables the Principal to oversee each of these areas of importance, to interact daily with all stakeholders and to encourage engagement and monitor achievement. The charter school template—of a principal being responsible for the outcomes of the school in response to being given autonomy as a leader—is particularly effective in our small school model, for a principal can truly be involved in all aspects of school. We intend to replicate that model by using the expertise already at our Foundation’s disposal in our current charter schools to achieve similar results.

The testing results of Icahn Charter School 1 have been significantly higher than the neighboring school results. In a comparison of scores of Icahn Charter School 1 with the neighboring schools, the success of our program is obvious. Our children have made a dramatic improvement over what the children achieve in the schools our children would have attended.

## **BRONX NEIGHBORHOOD SCHOOLS**

## 2008

### ELA Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					85	45	81	39	83	41
4	55	30	89	48	87	44	90	40	88	42
5					85	37	80	33	100	48
6					73	34	87	37	89	32
7							74	31	92	44
8									55	23
All	55	30	89	48	82	40	83	37	84	39

### Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					100	61	100	71	100	81
4	90	48	100	48	100	52	94	60	97	68
5					88	38	100	48	100	65
6					97	30	100	45	100	55
7							97	37	100	56
8									88	45
All	90	48	100	48	97	45	98	53	97	61

In a world where math and science drive economies, we want our children to have strong backgrounds and affinity in those areas. Our first charter school had 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade math scores of 100% on the 2008 state math test. We will use the same math curriculum in our future schools and replicate the staff development.

The results of all tests last year at our first and second charter schools were impressive and have helped us determine the success and effectiveness of our program. For our first charter school, Icahn Charter School 1, the results were:

- On the 3<sup>rd</sup> grade 2009 ELA exam, 94% of the children were at or above the national norm.
- On the 4<sup>th</sup> grade 2009 ELA exam, 89% of the children were at or above the national norm.
- On the 5<sup>th</sup> grade 2009 ELA exam, 100% of the children were at or above the national norm.
- On the 6<sup>th</sup> grade 2009 ELA exam, 100% of the children were at or above the national norm.
- On the 7<sup>th</sup> grade 2009 ELA exam, 100% of the children were at or above the national norm.
- On the 8<sup>th</sup> grade 2009 ELA exam, 79% of the children were at or above the national norm.
- On the 3<sup>rd</sup> grade 2009 Math test, 100% of the children were at or above the national norm.
- On the 4<sup>th</sup> grade 2009 Math test, 94.2% of the children were at or above the national norm.
- On the 5<sup>th</sup> grade 2009 Math test, 100% of the children were at or above the national norm.
- On the 6<sup>th</sup> grade 2009 Math test, 100% of the children were at or above the national norm.
- On the 7<sup>th</sup> grade 2009 Math test, 100% of the children were at or above the national norm.



- On the 8<sup>th</sup> grade 2009 Math test, 100% of the children were at or above the national norm
- On the 4<sup>th</sup> and 8<sup>th</sup> grade 2008 Science test, 100% and 88% of the children respectively were at or above the national norm.
- On the 5<sup>th</sup> grade 2009 Social Studies test, 100% of the children were at or above the national norm.
- On the 8<sup>th</sup> grade 2008 Social Studies test, 91% of the children were at or above the national norm (2009 results not yet available).

For our only other testing charter school, Icahn Charter School 2, the NY State results were:

- On the 3rd grade 2009 ELA exam, 100% of the children were at or above the national norm.
- On the 3<sup>rd</sup> grade 2008 Math test, 100% of the children were at or above the national norm.

The culture of a small school has a ripple effect. The administration knows the staff well. Staff and students know each other well. Staff and parents know each other well. Children (and teachers) thrive on the attention. Education can be individualized, which we believe is crucial for children at risk of academic failure. We will continue the program of Targeted Assistance, a lynchpin of our current program, which is individualized tutoring for students whose testing results indicate they need extra work. We will provide programs for remedial work and to prepare for the state tests. We will be providing energetic staff development for our teachers prior to opening and during the academic year, improving their teaching skills and the results they achieve with our students. There will be a student mentoring program, with each staff member working with a handful of children to motivate and encourage academic excellence. Every program will be geared to maximum impact for each child, including special education children and ELL children.

A key element that has enabled us to succeed at CCICS and that differentiates us from neighboring schools is small class size. While all schools benefit from strong leaders and good teaching, and our schools have all made a commitment to ensuring strong leadership and good teaching, it is the small size which distinguishes our program. All schools want strong leaders and good teaching, but our program's success is distinguished by its size. We are planning to create more schools with small class size. Based on the Tennessee Class-size Study of April 1988 ([http://www.futureofchildren.org/usr\\_doc/vol5no2ART8.pdf](http://www.futureofchildren.org/usr_doc/vol5no2ART8.pdf)), which determined that in schools with small classes (13-17) there were significant academic gains over schools with larger classes, we intend to have classes with a maximum of eighteen students. There may be times when for reasons of staffing or student mobility, it is not possible to keep the number at exactly eighteen, but that is our target number. The results of the Study would be especially applicable to our student body.

"The small-class advantage was greater for minorities or for students attending inner-city schools in each year of the study...In most comparisons, the benefit to minority students is about twice as large (study's underlining) as that for whites. On the criterion-reference tests, the small-class advantage for minority students was even more pronounced than on the norm-referenced tests: a 17% advantage in grade-1 reading, and a 7% and 10% advantage in mathematics. The differential impact of small classes on minority and white

students had the effect of reducing the achievement gap on every test (not to the detriment of either group). For example, the difference in mastery rates between whites and minorities in grade-1 reading was 'reduced from 14.3% in regular classes to 4.1% in small classes' Finn, J. & Achilles, C., *Answers and questions about class size: a statewide experiment*, 27 American Educational Research Journal 557, 568 (1990))."

## WHY SMALLER IS BETTER

<http://www.ericdigests.org/1997-2/small.htm>

Educators, researchers, and survey responses received from teachers, students, and parents suggest several reasons for the superior performance of small schools. Cotton's 1996 synthesis of 103 studies and reviews describes a number of these underlying conditions. For example, the need, in small schools, for everyone's involvement in school activities<sup>1</sup> appears to be related to other social and affective areas. People in small schools come to know and care about one another to a greater degree<sup>2</sup> than is possible in large schools, and rates of parent involvement<sup>3</sup> are higher. Staff and students are found to have a stronger sense of personal efficacy. Small-school students tend to take more of the responsibility for their own learning, learning activities are more likely to be individualized,<sup>4</sup> classes are typically smaller,<sup>5</sup> and scheduling is much more flexible.<sup>6</sup>

Many practices common in small schools are in operation largely because they are much easier to implement and manage in small environments than in large ones. Looking at instructional practices in small schools, researchers find that teachers are more likely to form teaching teams, integrate their subject-matter content, employ multiage grouping and cooperative learning, and use performance assessments. Finally, small schools tend to exhibit greater emphasis on learning that is experiential and relevant to the world outside of school.

From the same website is confirmation of the Icahn Charter School's belief in small schools for inner city children:

### SCHOOL SIZE AND EDUCATIONAL EQUITY

We know that the states with the largest schools and school districts have the worst achievement, affective, and social outcomes (Jewel, 1989; Walberg, 1992). We also know that the students who stand to benefit most from small schools are economically disadvantaged and minority students. To put it another way, these students experience the greatest amount of harm from attending large schools (Cotton, 1996; Fowler, 1995; Howley, 1994; Lee & Smith, 1996). Yet, these are the very students who are primarily

---

<sup>1</sup> Teachers at ICS typically volunteer to start extra-curricular programs.

<sup>2</sup> Teachers at ICS know the children in their own classes and also the children in the school. Teachers know the parents/guardians.

<sup>3</sup> Parents will be expected to be part of the child's schooling. Monthly syllabus will be sent home so parents will know what is happening in the classroom. Parent teacher conferences will occur regularly.

<sup>4</sup> Icahn Charter Schools infuse the program with individualized attention. Whether it is targeted assistance on topics where a student needs extra help, or whether it is the Einstein Club for the faster learners, the educational program is organized around a student's need.

<sup>5</sup> Icahn schools have smaller classes and only two sections per grade.

<sup>6</sup> In our small schools, we are able to identify children's needs early and address them, whether it is by carving out a small group of students within a classroom or in the Targeted Assistance room. Whatever configuration works best for the students is arranged.

concentrated in large schools within large school districts (Jewell, 1989; Lee & Smith, 1996). Jewell writes, If minority students must struggle more to achieve a solid public education and if large districts and large schools find it increasingly difficult to achieve solid educational results for their students, we may be acting contrary to the interests of all concerned by organizing our public education system in a manner which assigns high proportions of minority youngsters to large schools within very large school districts. (p. 152)

We are confident that our small school template works and want to replicate it at our next schools. While other schools may find success with larger classes, our confidence in our model stems from the small school program.

Each of our charter schools will use the Core Knowledge Curriculum as the framework for all subjects, including major subject areas as well as art and music. Core Knowledge has been shown to be effective with at risk children. Our first school is further evidence of the effectiveness of Core Knowledge for at-risk children. The Core Knowledge website cites its findings ["An Overview of Research on Core Knowledge (January 2004), [http://www.coreknowledge.org/CK/about/research/eval12\\_2002.htm](http://www.coreknowledge.org/CK/about/research/eval12_2002.htm)]."

In an Oklahoma City study reported on the Core Knowledge website,

"students were randomly matched by grade level, sex, race/ethnicity, free-lunch eligibility, Title-I eligibility, special-education eligibility, and pre-score on the Iowa Test of Basic Skills (ITBS). This matching procedure yielded 339 matched pairs of Core Knowledge students and non-CK students. The two groups were statistically indistinguishable, except that the members of one group were taught Core Knowledge while the members of the other group were not. The Core Knowledge students were found to have outperformed their peers in almost all categories on the ITBS. Core Knowledge students achieved 'significant' or 'highly significant' advantages in reading comprehension (57.6 vs. 53.1), reading vocabulary (58.8 vs. 54.7), language usage (62.0 vs. 56.3), math concepts (59.3 vs. 56.3), math computation (64.2 vs. 60.7), and social studies (60.4 vs. 56.0)."

Continuing from the same article ["An Overview of Research on Core Knowledge (January 2004), [http://www.coreknowledge.org/CK/about/research/eval12\\_2002.htm](http://www.coreknowledge.org/CK/about/research/eval12_2002.htm)]." as it moves on to discuss the results of this research when using the Oklahoma state tests as the assessment,

"The Core Knowledge students scored higher on all four of the reading objectives and all six of the history and geography objectives. In reading, Core Knowledge students averaged 26.65 correct answers out of a possible 36, or 76%, while non-Core Knowledge students averaged only 22.88 correct answers, or 63%. In history and geography, Core Knowledge students averaged 46.66 correct answers (70%), versus 40.64 (61%) for the control group.

These last findings are interesting because they show that Core Knowledge can improve student performance, not only on norm-based tests like the ITBS but also on criterion-based tests like the Oklahoma CRTs — even when those tests are not based on the Core Knowledge curriculum."

Also from the Core Knowledge website ["An Overview of Research on Core Knowledge (January 2004), [http://www.coreknowledge.org/CK/about/research/eval12\\_2002.htm](http://www.coreknowledge.org/CK/about/research/eval12_2002.htm)]", research from Colorado schools is documented:

"One of the states in which the Core Knowledge idea has caught on is Colorado. There are currently more than 50 schools using Core Knowledge in the state. The following chart shows that Core Knowledge schools are doing quite well on the state's CSAP exam. The results of the 2002 exam are summarized below. They show that large percentages of Core Knowledge schools are posting scores ten, twenty, and even thirty points above the state average. This is additional evidence that implementation of Core Knowledge can go hand-in-hand with success on state exams.

**Percentage of schools . . .**

	<b>number of schools</b>	<b>above state average</b>	<b>at least 10 % points above state average</b>	<b>at least 20 % points above state average</b>	<b>at least 30 % points above state average</b>
<b>3rd Grade Reading</b>	41	80%	63%	32%	0%
<b>3rd Grade Writing</b>	41	80%	66%	54%	24%
<b>4th Grade Reading</b>	41	78%	71%	46%	17%
<b>4th Grade Writing</b>	41	80%	59%	44%	24%
<b>5th Grade Math</b>	42	76%	64%	55%	26%
<b>5th Grade Reading</b>	42	88%	64%	43%	21%
<b>5th Grade Writing</b>	42	79%	55%	50%	33%
<b>6th Grade Math</b>	37	84%	68%	46%	24%
<b>6th Grade Reading</b>	36	81%	64%	39%	11%
<b>6th Grade Writing</b>	36	81%	67%	42%	25%
<b>7th Grade Math</b>	31	81%	61%	36%	29%
<b>7th Grade Reading</b>	31	84%	65%	39%	16%
<b>7th Grade Writing</b>	32	78%	66%	38%	22%
<b>8th Grade Math</b>	29	69%	55%	48%	24%
<b>8th Grade Reading</b>	29	79%	66%	38%	10%
<b>8th Grade Science</b>	29	79%	62%	45%	14%
<b>8th Grade Writing</b>	29	69%	52%	41%	21%

Prior to the opening of school, all staff will receive intensive staff development in the implementation of Core Knowledge. Jeffrey Litt, first principal of our Carl C. Icahn Charter School and now Superintendent of all Icahn Charter Schools, is recognized as an expert in the field and has trained teachers and administrators throughout the country. Mr. Litt's work in our network is to help with the opening of our new schools. The Principal we have hired for ICS-3 is an experienced Core Knowledge professional development trainer. She provided the professional development in Core Knowledge for ICS-2 before it opened. We will have approximately 1 ½ weeks of professional development in Core before opening. Mr. Santiago, our Assistant Principal for Operations at ICS-1, also will help open our new schools for financial/business matters. The principal of ICS 5 will also hold pre-opening administrative staff development for 5's particular needs. We anticipate that each principal, including the principal of 5, will infuse his or her individual school with the principal's own imprint, but the majority of the elements of each Icahn School's program will be from the replication model.

Icahn Charter School 5 will provide an environment in which all staff members share one vision and demonstrate the significance of their role. All personnel will develop their professional skills to the highest extent and have the opportunity for input and collaboration. While the Core Knowledge curriculum is detailed

and deep, it also encourages teacher input, which enhances their stake in the work. The principal will visit each class on a daily basis for the purpose of informal and formal observations. A professional library will be developed and will include current and relevant texts and journals for professional use. Each of our schools will have access to Mr. Litt's expertise throughout the school year, and the expertise of other staff in the Icahn network.

The proposed neighborhood is economically disadvantaged, populated predominantly by students of color. Research confirms the continued racial divide in test scores, wage equality and academic achievement in college. Jencks and Phillips report in The Black-White Test Score Gap, [Jencks, C. & Phillips, M., eds., *The Black-White Test Score Gap* (Brookings Institute Press 1998)] "the typical American black still scores below 75 percent of American whites on most standardized tests." (Jencks and Phillips explain that the statistics are similar for Hispanic and Native Americans, but the preponderance of research has focused on African-Americans.) Ron Suskind, *Wall Street Journal* reporter and author, in Hope in the Unseen, describes the anguish of a determined, but under-resourced Washington, D.C. student as he arrives at Brown University with his 960 combined SAT score. "By Friday at dawn, a preemptive panic has set in. Maybe it was last night's SAT exchange. Maybe it was not knowing who Freud was in a lunchtime discussion Thursday..." (p. 170, Broadway Books, 1999) E.D. Hirsch, the creator of the Core Knowledge program, suggests that a major reason for these discrepancies stems from a generally lower learning curve in schools of economic disadvantage. Vocabulary and exposure are key to enabling economically disadvantaged students to achieve. Core Knowledge addresses that discrepancy and narrows the economic divide.

Children who attend ICS 5 will be gaining ground on more affluent children by being in small classes with teachers who know them well for more hours a day and more days a year than most New York City students. The usual three-month summer break presents significant hurdles for economically disadvantaged students. The research of Karl Alexander, a sociologist at John Hopkins University, on the "Summer Effect," described in Education Week, March 22, 2000, confirms the harm of the summer hiatus.

### The "Summer Effect"

Students from low-income families tend to lose ground academically over the summer, compared with peers who are better off, said Karl Alexander, a sociologist at Johns Hopkins University in Baltimore.

Mr. Alexander drew his conclusion from a long-term study of 800 Baltimore students who started 1st grade in 1982. During the school year, he and his colleagues found, poor and more affluent students learn at the same rate, judging by their scores on tests given in the fall and spring.

But the wealthier students tended to keep on learning over the summer—probably because they are more likely to attend camps, to visit libraries, or take vacations of longer

distances, Mr. Alexander said. The poorer students, in contrast, would tread water academically from June to August.

Over the course of several years, Mr. Alexander points out, slight differences each fall can add up to a significant disadvantage for the lower-income children. "When you add it all together you've got an environment for some children that helps them move ahead compared with an environment for other children that's not as enriching," he said.

Education Week, March 22, 2000

A school year that extends into the summer, as ICS 5 will, lessens the time teachers of our students will need to make up for skills lost during the typical long summer break. Our children will have a school year of 188-193 days, with fruitful, engaging learning and activities that will improve their skills and stimulate their interest in school.

Through its relationship with Foundation for a Greater Opportunity, ICS 5 will be able to maximize its revenues for academic purposes. With the Foundation's support for postponing payment of the lease and start-up costs until the last years of the charter and for advancing start-up costs, the Foundation will enable the revenue dollars to be spent on the academic program. The Foundation's board is interested in student achievement. If a school must use a disproportionate share of its initial revenue to pay rent and stay in the black, staff and student achievement will necessarily be limited.

There are many other areas where the connection with Foundation for a Greater Opportunity provides support for its charter schools. Foundation for a Greater Opportunity is a Supporting Organization Foundation created by Carl Icahn. The Foundation is housed in Icahn Associates' office. The Executive Director of the Foundation, Julie Goodyear, provides her services to the Icahn Charter Schools at no cost to the schools. Support comes from a variety of Icahn Associates' staff, as well. There is legal representation at every board meeting. A tax lawyer submits for the tax ID number and the not-for-profit status document (hundreds of pages). Outside pro bono educational and labor law work is provided by Sonnenschein Nath & Rosenthal LLP. Lawyers are available whenever a school needs to consult. It is never a question of, "Can I afford the billable hours it will cost to get an answer to this question?" that so many charter schools have to consider. Icahn Associates' CFO oversees the treasurer, accounting and finance operation of the schools. The Icahn back office arranges for back office for the charter schools. An insurance expert is on staff at Icahn Associates and available to the schools. Icahn Sourcing is a branch of Icahn Associates that finds the most reasonable costs for supplies. The charter schools are able to leverage off the relationships with Icahn Associates' vendors.

When there are real estate needs, there are real estate employees and lawyers available. When it was necessary to write a contract for the middle school expansion of the first charter school in collaboration with DOE/SCA, Icahn lawyers spent three years working through the intricacy demanded by DOE/SCA. We were told by one of the Icahn lawyers that it was the longest deal

in which she had ever been involved. When there is a question about a lease, the real estate lawyers are a quick phone call away. While this work adds to the associates' work, they frequently comment that it is rewarding for them to be involved in providing better educational opportunity for New York City's children.

These arrangements free up the school staff to focus on education.

Historically, the American public school system provided an education that ensured a comfortable living for graduates. With each new generation, the bar became higher. The income gap between those who have a college degree and those who have only a high school diploma widens yearly. Thomas Friedman's book, The World is Flat, highlights the competition that our nation's workforce currently faces as technology facilitates outsourcing. Unless we produce educated, hard-working graduates of our educational system, middle class jobs will go overseas. Even with a high school diploma, a high school graduate in the United States is at a major economic disadvantage. The recent economic downturn and loss of jobs makes it even more imperative that we graduate hard-working, well-informed, agile thinkers.

Our society has changed; critical thinking is required in the workplace. We plan to judge our success by the scores of our students on the New York State required tests. We understand that the New York State Standards are reflective of critical thinking skills. More than likely, children who cannot meet state standards are not critical thinkers. Small classes enable teachers to assess a child's critical thinking skills with accuracy and address weaknesses. Children without these skills are doomed to be left behind in the American marketplace. The more asked of a child at an earlier age, the better able the child will be to think critically and analytically, and the easier it will be for the child to succeed in school and in a career. Knowledge builds on knowledge. Success builds on success. The Core Knowledge Program emphasizes accumulating knowledge at an early age and building on it. This knowledge lays the foundation for critical thinking.

Knowing that we will work with students deemed at risk of academic failure, we plan to tailor our program to develop positive work habits and responsibility for personal success. Students with disabilities and/or students who are English Language Learners will benefit from our program of small classes and individualized instruction. As demonstrated in our current school, where the children have adjusted to a rigorous instructional program, it becomes the norm for students to work hard, even as early as kindergarten. They see their teachers working hard. They see their principal and assistant principals working hard. They see the building staff working hard. Everyone is involved in each child's education. Research shows that children respond to adults who take an interest in their lives. With our small school model, everyone knows each other, and there are several adults each year for each child who work hard for that child and show the child the road to achievement.

Assessment will be a critical element of the school. In those cases where the child demonstrates a need for remediation, based on ITBS and Fox in the Box baseline scores, student achievement is supported by small group instruction. Frequent teacher assessments serve to determine whether or not areas previously in need of remediation have been mastered. The brain is a muscle. The more it is used, the more adept it becomes, regardless of economic wherewithal.

Economic disadvantage need not be a stultifying academic sentence. We plan to provide opportunities for field trips and in-school programs that will introduce neighborhood children to the world around them. Even children from the tallest apartment buildings in the City who are used to anonymity—or perhaps especially children from the tallest apartment buildings in the City—cannot zone out and ignore the variety of lessons provided. When the largest class is 18 students, with only 9 grades in the school, children cannot fade into the background. Once children from economically disadvantaged households have the vocabulary and knowledge to compete in the world and the expectation that they will be successful, as has happened at our first charter school, they have just the same likelihood of success as their more advantaged neighbors.

At our current charter school, based on the results cited earlier, we have changed the assumed risk of failure to an anticipation of the joy of success. We believe that success should be celebrated. In a small school, the impact of the celebration of success can spread throughout the school, as the improvement of any child will be noticed by the entire community.

It is common for children in large school traditional settings to become disengaged from the learning process, especially in a large school where a child may not be known by any adult. Often these children are overlooked, and the pattern of failure and the pattern of disengagement increases. Therefore, as in our current school, we will carefully monitor each child's performance and provide the support system that is necessary to ensure that our children are engaged. Student progress will be assessed frequently. The Core Knowledge curriculum will be the pedagogical framework of each classroom, with teacher imprint as well. Teacher effectiveness will also be assessed. Teachers will receive letters of commendation for their files. "Thank you" cards will be created for the principal to put in a teacher's mailbox, acknowledging specific moments. When possible, there will also be financial recognition. However, because charters have strict accountability requirements, if a teacher's results are not up to expectations, the teacher will be counseled as to how to improve the results. If the results still do not rise high enough, the teacher will either be moved to another area where his/her talents will be better used (cluster teacher, for example) or will not be re-hired.

Because of the size of the school, the staff will be small enough to create a team approach to student success. The small size of the schools also makes it possible to monitor student and teacher achievement. If students in a given



class are not achieving, steps will be taken to improve the teacher's teaching, and if the teacher does not improve, to remove the teacher. Neither teacher nor student will be able to hide behind numbers.

Icahn Charter School 1 will serve as a model for all Foundation for a Greater Opportunity charter schools and, we hope, for all schools. The original leaders of the first school will train the new administrators. One of our original leaders, Jeffrey Litt, has been made our Superintendent. As it is our goal to hire experienced principals, or to promote from within, the new principal will be well versed in running a school. The core leaders (superintendent, principal, business manager and staff developer) will train the new staff before the opening of school and will be overseers of the ongoing program when the school opens. At each school, administrators and staff will be available for sharing best practices and strategies. They proved themselves in their previous roles in Icahn Charter Schools. We are confident that they will bring the same energy and intelligence to mentoring others so as to replicate the program. They have proved their commitment to educating children at the highest levels and we are confident they will be able to mentor newcomers to our school, as they have done with the first two replication schools (Icahn 2 had 100% of its children passing both ELA and math).

Our system of strict accountability for the school and teachers, with parents and teachers committed to bringing all students to their potential, has demonstrated that all children can learn, regardless of parental income. No longer should schools in under-resourced neighborhoods be able to blame conditions outside of school and under-financing.

Our methodology and commitment to excellence will serve as an inspiration to educators in the surrounding community. We believe that the enthusiasm generated in the community by the opening of our current charter schools has had a positive impact on the community. It was recently called "the toughest" charter school to get into in New York City by the Daily News. Parents have many more choices in the South Bronx than they had before the passage of the charter school law. The Icahn Charter School's program seems to be an option that many parents seek. When one school in a neighborhood, such as our current charter schools, achieves high results, it is hard for other neighborhood schools to deflect responsibility for their own outcomes. Market forces, in addition to increased measures of accountability, will encourage self-reflection and reform.

ICS 5 will have more than the required number of instructional hours. Even starting in kindergarten, the degree of rigor of our instructional program requires additional time to ensure the child has sufficiently mastered the content and skills addressed. Additionally, lessons are connected throughout the day, commonly referred to as "webbing". As such, a unit on Columbus will be covered in social studies, science (as an example--imagining how food was preserved without refrigeration), mathematics (as an example--illustrating the path that Columbus took and estimating distance), and ELA (with the introduction of new

vocabulary words). In this way, lessons are not fragmented as they often are in non core schools. Even our non-academic periods, like group activities or daily preparations or recess, focus on following directions, teamwork, sportsmanship, taking turns, etc. A detailed daily schedule is available if there is interest.

The early years will prepare the children to become used to working hard and to absorbing knowledge and to be proud of their academic accomplishments. As the state testing approaches, those children in need of remediation will be given extra hours of instruction, within the regular class day, after school and at Saturday Academy. The School's program will accommodate all stages of learning. In the last year of the charter, when there is a sixth grade, we will begin our transition to middle school. Our program recognizes that the adolescent stage presents different challenges than early childhood. It is this stage that the child demonstrates the beginning of independence, is concerned with acceptance from their peer group and questions authority. Our curriculum addresses the adolescent in both the academic and social activities that are presented to our students as they grow to through middle school and prepare for the high school experience. Independent study, research projects, performing arts, intramural sports, social activities, and cultural trips aligned with their curriculum, have proven successful in recognizing the needs of the emerging adolescent.

13. a) **Provide a copy of the proposed school's calendar for its first year of operation. The calendar must indicate**

- **the total number of days of instruction for the school will offer**
- **the first and last day of classes**
- **all planned holidays and other days off, as well as planned half days.**

This calendar is an approximate one, based on our current school's calendar. Because we base our calendar of the Department of Education's calendar, we cannot create the final version until DOE publishes its calendar.

***2010-2011 School Calendar***

Tues.-Fri.	Sept.7-Sept.8	All Staff Report for Staff Development There will be no classes.
Thurs. & Fri.	September 9-10	School Closed (Rosh Hashanah)
Monday	September 13	<b>School Session Begins</b> For all Students 12:00p.m. Dismissal for Kindergarten Students Only.
Tuesday	September 14	12:00p.m. Dismissal for Kindergarten Students Only.
Monday	October 11	School Closed (Columbus Day)
Tuesday	November 2	All Staff Report for Staff Development (Election Day) There will be no classes.
Monday	November 11	School Closed (Veteran's Day)
Thurs. & Fri.	Nov. 25 & 26	School Closed (Thanksgiving Recess) School Opens Monday, November 26th.
Mon.-Tues.	Dec. 24-Jan. 3	School Closed (Winter Recess) School Opens Monday, January 3 <sup>rd</sup>
Monday	January 17	School Closed (Dr. Martin Luther King Jr. Day)
Mon.-Fri.	Feb. 21-25	School Closed (Midwinter Recess) School Opens Monday, February 25th.
Friday	April 22	School Closed (Good Friday) School Opens Monday, March 24th.
Mon.-Fri.	April 25-April 29	School Closed (Spring Recess) School Opens Monday, April 28 <sup>th</sup> .
Mon.-Fri.	May 30-June 3	School Closed (Memorial Week) School Opens Monday, June 2nd.
Friday	July 4	School Closed (Independence Day)
Friday	July 15	Last Day for Students, Teachers and Paraprofessionals, 12:00p.m. Dismissal

**Days of Instruction # of Days per Month**

September	14
October	20
November	19
December	17
January	20
February	15
March	23
April	15
May	20
June	19
July	10

**Total Days of School: 192**

- b) Provide a copy of the proposed weekly schedule, including**
- a. the total number of hours/minutes per week**
  - b. the minimum number of hours the school will devote to core academic subjects in each grade, i.e. English language arts, mathematics, science, social studies**
  - c. the length of the school day (including the approximate start and dismissal times of the school day); and**
  - d. a sample schedule.**
- a.) The total number of hours/minutes a week will be 45 hours.
- b.) The daily/weekly schedule for this school will be as follows:

- **Social Studies, History and Geography: 45 minutes X 5 days per week. Total/week: 3 hours 45 minutes**
- **Science 45-60 minutes 3X per week. Total/week: 2 hours 15 minutes/3 hours**
- **Art/Music 45 minutes 2 X per week. Total/week: 1 ½ hours**
- **ELA 1 ½ hours. There will also be about 20-30 minutes silent reading (pleasure reading). Total ELA: 8 hours.**
- **Math 1 ½ hours. Total/week: 7 ½ hours.**
- **PE/Health/Family Consumer Science, Career Development, 30 minutes, 5X per week=2 ½ hours**
- **Technology: 15 minutes 5/week= 1 ¼ hours**

Foreign languages will be taught in the middle school.

Our Core Knowledge curriculum uses an inter-disciplinary platform. For example, literature is related to the subject content in Social Studies, art is included in ELA.

c.) School begins at 8:30. The school day ends at 4:00pm, with an after-school program lasting through 6:00pm. (After school activities are part of the school's extended day program and will be mandatory for our students who cannot be picked up at 4:00pm due to parent/guardian work or school obligations, who need tutoring, and for targeted assistance children [part of the school's remediation program]).

***K, 1<sup>st</sup>, & 2<sup>nd</sup> Grade Social Studies Teacher***

8:30 AM – 8:45 AM	Assist with Kindergarten
8:45AM – 9:30AM	Professional Period
9:30AM – 10:15AM	KG
10:15AM – 11:00AM	KG
11:00AM – 11:45AM	First Grade
11:45AM – 12:30PM	Lunch Duty
12:30PM – 1:15PM	Lunch
1:15PM – 2:00PM	First Grade
2:00PM – 2:45PM	2nd Grade
3:00PM – 3:45PM	2nd Grade
3:45PM – 4:00PM	Pick up Bus Children/Dismissal

Clusters will collaborate with classroom teachers for scheduling a common planning period.

***3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> Grade Social Studies Teacher***

8:30AM – 8:45 AM	Assist with entrance
8:45AM – 9:30AM	Professional Period
9:30AM – 10:15AM	3rd Grade
10:15AM – 11:00AM	3rd Grade
11:00AM – 11:45AM	4th Grade
11:45AM – 12:30PM	Lunch
12:30PM – 1:15PM	Lunch Duty
1:15PM – 2:00PM	4th Grade
2:00PM – 2:45PM	5th Grade
2:45PM – 3:30PM	4th Grade
3:45PM – 4:00PM	Pick Up Bus Children/Dismissal

Clusters will collaborate with classroom teachers for scheduling a common planning period.

**(i) Kindergarten Teacher**

8:30AM – 8:45AM	Arrival
8:45AM – 9:15AM	Morning Meeting
9:15AM – 9:30 AM	Story Time
9:30AM – 10:00AM	Response/Writing
10:00AM – 10:15AM	Songs/Fingerplays
10:15AM – 11:00AM	Prep
11:00AM – 11:15AM	Phonics
11:15AM – 11:45AM	Literacy Centers
11:45AM – 12:00PM	Prep for Lunch
12:00PM – 12:45PM	Lunch
12:45PM – 1:00PM	Quiet Time
1:00PM – 2:00PM	Math
2:00PM – 2:45PM	Art or Science
2:45PM – 3:15PM	Snack Time
3:15PM – 3:45PM	Recess
3:45PM – 4:00PM	Prepare for dismissal

### ***1<sup>st</sup> Grade Teacher***

8:30 AM – 8:50 AM	Morning Warm-up
8:50 AM – 9:00 AM	Reading Rug
9:00AM – 9:25 AM	Phonics
9:25 AM – 9:50 AM	Spelling
9:50 AM – 10:25 AM	Grammar & Writing
10:25 AM – 11:00 AM	Reading
11:00 AM – 11:45 AM	Math
11:45 AM – 12:30 PM	Lunch
12:30 PM – 1:15 PM	Mon. & Wed. – Arts & Crafts Tues. & Thurs. – Science Friday - Music
1:15 PM – 2:00 PM	Social Studies
2:00 PM – 2:30 PM	Recess
2:30 PM – 2:45 PM	Silent Reading
2:45 PM – 3:00 PM	Journal Writing
3:00 PM – 3:15 PM	Snack Time
3:15 PM – 3:45 PM	Centers
3:45 PM – 4:00 PM	Mon., Wed., & Fri. – Literacy Checkout Pack-up & Dismissal

### ***2<sup>nd</sup> Grade Teacher***

8:30 AM - 9:30 AM	Journal/Problem of the Day, Morning Meeting
9:30 AM - 11:00 AM	Reading, Writing, Language Arts
11:00 AM - 11:45 AM	Reading/Writing Workshop
11:45 AM - 12:30 PM	Lunch
12:30 PM - 12:45 PM	Read Aloud
12:45 PM - 1:30 PM	Math
1:30 PM – 2:00 PM	Recess
2:00 PM – 2:45 PM	Social Studies
2:45 PM – 3:00 PM	Review/Assign H.W., Snack
3:00 PM – 3:45 PM	Science/Art/Music
3:45 PM – 4:00 PM	Reflections, and Dismissal



### ***3<sup>rd</sup> Grade Teacher***

Monday	8:30AM – 8:45 AM	Daily Morning Preparation-sharpening pencils, homework collection
	8:45AM – 9:10AM	Skills groups: Reading Comprehension
	9:10AM – 9:20AM	Morning Meeting-Pledge of Allegiance, weather report
	9:20AM – 10:30AM	Language Arts-Spelling, Vocabulary, Reading Comprehension
	10:30AM – 11:00AM	Grammar
	11:00AM – 11:45AM	Mathematics
	11:45AM – 12:30PM	Lunch
	12:30PM – 1:15PM	Composition
	1:15PM – 2:00PM	Social Studies
	2:00PM – 2:30PM	Recess
	2:30PM – 3:30PM	Music
	3:30PM – 4:00PM	Daily Wrap-up and Dismissal
Tuesday	8:30AM – 8:45AM	Daily Morning Preparation
	8:45AM – 9:00AM	Journal Writing
	9:00AM – 9:10AM	Morning Meeting
	9:10AM – 10:30AM	Language Arts-Grammar, Reading
	10:30AM – 11:00AM	Grammar
	11:00AM – 11:45AM	Mathematics
	11:45AM – 12:30PM	Lunch
	12:30PM – 1:15PM	Composition
	1:15PM – 2:00PM	Read Aloud/Composition
	2:00PM – 2:30PM	Recess
	2:30PM – 3:30PM	Art
	3:30PM – 4:00PM	Daily Wrap-up and Dismissal
Wednesday	8:30AM – 8:45AM	Daily Morning Preparation
	8:45AM – 9:10AM	Skills Group
	9:10AM – 9:20AM	Morning Meeting
	9:20AM – 10:30AM	Language Arts
	10:30AM – 11:00AM	Grammar
	11:00AM – 11:45AM	Math Development
	11:45AM – 12:30PM	Lunch

Thursday	12:30PM – 1:15PM	Composition
	1:15PM – 2:00PM	Social Studies
	2:00PM – 2:30PM	Recess
	2:30PM – 3:30PM	Science
	3:30PM – 4:00PM	Daily Wrap-up and Dismissal
	8:30AM – 8:45AM	Daily Morning Preparation
	8:45AM – 9:00AM	Journal Writing
	9:00AM – 9:10AM	Morning Meeting
	9:10AM – 10:30AM	Language Arts
	10:30AM – 11:00AM	Grammar
	11:00AM – 11:45AM	Mathematics
	11:45AM – 12:30PM	Lunch
	12:30PM – 1:15PM	Composition
	1:15PM – 2:00PM	Social Studies
Friday	2:00PM – 2:30PM	Recess
	2:30PM – 3:30PM	Science
	3:30PM – 4:00PM	Daily Wrap-up and Dismissal
	8:30AM – 8:45AM	Daily Morning Preparation
	8:45AM – 9:10AM	Skills Groups
	9:10AM – 9:20AM	Morning Meeting
	9:20AM – 10:30AM	Language Arts
	10:30AM – 11:00AM	Grammar
	11:00AM – 11:45AM	Mathematics
	11:45AM – 12:30PM	Lunch
	12:30PM – 1:15PM	Composition
	1:15PM – 2:30PM	Social Studies
	2:30PM – 3:30PM	Art
	3:30PM – 4:00PM	Daily Wrap-up and Dismissal

#### **4<sup>th</sup> Grade Teacher**

	8:30AM – 8:45AM	Preparation for the day
	8:45AM – 9:25AM	Problem of the day
	9:25AM – 9:30AM	Pledge of Allegiance
	9:30AM – 10:30AM	Reading/Spelling, Listening, Comprehension
	10:30AM – 11:30AM	Math
	11:30AM – 12:30PM	Language Arts, Sentence Structure, and Punctuation
	12:30PM – 1:15PM	Lunch
	1:15PM – 1:45PM	Recess
	1:45PM – 2:00PM	Read Aloud
M/W/F	2:00PM – 2:45PM	Math Review
T/F	2:45PM – 3:30PM	Science
M/W/F	2:45PM – 3:30PM	Writing
	2:00PM – 2:45PM	Social Studies
	2:45PM – 3:45PM	Recess
	3:45PM – 4:00PM	Homework Prep/Dismissal

#### **Targeted Assistance Teacher (Mathematics and ELA)**

8:45AM – 9:30AM	Group 1
9:30AM – 10:15AM	Group 2
10:15AM – 11:00AM	Prep
11:00AM – 11:45AM	Lunch
11:45AM – 12:30PM	Group 3
12:30PM – 1:15PM	Lunch Duty
1:15PM – 2:00PM	Group 4
2:00PM – 2:45PM	Group 5
2:45PM – 3:30PM	Group 6
3:30PM – 4:00PM	Articulation/One on One/Mentoring

14. **Exhibit C**

**Provide evidence that the proposed school's education program (described in the Executive Summary and other responses) would meet or exceed the student performance standards currently established by the Board of Regents. An adequate showing can be made in one of two ways.**

- Option 1: Submit a curriculum that contains the learning standards and the knowledge and skills that students would be expected to learn for: (a) each grade level that the proposed school would be authorized to provide, and (b) each content area for which the New York State Board of Regents has established a performance standard (State assessment). Such curriculum (and the knowledge and skills that students would be expected to learn) must be demonstrated to be aligned with all State performance standards. In addition, the applicant must provide a description of the curriculum in any other content area in which the school would provide instruction.
- Option 2: Submit a curriculum that describes the learning standards and the knowledge and skills students would be expected to learn: (a) for each grade level that the proposed school would be authorized to provide, and (b) for each learning standard area established by the Board of Regents (all 28 learning standards). Such curriculum (and knowledge and skills that students would be expected to learn) must be demonstrated to be aligned with all State learning standards.

Based on the track record of Icahn Charter School 1 and Icahn Charter School 2, we are confident that our results will meet or exceed the Regents' performance standards. The detailed curriculum is attached. This curriculum was re-worked with Regents personnel and has been approved by Regents in our previous schools.

ICS 5, as discussed in the application, is designed as a Kindergarten through 6<sup>th</sup> grade elementary school that will ensure students meet, or exceed, the Regents standards in the core subject areas of English language arts, mathematics, social studies and science. These areas reflect the areas for which there are state assessments. The curriculum crosswalk represents the skeleton of the actual documents to be used by the school's instructional staff and will be supported throughout by textbooks which are completely aligned to NYS standards. The monthly syllabi give details of the program and assessments. Although Core Knowledge is a national program, and not specifically aligned to New York State standards, the school will use texts that are aligned to NYS standards. The evidence for this effective alignment with New York State standards is clearly displayed by the high achievement levels of the one Icahn Charter School with Social Studies testing on the NYS Social Studies test for the past two years.

All the required New York State subject areas will be covered and aligned to New York state standards. Evidence of the thoroughness of this curriculum is

evidenced by the high achievement levels on all state tests at the current Icahn Charter Schools with testing. The same curriculum will be replicated at the new school and should bring the same results. This is the curriculum that was worked on with Regents readers and was approved by the Regents. As such, it meets the requirements for the State Learning Standards.

This is another key example of the benefit of having several charter schools use the same program. This curriculum will be used by all schools. It was fine tuned in its first years and is well aligned now. Teacher training is already designed. Implementation is designed. Staff development and oversight are designed. Assessments are designed. The culture of individualized education for teachers and students has been put in place effectively. The principal of ICS 5 will take this successful curriculum and see to its implementation in this school, knowing that the expertise of other principals in the Icahn charter schools will be a phone call away.

### **ASSESSMENTS:**

The syllabi for each month of each grade follow. On each syllabus is a description of the topics covered and an indication of the written assessment(s) that will be given each month. (This is another example of the benefits of replication. These syllabi will be used by each school, saving time and ensuring achievement.) Beyond the written assessments, at Icahn charter schools, during each class a teacher assesses the child's progress in many different ways—whether it is by reading a child's facial expression (classes are small, so individual attention is fundamental), through oral questions (classes are small, so there is time for each student to speak), teacher-made written assessments, text provided assessments, published standardized assessments or state assessments.

For Kindergarten, there is also ongoing assessment, from the first academic steps of observation of a child holding a pen, to observing a child writing, to conferencing with children, to oral assessments, to written assessments. Even in Kindergarten, children are beginning to understand the rudiments of test-taking, through the use of teacher-made or pencil-driven tests, which is an important introductory step for their future test-taking.

This curriculum has produced impressive results for the two Icahn Charter Schools with testing. It has proved that it can be replicated. Icahn Charter School 5 will benefit from the experience of the previous schools' use of this curriculum.

## THE ICAHN CHARTER SCHOOL CORE KNOWLEDGE CURRICULUM

Core Knowledge Topics sectioned off in left column correspond to items in same section in NYS Performance Statement and Standards column (2) and to items in Performance Indicators column (3).

The page numbers listed in the NYS Performance Statement and Standards column refer to SED curriculum guidance document 2007.

### Kindergarten, Science

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATORS
<ul style="list-style-type: none"> <li>Plant and Plant Growth               <ul style="list-style-type: none"> <li>Plants are all around us</li> <li>Seeds grow into plants</li> <li>What plants need to grow</li> <li>Seeds to eat</li> <li>We eat many plant parts</li> <li>Growing good plants</li> </ul> </li> </ul>	<p><u>Performance Statement</u></p> <p>A. Student can solve problems and investigate questions using <u>scientific methods</u> and tools and revise personal understanding to accommodate new knowledge  <u>Standards</u> #1,2,3,4,5,6            page S1</p> <p>B. Student shows an emerging understanding in the basic principles of <u>life sciences</u>, particularly in relation to the 6 themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions  <u>Standard</u> #2,3            page S1</p>	<ul style="list-style-type: none"> <li>Describe the major stages in the life cycles of selected plants and animals</li> <li>Describe the characteristics of and variations between living and non-living things</li> </ul>
<ul style="list-style-type: none"> <li>Seasons and Weather</li> <li>The Four Seasons</li> <li>Deciduous and Evergreen Trees</li> <li>Talking about the Weather               <ul style="list-style-type: none"> <li>temperature</li> <li>clouds</li> <li>wind</li> <li>rain and snow</li> <li>storms</li> </ul> </li> </ul>	<p><u>Performance Statement</u></p> <p>A. Student can solve problems and investigate questions using <u>scientific methods</u> and tools and revise personal understanding to accommodate new knowledge  <u>Standards</u> #1,2,3,4,5,6</p> <p>D. Student can show an emerging understanding</p>	<ul style="list-style-type: none"> <li>Describe patterns of daily, monthly, and seasonal changes in the environment</li> <li>Describe the relationships among air, water, and land on earth</li> </ul>

	<p>in the basic principles of <u>earth-space sciences</u>, particularly in the relation to the 6 themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions.</p> <p><u>Standard #4</u> page S3</p>	
<ul style="list-style-type: none"> <li>• Animals and Their Needs               <ul style="list-style-type: none"> <li>- Taking Care of Pets</li> <li>- Animals Care for their</li> <li>- Babies</li> </ul> </li> </ul>	<p><u>Performance Statement A.</u> <u>Standards #1,2,3,4,5,6</u></p> <p><u>Performance Statement B.</u> <u>Standards #1,2,3,6</u> page S1, S2</p>	<ul style="list-style-type: none"> <li>• Describe how plants and animals, including humans, depend upon each other and the non-living environment</li> <li>• Describe some survival behaviors of common living specimens</li> <li>• Describe the life processes common to all living things</li> </ul>
<ul style="list-style-type: none"> <li>• The Human Body               <ul style="list-style-type: none"> <li>-Your Five Senses</li> <li>-Taking care of your body</li> </ul> </li> </ul>	<p><u>Performance Statement A.</u> <u>Standards #1,2,3,4,5,6</u></p> <p><u>Performance Statement B</u> <u>Standards 2</u> page S1</p>	<ul style="list-style-type: none"> <li>• Describe the factors that promote good health and growth in humans</li> </ul>
<ul style="list-style-type: none"> <li>• Taking Care of the Earth               <ul style="list-style-type: none"> <li>-The Forests and the Trees</li> <li>-Conservation: Saving and Protecting the Earth</li> <li>-It's smart to recycle</li> <li>-Keep the Earth Clean</li> </ul> </li> </ul>	<p><u>Performance Statement A.</u> <u>Standards #1,2,3,4,5,6</u></p> <p><u>Performance Statement B.</u> <u>Standards #2,3</u></p>	<ul style="list-style-type: none"> <li>• Describe how plants and animals, including humans, depend upon each other and the non-living environment</li> <li>• Describe how the structures of plants and animals complement the environment of the plant or animal</li> </ul>
<ul style="list-style-type: none"> <li>• An Invisible Force: Magnetism</li> </ul>	<p><u>Performance Statement A.</u> <u>Standards 1,2,3,4,5,6</u></p>	<ul style="list-style-type: none"> <li>• Describe the effects of common forces (pushes and pulls) on objects, such as those</li> </ul>

	<u>Performance Statement</u> C. Student can show an emerging understanding in the basic principles of <u>physical sciences</u> , particularly in relation to the 6 themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions <u>Standard #1</u> page S2	caused by gravity, magnetism, and mechanical forces
Stores About Scientists <ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• Jane Goodall</li> <li>• Wilbur and Orville Wright</li> </ul>	<u>Performance Statement</u> A. <u>Standard #5</u> page S1	<ul style="list-style-type: none"> <li>• Identify ways in which humans have changed their environment and effect of those changes</li> </ul>



**ICAHN CHARTER SCHOOL  
CURRICULUM**

**Kindergarten, History and Geography**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATOR</b>
<p>History and Geography</p> <ul style="list-style-type: none"> <li>• What a Ball! Our World</li> <li>• Oceans and Continents</li> <li>• Maps and the Globe</li> <li>• Which way are you going? (cardinal directions)</li> </ul>	<p>Geography <u>Performance Statement</u> A. Student can locate particular places on earth, identify spatial patterns on the earth's surface, and describe physical characteristics and human processes that shape these patterns. <u>Standards</u> #1,2,6 page G1</p>	<ul style="list-style-type: none"> <li>• Draw maps and diagrams that serve as representations of places, physical features, and objects</li> <li>• Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places.</li> <li>• Gather and organize geographic information from a variety of sources and display in a number of ways</li> <li>• Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</li> <li>• Identify and compare the physical, human, and cultural characteristics of different regions and people</li> </ul>
<ul style="list-style-type: none"> <li>• Around the World in 7</li> </ul>	<p>Geography <u>Performance</u></p>	<ul style="list-style-type: none"> <li>• Study about different</li> </ul>

Ways (the 7 continents and different countries)	<u>Statement</u> B. Student can explain how earth's natural and human systems are connected and interact <u>Standards #2, 4</u> page G1	world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions <ul style="list-style-type: none"> <li>Analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data.</li> </ul>
<ul style="list-style-type: none"> <li>Your Country (The U.S.) The American Flag</li> </ul>	Geography <u>Performance Statement</u> B. Students can explain how earth's natural and human systems are connected and interact <u>Standards #1, 5</u> page G1	<ul style="list-style-type: none"> <li>Draw maps and diagrams that serve as representations of places, physical features, and objects</li> </ul>
<ul style="list-style-type: none"> <li>Looking Back</li> <li>The First Americans: Many Peoples and Many Places</li> <li>Homes in the Desert, Homes by the Ocean</li> </ul>	Geography <u>Performance Statement</u> B. Students can explain how earth's natural and human systems are connected and interact <u>Standards 2, 3</u> page G1  History <u>Performance Statement</u> A. Student understands what is meant by historical inquiry, recognizes major historical events and places them in chronological orders, understands and explains various perspectives concerning major historical events, and obtains historical information from different sources <u>Standards #2</u>	<ul style="list-style-type: none"> <li>Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</li> <li>Gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities</li> </ul>
<ul style="list-style-type: none"> <li>Christopher Columbus</li> <li>The Voyage to the</li> </ul>	Geography <u>Performance Statement</u>	<ul style="list-style-type: none"> <li>View historic events through the eyes of</li> </ul>

<p>"New World"</p> <ul style="list-style-type: none"> <li>• Pilgrims in the New World</li> <li>• A Thanksgiving Feast</li> </ul>	<p>B. Student can explain how earth's natural and human systems are connected and interact <u>Standard #7</u> page G2</p> <p>C. Student understands how spatial connections among people, places and regions affect the movement of people, goods, and ideas <u>Standard #1, 2, 4</u> Page G2</p> <p>History</p> <p>B. Student can identify characteristics and accomplishments of map and world civilizations in such places as Europe, Africa, the Americans, and Asia. Each student can show an understanding of how selected cultures are represented in the beliefs and practices of the US and how they have helped to form a national heritage. A. <u>Standards #2,3,4</u></p>	<p>those who were there, shown in their art, writings, music, and artifacts.</p>
<ul style="list-style-type: none"> <li>• Happy Birthday, America</li> <li>• "Democracy"—What's That</li> <li>• Not Completely Free</li> </ul>	<p>History</p> <p><u>Performance Statement</u></p> <p>C. Student understands how democratic values came to be, along with the essential institutions at the federal, state and local levels that preserve and support those values, including especially those embodied in the US Constitution, local and state frameworks of government, and the rights and responsibilities of citizenship <u>Standard #1</u> page H2</p>	<ul style="list-style-type: none"> <li>• Explain the probable consequences of the absence of government and rules</li> <li>• Describe the basic purposes of government and the importance of civic life</li> <li>• Understand that social and political systems are based upon people's beliefs</li> </ul>

<ul style="list-style-type: none"> <li>• Presidents: Leaders in a Democracy <ul style="list-style-type: none"> <li>- George Washington</li> <li>- Father of our Country</li> <li>- The Cherry Tree</li> <li>- Thomas Jefferson <ul style="list-style-type: none"> <li>-Idea Man</li> </ul> </li> <li>- Abraham Lincoln <ul style="list-style-type: none"> <li>-Honest Abe</li> </ul> </li> <li>- Theodore Roosevelt <ul style="list-style-type: none"> <li>-The Teddy Bear President</li> </ul> </li> </ul> </li> <li>• Mount Rushmore</li> </ul>	<p>History</p> <p><u>Performance Statement</u></p> <p>C. Student understands how democratic values came to be, along with the essential institutions at the federal, state and local levels that preserve and support those values, including especially those embodied in the US Constitution, local and state frameworks of government, and the rights and responsibilities of citizenship</p> <p><u>Standard #2</u></p> <p>D. Student can identify major figures and events in American history, and that of their own state, and can show a basic understanding of their significance</p> <p><u>Standard #1</u></p> <p>Page H2, 3</p>	<ul style="list-style-type: none"> <li>• Identify individuals who have helped to strengthen democracy in the United States and throughout the world.</li> </ul>
---	---	---

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**Kindergarten, Mathematics**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
<p>Patterns and Classifications</p> <ul style="list-style-type: none"> <li>• collecting</li> <li>• sorting</li> <li>• comparing and contrasting</li> </ul>	<p><u>Performance Statement</u> B. Student can make decisions and predictions based on a given set of data <u>Standards</u> #1,2,3</p> <p>D. Student can use variables, models, and graphs to express relationships, and explain them in writing <u>Standard</u> 2 page M1, M2</p>	<ul style="list-style-type: none"> <li>• Use a variety of manipulatives to create patterns using attributes of color, size, or shape</li> <li>• Recognize, describe, extend, and create patterns that repeat (e.g., ABABAB or AABAABAAB)</li> <li>• Describe characteristics and relationships of geometric objects</li> <li>• Sort groups of objects by size and size order (increasing and decreasing)</li> </ul>
<p>Numbers and Number Sense</p> <ul style="list-style-type: none"> <li>• Identify numbers 1-10</li> <li>• Counting to 10</li> <li>• The size of 10</li> <li>• Conservation</li> <li>• Matching numeral with representation of number</li> <li>• More or less</li> <li>• Most versus fewest</li> <li>• Things that come in pairs</li> <li>• Counting by 2, 5, 10</li> <li>• Concept of half</li> <li>• Graphing</li> <li>• Order Words</li> </ul>	<p><u>Performance Statement</u> A. Student can solve real-world problems using knowledge of numbers, numeration, and basic mathematical operations <u>Standard</u> 4, 6</p>	<ul style="list-style-type: none"> <li>• Count the items in a collection and know the last counting word tells how many items are in the collection (1-10)</li> <li>• Count out (produce) a collection of a specified size 1 to 10</li> <li>• Numerically label a data set of 1 to 5</li> <li>• Verbally count by 1's to 20</li> <li>• Verbally count backwards from 10</li> <li>• Represent collections with a finger pattern up to 10</li> <li>• Draw pictures to other informal symbols to represent a spoken number up to 10</li> <li>• Draw pictures or other informal symbols to</li> </ul>

		<p>represent how many in a collection up to 10</p> <ul style="list-style-type: none"> <li>• Write numbers 1-10 to represent a collection</li> <li>• Visually determine how many more to less, and then using the verbal counting sequence, match and count 1-10</li> <li>• Use and understand verbal ordinal terms, first to tenth</li> <li>• Gather data in response to questions posed by the teacher and students</li> <li>• Help to make simple pictographs for quantities up to 10, where one picture represents</li> <li>• Represent data using manipulatives</li> <li>• Identify more, less, and same amounts from pictographs or concrete models</li> <li>• Listen to solutions shared by other students</li> <li>• Formulate mathematically relevant questions with teacher guidance</li> </ul>
<p>Money</p> <ul style="list-style-type: none"> <li>• Identifying money</li> </ul>		<ul style="list-style-type: none"> <li>• Explain to others how a problem was solved, giving strategies</li> <li>• Listen to claims other students make</li> <li>• Understand that mathematical statements can be true or false</li> <li>• Understand how to organize their thought processes with teacher guidance</li> <li>• Recognize the presence</li> </ul>

		of mathematics in their daily lives
Computation <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtracting</li> </ul>	<u>Performance Statement</u> A <u>Standards 1,2</u>	<ul style="list-style-type: none"> <li>• Solve and create addition and subtraction verbal word problems (use counting based strategies, such as counting on and to ten)</li> <li>• Determine sums and differences by various means</li> <li>• Use objects to show and understand mathematical phenomena (e.g., draw pictures to show a story problem, show number value using fingers on your hands)</li> <li>• Explore, examine, and make observations about a social problem or mathematical situation</li> <li>• Interpret information correctly, identify the problem, and generate possible solutions</li> <li>• Act out or model with manipulatives activities involving mathematical content from literature and/or story telling</li> <li>• Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class, using the calendar, to teach counting)</li> <li>• Use informal counting strategies to find</li> </ul>

		<p>solutions</p> <ul style="list-style-type: none"> <li>• Experience teacher-directed questioning process to understand problems</li> <li>• Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking</li> <li>• Using manipulatives (e.g., tiles, blocks) to model the action in problems</li> <li>• Use drawings/pictures to model the action in problems</li> <li>• Share mathematical ideas through the manipulation of objects, drawings, pictures, and verbal explanations</li> <li>• Use counting strategies to solve problems in their daily lives</li> <li>• Recognize and apply mathematics to objects and pictures</li> <li>• Use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations</li> <li>• Use objects to show and understand physical phenomena (e.g., guess the number of cookies in a package)</li> <li>• Use objects to show and understand social phenomena (e.g., count and represent sharing cookies between friends)</li> </ul>
--	--	--



<p>Measurement</p> <ul style="list-style-type: none"> <li>• Tools (standard and non-standard)</li> <li>-length</li> <li>-capacity</li> <li>-volume</li> <li>-weight</li> <li>-time</li> </ul>	<p><u>Performance Statement</u> A <u>Standard 2</u></p> <p><u>Performance Statement</u> C. Student can identify geometric properties and relationships <u>Standard 1</u></p>	<ul style="list-style-type: none"> <li>• Name, discuss, and compare attributes of length (longer than, shorter than)</li> <li>• Compare the length of two objects by representing each length with string or a paper strip</li> <li>• Relate specific times such as morning, noon, afternoon, and evening to activities and absence or presence of daylight</li> <li>• Investigate the use of knowledgeable guessing as a mathematical tool</li> <li>• Explore guesses, using a variety of objects and manipulatives</li> <li>• Use standard and nonstandard representations</li> </ul>
<p>Geometry</p> <ul style="list-style-type: none"> <li>• Shapes</li> <li>• Size</li> <li>• Words of position and direction</li> </ul>	<p><u>Performance Statement</u> C <u>Standard 1</u></p>	<ul style="list-style-type: none"> <li>• Use appropriate mathematical terms, vocabulary, and language</li> <li>• Understand and use ideas such as over, under, above, below, on, beside, next to, and between</li> <li>• Explore vertical and horizontal orientation of objects</li> <li>• Manipulate two and three dimensional shapes to explore symmetry</li> </ul>

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**Kindergarten, English Language Arts**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
<p>Familiar and Favorite Poems</p> <ul style="list-style-type: none"> <li>• Mother Goose rhymes</li> <li>• Aesop's Fables</li> <li>• The Dog and His Shadow</li> <li>• The Lion and the Mouse</li> <li>• The Hare and the Tortoise</li> <li>• The Grasshopper and the Ants</li> </ul> <p>Stories Tall Tales Sayings</p>	<p><u>Performance Statement B.</u> Student can identify facts, place events in sequence, draw inferences, make judgments and describe the details and content of a variety of literary and non-literary texts, including narratives, stories, poetry, expository texts, articles, and instructions <u>Standards 1,2,5,6,7</u></p> <p>A. Student will decode unknown words through a variety of strategies <u>Standards 1,2</u></p> <p>C. Student can construct meaning from oral messages communicated in various settings for various purposes <u>Standards 1,2,3</u></p> <p><u>Performance Statement D</u> Through writing, each student can communicate opinions, ideas, information, and messages using various forms, including letters, simple reports, narratives, and essays. Each student can write creatively and expressively. <u>Standards 1,4</u></p> <p><u>Performance Statement E</u> Student can orally</p>	<ul style="list-style-type: none"> <li>• Gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams</li> <li>• Select information appropriate to the purpose of their investigation and relate ideas from one text to another</li> <li>• Select and use strategies they have been taught for note taking, organizing, and categorizing information</li> <li>• Ask specific questions to clarify and extend meaning</li> <li>• Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words</li> <li>• Support inferences about information and ideas with reference to</li> </ul>

	<p>communicate information, opinions, and ideas effectively to various audiences, in various contexts, and for various purposes  <u>Standards 1,3,4,5</u></p> <p><u>Performance Statement</u>  F. Student, working individually or in groups, can form a question, conduct an investigation, and report the results coherently and accurately with convincing evidence  <u>Standards 1,2</u></p> <p><u>Performance Statement</u>  G. Student can demonstrate a basic knowledge of the structure of English  <u>Standards 2,3</u>  page E1-4</p>	<p>text features, such as vocabulary and organizational patterns</p> <ul style="list-style-type: none"> <li>• Present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts</li> <li>• Select a focus, organization, and point of view for oral and written presentations</li> <li>• Use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference</li> <li>• Use details, examples, anecdotes, or personal experiences to explain or clarify information</li> <li>• Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts</li> <li>• Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms</li> <li>• Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and</li> </ul>
--	---	--

		<p>media productions; and works of fiction and nonfiction intended for young readers</p> <ul style="list-style-type: none"> <li>• Recognize some features that distinguish the genres and use those features to aid comprehension</li> <li>• Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives</li> <li>• Use inference and deduction to understand the text</li> <li>• Read aloud accurately and fluently, using phonics and context clues to determine pronunciation and meaning</li> <li>• Present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure</li> <li>• Explain the meaning of literary works with some attention to meanings beyond the literal level</li> <li>• Create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary</li> <li>• Observe the conventions of grammar and usage, spelling, and</li> </ul>
--	--	--

		<p>punctuation</p> <ul style="list-style-type: none"> <li>• Read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor</li> <li>• Make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement</li> <li>• Express opinions (in such forms as oral and written reviews, letters to the editor, essays or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence</li> <li>• Listen attentively and recognize when it is appropriate for them to speak</li> <li>• Take turns speaking and respond to others' ideas in conversations on familiar topics</li> <li>• Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-</li> </ul>
--	--	--

		<p>on-one conversations</p> <ul style="list-style-type: none"> <li>• Exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions</li> </ul>
--	--	---

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**Kindergarten, Visual Arts**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
<ul style="list-style-type: none"> <li>• What Do Artists Do?</li> <li>• Color, Color Everywhere               <ul style="list-style-type: none"> <li>-Peter Bruegel the Elder <u>Hunter in the Snow</u></li> <li>-Paul Gauguin <u>Tahitian Landscape</u></li> </ul> </li> </ul>	<u>Performance Statement</u> A. Student can create with various art media to express ideas and experiences <u>Standards 1,3, 5\</u> <u>Performance Statement</u> C. Student can view and respond to works of visual art, and offer ideas about their purpose and meaning <u>Standards 1, 2</u>	<ul style="list-style-type: none"> <li>• Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures</li> <li>• Look at a variety of artworks and artifacts from diverse cultures of the United States and identify some distinguishing characteristics</li> <li>• Create artworks that show the influence of a particular culture</li> <li>• Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art</li> <li>• Give examples of adults who make their living in the arts profession</li> </ul>
<ul style="list-style-type: none"> <li>• Follow that Line!               <ul style="list-style-type: none"> <li>-Joan Miro <u>People and Dog in the Sun</u></li> <li>-Henri Matisse <u>The Purple Robe</u></li> <li>-Hokusai <u>Turning the Samiseri</u></li> </ul> </li> </ul>	<u>Performance Statement</u> A <u>Standards 1, 2, 5</u>  <u>Performance Statement</u> C <u>Standards 1,2</u> Page V1, V2	<ul style="list-style-type: none"> <li>• Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas</li> <li>• Give examples of adults who make their</li> </ul>

		living in the arts profession
<p>Looking at Pictures—Really Looking</p> <ul style="list-style-type: none"> <li>• Winslow Homer—<u>Snap the Whip</u></li> <li>• Pieter Bruegel—<u>Children's Games</u></li> <li>• Pablo Picasso—<u>Le Gourmet</u></li> <li>• Henry O. Tanner—<u>The Banjo Lesson</u></li> <li>• Mary Cassatt—<u>The Bath</u></li> <li>• Diego Rivera—<u>Mother's Helper</u></li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2, 5</u></p> <p><u>Performance Statement C.</u> <u>Standards 1,2</u> p V1, V2</p>	<ul style="list-style-type: none"> <li>• Explain the reflection about the meanings, purposes, and sources of artwork; describe their responses to the works and the reasons for those responses</li> <li>• Explain the visual and other sensory qualities (surfaces, sizes, textures, colors, shape, volumes) found in a wide variety of artworks</li> <li>• Explain the themes that are found in works of visual art and how the artworks are related to other forms of art (dance, music, theater, etc.)</li> <li>• Give examples of adults who make their living in the arts profession</li> </ul>
<p>Sculpture: Statues, Monuments, and More</p>	<p><u>Performance Statement A</u> <u>Standards 1, 5</u></p> <p><u>Performance Statement B.</u> Student understands cultural and historical contexts of the visual arts <u>Standard #3</u></p> <p><u>Performance Statement C.</u> <u>Standards 1, 2</u></p>	<ul style="list-style-type: none"> <li>• Experiment and create artworks, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics) based on a range of individual and collective experiences</li> <li>• Develop their own ideas and images through exploration and creation of artworks based on themes, symbols, and events</li> <li>• Give examples of adults who make their living in the arts profession</li> </ul>



**ICAHN CHARTER SCHOOL  
CURRICULUM**

**Kindergarten, Music**

CORE KNOWLEDGE	NYS Performance Statement and Standards	PERFORMANCE INDICATORS
<p>Do you like music?</p> <ul style="list-style-type: none"> <li>• Moving Responsively to Music ("act out")</li> <li>• Beat</li> <li>• Loud and Quiet e.g. Grieg's "In the Hall of the Mountain King" from Peer Gynt</li> <li>• Fast and Slow (Tempo)</li> <li>• High and Low (Pitch)</li> </ul> <p>Favorite Songs (examples)</p> <ul style="list-style-type: none"> <li>• Bingo</li> <li>• Go in and out the Window</li> <li>• Hush, Little Baby</li> <li>• London Bridge is Falling Down</li> <li>• Here We go Round the Mulberry Bush</li> <li>• My Bonnie Lies Over the Ocean</li> </ul>	<p><u>Performance Statement</u></p> <p>A. Student can demonstrate the ability to create and perform music by singing, playing instruments, moving to music, and composing and improvising music <u>Standards 1,2,5,6</u></p> <p>C. Student shows skill in listening and responding to music, can identify certain features of music, and can offer ideas about the music's meaning and purpose <u>Standard 1</u></p>	<ul style="list-style-type: none"> <li>• Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs and harmonizing parts</li> <li>• Use classroom and nontraditional instruments in performing and creating music</li> <li>• Construct instruments out of materials not commonly used for musical instruments</li> <li>• Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school</li> <li>• Discuss ways that music is used by various members of the community</li> <li>• Discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre</li> <li>• Describe their understandings of particular pieces of music and how they</li> </ul>

		<p>relate to their surroundings</p> <ul style="list-style-type: none"> <li>• identify when listening, and performing from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world</li> <li>• Identify the primary cultural, geographical, and historical settings for the music they listen to and perform</li> </ul>
--	--	--

**ICAHN CHARTER SCHOOL  
CORE CURRICULUM**

**First Grade, Science**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> <li>• The Forest Habitat</li> <li>• The Underground Habitat</li> <li>• The Desert Habitat</li> <li>• The Water Habitat</li> </ul> <p>The Food Chain</p> <p>Animals and Plants Need Their Habitats</p> <p>Extinct but still popular: Dinosaurs</p>	<p><u>Performance Statement</u> A Student can solve problems and investigate questions using scientific tools, and revise personal understanding to accommodate new knowledge <u>Standards 1, 2,3,4,5,6</u></p> <p><u>Performance Statement</u> B Student shows an emerging understanding in the basic principles of <u>life sciences</u>, particularly in relation to the six themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems and interactions <u>Standards 1,2,3,5,6</u></p> <p><u>Performance Statement</u> A <u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement</u> B <u>Standards 7</u></p>	<ul style="list-style-type: none"> <li>• Describe patterns of daily, monthly, and seasonal changes in their environment</li> <li>• Describe the major stages in the life cycles of selected plants and animals</li> <li>• Describe some survival behaviors of common living specimens</li> <li>• Describe how the structures of plants and animals complement the environment of the plant or animal</li> <li>• Describe how plants and animals, including humans, depend upon each other and the nonliving environment</li> <li>• Observe that differences within a species may give individuals an advantage in surviving and reproducing</li> </ul>

<p>Oceans and Undersea Life</p> <ul style="list-style-type: none"> <li>• The Oceans and the Tides <ul style="list-style-type: none"> <li>- Ocean Currents</li> <li>- Under the Ocean</li> <li>- Human and the Ocean World</li> </ul> </li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1, 2,3,4,5,6</u></p>	<ul style="list-style-type: none"> <li>• Describe the relationships among air, water, and land on Earth</li> </ul>
<p>The Human Body</p> <ul style="list-style-type: none"> <li>• The Skeletal System</li> <li>• Muscular System</li> <li>• Circulatory System</li> <li>• Digestive System</li> <li>• Nervous System</li> <li>• In Sickness and in Health</li> <li>• Taking Care of Your Body</li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,3,4,5,6</u></p>	<ul style="list-style-type: none"> <li>• Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)</li> <li>• Understand the relationship between physical activity and individual well being</li> <li>• Demonstrate mastery of fundamental motor, non locomotor, and manipulative skills, and understand fundamental principles of movement</li> <li>• Contribute to a safe</li> </ul>

		<p>and healthy environment by observing safe conditions for games, recreation and outdoor activities</p> <ul style="list-style-type: none"> <li>• Come to know and practice appropriate and spectator behaviors to produce a safe and positive environment</li> <li>• Know how injuries from physical activity can be prevented or treated</li> <li>• Describe the factors that help promote good health and growth in humans</li> <li>• Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone , and the healing of cuts and bruises.</li> </ul>
<p>Matter: Solid, Liquid and Gas</p> <ul style="list-style-type: none"> <li>• Air is Matter</li> <li>• Changing States of Matter</li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement C</u> Student can show an emerging understanding in the basic principles of <u>physical</u> sciences, particularly in relation to 6 themes: energy, evolution, patterns of change, patterns of stability and interactions <u>Standard 1</u></p> <p><u>Performance Statement D</u> Student can show an emerging understanding</p>	<ul style="list-style-type: none"> <li>• Describe chemical and physical changes, including changes in states of matter</li> </ul>

	<p>in the basic principles of earth-space sciences, particularly in relation to 6 themes: energy, evolution, patterns of change, patterns of stability, scale and structure, systems of interactions</p> <p><u>Standard 2</u></p>	
<p>Measurement</p> <ul style="list-style-type: none"> <li>• Units of measurement</li> <li>• How long? How tall?</li> <li>• How much space does it fill?--cups, quarts, gallons</li> <li>• Temperature</li> </ul>	<p><u>Performance Statement A</u></p> <p><u>Standards 1,2,3,4,5,6</u></p>	<ul style="list-style-type: none"> <li>• Recognize length as an attribute that can be measured</li> <li>• Use non-standard units (including finger lengths, paper clips students' feet and paces) to measure both vertical and horizontal lengths</li> </ul>
<p>Electricity</p> <ul style="list-style-type: none"> <li>• Static electricity</li> <li>• On and off</li> <li>• Conductors</li> <li>• Safety, rules around electricity</li> </ul>	<p><u>Performance Statement A.</u></p> <p><u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement C</u></p> <p><u>Standard 1</u></p>	<ul style="list-style-type: none"> <li>• Observe and describe properties of materials using appropriate tools</li> <li>• Observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy)</li> <li>• Describe how forces can operate across distances</li> </ul>
<p>Astronomy: Our Solar System</p> <ul style="list-style-type: none"> <li>• Our solar system</li> <li>• The Moon</li> <li>• Constellations</li> </ul>	<p><u>Performance Statement A</u></p> <p><u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement D</u></p>	<ul style="list-style-type: none"> <li>• Describe patterns of daily, monthly, and seasonal changes in their environment</li> </ul>

<ul style="list-style-type: none"> <li>-The Big Dipper</li> <li>• Our Big, Round Moving Earth</li> <li>-Day and night</li> </ul>	<u>Standard #1</u>	<ul style="list-style-type: none"> <li>• Describe how forces can operate across distances</li> <li>• Describe the relationship among air, water, and land on Earth</li> <li>• Describe the relationship of the sun as an energy source for living and nonliving cycles</li> </ul>
<p>Down to Earth</p> <ul style="list-style-type: none"> <li>• Inside the Earth</li> <li>-crust (mountains, rivers, deserts)</li> <li>• The Earth Makes Different Kinds of Rocks <ul style="list-style-type: none"> <li>• igneous</li> <li>• sedimentary</li> <li>• metamorphic</li> </ul> </li> <li>• The Earth's Important Minerals <ul style="list-style-type: none"> <li>• gold</li> <li>• diamonds</li> <li>• quartz</li> </ul> </li> </ul> <p>Stories About Scientists</p> <ul style="list-style-type: none"> <li>• Edward Jenner</li> <li>• Louis Pasteur</li> <li>• Thomas Edison</li> <li>• Rachel Carson</li> </ul>	<p><u>Performance Statement A</u>  <u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement D</u>  <u>Standard #5</u></p>	<ul style="list-style-type: none"> <li>• Describe chemical and physical changes, including changes in states of matter</li> <li>• Identify ways in which humans have changed their environment and the effects of those changes</li> </ul>

**ICAHN CHARTER SCHOOL  
CORE CURRICULUM**

**First Grade, History and Geography**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
The Ice Age: Humans on the Move	<p>Geography <u>Performance Statement B</u> Student can explain how earth's natural and human systems are connected and interact <u>Standards 2,3</u></p> <p>Geography <u>Performance Statement C</u> Student understands how spatial connections among people, places and regions affect the movement of people, goods and ideas <u>Standards 2,4</u></p> <p>History <u>Performance Statement A</u> Student understands what is meant by historical inquiry, recognize major historical events and place them in a chronological order, understand and explain various perspectives concerning major historical events, and obtain historical information from different sources <u>Standards 1,2</u></p>	<ul style="list-style-type: none"> <li>• Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places</li> <li>• Investigate how people depend on and modify the physical environment</li> </ul>
<p>Egypt: Life of the Nile</p> <ul style="list-style-type: none"> <li>• Fantastic Pharaohs and Marvelous Monuments</li> <li>• Hieroglyphics: Picture Writing</li> <li>• Journey Down the Nile</li> </ul>	<p>Geography <u>Performance Statement A</u> <u>Standards 1,3,4,5</u></p> <p>Geography <u>Performance Statement B</u></p>	<ul style="list-style-type: none"> <li>• Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths</li> </ul>



<ul style="list-style-type: none"> <li>• The Treasures of King Tut</li> </ul> <p>Mesopotamia—Another Gift</p> <ul style="list-style-type: none"> <li>• A Great Mesopotamia Story</li> <li>• What's a Ziggurat?</li> <li>• A Leader and the Laws -Hammuraki</li> </ul>	<p><u>Standards 6,7</u>  <u>Geography</u>  <u>Performance Statement C</u>  <u>Standards 1,2</u></p> <p>History  <u>Performance Statement A</u>  <u>Standards 1,2,3</u></p> <p>History  <u>Performance Statement B</u>  <u>Standards 1,3</u></p>	<p>and weaknesses</p> <ul style="list-style-type: none"> <li>• Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</li> <li>• Compare important events and accomplishments from different time periods in world history.</li> </ul>
<p>Religions: What different people believe</p> <ul style="list-style-type: none"> <li>• Judaism -Story of Moses</li> <li>• Christianity -The first Christmas -Jesus, the teacher: The Parable of the Good Samaritan -Easter</li> </ul>	<p><u>Geography</u>  <u>Performance Statement B</u>  <u>Standards 2,3,4</u></p>	<ul style="list-style-type: none"> <li>• Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities</li> </ul>
<ul style="list-style-type: none"> <li>• Crossing the Land Bridge</li> <li>• Cities in the Jungle: The Maya</li> <li>• City on the Lake: The Aztecs</li> <li>• Cities in the Clouds: The Incredible Inca</li> <li>• The Arrival of the Europeans -Christopher Columbus</li> <li>• The Spanish Conquerors -Conquistador <ul style="list-style-type: none"> <li>• Hernando Cortes</li> <li>• Montezuma</li> <li>• Francisco Pizarro</li> </ul> </li> </ul>	<p><u>Geography</u>  <u>Performance Statement A</u>  <u>Standards 3,5,6</u></p> <p><u>Geography</u>  <u>Performance Statement B</u>  <u>Standard 2</u></p> <p><u>Geography</u>  <u>Performance Statement C</u>  <u>Standards 1,2,4</u></p> <p>History  <u>Performance Statement</u></p>	<ul style="list-style-type: none"> <li>• Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths and weaknesses</li> <li>• Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</li> </ul>

<ul style="list-style-type: none"> <li>• Why did the Spanish Win?</li> <li>• Mexico Today</li> </ul>	A <u>Standards 1,2</u>  History <u>Performance Statement</u> B <u>Standards 1,2,3</u>	
--	---	--

<p>And then Came England</p> <ul style="list-style-type: none"> <li>-Queen Elizabeth</li> <li>-Sir Walter Raleigh</li> <li>• The Lost Colony</li> <li>• A Lasting English Colony: Jamestown</li> <li>• Pochahontas</li> <li>• The Pilgrims</li> <li>• The Puritans</li> <li>• Slavery Comes to the Colonies</li> <li>• 13 Colonies</li> <li>• Colonists and the King</li> <li>• Boston Tea Party</li> <li>• A Fight with Mother?</li> <li>• Midnight Ride of Paul Revere</li> <li>• A Nation is Born-July 4, 1776</li> <li>- Liberty Bell</li> </ul>	<p><u>Performance Statement C</u> Student understands how spatial connections among people, places and regions affect the movement of people, goods and ideas <u>Standards 1,5</u></p> <p>History <u>Performance Statement A</u> <u>Standards 1,2,3</u></p> <p>History <u>Performance Statement B</u> <u>Standards 2,3</u></p> <p>History <u>Performance Statement C</u> <u>Standard 1</u></p> <p>History <u>Performance Statement D</u> <u>Standards 1,2,3</u></p>	<ul style="list-style-type: none"> <li>• Know the root of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it</li> <li>• Identify individuals who have helped to strengthen democracy in the United States and throughout the world</li> <li>• Consider different interpretations of they events and/or issues in history and understand the differences in these accounts</li> <li>• Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures; lived their motivations, hopes, fears, strengths, and weaknesses</li> </ul>
<ul style="list-style-type: none"> <li>• Some Revolutionary Lives</li> <li>-Ben Franklin</li> <li>-Deborah Sampson</li> <li>-Phyllis Wheatley</li> <li>-George Washington</li> <li>• Washington Monument</li> </ul>	<p>History <u>Performance Statement D</u> <u>Standard 1</u></p>	<ul style="list-style-type: none"> <li>• Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths and weaknesses</li> <li>• Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific,</li> </ul>

		technological, and religious practices and activities
America Grows <ul style="list-style-type: none"> <li>• Daniel Boone</li> <li>-Wilderness Road</li> <li>• Louisiana Purchase</li> <li>-Lewis &amp; Clark</li> </ul>	<u>Performance Statement</u> C <u>Standard 2</u>	<ul style="list-style-type: none"> <li>• Study about how people live, work, and utilize natural resources</li> </ul>

**ICAHN CHARTER SCHOOL  
CORE CURRICULUM**

**First Grade, Mathematics**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
<p>Patterns and Classifications</p> <ul style="list-style-type: none"> <li>• sort</li> <li>• define a set of items by what they have in common</li> <li>• recognize patterns</li> <li>• predict how patterns will continue</li> </ul>	<p><u>Performance Statement A</u> <u>Standards 3,4,5</u></p> <p><u>Performance Statement B</u> <u>Standards 1,4</u></p> <p><u>Performance Statement D</u> <u>Standard 2</u></p>	<ul style="list-style-type: none"> <li>• Determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects)</li> <li>• Use manipulatives (e.g., tiles, blocks) to model the action in problems</li> <li>• Use drawings/pictures to model the action in problems</li> <li>• Justify general claims, using manipulatives</li> </ul>
<p>Numbers and Number Sense</p> <ul style="list-style-type: none"> <li>• understand numbers stand a specific quantity</li> <li>• count to 100 by ones, twos, fives, tens</li> <li>• write the words for number 1-12</li> <li>• compare numbers</li> <li>• place value (ones and tens)</li> <li>• number lines</li> <li>• tables</li> <li>• simple bar graphs and pictorial graphs</li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,3,4</u></p> <p><u>Performance Statement B</u> <u>Standards 1,2</u></p> <p><u>Performance Statement D</u> <u>Standard 1</u></p>	<ul style="list-style-type: none"> <li>• Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100)</li> <li>• Count out (produce) a collection of a specified size (10 to 100 items), using groups of ten</li> <li>• Quickly see and label with a number, collection of 1 to 10</li> <li>• Count by 1's to 100</li> <li>• Skip count by 10's to 100</li> <li>• Skip count by 5's to 50</li> <li>• Skip count by 2's to 20</li> <li>• Verbally count from a</li> </ul>

		<p>number other than one by 1's</p> <ul style="list-style-type: none"> <li>• Count backwards from 20 by 1's</li> <li>• Draw pictures or other informal symbols to represent a spoken number up to 20</li> <li>• Identify that spacing of the same number of objects does not affect the quality</li> <li>• Arrange objects in size order (increasing and decreasing)</li> <li>• Write numbers to 100</li> <li>• Read the number words one, two, three...ten</li> <li>• Explore and use place value</li> <li>• Compare and order whole numbers up to 100</li> <li>• Develop an initial understanding of the base ten system: 10 ones = 1 ten 10 tens = 1 hundred</li> <li>• Use a variety of strategies to compose and decompose one-digit numbers</li> <li>• Understand the commutative property of addition</li> <li>• Name the number</li> </ul>
--	--	--

		<p>before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a or a hundreds chart)</p> <ul style="list-style-type: none"> <li>• Use before, after or between to order numbers to 100 (with or without the use of a number line)</li> <li>• Use the words higher, lower, greater, and less to compare two numbers</li> <li>• Use and understand verbal ordinal terms, first to twentieth</li> <li>• Display data in bar graphs using concrete objects with intervals of one</li> <li>• Use Venn diagrams to sort and describe data</li> </ul>
<p>Computation</p> <ul style="list-style-type: none"> <li>• addition up to 2 digits</li> <li>• subtraction up to 2 digits</li> <li>• solve problems</li> <li>• number sentences</li> <li>• mental math</li> <li>• comparing differences and sums</li> <li>• fact families</li> <li>• addition and subtraction stories</li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,3,4,5</u></p> <p><u>Performance Statement B</u> <u>Standards 3,4</u></p> <p><u>Performance Statement D</u> <u>Standards 1,2</u></p>	<ul style="list-style-type: none"> <li>• Mentally add 1 digit combinations correctly during problem solving</li> <li>• Make up stories that go with number sentences, e.g. <math>11 + 5</math></li> <li>• Interpret information correctly, identify the problem and generate possible solutions</li> </ul>
<p>Money</p> <ul style="list-style-type: none"> <li>• coin combinations</li> </ul>	<p><u>Performance Statement A</u> <u>Standards 3,4,6</u></p>	<ul style="list-style-type: none"> <li>• Know vocabulary and recognize coins (penny,</li> </ul>

		nickel, dime quarter) <ul style="list-style-type: none"> <li>• Recognize the cent notation</li> <li>• Use different combinations of coins to make money amounts up to 25 cents</li> </ul>
Geometry <ul style="list-style-type: none"> <li>• flat and solid shapes             <ul style="list-style-type: none"> <li>-congruent</li> <li>-sphere, cube, cone,</li> <li>-cylinder</li> </ul> </li> </ul>	<u>Performance Statement A</u> <u>Standards 2,3,4,5,7</u>  <u>Performance Statement C</u> <u>Standards 1, 3</u>	<ul style="list-style-type: none"> <li>• Match shapes and parts of shapes to justify congruency.</li> <li>• Recognize, name, describe, create, sort and compare two-dimensional and three-dimensional shapes</li> <li>• Identify symmetry in two dimensional shapes</li> <li>• Recognize geometric shapes and structures in the environment</li> </ul>
Measurement <ul style="list-style-type: none"> <li>• calendar time</li> <li>• telling time</li> <li>• tools (ruler, cups, scale, thermometer, clock)</li> <li>• units (centimeter, inches, cups, quarts, gallons, pounds degrees Fahrenheit)</li> </ul>	<u>Performance Statement A</u> <u>Standards 2,3,4,5</u>  <u>Performance Statement C</u> <u>Standards 2, 4</u>	<ul style="list-style-type: none"> <li>• Recognize specific times (morning, noon, afternoon, evening)</li> <li>• Tell time to the hour, using both digital and analog clocks</li> <li>• Know the days of the week months of the year in sequence</li> <li>• Classify months and connect to seasons and other events.</li> <li>• Select and use non-standard units to estimate measurements</li> </ul>



**ICAHN CHARTER SCHOOL  
CORE CURRICULUM**

**First Grade, Language and Literature**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
Poetry: Traditional Rhymes <ul style="list-style-type: none"> <li>• "Little Sally Walker"</li> <li>• "If Wishes Were Horses"</li> <li>• "The Queen of Hearts"</li> <li>• "Three Wise Men of Gotham"</li> <li>• "Solomon Grundy"</li> <li>• "Thirty Days Hath September"</li> <li>- Tongue Twisters</li> <li>- Riddle Rhymes</li> <li>- More Poems               <ul style="list-style-type: none"> <li>• "The Pasture" - Robert Frost</li> <li>• "Hope" Langston Hughes</li> <li>• "A Good Play" Robert Louis Stevenson</li> <li>• "The Swing" Robert Louis Stevenson</li> <li>• "The Frog" Hilaire Belloc etc.</li> </ul> </li> </ul>	<u>Performance Statement A</u> <u>Standards 1,2,3</u>  <u>Performance Statement B</u> <u>Standards 1,2,7,8</u>  <u>Performance Statement C</u> <u>Standards 1, 2,3,4</u>  <u>Performance Statement D</u> <u>Standards 1,2,3,4,5,6</u>  <u>Performance Statement E</u> <u>Standards 1,3,4,5</u>  <u>Performance Statement F</u> <u>Standard 2</u>  <u>Performance Statement G</u> <u>Standards 1,2,3</u>	The student produces evidence that demonstrates understanding of concept by: <ul style="list-style-type: none"> <li>• participating in book talks</li> <li>• responding to literature</li> <li>• comparing a written piece to its media counterpart</li> <li>• producing a poem</li> </ul>
Aesop's Fables <ul style="list-style-type: none"> <li>"The Boy Who Cried Wolf"</li> <li>"The Fox and the Grapes"</li> <li>"The Dog in the Manger"</li> <li>"The Milk and the Milk Pail"</li> <li>"The Wolf in Sheep's Clothing"</li> <li>"The Goose that Laid the Golden Eggs"</li> </ul> Stories <ul style="list-style-type: none"> <li>• The Boy at the Dike</li> <li>• Brer Rabbit Gets Brer Fox's Dinner</li> </ul>	<u>Performance Statement A</u> <u>Standards 1,2,3</u>  <u>Performance Statement B</u> <u>Standards 1,2,3,4,5,6,7,8,9</u>  <u>Performance Statement C</u> <u>Standards 1,2,3,4</u>  <u>Performance Statement D</u>	Make connections between literary works according to a common theme <ul style="list-style-type: none"> <li>• compare literary classic to televised version of same work</li> </ul> Respond to Literature <ul style="list-style-type: none"> <li>• Determine why characters behave the way they do</li> <li>• Produce a retelling of story for parents</li> <li>• Create a picture book</li> </ul>

<ul style="list-style-type: none"> <li>• The Frog Prince</li> <li>• Hansel &amp; Gretel</li> <li>• In Which Tiger Comes to the Forest and Has Breakfast</li> <li>• Issun Boshi: One-Inch Boy</li> <li>• Tom Thumb</li> <li>• It Could Always be Worse</li> </ul>	<u>Standards 1,2,3,4,5</u>  <u>Performance Statement E</u> <u>Standards 1,2,3,4,5</u>  <u>Performance Statement F</u> <u>Standards 1,2</u>  <u>Performance Statement G</u> <u>Standards 1,2,3</u>	
Drama <ul style="list-style-type: none"> <li>• The Boy Who Cried Wolf: A Drama</li> </ul>		
Familiar Sayings (examples) <ul style="list-style-type: none"> <li>• Hit the nail on the head</li> <li>• There's no place like home</li> </ul>		

**ICAHN CHARTER SCHOOL  
CORE CURRICULUM**

**First Grade, Visual Arts**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
<p>People Have Been Making Art for a Very Long Time</p> <ul style="list-style-type: none"> <li>cave paintings</li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,4,5</u></p> <p><u>Performance Statement B</u> <u>Standards 1,3</u></p> <p><u>Performance Statement C</u> <u>Standards 1,2</u></p>	<ul style="list-style-type: none"> <li>Create art works that show the influence of a particular culture</li> <li>Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures</li> </ul>
<ul style="list-style-type: none"> <li>A World of Color               <ul style="list-style-type: none"> <li>Claude Monet "Tulips in Holland"</li> <li>James McNeill Whistler "Whistler's Mother/Arrangement in Gray and Black"</li> </ul> </li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,3,5</u></p> <p><u>Performance Statement B</u> <u>Standards 1,2</u></p> <p><u>Performance Statement C</u> <u>Standards 1,2</u></p>	<ul style="list-style-type: none"> <li>Give examples of adults who make their livings in the arts professions.</li> <li>Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses</li> <li>Explain the visual and other sensory qualities (surfaces, colors, textures, shapes, sizes, volumes) found in a wide variety of art works</li> </ul>
<ul style="list-style-type: none"> <li>Get in Line!               <ul style="list-style-type: none"> <li>Henri Matisse "The Swan"</li> <li>Georgia O'Keefe "Shell No. 1"</li> </ul> </li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,4,5</u></p> <p><u>Performance Statement C</u></p>	<ul style="list-style-type: none"> <li>Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their</li> </ul>

	<u>Standards 1,2</u>	idea <ul style="list-style-type: none"> <li>• Give examples of adults who make their livings in the arts professions</li> <li>• Explain the visual and other sensory qualities (surfaces, colors, textures, shapes, sizes, volumes) found in a wide variety of art works</li> </ul>
<ul style="list-style-type: none"> <li>• Get in Shape! <ul style="list-style-type: none"> <li>-rectangle</li> <li>-oval</li> <li>-diamond</li> </ul> </li> <li>• Grant Wood "Stone City, Iowa"</li> <li>• Jacob Lawrence "Parade"</li> <li>• Diego Rivera "Pinata"</li> </ul>	<u>Performance Statement A</u> <u>Standards 1,2,5</u>  <u>Performance Statement C</u> <u>Standards 1,2</u>	<ul style="list-style-type: none"> <li>• Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures</li> <li>• Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas</li> </ul>
Texture: Oh, What a Feeling <ul style="list-style-type: none"> <li>- Native American Masks</li> <li>- Edgar Degas "The Little Dancer of Fourteen Years"</li> <li>- Albrecht Durer "Young Hare"</li> </ul>	<u>Performance Statement A</u> <u>Standards 1,2,3</u>  <u>Performance Statement B</u> <u>Standards 1,3</u>  <u>Performance Statement C</u> <u>Standards 1,2</u>	<ul style="list-style-type: none"> <li>• Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works</li> <li>• Understand and use the elements and principles of art (line, color, texture, shape) in</li> </ul>

		order to communicate their ideas
<ul style="list-style-type: none"> <li>Looking Good: Portraits               <ul style="list-style-type: none"> <li>Leonardo daVinci "Mona Lisa"</li> <li>Hans Holbein "Edward VI as a Child"</li> <li>Francisco Goya "Don Manuel Osorio Manrique de Zuniga"</li> </ul> </li> <li>Self Portraits: Take a Good Look at Yourself               <ul style="list-style-type: none"> <li>Vincent Van Gogh</li> <li>Norman Rockwell "Triple Self-Portrait"</li> </ul> </li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,4,5</u></p> <p><u>Performance Statement B</u> <u>Standards 1,3</u></p> <p><u>Performance Statement C</u> <u>Standards 1,2</u></p>	<ul style="list-style-type: none"> <li>Give examples of adults who make their living in the arts professions               <ul style="list-style-type: none"> <li>Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Hold Still!               <ul style="list-style-type: none"> <li>Still life</li> <li>Vincent VanGogh "Irises"</li> <li>Paul Cezanne "Apples and Oranges"</li> </ul> </li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,5</u></p> <p><u>Performance Statement B</u> <u>Standards 1,3</u></p> <p><u>Performance Statement C</u> <u>Standards 1,2</u></p>	<ul style="list-style-type: none"> <li>Give examples of adults who make their living in the arts professions               <ul style="list-style-type: none"> <li>Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Murals: Paintings on Walls               <ul style="list-style-type: none"> <li>Diego Rivera "The History of Medicine in Mexico"</li> </ul> </li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,5</u></p> <p><u>Performance Statement B</u> <u>Standards 1,3</u></p> <p><u>Performance Statement C</u></p>	<ul style="list-style-type: none"> <li>Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses</li> </ul>

	C <u>Standards</u> 1,2	<ul style="list-style-type: none"> <li>• Develop their own ideas and images through the exploration and creation of art works based on theme, symbols, and events</li> </ul>
--	---------------------------	--

**ICAHN CHARTER SCHOOL  
CORE CURRICULUM**

**First Grade, Music**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
Instruments and Their Families	<u>Performance Statement A</u> <u>Standards 2,4,5</u>  <u>Performance Statement C</u> <u>Standards 1,5</u>	<ul style="list-style-type: none"> <li>Create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources</li> </ul>
The Orchestra <ul style="list-style-type: none"> <li>Conductor "Maestro"</li> <li>"Peter and the Wolf" Sergei Prokofiev</li> </ul>	<u>Performance Statement A</u> <u>Standards 3,4,5</u>  <u>Performance Statement C</u> <u>Standards 1,2</u>	<ul style="list-style-type: none"> <li>Understand the concept of live performance and appropriate conduct.</li> </ul>
Great Composers <ul style="list-style-type: none"> <li>Wolfgang Amadeus Mozart</li> </ul>	<u>Performance Statement A</u> <u>Standard 3</u>  <u>Performance Statement B</u> <u>Standards 1,3</u>  <u>Performance Statement C</u> <u>Standards 1,2</u>	<ul style="list-style-type: none"> <li>Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections</li> </ul>
<ul style="list-style-type: none"> <li>Music Can Tell a Story               <ul style="list-style-type: none"> <li>"Oh! Susanna"</li> <li>"Abeyoyo"</li> <li>"The Fox Went Out on a Chilly Night: An Old Song"</li> <li>"Billy Boy"</li> <li>"The Sorcerer's Apprentice" Paul Dukas</li> </ul> </li> </ul>	<u>Performance Statement A</u> <u>Standards 1,3,5,6</u>  <u>Performance Statement B</u> <u>Standards 3</u>  <u>Performance Statement C</u> <u>Standards 1,5</u>	<ul style="list-style-type: none"> <li>Sing songs and play instruments maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively ;and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts.</li> </ul>
<ul style="list-style-type: none"> <li>Music Can Make you Move</li> </ul>	<u>Performance Statement A</u>	<ul style="list-style-type: none"> <li>identify when listening, and perform from</li> </ul>

-dance (tap, square dancing, ballet)	<u>Standard 5</u>	memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world
<ul style="list-style-type: none"> <li>• Jazz</li> <li>-Louis Armstrong</li> <li>• Melody and Harmony</li> <li>• I've Got Rhythm!</li> <li>• Reading and Writing Music <ul style="list-style-type: none"> <li>- notes (whole note, half note, quarter note)</li> </ul> </li> <li>• Favorite Songs <ul style="list-style-type: none"> <li>- "America the Beautiful"</li> <li>- "Blow the Man Down"</li> <li>- "La Cucaracha"</li> <li>- "Billy Bo"</li> <li>- "Down by the Riverside"</li> <li>- "For He's a Jolly Good Fellow"</li> <li>- "Down in the Valley"</li> <li>- "Dry Bones"</li> <li>- "Frere Jacques"</li> <li>- "Michael, Row the Boat Ashore"</li> <li>- "On Top of Old Smoky"</li> <li>- "She'll be Comin' Round the Mountain"</li> </ul> </li> </ul>	<u>Performance Statement A</u> <u>Standards 1,2,3,4,5,6,7</u>  <u>Performance Statement B</u> <u>Standards 1,2,3</u>  <u>Performance Statement C</u> <u>Standards 1,2,3,4,5</u>	<ul style="list-style-type: none"> <li>• In performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II) and respond appropriately to the gestures of the conductor</li> <li>• Sing songs and play instruments, maintaining tone quality pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts</li> </ul>



**ICAHN CHARTER SCHOOL  
CORE CURRICULUM**

**Second Grade, Science**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standards</b>	<b>PERFORMANCE INDICATORS</b>
<p>The Cycle and the Seasons</p> <ul style="list-style-type: none"> <li>• The Life Cycle</li> <li>• From Seed to Seed; A Plant's Life Cycle</li> <li>• From Frog to Frog: An Amphibian's Life Cycle</li> <li>• The Cycle of the Seasons               <ul style="list-style-type: none"> <li>-spring</li> <li>-summer</li> <li>-fall</li> <li>-winter</li> </ul> </li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement B</u> <u>Standards 1,2</u></p> <p><u>Performance Statement D</u> <u>Standard 4</u></p>	<ul style="list-style-type: none"> <li>• Describe the major stages in the life cycles of selected plants and animals</li> <li>• Describe the relationships among air, water, and land on earth</li> <li>• Describe patterns of daily, monthly, and seasonal changes in their environment</li> <li>• Describe the relationship of the sun as an energy source for living and nonliving cycles</li> </ul>
<p>The Water Cycle</p> <ul style="list-style-type: none"> <li>• Evaporation</li> <li>• Going Up, Going Down</li> <li>• Condensation and Precipitation</li> <li>• Putting it All Together: The Water Cycle</li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement C</u> <u>Standard 1</u></p>	<ul style="list-style-type: none"> <li>• Describe the relationships among air, water, and land on Earth</li> </ul>
<p>Insects</p> <ul style="list-style-type: none"> <li>• Insects Everywhere!</li> <li>• What makes an insect an insect?</li> <li>• Are they insects?</li> <li>• Insect Life Cycles</li> <li>• A Simpler kind of metamorphosis</li> <li>• Social Insects               <ul style="list-style-type: none"> <li>-An ant colony</li> <li>-In a beehive</li> </ul> </li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,3,4,5,6</u></p> <p><u>Performance Statement B</u> <u>Standard 1</u></p>	<ul style="list-style-type: none"> <li>• Describe the life processes common to all living things</li> <li>• Describe basic life functions of common living specimens</li> <li>• Describe some survival behaviors of common living specimens</li> </ul>
<p>The Human Body</p> <ul style="list-style-type: none"> <li>• Cells! The building blocks of living things</li> </ul>	<p><u>Performance Statement A</u> <u>Standards 1,2,3,5</u></p>	<ul style="list-style-type: none"> <li>• Describe evidence of growth, repair, and maintenance, such as</li> </ul>

<ul style="list-style-type: none"> <li>• Cells and tissues, organs and systems</li> <li>• What happens to the food you eat?</li> <li>• A healthy Diet: the food pyramid</li> <li>• Vitamins and minerals</li> </ul>	<u>Performance Statement B</u> <u>Standards 1,2,4</u>	<p>nails, hair and bone, and the healing of cuts and bruises</p> <ul style="list-style-type: none"> <li>• Describe the factors that help promote good health and growth in humans</li> </ul>
<p>Magnetism</p> <ul style="list-style-type: none"> <li>• The Special Magnetic Attraction</li> <li>• Magnetic poles</li> <li>• Using a compass</li> </ul>	<u>Performance Statement A</u> <u>Standards 1,2,3,4,5</u>  <u>Performance Statement C</u> <u>Standards 1,2</u>	<ul style="list-style-type: none"> <li>• Observe and describe properties of materials using appropriate tools</li> <li>• Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism and mechanical forces</li> <li>• Describe how forces can operate across distances</li> </ul>
<p>Simple Machines</p> <ul style="list-style-type: none"> <li>• Tools and Machines</li> <li>• levers</li> <li>• wheels</li> <li>• friction</li> <li>• pulleys</li> <li>• inclined planes</li> <li>• wedges</li> <li>• screws</li> </ul>	<u>Performance Statement A</u> <u>Standards 1,2,3,4,5,</u>  <u>Performance Statement C</u> <u>Standard 3</u>	<ul style="list-style-type: none"> <li>• Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces</li> </ul>
<p>Stories about scientists</p> <ul style="list-style-type: none"> <li>• Anton van LeeuwenHoek</li> <li>• Florence Nightingale</li> <li>• Daniel Hale Williams</li> <li>• Elijah McCoy</li> </ul>		<ul style="list-style-type: none"> <li>• Identify ways in which humans have changed their environment and the effects of those changes</li> </ul>

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**2nd Grade, History and Geography**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<b><u>Civilizations in Asia</u></b> <ul style="list-style-type: none"> <li>• Long ago in Asia: Civilization in the Indus Valley</li> <li>• Hinduism</li> <li>• The story from the Holy Books of Hinduism               <ul style="list-style-type: none"> <li>- Rama and Seta: A Tale from the Ramayana</li> </ul> </li> <li>• Buddha: The Enlightened One</li> <li>• King Asoka: From War to Peace</li> <li>• A Wise Teacher in China: Confucius</li> <li>• China: Great Rivers and a Great Wall</li> <li>• An Important Invention: Paper</li> <li>• Smooth as Silk</li> <li>• Chinese New Year</li> <li>• Let's Visit Japan</li> </ul>	<p>History <u>Performance Statement A.</u> <u>Standards 1, 2</u></p> <p>History <u>Performance Statement B.</u> <u>Standards 1, 2, 3, 4, 5</u></p> <p>Geography <u>Performance Statement B.</u> <u>Standards 2, 7</u></p>	<ul style="list-style-type: none"> <li>• Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</li> <li>• Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities</li> <li>• Gather and present information about important developments from world history</li> <li>• View historic events through the eyes of those who were there as shown through art, writings, music, and artifacts</li> </ul>
<b><u>Ancient Greece</u></b> <ul style="list-style-type: none"> <li>• Birthplace of the Olympics and more</li> <li>• A Civilization of city-state</li> <li>• Athens: Birthplace of Democracy</li> <li>• Rough, Tough Sparta</li> <li>• The Persian Wars</li> <li>• Battles that Live in Memory               <ul style="list-style-type: none"> <li>- Marathon</li> <li>- Thermopylae</li> </ul> </li> <li>• Great Thinkers in Athens</li> </ul>	<p>History <u>Performance Statement A</u> <u>Standards 1, 2</u></p> <p>History <u>Performance Statement B</u> <u>Standards 1, 2, 3, 4</u></p>	<ul style="list-style-type: none"> <li>• Read historical narratives, myths legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses</li> <li>• Understand the roles and contributions of individuals and groups to social, political, economic, cultural,</li> </ul>

<ul style="list-style-type: none"> <li>• Alexander the Great</li> <li>- The Gordian Knot</li> <li>- What Lies Beyond</li> </ul>		<p>scientific, technological, and religious practices and activities</p> <ul style="list-style-type: none"> <li>• View historic events through the eyes of those who were there as shown through art, writings, music, and artifacts</li> </ul>
---	--	---

<p><b><u>Our Constitution</u></b></p> <ul style="list-style-type: none"> <li>• Democracy: A Big Challenge</li> <li>• James Madison: Father of the Constitution</li> </ul>	<p><u>Performance Statement</u> A <u>Standards</u> 1, 2, 3, 4</p> <p>History <u>Performance Statement</u> C <u>Standards</u> 1, 2</p> <p>History <b><u>Performance Statement</u></b> D. <u>Standards</u> 1, 3</p>	<ul style="list-style-type: none"> <li>• Understand the basic ideals of American Democracy as explained in the Declaration of Independence and the Constitution and other important documents</li> <li>• Know what the United States Constitution is and why it is important</li> <li>• Explain the probable consequences of the absence of government and rules</li> </ul>
<p><b><u>The War of 1812</u></b></p> <ul style="list-style-type: none"> <li>• Another War Already?</li> <li>• Dolly Madison: A Brave Woman</li> <li>• Oh, Say, Can You See...</li> <li>• Our Changing Flag</li> <li>• The Battle After the War</li> </ul>	<p>History <u>Performance Statement</u> A <u>Standards</u> 1, 2, 3, 4</p> <p>History <u>Performance Statement</u> C <u>Standards</u> 1, 2</p> <p>History <b><u>Performance Statement</u></b> D <u>Standards</u> 1, 3</p>	<ul style="list-style-type: none"> <li>• Gather and organize information about the important accomplishments of individuals of groups</li> </ul>
<p><b><u>Westward Ho!</u></b></p> <ul style="list-style-type: none"> <li>• The Call of the West</li> <li>• Boats and Canals</li> <li>• The Iron Horse</li> <li>• Wagons West</li> <li>• A Family Goes West</li> <li>• The Pony Express</li> <li>• Women's Work</li> <li>• Oregon Trail</li> <li>• Already There: The American Indians</li> <li>• Forced from Their Lands</li> </ul>	<p>History <u>Performance Statement</u> A. <u>Standards</u> 1, 2, 3, 4</p> <p>History <b><u>Performance Statement</u></b> D <u>Standards</u> 1, 2, 3</p> <p>Geography <b><u>Performance Statement</u></b> B <u>Standards</u> 2, 3, 7</p> <p>Geography <b><u>Performance Statement</u></b> C <u>Standards</u> 1, 2, 4</p>	<ul style="list-style-type: none"> <li>• Propose an action plan to address the issue of how to solve the problem</li> <li>• Draw maps and diagrams that serve as representatives of places, physical features, and objects</li> </ul>

<p><b><u>The Civil War</u></b></p> <ul style="list-style-type: none"> <li>• Fighting Against Each Other</li> <li>• Slavery in America</li> <li>• Stop Slavery or Let it Spread?</li> <li>• Another Kind of Railroad <ul style="list-style-type: none"> <li>- Follow the Drinking Gourd</li> </ul> </li> <li>• Yankees Against Rebels <ul style="list-style-type: none"> <li>- Songs of the North &amp; South</li> </ul> </li> <li>• Abraham Lincoln: A Man for the Union</li> <li>• The Emancipation Proclamation</li> </ul>	<p>History <b><u>Performance Statement A.</u></b> <u>Standards</u> 1, 2, 3, 4</p> <p>History <b><u>Performance Statement B</u></b> <u>Standards</u> 1, 2, 4</p> <p>History <b><u>Performance Statement C</u></b> <u>Standards</u> 1, 2, 5</p> <p>History <b><u>Performance Statement D</u></b> <u>Standards</u> 1, 2, 3</p>	<ul style="list-style-type: none"> <li>• Read historical narratives, myths legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses</li> <li>• Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities</li> </ul>
<p><b><u>A Nation of Immigrants</u></b></p> <ul style="list-style-type: none"> <li>• E Pluribus Unum</li> <li>• Why did immigrants come to America?</li> <li>• A Land of Opportunity?</li> <li>• Becoming a Citizen</li> </ul>	<p>Geography <b><u>Performance Statement C</u></b> <u>Standards</u> 1, 2, 3, 4</p> <p>History <b><u>Performance Statement A</u></b> <u>Standards</u> 1, 2, 3, 4</p> <p>History <b><u>Performance Statement B</u></b> <u>Standards</u> 2, 3, 4</p> <p>History <b><u>Performance Statement C</u></b> <u>Standards</u> 4</p> <p>History <b><u>Performance Statement D</u></b> <u>Standards</u> 1, 2, 3</p>	<ul style="list-style-type: none"> <li>• Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world</li> </ul>
<p>Civil Rights: Liberty and Justice for All</p> <ul style="list-style-type: none"> <li>• All men are created equal</li> </ul>	<p>History <b><u>Performance Statement C</u></b> <u>Standards</u> 2, 4, 5</p>	<ul style="list-style-type: none"> <li>• Read historical narratives, myths legends, biographies, and autobiographies to</li> </ul>

<ul style="list-style-type: none"> <li>• Susan B. Anthony &amp; votes for women</li> <li>• Eleanor Roosevelt</li> <li>• Equality regardless of color               <ul style="list-style-type: none"> <li>- Cesar Chavez</li> <li>- Jackie Robinson</li> <li>- Rosa Parks</li> <li>- Martin Luther King</li> </ul> </li> </ul>	<p>History</p> <p><b><u>Performance Statement</u></b></p> <p>D</p> <p><u>Standards</u> 1, 2, 3</p>	<p>learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses</p>
<p>Geography of the Americas</p> <ul style="list-style-type: none"> <li>• The U.S. Today</li> <li>• Central America &amp; the Caribbean</li> <li>• South America</li> </ul>	<p>Geography</p> <p><b><u>Performance Statement</u></b></p> <p>A.</p> <p><u>Standards</u> 1, 2, 3, 4, 5, 6</p>	<ul style="list-style-type: none"> <li>• Draw maps and diagrams that serve as representatives of places, physical features, and objects</li> <li>• Identify and compare the physical, human, and cultural characteristics of different regions and people</li> </ul>

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**2nd Grade, Mathematics**

<b>CORE KNOWLEDGE</b>	<b>NYS <u>Performance Statement and Standard</u></b>	<b>PERFORMANCE INDICATORS</b>
<p>Working with Numbers to 100</p> <ul style="list-style-type: none"> <li>• Skip Counting</li> <li>• Some Special Math Words               <ul style="list-style-type: none"> <li>- Addends</li> <li>- Sums</li> <li>- Difference</li> </ul> </li> <li>• Even and Odds</li> <li>• Between, One More and One Less</li> <li>• Counting with a Tally</li> <li>• Using Graphs</li> <li>• Writing Numbers as Words</li> <li>• Reading a Number Line</li> <li>• Review Addition &amp; Subtraction Facts to 12</li> <li>• Addition &amp; Subtraction Facts with Sums of 13, 14, 15, 16, 17, 18</li> <li>• Adding in any order, and adding three numbers</li> <li>• Doubles and Halves</li> <li>• Sums of 10</li> <li>• Checking Addition &amp; Subtraction</li> <li>• Fact Families</li> <li>• Find the Missing Number</li> <li>• Missing Number Problems with Greater than and Less than</li> <li>• Working with Equations</li> <li>• Tens and Ones</li> <li>• Adding &amp; Subtracting with 2 digits</li> </ul>	<p><b><u>Performance Statement</u></b> A <u>Standards</u> 1, 2, 3, 4, 5</p> <p><b><u>Performance Statement</u></b> B <u>Standards</u> 1, 2, 3</p> <p><b><u>Performance Statement</u></b> A <u>Standards</u> 1, 2, 4, 5, 6</p> <p><b><u>Performance Statement</u></b> D <u>Standards</u> 1, 2, 3</p>	<ul style="list-style-type: none"> <li>• Create a bar graph of "Our Pets"</li> <li>• Organize a tally table of baskets made in a class game of basketball</li> <li>• Use base ten blocks &amp; numerals or other models to represent number</li> <li>• Using examples and drawings to show a 1<sup>st</sup> grader that <math>5+4=4+5</math></li> <li>• Make up stories that go with number sentences; e.g. <math>16+12</math></li> <li>• Use a calculator to check the arithmetic in a project</li> <li>• Mentally add 2 digit numbers correctly during problem solving</li> <li>• Draw diagrams to explain how 2 pizzas can be shared equally by 3 people</li> <li>• Act out or model with manipulatives involving mathematical content from literature and/or story telling</li> <li>• Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class, using the calendar to teach counting)</li> <li>• Use informal counting strategies to find solutions</li> </ul>



<ul style="list-style-type: none"> <li>• Adding &amp; Subtracting Horizontally, Vertically &amp; in your head</li> <li>• Estimating &amp; Rounding to nearest ten</li> <li>• Fractions</li> </ul>		<ul style="list-style-type: none"> <li>• Experience teacher-directed questioning process to understand problems</li> <li>• Use manipulatives (e.g., tiles, blocks) to model the action in the problems</li> <li>• Understand that mathematical problems can be true or false</li> <li>• Investigate the use of knowledgeable guessing as a mathematical tool</li> <li>• Explore guesses, using a variety of objects and manipulatives</li> <li>• Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations</li> <li>• Recognize the connections of patterns in their everyday experiences to mathematical ideas</li> <li>• Understand and use the connections between numbers and quantities they represent to solve problems</li> <li>• Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas</li> <li>• Use concrete materials to justify a number as odd or even</li> <li>• Determine sums and differences of number</li> </ul>
---	--	--

		<p>sentences by various means(e.g., families, related facts, inverse operations, addition and doubles, and doubles plus one</p> <ul style="list-style-type: none"> <li>• Use a variety of strategies to solve addition and subtraction problems using one-and two digit numbers with and without regrouping</li> <li>• Demonstrate fluency and apply addition and subtraction facts up to and including 18</li> <li>• Use doubling to add to add 2-digit numbers</li> <li>• Use compensation to add 2-digit numbers</li> <li>• Develop readiness for multiplication by using repeated addition</li> <li>• Develop readiness for division by using repeated subtraction, dividing objects into groups (fair share)</li> <li>• Estimate the number in a collection to 100 and then compare by counting the actual items in the collection</li> <li>• Use the symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math> (with and without the use of the number line) to compare whole numbers up to 100</li> <li>• Describe and extend increasing or decreasing (+, -) sequences and patterns (numbers or objects up to 100)</li> <li>• Collect and record data (using tallies) related to the question</li> </ul>
--	--	---

		<ul style="list-style-type: none"> <li>• Display data in pictographs and bar graphs using concrete objects or a representation of the object</li> <li>• Compare and interpret data in terms of describing quantity (similarity or differences)</li> <li>• Discuss conclusions and make predictions from graphs</li> <li>• Skip count to 100 by 2's, 5's, 10's</li> <li>• Count back from 100 by 1's, 5's, 10's using a number chart</li> <li>• Skip count by 3's to 36 for multiplication readiness</li> <li>• Skip count by 4's to 48 for multiplication readiness</li> <li>• Compare and order numbers to 100</li> <li>• Develop an understanding of the base ten system: 10 ones= 1 ten 10 tens= 1 hundred 10 hundreds=1 thousand</li> <li>• Use a variety of strategies to compose and decompose two-digit numbers</li> <li>• Understand and use the commutative property of addition</li> <li>• Name the number before and the number after a given number, and the number(s) between two given numbers up to 100 (with and without the use of a number line or</li> </ul>
--	--	---

		<p>a hundreds chart)</p> <ul style="list-style-type: none"> <li>• Use and understand verbal and ordinal numbers</li> <li>• Read written and ordinal terms (first through ninth) and use them to represent ordinal relations</li> <li>• Use zero as the identity element for addition</li> <li>• Recognize the meaning of zero in the place value system</li> <li>• Use multiple representations, including verbal and written language, acting out or modeling a situation, drawing, and/or symbols as representations</li> </ul>
<p>Working with Numbers to 1000</p> <ul style="list-style-type: none"> <li>• The Hundreds</li> <li>• Counting Between Hundreds</li> <li>• Counting On!</li> <li>• Place Value to Hundreds</li> <li>• Expanded Form</li> <li>• Comparing 3-Digit Numbers</li> <li>• Adding &amp; Subtracting 3 digit numbers</li> <li>• Regrouping tens as hundreds</li> </ul>	<p><b><u>Performance Statement</u></b> A <u>Standards</u> 1, 2, 3, 4, 5</p> <p><b><u>Performance Statement</u></b> B <u>Standard</u> 2</p> <p><b><u>Performance Statement</u></b> D <u>Standard</u> 2</p>	<ul style="list-style-type: none"> <li>• Play the exchange game</li> <li>• Show different ways to represent numbers e.g., <math>64 = 60 + 4</math> <math>50 + 10 + 2 + 2</math></li> <li>• Draw &amp; explain many different ways to make 263, using tens, hundreds, and ones</li> <li>• Use manipulatives (e.g., tiles., blocks) to model the action in the problems</li> <li>• Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas</li> </ul>
<p>Money</p> <ul style="list-style-type: none"> <li>• Coins &amp; Dollar Bills</li> <li>• How many make up a dollar?</li> </ul>	<p><b><u>Performance Statement</u></b> A. <u>Standard</u> 2, 3, 4, 6</p>	<ul style="list-style-type: none"> <li>• Show and explain to a classmate the different coin combinations to make \$.75, including</li> </ul>

<ul style="list-style-type: none"> <li>• Quarters &amp; Counting by 25</li> <li>• Counting Money</li> <li>• Adding &amp; Subtracting Money</li> </ul>		<p>pennies</p> <ul style="list-style-type: none"> <li>• Explain to others how a problem was solved, giving strategies and justifications</li> <li>• Listen to solutions shared by other students</li> <li>• Compare the similarities and differences of mathematical ideas</li> <li>• Recognize and apply mathematics to solve problems</li> <li>• Know and recognize coins (penny, nickel, dime, quarter) and bills (\$1, \$5, \$10, and \$20)</li> <li>• Recognize the whole dollar notation as \$, etc.</li> <li>• Identify equivalent combinations to make one dollar</li> </ul>
Word Problems	<p><b><u>Performance Statement</u></b>  A.  <u>Standards</u> 1, 2, 3, 4, 5, 6</p>	<ul style="list-style-type: none"> <li>• Explore, examine, and make observations about a social problem or mathematical</li> <li>• Interpret information correctly, identify the problem and generate possible solutions</li> <li>• Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking</li> <li>• Explain to others how a problem was solved, giving strategies and justifications</li> <li>• Recognize that mathematical ideas need to be supported by evidence</li> <li>• Understand how to</li> </ul>

		<p>organize their thought process</p> <ul style="list-style-type: none"> <li>• Verbally support their reasoning with an answer</li> <li>• Listen to solutions shared by other students</li> <li>• Formulate mathematically relevant questions</li> <li>• Use standard and non standard representations</li> <li>• Connect mathematical representations with problem solving</li> <li>• Use mathematics to show and understand physical phenomena(e.g., estimate and represent the number of apples in a tree)</li> <li>• Use mathematical phenomena (e.g., draw pictures to show a story problem or show number value using fingers on your hand)</li> </ul>
<p>Measurements</p> <ul style="list-style-type: none"> <li>• Length</li> <li>• Weight</li> <li>• Time <ul style="list-style-type: none"> <li>- The Calendar</li> <li>- Clock Time to 5 minutes</li> <li>- Half and quarter hours</li> <li>- How much time has passed?</li> </ul> </li> </ul>	<p><b><u>Performance Statement</u></b> A. <u>Standards</u> 1, 2, 3, 4, 5, 6, 7</p> <p><b><u>Performance Statement</u></b> C. <u>Standards</u> 4</p>	<ul style="list-style-type: none"> <li>• Measure several objects with a ruler</li> <li>• Use a balance scale to weigh class objects</li> <li>• Read clocks</li> <li>• Maintain a log of the time you go to sleep each night.</li> <li>• Justify general claims, using manipulatives</li> <li>• Develop and explain an argument verbally or with objects</li> <li>• Listen to and discuss claims other students make</li> <li>• Use trial and error strategies to verify claims</li> </ul>

		<ul style="list-style-type: none"> <li>• Use appropriate mathematical terms, vocabulary, and language</li> <li>• Use non-standard and standard units to measure both vertical and horizontal lengths</li> <li>• Use a ruler to measure standard units (including whole inches and whole feet)</li> <li>• Compare and order objects according to the attribute of length</li> <li>• Recognize mass as a qualitative measure (e.g., Which is heavier? Which is lighter?)</li> <li>• Compare and order objects, using lighter than and heavier than</li> <li>• Tell time to the half hour and five minutes using both digital and analog clocks</li> <li>• Select and use standard (customary) and non-standard units to estimate measurements</li> </ul>
<p>Geometry</p> <ul style="list-style-type: none"> <li>• Plane figures</li> <li>• Solid Figures</li> <li>• Points, Lines, and Segments</li> <li>• Lines of Symmetry</li> </ul>	<p><u>Performance Statement</u> C <u>Standards</u> 1, 2, 3, 4, 5, 6, 7</p> <p>Performance Statement C. <u>Standards</u> 1,3</p>	<ul style="list-style-type: none"> <li>• Describe a shape among others.</li> <li>• Draw all the shapes you can make with 3 squares</li> <li>• Create as many lines geoboard</li> <li>• Recognize the presence of mathematics in their everyday lives</li> <li>• Recognize and apply mathematics to objects, pictures and symbols</li> <li>• Identify and</li> </ul>

		<p>appropriately name two-dimensional shapes: circle, square, rectangle, and triangle (both regular and irregular)</p> <ul style="list-style-type: none"> <li>• Group objects by like properties</li> <li>• Explore line symmetry</li> </ul>
<p>Multiplication</p> <ul style="list-style-type: none"> <li>• What is multiplication?</li> <li>• Practicing multiplication</li> <li>• Multiplying by 10</li> <li>• Three Rules for Multiplication</li> <li>• Word Problems &amp; Missing Factors</li> </ul>	<p><b><u>Performance Statement</u></b></p> <p>A.</p> <p><u>Standards</u> 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> <li>• Use drawings/pictures to model the action in the problems</li> <li>• Understand meaning of operations and how they relate to one another</li> <li>• Understand how mathematical models represent quantitative relationships</li> <li>• Use mathematics to show and understand social phenomena( e.g., count and represent sharing cookies between friends)</li> </ul>



**ICAHN CHARTER SCHOOL  
CURRICULUM**

**2<sup>ND</sup> Grade. Language and Literature**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
Poetry – (examples) “Bed in Summer” – Robert Louis Stevenson “Buffalo Dusk” – Carl Sandburg “Caterpillars” – Aileen Fisher “Bee! I’m Expecting You”- Emily Dickinson “Harriet Tubman” – Eloise Greenfield “Smart” – Shel Silverstein  Stories The Blind Man & the Elephant The Fisherman and His Wife The Emperor’s New Clothes How Iktomi Lost His Eyes The Magic Paintbrush	<u><b>Performance Statement</b></u> A. <u>Standards 1, 2, 3</u>  <u><b>Performance Statement</b></u> B. <u>Standards 1, 2, 3, 4, 5, 6,            7, 8, 9</u>  <u><b>Performance Statement</b></u> C. <u>Standards 1, 2, 3, 4</u>  <u><b>Performance Statement</b></u> D. <u>Standards 1, 2, 3, 4, 5,            6</u>  <u><b>Performance Statement</b></u> E. <u>Standards 1, 2, 3, 4, 5</u>  <u><b>Performance Statement</b></u> F. <u>Standards 1, 2</u>	<ul style="list-style-type: none"> <li>• Ask specific questions to clarify and extend meaning</li> <li>• Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</li> <li>• Listen attentively and recognize when it is appropriate for them to speak.</li> <li>• Read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers.</li> <li>• Understand the literary elements of setting, character, plot, theme, and point of view to compare those features to other works and their own lives</li> <li>• Read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning</li> </ul>

<p><b><u>American Tall Tales</u></b></p> <ul style="list-style-type: none"> <li>• Paul Bunyon</li> <li>• Pecos Bill</li> <li>• John Henry</li> </ul>	<p><b><u>Performance Statement</u></b></p> <p>G</p> <p><b><u>Standard2 1,2,3</u></b></p>	<ul style="list-style-type: none"> <li>• Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers.</li> <li>• Recognize some features that distinguish the genres and use those features to aid comprehension</li> </ul>
<p><b><u>Myths from Ancient Greece (examples)</u></b></p> <ul style="list-style-type: none"> <li>• Heroes and Monsters, Gods and Goddesses</li> <li>• Gods of Nature and Mythical Creatures</li> <li>• Prometheus Brings Fire, Pandora Brings Woe</li> <li>• Oedipus and the Sphinx</li> <li>• Theseus and the Minataur</li> </ul>	<p><b><u>Performance Statement</u></b></p> <p>G</p> <p><b><u>Standard2 1,2,3</u></b></p>	<ul style="list-style-type: none"> <li>• Use inference and deduction to understand the text</li> <li>• Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers.</li> <li>• Recognize some features that distinguish the genres and use those features to aid comprehension</li> <li>• Ask specific questions to extend meaning</li> <li>• Explain the meaning of</li> </ul>

		literary works with some attention to meanings beyond the literary level
--	--	---

<p><b><u>Learning About Language</u></b></p> <ul style="list-style-type: none"> <li>• Sentence</li> <li>• Two rules for writing sentences</li> <li>• Nouns: name a person, place or thing -singular and plural</li> <li>• Verbs: Action words -past and present</li> <li>• Adjectives Describe Things</li> <li>• Antonyms and synonyms</li> <li>• Contractions</li> <li>• Abbreviations</li> <li>• Using capital letters</li> </ul>	<p><b><u>Performance Statement</u></b> A <u>Standards</u> 1, 2, 3</p> <p><b><u>Performance Statement</u></b> G <u>Standards</u> 1, 2, 3</p>	<ul style="list-style-type: none"> <li>• Present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts</li> <li>• Use the process of pre-writing, drafting, revising, and proofreading (the "writing process" ) to produce well structured informational texts.</li> <li>• Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.</li> <li>• Observe the conventions of grammar and usage, spelling, and punctuation.</li> <li>• Use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing.</li> <li>• Exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions.</li> <li>• Read and discuss published letters, diaries, and journals to learn the conventions of social writing.</li> <li>• Use a few traditional structures for</li> </ul>
---	---	---

		<p>conveying information such as chronological order, cause and effect, and similarity and difference.</p> <ul style="list-style-type: none"> <li>• Use details, examples, anecdotes, or personal experiences to explain or clarify information.</li> <li>• Include relevant information and exclude extraneous material.</li> <li>• Create their own stories, poems, and songs using the elements of the literature.</li> </ul>
<p><b><u>Familiar Sayings</u></b> <b><u>(examples)</u></b></p> <ul style="list-style-type: none"> <li>- Back to the Drawing Board</li> <li>- Easier said than Done</li> </ul>		<ul style="list-style-type: none"> <li>• Ask specific questions to clarify and extend meaning</li> </ul>

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**2nd Grade, Visual Arts**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<b><u>Taking a line for a walk</u></b> <ul style="list-style-type: none"> <li>• Vertical</li> <li>• Horizontal</li> <li>• Diagonal</li> <li>• Zigzag</li> <li>• Curved</li> <li>• Spiral</li> <li>• Wavy</li> <li>• Pablo Picasso – “Mother &amp; Child”</li> </ul>	<b><u>Performance Statement</u></b> <b><u>A</u></b> <u>Standards 1, 2, 5</u>  <b><u>Performance Statement</u></b> <b><u>B.</u></b> <u>Standards 1,2</u>	<ul style="list-style-type: none"> <li>• understand and use the elements and principles of art (line, color, texture, shape) in order to communicate ideas</li> </ul>
<b>Lines and Movement</b> <ul style="list-style-type: none"> <li>• Hokusai – “The Great Wave at Kanagawa Nami-Ura”</li> </ul>	<b><u>Performance Statement</u></b> <b><u>A.</u></b> <u>Standards 1, 2, 4, 5</u>	<ul style="list-style-type: none"> <li>• Produce a computer generated design in which the understanding of lines &amp; movement is used</li> </ul>
<b>Looking at Sculpture</b> <ul style="list-style-type: none"> <li>• “The Discus Thrower”</li> <li>• “Flying Horse”</li> <li>• “The Thinker” – Auguste Rodin</li> </ul>	<b><u>Performance Statement</u></b> <b><u>A.</u></b> <u>Standards 1, 2, 4, 5</u>  <b><u>Performance Statement</u></b> <b><u>B.</u></b> <u>Standards 1, 2, 3</u>  <b><u>Performance Statement</u></b> <b><u>C.</u></b> <u>Standards 1, 2</u>	<ul style="list-style-type: none"> <li>• Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events</li> </ul>
<b>Looking at Landscape</b> <ul style="list-style-type: none"> <li>• Thomas Cole – “The Oxbow”</li> <li>• El Greco – “View of Toledo”</li> <li>• Henri Rousseau – “Virgin Forest”</li> <li>• Vincent Van Gogh – “The Starry Night”</li> </ul>	<b><u>Performance Statement</u></b>  <u>Standards 1, 2, 3, 4, 5</u>  <b><u>Performance Statement</u></b>  <u>Standards 1, 2, 3</u>  <b><u>Performance Statement</u></b> <b><u>C.</u></b> <u>Standards 1, 2</u>	<ul style="list-style-type: none"> <li>• Develop their own ideas and images through the exploration and creation of art works based on theme, symbols, and events.</li> <li>• Reveal through their own art work understanding of how art mediums and techniques influence their creative decisions</li> </ul>

<p><b><u>Animals: Real &amp; Imagined</u></b></p> <ul style="list-style-type: none"> <li>• Albrecht Durer – “Young Hare”</li> <li>• John James Audubon – “Birds of America”</li> <li>• Paul Klee – “Cat and Bird”</li> <li>• Pablo Picasso – “Bull’s Head”</li> <li>• Matisse – “The Snail”</li> </ul>	<p><b><u>Performance Statement</u></b></p> <p>A. <u>Standards</u> 1, 2, 3, 4, 5</p> <p><b><u>Performance Statement</u></b></p> <p>B. <u>Standards</u> 1, 2, 3</p> <p><b><u>Performance Statement</u></b></p> <p>C. <u>Standards</u> 1, 2</p>	<ul style="list-style-type: none"> <li>• Develop their own ideas and images through the exploration and creation of art (line, color, texture, shape) in order to communicate their idea</li> </ul>
<p><b><u>Abstract Art</u></b></p> <ul style="list-style-type: none"> <li>• Chagall – “I and the Village”</li> <li>• Constantin Brancusi – “Bird in Space”</li> </ul>		<ul style="list-style-type: none"> <li>• Experience and create art works, in a variety of mediums (drawing, painting sculpture, ceramics printmaking, video, and computer graphics), based on a range of individual and collective experiences</li> </ul>
<p>Architecture: The Art of Designing Buildings</p> <ul style="list-style-type: none"> <li>• Parthenon <ul style="list-style-type: none"> <li>- Symmetry</li> </ul> </li> <li>• A Building of Curves <ul style="list-style-type: none"> <li>- The Great Stupa</li> <li>- Sphere</li> <li>- Dome</li> </ul> </li> <li>• A Beautiful Castle <ul style="list-style-type: none"> <li>- Himeji Castle</li> </ul> </li> <li>• A Modern Museum <ul style="list-style-type: none"> <li>- Guggenheim Museum</li> </ul> </li> </ul>	<p><b><u>Performance Statement</u></b></p> <p>A. <u>Standards</u> 1, 2, 4, 5</p> <p><b><u>Performance Statement</u></b></p> <p>B. <u>Standards</u> 2, 3</p> <p><b><u>Performance Statement</u></b></p> <p>C. <u>Standards</u> 1, 2</p>	<ul style="list-style-type: none"> <li>• Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events</li> </ul>

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**2<sup>nd</sup> Grade, Music**



CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
<b><u>Many Kinds of Music</u></b> <ul style="list-style-type: none"> <li>• Patriotic Music</li> <li>• Folk Music</li> <li>• Classical Music</li> <li>• Meet some Great Composers               <ul style="list-style-type: none"> <li>- Antonio Vivaldi – “The Four Seasons”</li> <li>- Johann Sebastian Bach</li> <li>- Ludwig van Beethoven</li> </ul> </li> <li>• Mr. Bach at the Keyboard</li> </ul>	<b><u>Performance Statement</u></b> A. <u>Standards</u> 2, 4, 5, 7  <b><u>Performance Statement</u></b> B. <u>Standard</u> 5  <b><u>Performance Statement</u></b> C <u>Standards</u> 1,2,5	<ul style="list-style-type: none"> <li>• Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used</li> <li>• Discuss ways that music is used by various members of the community</li> </ul>
<b><u>Writing Music Down</u></b> <ul style="list-style-type: none"> <li>• Follow the Notes</li> <li>• Pitch: High and Low               <ul style="list-style-type: none"> <li>- Staff</li> <li>- Music Alphabet</li> </ul> </li> <li>• A Musical Scale               <ul style="list-style-type: none"> <li>- Do-Re-Mi</li> </ul> </li> </ul>	<b><u>Performance Statement</u></b> A. <u>Standards</u> 3, 5  <b><u>Performance Statement</u></b> C. <u>Standards</u> 3, 4	<ul style="list-style-type: none"> <li>• Demonstrate on a rubber band how to raise and lower pitch</li> <li>• Create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources</li> </ul>
<b><u>Some Songs</u></b> <ul style="list-style-type: none"> <li>• Clementine</li> <li>• Home on the Range</li> <li>• Goodbye, Old Paint</li> <li>• Buffalo Gals</li> <li>• Casey Jones</li> </ul>	<b><u>Performance Statement</u></b> A. <u>Standards</u> 1, 3, 4, 5, 6  <b><u>Performance Statement</u></b> B. <u>Standards</u> 1, 2, 3  <b><u>Performance Statement</u></b> C. <u>Standard</u> 1	<ul style="list-style-type: none"> <li>• Listen to two musical compositions on the same theme &amp; compare &amp; contrast</li> <li>• Sing folk music to a period of history in the U.S.</li> <li>• Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts</li> </ul>



--	--	--

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**3<sup>rd</sup> Grade. Science**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<p>Life Sciences</p> <ul style="list-style-type: none"> <li>• What is Nature?</li> <li>• The Balance of Nature (Food Chain)</li> <li>• How the Wolf Broke the chain</li> <li>• The Invisible Web</li> <li>• Hold Your Breath! <ul style="list-style-type: none"> <li>- Air Pollution</li> <li>- Water Pollution</li> </ul> </li> <li>• Conserving and Recycling</li> </ul>	<p><u>Performance Statement</u> A. <u>Standards</u> #1,2,3,4,5</p> <p><u>Performance Statement</u> B. <u>Standards</u> #1,2,3,5,6</p>	<ul style="list-style-type: none"> <li>• Describe how plants and animals, including humans, depend upon each other and the nonliving environment</li> <li>• Describe the characteristics of and variations between living and nonliving things</li> <li>• Describe the life processes common to all living things</li> <li>• Observe that differences within a species may give individuals and advantage in surviving and reproducing</li> <li>• Describe the relationship among air, water, and land on earth</li> <li>• Identify ways in which humans have changed their environment and the effects of those changes</li> </ul>
<p>Animals that Work Together</p> <ul style="list-style-type: none"> <li>• Ants</li> <li>• Ants that grow their own food</li> <li>• Bees <ul style="list-style-type: none"> <li>- Workers, drones, queens</li> <li>- Bee stings</li> </ul> </li> </ul>	<p><u>Performance Statement</u> A. <u>Standards</u> #1,2,3, 4,5</p> <p><u>Performance Statement</u> B. <u>Standards</u> 2,3,5,6</p>	<ul style="list-style-type: none"> <li>• Describe the similarities and differences between ants and bees.</li> <li>• Describe basic life functions of common living specimens (guppy, mealworm, gerbil)</li> <li>• Describe how the structures of plants and animals complement the environment of the</li> </ul>

		<ul style="list-style-type: none"> <li>plant or animal</li> <li>Describe major stages in the life cycles of selected plants and animals</li> <li>Describe some survival behaviors of common living specimens</li> </ul>
<p>The Human Body and Health</p> <ul style="list-style-type: none"> <li>The Nervous System <ul style="list-style-type: none"> <li>Reflexes</li> <li>Sight</li> <li>Hearing</li> </ul> </li> </ul>	<p><u>Performance Statement A.</u></p> <p><u>Standards #1,2,3,4,5</u></p>	<ul style="list-style-type: none"> <li>Understands the effects of activity on the body, the risks associated with inactivity, and the basic components of health relate fitness I cardiovascular, muscle strength, endurance, flexibility, and body composition)</li> <li>Recognize that for humans and other living things there is genetic continuity between generations</li> <li>Recognize that traits of living things are both inherited and acquired or learned</li> </ul>
<p>Physical Sciences Electricity</p> <ul style="list-style-type: none"> <li>Static Electricity</li> <li>Why the Paper Sticks to the Comb</li> <li>Electric Circuits</li> <li>A Simple Circuit</li> </ul>	<p><u>Performance Statement A.</u></p> <p><u>Standards #1,2, 3,4,5</u></p> <p><u>Performance Statement C.</u></p> <p><u>Standard #2</u></p>	<ul style="list-style-type: none"> <li>Use knowledge of electricity to predict what materials conduct electricity.</li> <li>Conduct a survey of students' use of electricity at home, compare and select an appropriate way to display data</li> </ul>
<p>Chemistry</p> <ul style="list-style-type: none"> <li>Kinds of Matter: Metals and Non-Metals</li> <li>What are Metal Uses?</li> <li>Atomic Vocabulary</li> <li>A Very Important Metal: Iron</li> <li>Other Metals</li> <li>Alloys</li> <li>Nonmetals in the Air</li> </ul>	<p><u>Performance Statement A.</u></p> <p><u>Standards #1,2,3,4,5</u></p> <p>Performance Statement C.</p> <p><u>Standards #1, 2,</u></p>	<ul style="list-style-type: none"> <li>Describe a variety of forms of energy ( e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy</li> <li>Observe the way one form of energy can be transformed into another form of energy</li> </ul>

<ul style="list-style-type: none"> <li>• A Remarkable Nonmetal: Carbon Chlorine</li> <li>• What element is the most plentiful?</li> <li>• Other things in the World</li> <li>• Combinations/ Molecules</li> </ul>		<p>present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy)</p> <ul style="list-style-type: none"> <li>• Describe the effects of common forces (pushes and pulls) on objects such as those caused by gravity, magnetism, and mechanical forces</li> </ul>
<p><b><u>Gravity</u></b></p> <ul style="list-style-type: none"> <li>• The Solar System <ul style="list-style-type: none"> <li>- The Sun</li> <li>- Terrestrial Planets – Mercury, Venus, Earth and Mars</li> </ul> </li> <li>• The Asteroids</li> <li>• The Gas Giants – Jupiter, Saturn, Uranus, and Neptune</li> <li>• Revolve and Rotate</li> <li>• Out Beyond Pluto</li> <li>• Beyond our Solar System</li> <li>• Constellations <ul style="list-style-type: none"> <li>- Draco</li> <li>- Leo</li> <li>- Orion</li> <li>- Ursa Major</li> <li>- Little Dipper</li> </ul> </li> </ul>	<p><b><u>Performance Statement</u></b></p> <p>A.</p> <p><b><u>Standards #1,2,3,4,5</u></b></p> <p><b><u>Performance Statement</u></b></p> <p>D.</p> <p><b><u>Standards #1,3</u></b></p>	<ul style="list-style-type: none"> <li>• Describe the relationship of the sun as an energy source for living and nonliving cycles</li> <li>• Describe patterns of daily, monthly, and seasonal changes in their environment</li> </ul>
<p><b><u>Stories of Scientists</u></b></p> <ul style="list-style-type: none"> <li>• Charles Babbage and Ada Lovelace</li> <li>• John Muir</li> <li>• Jane Goodall</li> <li>• Edward Jenner</li> <li>• Elijah McCoy</li> </ul>		<p>Work with others to:</p> <ul style="list-style-type: none"> <li>• Create a skit depicting the sequence of events of characters of an important scientific discovery</li> </ul>

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**3rd Grade, History and Geography**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<b><u>World Geography</u></b> <ul style="list-style-type: none"> <li>• Our Watery World               <ul style="list-style-type: none"> <li>- Oceans</li> </ul> </li> <li>• Back to the Mediterranean</li> <li>• The Roman Empire: All Kinds of Land</li> </ul>	Geography <b><u>Performance Statement</u></b> A. <u>Standards #1,2,3,4,5,6</u>  <b><u>Performance Statement</u></b> B. <u>Standards #1,2,4</u>	<ul style="list-style-type: none"> <li>• Draw maps and diagrams that serve as representations of places, physical features, and objects</li> <li>• Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places</li> <li>• Locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians</li> </ul>
Geography of the Americas <ul style="list-style-type: none"> <li>• Early visitors to North America: The Vikings</li> <li>• Finding – and Taking – a “New World”</li> <li>• Spanish Explorers of North America               <ul style="list-style-type: none"> <li>- Juan Ponce de Leon</li> <li>- Francisco Coronado</li> </ul> </li> <li>• Spanish Settlements in the New World</li> <li>• In Search of the Northwest Passage</li> <li>• “New France”</li> <li>• The Voyages of Henry Hudson</li> <li>• The Land Shapes the</li> </ul>	Geography <b><u>Performance Statement</u></b> A. <u>Standards #1,6</u>  <b><u>Performance Statement</u></b> C. <u>Standards #1,2,3,5</u>  History <b><u>Performance Statement</u></b> A. <u>Standards 1,2,3</u>  <b><u>Performance Statement</u></b> B. <u>Standards #1,2,3,5</u>	<ul style="list-style-type: none"> <li>• Study about how people live, work, and utilize natural resources</li> <li>• Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it</li> <li>• Distinguish between near and distant past and interpret simple timelines</li> </ul>

Ways People Live		
<p>World Civilization</p> <ul style="list-style-type: none"> <li>• What We Owe to Ancient Rome</li> <li>• Writing Down Dates</li> <li>• Rome Begins With Two Boys and a Wolf <ul style="list-style-type: none"> <li>- Remus and Romulus</li> </ul> </li> <li>• Roman gods and goddesses</li> <li>• The Roman Republic: Something New</li> <li>• Plebeians Versus Patricians</li> <li>• The Proud Coriolanus</li> <li>• A Brave Mother and Wife <ul style="list-style-type: none"> <li>- Venturia and Volumnia</li> </ul> </li> <li>• War with Africa</li> <li>• The Romans as Rulers</li> <li>• The Greeks Conquer Roman Hearts</li> <li>• The Republic Ruined</li> <li>• A New Leader <ul style="list-style-type: none"> <li>- Julius Caesar</li> </ul> </li> <li>• A Republic No Longer</li> <li>• An Exciting Day <ul style="list-style-type: none"> <li>- Circus Maximus</li> </ul> </li> <li>• Cooling Off <ul style="list-style-type: none"> <li>- Roman Baths</li> </ul> </li> <li>• What Romans are really like <ul style="list-style-type: none"> <li>- Gladiators</li> <li>- Olympic Games</li> </ul> </li> <li>• A Big Family</li> <li>• Tasty Food</li> <li>• Child's Play</li> <li>• Bad Emperors <ul style="list-style-type: none"> <li>- Nero</li> </ul> </li> <li>• Good Emperors</li> <li>• The End is Near: <ul style="list-style-type: none"> <li>- Constantine</li> </ul> </li> <li>• Constantine and Christianity</li> <li>• The Byzantine Empire</li> <li>• The End of Rome</li> </ul>	<p>History</p> <p><b><u>Performance Statement</u></b></p> <p>A.</p> <p><u>Standards # 1,2,3,4</u></p> <p><b><u>Performance Statement</u></b></p> <p>B.</p> <p><u>Standards #1,2,3,4,5</u></p>	<ul style="list-style-type: none"> <li>• Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</li> <li>• Gather and present information about important developments from world history</li> <li>• Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses</li> <li>• Distinguish between past, present, and future time periods</li> <li>• Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop</li> <li>• Measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points</li> <li>• Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different</li> </ul>

<ul style="list-style-type: none"> <li>• After Rome Fell</li> </ul>		<p>periods in history and in different parts of the world</p>
<p>Islam: A New Civilization</p> <ul style="list-style-type: none"> <li>• The Spread of Islam</li> </ul>		<ul style="list-style-type: none"> <li>• Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</li> </ul>
<p>American Civilization</p> <ul style="list-style-type: none"> <li>• The First Americans</li> <li>• East of the Mississippi <ul style="list-style-type: none"> <li>- Woodlands</li> <li>- Powhatans</li> </ul> </li> <li>• Familiar Names <ul style="list-style-type: none"> <li>- Seminole</li> <li>- Cherokee</li> <li>- Confederacy</li> <li>- The Delaware</li> <li>- The Susquehanna</li> <li>- The Mohican</li> <li>- The Massachusett</li> <li>- Iroquois</li> </ul> </li> <li>• A Day with Little Thunder (day in the life of an Algonquin) <ul style="list-style-type: none"> <li>- work</li> <li>- games</li> <li>- war</li> </ul> </li> <li>• The Jamestown Colony: <ul style="list-style-type: none"> <li>- Hard Beginnings</li> <li>- Tobacco: A "Cash Crop"</li> </ul> </li> <li>• The Pilgrims at Plymouth <ul style="list-style-type: none"> <li>- Mayflower</li> <li>- Mayflower Compact</li> </ul> </li> <li>• Massachusetts Bay: The Puritans</li> <li>• More Colonies</li> <li>• Farther South <ul style="list-style-type: none"> <li>- Georgia, North Carolina, South Carolina (British</li> </ul> </li> </ul>	<p>History</p> <p><b><u>Performance Statement</u></b></p> <p>B.</p> <p><u>Standards</u> #1,2,3,4,5</p> <p><b><u>Performance Statement</u></b></p> <p>D.</p> <p><u>Standards</u> #1,2,3,</p> <p>Geography</p> <p><b><u>Performance Statement</u></b></p> <p>C.</p> <p><u>Standards</u> 1,2,4</p>	<ul style="list-style-type: none"> <li>• Distinguish between near and distant past and interpret simple timelines</li> <li>• Gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities</li> <li>• Recognize how traditions and practices were passed from one generation to the next</li> <li>• View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts</li> <li>• Identify individuals who have helped strengthen democracy in the United States and throughout the world</li> </ul>



Colonies)		
<ul style="list-style-type: none"> <li>• Hard Labor (slavery)</li> <li>• Songhai               <ul style="list-style-type: none"> <li>- Timbuktu</li> </ul> </li> <li>• Benin               <ul style="list-style-type: none"> <li>- "oka"</li> <li>- "slave coast"</li> </ul> </li> <li>• Sarah Sees a "Walking" (a day in the life of a colonial girl in Pennsylvania)</li> <li>• How the "Walk" Began               <ul style="list-style-type: none"> <li>- William Penn</li> <li>- The Delaware</li> </ul> </li> </ul>	<p>Geography  <b><u>Performance Statement</u></b>            C.  <u>Standards #1,2</u></p> <p>History  <b><u>Performance Statement</u></b>            D.  <u>Standards #2,3</u></p> <p><b><u>Performance Statement</u></b>            A.  <u>Standards #1,2,3,4</u></p>	<ul style="list-style-type: none"> <li>• Recognize how traditions and practices were passed from one generation to the next</li> <li>• View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts</li> </ul>
<ul style="list-style-type: none"> <li>• The Colonies Grow Up               <ul style="list-style-type: none"> <li>- 13 Colonies</li> </ul> </li> <li>• Britain Wants Money               <ul style="list-style-type: none"> <li>- Stamp Act</li> <li>- Redcoats</li> </ul> </li> <li>• "Boston Massacre"</li> <li>• The Boston Tea Party</li> <li>• The Pot Boils Over</li> <li>• The Shot Heard "Round the World"</li> <li>• America Now               <ul style="list-style-type: none"> <li>- Concord &amp; Lexington</li> <li>- George Washington</li> </ul> </li> <li>• Declaration of Independence</li> <li>• A New Flag</li> <li>• "Give me Liberty..."</li> </ul>	<p>History  <b><u>Performance Statement</u></b>            A.  <u>Standards # 1,2,3,4</u></p> <p><b><u>Performance Statement</u></b>            B.  <u>Standards # 1,2,3,4</u></p> <p><b><u>Performance Statement</u></b>            C.  <u>Standard #5</u></p> <p><b><u>Performance Statement</u></b>            D.  <u>Standards #1,2,3</u></p>	<ul style="list-style-type: none"> <li>• Recognize how traditions and practices were passed from one generation to the next</li> <li>• Consider different interpretations of key events and/or issues in history and understand the differences in these accounts</li> <li>• Know the roots of American culture, its development from many traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it</li> <li>• Understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents</li> <li>• Explain those values, practices, and traditions that unite all Americans</li> </ul>

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**3<sup>rd</sup> Grade, Mathematics**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<b><u>Multiplication</u></b> <ul style="list-style-type: none"> <li>• Multiply words</li> <li>• Multiply vertically</li> <li>• Showing Multiplication</li> <li>• Multiplication Table</li> <li>• Parenthesis, Multiply Three Numbers</li> </ul> <b><u>Division</u></b> <ul style="list-style-type: none"> <li>• Operations</li> <li>• Solving Division Problems</li> <li>• Division Words</li> <li>• Division Facts</li> <li>• Division Word Problems</li> <li>• Division rules for 0 and 1</li> <li>• Picturing Multiplication and Division Facts</li> <li>• Division and Fractions</li> </ul>	<b><u>Performance Statement</u></b> A. <u>Standards # 1,2,3,4,5</u>  <b><u>Performance Statement</u></b> B. <u>Standard #3</u>  <b><u>Performance Statement</u></b> D. <u>Standard #1</u>	<ul style="list-style-type: none"> <li>• Use a variety of strategies to solve multiplication problems with factors up to 12 x 12.</li> <li>• Use the area models, tables, patterns, arrays, and doubling to provide meaning for multiplication.</li> <li>• Develop fluency with single-digit multiplication facts.</li> </ul> <b><u>Division</u></b> <ul style="list-style-type: none"> <li>• Develop strategies for selecting the appropriate computational and operational method in problem solving situations</li> <li>• Use tables, patterns, halving and manipulatives to provide meaning for division</li> <li>• Demonstrate fluency and apply single digit division facts</li> </ul>
Numbers through Hundred Thousands <ul style="list-style-type: none"> <li>• Numbers to ten Thousand</li> <li>• Reading and Writing 4 Digit Numbers</li> <li>• Ten Thousands and Hundred Thousands</li> <li>• Expanded Form</li> <li>• Counting with Thousands</li> <li>• Rounding Numbers</li> </ul>	<b><u>Performance Statement</u></b> A. <u>Standards # 1,2,3,4,5</u>  <b><u>Performance Statement</u></b> B. <u>Standard #3</u>  <b><u>Performance Statement</u></b> D. <u>Standard #1</u>	<ul style="list-style-type: none"> <li>• Understands the place value structure of the base ten number system:               <ul style="list-style-type: none"> <li>10 ones= 1 ten</li> <li>10 tens= 1 hundred</li> <li>10 hundreds = 1 thousand</li> </ul> </li> <li>• Skip count by 25's, 50's, 100's, 1,000</li> <li>• Read and write whole numbers to 1, 000</li> </ul>

<ul style="list-style-type: none"> <li>• Comparing and Ordering</li> <li>• Equations and Inequalities</li> <li>• Ordinal Numbers through One Hundredth</li> </ul>		<ul style="list-style-type: none"> <li>• Compare and order numbers to 1,000</li> <li>• Use a variety of strategies to compose and decompose three-digit numbers</li> </ul>
---	--	--

<p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Column Addition</li> <li>• Mental Addition &amp; Subtraction</li> <li>• Estimating Sums and Differences</li> <li>• More than One Operation</li> </ul>	<p><b><u>Performance Statement</u></b> A. <u>Standards # 1,2,3,4,5</u></p> <p><b><u>Performance Statement</u></b> B. <u>Standard #3</u></p> <p><b><u>Performance Statement</u></b> D. <u>Standard #1</u></p>	<ul style="list-style-type: none"> <li>• Understand and use the associative property of addition</li> <li>• Use and explain the commutative property of addition and multiplication</li> <li>• Estimate numbers up to 500</li> <li>• Recognize real world situations in which an estimate (rounding) is more appropriate</li> <li>• Check the reasonableness of an answer by using estimation</li> </ul>
<p><b><u>Sums and Differences of 4 Digit Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Adding with Thousands</li> <li>• Sub.: Regrouping More than Once</li> <li>• 4 Digit Subtraction</li> <li>• Add and Subtract Amounts of Money</li> <li>• Mental Addition and Subtraction</li> </ul>	<p><b><u>Performance Statement</u></b> A. <u>Standards # 1,2,3,4,5</u></p> <p><b><u>Performance Statement</u></b> B. <u>Standard #3</u></p> <p><b><u>Performance Statement</u></b> D. <u>Standard #1</u></p>	<ul style="list-style-type: none"> <li>• Use a variety of strategies to add and subtract 3 digit numbers (with and without regrouping)</li> </ul>
<p><b><u>Time, Money, and Graphs</u></b></p> <ul style="list-style-type: none"> <li>• Time to the Minute</li> <li>• Elapsed Time in Minutes</li> <li>• Working with Calendar</li> <li>• Money</li> <li>• Reading Bar and Line Graphs</li> </ul>	<p><b><u>Performance Statement</u></b> A. <u>Standards #2,3,4,5,6,7</u></p> <p><b><u>Performance Statement</u></b> B. <u>Standards #1,2,3</u></p> <p><b><u>Performance Statement</u></b> D. <u>Standard #2</u></p>	<ul style="list-style-type: none"> <li>• Tell time to the minute, using digital and analog clocks.</li> <li>• Relate unit fractions to the face of a clock: Whole= 60 minutes <math>\frac{1}{2}</math>= 30 minutes <math>\frac{1}{4}</math>= 15 minutes</li> <li>• Count and represent combined coins and dollars, using currency symbols (\$0.00)</li> <li>• Collect data using observation and surveys, and record appropriately</li> <li>• Read and interpret data in bar graphs and pictographs</li> </ul>

		<ul style="list-style-type: none"> <li>• Construct a frequency table to represent a collection of data</li> <li>• Identify the parts of a pictograph and bar graphs</li> <li>• State relationships between pictographs and bar graphs</li> <li>• Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations</li> </ul>
--	--	---

<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• U.S. Customary and Metric System</li> <li>• Measurement Word Problems</li> </ul>	<p><b><u>Performance Statement</u></b> A. <u>Standards # 1,2,3,4,5,6,7</u></p> <p><b><u>Performance Statement</u></b> B. <u>Standards #1,2,3</u></p> <p><b><u>Performance Statement</u></b> C. <u>Standards #4</u></p>	<ul style="list-style-type: none"> <li>• Select tools and units (customary) appropriate for the length measured</li> <li>• Use a ruler/yardstick to measure standard unit (whole and <math>\frac{1}{2}</math> inches, whole feet, and whole yards)</li> <li>• Measure objects, using ounces and pounds</li> <li>• Recognize capacity as an attribute that can be measured.</li> <li>• Compared capacities (e.g. which contains more? Which contains less?)</li> <li>• Measure capacity, using cups, pints, quarts and gallons.</li> </ul>
<p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Polygons</li> <li>• Angles</li> <li>• Congruent &amp; Symmetric Figures</li> <li>• Perimeter</li> <li>• Area</li> <li>• Solids</li> </ul>	<p><b><u>Performance Statement</u></b> A. <u>Standards # 1,2,3,4,5,6</u></p> <p><b><u>Performance Statement</u></b> C. <u>Standards #1,2,3</u></p>	<ul style="list-style-type: none"> <li>• Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)</li> <li>• Identify congruent and similar figures</li> <li>• Name, describe, compare and sort three dimensional shapes: cubes, cylinder, sphere, prism, and cone</li> <li>• Identify the faces on a three dimensional shapes as two dimensional shapes.</li> <li>• Identify and construct lines of symmetry</li> </ul>
<p><b><u>Multiplication - Part II</u></b></p> <ul style="list-style-type: none"> <li>• Multiply Tens, Hundreds, and Thousands</li> <li>• Short Way to Multiply</li> <li>• Multiply 3 and 4 Digit Numbers</li> </ul>	<p><b><u>Performance Statement</u></b> A. <u>Standards # 1,2,3,4,5</u></p> <p><b><u>Performance Statement</u></b> B. <u>Standard #3</u></p>	<ul style="list-style-type: none"> <li>• Use a variety of strategies to compose and decompose three digit numbers</li> <li>• Use and explain the commutative property of addition and</li> </ul>

<ul style="list-style-type: none"> <li>• Checking Multiplication</li> </ul>	<p><b><u>Performance Statement</u></b> D. <u>Standard #1</u></p>	<p>multiplication</p> <ul style="list-style-type: none"> <li>• Use 1 as the identity element for multiplication</li> <li>• Use the zero property of multiplication</li> </ul>
---	--	---

<b><u>Division – Part II</u></b> <ul style="list-style-type: none"> <li>• Remainders</li> <li>• Dividing Tens, Hundreds &amp; Thousands</li> <li>• Two Digit Quotients</li> <li>• Checking Division</li> <li>• Dividing 3 Digit Numbers</li> </ul>	<b><u>Performance Statement</u></b> A. <u>Standards # 1,2,3,4,5</u>  <b><u>Performance Statement</u></b> B. <u>Standard #3</u>  <b><u>Performance Statement</u></b> D. <u>Standards #1</u>	<ul style="list-style-type: none"> <li>• Determine how to share 25 balloons equally with 4 friends.</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>Fractions</u></b></li> <li>• Numerator and Denominator</li> <li>• Equivalent Fractions</li> <li>• Comparing Fractions</li> <li>• Mixed Numbers and Whole Numbers</li> </ul>	<b><u>Performance Statement</u></b> A. <u>Standards # 1,2,3,4,5,6</u>  <b><u>Performance Statement</u></b> B. <u>Standards #1,2</u>  <b><u>Performance Statement</u></b> D. <u>Standard #2</u>	<ul style="list-style-type: none"> <li>• Develop an understanding of fractions as parts of a collection.</li> <li>• Explore equivalent fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>)</li> <li>• Compare and order unit fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>) and find their approximate locations on a number line.</li> <li>• Recognize fractional numbers as equal parts of a whole.</li> <li>• Understands and recognize the meaning of numerator and denominator in the symbolic form of a fraction.</li> <li>• Use manipulatives, visual models, and illustration to name and represent unit fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{6}</math>, and <math>\frac{1}{10}</math>) as part of a whole or as a set of objects.</li> <li>• Use the symbols <math>\leq</math>, <math>\geq</math> or <math>=</math> ( with and without the use of a number line) to compare whole numbers and unit fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{6}</math> and <math>\frac{1}{10}</math>)</li> </ul>
<b><u>Word Problems</u></b> <ul style="list-style-type: none"> <li>• Estimation Problem</li> </ul>	<b><u>Performance Statement</u></b> A.	<ul style="list-style-type: none"> <li>• Understands that some ways of</li> </ul>



<ul style="list-style-type: none"> <li>• <b><u>A Problem where you need to guess</u></b></li> </ul>	<p><u>Standards # 1,2,3,4,5,6</u></p> <p><b><u>Performance Statement</u></b> B. <u>Standards #1,2,3,4</u></p> <p><b><u>Performance Statement</u></b> D. <u>Standards #2,3</u></p>	<p>representing a problem are more helpful than others</p> <ul style="list-style-type: none"> <li>• Interpret information, correctly, identify the problem, and generate possible solution</li> <li>• Represent problem situation in oral, written, concrete, pictorial, and graphical forms.</li> <li>• Select an appropriate representation of a problem</li> <li>• Act out or model with manipulatives activities involving mathematical content from literature</li> <li>• Use trial and error to solve problems</li> <li>• Use process of elimination to solve problems</li> <li>• Formulate problems and solution from everyday situations</li> </ul>
---	---	---

### 3<sup>rd</sup> Grade, Language and Literature

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
<p>Stories and Speeches (examples)</p> <ul style="list-style-type: none"> <li>• Aladdin and the Wonderful Lamp</li> <li>• Alice's Adventures in Wonderland</li> <li>• William Tell</li> <li>• "Give Me Liberty or Give Me Death!"</li> <li>• Norse Mythology (examples) <ul style="list-style-type: none"> <li>-How the Norse Gods Lived</li> </ul> </li> </ul>	<p><b><u>Performance Statement A</u></b> Standards 1, 2, 3</p> <p><b><u>Performance Statement B</u></b> Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b><u>Performance Statement C</u></b> Standards 1, 2, 3, 4</p> <p><b><u>Performance Statement D</u></b> Standards 1, 2, 3, 4, 5, 6</p> <p><b><u>Performance Statement E</u></b> <b><u>Standard 2</u></b></p> <p><b><u>Performance Statement F</u></b> Standards 1, 2</p>	<ul style="list-style-type: none"> <li>• Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and non-fiction intended for young readers</li> <li>• Recognize some features that distinguish the genres and use those features to aid comprehension</li> <li>• Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives</li> <li>• Use inference and deduction to understand the text</li> <li>• Read aloud accurately and fluently, using phonics and context clues to determine pronunciation and meaning</li> <li>• Evaluate literary merit</li> <li>• Present personal responses to literature that make reference to the plot, character, ideas, vocabulary and text structure</li> <li>• Explain the meaning of literary works with some attention to</li> </ul>

		<p>meanings beyond the literal level</p> <ul style="list-style-type: none"> <li>• Create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary</li> </ul>
--	--	--

<p><b><u>Learning About Language and Literature</u></b></p> <ul style="list-style-type: none"> <li>• Language <ul style="list-style-type: none"> <li>Parts of Speech <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Pronouns</li> <li>• Proper nouns</li> <li>• Conjunctions</li> <li>• Articles</li> </ul> </li> <li>Parts of a Sentence</li> <li>Helping Verbs</li> <li>Getting Words to Agree</li> </ul> </li> <li>• Different Kinds of Sentences</li> </ul>	<p><b><u>Performance Statement</u></b> G <b><u>Standards 1, 2,3</u></b></p>	<ul style="list-style-type: none"> <li>• Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms</li> <li>• Observe the conventions of grammar and usage, spelling, and punctuation</li> <li>• Use effective vocabulary and follow grammar, usage, spelling, and punctuation in persuasive writing</li> </ul>
<p><b><u>Learning About Literature</u></b></p> <ul style="list-style-type: none"> <li>- Biography</li> <li>- Autobiography</li> <li>- Fiction and Nonfiction</li> </ul>	<p><b><u>Performance Statement</u></b> B. <b><u>Standards #1,2,3,4,5,6,7, 8,9</u></b></p> <p><b><u>Performance Statement</u></b> D. <b><u>Standards #1,2,3</u></b></p>	<ul style="list-style-type: none"> <li>• Use the process of pre-writing, drafting, revising and proof reading ( the "writing process") to produce well structured informational texts</li> <li>• Use details, examples, anecdotes, or personal experiences to explain or clarify information</li> <li>• Include relevant information and exclude extraneous material</li> <li>• Use a few traditional structures to conveying information such as chronological order, cause and effect, and similarity and difference</li> <li>• Exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions</li> </ul>

<u>Sayings</u>		
----------------	--	--

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**3<sup>rd</sup> Grade, Visual Arts**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
-----------------------	---	-----------------------------------

<p><b><u>Elements of Art</u></b></p> <ul style="list-style-type: none"> <li>• Lines Make Shapes <ul style="list-style-type: none"> <li>- Shapes with Straight and Curved Lines</li> <li>- Lines Can Show Emotion</li> <li>- Different Ways to Make Shapes</li> <li>- What Quilts Tell us About Shapes</li> </ul> </li> <li>• A Painting About an Idea <ul style="list-style-type: none"> <li>- Edward Hicks – “The Peaceable Kingdom”</li> </ul> </li> <li>• Shapes in Architecture <ul style="list-style-type: none"> <li>- Pont du Gard</li> </ul> </li> <li>• Shapes and Rhythm</li> <li>• All Kinds of Horses <ul style="list-style-type: none"> <li>- Walter Crane</li> </ul> </li> <li>• Pictures Like Puzzles <ul style="list-style-type: none"> <li>- Mosaics</li> </ul> </li> <li>• Slow Rhythms</li> <li>• Paintings that Are Part of Walls</li> <li>• The Mexican Muralists <ul style="list-style-type: none"> <li>- A Mural that Makes a Message</li> <li>- Shapes that Frame a Picture</li> </ul> </li> <li>• Pattern and Texture</li> </ul>	<p><b><u>Performance Statement</u></b></p> <p>A. <u>Standards # 1,2,3,4,5</u></p> <p><b><u>Performance Statement</u></b></p> <p>B. <u>Standards # 1,2,3</u></p> <p><b><u>Performance Statement</u></b></p> <p>C. <u>Standards #1,2</u></p>	<ul style="list-style-type: none"> <li>• Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video and computer graphics), based on a range of individual and collective experiences</li> <li>• Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events</li> <li>• Understands and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas</li> <li>• Identify and use, in individual and group experiences, some of the roles and means for designing, producing and exhibiting art works.</li> <li>• Explain the themes that are found in works of visual art and how art works are related to other forms of art (dance, music, theatre, etc)</li> <li>• Explain how ideas, themes, or concepts in visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.)</li> <li>• Look at and discuss a variety of art works and artifacts from world cultures to</li> </ul>
---	--	---

		<p>discover some important ideas, issues, and events of those cultures</p> <ul style="list-style-type: none"> <li>• Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics</li> <li>• Create art works that show the influence of a particular culture.</li> <li>• Understands the characteristics of various mediums ( two-dimensional, three dimensional, electronic images) in order to select those that are appropriate for their purposes and intent</li> <li>• Develop skills with electronic media as a means of expressing visual ideas.</li> <li>• Give examples of adults who make their living in art professions</li> </ul>



**ICAHN CHARTER SCHOOL  
CURRICULUM**

**3<sup>rd</sup> Grade, Music**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<p>Music</p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Meter</li> <li>• Tempo</li> <li>• African &amp; Latin Rhythms</li> <li>• Instruments that keep rhythm</li> <li>• Notation: How Music is Written Down               <ul style="list-style-type: none"> <li>- Staff</li> <li>- Treble Clef</li> <li>- Bass</li> <li>- Whole note, half note, quarter note, eighth notes</li> </ul> </li> </ul>	<p><b><u>Performance Statement</u></b> A. <u>Standards # 2,3,4,5,7</u></p> <p><b><u>Performance Statement</u></b> B. <u>Standards # 1,2,3</u></p> <p><b><u>Performance Statement</u></b> C. <u>Standards #2,3,4,5</u></p>	<ul style="list-style-type: none"> <li>• Discuss ways that music is used by various members of the community</li> </ul> <p>Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical setting in and out of school</p> <p>Read simple standard notation in performance, follow vocal or keyboard scores in listening</p> <ul style="list-style-type: none"> <li>• Describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc</li> <li>• Discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre</li> <li>• Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world</li> <li>• Identify the titles and composers of well-known examples of classical concert music and blues/jazz</li> </ul>

		<p>selections</p> <ul style="list-style-type: none"> <li>• Identify the primary cultural, geographical, and historical setting for the music they listen to and perform</li> </ul>
--	--	--

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**4<sup>TH</sup> Grade, Science**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<b>Life Science</b> <ul style="list-style-type: none"> <li>• The History of the Earth and Its Life forms</li> <li>• Fossil Formation</li> <li>• Types of Fossils</li> <li>• How old Is the Earth</li> </ul>	<b>S2 Life Science</b> S2D Demonstrates understanding of change over time	<ul style="list-style-type: none"> <li>• Use more than one medium such as models, text or drawings to show how various organisms have changed over time.</li> <li>• Describe the similarities and differences between fossils and related contemporary organisms and explain how environmental factors contributed to these similarities and differences.</li> </ul>
<ul style="list-style-type: none"> <li>• Dividing the Earth's story into Chapters</li> <li>• The Precambrian Era</li> <li>• The Paleozoic Era</li> <li>• The Mesozoic Era</li> <li>• The Cenozoic Era</li> </ul>	<b>S2 Life Science</b> S2D Demonstrates understanding of change over time.	<ul style="list-style-type: none"> <li>• Explain how organisms both human and other, cause changes in their environments and how some of these changes can be detrimental to other organisms.</li> </ul>
<ul style="list-style-type: none"> <li>• The Human Body and Health</li> <li>• The Circulatory System</li> <li>• The Blood</li> <li>• The Blood Vessels</li> <li>• The Heart</li> <li>• The Respiratory System</li> </ul>	<b>S2 Life Science</b> S2A Demonstrates understanding of characteristics of organisms <b>S7 Scientific Communication</b> S7A Represents data & results S7B Uses facts to support conclusions S7C Communicates in a form suited to the purpose S7D Critiques written	<ul style="list-style-type: none"> <li>• Make a poster of charts and graphs to communicate effective nutrition and health habits.</li> </ul>

	and oral explanations	
<u>Physical Science</u> <ul style="list-style-type: none"> <li>• Earthquakes &amp; The Earth's plates</li> <li>• Faults</li> <li>• Volcanoes</li> <li>• Predicting &amp; measuring Earthquakes and Volcanoes</li> <li>• Under the ocean</li> <li>• Rocks and Minerals</li> <li>• Rock Formation</li> <li>• Types of Weathering</li> <li>• Types of Erosion</li> <li>• How the Great Lakes were formed</li> <li>• How rocks become soil</li> <li>• Weather</li> <li>• Our atmosphere</li> <li>• Hot and Cold Air</li> <li>• How air masses affect weather and climate</li> <li>• Clouds &amp; Water Vapor</li> </ul>	<b>S3 Earth Science</b> S3C Demonstrates understanding of changes in Earth and sky. S6 Scientific Tools & Technologies S6B Collect and Analyze data S6C Acquire information from multiple sources S3 Earth Science & Space Sciences Concepts S3A Demonstrates understanding of properties of Earth Materials S3B Demonstrates understanding of objects in the sky	<ul style="list-style-type: none"> <li>• Collect information from the US Geological survey and use the information to identify trends in geological movement in your hometown or state.</li> <li>• Investigate how the properties of soil can affect the growth of a plant.</li> <li>• Write a story that describes what happens to a drop of water and the physical environment through which it flows as it travels from a lake to a river via the Earth's atmosphere.</li> </ul>
<u>Energy Sources</u> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Fossil Fuels-Coal, Oil &amp; Natural gas</li> <li>• Hydroelectricity</li> <li>• Nuclear Energy from Fission</li> <li>• Wind &amp; Solar Energy</li> <li>• Nuclear Fusion</li> </ul>	<b>S1 Physical Science</b> S1C Demonstrates understanding of light, heat, electricity and magnetism.	<ul style="list-style-type: none"> <li>• Investigate heat &amp; friction by burning, rubbing or mixing substances together; explain similarities and differences.</li> </ul>
<u>Stories of Scientists</u> <ul style="list-style-type: none"> <li>• Marie Curie</li> <li>• Alexander Fleming</li> <li>• Elizabeth Blackwell</li> <li>• Daniel Hale Williams</li> </ul>	<b>S4 Scientific Connections and Applications</b> S4D Science as a human endeavor, such as communication cooperation and diverse input in scientific research. S7 Scientific Communication	<ul style="list-style-type: none"> <li>• Work with other students to create a skit depicting the sequence of events &amp; the characters in an important scientific discovery</li> </ul>

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**4<sup>TH</sup> Grade, History and Geography**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<u>Geography</u> <ul style="list-style-type: none"> <li>• Diving the World into Sections</li> <li>• The Largest Section</li> <li>• Finding Coordinates</li> <li>• The Eastern Hemisphere</li> <li>• The Land of the Andes</li> <li>• The Rugged Rockies</li> <li>• The Rounded, Rolling Appalachians</li> <li>• The High peaks of the Himalayas</li> <li>• The Alps</li> <li>• Mount Kilimanjaro</li> <li>• Mount McKinley</li> <li>• Aconcagua</li> <li>• Mount Everest</li> </ul>	<b>Standard 3</b> Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national & global – including the distribution of people, place and environments and the earth's surface	<ul style="list-style-type: none"> <li>• Locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians</li> <li>• Draw maps and diagrams that serve as representations of places, physical features, and objects</li> <li>• Investigate how people depend on and modify the physical environment</li> <li>• Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places</li> </ul>
<b>World Civilization</b> <ul style="list-style-type: none"> <li>• Germanic People on the move</li> <li>• The Byzantine Empire</li> <li>• The Rise of Christianity</li> <li>• Charles the Great</li> <li>• Charlemagne and the Spread of Learning</li> </ul>	<b>Standard 2</b> Students will use a variety of intellectual skills to demonstrate their major ideas, eras, themes, developments & turning points in world history & examine the broad sweep of history from a variety of perspectives.	<ul style="list-style-type: none"> <li>• Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</li> <li>• View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts</li> </ul>

		<ul style="list-style-type: none"> <li>Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world</li> </ul>
<ul style="list-style-type: none"> <li>Trial by jury</li> <li>The Crusades</li> <li>The Growth of Islam</li> <li>Trade and the Rise of the African Empires</li> <li>The slave Trade</li> <li>West meets East</li> <li>Civilizations Under the Tang Dynasty</li> <li>The Wrath of Genghis Khan</li> <li>The Adventures of Marco Polo</li> </ul>		<ul style="list-style-type: none"> <li>Study about different cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</li> <li>Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop</li> <li>Distinguish between past, presents, and future time periods</li> <li>Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses</li> </ul>
<u>American Civilization</u> <ul style="list-style-type: none"> <li>Crossing the Delaware</li> <li>Saratoga and a new ally</li> <li>European Helpers</li> <li>Valley Forge</li> <li>His name Means Treason</li> <li>Yorktown</li> <li>State and Federal Governments</li> </ul>	<b>Standard 1</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the US & New York.	<ul style="list-style-type: none"> <li>Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it</li> <li>Understand the basic</li> </ul>

<ul style="list-style-type: none"> <li>• The Articles of Confederation</li> <li>• The Constitutional Convention</li> <li>• Madison's Plan</li> <li>• Checks and Balances</li> <li>• We the people</li> <li>• What about the slavery?</li> <li>• The Father of our Country</li> <li>• Thomas Jefferson</li> <li>• The war of 1812</li> <li>• The Monroe Doctrine</li> <li>• "Manifest Destiny" and the Mexican War</li> <li>• Horace Mann and the Public Schools</li> </ul>		<p>ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents</p> <ul style="list-style-type: none"> <li>• Identify individuals who have helped to strengthen democracy in the United States and throughout the world</li> <li>• Explain those values, practices, and traditions that unite all Americans</li> <li>• View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts</li> <li>• Identify individuals who have helped strengthen democracy in the United States and throughout the world</li> </ul>
--	--	--

CORE KNOWLEDGE	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
	<p><b>Standard 4 Economics</b></p> <ul style="list-style-type: none"> <li>• Students will use a variety of intellectual skills to demonstrate their understanding of how the US &amp; other societies help economic systems &amp; associated institutions to allocate scarce resources, how major decision-making units function in the</li> </ul>	

	<p>US &amp; other national economies and how economy solves the scarcity problem through market &amp; non-market mechanisms.</p> <p><b>Standard 5 Civics, Citizenship &amp; Government</b></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments: the governmental system of the US &amp; other nations; the US constitution; the basic civic values of American Constitutional democracy; the roles, rights &amp; responsibilities of citizenship, including avenues of participation.</p>	
--	--	--



**ICAHN CHARTER SCHOOL  
CURRICULUM**

**4<sup>TH</sup> Grade, Mathematics**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<u>Numbers through Millions</u> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• The Value of Digits</li> <li>• Commons and Place Value</li> <li>• Comparing Numbers</li> <li>• Rounding</li> <li>• Mental Addition and Subtraction</li> </ul>	<b>M1 Arithmetic &amp; Number Concepts</b> M1B Demonstrate understanding of the base ten value system & use this knowledge to solve arithmetic tasks M1C Estimate, approximate, round off, use landmark numbers or use exact numbers in calculations M1F Describe & compare quantities by using whole numbers up to \$10,000.	<ul style="list-style-type: none"> <li>• Skip count by 1,000's</li> <li>• Read and write whole numbers using word name, expanded, and standard form.</li> <li>• Understand the place value structure of the base ten number system.</li> <li>• Use concrete materials and a place value chart to compare, round and order whole numbers.</li> <li>• Develop an understanding of addition and subtraction using estimation.</li> </ul>
<u>Geometry, Part One- Lines &amp; Angles</u> <ul style="list-style-type: none"> <li>• Planes and Rays</li> <li>• Angles &amp; types</li> <li>• Perpendicular Lines</li> <li>• Parallel Lines</li> </ul>	<b>M2 Geometry &amp; measurement concepts</b> M2D Use many types of figures M6 Mathematical skills and tools M6E Refer to geometric shapes & terms correctly.	<ul style="list-style-type: none"> <li>• Draw, identify, intersecting, perpendicular, and parallel lines.</li> <li>• Identify points and rays when drawing angles.</li> <li>• Classify angles as acute, obtuse, right, and straight.</li> </ul>

<u><b>Multiplication Review</b></u> <ul style="list-style-type: none"> <li>• A property of Multiplication</li> <li>• Multiples</li> <li>• Multiplying by Tens</li> <li>• Multiplying by two-digit numbers</li> <li>• Checking Multiplication</li> <li>• Multiplying Money</li> <li>• Multiplying by Hundreds</li> <li>• Multiplying by three-digit numbers</li> </ul>	<b>M1 Arithmetic &amp; Number Concepts</b> M1A Add, subtract, multiply and divide whole numbers. M5 Problem solving & Reasoning M5A Formulation M5B Implementation	<ul style="list-style-type: none"> <li>• Identify the Associative and Commutative Properties of Multiplication.</li> <li>• Use a number chart to identify multiples, prime and composite numbers.</li> <li>• Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)</li> </ul>
---	--	--

<b>Geometry, Part Two – Kinds of Polygons, circles &amp; Triangles</b> <ul style="list-style-type: none"> <li>• Quadrilaterals &amp; Diagonals</li> <li>• Kinds of Quadrilaterals</li> <li>• Special kinds of parallelograms; Rectangles and Squares</li> <li>• Circles</li> </ul>	<b>M2 Geometry &amp; Measurement Concepts</b> <ul style="list-style-type: none"> <li>• M2D Use many types of figures</li> <li>• M2E Solve problems by showing relationships between &amp; among figures</li> <li>• M2F extend &amp; create geometric patterns using concrete &amp; pictorial models</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangles, quadrilateral, pentagon, hexagon, and octagon).</li> <li>• Find perimeter of polygons by adding sides.</li> <li>• Find the area of a rectangle by counting the number of squares needed to cover the rectangle.</li> <li>• Define and identify vertices, faces, and edges of three-dimensional shapes.</li> </ul>
<b>Roman Numerals, Time</b> <ul style="list-style-type: none"> <li>• Roman Numerals</li> <li>• Changing Units of time</li> <li>• Adding &amp; Subtracting Time</li> <li>• Working with Time through noon or midnight.</li> </ul>	<b>M2 Geometry &amp; Measurement Concepts</b> M2J Carry out simple unit conversions	<ul style="list-style-type: none"> <li>• Calculate elapsed time in hours and half hours, not crossing A.M. / P.M.</li> <li>• Calculate elapsed time in days and weeks, using a calendar.</li> </ul>
<b>Decimal</b> <b>Decimals: Tenths</b> <ul style="list-style-type: none"> <li>• Decimals: Hundredths</li> <li>• Decimals: Thousandths</li> <li>• Reading &amp; Writing Decimals as fractions</li> <li>• Comparing Decimals</li> <li>• Rounding Decimals</li> <li>• Adding &amp;</li> </ul>	<b>M1 Arithmetic &amp; Number concepts</b> M1E Describe & compare quantities by using simple decimals M1D Describe & compare quantities by using simple fractions	<ul style="list-style-type: none"> <li>• Develop an understanding of decimals as part of a whole.</li> <li>• Read and write decimals to hundredths, using money as a context.</li> <li>• Use concrete materials and visual models to compare</li> </ul>

<ul style="list-style-type: none"> <li>• Subtracting Decimals</li> <li>• Money &amp; Decimals</li> </ul>		and order decimals (less than 1) to the hundredths place in the context of money.
<p>Probability, Changing Units of Measurement, Word</p> <ul style="list-style-type: none"> <li>• Problems</li> <li>• Probability</li> <li>• Working with U.S.</li> </ul> <p>Customary Units Of Measurement</p> <ul style="list-style-type: none"> <li>• Working with Metric units of Measurement</li> <li>• Word problems</li> </ul>	<p><b>M4 Statistics &amp; Probability Concepts</b></p> <p>M4A Collect and Organize Data to answer a question</p> <p>M4B Display data</p> <p>M4C Make statements &amp; draw simple conclusions based on data</p> <p>M4D Gather data about an entire group or by sampling group members to understand the concept of sample</p>	<ul style="list-style-type: none"> <li>• Investigate the possible, likely or unlikely outcomes when rolling 2 number cubes &amp; recording sums.</li> <li>• Use a ruler to measure to the nearest standard unit (whole, <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> inches, whole feet, whole yards, whole centimeters, and whole meters)</li> <li>• Know and understand equivalent standard units of length: 12 inches= 1 foot, 3 feet=1 yard.</li> <li>• Select tools and units appropriate to the mass of the object being measured (grams and kilograms)</li> <li>• Select tools and units appropriate to the capacity being measured (milliliters and liters)</li> </ul>

	<p>M4E Predict results &amp; find out why some results are more likely, less likely or equally likely.</p> <p>M4F Find all possible combinations</p> <p>M2 Geometry &amp; Measurement Concepts</p> <p>M2G Use basic ways of estimating &amp; measuring the size of figures &amp; objects in the real world</p> <p>M2I select &amp; use units for estimating &amp; measuring quantities.</p>	<ul style="list-style-type: none"> <li>• Put five objects, such as books, rocks or pumpkins in rank order by weight. First by estimating &amp; then by measuring exactly.</li> <li>• Understand similarities and differences in representations.</li> <li>• Connect mathematical representations with problem solving.</li> <li>• Construct effective representations to solve problems.</li> </ul>
--	---	---

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**4<sup>TH</sup> Grade, Language & Literature**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<p><u>Stories and Speeches</u> <u>(examples)</u></p> <ul style="list-style-type: none"> <li>• A voyage to Lilliput</li> <li>• Robinson Crusoe</li> <li>• Rip Van Winkle</li> <li>• The Legend of Sleepy Hollow</li> <li>• Treasure Island</li> </ul>	<p><b>E1 Reading</b> E1B Read &amp; Comprehend at least 4 books on the same subject, or by same author or in the same genre. E3 speaking, Listening &amp; Viewing E3C Prepare &amp; deliver individual presentation E5 Literature</p>	<ul style="list-style-type: none"> <li>• Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs plays and media productions; and works of fiction and non-fiction, intended for young readers</li> <li>• Recognize some features that distinguish the genres and use those features to aid comprehension</li> <li>• Understand the literary elements of setting, character, plot, theme, and point of view</li> </ul>

<p><u>Introduction to Poetry</u></p> <ul style="list-style-type: none"> <li>• Poems about Days</li> <li>• Monday's Child is Fair of Face</li> <li>• Solomon Grundy</li> <li>• Poems about Animals</li> <li>• The Rhinoceros</li> <li>• The Frog</li> <li>• The Crocodile</li> <li>• Humorous Poems</li> <li>• Poems about myself</li> </ul>	<p><b>E1 Reading</b></p> <p>E1B Read &amp; Comprehend at least 4 books on the same subject, or by same author or in the same genre.</p> <p>E1D Read aloud fluently</p> <p>E5 Literature</p> <p>E5A Respond to non-fiction, fiction, poetry &amp; drama using interpretive &amp; critical processes.</p> <p>E5B produce a work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> <li>• Make connections to literary works according to a common theme.</li> <li>• Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words</li> <li>• Write a poem</li> <li>• Create their own stories, poems and songs using the elements of the literature they have read and appropriate vocabulary.</li> </ul>
<p><u>Language – Parts of Speech</u></p> <ul style="list-style-type: none"> <li>• Interjections</li> <li>• Adverbs</li> <li>• Prepositions</li> <li>• Regular &amp; Irregular Verbs</li> <li>• Punctuation – Colors</li> </ul>	<p><b>E4 Connections, Grammar and Usage of English Language</b></p> <p>E4A Demonstrate a basic understanding of the rules of the English Language in written &amp; oral work.</p> <p>E4B Analyze &amp; subsequently revise work to improve its clarity &amp; effectiveness.</p>	<ul style="list-style-type: none"> <li>• Demonstrate in a piece of writing the ability to manage the conventions, grammar and usage of English so that they aid rather than interfere with reading</li> <li>• Use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing.</li> <li>• Expresses opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences,</li> </ul>

		<p>supporting their experiences with some evidence.</p> <ul style="list-style-type: none"> <li>• Adjust their vocabulary and style to take into account the nature of the relationships and the knowledge and interests of the person receiving the message.</li> </ul>
--	--	---



<p>Introduction to Sayings &amp; Phrases</p> <p>Examples</p> <ul style="list-style-type: none"> <li>• The Early Bird Gets the Worm</li> <li>• Live &amp; Let Live</li> <li>• When It Rains It Pours</li> </ul>	<p><b>Clarity &amp; effectiveness</b></p> <p>E5 Literature</p> <p>E5A Respond to fiction &amp; non-fiction, poetry &amp; drama using interpretive &amp; critical processes.</p>	<p>Relate new information to prior knowledge and experience.</p>
--	---	--

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**4<sup>TH</sup> Grade, Visual Arts**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<u>Design in Art</u> <ul style="list-style-type: none"> <li>• A Church of Great Domes</li> <li>• Gothic Cathedrals</li> <li>• An Age of Faith</li> <li>• Rose Windows</li> <li>• Statues Standing Freely in Space</li> <li>• Vertical Lines in African Art</li> </ul>	<p><b>Standard 1</b> Creating, Performing &amp; Participating in the Arts</p> <ul style="list-style-type: none"> <li>• Students will actively engage in the process that constitutes creation &amp; performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</li> </ul> <p><b>Standard 2</b> Knowing &amp; Using Arts Materials &amp; Resources</p> <ul style="list-style-type: none"> <li>• Students will be knowledgeable about &amp; make use of the materials &amp; resources available for participation in the arts in various roles</li> </ul>	<ul style="list-style-type: none"> <li>• Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.</li> <li>• Give examples of adults who make their living in the arts profession.</li> <li>• Use a draw/paint computer program to create graphic images.</li> </ul>
	<p><b>Standard 3</b> Responding &amp; Analyzing Works of Art</p> <ul style="list-style-type: none"> <li>• Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor &amp; thought</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they see in a work of art &amp; tell what they think the work of art is about.</li> </ul>

	<p><b>Standard 4</b> Understanding the Cultural Dimensions &amp; Contributions of the arts</p> <ul style="list-style-type: none"> <li>• Students will develop an understanding of the personal &amp; cultural forces that shape artistic communication &amp; how the arts in turn shape the diverse cultures of past and present society.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at &amp; discuss a variety of art works &amp; artifacts from world cultures to discover some important ideas, issues, and events of those cultures.</li> </ul>
--	--	--

**ICAHN CHARTER SCHOOL  
CURRICULUM**

**4<sup>TH</sup> Grade, Music**

<b>CORE KNOWLEDGE</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<u>Music</u> <ul style="list-style-type: none"> <li>• Harmony</li> <li>• The Major Scale</li> <li>• Classical Music</li> <li>• Bach</li> <li>• Four Part Harmony</li> <li>• The Orchestra</li> <li>• Vivaldi</li> <li>• Handel</li> </ul>	<p><b>Standard 1</b> Creating, Performing &amp; Participating in the Arts</p> <ul style="list-style-type: none"> <li>• Students will actively engage in the process that constitutes creation &amp; performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</li> </ul> <p><b>Standard 2</b> Knowing &amp; Using Arts Materials &amp; Resources</p> <ul style="list-style-type: none"> <li>• Students will be knowledgeable about &amp; make use of the materials &amp; resources available for participation in the arts in various roles</li> </ul>	<ul style="list-style-type: none"> <li>• Use classroom and nontraditional instruments in performing and creating music.</li> <li>• Sing familiar sounds, rounds, partner songs &amp; harmonizing parts</li> <li>• Exhibit appropriate behavior when listening to classical music in school's auditorium.</li> <li>• Discuss ways that music is used by various members of the community.</li> <li>• Recognize &amp; identify some pieces of music and name the countries &amp; composers associated with selections.</li> </ul>
	<p><b>Standard 3</b> Responding &amp; Analyzing Works of Art</p> <ul style="list-style-type: none"> <li>• Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor &amp; thought</li> </ul>	<p>* Describe their understanding of particular</p>

	<p><b>Standard 4</b>  Understanding the  Cultural Dimensions &amp;  Contributions of the arts</p> <ul style="list-style-type: none"> <li>• Students will develop an understanding of the personal &amp; cultural forces that shape artistic communication &amp; how the arts in turn shape the diverse cultures of past and present society.</li> </ul>	
--	---	--

THE ICAHN CHARTER SCHOOL  
**CORE KNOWLEDGE CURRICULUM**

**ENGLISH LANGUAGE ARTS**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
<b>Standard 1 – Students will read, write, listen and speak for information and understanding</b>		
<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• The arrow and the Song</li> <li>• Barbara Frietchie</li> <li>• Battle Hymn of the Republic</li> <li>• A Bird came down the walk</li> <li>• Captain! My Captain!</li> <li>• The Road Not Take</li> <li>• Casey at the Bat</li> </ul> <p><b>Fiction and Drama</b></p> <ul style="list-style-type: none"> <li>• <b>Stories</b> <ul style="list-style-type: none"> <li>- The adventures of Tom Sawyer</li> <li>- Episodes from Don Quixote</li> <li>- Little House on the Prairie</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read for information and understanding</li> <li>• Write for information and understanding</li> <li>• Listen for information and understanding</li> <li>• Speak for information and Understanding</li> </ul>	<ul style="list-style-type: none"> <li>• interpret and analyz information from textbooks and nonfiction books for young adults, as wel as reference materials, audio and media presentations oral interviews graphs, charts, diagrams, and electronic data base intended for a general audience</li> <li>• compare and synthesize information from different sources</li> <li>• use a wide variety of strategies for selecting, organizing and categorizing information</li> <li>• distinguish between relevant and irrelevant information and between fact and opinion</li> <li>• relate new information to prior knowledge and experience</li> <li>• understand and use the text features tha</li> </ul>

		<p>make information accessible and usable, such as format, sequence, level of diction and relevance of details</p> <ul style="list-style-type: none"> <li>• produce oral and written reports on topics related to all school subjects</li> <li>• establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented</li> <li>• organize information according to an identifiable structure, such as compare/contrast or general to specific</li> <li>• develop information with appropriate supporting materials, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material</li> <li>• use the process of pre-writing, drafting, revising, and proofreading ("the writing process") to produce well-constructed informational texts</li> </ul>
--	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**ENGLISH LANGUAGE ARTS**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
<b>Standard 1</b> – Students will read, write, listen and speak for information and understanding		
		<ul style="list-style-type: none"> <li>• use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules punctuation, capitalization, and spelling</li> </ul>

THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM

**ENGLISH LANGUAGE ARTS**  
**5<sup>th</sup> Grade**



Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
<b>Standard 2</b> – Students will read, write, listen and speak for literary response and expression.		
<ul style="list-style-type: none"> <li>• Little Women</li> <li>• Narrative of the Life of Frederick Douglass</li> <li>• Tales of Sherlock Homes</li> <li>• <b>Myths and Legends</b></li> <li>• A Tale of the Oki Islands (The Samurai's Daughter)</li> <li>• Morning Star and Scarface: The Sun Dance</li> <li>• American Indian trickster stories</li> </ul>	<ul style="list-style-type: none"> <li>• Read for literary response and expression</li> <li>• Write for literary response and expression</li> <li>• Listen for literary response and expression</li> <li>• Speak for literary response and expression</li> </ul>	<ul style="list-style-type: none"> <li>• read and view texts and performances from a wide range of authors, subjects and genres</li> <li>• understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature</li> <li>• identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work</li> <li>• recognize different levels of meaning</li> <li>• read aloud with expression conveying the meaning and mood of a work</li> <li>• evaluate literary merit based on an understanding of the genre and the literary elements</li> <li>• present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with</li> </ul>

		<p>their personal knowledge and experience</p> <ul style="list-style-type: none"> <li>• produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect</li> <li>• write stories, poems literary essays and plays that observe the conventions of the genre and contain interesting and effective language and voice</li> <li>• use standard English effectively</li> </ul>
--	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**ENGLISH LANGUAGE ARTS**  
**5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<b>Standard 3 – Students will read, write, listen, and speak for critical analysis and evaluations</b>		
<ul style="list-style-type: none"> <li>• <b>Drama</b></li> <li>• A Midsummer Night's Dream</li> <li>• Terms: Tragedy and comedy Act, scene Globe Theater</li> <li>• <b>Speeches</b></li> <li>• Abraham Lincoln: The Gettysburg Address</li> <li>• Chief Joseph (High'mootyalakekt): "I will fight no more forever"</li> </ul>	<ul style="list-style-type: none"> <li>• Read for critical analysis and evaluation</li> <li>• Write for critical analysis and evaluation</li> <li>• Listen for critical analysis and evaluation</li> <li>• Speak for critical analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews and editorials</li> <li>• evaluate their own</li> </ul>

<ul style="list-style-type: none"> <li>• Saying and Phrases i.e.             <ul style="list-style-type: none"> <li>- Bite the hand that feeds you.</li> <li>- Chip on your shoulder</li> <li>- Eat crow</li> <li>- Eleventh hour</li> <li>- Every cloud has a silver lining.</li> </ul> </li> <li>• The grass is always greener on the other side of the hill</li> <li>• Out of the frying pan and into the fire</li> </ul>		<p>and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches</p> <ul style="list-style-type: none"> <li>• present (in essays, position papers, speeches and debates) clear analyses of issues, ideas, texts, and experiences, supporting their position with well-developed argument</li> <li>• develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiment) to support a hypotheses</li> <li>• monitor and adjust their own oral and written presentation according to the standards for a particular genre (e.g., defining key terms used in a formal debate)</li> <li>• use standard English, precise vocabulary, and presentational strategies effectively to influence an audience</li> </ul>
--	--	---

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**ENGLISH LANGUAGE ARTS**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
<b>Standard 4 – Students will read, write, listen and speak for social interaction</b>		
	<ul style="list-style-type: none"> <li>• Read for social interaction</li> <li>• Write for social interaction</li> <li>• Listen for social interaction</li> <li>• Speak for social interaction</li> </ul>	<ul style="list-style-type: none"> <li>• listen attentively to others and build on others' ideas in conversations with peers and adults</li> <li>• express ideas and concerns clearly and respectfully in conversations and group discussions</li> <li>• use verbal and nonverbal skills to improve communication with others</li> <li>• write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users</li> <li>• use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message</li> <li>• read and discuss social communications and electronic communications of other writers and use</li> </ul>

		some of the techniques of those writers in their own writing
--	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**  
**ENGLISH LANGUAGE ARTS**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
<b>Standard 3a</b> – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace		
	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Information Gathering Skills</li> <li>• Problem Solving Skills</li> <li>• Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form</li> <li>• evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills</li> <li>• demonstrate an understanding of the relationship between individuals</li> </ul>

		<p>and society and interact with others in a positive manner</p> <ul style="list-style-type: none"> <li>• demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision</li> <li>• select and use appropriate technology to complete a task</li> <li>• select and communicate information in an appropriate format ( e.g. oral, written, graphic, pictorial, multimedia)</li> <li>• understand the material, human and financial resources needed to accomplish tasks and activities</li> <li>• understand the process of evaluating and modifying systems within an organization</li> </ul>
<b>Standard 3b</b> – Students will choose a career major, will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post secondary programs.		
	<ul style="list-style-type: none"> <li>• Interpersonal Skills</li> <li>• Interrelatedness of Business, Social, Economic Systems</li> <li>• Resources Allocation</li> <li>• Targeted Technical Knowledge/Skills</li> </ul>	Not applicable to 5 <sup>th</sup> grade students

THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
<b>Standard 1</b> – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.		
	<ul style="list-style-type: none"> <li>• Career Planning</li> <li>• Changing Role of Men and Women</li> <li>• Changing Workplace</li> </ul>	<ul style="list-style-type: none"> <li>• continue the development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing</li> <li>• demonstrate an understanding of the relationship among personal interests, skills, and abilities and career research</li> <li>• understand the relationship among personal interests, skills, and abilities, and career research</li> <li>• understand the relationship of personal interests, skills and abilities to successful employment</li> <li>• demonstrate an understanding of the relationship between the changing nature of work and educational requirements</li> <li>• understand the relationship of personal choices to future career decisions</li> </ul>
<b>Standard 2</b> – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings		

	<ul style="list-style-type: none"> <li>• Application to "Real World" Settings</li> </ul>	<ul style="list-style-type: none"> <li>• apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national and international communities</li> <li>• solve problems that call for applying academic knowledge and skills</li> <li>• use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports and technology).</li> </ul>
--	--	---

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b>
<b>Standard 3a</b> – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace		
	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Information Gathering Skills</li> <li>• Problem Solving Skills</li> <li>• Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a</li> </ul>



		<p>combination of mathematical operations to solve problems in oral or written form</p> <ul style="list-style-type: none"> <li>• evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills</li> <li>• demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner</li> <li>• demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach shared decision</li> <li>• select and use appropriate technology to complete a task</li> <li>• select and communicate information in an appropriate format ( e.g. oral, written, graphic, pictorial, multimedia)</li> <li>• understand the material, human and financial resources needed to accomplish tasks and activities</li> <li>• understand the process of evaluating and modifying systems within an organization</li> </ul>
--	--	---

**Standard 3b** – Students will choose a career major, will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and

success in post secondary programs.		
	<ul style="list-style-type: none"> <li>• Interpersonal Skills</li> <li>• Interrelatedness of Business, Social, Economic Systems</li> <li>• Resources Allocation</li> <li>• Targeted Technical Knowledge/Skills</li> </ul>	Not applicable to 5 <sup>th</sup> grade students

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**Social Studies  
5<sup>th</sup> Grade**

<b>Core Knowledge Topics across the standards</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 1</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.		
<b>Westward expansion before the Civil War</b> <ul style="list-style-type: none"> <li>• Early exploration of the west</li> <li>• Pioneers quest for the west <ul style="list-style-type: none"> <li>- Santa Fe and Oregon Trails, gold rush.</li> </ul> </li> <li>• Indian resistance: <ul style="list-style-type: none"> <li>- The battle of Tippecanoe</li> <li>- Osceola: the Seminole leader</li> <li>- Tecumseh (Shawnee) attempt to unite tribes</li> </ul> </li> <li>• The meaning of the “Manifest Destiny” and the conflict with Mexico <ul style="list-style-type: none"> <li>- The Battle of the Alamo</li> <li>- Mexican</li> </ul> </li> </ul>	<b>United States &amp; New York History</b> <ul style="list-style-type: none"> <li>• Intellectual Skills</li> <li>• Belief Systems</li> <li>• Conflict</li> <li>• Cultural Identity, Diversity and interdependence.</li> </ul>	<ul style="list-style-type: none"> <li>• investigate key turning points in New York State and United States history and explain why these events or developments are significant.</li> <li>• describe historic events through the eyes and experiences of those who were there.</li> <li>• complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at</li> </ul>

successions to the U.S. <b>Westward expansion after the Civil War</b> <ul style="list-style-type: none"> <li>• Homestead Act</li> <li>• "Go west. Man" (Horace Greeley's advice)</li> </ul>		different times and in different locations.  <ul style="list-style-type: none"> <li>• gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.</li> <li>• explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans</li> </ul>
--	--	--

THE ICAHN CHARTER SCHOOL  
**CORE KNOWLEDGE CURRICULUM**

**Social Studies**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics across the standards</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 1</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>• Railroads: Transcontinental Rail Roads links the east to west; immigrant labor.</li> <li>• Cowboys; the cattle drives</li> <li>• The "wild west", reality versus legend: Billy the Kid Jesse James, Annie Oakley,</li> </ul>		

<ul style="list-style-type: none"> <li>Buffalo Bill.</li> <li>Buffalo Soldiers: African American troops in the west.</li> <li>US purchases Alaska from Russia: "Seward's Folly"</li> <li>1890: The closing of the American frontier as</li> <li>acknowledged by the U.S. Census; the symbolic significance of the frontier.</li> </ul> <p><b>The Civil War: Causes, Conflicts, and Consequences</b></p> <p><b>Toward the Civil War</b></p> <ul style="list-style-type: none"> <li>Abolitionists: William Lloyd</li> <li>Garrison and <i>The Liberator</i>, Fredrick Douglas</li> </ul>		
--	--	--

THE ICAHN CHARTER SCHOOL  
**CORE KNOWLEDGE CURRICULUM**

**Social Studies**  
**5<sup>th</sup> Grade**

Core Knowledge Topics across the standards	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of the grade.
<b>Standard 1</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>Industrial North versus the agricultural South</li> <li>The Mason-Dixon Line</li> <li>The importance of Harriet Beecher Stowe's "Uncle Tom's Cabin."</li> </ul>		<ul style="list-style-type: none"> <li>describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and</li> </ul>

<ul style="list-style-type: none"> <li>Lincoln: "A house divided against itself cannot stand"</li> </ul> <p>Lincoln-Douglas Debates</p> <p><u>The Civil War</u></p> <ul style="list-style-type: none"> <li>Fort Sumter</li> </ul> <p>Confederacy:</p> <p>Jefferson Davis,</p> <p>President</p> <ul style="list-style-type: none"> <li>Yankees and Rebels: Blue and Grey</li> <li>First Battle of Bull Run</li> <li>Robert E. Lee and Ulysses S. Grant</li> <li>General Stonewall Jackson</li> <li>Emancipation Proclamation</li> <li>Ironclad ships: battle of USS monitor and CSS Virginia (The Merrimack)</li> <li>Gettysburg and the Gettysburg Address.</li> </ul>		<p>traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.</p> <ul style="list-style-type: none"> <li>consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.</li> <li>understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.</li> <li>compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</li> </ul>
--	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**SOCIAL STUDIES**

**5<sup>th</sup> Grade**

Core Knowledge Topics across the standards	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of the grade.
<b>Standard 1</b> – Students will use a variety of intellectual skills to demonstrate		

their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **(Continued)**

<ul style="list-style-type: none"> <li>• Battle of Antietam Creek</li> <li>• African-American troops: Massachusetts regiment led by Colonel Shaw</li> <li>• Sherman's march to the sea; burning of Alabama</li> <li>• Lincoln re-elected: concluding words of the Second Inaugural Address ("With malice toward none, with charity for all...")</li> <li>• Richmond (confederate capital) falls to Union Forces</li> <li>• Surrender at Appomattox</li> <li>• Assassination of Lincoln by John Wilkes Booth</li> </ul> <p><b>Reconstruction</b></p> <ul style="list-style-type: none"> <li>• The South in ruins</li> <li>• Struggles for control of the south: Radical Republicans vs. Andrew Johnson: impeachment</li> <li>• Carpetbaggers and scalawags</li> </ul>		
--	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

## Social Studies

### 5<sup>th</sup> Grade

Core Knowledge Topics across the standards	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of the grade.
<b>Standard 1</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>• Freedmen's Bureau: "40 acres and a mule"</li> <li>• 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the constitution</li> <li>• Black Codes; the Ku Klux Klan and the "vigilante justice"</li> <li>• End of Reconstruction: Compromise of 1877, all federal troops removed from the South</li> <li><b>Native American: Cultures and Conflicts</b> <ul style="list-style-type: none"> <li>• <b>Culture and Life:</b> <ul style="list-style-type: none"> <li>- Great Basin and Plateau</li> <li>- Northern and Southern Plains</li> <li>- Pacific Northwest</li> </ul> </li> <li>• <b>American Government Policies</b> <ul style="list-style-type: none"> <li>- Bureau of Indian Affairs</li> <li>- Forced removal to reservations</li> </ul> </li> </ul> </li> </ul>		

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**Social Studies  
5<sup>th</sup> Grade**

<b>Core Knowledge Topics across the standards</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 1</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>Attempts to break down tribal life; Assimilation policies; Carlisle School.</li> </ul> <b>Conflicts</b> <ul style="list-style-type: none"> <li>Sand Creek Massacre</li> <li>Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand</li> <li>Wounded Knee, Ghost Dance</li> </ul>		
<b>Standard 2</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.		
<b>Meso-American Civilizations</b> <ul style="list-style-type: none"> <li><b>Maya, Inca, and Aztec Civilizations</b> <ul style="list-style-type: none"> <li>Ancient Maya lived in modern day southern Mexico and parts of Central America; descendants will live here today.</li> <li>Pyramids</li> </ul> </li> </ul>	<b>World history</b> <ul style="list-style-type: none"> <li>Intellectual Skills</li> <li>Belief Systems</li> <li>Conflict</li> <li>Cultural Identity, Diversity, and Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods and religious and spiritual beliefs that</li> </ul>



and temples as accomplishments as architects and artisans.		distinguish different cultures and civilizations <ul style="list-style-type: none"> <li>• know some important historic events and developments of past civilizations</li> <li>• interpret and analyze documents and artifacts related to significant developments and events in world history</li> <li>• study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes</li> </ul>
--	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**Social Studies**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics across the standards</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 2</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.		

<ul style="list-style-type: none"> <li>- Development of a hieroglyphic writing system.</li> <li>- Knowledge of astronomy and mathematics; development of a 365 day calendar, early use of the concept of zero.</li> <li>• <b>The Aztecs</b> <ul style="list-style-type: none"> <li>- A warrior culture, at its height of the 1400s and 1500s, the empire covered much of what is now central Mexico.</li> <li>- Island city of Tenochtitlan: aqueducts, massive temples.</li> <li>- Moctezuma</li> <li>- Ruler-priests: Practice of human sacrifices</li> </ul> </li> <li>• <b>The Incas</b> <ul style="list-style-type: none"> <li>- Rulers of empire stretching Pacificcoast of South America</li> </ul> </li> </ul> <p>Builders of great cities such as Machu Picchu, Cuzco High in the Andes mountains, connected by a system of roads.</p>		<ul style="list-style-type: none"> <li>• classify historic information according to the type of activity or practice: social, cultural, political, economic, geographic, scientific, technological and historic</li> </ul>
---	--	--

THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM

**SOCIAL STUDIES**

**5<sup>th</sup> Grade**

Core Knowledge Topics across the standards	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of
--	---	--

		the grade.
<b>Standard 2</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>• Spanish Conquerors             <ul style="list-style-type: none"> <li>- Conquistadors</li> <li>- Cortes and Pizzaro</li> <li>- Advantages of Spanish weapons (guns and cannons)</li> <li>- Diseases devastate native peoples.</li> </ul> </li> </ul> <b>European Exploration, Trade, and the Clash of Cultures</b> <ul style="list-style-type: none"> <li>• <b>European Exploration, trade, and colonization</b> <ul style="list-style-type: none"> <li>- <b>Portugal</b> <ul style="list-style-type: none"> <li>Exploration of the West African Coast; the Cape of good hope; spice trade with India; exploration of East Africa; East African Swahili city-states</li> </ul> </li> <li>- <b>Spain</b> <ul style="list-style-type: none"> <li>Two worlds meet: Columbus and the Tainos Treaty of Tordesillas, Magellan crosses the Pacific; first round the world voyage</li> </ul> </li> </ul> </li> </ul>		

THE ICAHN CHARTER SCHOOL  
**CORE KNOWLEDGE CURRICULUM**

**SOCIAL STUDIES**  
**5<sup>th</sup> Grade**

Core Knowledge Topics across the standards	Standard Area Topic	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of the grade.
<b>Standard 2</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>- <b>England and France</b> Search for Northwest passage. Colonies in North America and West Indies Trading posts in India</li> <li>- Holland Dutch take over Portuguese trade routes and colonies in Africa and East Indies .Dutch in South Africa and Cape Town and North America</li> <li>• <b>Trade and Slavery</b> <ul style="list-style-type: none"> <li>- The sugar trade</li> <li>- Transatlantic slave trade: the “triangle trade” from Europe to Africa to colonies. The “Slave Coast” in West Africa</li> <li>- The Middle Passage</li> </ul> </li> <li><b>The Renaissance and the Reformation</b> <ul style="list-style-type: none"> <li>• <b>The Renaissance</b> <ul style="list-style-type: none"> <li>- Islamic scholars translate Greek works</li> <li>- A “rebirth” of ideas</li> </ul> </li> </ul> </li> </ul>		

# **SOCIAL STUDIES**

## **5<sup>th</sup> Grade**

Core Knowledge Topics across the standards	NYS Performance Statement and Standard	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 2</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>- New trade, new wealth</li> <li>- Patrons of the arts and learning</li> <li>- Renaissance ideals and values are embodied.</li> <li>• <b>The Reformation</b> <ul style="list-style-type: none"> <li>- Gutenberg's printing press</li> <li>- The Protestant Reformation</li> <li>- The counter reformation</li> <li>- Conflicts between science and the church.</li> </ul> </li> </ul> <p><b>England from the Golden Age of the "Glorious Revolution"</b></p> <ul style="list-style-type: none"> <li>• <b>England in the Golden Age</b> <ul style="list-style-type: none"> <li>- British naval dominance</li> <li>- British exploration and North American settlements</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history</li> <li>• explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments and what consequences or outcomes followed</li> <li>• investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect</li> </ul>

		relationships, testing these hypotheses, and forming conclusions
--	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**SOCIAL STUDIES**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics across the standards</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 2</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>- Elizabeth I;</li> <li>Henry VIII and the Church of England</li> <li>• <b>From the English Revolution to the Glorious Revolution</b> <ul style="list-style-type: none"> <li>- The English Revolution\</li> <li>King Charles I vs. Puritans and Parliament</li> <li>Civil War</li> <li>The Restoration</li> <li>- The</li> <li>“Glorious Revolution” (The Bloodless Revolution) King James II Replaced by William and Mary</li> <li>- Bill of Rights</li> </ul> </li> </ul>		

<b>Russia: Early Growth and Expansion</b> <ul style="list-style-type: none"> <li><b>History and Culture</b>  Successor to Byzantine Empire;  Ivan the Great; Ivan the Terrible; Peter the Great;</li> </ul>		
---	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**SOCIAL STUDIES**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics across the standards</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 2</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. <b>(Continued)</b>		
Catherine the Great  <b>Feudal Japan</b> <ul style="list-style-type: none"> <li><b>History and Culture</b>  Emperor as nominal leader;  Samurai;  Rigid class system;  Japan closed to outsiders;</li> </ul>		
<b>Standard 3</b> – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the earth's service.		
Core Knowledge topics under American and World history are	Local, National and Global Spatial View <ul style="list-style-type: none"> <li>Environmental and society</li> </ul>	<ul style="list-style-type: none"> <li>map information about people, places and environments</li> </ul>

<p>used to acquire skills under standard 3.</p> <p><b>U. S. Geography</b></p> <ul style="list-style-type: none"> <li>• Locate: Western Hemisphere, North American, Caribbean Sea, Gulf of Mexico</li> <li>• The Gulf Stream and how it affects climates</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Skills <ul style="list-style-type: none"> <li>- Human systems</li> <li>- Physical systems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• understand the characteristics, functions, and applications of maps, globes, aerial, and other photographs, satellite-produced images, and models</li> <li>• investigate why people and places are located where they are located and what patterns can be perceived in these locations</li> <li>• describe the relationships between people and environments and the connections between people and places</li> <li>• formulate geographic questions and define geographic issues and problems</li> </ul>
--	--	---

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**SOCIAL STUDIES**  
**5<sup>th</sup> Grade**

<b>Core Knowledge Topics across the standards</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 3</b> – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the earth's service. <b>(Continued)</b>		



<ul style="list-style-type: none"> <li>• Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest.</li> <li>• Fifty States and capitals</li> </ul> <p><b>World Geography</b></p> <ul style="list-style-type: none"> <li>• Spatial Sense <ul style="list-style-type: none"> <li>- Read maps and globes using longitude and latitude: coordinates; degrees</li> </ul> </li> </ul> <p>Tropic of Cancer and Tropic</p> <ul style="list-style-type: none"> <li>- of Capricorn; relations to seasons and temperature</li> <li>- Climate zones; Arctic, Tropic, Temperate</li> <li>- Time zones</li> <li>- Arctic and Antarctic Circles</li> <li>- From a round globe to a flat map; Mercator projection; conic and plane projections.</li> </ul> <ul style="list-style-type: none"> <li>• Great Lakes of the World <ul style="list-style-type: none"> <li>- Eurasia: Caspian Sea</li> <li>- Asia: Aral Sea</li> </ul> </li> </ul>		
---	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**SOCIAL STUDIES**

**5<sup>th</sup> Grade**

Core Knowledge Topics across the standards	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of the grade.
<b>Standard 3</b> – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the earth's service. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>- Africa: Victoria, Tanganyika, Chad</li> <li>- North America: Superior; Huron, Michigan</li> <li>- South America: Maracaibo, Titicaca</li> <li>• Russia</li> <li>- Moscow and St. Petersburg</li> <li>- Ural Mountains; Siberia; steppes</li> <li>- Volga and Don Rivers</li> <li>- Black, Caspian, and Baltic Seas</li> <li>- Search for a warm-water port</li> <li>• Japan</li> <li>- Pacific Ocean: Sea of Japan</li> <li>- Four main islands: Honkaido, Honshu, Shikoku, Kyushu</li> <li>- Tokyo</li> <li>- Typhoons; earthquakes</li> <li>- The Pacific</li> </ul>		

Rim		
-----	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**SOCIAL STUDIES**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics across the standards</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 3</b> – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the earth's service. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>• Geography of the Spice Trade <ul style="list-style-type: none"> <li>- The Moluccas (The Spice Islands)</li> <li>- Locate region known as Indochina: the Malay Peninsula; the Philippines</li> <li>- Definition of archipelago</li> </ul> </li> </ul> <p>“Ring of Fire: earthquakes and volcanic activity</p>		
<b>Standard 4</b> – Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resource, how major decisions making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.		

<ul style="list-style-type: none"> <li>• Exploration</li> <li>• Restoration of America</li> <li>• Westward Expansion</li> <li>• The Civil War</li> </ul>	<b>United States and Other Societies</b> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Intellectual Skills</li> <li>• Needs; Wants</li> <li>• Human, Natural and Capital Resources Allocation</li> </ul>	<b>Students use topics under Standard 1 (United States History and Standard 2 (World History) to examine:</b> <ul style="list-style-type: none"> <li>• explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</li> <li>• define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems</li> <li>• understand how scarcity requires people and nations to make choices which involve costs and future considerations</li> <li>• understand how people in the United States and throughout</li> </ul>
--	--	---

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**SOCIAL STUDIES**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics across the standards</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 5</b> – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U. S. and other nations, the US. Constitution; the basic civic values of American constitutional democracy; and the roles, rights,		

and responsibilities of citizenship, including avenues of participation		
See American History topics	<p>New York, United States and World Government</p> <ul style="list-style-type: none"> <li>• Intellectual Skills</li> <li>• Citizenship, Civic Values, Government</li> <li>• Human Rights: Justice</li> <li>• Political Systems</li> <li>• Power</li> </ul>	<ul style="list-style-type: none"> <li>• democracies</li> <li>• explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens</li> <li>• analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases</li> <li>• value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice and equality</li> <li>• explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time</li> <li>• understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities</li> <li>• explain how Americans are citizens of their states and of the United States</li> <li>• respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint</li> <li>• explain the role that civility</li> </ul>

		plays in promoting effective citizenship in preserving democracy <ul style="list-style-type: none"> <li>participate in negotiation and compromise to resolve classroom, school and community disagreements and problems</li> </ul>
--	--	--

**THE ICAHN CHARTER SCHOOL**

**CORE KNOWLEDGE CURRICULUM**

**MATHEMATICS - Process Strands**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of each grade
<b>Standard 3</b> – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry		
All Process Strands are integrated into the Core Knowledge topics.	<ul style="list-style-type: none"> <li>Problem Solving</li> <li>Reasoning and Proof</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>know the difference between relevant and irrelevant information</li> <li>understand the efficiency of representing problems in different ways</li> <li>act out a model with manipulatives</li> <li>formulate problems and solutions</li> <li>select an appropriate representation of a problem</li> <li>translate from a picture to a numeric expression</li> <li>analyze problems by observing patterns</li> <li>differentiate between valid and invalid approaches</li> <li>explain the problem solving strategy used</li> <li>verify results</li> <li>understand that mathematical statements</li> </ul>

	<ul style="list-style-type: none"> <li>• Connections</li> </ul>	<p>can be supported, using models, facts, etc.</p> <ul style="list-style-type: none"> <li>• make, evaluate, and justify conjectures, using a variety of strategies, manipulatives, models, and expressions</li> <li>• support an argument through examples, and counter examples</li> <li>• provide an organized thought process that is correct and coherent</li> <li>• organize and accurately label work</li> <li>• raise challenging questions</li> <li>• increase use of mathematical vocabulary and language when communicating with others</li> <li>• understand and make connections and conjectures in their everyday life experiences</li> </ul>
--	---	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**MATHEMATICS - Process Strands**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of each grade
<b>Standard 3</b> – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry		
		<ul style="list-style-type: none"> <li>• connect and apply mathematical ideas to solve problems</li> <li>• model situations and be able to draw conclusions</li> <li>• recognize and provide examples of mathematics in their daily lives</li> </ul>

		<ul style="list-style-type: none"> <li>investigate mathematics in careers</li> <li>connect mathematics to other disciplines</li> <li>use physical objects, drawings, charts, tables, models, graphs, symbols, and equations, as representations</li> <li>explain, describe, and defend mathematical ideas using representations</li> <li>use mathematics to show and understand mathematical phenomena i.e., find the missing value that makes the equation true: <math>(3 + 4) + 5 = 3 + (4 + 5)</math></li> </ul>
--	--	---

### **MATHEMATICS - Content Strands** **5<sup>th</sup> Grade**

<b>Core Knowledge</b>	<b><u>NYS Performance Statement and Standard</u></b>	
<ul style="list-style-type: none"> <li><b>Number and Number Sense</b></li> <li><b>Computation</b></li> <li><b>Fractions and Decimals</b></li> <li><b>Ratio and Percent</b></li> </ul>	<ul style="list-style-type: none"> <li>Number Sense and Operations</li> </ul>	<ul style="list-style-type: none"> <li>read and write whole numbers to millions</li> <li>compare and order numbers to millions</li> <li>understand the place value structure of our number system</li> <li>compare and order fractions with unlike denominators</li> <li>understand and express ratios in different forms</li> <li>read , write, order, and compare fractions and decimals using <math>&lt;</math>, <math>&gt;</math>, or <math>=</math></li> <li>understand percent means part of 100 and write percents as fractions and decimals</li> </ul>

### **MATHEMATICS - Content Strands** **5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students
------------------------------	--------------------------------------	--



	Standard	attain by the end of each grade
	<ul style="list-style-type: none"> <li>Number Sense and Operations</li> </ul>	<ul style="list-style-type: none"> <li>find multiples, least common multiples and factors and greatest common factor of a given number</li> <li>multiply three-digit by three digit numbers and divide three-digits by one and two digit numbers</li> <li>evaluate an arithmetic expression using order of operations</li> <li>estimate sums and differences and add and subtract fractions and mixed numbers with like denominators</li> <li>estimate sums, differences, products, and quotients of decimals</li> <li>add, subtract, multiply and divide decimals to thousandths</li> </ul>
<ul style="list-style-type: none"> <li>Pre-Algebra/Algebra</li> </ul>	<ul style="list-style-type: none"> <li>Algebra</li> </ul>	
<ul style="list-style-type: none"> <li>Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Geometry</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate terminology, i.e. constants, variables, expressions, etc.</li> <li>translate simple verbal expressions to algebraic expressions and evaluate using order of operations</li> <li>solve one-step equations using inverse operations with whole numbers</li> <li>evaluate Perimeter Formula</li> <li>create and explain patterns and algebraic relationships</li> </ul>

		<ul style="list-style-type: none"> <li>• calculate the area of regular and irregular polygons</li> <li>• identify similar triangles and their corresponding sides and angles</li> <li>• classify quadrilaterals by properties of angles and sides</li> </ul>
--	--	--

THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM

**MATHEMATICS - Content Strands**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of each grade
<b>Standard 3</b> – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry		
<ul style="list-style-type: none"> <li>• <b>Measurement</b></li> <li>• <b>Probability and Statistics</b></li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Statistics and Probability</li> </ul>	<ul style="list-style-type: none"> <li>• know the sum of the interior angles of a quadrilateral equals 360°</li> <li>• classify triangles by their angles and sides and identify the sum of the angles of a triangle as 180°</li> <li>• find the missing angle of a triangle</li> <li>• Identify congruent triangles and identify parts of congruent triangles, plot points in the first quadrant</li> <li>• use a ruler to measure to the nearest 1/2, 1/4, 1/8 inch and</li> </ul>

		<p>the nearest centimeter</p> <ul style="list-style-type: none"> <li>• identify customary and metric units of measure</li> <li>• convert measurement within a given system</li> <li>• calculate elapsed time in hours and minutes; measure and draw angles using a protractor</li> <li>• estimate various units of measure</li> </ul> <ul style="list-style-type: none"> <li>• collect and record data and display data in a line graph to show increase or decrease over time</li> <li>• calculate the mean of a given set of data</li> <li>• list the outcomes for a single-event experiment and record the results using fractions/ratios</li> <li>• create a sample space and determine the probability of a single event</li> </ul>
--	--	---

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**SCIENCE**  
**5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of each grade
<b>Standard 4</b> – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science.		
Classification of living things into kingdoms: • Plant, animal	<u>Physical Setting</u> <ul style="list-style-type: none"> <li>• Earth &amp; celestial phenomena</li> <li>• Interactions among</li> </ul>	

<p>fungus, protist, moneran</p> <ul style="list-style-type: none"> <li>• Kingdoms divided into smaller groups</li> <li>• Phylum, class, order, family, genus, species, variety.</li> <li>• Scientists use names in Latin to classify living things, i.e. Homo sapiens</li> </ul> <p>Cells: Structure and Processes</p> <ul style="list-style-type: none"> <li>• All living things are made up of cells</li> <li>• Structure of cells both plant and animal</li> <li>• Plant cells, unlike animal cells, have cell walls and chloroplasts</li> <li>• Cells without nuclei: moneran (bacteria)</li> <li>• Some organisms consist of only a single cell.</li> <li>• Cells are shaped differently in order to perform different functions.</li> </ul>	<p>air, water, land</p> <ul style="list-style-type: none"> <li>• Properties of matter</li> <li>• Energy</li> <li>• Energy &amp; matter Interactions</li> </ul> <p><u>Living Environment</u></p> <ul style="list-style-type: none"> <li>• Living things/non-living things (similarities &amp; differences)</li> <li>• Inherited genetic information</li> <li>• Organisms/species change over time</li> <li>• Continuity of life reproduction</li> <li>• Organisms &amp; dynamic equilibrium,</li> <li>• Dependence of plants &amp; animals on each other &amp; environment</li> <li>• Impact of human activities impact environment.</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast the parts of plants, animals, and one-celled organisms</li> </ul>
---	--	---

# SCIENCE

## 5<sup>th</sup> Grade

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of each grade
<b>Standard 4</b> – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>• Organizations of cells into tissues, organs, and systems.</li> </ul> <p><b>Plant Structures and Processes</b></p> <ul style="list-style-type: none"> <li>• Structure: Non-Vascular and Vascular Plants               <ul style="list-style-type: none"> <li>- Non-vascular such as algae</li> <li>- Vascular plants                   <ul style="list-style-type: none"> <li>Parts and functions of vascular plants: roots, stems and buds, leaves</li> </ul> </li> </ul> </li> <li>• Photosynthesis               <ul style="list-style-type: none"> <li>- Photosynthesis as an important life process that occurs in plant</li> <li>- Cells, but not animal cells. Unlike animals, plants make their own food, through the process of photosynthesis.</li> <li>- Role in photosynthesis of : energy from sunlight; chlorophyll; carbon dioxide and water; xylem and phloem; stomata; oxygen; sugar</li> </ul> </li> <li>• Reproduction.</li> </ul>	<p><u>Physical Setting</u></p> <ul style="list-style-type: none"> <li>• Earth &amp; celestial phenomena</li> <li>• Interactions among air, water, land</li> <li>• Properties of matter</li> <li>• Energy</li> <li>• Energy &amp; matter Interactions</li> </ul> <p><u>Living Environment</u></p> <ul style="list-style-type: none"> <li>• Living things/non-living things (similarities &amp; differences)</li> <li>• Inherited genetic information</li> <li>• Organisms/species change over time</li> <li>• Continuity of life reproduction</li> <li>• Organisms &amp; dynamic equilibrium,</li> <li>• Dependence of plants &amp; animals on each other &amp; environment</li> <li>• Impact of human activities impact environment.</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast the parts of plants, animals, and one-celled organisms</li> </ul>

THE ICAHN CHARTER SCHOOL  
**CORE KNOWLEDGE CURRICULUM**

**SCIENCE**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of each grade
<b>Standard 4</b> – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>- Asexual reproduction</li> <li>- Sexual reproduction by spore-baring plants (moss and ferns)</li> <li>- Sexual reproduction of flowering plants such as peas</li> </ul> <p><b>Life Cycles and Reproduction</b></p> <ul style="list-style-type: none"> <li>• <b>The Life Cycles and Reproduction</b> <ul style="list-style-type: none"> <li>- Life cycle: development of an organism from birth to growth, reproduction, death.</li> <li>- All living things reproduce. Reproduction may be sexual joining of special male and female cells, called gametes, to form a fertilized egg) or asexual.(fission, spores, molds, budding, regeneration and cloning).</li> </ul> </li> <li>• <b>Sexual Reproduction in Animals</b> <ul style="list-style-type: none"> <li>- Reproductive</li> </ul> </li> </ul>	<p><u>Physical Setting</u></p> <ul style="list-style-type: none"> <li>• Earth &amp; celestial phenomena</li> <li>• Interactions among air, water, land</li> <li>• Properties of matter</li> <li>• Energy</li> <li>• Energy &amp; matter Interactions</li> </ul> <p><u>Living Environment</u></p> <ul style="list-style-type: none"> <li>• Living things/non-living things (similarities &amp; differences)</li> <li>• Inherited genetic information</li> <li>• Organisms/species change over time</li> <li>• Continuity of life reproduction</li> <li>• Organisms &amp; dynamic equilibrium,</li> <li>• Dependence of plants &amp; animals on each other &amp; environment</li> <li>• Impact of human activities impact environment.</li> </ul>	<ul style="list-style-type: none"> <li>• describe sexual and asexual mechanisms for passing genetic materials from generation to generation</li> <li>• describe sources of variation in organisms and their structures and relate the variations to survival</li> </ul>

organs: testes and ovaries		
----------------------------	--	--

THE ICAHN CHARTER SCHOOL  
**CORE KNOWLEDGE CURRICULUM**

**SCIENCE**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of each grade
<b>Standard 4</b> – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>- Asexual reproduction</li> <li>- Sexual reproduction by spore-baring plants (moss and ferns)</li> <li>- Sexual reproduction of flowering plants such as peas</li> </ul> <p><b>Life Cycles and Reproduction</b></p> <ul style="list-style-type: none"> <li>• <b>The Life Cycles and Reproduction</b> <ul style="list-style-type: none"> <li>- Life cycle: development of an organism from birth to growth, reproduction, death.</li> <li>- All living things reproduce. Reproduction may be sexual joining of special male and female cells, called gametes, to form a fertilized egg) or asexual.(fission, spores, molds, budding, regeneration</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• describe sexual and asexual mechanisms for passing genetic materials from generation to generation</li> <li>• describe sources of variation in organisms and their structures and relate the variations to survival</li> </ul>

and cloning). • <b>Sexual Reproduction in Animals</b> - Reproductive organs: testes and ovaries		
---	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**SCIENCE**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of each grade
<b>Standard 4</b> – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science. <b>(Continued)</b>		
- External fertilization: spawning - Internal fertilization: birds, mammals - Development of the embryo: zygote; embryo; growth in uterus; fetus; newborn <b>The Human Body</b> • <b>Changes in Human Adolescence</b> - Puberty: Glands and hormones • <b>The Endocrine System</b> - The human body has two types of glands: duct and ductless - Pituitary gland: controls other glands, and hormones affecting growth. - Thyroid gland: control the rate at which body burns and uses food.		• explain the functioning of the major human organ systems and their interactions



<ul style="list-style-type: none"> <li>- Pancreas: Duct and ductless gland; secretes hormone controlling insulin which regulates insulin; diabetes.</li> </ul>		
--	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**SCIENCE**  
**5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of each grade
<b>Standard 4</b> – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>- Adrenal glands; secretes adrenaline which controls fear/anger, causing rapid heartbeat and breathing.</li> <li>• <b>The Reproductive System</b> <ul style="list-style-type: none"> <li>- Females: ovaries; fallopian tubes; uterus; vagina; menstruation.</li> <li>- Males: testes; scrotum; penis; urethra; semen</li> <li>- Sexual reproduction; intercourse; fertilization; zygote; implantation of zygote in the uterus; pregnancy; embryo; fetus; newborn.</li> </ul> </li> </ul> <p><b>Chemistry: Matter and Change</b></p> <ul style="list-style-type: none"> <li>• <b>Atoms,</b></li> </ul>		<ul style="list-style-type: none"> <li>• describe simple mechanisms related to the inheritance of some physical traits in offspring</li> <li>• distinguish between chemical and physical changes</li> <li>• develop their own mental models to explain common chemical reactions and changes in states of matter</li> </ul>

<b>molecules, and compounds</b> <ul style="list-style-type: none"> <li>- Basics of atomic structure: nucleus; protons; neutrons, electrons.</li> <li>- Atoms are constantly in motion; electrons move round the nucleus in paths called shells.</li> </ul>		
--	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**SCIENCE**  
**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of each grade
<b>Standard 4</b> – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science. <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>- Atoms may joint together to form molecules and compounds</li> <li>- Common compounds and their formulas, i.e. water H<sub>2</sub>O; salt NaCl, and carbon dioxide CO<sub>2</sub>.</li> <li>• <b>Elements</b> <ul style="list-style-type: none"> <li>- Elements have atoms of only one kind, have the same number protons. More than 100 different elements.</li> <li>- The Periodic Table: organized elements with</li> </ul> </li> </ul>		

common properties. - Well-known elements and their symbols. - Two different kinds of elements; metals and non-metals. Metals comprise about 2/3 of the known elements. Properties of metals: most are shiny, ductile, malleable, and conductive.		
--	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**SCIENCE**  
**5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of each grade
<b>Standard 4</b> – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science. <b>(Continued)</b>		
<b>Chemical And Physical Change</b> <ul style="list-style-type: none"> <li>Chemical changes what a molecule is made up and results in a new substance. I.e. Rusting of iron</li> <li>Physical change changes only the properties or appearance of the substance but not what the</li> </ul>		<ul style="list-style-type: none"> <li>observe and describe properties of materials, such as density, conductivity and solubility</li> </ul>

substance is made of. i.e. breaking glass, freezing water		
---	--	--

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**

**TECHNOLOGY**  
**5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of each grade
------------------------------	---	--

**Standard 5** – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

	<b>Technology Foundation Standards for Students</b>  1. Basic operations and concepts  2. Social, ethical, and human issues  3. Technology productivity tools	Students will: <ul style="list-style-type: none"> <li>• Demonstrate a sound understanding of the nature and operation of technology systems</li> <li>• Be proficient in the use of technology</li> <li>• understand the ethical, cultural, and societal issues related to technology</li> <li>• practice responsible use of technology systems, information, and software</li> <li>• use technology tools to enhance learning, increase productivity, and promote creativity</li> </ul>
--	---	---

	4. Technology communications tools	<ul style="list-style-type: none"> <li>• use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</li> <li>• use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences</li> <li>• use a variety of media and formats to communicate information and ideas effectively to multiple audiences</li> </ul>
--	------------------------------------	---

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**TECHNOLOGY  
5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of each grade
<b>Standard 5</b> – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. <b>(Continued)</b>		
	5. Technology research tools	<ul style="list-style-type: none"> <li>• use technology to locate, evaluate, and collect information from a variety of sources.</li> <li>• use technology tools to process data and report results</li> <li>• evaluate and select new information resources and technological innovations based on their appropriateness for specific tasks</li> </ul>
	6. Technology problem-solving and decision-making tools	<ul style="list-style-type: none"> <li>• use technology resources for solving problems and</li> </ul>

		<p>making informed decisions</p> <ul style="list-style-type: none"> <li>• employ technology in the development of strategies for solving problems in the real world.</li> </ul> <p><b>Prior to completion of Grade 5 students will:</b></p> <ul style="list-style-type: none"> <li>• Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)</li> <li>• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)</li> </ul>
--	--	---

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**Technology  
5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of each grade
<b>Standard 5</b> – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. <b>(Continued)</b>		
		<ul style="list-style-type: none"> <li>• Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)</li> <li>• Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)</li> <li>• Use technology tools (e.g., multimedia authoring,</li> </ul>

		<p>presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)</p> <ul style="list-style-type: none"> <li>• Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)</li> <li>• Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)</li> </ul>
--	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**TECHNOLOGY  
5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>PERFORMANCE INDICATORS</b> Knowledge and skills students attain by the end of each grade
<b>Standard 5</b> – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. <b>(Continued)</b>		
		<ul style="list-style-type: none"> <li>• Use technology resources (e.g., calculators, data collection probes, videos, educational software) for</li> </ul>

		<p>problem solving, self-directed learning, and extended learning activities. (5, 6)</p> <ul style="list-style-type: none"> <li>• Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)</li> <li>• Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)</li> </ul>
--	--	--

THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM

**HEALTH, PHYSICAL EDUCATION, FAMILY AND  
CONSUMER SCIENCES      5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>Performance indicatorss</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 1</b> – Personal Health an Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and main personal health.		
	<ul style="list-style-type: none"> <li>• Human growth and development</li> <li>• Positive healthy behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate competency in a variety of physical activities (games, sports,</li> </ul>



	<p>Basic motor and manipulative skills</p> <ul style="list-style-type: none"> <li>• Proficiency in complex motor and sport activities</li> <li>• Personal fitness programs</li> <li>• Good nutrition for appropriate diets</li> <li>• Healthy food preparation</li> </ul>	<p>exercises) that provide conditioning for each fitness area</p> <ul style="list-style-type: none"> <li>• know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints</li> <li>• combine and integrate fundamental skills and adjust technique based on feedback, including self assessment</li> <li>• understand the relationship between physical activity and the prevention of illness, disease and premature death</li> <li>• develop and implement a personal fitness plan based on self assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity</li> <li>• develop leadership, problem solving, cooperation, and team work by participating in group activities</li> </ul>
<b>Standard 2 – A safe and Healthy Environment</b> – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.		
	<ul style="list-style-type: none"> <li>• Responsible for personal and social behavior</li> <li>• Care for the environment</li> <li>• Home and community safety</li> </ul>	<ul style="list-style-type: none"> <li>• understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions and recognize the</li> </ul>

		<p>importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety</p> <ul style="list-style-type: none"> <li>• develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others</li> <li>• work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved</li> </ul>
--	--	---

THE ICAHN CHARTER SCHOOL  
**CORE KNOWLEDGE CURRICULUM**

**HEALTH, PHYSICAL EDUCATION, FAMILY AND  
CONSUMER SCIENCES      5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<p><b>Performance indicatorss</b></p> <p>Knowledge and skills students attain by the end of the grade.</p>
<p><b>Standard 2 – A safe and Healthy Environment</b> – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p>		
		<ul style="list-style-type: none"> <li>• understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games sports and recreational pursuits</li> <li>• understand the role of physical activity, sport, and games as</li> </ul>

		a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities
<b>Standard 3 – Resource Management</b> - Students will understand and be able to manage their personal and community resources.		
	<ul style="list-style-type: none"> <li>Influences of culture, media and technology on healthy families and communities.</li> <li>Informed and active consumers of community programs on physical fitness</li> <li>Positive relationships in home, workplace and communities</li> </ul>	<ul style="list-style-type: none"> <li>should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available</li> <li>demonstrate the ability to locate physical activity information, products, and services</li> <li>know some career options in the field of physical fitness and sports</li> </ul>

**THE ICAHN CHARTER SCHOOL**  
**CORE KNOWLEDGE CURRICULUM**  
**THE ARTS**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>Performance indicators</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 1 – Creating, Performing and Participating in the Arts</b> - Students will actively engage in the process that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.		
	<ul style="list-style-type: none"> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>dance a range of forms</li> </ul>

<p><b>Note:</b> Core Knowledge Topics under other The Arts are linked to address all four Arts Standards, as well as being linked to other disciplines.</p>	<p>Students will perform dance forms and understand choreography</p> <ul style="list-style-type: none"> <li>• Music Students will play their own music and music written by others</li> <li>• Theatre Students will create and perform theatre pieces</li> <li>• Visual Arts Students use a variety of materials and techniques to create art</li> </ul>	<p>from free improvisation to structured choreography</p> <ul style="list-style-type: none"> <li>• demonstrate the ability to take various roles in group productions and performances.</li> <li>• improvise short musical compositions that exhibit cohesiveness and musical expression</li> <li>• use language, voice, gesture, movement, and observation to create character and interact with others in improvisation, rehearsal and performance.</li> <li>• imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role playing improvisation, and guided playwriting</li> <li>• use the elements and principles of art to communicate specific meanings to others in their art work</li> </ul>
<p><b>Standard 2</b> – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.</p>		
<p><b>Note:</b> Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p> <p><b>Elements of Music</b></p> <ul style="list-style-type: none"> <li>• Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.)</li> </ul>	<p><u>Dance, Music, Theatre &amp; Visual Arts</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Evaluate and interpret art forms</li> <li>• Express opinions, using vocabulary of the art form</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate knowledge of source for understanding dance technologies: live, print video, computer, etc.</li> <li>• demonstrate knowledge of how human structure and function affect movement in parts of dances and dances that they know or</li> </ul>

		have been choreographed <ul style="list-style-type: none"> <li>• use school and community resources to develop information on music and musicians</li> </ul>
--	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**THE ARTS**

**5<sup>th</sup> Grade**

<b>Core Knowledge Topics</b>	<b>NYS Performance Statement and Standard</b>	<b>Performance indicators</b> Knowledge and skills students attain by the end of the grade.
<b>Standard 2</b> – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.		
<ul style="list-style-type: none"> <li>- Recognize a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, simultaneous rhythm patterns, and syncopation patterns</li> <li>- Discriminate between fast and slow; gradually slowing down and getting faster (<i>accelerando</i> and <i>ritardando</i>)</li> <li>- Discriminate between differences in pitch; high and low</li> <li>- Discriminate between loud and quiet; gradually increasing and decreasing volume (<i>crescendo</i> and <i>decrescendo</i>)</li> </ul>		<ul style="list-style-type: none"> <li>• demonstrate knowledge of source for understanding dance technology: live, print video, computer, etc.</li> <li>• demonstrate knowledge of how human structure and function affect movement in parts of dances and dances that they know or have been choreographed</li> <li>• use school and community resources to develop information on music and musicians</li> <li>• demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures.</li> </ul>

<p>Understand <i>legato</i> and <i>staccato</i></p>		<ul style="list-style-type: none"> <li>• investigate some career options related to their musical interests.</li> <li>• use the school or community library/media centers and other resources to develop information on various theatre-related topics</li> <li>• know about local theatrical institutions, attend performances in school and in the community, and demonstrate appropriate audience behavior</li> <li>• discuss vocations/avocation with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocation</li> <li>• develop skills with a variety of art materials and competence in at least one medium</li> <li>• use the computer and other electronic media as designing tools and to communicate visual ideas</li> <li>• take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their</li> </ul>
---	--	--

		understanding of
--	--	------------------

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**THE ARTS**

**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	Performance indicators
<b>Standard 2</b> – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.		
<ul style="list-style-type: none"> <li>- Sing unaccompanied, accompanied, and in unison</li> <li>- Recognize harmony; sing rounds and canons; two and three part singing.</li> <li>- Recognize introduction, interlude, and coda in musical selections.</li> <li>- Recognize verse and refrain; also, introduction and coda.</li> <li>- Recognize theme and variations.</li> <li>- Name the ledger lines and spaces of the treble clef.</li> <li>- Sing or play simple melodies</li> </ul>		<ul style="list-style-type: none"> <li>• understand the variety of careers related to the visual arts and the skills necessary to pursue some of them</li> </ul>
<b>Standard 3</b> - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.		
<p><b>Note:</b> Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p> <p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>• <b>Composers and their Music</b></li> </ul>	<p><u>Dance</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate knowledge of choreographic principles and processes</li> <li>• express to others their understanding of specific dance performances, including perceptions, descriptions, analyses, interpretations, and evaluations</li> <li>• through listening analyze and evaluate their own and other performances,</li> </ul>

		improvisations and compositions by identifying and comparing them with similar works and events
--	--	---

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**THE ARTS**

**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	Performance indicators
<b>Standard 3</b> - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.		
<ul style="list-style-type: none"> <li>- Ludwig van Beethoven.</li> <li>- <i>Symphony No. 5</i></li> <li>- Modest Mussorgsky. <i>Pictures at an Exhibition</i></li> </ul> <p>Also see Songs Music Connections American Music al Traditions</p>	<p><u>Music</u> Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate the capacity to listen to and comment on music</li> </ul> <p><u>Visual Arts</u> Students will:</p> <ul style="list-style-type: none"> <li>• Reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism.</li> <li>• Reflect on, interpret and evaluate works of art, using the language of art criticism.</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events)</li> </ul>
<b>Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts –</b> Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society		
<p><b>Note:</b> Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Know dances from many cultures and time and recognize their relationship to various cultural, social, and historic contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the major dance forms of specific world cultures past and present</li> <li>• identify some of the major dance artists from diverse cultures</li> </ul>



		<ul style="list-style-type: none"> <li>show how specific dance forms are related to the culture from which they come</li> </ul>
--	--	---

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**THE ARTS**

**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	Performance indicators
<b>Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts –</b> Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society <b>(Continued)</b>		
<p><b>Note:</b> Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p> <ul style="list-style-type: none"> <li><b>Songs</b> <ul style="list-style-type: none"> <li>Battle Hymn of the Republic</li> <li>Danny Boy</li> <li>Dona Nobis Pacem (round)</li> <li>Git Along Little Doggies</li> <li>God Bless America</li> <li>Greensleeves</li> <li>The Happy Wanderer</li> <li>Hava Nagilah</li> <li>If I had a Hammer</li> <li>Red River Valley</li> <li>Sakura</li> <li>Shenandoah</li> <li>Sweet Betsy from Pike</li> </ul> </li> </ul>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>Know dances from many cultures and time and recognize their relationship to various cultural, social, and historic contexts.</li> </ul> <p><u>Music</u> Students will:</p> <ul style="list-style-type: none"> <li>Develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of this world and their manifestations in the United States.</li> </ul> <p><u>Theatre</u> Students will:</p> <ul style="list-style-type: none"> <li>Gain knowledge about past and present cultures as expressed through theatre.</li> </ul>	<ul style="list-style-type: none"> <li>identify the major dance forms of specific world cultures past and present</li> <li>identify some of the major dance artists from diverse cultures</li> <li>show how specific dance forms are related to the culture from which they come</li> <li>identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections</li> <li>identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art and contemporary selections from the basic cultures that represent the peoples of the world</li> <li>improvise scenes based on information about</li> </ul>

		various cultures <ul style="list-style-type: none"> <li>• create intercultural celebrations using props, settings and costumes</li> <li>• explain how drama/theatre experiences relate to themselves and others</li> <li>• demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures</li> <li>• demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States</li> <li>• create art works that reflect a particular historical period of a culture</li> </ul>
--	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**THE ARTS**

**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	Performance indicators
<b>Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts –</b> Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society <b>(Continued)</b>		
<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• <b>Art of the Renaissance</b> <ul style="list-style-type: none"> <li>- The shift in world view from medieval to Renaissance art: a new emphasis on humanity and the natural world</li> </ul> </li> </ul>	<b>Visual Arts</b> Students will: <ul style="list-style-type: none"> <li>• Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of</li> </ul>	

<ul style="list-style-type: none"> <li>- The influence of Greek and Roman art on Renaissance artist (classical subject matter idealization of human form, balance and proportion)</li> <li>- The development of linear perspective during the Italian Renaissance. The advantage point or point of view of the viewer. Convergence of parallel lines toward a vanishing point; the horizon line.</li> <li>- Observe and discuss works in different genres such as portrait, fresco, Madonna by Italian Renaissance artists, including: Sandro Botticelli, <i>The Birth Of Venus</i></li> </ul>	<p>a given time and place and to understand how the time and place influence the visual characteristics of the art work.</p>	
--	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**THE ARTS**

**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	Performance indicatorss
<b>Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts –</b> Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society <b>(Continued)</b>		
Leonardo Da Vinci: <i>The Proportions of Man</i> ; <i>Mona Lisa</i> ; <i>The last Supper</i> Michelangelo, Ceiling of the Sistine Chapel, especially the detail known as <i>The Creation of Adam</i> Raphael: <i>The Marriage of the Virgin</i> ; examples of his Madonna's, ( such as <i>Madonna and Child with</i>	<b>Visual Arts</b> Students will: <ul style="list-style-type: none"> <li>• Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work.</li> </ul>	

<p>the  <i>Infant St. John, The Alba Madonna, or The Small Cowper Madonna)</i></p> <p>- Become familiar with Renaissance sculpture, including:  Donato Donatello, <i>Saint George</i>  Michelangelo, <i>David</i></p> <p>- Become familiar with Renaissance architecture: including:  The Florence Cathedral, dome  designed by Filippo Brunelleschi  St. Peter's In Rome</p>		
---	--	--

THE ICAHN CHARTER SCHOOL  
**CORE KNOWLEDGE CURRICULUM**

**THE ARTS**

**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	Performance indicators
<b>Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts –</b> Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society <b>(Continued)</b>		
<p>- Observe and discuss paintings of the Northern Renaissance, including:  Pieter Brueghel the Elder, <i>Peasant Wedding</i>  Albrecht Durer, <i>Self-Portrait</i>  (such as from 1498 and 1500)  Jan van Eyck, <i>Giovanni Arnolfini and His Bride</i>  (also known as <i>Arnolfini Wedding</i>)</p> <p><b>American Art: Nineteenth Century United States</b></p>		

<ul style="list-style-type: none"> <li>- Become familiar with the Hudson River School of landscape painting including: Thomas Cole, <i>The Oxbow</i> (The Connecticut River Near Northampton) (also known As View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm) Albert Bierstadt, <i>Rocky Mountains, Lander's Peak</i></li> </ul>		
--	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**THE ARTS**

**5<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	Performance indicators
<b>Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts –</b> Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society <b>(Continued)</b>		
<ul style="list-style-type: none"> <li>- Become familiar with genre paintings, including: George Caleb Bingham, <i>Fur Traders Descending the Missouri</i> William Sidney Mount <i>Eel Spearing at Setauket</i></li> <li>- Become familiar with art related to the Civil War, including: Civil War photography of Matthew Brady and his Colleagues <i>The Shaw Memorial</i> with popular prints by Currier and Ives</li> </ul> <b>• Art of Japan</b>		

<ul style="list-style-type: none"> <li>- Become familiar with The Great Buddha (also known as the Kamakura Buddha)</li> <li>Landscape gardens</li> </ul>		
--	--	--

**THE ICAHN CHARTER SCHOOL  
CORE KNOWLEDGE CURRICULUM**

**ENGLISH LANGUAGE ARTS**

**6<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS
<b>Standard 1 – Students will read, write, listen and speak for information and understanding</b> The following core topics will be used through the four ELA standards: <b>Poetry:</b> <ul style="list-style-type: none"> <li>• All the world's a stage.</li> <li>• Apostrophe to the Ocean</li> <li>• I Wondered Lonely as a Cloud</li> <li>• If</li> <li>• Mother to Son</li> <li>• Lift Ev'ry Voice and Sing</li> <li>• A narrow fellow in the grass</li> <li>• A Psalm of Life</li> <li>• The Raven</li> <li>• A song of Greatness</li> <li>• Stopping by Woods on a Snowy evening</li> <li>• Sympathy</li> <li>• There is no frigate like a book</li> <li>• The Walloping Window-blind</li> <li>• Women Work</li> <li>• The poem on the Statue of Liberty</li> </ul> <b>Fiction and Drama</b>		
	<ul style="list-style-type: none"> <li>• Read for information and understanding</li> <li>• Write for information and understanding</li> <li>• Listen for information and understanding</li> <li>• Speak for information and Understanding</li> </ul>	Through cross curricular areas and ELA Standards <b>Writing and Research</b> <ul style="list-style-type: none"> <li>• Produce a variety of types of writing including reports, summaries, letters, descriptions, and essays that explain a process, stories, and poems with a coherent structure or story line.</li> <li>• Produces a persuasive essay with attention to supporting a thesis with evidence, examples, and reasoning; distinguishing evidence from opinion; anticipating and answering counter-arguments; maintaining a reasonable tone.</li> <li>• Writes a research essay gathering information from different sources such as encyclopedia, magazines, interviews, observations, atlas, internet, with attention to: summarizing; paraphrasing; quoting accurately when taking notes; defining a thesis; organizing with an outline; integrating quotations from sources; acknowledging sources and avoiding plagiarism; and preparing a bibliography</li> <li>• Demonstrate the ability to manage the conventions, grammar and usage of English by:               <ul style="list-style-type: none"> <li>- Use of stylistic and rhetorical aspects of writing such as descriptive language that clarifies and enhances ideas; use of paragraph forms in writing; variety</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• <b>Stories</b> <ul style="list-style-type: none"> <li>- Dr. Jekyll and Mr. Hyde</li> <li>- The Iliad and The Odyssey</li> <li>- The Secret Garden</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>of sentence structures to expand and embed ideas; and the use of transitional devices.</li> <li>- Uses conventions of punctuation in written works.</li> <li>- Understand and use parts of speech.</li> <li>- Use simple and compound sentences in written compositions. <ul style="list-style-type: none"> <li>- Use underlining, italics , or footnotes for titles of books, magazines, plays, movies, etc.</li> </ul> </li> <li>• Know and use interjections, coordinating conjunctions in written compositions.</li> </ul>
<b>Standard 2 – Students will read, write, listen and speak for literary response and expression.</b>		
<ul style="list-style-type: none"> <li>• <b>Drama</b> <ul style="list-style-type: none"> <li>- Julius Caesar</li> </ul> </li> <li>• <b>Classical Mythology</b> <ul style="list-style-type: none"> <li>- Apollo and Daphne</li> <li>- Orpheus and Eurydice</li> <li>- Narcissus and Echo</li> <li>- Pygmalion and Galatea</li> </ul> </li> <li>• <b>Saying and Phrases</b> That differ from the standard culture of literate American English integrated as applicable to course of yearly topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Read for literary response and expression</li> <li>• Write for literary response and expression</li> <li>• Listen for literary response and expression</li> <li>• Speak for literary response and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Students previews text, by skimming materials; use of textual clues and text format;</li> <li>• Establish and adjusts purposes for reading</li> <li>• Represents concrete information such as persons, places, things, and events through explicit mental pictures.</li> <li>• Make, confirm and revises predictions about what will be found</li> <li>• Understands inferred and recurring themes in literary works.</li> <li>• Read stories, poems, and passages with attention to literary devices.</li> <li>Apply reading skills and strategies to a variety of literary passages and texts.</li> <li>• Understands complex elements of plot development</li> <li>• Understand dialogues and how they relate to a story.</li> <li>• Identify recurring themes across literary works.</li> <li>• Understands the use of language I literary works to convey mood, images, and meaning.</li> <li>• Plays a variety of roles in group discussions.</li> <li>• Uses strategies such as taking notes; organization, summarizing and paraphrasing to enhance listing comprehension.</li> </ul>
<b>Standard 3 – Students will read, write, listen, and speak for critical analysis and evaluations</b>		
	<ul style="list-style-type: none"> <li>• Read for critical analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and use effectively writing techniques in</li> </ul>



	and evaluation <ul style="list-style-type: none"> <li>• Write for critical analysis and evaluation</li> <li>• Listen for critical analysis and evaluation</li> <li>• Speak for critical analysis and evaluation</li> </ul>	accomplishing and author's purpose. <ul style="list-style-type: none"> <li>• Recognize and analyze an author's assumption and beliefs underlying the author's purpose.</li> <li>• Evaluates strategies used by speakers in oral presentation. Such as non verbal techniques and word choices.</li> <li>• Understands the elements of persuasion and appeal in spoken texts.</li> </ul>
<b>Standard 4 – Students will read, write, listen and speak for social interaction</b>		
	<ul style="list-style-type: none"> <li>• Read for social interaction</li> <li>• Write for social interaction</li> <li>• Listen for social interaction</li> <li>• Speak for social interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to group discussions.</li> <li>• Asks questions to seek elaboration and clarification of ideas.</li> <li>• Uses level appropriate vocabulary in speech</li> <li>• Understands implicit statements of attitude and opinion conveyed by tone of voice and expressions.</li> <li>• Organize and present oral presentations appropriate to the audience.</li> <li>• Uses appropriate verbal and nonverbal techniques for oral presentations.</li> <li>• Understands and uses language in different ways across a variety of social situations such as formal and formal speech in different social situations.</li> </ul>

## CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

6<sup>th</sup> to 8<sup>th</sup> Grade

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of the
-----------------------	--	--

		grade.
<b>Standard 1</b> – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.		
	<ul style="list-style-type: none"> <li>• Career Planning</li> <li>• Changing Role of Men and Women</li> <li>• Changing Workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Serve occasionally as leaders/followers of groups</li> <li>• Enlisting others to work towards a shared vision</li> <li>• Celebrate accomplishments</li> <li>• Recognize the contribution of others</li> <li>• Passes on authority when appropriate</li> <li>• Understands preferred working environments</li> <li>• Performs analysis of employability.</li> <li>• Keeps a log documenting personal improvements.</li> <li>• Summarizes personal educational background, personal work experience.</li> <li>• Identifies key accomplishments and successes in life</li> <li>• Identifies desired future accomplishments</li> </ul>
<b>Standard 2</b> – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings		
	<ul style="list-style-type: none"> <li>• Application to “Real World” Settings</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies a sense of purpose</li> <li>• Selects an appropriate course of action in an emergency</li> <li>• Identifies situations in the community and in one’s personal life in which a decision is required.</li> <li>• Secures factual information needed to evaluate alternatives.</li> <li>• Establishes guidelines and rules for negotiating</li> <li>• Identifies individual vs. group or organizational interest in conflicts.</li> </ul>
<b>Standard 3a</b> – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace		
	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Information Gathering Skills</li> <li>• Problem Solving Skills</li> <li>• Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in active listening</li> <li>• Communicates in a clear manner during conversations</li> <li>• Demonstrates respect for others in a group</li> <li>• Takes initiative in interacting with others</li> <li>• Identifies alternative courses of action and predicts likely consequences for each</li> </ul>

		<ul style="list-style-type: none"> <li>• Analyzes personal decisions in terms of the options that were considered</li> <li>• Identifies personal styles</li> <li>• Works well with different ethnic groups</li> <li>• Understands the impact of criticism on emotional state, behaviors and beliefs.</li> <li>• Does not blame</li> <li>• Determines the seriousness of conflicts.</li> </ul>
<b>Standard 3b</b> – Students will choose a career major, will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post secondary programs.		
	<ul style="list-style-type: none"> <li>• Interpersonal Skills</li> <li>• Interrelatedness of Business, Social, Economic Systems</li> <li>• Resources Allocation</li> <li>• Targeted Technical Knowledge/Skills</li> </ul>	<p>At the middle school level students will be able to:</p> <ul style="list-style-type: none"> <li>• Makes effective decisions about consumer products based on important criteria, including external features, performance, durability, cost, and personal tradeoffs.</li> <li>• Selects appropriate locations for specific service industries within the community.</li> <li>• Works well with opposite gender, different ethnic groups.</li> <li>• Uses nonverbal communication such as eyes contact, body position, and voice tone effectively.</li> <li>• Reacts to ideas rather than to the person presenting the idea.</li> <li>• Acknowledges the strengths of others..</li> <li>• Understand to display reliability and a basic sense of work ethic.</li> <li>• Gain basic understanding of how people interact and operate effectively within an organization.</li> </ul>

## SOCIAL STUDIES

## 6<sup>th</sup> Grade

Core Knowledge Topics across the standards	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of the grade.
<b>Standard 1</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.		
<b>Immigration, Industrialization, and Urbanization</b> <u><b>Immigration:</b></u> <ul style="list-style-type: none"> <li>Waves of new immigrants from about 1830 onward; Ellis Island; immigrants from Asian countries; large immigrant population settlements in NY, Chicago, Philadelphia, Detroit, Cleveland, Boston &amp; San Francisco.</li> <li>The tension between ideals and realities               <ul style="list-style-type: none"> <li>“the melting pot”;</li> </ul> </li> </ul>	United States & New York History <ul style="list-style-type: none"> <li>Intellectual Skills</li> <li>Belief Systems</li> <li>Conflict</li> <li>Cultural Identity, Diversity and interdependence.</li> </ul>	<ul style="list-style-type: none"> <li>Construct time line in significant historical events that mark evenly spaced intervals the years, decades, and centuries</li> <li>Understand broadly define eras of state and local historical events..</li> <li>Understand the specific decisions and events had an impact on history.</li> <li>Predict how events might have turned out differently in one's local community if specific individuals or groups had chosen different courses of action.</li> <li>Understand the lives of immigrants in American Society during the antebellum period..</li> <li>Understands elements of suffrage in the antebellum years.</li> <li>Understand how historical figures in the U. S. and other</li> </ul>

<ul style="list-style-type: none"> <li>- "the land of opportunity" vs. resistance, discrimination and "nativism"</li> <li>- Resistance to Catholics and Jews</li> <li>- Chinese Exclusion Act</li> </ul> <p><b>Industrialization &amp; Urbanization</b></p> <ul style="list-style-type: none"> <li>• Post Industrial Boom <ul style="list-style-type: none"> <li>- The "Gilded Age"; the growing gap between social classes; "Rags to riches stories"; Growth of industrial cities: Chicago, Cleveland, Pittsburgh; African Americans move north; Urban corruption, "machine politics: "Boss" Tweed in NYC, Tammany Hall.</li> </ul> </li> <li>• Condition of Labors: "sweat shops"; women and child laborers; Unions: American Federation of Labor, Samuel Gompers; Strikes and retaliation: Haymarket Square, Homestead, Pa; Labor Day.</li> <li>• Influence of big businesses: industrialist and capitalists: "Captains of industry" and "robber barons"; Capitalists as philanthropists.</li> <li>• "Free enterprise" vs. government regulation of business: Interstate Commerce Act and Sherman Antitrust Act.</li> </ul> <p><b>Women's suffrage</b></p>		<p>parts of the world have advanced the rights of individuals and promoted the common good, the character traits that made them successful.</p> <ul style="list-style-type: none"> <li>• Understand historical figures who believed in the fundamental democratic values such as truth, justice, equality, responsibility, and the significance both in their historical context and today.</li> <li>• Understands and articulates how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions.</li> <li>• Understands and articulates the extension, restriction, and reorganization of political democracy after the 1800.</li> <li>• Understand how women influenced reform movements and American Society.</li> <li>• Understand social and economic elements of urban and rural life in the early and mid 19<sup>th</sup> century.</li> <li>• Understands the rise of American labor movement and how political issues have an effect on social and economic changes</li> <li>• .</li> </ul>
---	--	--

- Susan B. Anthony; Nineteenth Amendment (1920)		
<b>Standard 2</b> – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.		
<p><b>Ancient Civilizations</b></p> <p><b>Judaism and Christianity</b>  <u>Basic ideas in common:</u>          - Nature of God and humanity          - Hebrew Bible and Old Testament of Christian Bible.</p> <p><u>Judaism</u>          Torah: monotheism          - Idea of a “covenant” between God and man.          Concept of law, justice, and social responsibility: the ten commandments</p> <p><u>Christianity</u>          - New Testament extensions of Judaic principles (“eye for an eye; “turn the other cheek”)          - The Sermon on the Mount and the two” great commandments</p> <p><b>Ancient Greece</b>          The Greek Polis and patriotism          - Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy; The Assembly; Suffrage; majority vote          - The “classical” ideal of human life</p>	<p>World history</p> <ul style="list-style-type: none"> <li>• Intellectual Skills</li> <li>• Belief Systems</li> <li>• Conflict</li> <li>• Cultural Identity, Diversity, and Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the major characteristics and contributions of the Meso-American Civilizations</li> <li>• Understand characteristics of the Spanish and Portuguese exploration and the conquest of the Americas. The social composition of early settlers of America and their motives for exploration and colonization</li> <li>•</li> </ul>

<p>and works: The ideal of the well-rounded individual and worthy citizen; Pericles and the "Golden Age"; Architecture: the Parthenon; Games: The Olympics</p> <ul style="list-style-type: none"> <li>- The Greek wars: victory and hubris, defeat and shame; Persian Wars: Marathon: Thermopylae; Salamis; The Peloponnesian War: Sparta defeats Athens</li> <li>- Socrates and Plato: Socrates was Plato's teacher; For Socrates, wisdom is knowing that you do not know; the trials of Socrates.</li> <li>- Plato and Aristotle: Plato was Aristotle's teacher; agreed that reason and philosophy should rule our lives, not emotions and rhetoric; disagreed where true "reality" is.</li> <li>- Alexander the Great and the spread of Greek culture: the library at Alexandria.</li> </ul> <p><b>Ancient Rome</b></p> <ul style="list-style-type: none"> <li>- The Roman Republic: Builds upon Greek and classical ideals; Class and status: patricians, plebeians, and slaves; Roman government: consuls, tribunes, and senators.</li> <li>- The Punic War: Rome vs. Carthage.</li> <li>- Julius Caesar</li> <li>- Augustus Caesar: Pax Romana;</li> </ul>		
--	--	--

<p>Roman law and the administration of the empire; Virgil, The Aeneid, an epic of Rome's legendary origins.</p> <ul style="list-style-type: none"> <li>- Christianity under the Roman Empire: Jesus' instruction to "Render unto Caesar the things which are Caesar's and unto God the things are God's"; Roman persecution of Christians; Constantine: the first Christian Roman emperor.</li> <li>- The "decline and fall" of the Roman Empire: Causes debated by historians; Rome's "decline and fall" perceived as an "object lesson" for later generations and societies.</li> </ul> <p><b>The Enlightenment</b></p> <ul style="list-style-type: none"> <li>- Faith in science and human reasoning.: Newton, Descartes</li> <li>- Two ideas of "human nature": Thomas Hobbes and John Locke.</li> <li>- Influence of the Enlightenment on the beginnings of the US: Jefferson, Montesquieu</li> </ul> <p><b>The French Revolution</b></p> <ul style="list-style-type: none"> <li>- Influence of Enlightenment ideas, the English Revolution on movements in America and France.</li> <li>- The American Revolution: French alliance and affect on both sides.</li> </ul>		<ul style="list-style-type: none"> <li>• Understands the significance of the Scientific Revolution and the Age of Enlightenment. Such as the impact of astronomical discoveries, principal ideas of the Enlightenment, from rationalism to theories of education.</li> <li>• Understands the term Scientific Revolution; the lives and achievements of significant figures during the revolution.</li> <li>• Understands patterns of social and cultural continuity in various societies such as how people maintained traditions and resisted external challenges in the context of a changing world.</li> <li>• Understands the ideas and events that shaped the Revolution in France such as the causes, characters, and consequences; the meaning of the slogan in</li> </ul>
---	--	---





<ul style="list-style-type: none"> <li>- Romanticism in literature, visual arts and music.</li> </ul> <p><b>Industrialism, Capitalism, and Socialism</b></p> <ul style="list-style-type: none"> <li>• <b>The Industrial Revolution</b></li> <li>- Beginnings in Great Britain: Revolution in transportation</li> <li>- Revolution in textiles</li> <li>- Iron and Steel mills</li> <li>- The early factory system</li> <li>• <b>Capitalism</b></li> <li>- Adam Smith and the idea of laissez fair vs. government intervention in economic and social matters.</li> <li>- Law of supply and demand</li> <li>- Growing gaps between social classes: Disraeli's image of "two nations" (the rich and the poor)</li> <li>• <b>Socialism</b></li> <li>- An idea that took many forms; an attempt to offer an alternative to capitalism.</li> <li>- Marxism: the Communist form of Socialism; Karl Marx and Friedrich Engel's, The Communist Manifesto: "Workers of the world unite!"; Class struggle: bourgeoisie and proletariat; Communists, in contrast to Socialists, opposed to all forms of private property</li> </ul> <p><b>Latin American Independence Movements</b></p> <ul style="list-style-type: none"> <li>• <b>History</b></li> </ul>		<ul style="list-style-type: none"> <li>• Understands how figures such as John Kay, James Hargreaves, James Watt, Edmund Cartwright, and Richard Arkwright contributed to industrialize England.</li> <li>• Understands how ideals and institutions of freedom, equality, justice, and citizenship have changed over time from one society to another.</li> <li>• Understands major patterns of long distance trade from ancient times to the present and how trade has contributed to economic and cultural change in particular societies or civilizations.</li> <li>• Understands ways in which human action has contributed to long term changes in the natural environment in particular regions or worldwide.</li> <li>• Understands the origins and development of Latin American Independence movements.</li> <li>• Understands and articulates how the American, French, and Haitian revolutions and South American rebellions influenced the development of independence movements in Latin America.</li> <li>• Understand the political and ideological objectives and the success of the independence movements.</li> <li>• Understands and articulates how the colonial powers and independent countries of Latin America changes between 1700 and 1828.</li> </ul>
---	--	---

<ul style="list-style-type: none"> <li>- The name "Latin America" comes from the Latin origin of the languages now not widely spoken (Spanish and Portuguese).</li> <li>- Haitian revolution</li> <li>- Mexican revolutions</li> <li>- Liberators</li> <li>- New nations in Central America.</li> <li>- Brazilian independence from Portugal</li> </ul>		<ul style="list-style-type: none"> <li>• Understands the role of geography in the outcome of the Latin American movement.</li> <li>• Understands the consequences of the significant revolutions of the early 20<sup>th</sup> century such as the prominent figures in the Mexican Revolution and its significance as the first 20<sup>th</sup> century movement in which peasants played a prominent role.</li> </ul>
<b>Standard 3</b> – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the earth's surface.		
<p>Core Knowledge topics under American and World history are used to acquire skills under standard 3.</p> <p><b>Spatial Sense</b></p> <ul style="list-style-type: none"> <li>- Continents and major oceans</li> <li>- How to read maps and globes using longitude and latitude; coordinate; degrees</li> <li>- Tropic of Cancer and Tropic of Capricorn; relations to seasons and temperature</li> <li>- Climate zones: arctic, tropic, temperate</li> <li>- Arctic circle and Antarctic Circle</li> </ul> <p><b>Geography</b></p> <p><b>-Great Deserts of the World</b></p> <p>What is a desert? Hot/cold deserts; Major deserts in: Africa, Australia, Asia, North America, South</p>	<p>Local, National and Global Spatial View</p> <ul style="list-style-type: none"> <li>• Environmental and society</li> <li>• Intellectual Skills               <ul style="list-style-type: none"> <li>- Human systems</li> <li>- Physical systems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interpret topography using photos and maps.</li> <li>• Use map grids to plot absolute locations.</li> <li>• Know the approximate location of major continents, mountain ranges, and bodies of water on Earth.</li> <li>• Understand how human characteristics make specific regions distinctive.</li> <li>• Know and understand how cultures influence the characteristics of specific regions.</li> <li>• Identify how different cultures differ in the use of similar environment and resource based on location.</li> <li>• Know the ways in which human activities are constrained by the physical environment.</li> <li>• Understands ways in which human action has contributed to long term changes in the natural environment in particular regions or worldwide.</li> <li>• Knows the location of physical and human features on maps and globes.</li> <li>• Knows how mental maps can reflect attitudes and perceptions of places.</li> <li>• Knows the relative location of, size of, and distances</li> </ul>

<p>America  <b>- Geography of Latin America:</b>  Mexico, Panama, Central America and South America: locate major cities and countries including Caracas, Bogotá, Quito, Lima, Santiago, La Paz; Andes Mountains; Brazil: largest country in South America; rain forest: Rio de Janeiro; Amazon River; Argentina: Rio de Plata; Buenos Aires; Pampas</p>		<p>between places.</p> <ul style="list-style-type: none"> <li>• Knows the factors that influence spatial perception such as culture, education, age, gender, occupation and experience.</li> <li>• Knows the causes and effects of changes in a place over time such as physical changes in forest cover, water distribution, temperature fluctuations, and human changes such as urban growth, the clearing of forests, and development of transportation systems</li> </ul>
<p><b>Standard 4</b> – Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resource, how major decisions making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>		
<p>Topic from standard 1 and 2</p>	<p>United States and Other Societies</p> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Intellectual Skills</li> <li>• Needs; Wants</li> <li>• Human, Natural and Capital Resources Allocation</li> </ul>	<p>Students use topics under Standard 1 (United States History and Standard 2 (World History) to examine:</p> <ul style="list-style-type: none"> <li>• Understand historic and contemporary economic trade networks</li> <li>• Territorial expansion as a route to national growth</li> <li>• Understand why people choose to settle in different places.</li> <li>• Know the reasons for the growth and decline of settlements.</li> <li>• Understands the ways in which human induced changes in the physical environment in one place can cause changes in other places.</li> <li>• Knows the ways people take aspects of the environment into account when deciding on locations for human activities.</li> <li>• Knows ways in which human systems develop in response to conditions in the physical environment.</li> </ul>

**Standard 5** – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U. S. and other nations, the US. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation

Topics from standard 1 and 2	<p>New York, United States and World Government</p> <ul style="list-style-type: none"> <li>• Intellectual Skills</li> <li>• Citizenship, Civic Values, Government</li> <li>• Human Rights: Justice</li> <li>• Political Systems</li> <li>• Power</li> </ul>	<p>Students use topics under Standard 1 (United States History and Standard 2 (World History) to :</p> <ul style="list-style-type: none"> <li>• Examine the basic principles for need to amend the constitution</li> <li>• Examine the basic principles for peoples to engage in treaties and pacts</li> <li>• Identify the difference between power(the capacity to direct or control something or someone) and authority (power that people have the right to use because of custom, law, or consent of the governed.</li> <li>• Understands the importance of equality of opportunity and equal protection of the law as a characteristic of American society</li> <li>• Knows how fundamental values and principles of American democracy are expressed in documents such as the Declaration of Independence.</li> <li>• Examine the basic principles for peoples to engage in treaties and pacts</li> <li>• Understands common features of Greek city-states, the political, social, and legal character of the polis and its influence on American democratic government.</li> </ul>
------------------------------	---	--

# MATHEMATICS, SCIENCE, AND TECHNOLOGY

6<sup>th</sup> Grade

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of each grade
<b>Standard 1</b> – Students will use mathematical analysis, specific inquiry, and engineering design, as appropriate, to post questions, seek answers, and develop solution		
	<ul style="list-style-type: none"> <li>• Mathematical Analysis</li> <li>• Scientific Inquiry</li> <li>• Engineering Design</li> </ul>	<p><b>Mathematical Analysis</b></p> <ul style="list-style-type: none"> <li>• Use abstract and symbolic representations to communicate.</li> <li>• Use extended mathematical notations and symbols to include variables and algebraic expressions to describe and compare quantities and express relationships.</li> <li>• Use deductive and inductive reasoning to reach conclusions</li> <li>• Use inductive reasoning to construct, evaluate and validate conjectures and arguments.</li> <li>• Use critical thinking skills to solve mathematical problems.</li> <li>• Apply knowledge of mathematics to solve real life problems.</li> <li>• Use various ways to present data from investigations.</li> </ul> <p><b>Science Inquiry</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of scientific inquiry to develop explanations of phenomena.</li> <li>• Independently formulates questions with the aid of appropriate references that guide the search of explanations and observations.</li> <li>• Completes research proposals, recording observations</li> </ul>

		<p>and measurements through various means such as lab note, visual aids, etc. to help in the observations, analysis, and testing of hypothesis.</p> <ul style="list-style-type: none"> <li>• Develops systems to clarify, assess critically, and to reconcile with their own thinking the ideas presented by others.</li> <li>• Interpret organized data to answer research questions or hypothesis to gain insight of a problem.</li> <li>• Use charts, tables, graphs and other presentations in creative ways to help address their research and present results.</li> <li>• Use results of the scientific process to modify their personal understanding of phenomena.</li> </ul> <p><b>Engineering Design</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding that design is an interactive process involving modeling and optimization in order to find the best solution.</li> <li>• Identify needs and opportunities for technical solutions from investigations of general or social interests and in a variety of academic subjects.</li> <li>• Develops a plan which includes drawings with measurements, details of construction, and constructs the model exhibiting a degree of craftsmanship.</li> <li>• Generates alternatives ideas and solutions through group interaction; evaluates, critiques, and explains why the chosen idea is optimal.</li> <li>• Designs a solution or product, taking into account needs and constraints such as cost, time, trade-offs, properties of materials, safety, and aesthetics.</li> <li>• Locates and utilizes a range of printed, electronic, and human information resources to obtain ideas.</li> <li>• Uses design specifications to evaluate and test solutions in groups to describe how designs may be modified for optimum results.</li> </ul>
--	--	--

<b>Standard 2 – Students will access, generate, process, and transfer information using appropriate technologies.</b>		
	<ul style="list-style-type: none"> <li>• Using information Technology</li> <li>• Impacts of Information Technology</li> </ul>	<p><u>Using Technology</u></p> <ul style="list-style-type: none"> <li>• Uses advanced features and utilities of word processors.</li> <li>• Knows the differing capacities and trade-offs for computer storage media, such as CD-ROMs, floppy disks, hard drives, and tape drives.</li> <li>• Uses internet to gather and research information and incorporate the information in documents/projects in all curriculum area.</li> <li>• Incorporates a variety of computer applications such as word processing, spreadsheets and power point presentations in assignments and projects.</li> </ul> <p><u>Impact of Information Technology</u></p> <ul style="list-style-type: none"> <li>• Identify ways in which technology such as computers help people solve problems, get work done, and be used to play.</li> <li>• Identifies ways in which technology and society influence one another: changes often are accompanied by social, political, and economic changes; technology is influenced by social needs, attitudes, values, and limitations, and cultural backgrounds and beliefs.</li> <li>• Recognizes the constructive and destructive influence of information systems in the world.</li> <li>• Identifies and analyzes the impacts and limits of an informational system.</li> <li>• Identifies and understands the ethical implications inherent in the effective use of applications and information accessed using technology.</li> </ul>
<b>Standard 3 – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.</b>		
	<ul style="list-style-type: none"> <li>• Mathematical reasoning</li> <li>• Number and Numeration</li> </ul>	<p><u>Mathematical Reasoning</u></p> <ul style="list-style-type: none"> <li>• Uses a variety of strategies to understand problem situations.</li> </ul>



	<ul style="list-style-type: none"> <li>• Operations</li> <li>• Modeling/Multiple Representation</li> <li>• Measurement</li> <li>• Uncertainty</li> <li>• Patterns/Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Represents problems solutions in a variety of forms.</li> <li>• Applies basic computation to problems from other subject areas and real world situations.</li> <li>• Makes and evaluates conjectures and arguments using appropriate language</li> <li>• Writes and solves open sentences while working with word problems.</li> <li>• Restates problems in own words.</li> <li>• Uses extended recordkeeping projects involving data gathering</li> <li>• Constructs a physical representations of complex problems.</li> <li>• Makes attempts to verify solutions/results in situations where warranted.</li> <li>• Seeks clarifications with peers</li> <li>• Draws conclusions based on inductive reasoning</li> <li>• Justifies conclusions involving simple and compound statements</li> <li>• Develops formulas where applicable</li> <li>• Justifies conclusions involving using appropriate mathematical terminology.</li> <li>• Makes conclusions based on inductive reasoning</li> <li>• Uses computation skills in investigation studies in other subject areas and games.</li> </ul> <p><u>Number and Numeration</u></p> <ul style="list-style-type: none"> <li>• Understands, represents, and uses numbers in a variety of equivalent forms such as integers, fractions, decimals, percents, exponential, and expanded notation.</li> <li>• Uses circle graph to explore the concept of percents.</li> <li>• Relates fractional notation to ratio and probability.</li> <li>• Integrates the study of fractions and ration with the study of shape and area</li> <li>• Identifies representations of a given percent and describes orally and in writing the equivalent relationship between</li> </ul>
--	--	--

		<p>fractions, decimals, and percents.</p> <ul style="list-style-type: none"> <li>• Describes and compares two sets of data, using ratios, and the use of appropriate notations such as <math>a/b</math>; <math>a</math> to <math>b</math>; <math>a:b</math></li> <li>• Uses factoring techniques to determine common denominator</li> <li>• Explains orally and in writing the concepts of prime and composite numbers.</li> <li>• Recognizes order relations for decimals, integers, and rational numbers</li> </ul> <p><u>Operations</u></p> <ul style="list-style-type: none"> <li>• Adds, subtracts, multiplies, and divides fractions, decimals, and integers.</li> <li>• Uses the conventional rules for order of operations such as parentheses, exponents, multiplication and division, and addition and subtraction.</li> <li>• Divides fractions, using a variety of approaches such as factor product, partitioning, measurement, common denominator, and multiply by the reciprocal.</li> <li>• Accurately states the purpose for each step in basic calculations.</li> <li>• Develops appropriate proficiency with facts and algorithms.</li> <li>• Uses ratio and portion concepts to solve problems</li> <li>• Develops strategies for mental math.</li> </ul> <p><u>Modeling/ Multiple Representations</u></p> <ul style="list-style-type: none"> <li>• Analyze the effects of combining subdividing, and changing basic shapes.</li> <li>• Uses geometric ideas to solve problems.</li> <li>• Understands characteristics of the concept of three dimensions.</li> <li>• Uses maps and scale drawings to represent real objects or places.</li> </ul>
--	--	--

		<ul style="list-style-type: none"> <li>• Uses coordinate plane to explore geometric ideas.</li> <li>• Uses graphs to represent numerical relationships.</li> <li>• Creates problem situations based on a given open sentence.</li> <li>• Uses variable to represent relationships</li> <li>• Identifies events with a probability equal to zero, events are certain and events with sporadic events.</li> </ul> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>• Measures temperatures of familiar substances.</li> <li>• Relates volume to capacity in terms of metric and English measuring systems.</li> <li>• Measures volume and capacity in terms of Metric and English measuring tools.</li> <li>• Uses measurement skills and applies formulas in measurement activities.</li> <li>• Collects and organizes data to answer questions.</li> <li>• Makes real word comparisons of measurements</li> </ul> <p><u>Uncertainty</u></p> <ul style="list-style-type: none"> <li>• Uses estimates to check the reasonable results obtained from computation, or use of technology.</li> <li>• Develops an awareness of when estimation is more appropriate.</li> <li>• Estimates probability of events.</li> <li>• Conducts simulations for experiments that cannot be determined theoretically.</li> <li>• Conducts and predicts outcomes of experiments with independent events.</li> <li>• Understands how to express probability in a variety of ways</li> </ul> <p><u>Patterns/Functions</u></p> <ul style="list-style-type: none"> <li>• Uses tables and graphs to help to identify patterns..</li> </ul>
--	--	---

		<ul style="list-style-type: none"> <li>• Uses a variety of representations for the same functional relationships.</li> <li>• Distinguishes between linear and quadratic relationships.</li> <li>• Understands that the basic function of tables and graphs is to make explicit how the values of one quantity are related to the value of another.</li> <li>• Use concrete and artistic experiences to explain similarity and congruence in plan geometric figures.</li> <li>• Uses properties of polygons to classify them.</li> <li>• Explores relationships involving points, lines, angles, and planes.</li> <li>• Investigates intuitively the concept of similarity among triangles.</li> <li>• Uses math sentences of patterns and functions to represent and solves problems.</li> </ul>
<b>Standard 4</b> – Students will understand and apply scientific concepts, principles, and themes pertaining to the physical setting and living environment and recognize the historical development of ideas in science.		
<b>Physics:</b>  <b>Mechanical Concepts</b> <ul style="list-style-type: none"> <li>• Speed               <ul style="list-style-type: none"> <li>- How far something travels in a unit of time</li> <li>- Familiar units for measuring speed</li> </ul> </li> <li>• Force               <ul style="list-style-type: none"> <li>- Force as a push or pull that produces a change in the state of motion of an object.</li> <li>- Measuring force,</li> </ul> </li> </ul>	<u>Physical Setting</u> <ul style="list-style-type: none"> <li>• Earth &amp; celestial phenomena</li> <li>• Interactions among air, water, land</li> <li>• Properties of matter</li> <li>• Energy</li> <li>• Energy &amp; matter Interactions</li> </ul> <u>Living Environment</u> <ul style="list-style-type: none"> <li>• Living things/non-living things (similarities &amp; differences)</li> <li>• Inherited genetic information</li> <li>• Organisms/species change over time</li> </ul>	

<p>expressed in units of mass: pounds (English System), Newton's (Metric System)</p> <ul style="list-style-type: none"> <li>• Work <ul style="list-style-type: none"> <li>- Relation between force and distance: work is done when force is exerted over a distance.</li> <li>- Equation: Work equals force x Distance</li> </ul> </li> <li>• Energy <ul style="list-style-type: none"> <li>- Defined as the ability to do work</li> <li>- Energy as distinguished from work – to have energy, a thing does not have to move. Work is the transfer of energy.</li> <li>- Two main types of energy: kinetic and potential; Some types of potential energy – gravitational, chemical, elastic, electromagnetic. Some types of kinetic energy: moving objects, heat, sound and other waves.</li> <li>- Energy is conserved in a system.</li> </ul> </li> <li>• Power <ul style="list-style-type: none"> <li>- Relationship between work and time: a measure of work done</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continuity of life reproduction</li> <li>• Organisms &amp; dynamic equilibrium,</li> <li>• Dependence of plants &amp; animals on each other &amp; environment</li> <li>• Impact of human activities impact environment.</li> </ul>	
--	---	--

and the time it take do it.  
Common units of  
measuring power: foot-  
pounds per second,  
horsepower(English);  
watts, kilowatts (metric  
system).

### **Energy, Heat, and Energy Transfer**

- Energy
  - Six forms of energy:  
mechanical, heat,  
electrical, wave, chemical,  
nuclear.
  - Many forms of energy are  
interchangeable, such as  
gasoline in a car,  
windmills, and  
hydroelectric plants.
  - Sources of energy: coal,  
natural gas, solar, atomic,  
geothermal, mechanical  
motion such as falling  
water and wind.
  - Fossil fuels:  
carbon; coal; oil; natural  
gas; Fossil fuel as finite  
resource; Environmental  
impact of fossil fuels;  
carbon dioxide and global  
warming theory;  
greenhouse effect; oil  
spills; acid rain.
  - Nuclear energy  
Uranium; fission

- Knows that energy is a property of many substances.
- Understands the law of conservation of energy.
- Knows that most chemical and nuclear reactions  
involve a transfer of energy.
- Knows that only a narrow range of wavelengths of  
electromagnetic radiation can be seen by the human  
eye;



<p>different boiling points.</p> <p><b>Astronomy: Gravity, Stars, and Galaxies</b></p> <ul style="list-style-type: none"> <li>• Gravity <ul style="list-style-type: none"> <li>- An attractive force; keeps planets in orbit</li> </ul> </li> <li>• Stars <ul style="list-style-type: none"> <li>- Sun is star</li> <li>- Kinds of stars</li> <li>- Supernova; black holes</li> <li>- Movement of stars caused by rotation of the earth</li> <li>- Constellations</li> <li>- Astronomical distance measured in light years.</li> </ul> </li> <li>• Galaxies <ul style="list-style-type: none"> <li>- Milky Way</li> <li>- Andromeda Galaxy</li> <li>- Quasars</li> </ul> </li> </ul> <p><b>LIFE SCIENCE</b></p> <p><b>The Forest</b></p> <ul style="list-style-type: none"> <li>- Interdependence of forest life</li> <li>- Woody perennials; the importance of lignin; difference between a tree and a shrub.</li> <li>- Growth and structure of trees: single stem (trunk) for height; advantages of height stem structure: xylem, cambium, phloem, heartwood, sapwood, rays, rings, bark</li> <li>- The "crown": actively</li> </ul>		<ul style="list-style-type: none"> <li>• Knows that all organisms are composed of cells, which are the fundamental units of life; most organisms are single cells, but other organisms (including humans) are multi-cellular</li> <li>• Knows how an organism's ability to regulate its internal environment enables the organism to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.</li> <li>• Knows that organisms can react to internal and environmental stimuli through behavioral responses.</li> <li>• Knows that there is a great variety of body plans and internal structures that serve specific functions for survival such as digestive structures in vertebrates, invertebrates, unicellular organisms, and plants.</li> <li>• Knows factors that affect the number and types of organisms an ecosystem can support such as abiotic factors such as quantity of light and water, range of temperatures, and soil composition; disease; competition from other organisms within the ecosystem; predation</li> </ul>
---	--	---



<p>growing leaf area</p> <ul style="list-style-type: none"> <li>- Types of roots; how water gets from the ground to the top</li> <li>- Tropical rain forest: distinguishing characteristics and species types. In Central and South America, Africa, Asia, Australia; High average rainfall and temperature; Mostly evergreen trees and plants, many vines; Contain half of the planet's species</li> <li>- Temperate hardwood forest: distinguishing characteristics and species types in North America, Europe, Asia; Seasonal rainfall; Succession of trees from conifers to deciduous depending on different climates and soil</li> <li>- Effects of deforestation; Change of weather patterns; Instability of humidity, temperature, carbon dioxide level; desertification.</li> </ul> <p><b>The Human Body</b></p> <ul style="list-style-type: none"> <li>- Circulatory and lymphatic systems: Lymph, lymph nodes,</li> </ul>		<ul style="list-style-type: none"> <li>• Knows that multi-cellular organisms have a variety of specialized cells, tissues, organs, and organ systems that perform</li> <li>• Knows that disease in organisms can be caused by intrinsic failures of the system or infection by other organisms specialized functions.</li> <li>• Explains the functioning of the major human organ systems and their interactions.</li> </ul>
---	--	---

<p>white cells, tonsils, blood pressure, hardening and clogging of arteries.</p> <ul style="list-style-type: none"> <li>- The immune system fights infections from bacteria, viruses, fungi; White cells, antibodies, antigens; Vaccines, communicable and non-communicable disease, epidemics; Bacterial diseases: tetanus, typhoid, tuberculosis; antibiotics like penicillin discovered by Alexander Fleming; Viral diseases: Common cold, chickenpox, mononucleosis, rabies, polio, AIDS</li> </ul> <p>Science Biographies</p> <ul style="list-style-type: none"> <li>- Marie Curie</li> <li>- Albert Einstein</li> <li>- Lewis Howard Latimer</li> <li>- Isaac Newton</li> </ul>		
<p><b>Standard 5</b> – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.</p>		
	<ul style="list-style-type: none"> <li>• Engineering Design</li> <li>• Tools, Resources &amp; Technological Processes</li> <li>• Computer Technology</li> <li>• History &amp; Evolution of Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and uses basic functions of computer hardware.</li> <li>• Identify and use basic facts about networked computers.</li> <li>• Connect via modem to other computer users via the internet.</li> <li>• Uses computer software programs, such as word processors, special purpose programs and games.</li> </ul>

	<ul style="list-style-type: none"> <li>• Management of Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Know and use different formats software applications to create things.</li> <li>• Assembles a computer system including keyboard, central processing unit and disc drives, mouse, modem, printer, and monitor.</li> <li>• Uses computer hardware and software to draw and dimension prototypical designs.</li> <li>• Describes how subsystems and system elements interact within systems.</li> <li>• Describes how system control requires sensing information, processing it, and making changes.</li> <li>• Describe how the evolution of technology led to the shift in society from an agricultural base to an industrial base to an information base.</li> <li>• Describe how new technologies have evolved as a result of combining existing technologies such as areas of photography and airplane technologies.</li> <li>• Describe how outputs technology systems can be desired, undesired, expected, or unexpected</li> <li>• Describe how technology reduces manufacturing and construction costs and produces more uniformed products.</li> <li>• Be able to provide examples of products that are well or poorly designed and made by describing their positive and negative attributes.</li> <li>• Assume leadership responsibilities with a structured group activity.</li> </ul>
<b>Standard 6</b> – Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.		
Embedded across the curriculum using Core Knowledge, trade books, classroom libraries,	<ul style="list-style-type: none"> <li>• Systems Thinking</li> <li>• Models</li> <li>• Magnitude &amp; Scale</li> <li>• Equilibrium &amp; Stability</li> <li>• Patterns of Change</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the costs and benefits of technology.</li> <li>• Identify how technology has benefited and affected people and their environment.</li> <li>• Identify how one invention can lead into new inventions.</li> <li>• Knows that science cannot answer all questions</li> </ul>

	<ul style="list-style-type: none"> <li>• Optimization</li> </ul>	<p>and technology cannot solve all human problems or meet all human needs.</p> <ul style="list-style-type: none"> <li>• Identifies ways in which technology has influenced the course of history.</li> <li>• Describes technology and science have a reciprocal relationship.</li> <li>• Articulates how invention is the process of creating a new system or object out of an idea while innovation is the process of modifying an existing system or object to improve it such as the specialization of function of a subsystem.</li> </ul>
<b>Standard 7</b> – Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.		
	<ul style="list-style-type: none"> <li>• Using math, science &amp; technology together to solve problems.</li> <li>• Using specific skills &amp; strategies to solve interdisciplinary (MST) problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify areas in which technology has improved quality of life.</li> <li>• Describes how technology and science have a reciprocal relationship</li> <li>• Identifies ways technology is used to protect the environment and prevent damage caused by nature.</li> <li>• Uses technology to gather and process information to develop a definition of a problem and possible solution.</li> <li>• Uses a variety of media to present the solution and communicate the results.</li> <li>• Designs solutions to real-world problems of general social interest related to the home, school or the community using scientific experimentation to inform the solution and applying mathematical concepts and reasoning to assist in developing a solution</li> </ul>

--	--	--

**HEALTH, PHYSICAL EDUCATION, FAMILY AND CONSUMER SCIENCES**

**6<sup>th</sup> to 8<sup>th</sup> Grade**

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of the grade.
<b>Standard 1</b> – Personal Health an Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and main personal health.		
	<ul style="list-style-type: none"> <li>• Human growth and development Positive healthy behaviors Basic motor and manipulative skills</li> <li>• Proficiency in complex motor and sport activities</li> <li>• Personal fitness programs</li> <li>• Good nutrition for appropriate diets Healthy food preparation</li> </ul>	<p><u>Human growth and development</u></p> <ul style="list-style-type: none"> <li>• Understands how the human body changes as people age.</li> <li>• Knows the similarities and differences between male and female sexuality.</li> <li>• Understands the processes of conception, prenatal development and birth.</li> <li>• Knows strategies for coping with concerns and stress related to the changes that occur during adolescence</li> <li>• Knows personal health strengths and risks.</li> <li>• Knows how positive health practices and appropriate health can help reduce heal risks.</li> </ul> <p><u>Proficiency in Complex motor and sport activities.</u></p> <ul style="list-style-type: none"> <li>• Uses intermediate sport-specific skills for individual, dual, and team sports; for dance and rhythmical activities; and for outdoor activities.</li> <li>• Uses basic offensive and defensive strategies in unstructured game environments such as limited rules, modified equipment, small number of participants.</li> <li>• Understands movement forms associated with highly skilled physical activities such as those that lead to successful serves, passes, and spikes in an eite volleyball game</li> </ul> <p><u>Personal Fitness programs</u></p> <ul style="list-style-type: none"> <li>• Understands principles of training and conditioning for specific physical activities.</li> <li>• Understands how changing information, abilities, priorities, and responsibilities influence personal health goals.</li> </ul>

		<ul style="list-style-type: none"> <li>• Knows how health is influenced by the interaction of body systems.</li> <li>• Knows strategies and skills that are used to attain personal health goals such as maintaining an exercise program, making healthy food choices.</li> <li>•</li> </ul> <p>Good nutrition for appropriate diets. Healthy food Preparation</p> <ul style="list-style-type: none"> <li>• Understands how eating properly can help to reduce health risks in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition.</li> <li>• Knows appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research,</li> <li>• Know eating disorders that affect health adversely such as anorexia, overeating, and bulimia.</li> <li>• Knows the principles of food safety involved with food storage and preparation such as proper refrigeration, hand washing, proper cooking and storage temperatures</li> </ul>
<b>Standard 2 – A safe and Healthy Environment</b> – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.		
	<ul style="list-style-type: none"> <li>• Responsible for personal and social behavior</li> <li>• Care for the environment</li> <li>• Home and community safety</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the importance of rules, procedure, and safe practice in physical activity settings.</li> <li>• Understands proper attitudes toward both winning and losing.</li> <li>• Knows the difference between inclusive and exclusionary behaviors in physical activity settings.</li> <li>• Knows conditions that may put people at higher risk of substance abuse problems.</li> <li>• Knows factors involved in the development of a drug dependence and early observable signs and symptoms.</li> <li>• Knows public policy approaches to substance abuse control and prevention.</li> </ul>

		•
<b>Standard 3 – Resource Management</b> - Students will understand and e able to manage their personal and community resources		
	<ul style="list-style-type: none"> <li>• Influences of culture, media and technology on healthy families and communities.</li> <li>• Informed and active consumers of community programs on physical fitness</li> <li>• Positive relationships in home, workplace and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Knows cultural beliefs, socioeconomic considerations and other environmental factors with a community that influences the health of its members.</li> <li>• Understands how various message from the media, technology, and other sources impact health practices such as health fads, advertising, misconceptions about treatment and prevention options.</li> <li>• Knows community resources that are available to assist people with alcohol, tobacco, and other drug problems</li> <li>• Uses information from fitness assessment to improve selected fitness components.</li> <li>• Participates in moderate to vigorous physical activity in a variety of settings such as gyms and community sponsored youth sports.</li> </ul>

## THE ARTS

## 6th Grade

Core Knowledge Topics	NYS Performance Statement and Standard	PERFORMANCE INDICATORS Knowledge and skills students attain by the end of the grade.
<b>Standard 1 – Creating, Performing and Participating in the Arts</b> - Students will actively engage in the process that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.		
<b>Note:</b> Core Knowledge Topics under other The Arts are	<ul style="list-style-type: none"> <li>• Dance Students will perform dance forms and understand</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and uses basic dance step positions, and spatial patterns for dance from various styles or traditions such as ballet, square, Middle Eastern, and modern</li> </ul>



<p>linked to address all four Arts Standards, as well as being linked to other disciplines.</p>	<p>choreography</p> <ul style="list-style-type: none"> <li>• Music Students will play their own music and music written by others</li> <li>• Theatre Students will create and perform theatre pieces</li> <li>• Visual Arts Students use a variety of materials and techniques to create art</li> </ul>	<p>dance.</p> <ul style="list-style-type: none"> <li>• Memorizes and reproduces movement sequences.</li> <li>• Creates dance that communicates topics or idea of personal significance</li> <li>• Creates goals to improve as a dancer</li> <li>• Sings on pitch and in rhythm</li> <li>• Improvises short songs and instrumental pieces using a variety of sound sources.</li> </ul> <p>Creates and arranges music to accompany readings or dramatization such as manipulating dimensions of a variety of sound, tempo, loudness, and mood.</p> <ul style="list-style-type: none"> <li>• Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and historical events.</li> <li>• Applies knowledge of different art media, techniques and processes effectively to his own creations.</li> <li>• Uses the qualities of structures and functions to communicate their own idea.</li> </ul>
<p><b>Standard 2</b> – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.</p>		
<p><b>Note:</b> Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p> <p><b>Elements of Music</b></p> <ul style="list-style-type: none"> <li>- Review from earlier grades: The orchestra and families of instruments; keyboard instruments; Vocal ranges: soprano, mezzo-soprano, alto;</li> </ul>	<p><u>Dance, Music, Theatre &amp; Visual Arts</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Evaluate and interpret art forms</li> <li>• Express opinions, using vocabulary of the art form</li> <li>• Connect art form to other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Performs simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments such as recorder-type instruments, percussion instruments, keyboard instruments, electronic instruments, and fretted instruments such as a guitar or ukulele.</li> <li>• Knows symbols and traditional terms referring to dynamics</li> <li>• Identifies the sounds of a variety of instruments.</li> <li>• Articulates the meanings constructed from one's own</li> </ul>

<p>tenor baritone, bass</p> <ul style="list-style-type: none"> <li>- Recognize frequently used Italian terms: <i>grave, largo, adagio, andante, mderto, allegro, presto, prestissimo, ritardando and accelerando, crescendo and decrescendo, legato.</i></li> <li>- Recognize introduction, interlude, and coda in musical selectionl.</li> <li>- Recognize theme and variation.</li> <li>- Identify chords[such as I(tonic(, IV (subdominant), V(dominant); V7]; major and minor chords; chord changes; intervals (third, fourth, fifth).</li> <li>- Understand what an octave is</li> <li>- Understand notation and fermes: treble clef, bass clef, staff, barline, double bar line, measure, repeat signs, whole note, half note, quarter note, eighth note, whole rest, half rest, quarter rest, eighth rest, grouped sixteenth notes, tied notes and dotted notes, sharps, flats, naturals, <i>Da capo al fine</i>, meter signature: 4/4 or common time 2/2, <math>\frac{3}{4}</math> 6/8.</li> </ul>		<p>and others' dramatic performance</p> <ul style="list-style-type: none"> <li>• Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions.</li> <li>• Understands the technical vocabulary of music.</li> <li>• Identifies the effects of various visual structures and functions of art in their own ideas and creations.</li> </ul>
--	--	--

quiet *pp p mp* loud *fff mf*

**Classical Music: From Baroque to Romantic**

*Baroque (ca. 1600 – 1750)*

- Counterpoint; fugue; oratorio
- Johann Sebastian Bach: selections from *Brandenburg Concertos*; selections from *The Well Tempered Clavier*, Chorus, "Wachet auf, ruft uns die Stimme" from *Cantata BWV 140 Wachet Auf (Sleeper Awake)*
- George Frederick Handel: selections from *Water Music*, "Hallelujah Chorus" from *The Messiah*

*Classical (ca. 1750 – 1825)*

- Classical symphony (typically in four movements)  
Wolfgang Amadeus Mozart, *Symphony No. 40*
- The classical concerto: soloist, cadenza  
Wolfgang Amadeus Mozart, *Symphony No. 21*
- Chamber music; string quartet; sonata; lieder (art songs)  
Franz Joseph Haydn, *String Quartet Opus 76 No. 3, "Emperor"*

<p>Ludwig van Beethoven,  <i>Piano Sonata No. 14</i>  <i>(Moonlight" Sonata)</i>  <i>Romantic (ca. 1800-1900)</i></p> <ul style="list-style-type: none"> <li>- Beethoven as a transitional figure:  <i>Symphony No. 9</i> (fourth movement)</li> <li>- Romantic composers and works:            Frank Schubert, lieder:  <i>Die Forelle</i>("the Trout")  <i>Gretchen am Spinnrade</i>            ("Gretchen at the Spinning Wheel")            Frederick Chopin:            "Funeral March" from  <i>Piano Sonata No. 2 in B flat minor</i>, "Minute Waltz;            "Revolutionary" Etude in C minor            Robert Schumann, <i>Piano Concerto in A Minor</i></li> </ul>		
<b>Standard 3</b> - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.		
<p><b>Note:</b> Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p> <p><b>Listening and Understanding</b></p>	<p><u>Dance</u>            Students will:</p> <ul style="list-style-type: none"> <li>• Express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses possible aesthetic criteria that could be used to evaluate dance, such as the skill of performers, originality, visual and/or emotional impact, variety and contrast.</li> <li>• Identifies strategies to avoid injuries.</li> <li>• Creates personal dance warm ups</li> <li>• Knows how lifestyle choices affect dancers as a</li> </ul>

<p>• <b>Composers and their Music</b>  <b>Classical Music: From Baroque to Romantic</b>  <i>Baroque (ca. 1600 – 1750)</i></p> <ul style="list-style-type: none"> <li>- Counterpoint; fugue; oratorio</li> <li>- Johann Sebastian Bach: selections from <i>Brandenburg Concertos</i>; selections from <i>The Well Tempered Clavier</i>, Chorus, "Wachet auf, ruft uns die Stimme" from <i>Cantata BWV 140 Wachet Auf (Sleeper Awake)</i></li> <li>- George Frederick Handel: selections from <i>Water Music</i>, "Hallelujah Chorus" from <i>The Messiah</i></li> </ul> <p><i>Classical (ca. 1750 – 1825)</i></p> <ul style="list-style-type: none"> <li>- Classical symphony (typically in four movements) Wolfgang Amadeus Mozart, <i>Symphony No. 40</i></li> <li>- The classical concerto: soloist, cadenza Wolfgang Amadeus Mozart, <i>Symphony No. 21</i></li> <li>- Chamber music; string quartet; sonata; lieder (art songs) Franz Joseph Haydn, <i>String Quartet Opus 76 No. 3, "Emperor"</i> Ludwig van Beethoven,</li> </ul>	<p><u>Music</u>  <u>Students will:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate the capacity to listen to and comment on music</li> </ul> <p><u>Visual Arts</u>  <u>Students will:</u></p> <ul style="list-style-type: none"> <li>• Reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism.</li> <li>• Reflect on, interpret and evaluate works of art, using the language of art criticism.</li> </ul>	<p>professional performer.</p> <ul style="list-style-type: none"> <li>• Understand and identify similarities and differences among characters such as the trickster, villain, warrior, and superheroes, as well as situations in dramas from and about various cultures.</li> <li>• Understands the perceived effectiveness of contributions of playwrights, actors, designers, and director as a collaborative process in developing scripts and scenes.</li> </ul>
---	--	--

<p><i>Piano Sonata No. 14</i> (<i>"Moonlight" Sonata</i>) <i>Romantic (ca. 1800-1900)</i></p> <ul style="list-style-type: none"> <li>- Beethoven as a transitional figure: <i>Symphony No. 9</i> (fourth movement)</li> <li>- Romantic composers and works: Frank Schubert, lieder: <i>Die Forelle</i>("the Trout") <i>Gretchen am Spinnrade</i> ("Gretchen at the Spinning Wheel") Frederick Chopin: "Funeral March" from <i>Piano Sonata No. 2 in B flat minor</i>, "Minute Waltz; "Revolutionary" <i>Etude in C minor</i> Robert Schumann, <i>Piano Concerto in A Minor</i></li> </ul>		
<p><b>Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts</b> – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p>		
<p><b>Note:</b> Core Knowledge Topics under other The Arts may be linked to address all four Arts Standards</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Know dances from many cultures and time and recognize their relationship to various cultural, social,</li> </ul>	<ul style="list-style-type: none"> <li>• Knows similarities and differences in steps and movement styles among folk and classical dances from various cultures.</li> <li>• Knows and identifies folk, social, and theatrical dances from a broad spectrum of American History.</li> </ul>

<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Art History: Periods &amp; Schools</b>  <i>Classical Art: The art of Ancient Greece and Rome.</i> <ul style="list-style-type: none"> <li>- Observe characteristics considered "classic" with emphasis on balance and proportion; idealization of human form in</li> <li>- The Parthenon and the Pantheon;</li> <li>- <i>The Discus Thrower and Apollo Belvedere.</i></li> </ul> </li> <li><i>Gothic Art (12<sup>th</sup> – 15 centuries)</i> <ul style="list-style-type: none"> <li>- Review the religious inspiration and characteristic features of Gothic cathedrals.</li> </ul> </li> <li><i>The Renaissance (1350-1600)</i> <ul style="list-style-type: none"> <li>- Briefly review main features of Renaissance art (revival of classical subjects and techniques; emphasis on humanity; discovery of perspective, etc.) and examine representative working, including</li> <li>- Raphael, <i>The School of Athens</i></li> <li>- Michelangelo, <i>David</i></li> </ul> </li> <li><i>Baroque (17<sup>th</sup> century)</i> <ul style="list-style-type: none"> <li>- Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in:</li> </ul> </li> </ul>	<p>and historic contexts.</p> <p><u>Music</u>  Students will:</p> <ul style="list-style-type: none"> <li>• Develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of this world and their manifestations in the United States.</li> </ul> <p><u>Theatre</u>  Students will:</p> <ul style="list-style-type: none"> <li>• Gain knowledge about past and present cultures as expressed through theatre.</li> </ul> <p><u>Visual Arts</u>  Students will:</p> <ul style="list-style-type: none"> <li>• Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the role of dance in various culture and time periods</li> <li>• Performs music representing diverse genres and cultures with expression appropriate for the work being performed</li> <li>• Identifies by genre or style, music from various historical periods and cultures.</li> <li>• Understands characters that cause various musical works from different genres, styles, and historical periods, to be considered exemplary.</li> <li>• Understands the roles of musicians in various musical settings and culture.</li> <li>• Understand and identify similarities and differences among characters such as the trickster, villain, warrior, and superheroes, as well as situations in dramas from and about various cultures.</li> <li>• Identifies similarities and differences such as materials, visual, spatial, and temporal structures among the characteristic of artworks from various eras and cultures</li> <li>• Identifies specific works of art as belong to particular cultures, times and places</li> <li>• Understands how one's own artworks, as well as artworks from various eras and cultures may elicit a variety of responses.</li> </ul>
---	---	---

<p>El Greco, <i>View of Toledo</i>); Rembrandt: a self portrait; <i>Landscape with Obelisk</i></p> <p><i>Rocco (ca mid – to late 1700's)</i></p> <ul style="list-style-type: none"> <li>- Note the decorative and “pretty” nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in Jean Honoré Fragonard, <i>The Swing</i>. <p><i>Neoclassical (ca late 18<sup>th</sup> – early century)</i></p> <ul style="list-style-type: none"> <li>- Characteristics of Neoclassical art the reaction against Baroque and Rococo; the revival of classical forms and subjects; balanced, clearly articulated forms; and belief in high moral purpose of art, in Jacques Louis David, <i>Oath of the Horatii</i> <p><i>Romantic (ca late 18<sup>th</sup> – 19<sup>th</sup> century)</i></p> <ul style="list-style-type: none"> <li>- Now Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature in Francisco Goya, <i>the</i></li> </ul> </li></ul> </li></ul>		
---	--	--



<p> <i>Bullfight</i>  Eugene Delacroix, <i>Liberty Leading the People</i>  Casper David Friedrich, <i>The Chalk Cliffs of Rugen</i>  Realism (ca. mid to late 19<sup>th</sup> century) </p> <ul style="list-style-type: none"> <li>- The Realist's characteristic belief that art should represent ordinary people and activities, that are does not have to be up lifting, edifying, or beautiful, in Jean Millet, <i>The Gleaners</i> Gustave Courbet, <i>The Stone Breakers</i>.</li> <li>- Become familiar with examples of American realism, including Winslow Homer, <i>Noreaster</i> Thomas Easkins, <i>The Gross Clinic</i> Henry O. Tanner, <i>The Banjo Lesson</i>.</li> </ul>		
--	--	--







# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Jeffrey Litt, Principal  
Richard Santiago, A.P. Operations  
Daniel Garcia, A.P. Curriculum & Instruction

Steve Sorokin, Director of Assessment  
Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## SEPTEMBER 2008 KINDERGARTEN SYLLABUS

### Language and Literacy:

- Learning the alphabet
- Letter recognition upper case/lower case letters Aa-Rr
- Sight word I
- Treasures Reading Program: Unit – Start Smart

### Writing:

- First and Last Name
- Lists

### Sayings and Phrases:

- A place for everything and everything in its place.

### Mathematics:

- Shape Identification
- Sorting/Classifying

### Science:

- Learning about and describing signs of Autumn

### History and Geography:

- Community Workers and Transportation

### Art:

- Color recognition (primary colors – red, yellow, blue)

### Music:

- Simon Says
- I Like to go to School
- Will You Be My Friend?
- If You're Happy and You Know it





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Jeffrey Litt, Principal  
Richard Santiago, A.P. Operations  
Daniel Garcia, A.P. Curriculum & Instruction

Steve Sorokin, Director of Assessment  
Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## SEPTEMBER 2008 FIRST GRADE SYLLABUS

### Language and Literacy:

- Why the Owl Has Big Eyes – Native American Legend (Core Knowledge)
- "Little Engine That Could"
- "The Three Little Pigs"

### Phonemic Awareness/Phonics:

- Initial and final consonants and short vowel sounds

### Writing

- Interactive and Independent Writing: Sentences

### Poetry:

- "Rope Rhyme" by Eloise Greenfield (Core Knowledge)
- "The Swing" by Robert Louis Stevenson (Core Knowledge)

### Sayings and Phrases:

- An apple a day keeps the doctor away. (Core Knowledge)
- Do unto others as you would have them do unto you. (Core Knowledge)

### Mathematics:

- Chapter 1: Numbers 1-20

### History and Geography:

- Early Explorers and Settlers

### Science:

- Introduce The Human Body

### Art:

- All About Me
- Self Portrait

### Music:

- Days of the Week
- America the Beautiful





## Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Jeffrey Litt, Principal  
Richard Santiago, A.P. Operations  
Daniel Garcia, A.P. Curriculum & Instruction

Steve Sorokin, Director of Assessment  
Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### SEPTEMBER 2008 SECOND GRADE SYLLABUS

#### Language and Literacy: Stories

- David's New Friends
- Mr. Putter and Tabby Pour the Tea
- Fighting the Fire

#### Reading Strategies:

- Story Elements
- Main Idea and Details
- Analyze Story Structure

**STORIES WILL BE READ FROM THE TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT THE PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

#### Writing:

- Narratives

#### Sayings and Phrases:

- Back to the drawing board.
- Better late than never.

#### Mathematics:

- Place value to 100 and patterns

#### History and Geography:

- Geography and the Americans

#### Science:

- Life cycles of plants, frogs and chickens

#### Art:

- Lines, shapes and colors





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

Jeffrey Litt, Principal  
Richard Santiago, A.P. Operations  
Daniel Garcia, A.P. Curriculum & Instruction

Steve Sorokin, Director of Assessment  
Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## SEPTEMBER 2008 THIRD GRADE SYLLABUS

### Language and Literacy:

- James and The Giant Peach by Roald Dahl

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

### Poetry:

- Catch a Little Rhyme by Eve Merriam
- Trees by Sergeant Joyce Kilmer

### Sayings and Phrases:

- Actions speak louder than words.
- Beat around the bush.

### Mathematics:

- Place value system

### History and Geography:

- Canada Today

### Science:

- Looking at plants and animals

### Art:

- American Indian Art

### Music:

- Elements of Music – Reading and writing music





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Jeffrey Litt, Principal  
Richard Santiago, A.P. Operations  
Daniel Garcia, A.P. Curriculum & Instruction

Steve Sorokin, Director of Assessment  
Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## SEPTEMBER 2008 FOURTH GRADE SYLLABUS

### Language and Literacy: Stories

- Freaky Friday
- Tales of a Fourth Grade Nothing
- The Mystery of the Missing Lunch
- A Walk in the Desert

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

### Grammar: Pronouns

- Subjects and Predicates

### Writing:

- Personal Narrative
- Each day students are to do a writing prompt pertaining to stories read.

### Sayings and Phrases:

- Look before you leap.
- Honesty is the best policy.

### Mathematics:

- Place value and money
- Addition and subtraction

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.

### History and Geography: Geography

- Latitude and Longitude
- Time Zones
- Mountains of the World
- Mountains as Barriers

### Science: Earth Science: Water and Weather

- Places where Earth's water can be found
- The Water Cycle

A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION

PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.







# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Jeffrey Litt, Principal  
Richard Santiago, A.P. Operations  
Daniel Garcia, A.P. Curriculum & Instruction

Steve Sorokin, Director of Assessment  
Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## SEPTEMBER 2008 FIFTH GRADE SYLLABUS

### Language and Literacy: Stories

- Miss Alaineaus
- Davy Crockett Saves the World
- Forests of the World

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

### Writing:

- Writing a personal narrative
- Organization

### Grammar:

- Punctuation

### Sayings and Phrases:

- Don't bite the hand that feeds you.
- Well begun is half done.

### Mathematics: Number Patterns and Algebra

- Divisibility Patterns
- Prime Factors
- Powers and
- Exponents
- Order of Operations

### History and Geography:

- Comprehensive preparation for the 5<sup>th</sup> grade NYS Social Studies Exam





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Jeffrey Litt, Principal  
Richard Santiago, A.P. Operations  
Daniel Garcia, A.P. Curriculum & Instruction

Steve Sorokin, Director of Assessment  
Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## SEPTEMBER 2008 SIXTH GRADE SYLLABUS

### Language and Literacy:

Theme: Take Action

#### Stories:

- The Summer of the Swans
- Lost City: The Discovery of Machu Pichu

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.

VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE READING INSTRUCTION.

#### Writing:

- Students will write personal narratives, and friendly letters.
- Students will review and apply the steps of the writing process (plan, organize, draft, revise, publish and present).
- Test Preparation for the New York State English Language Arts test will be conducted each day.

#### Sayings and Phrases:

- Necessity is the mother of invention.
- Procrastination is the thief of time.
- An ounce of prevention is worth a pound of cure.

#### Mathematics:

- Problem Solving
- Decimal Patterns and Algebra
- Statistics: Analyzing Data

#### History and Geography: Ancient Greece & Rome

- Athens and Sparta
- The Olympics
- The Persian War

#### Science:

- Organisms and Environments
- Classifying Living Things





## Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### OCTOBER 2008 KINDERGARTEN SYLLABUS

#### Language and Literacy:

- Students will listen to select stories about apples, pumpkins and fall
- Concepts of print
- Phonemic Awareness - Introduce initial and final Mm  
Initial and medial Aa
- Sight words we, the, red, blue, yellow, I, can - Students will learn to read and spell the sight words

#### Writing:

- Students will use illustrations to tell/favorite part of a story.
- Students will practice writing first and last names using proper uppercase/lowercase letters.

#### Sayings and Phrases:

- An apple a day keeps the doctor away.

#### Mathematics:

- Numbers 0-10

#### Science:

- The five senses
- Learning about and describing signs of Autumn
- The study of apples and pumpkins

#### History and Geography:

- Community Workers and Transportation

#### Art:

- Paul Cezanne - Still life paintings
- Secondary colors

#### Music:

- Apple Chant
- Apple Seed
- Pumpkin, Pumpkin
- Red Leaves and Yellow Leaves





## Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### OCTOBER 2008 FIRST GRADE SYLLABUS

#### Language and Literacy:

- We Are Special
- Ready, Set, Move
- Jack and the Beanstalk (Core Knowledge)
- Pinocchio (Core Knowledge)

#### Phonemic Awareness/Phonics:

- Rhyming words
- Endings an, at, ad, ap, ack, in, it, iss
- Inflectional Ending "s"

#### Writing

- Grammar – Sentence Structure
- Personal Narratives
- Statements, Questions, Exclamations

#### Poetry:

- Solomon Grundy (Core Knowledge)
- Table Manners (Core Knowledge)
- Wynken, Blynken, and Nod (Core Knowledge)

#### Sayings and Phrases:

- Fish Out of Water
- Land of Nod

#### Mathematics:

- Continue Chapter 1: Numbers 1-20
- Introduce Chapter 2: Develop Addition Concepts

#### History and Geography:

- From Colonies to Independence

#### Science:

- The Human Body

#### Art:

- The World Around Me

#### Music:

- Orchestra





## Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### OCTOBER 2008 SECOND GRADE SYLLABUS

#### Language and Literacy: Stories

- Meet Rosina
- My Name is Yoon
- Unit 1: Review
- The Tiny Seed

#### Reading Strategies:

- Summarize
- Make and confirm predictions

**STORIES WILL BE READ OUT OF TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

#### Writing:

- Narratives

#### Sayings and Phrases:

- Cold feet.
- Don't cry over spilled milk.

#### Mathematics:

- Apply addition concepts

#### History and Geography:

- Americans Move West

#### Science:

- Insects

#### Music:

- Many kinds of music





## Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### OCTOBER 2008 THIRD GRADE SYLLABUS

#### Language and Literacy:

- James and The Giant Peach by Roald Dahl

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

#### Poetry:

- By Myself by Eloise Greenfield

#### Sayings and Phrases:

- Beggars can't be choosers.
- His bark is worse than his bite.

#### Mathematics:

- Multiplication facts 0 to 5

#### History and Geography:

- The Earliest Americans

#### Science:

- Classifying animals and plants

#### Art:

- Continue with American Indian Art

#### Music:

- The sections of the Orchestra





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## OCTOBER 2008 FOURTH GRADE SYLLABUS

### Language and Literacy: Stories

- Author Study by Judy Blume/R.L. Stine
- Time for Kids Our National Parks
- The Astronaut and the Onion

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.**

**A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.**

### Grammar: Sentences

- Complex Sentences
- Run-on Sentences

### Writing: Expository

- Personal Letters
- Cinquain Poetry

### Sayings and Phrases:

- Don't put all your eggs in one basket.
- Half a loaf is better than none.

### Mathematics:

- Data, Statistics and Graphing
- Finding Range, Median and Mode

**A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.**

### History and Geography: The American Revolution

- Problems in the Colonies
- Causes of War
- A Different Struggle

### Science: Earth Science: Water and Weather

- The Water Cycle
- Air and Weather

**A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION**

**PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.**





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## OCTOBER 2008 FIFTH GRADE SYLLABUS

### Language and Literacy: Stories

- Ultimate Field Trip 5: Blasting Off to Space
- Pipolo and the Roof Dogs
- Shiloh
- Rattlers!

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

### Writing:

- Writing a friendly letter
- Organization

### Grammar:

- Combining Sentences and Complex Sentences
- Run-on Sentences
- Correcting Fragmented Sentences

### Sayings and Phrases:

- Chip on your shoulder.
- Few and far between
- Forty winks

### Mathematics: Adding and Subtracting Decimals

- Representing Decimals
- Comparing and Ordering Decimals
- Rounding Decimals
- Estimating Sums and Differences

### History and Geography:

- Comprehensive review for the 5<sup>th</sup> grade Social Studies Exam

### Science:

#### Physical Science

- Properties of Matter
- Elements
- Changes of State
- Mixtures







## Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### OCTOBER 2008 SIXTH GRADE SYLLABUS

#### Language and Literacy:

Theme: Take Action

##### Stories:

- Gecko Glue, Cockroach Scouts, and Spider Silk Bridges
- The Magic Gourd
- Interrupted Journey

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.**

**VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.**

#### Writing:

- Personal Narratives
- Friendly Letter

#### Sayings and Phrases:

- Nothing will come of nothing.
- Rome wasn't built in a day.
- There's more than one way to skin a cat.

#### Mathematics: Statistics: Analyzing Data

- Frequency Tables
- Making Predictions
- Line Plots
- Stem-and-Leaf Plots
- Box-and Whisker Plots
- Bar Graphs and Histograms

#### History and Geography: Ancient Greece & Rome

- The Golden Age & Philosophy
- Alexander the Great & the Seven (7) Wonders of the World
- The Roman Empire

#### Science:

- The Animal Kingdom: Invertebrates
- The Animal Kingdom: Vertebrates

**PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.**





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## NOVEMBER 2008 KINDERGARTEN SYLLABUS

### Language and Literacy:

- Students will listen to stories about Thanksgiving
- Identifying character
- Making Predictions
- Phonemic Awareness - Blending with short a, am, ap word families  
Initial and final Ss, Pp, Tt
- Sight words like, a, brown, orange, see, purple, green, eat, am, go

### Writing:

- Lists and sentences

### Sayings and Phrases:

- Great oaks from little acorns grow.

### Mathematics:

- Continue with numbers 0-10
- Patterns

### Science:

- The Five Senses
- Seeds We Eat

### History and Geography:

- Native Americans

### Art:

- ID and explore warm colors
- Continue with Still Life

### Music:

- I'm A Little Scarecrow
- Turkey Trot
- I am Thankful





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## NOVEMBER 2008 FIRST GRADE SYLLABUS

### Language and Literacy:

- Issun Boshi, One Inch Boy (Core Knowledge)
- Tom Thumb (Core Knowledge)
- Growing Up
- Pets

### Phonemic Awareness/Phonics:

- Onset and rime
- Short i
- Double final consonants
- R blends

### Writing

- Descriptive Sentences
- Persuasive Sentences
- Developing Writer's "voice"

### Poetry:

- Solomon Grundy (Core Knowledge)
- Table Manners (Core Knowledge)
- Wynken, Blynken, and Nod (Core Knowledge)

### Sayings and Phrases:

- Fish Out of Water
- Land of Nod

### Mathematics:

- Continue Chapter 2: Develop Addition Concepts

### History and Geography:

- Exploring the West

### Science:

- The Human Body – Muscles, Digestive System

### Art:

- Elements of Art

### Music:

- Composers - Mozart





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## NOVEMBER 2008 SECOND GRADE SYLLABUS

### Language and Literacy: Stories

- A Trip to the Emergency Room
- Farfallina and Marcel
- There's Nothing Like Baseball

### Reading Strategies:

- Sequence of Events
- Make Inferences

**STORIES WILL BE READ OUT OF TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

### Writing:

- Narratives
- Explanatory

### Sayings and Phrases:

- Easier said than done.
- Don't judge a book by its cover.

### Mathematics:

- Apply Addition concepts
- Apply Subtraction concepts

### History and Geography:

- Americans Move West
- Making a Constitution
- War of 1812

### Science:

- Insects

### Music:

- Continue with different types of music





## Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### NOVEMBER 2008 THIRD GRADE SYLLABUS

#### Language and Literacy:

- The Lion, The Witch and The Wardrobe by C.S. Lewis

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

#### Poetry:

- Eletelephone by Laura Richards
- First Thanksgiving For All by Nancy Byrd Turner

#### Writing:

- Persuasive Letters

#### Sayings and Phrases:

- Let bygones be bygones.
- On its last leg.

#### Mathematics: Geometry

- Three Dimensional Objects

#### History and Geography:

- The Earliest Americans

#### Science:

- Our Solar System

#### Art:

- Three Dimensional Art Work

#### Music:

- Elements of Music





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## NOVEMBER 2008 FOURTH GRADE SYLLABUS

### Language and Literacy: Stories

- The Raft
- Mighty Jackie: The Strike Out Queen
- My Dairy from Here to There
- First Thanksgiving

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

### Grammar: Nouns

- Common and Proper Nouns
- Singular and Plural Nouns

### Writing: Persuasive Essay

- Identify the features of a persuasive essay
- Each day students are to do a writing prompt pertaining to stories read.

### Sayings and Phrases:

- Don't count your chickens before they hatch.
- An ounce of prevention is worth a pound of cure.

### Mathematics:

- Multiplication and Division Facts
- Factors and Multiples

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.

### History and Geography: The American Revolution

- A Difficult Struggle
- The U.S Constitution
- Problems with government
- Checks and Balances

### Science: The Earth and Its Resources

- Shaping Earth
- Saving Earth's Resources

A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION

### Art: Famous Paintings

- Gilbert Stuart
- George Washington

PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## NOVEMBER 2008 FIFTH GRADE SYLLABUS

### Language and Literacy: Stories

- Maya Lin
- The Night of San Juan
- Black Cowboy, Wild Horses

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

### Writing:

- Letters to an Editor
- Book Review

### Grammar:

- Plural Nouns
- Possessive Nouns

### Sayings and Phrases:

- Read between the lines.
- Vice Versa
- What will be will be.

### Mathematics: Fractions

- Fractions and Decimals
- Adding Fractions
- Subtracting Fractions

### History and Geography:

- Final Preparation for the 5<sup>th</sup> grade Social Studies Exam
- Maya, Inca and Aztec Civilizations
- Peoples in the New World before Columbus

### Science: Physical Science

- Chemical Change
- Physical Change

*Trip to Philadelphia on Monday, November 3, 2008*





## Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### NOVEMBER 2008 SIXTH GRADE SYLLABUS

#### Language and Literacy:

Theme: Take Action

##### Stories:

- The Magic Gourd
- The Interrupted Journey

Theme: Saving the Day

- How Tia Lola Came to Stay

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.**

**VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.**

#### Writing:

- Friendly Letter
- Expository Pieces

#### Sayings and Phrases:

- Truth is stranger than fiction.
- He who hesitates is lost.

#### Mathematics: Algebra/Integers

- Absolute Value
- Comparing and Ordering
- Geometry: The Coordinate Plane
- Adding, Subtracting, Multiplying, and Dividing using Integers

##### Equations and Functions:

- Writing expressions and equations
- Solving Addition, Subtraction, and Multiplication Equations
- Solving two-step Equations
- Lines and Slopes

#### History and Geography: Ancient Greece & Rome

- Rome: From Republic to Empire
- Impact of Greece and Rome
- Debating the Issues: The Parthenon and War with Sparta

#### Science:

- The Planet Kingdom
- Comparing Earth's Biomes

**PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.**





**DECEMBER 2008  
KINDERGARTEN SYLLABUS**

**Language and Literacy:**

- Core Knowledge Literature -- The Velveteen Rabbit
- Core Knowledge Poems -- Baa, Baa, Black Sheep  
The Three Little Kittens  
Star Light, Star Bright
- Phonemic Awareness - Continue blending with short a
- Phonics -- Initial and final Nn, Cc  
Initial and medial ll
- Sight Words -- go, to, have, eat, white, black, run, ran, at, it, you, is, in, that

**Comprehension:**

- Make and confirm predictions
- Identity Sequence

**Writing:**

- Introduce writing a friendly letter

**Sayings and Phrases:**

- Where there's a will, there's a way.

**Mathematics:**

- Continue with Patterns
- Introduce Graphs

**Science:**

- Learning about and describing signs of Winter
- Study of the evergreen

**History and Geography:**

- Native Americans

**Art:**

- Core Knowledge -- Colors, Colors Everywhere
- Warm Colors and Cool Colors

**Music/Finger Play:**

- Ten Little Gingerkids
- Homemade Gingerbread
- Little Evergreen Tree
- "The Nutcracker" by Tchaikovsky

**DECEMBER 2008  
FIRST GRADE SYLLABUS**

**Language and Literacy:**

- Animal Moms and Dads
- Little Red Hen
- A Prairie Dog Home
- The Fun Kids Band

**Phonemic Awareness/Phonics:**

- Short /o/
- Short /e/
- Digraphs /sh/ /th/
- Short /u/

**Writing**

- Independent Writing
- How to sentences

**Poetry:**

- The Purple Cow (Core Knowledge)
- Sing a Song of People (Core Knowledge)

**Sayings and Phrases:**

- If at first you don't succeed, try, try again. (Core Knowledge)
- The more the merrier. (Core Knowledge)

**Mathematics:**

- Chapter 3- Develop Subtraction Concepts

**History and Geography:**

- Exploring the West

**Science:**

- Habitats (Core Knowledge)

**Art:**

- Art from long ago – Monet/Van Gogh

**Music:**

- Music can tell a story (Core Knowledge)

**DECEMBER 2008  
SECOND GRADE SYLLABUS**

**Language and Literacy: Stories**

- Unit 2 Review
- Head, Body, Legs
- Officer Buckle and Gloria

**Reading Strategies:**

- Cause and Effect
- Summarize

**Phonics/Spelling:**

- Unit 2 Review
- Long e (e, ee, ea, ey, y)
- Long u (u, silent e)

**STORIES WILL BE READ FROM THE TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

**Writing:**

- Persuasive Writing

**Sayings and Phrases:**

- Eaten out of house and home.
- Get a taste of your own medicine.

**Mathematics:**

- Subtraction
- Two-digit Addition

**History and Geography:**

- Making a Constitution
- War of 1812

**Science:**

- Continuation with Insects
- Water Cycle

**Music:**

- Writing down music

**DECEMBER 2008  
THIRD GRADE SYLLABUS**

**Language and Literacy:**

- The Lion, The Witch and The Wardrobe by C.S. Lewis

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

**Poetry:**

- The Twelve Days of Christmas

**Writing:**

- Writing in response to literature

**Sayings and Phrases:**

- A feather in your cap.
- Last straw.

**Mathematics:**

- Geometry

**History and Geography:**

- Exploration of North America

**Science: Animals**

- Food chains and food webs

**Art:**

- Drawing with scissors: French artist Henri Matisse

**Music:**

- Peter Llyich Tchaikovsky: Music that brings out strong feelings

PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.

**DECEMBER 2008  
FOURTH GRADE SYLLABUS**

**Language and Literacy: Stories**

- Time for kids: focus on China
- How Ben Franklin stole the lightning
- Freaky Friday
- Dear Mr. Winston

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.**

**A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.**

**Grammar:**

- Irregular Plural Nouns
- Possessive Nouns

**Writing:**

- Persuasive letter writing
- Each day students are to do a writing prompt pertaining to stories read.
- Concrete Poetry

**Sayings and Phrases: (Core Knowledge)**

- Haste makes waste.
- Live and let live.

**Mathematics:**

- Properties of Multiplication
- Multiplying two-digit numbers

**A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.**

**History and Geography:**

- The United States Constitution

**Science: Earth Science**

- The Earth's Layers
- Weathering and Erosion

**A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION**

**SPEECHES: SOJOURNER TRUTH "AIN'T I A WOMAN"**

**PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.**

**DECEMBER 2008  
FIFTH GRADE SYLLABUS**

**Language and Literacy: Stories**

- Black Cowboy, Wild Horses
- Sleds on Boston Common
- When Esther Morris Headed West

**Books:**

- Maniac Magee
- The Autobiography of Fredrick Douglass

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

**Writing:**

- Persuasive Essay

**Grammar:**

- Action Verbs
- Proofreading

**Sayings and Phrases:**

- Count your blessings.
- A penny saved is a penny earned.

**Mathematics: Fractions and Algebra**

- Multiplying Fractions
- Dividing Fractions
- Properties of Addition and Multiplication

**History and Geography: Ancient Peoples of the New World**

- Ancient Incas
- Downfall and Spanish Conquest

**Science: Classifying Living Things**

- Kingdoms
- Different Classes of Vertebrates

PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.

**DECEMBER 2008  
SIXTH GRADE SYLLABUS**

**Language and Literacy:**

**Theme: Saving the Day**

**Stories:**

- The Night of the Pomegranate
- Earth and the Sun
- Zoo Story

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.**

**VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.**

**Writing:**

- Persuasive Writing: Editorial

**Sayings and Phrases: (Core Knowledge)**

- All or one and one for all.
- All's well that ends well.
- The best-laid plans of mice and men go oft awry.

**Mathematics: Fractions, Decimals and Percent**

- Greatest Common Factor
- Least Common Factor
- Comparing and Ordering Rational Numbers
- Perimeter and Area
- Circles and Circumference

**History and Geography: Ancient Rome**

- Caesar, Augustus and the Empire
- Christianity
- Decline

**Science:**

- The Animal Kingdom: Vertebrates

**PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.**



# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## JANUARY 2009 KINDERGARTEN SYLLABUS

### Language and Literacy:

- Continue blending with short a and short i
- Introduce initial and medial Oo and initial and final Ff
- Sight words: is, play, and, come, up, down, jump, away, make, one, two, three, funny, for, find
- Core Knowledge Literature and Poems
- Goldilocks and the Three Bears
- Snow White
- The More It Snows
- I Do Not Mind You Winter Wonderland

### Comprehension:

- Recognize story structure

### Writing:

- Continuation of friendly letters
- Continuation of proper sentence structure

### Sayings and Phrases:

- Do unto others as you would have them do unto you.

### Mathematics:

- Continuation of graphs
- Numbers to 20

### Science:

- Continuation of Winter
- Study of snow/snowflakes

### History and Geography:

- Exploring and Settling America

### Art:

- Core Knowledge – Looking at and talking about works of art Peter Brueghel: Hunters in the snow; winter landscape Pablo Picasso

### Music:

- Ten Little Snowflakes
- The Chubby Little Snowman







# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## **JANUARY 2009** **FIRST GRADE SYLLABUS**

### **Language and Literacy:**

- A Prairie Dog Home
- The Fun Kids Band
- Why the Owl Has Big Eyes (Core Knowledge)
- Rumpelstiltskin (Core Knowledge)

### **Phonemic Awareness/Phonics:**

- Long i
- Long a
- Blends with bl, lk, fl

### **Writing**

- Writing personal narratives
- Letter writing

### **Poetry:**

- The Owl and the Pussy Cat (Core Knowledge)

### **Sayings and Phrases:**

- Hit the nail on the head. (Core Knowledge)

### **Mathematics:**

- Chapter 4 – Organize and use data

### **History and Geography:**

- Three World Religions

### **Science:**

- Habitats (Core Knowledge)

### **Art:**

- Texture (Core Knowledge)  
Oh what a feeling!

### **Music:**

- Music can make you move (Core Knowledge)



**TRIP TO BRONX ZOO MONDAY, JANUARY 12, 2009**



# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## JANUARY 2009 SECOND GRADE SYLLABUS

### Language and Literacy: Stories

- Meet Super Croc
- Dancing as a Team
- Click, Clack Moo Cows That Type

### Reading Strategies:

- Cause and Effect
- Summarize

STORIES WILL BE READ FROM THE TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.

### Writing:

- Persuasive Writing

### Sayings and Phrases:

- Two heads are better than one.
- In hot water.

### Mathematics:

- Adding and Subtracting two-digit numbers with and without regrouping

### History and Geography:

- War of 1812
- Immigration and Citizenship

### Science:

- Water Cycle

### Art:

- Looking at sculptures and landscapes

### Music:

- Meet great composers





## Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### JANUARY 2009 THIRD GRADE SYLLABUS

#### Language and Literacy:

- Matilda by Roald Dahl

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

#### Poetry:

- Jimmy Jet and His TV Set by Shell Silverstein

#### Writing:

- Writing in response to literature

#### Sayings and Phrases:

- Clean bill of health.
- When in Rome, do as the Romans do.

#### Mathematics:

- Measurement

#### History and Geography:

- The Thirteen Colonies

#### Science:

- Continuation of food chains and food webs

#### Art:

- Drawing with scissors: French artist Henri Matisse

#### Music:

- Peter Llyich Tchaikovsky: The Story of Swan Lake

PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER: THE NEW YORK STATE ELA TEST WILL BE CONDUCTED ON JANUARY 13<sup>TH</sup> AND 14<sup>TH</sup>.**





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## JANUARY 2009 FOURTH GRADE SYLLABUS

### Language and Literacy: Stories

- Roadrunner's Dance
- My Brother Martin
- Time For Kids: Kid Reporters at Work

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING,  
COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

### Grammar: Verbs

- Action Verbs
- Past and Future tense verbs
- Helping Verbs

### Writing:

- Each day students are to do a writing prompt pertaining to stories read.
- Dialogue Writing

### Sayings and Phrases: (Core Knowledge)

- Can't hold a candle to.
- When it rains, it pours.
- You can lead a horse to water, but you can't make it drink.

### Mathematics:

- Divide by one-digit numbers
- Division patterns
- Geometric figures

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE  
GIVEN AFTER THE CHAPTER IS COMPLETED.

### History and Geography:

- The United States Constitution
- Early Presidents: Washington through Jackson

### Science:

- Minerals, rocks and soil
- Resources from the past (fossils)
- Pollution and conservation

A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION

PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE  
CONDUCTED EACH DAY.

**REMINDER: THE NEW YORK STATE ELA TEST WILL BE CONDUCTED ON JANUARY  
13<sup>TH</sup>, 14<sup>TH</sup> AND 15<sup>TH</sup>.**





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## JANUARY 2009 FIFTH GRADE SYLLABUS

### Language and Literacy: Stories

- Beyond The Horizon
- My great-Grandmother's Gourd
- Zathura

### Books:

- Maniac Magee
- The Autobiography of Fredrick Douglass

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPHASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

### Writing:

- Write a response to literature

### Grammar:

- Helping Verbs
- Irregular Verbs
- Proofreading

### Sayings and Phrases:

- The grass is always greener on the other side of the hill.
- Make a mountain of a molehill.

### Mathematics: Algebra

- Solving addition equations
- Solving subtraction equations
- Solving two-step equations

### History and Geography: Westward Expansion before the Civil War

- New Lands
- Conflicts with Native Americans

### Science: Cells: Structures and Processes

- Plant cells without nuclei
- Single cell organisms

PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.

REMINDER: THE NEW YORK STATE ELA TEST WILL BE CONDUCTED ON JANUARY 13<sup>TH</sup> AND 14<sup>TH</sup>.





# Carl C. Icahn Charter School

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## JANUARY 2009 SIXTH GRADE SYLLABUS

### Language and Literacy:

Theme: Saving the Day

#### Stories:

- The Night of the Pomegranate

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.

VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.

#### Writing:

- Students will practice writing short and long response for the ELA.
- Students will respond to literature from various genres.
- Students will write regularly to keep an ongoing collection of writing.

#### Sayings and Phrases:

- A leopard can't change its spots.
- A friend in need is a friend indeed.

### Mathematics: Applying Fractions

- Reviewing the conversion between fractions, decimals, and percents.
- Estimating with fractions.
- Adding and subtracting fractions.
- Multiplying and dividing fractions and mixed numbers.

#### Ratios and Proportions:

- Ratios and rates
- The percent proportion

### History and Geography: The Enlightenment

- The Age of Reason
- New Ideas for Science, Philosophy and Government

#### Science:

- The Animal Kingdom: Vertebrates

PREPARATION FOR THE NEW YORK STATE ENGLISH LANGUAGE ARTS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER: THE NEW YORK STATE ELA TEST WILL BE CONDUCTED ON JANUARY 20<sup>th</sup>, 21<sup>st</sup>, AND 22<sup>nd</sup>.**





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### FEBRUARY 2009 KINDERGARTEN SYLLABUS

#### Language and Literacy:

- Students will listen to selected stories about friendship, Groundhog Day, and famous African Americans.
- Phonemic Awareness - Continue blending with short a, i, o  
Initial Hh; Rr  
Initial and final Dd
- Word Families - Review ap, op, ip, ad, at, an, am  
Review on, ot, od, om, in, id, im
- Sight Words - me, do, friend, good, love, pink, gray, heart, February, pretty, she, this, family, look, make, my, said, are, for, you, where, up

#### Core Knowledge Literature and poems:

- Roses are Red
- The Dog and His Shadow
- The Bremen Town Musicians
- Hot cross Buns!

#### Comprehension:

- Students will identify the main idea of a story
- Continuation with summarizing

#### Writing:

- Students will continue to use proper sentence structure in their writing (ex: proper use of uppercase and lowercase letters; spacing; punctuation)
- Students will write friendly letters to family/friends independently
- Writing directions: "How to" writing

#### Sayings and Phrases:

- Do unto others as you would have them do unto you.

#### Mathematics:

- Students will learn to skip count 2's, 5's, and 10's
- Introduce measurement
- 100<sup>th</sup> Day Celebration

#### Science:

- Keeping Healthy

#### History and Geography:

- Early Settlers and Explorers

#### Art:

- Pablo Picasso - Student will learn about his red and blue period through observations and hands on activities.

#### Music:

- See My shadow
- Ten Little Groundhogs
- My Heart
- Will You Be My Friend?





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## FEBRUARY 2009 FIRST GRADE SYLLABUS

### Language and Literacy:

- On My Way to School
- Kate's Game
- Rapunzel (Core Knowledge)

### Phonemic Awareness/Phonics:

- L blends
- Long a
- Vowel, consonant vowels

### Writing

- Interactive Writing
- Independent Writing

### Poetry:

- Sing a Song of People (Core Knowledge)

### Sayings and Phrases:

- Never leave till tomorrow what you can do today. (Core Knowledge)

### Mathematics:

- Organize and Use Data

### History and Geography:

- Mexico Today

### Science:

- Introduction to the Solar System (Core Knowledge)

### Art:

- Murals: Paintings on Walls – Diego Rivera (Core Knowledge)

### Music:

- Jazz







# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## FEBRUARY 2009 SECOND GRADE SYLLABUS

### Language and Literacy: Stories

- Splish! Splash!
- Goose's Story
- A Way to Help Planet Earth

### Reading Strategies:

- Generate Questions
- Cause and Effect
- Summarize

### Phonics/Spelling:

- r-controlled vowels ar, or
- r-controlled vowels er, ir, ur
- variant vowel oo, ou

**STORIES WILL BE READ FROM THE TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

### Writing:

- Expository Writing

### Sayings and Phrases:

- Eaten out of house and home.
- Get a taste of your own medicine.

### Mathematics:

- Continue with Addition with regrouping
- Two-digit Addition

### History and Geography:

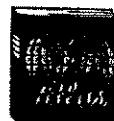
- War of 1812
- The Civil War

### Science:

- Continuation with The Water Cycle
- Animals

### Art:

- Modern Museum





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## FEBRUARY 2009 THIRD GRADE SYLLABUS

### Language and Literacy:

- The Lion, The Witch and The Wardrobe by C.S. Lewis

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

### Poetry:

- "Mother to Son" by Langston Hughes

### Writing:

- Explanatory Writing

### Sayings and Phrases:

- One rotten apple spoils the whole barrel
- Let bygones be bygones.

### Mathematics:

- Exploring fractions and decimals

### History and Geography:

- The Thirteen Colonies

### Science:

- The Skeletal and Muscular Systems

### Art:

- Mosaics: A wall filled with light

### Music:

- Aaron Copland

PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER:** THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 3<sup>rd</sup> & 4<sup>th</sup>.





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### FEBRAURY 2009 FOURTH GRADE SYLLABUS

#### Language and Literacy: Stories

- Fudge-A-Mania
- Time For Kids: Kid Reporters at Work
- Mystic Horse

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING,  
COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

#### Grammar:

- Main and helping verbs
- Linking verbs

#### Writing: Explanatory: How to Article

- Identify features of explanatory writing
- Plan, draft, and present a how-to-article
- Each day students are to do a writing prompt pertaining to the stories read.

#### Sayings and Phrases: (Core Knowledge)

- The bigger they are, the harder they fall.
- Seeing is believing.

#### Mathematics: Geometry

- Identify and describe geometric shapes
- Measuring angles
- Area and perimeter

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE  
GIVEN AFTER THE CHAPTER IS COMPLETED.

#### History and Geography: Early Presidents: Washington through Jackson

- Setting Precedents
- Crisis and Conflict
- The Early Republic

#### Science: Physical Science: Matter

- Properties of matter
- Classifying matter as a solid, liquid or gas

A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION

PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE  
CONDUCTED EACH DAY.

**REMINDER:** THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON  
MARCH 3<sup>rd</sup> - 5<sup>th</sup>.





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### FEBRUARY 2009 FIFTH GRADE SYLLABUS

#### Language and Literacy: Stories

- Carlos and the Skunk
- Getting Out the Vote
- Hurricanes

#### Books:

- Maniac Magee
- The Autobiography of Fredrick Douglass

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

#### Writing:

- Write an interview

#### Grammar:

- Object Pronouns
- Subject Pronouns
- Pronoun-Verb Agreement

#### Sayings and Phrases:

- Those who dare to fail miserably can achieve greatly.

#### Mathematics: Probability

- Theoretical probability
- Outcomes
- Making Predictions

#### History and Geography: The Civil War

- Slavery
- Compromise
- Secession

#### Science: Plant Structure and Processes

- Non-Vascular Plant
- Vascular Plants
- Photosynthesis

PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER: THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 3<sup>rd</sup> & 4<sup>th</sup>.**





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### FEBRUARY 2009 SIXTH GRADE SYLLABUS

#### Language and Literacy:

Theme: Saving the Day

##### Stories:

- The Night of the Pomegranate
- Zoo Story - (Time for Kids Article)
- Rumpelstiltskin's Daughter

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.

VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.

##### Writing:

- Students will respond to literature from various genres.
- Students will write to compare and contrast.

##### Sayings and Phrases:

- Rule of thumb.
- To have a bee in your bonnet.
- If wishes were horses, beggars would ride.

#### Mathematics: Ratios and Proportions

- Rates
- Algebra-Solving Proportions
- Geometry - Scale Drawing
- Percent of Change
- Sales Tax and Discount
- Simple Interest

#### History and Geography: The French Revolution

- The Three Estates
- Absolute Monarchy
- A Time for Violence

##### Science:

- Ecosystems

PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER: THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 10<sup>th</sup> & 11<sup>th</sup>.**





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## FEBRUARY 2009 KINDERGARTEN SYLLABUS

### Language and Literacy:

- Students will listen to selected stories about friendship, Groundhog Day, and famous African Americans.
- Phonemic Awareness - Continue blending with short a, I, o  
Initial Hh; Rr  
Initial and final Dd
- Word Families - Review ap, op, ip, ad, at, an, am  
Review on, ot, od, om, in, id, im
- Sight Words - me, do, friend, good, love, pink, gray, heart, February, pretty, she, this, family, look, make, my, said, are, for, you, where, up

### Core Knowledge Literature and poems:

- Roses are Red
- The Dog and His Shadow
- The Bremen Town Musicians
- Hot cross Buns!

### Comprehension:

- Students will identify the main idea of a story
- Continuation with summarizing

### Writing:

- Students will continue to use proper sentence structure in their writing (ex: proper use of uppercase and lowercase letters; spacing; punctuation)
- Students will write friendly letters to family/friends independently
- Writing directions: "How to" writing

### Sayings and Phrases:

- Do unto others as you would have them do unto you.

### Mathematics:

- Students will learn to skip count 2's, 5's, and 10's
- Introduce measurement
- 100<sup>th</sup> Day Celebration

### Science:

- Keeping Healthy

### History and Geography:

- Early Settlers and Explorers

### Art:

- Pablo Picasso - Student will learn about his red and blue period through observations and hands on activities.

### Music:

- See My shadow
- Ten Little Groundhogs
- My Heart
- Will You Be My Friend?





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## FEBRUARY 2009 FIRST GRADE SYLLABUS

### Language and Literacy:

- On My Way to School
- Kate's Game
- Rapunzel (Core Knowledge)

### Phonemic Awareness/Phonics:

- L blends
- Long a
- Vowel, consonant vowels

### Writing

- Interactive Writing
- Independent Writing

### Poetry:

- Sing a Song of People (Core Knowledge)

### Sayings and Phrases:

- Never leave till tomorrow what you can do today. (Core Knowledge)

### Mathematics:

- Organize and Use Data

### History and Geography:

- Mexico Today

### Science:

- Introduction to the Solar System (Core Knowledge)

### Art:

- Murals: Paintings on Walls – Diego Rivera (Core Knowledge)

### Music:

- Jazz





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## FEBRUARY 2009 SECOND GRADE SYLLABUS

### Language and Literacy: Stories

- Splish! Splash!
- Goose's Story
- A Way to Help Planet Earth

### Reading Strategies:

- Generate Questions
- Cause and Effect
- Summarize

### Phonics/Spelling:

- r-controlled vowels ar, or
- r-controlled vowels er, ir, ur
- variant vowel oo, ou

**STORIES WILL BE READ FROM THE TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

### Writing:

- Expository Writing

### Sayings and Phrases:

- Eaten out of house and home.
- Get a taste of your own medicine.

### Mathematics:

- Continue with Addition with regrouping
- Two-digit Addition

### History and Geography:

- War of 1812
- The Civil War

### Science:

- Continuation with The Water Cycle
- Animals

### Art:

- Modern Museum







# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## FEBRUARY 2009 THIRD GRADE SYLLABUS

### Language and Literacy:

- The Lion, The Witch and The Wardrobe by C.S. Lewis

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

### Poetry:

- "Mother to Son" by Langston Hughes

### Writing:

- Explanatory Writing

### Sayings and Phrases:

- One rotten apple spoils the whole barrel
- Let bygones be bygones.

### Mathematics:

- Exploring fractions and decimals

### History and Geography:

- The Thirteen Colonies

### Science:

- The Skeletal and Muscular Systems

### Art:

- Mosaics: A wall filled with light

### Music:

- Aaron Copland

PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER:** THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 3<sup>rd</sup> & 4<sup>th</sup>.





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## FEBRUARY 2009 FOURTH GRADE SYLLABUS

### Language and Literacy: Stories

- Fudge-A-Mania
- Time For Kids: Kid Reporters at Work
- Mystic Horse

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.**

### A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

#### Grammar:

- Main and helping verbs
- Linking verbs

### Writing: Explanatory: How to Article

- Identify features of explanatory writing
- Plan, draft, and present a how-to-article
- Each day students are to do a writing prompt pertaining to the stories read.

### Sayings and Phrases: (Core Knowledge)

- The bigger they are, the harder they fall.
- Seeing is believing.

### Mathematics: Geometry

- Identify and describe geometric shapes
- Measuring angles
- Area and perimeter

**A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.**

### History and Geography: Early Presidents: Washington through Jackson

- Setting Precedents
- Crisis and Conflict
- The Early Republic

### Science: Physical Science: Matter

- Properties of matter
- Classifying matter as a solid, liquid or gas

**A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION**

**PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.**

**REMINDER: THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 3<sup>rd</sup> - 5<sup>th</sup>.**





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### FEBRUARY 2009 FIFTH GRADE SYLLABUS

#### Language and Literacy: Stories

- Carlos and the Skunk
- Getting Out the Vote
- Hurricanes

#### Books:

- Maniac Magee
- The Autobiography of Fredrick Douglass

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

#### Writing:

- Write an interview

#### Grammar:

- Object Pronouns
- Subject Pronouns
- Pronoun-Verb Agreement

#### Sayings and Phrases:

- Those who dare to fail miserably can achieve greatly.

#### Mathematics: Probability

- Theoretical probability
- Outcomes
- Making Predictions

#### History and Geography: The Civil War

- Slavery
- Compromise
- Secession

#### Science: Plant Structure and Processes

- Non-Vascular Plant
- Vascular Plants
- Photosynthesis

PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER: THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 3<sup>rd</sup> & 4<sup>th</sup>.**





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## FEBRUARY 2009 SIXTH GRADE SYLLABUS

### Language and Literacy:

Theme: Saving the Day

#### Stories:

- The Night of the Pomegranate
- Zoo Story – (Time for Kids Article)
- Rumpelstiltskin's Daughter

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.**

**VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.**

#### Writing:

- Students will respond to literature from various genres.
- Students will write to compare and contrast.

#### Sayings and Phrases:

- Rule of thumb.
- To have a bee in your bonnet.
- If wishes were horses, beggars would ride.

### Mathematics: Ratios and Proportions

- Rates
- Algebra-Solving Proportions
- Geometry – Scale Drawing
- Percent of Change
- Sales Tax and Discount
- Simple Interest

### History and Geography: The French Revolution

- The Three Estates
- Absolute Monarchy
- A Time for Violence

#### Science:

- Ecosystems

**PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.**

**REMINDER: THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 10<sup>th</sup> & 11<sup>th</sup>.**





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### MARCH 2009 KINDERGARTEN SYLLABUS

#### Language and Literacy:

- On the loose with Dr. Seuss
- Phonemic Awareness - Continue blending with short a, i, o  
Blending with short e  
Letters: Ee, Bb, Ll, Kk
- Word Families - en, et, ed, eb, eg
- Sight Words - down, find, for, funny, go, help, here, make, me, my, not, one, play, red, up, we, where, yellow, you, March, little, said, Spring

#### Core Knowledge Literature and Poems & Stories:

- The Lion and the Mouse
- Tug of War
- Mary Had a Little Lamb
- Little Bo Peep

#### Comprehension:

- Main Idea and details

#### Writing:

- Continuation of "How To" Writing – students use elements of story structure to describe how to do something.

#### Sayings and Phrases:

- March comes in like a lion, out like a lamb.

#### Mathematics:

- Estimation
- Measurement

#### Science:

- Study of clouds and wind
- Signs of Spring

#### History and Geography:

- Mount Rushmore Presidents

#### Art:

- Self Portraits
- Women in art – Frida Kahlo and Georgia O'Keefe

#### Music:

- The March Winds
- St. Patrick's Day Is Here
- I'm a Little Shamrock





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### MARCH 2009 FIRST GRADE SYLLABUS

#### Language and Literacy:

- Short Shadows, Long Shadows
- Smile Mike!
- The Tale of Peter Rabbit (Core Knowledge)
- The Boy Who Cried Wolf (Core Knowledge)

#### Phonemic Awareness/Phonics:

- S blends
- Syllables
- Phone me Segmentation
- Digraphs ch, -tch, wh-

#### Writing

- Personal Narrative
- Editing Process

#### Poetry:

- The Sky is Busy
- The Sea
- Sun Rise
- My Shadow (Core Knowledge)

#### Sayings and Phrases:

- Practice makes perfect. (Core Knowledge)

#### Mathematics:

- Chapter 5: Develop Addition Strategies
- Chapter 6: Develop Subtraction Strategies

#### History and Geography:

- Early Civilizations of the Americas

#### Science:

- Earth Science (Core Knowledge)
- Weather and Seasons





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### MARCH 2009 SECOND GRADE SYLLABUS

#### Language and Literacy: Stories

- Super Storms
- Nutik, The Wolf Pup
- Dig Wait Listen
- Pushing Up the Sky
- American Tall Tale: John Henry

#### Reading Strategies:

- Make and Confirm Predictions
- Make Inferences
- Summarize

#### Phonics/Spelling:

- variant vowel oo, ui, ew
- variant vowel au, aw
- diphthong ow, ou
- diphthong oi, oy

**STORIES WILL BE READ FROM THE TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

#### Writing:

- Expository Writing

#### Sayings and Phrases:

- Keep your fingers crossed.
- Practice what you preach.

#### Mathematics:

- Subtracting two-digit numbers with and without regrouping
- Money and Time

#### History and Geography:

- The Civil War

#### Science:

- Human Body/Digestive System
- Animals





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### MARCH 2009 THIRD GRADE SYLLABUS

#### Language and Literacy:

- The Watson's Go to Birmingham — 1963
- The Friendship by Mildred Taylor

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

#### Poetry:

- "Dreams" by Langston Hughes

#### Writing:

- Continue with Explanatory Writing: Steps in a process

#### Sayings and Phrases:

- On its last leg.
- Rule the roost.

#### Mathematics:

- Decimals

#### History and Geography:

- The Thirteen Colonies

#### Science:

- Continue with The Skeletal and Muscular Systems

#### Art:

- Continue with Mosaics: A wall filled with light

#### Music:

- Continue with Aaron Copland making American Music

PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER:** THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 3<sup>rd</sup> & 4<sup>th</sup>.







## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### MARCH 2009 FOURTH GRADE SYLLABUS

#### Language and Literacy: Stories

- Snowflake Bentley
- Dear Mrs. LaRue
- The Blind Hunter
- Time for Kids: The Power of Oil
- Chapter Book: Treasure Island

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING,  
COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

#### Grammar:

- Irregular Verbs
- Pronouns

#### Writing:

- Haikus
- Character Sketches
- Each day students are to do a writing prompt pertaining to the stories read.

#### Sayings and Phrases: (Core Knowledge)

- Bull in a china shop.
- Beauty is only skin deep.

#### Mathematics:

- Measuring capacity, length, and weight
- Describing and comparing fractions

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE  
GIVEN AFTER THE CHAPTER IS COMPLETED.

#### History and Geography:

- American Reformers

#### Science: Physical Science: Electricity

- Static and current electricity
- Explore the different forms and sources of energy

A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION

PREPARATION FOR THE NEW YORK STATE SCIENCE TEST WILL BE CONDUCTED  
EACH DAY.

**REMINDER: THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON  
MARCH 3<sup>rd</sup> - 5<sup>th</sup>.**





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### MARCH 2009 FIFTH GRADE SYLLABUS

#### Language and Literacy: Stories

- The Catch of the Day
- Spirit of Endurance
- Weslandia
- Learning From Nature

#### Books:

- The Outsiders

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

#### Writing:

- Write a Magazine Article

#### Grammar:

- Homophones
- Possessive Pronouns
- Adjectives

#### Sayings and Phrases:

- Accomplishments will prove to be a journey, not a destination.
- It is amazing what you can accomplish if you do not care who gets the credit.

#### Mathematics: Measurement

- Length in the Customary System
- Length in the Metric System
- Changing Metric Units
- Measures of Time

#### History and Geography: The Civil War

- Turning Point
- Reconstruction

#### Science: Plant Structure and Processes

- Asexual Reproduction
- Sexual Reproduction by spore-bearing plants
- Sexual Reproduction of non-flowering seed plants

PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER:** THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 3<sup>rd</sup> & 4<sup>th</sup>.





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### MARCH 2009 SIXTH GRADE SYLLABUS

#### Language and Literacy:

Theme: Saving the Day

##### Stories:

- The Great Serum Race
- Juan Verdades
- Nothing Ever Happens on 90<sup>th</sup> Street
- The emperor's Silent Army

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.

VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.

##### Writing:

- Students will write to respond to literature.
- Students will write regularly to keep an ongoing collection of writing in their writer's notebook.
- Students will write reports of information.

##### Sayings and Phrases:

- All for one and one for all.
- All's well that ends well.
- The best laid plans of mice and men go aft awry.

#### Mathematics: Applying Percent

- Percent and Estimation
- The Percent Equation
- Percent of Change
- Sales Tax and Discount
- Simple Interest

##### Probability

- Simple Events
- Permutations
- Combinations
- Theoretical and Experimental Probability
- Independent and Dependent Event

#### History and Geography: The French Revolution

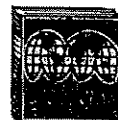
- The Reign of Terror
- Rise of Napoleon
- Industrial Revolution
- Introduction

##### Science:

- Organization of Living Things

PREPARATION FOR THE NEW YORK STATE MATHEMATICS TEST WILL BE CONDUCTED EACH DAY.

**REMINDER:** THE NEW YORK STATE MATHEMATICS EXAM WILL BE CONDUCTED ON MARCH 10<sup>th</sup> & 11<sup>th</sup>.





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### APRIL 2009 KINDERGARTEN SYLLABUS

#### Language and Literacy:

- Continuation of rhymes
- Continuation of blending with a, e, i, o
- Introduce letters u, g, w
- Sight Words - she, he, here, was, ate, be, new, no, now, this, too, under, rain, April, wind

#### Core Knowledge Literature and Poems & Stories:

- Mary Mary, Quite Contrary
- Tommy
- April Rain Song
- Little Rd Hen
- Chicken Little
- Jack and The Bean Stalk

#### Comprehension:

- Asking questions for comprehension (who, what, when, where, why)

#### Writing:

- Poems

#### Sayings and Phrases:

- April showers bring May flowers.
- It's raining cats and dogs.

#### Mathematics:

- Continuation of measurement and estimation
- Numbers beyond 20

#### Science:

- Plants and plant growth (Biography George Washington Carver)
- Taking care of the Earth (Earth Day)
- Continuation of Seasons and Weather (rain)

#### History and Geography:

- Continents and Maps
- North and South America

#### Art:

- Sculptures

#### Music:

- Rain, Rain Go Away
- It's Raining, It's Pouring
- I'm a Little Seed
- In My Garden
- Making Instruments





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## APRIL 2009 FIRST GRADE SYLLABUS

### Language and Literacy:

- Gram and Me
- Pelican Was Hungry
- June Robot Cleans Up
- Peter Rabbit (Core Knowledge)

### Phonemic Awareness/Phonics:

- Triple consonant blends
- Contractions with will, am, have
- Long o
- Long u

### Writing

- Independent and interactive story writing (story elements)

### Poetry:

- If Wishes Were Horses
- Sing a Song of People

### Sayings and Phrases:

- There's no place like home.
- Sour grapes.

### Mathematics:

- Introduction to Chapter 7: Measuring Time

### History and Geography:

- Mesopotamia

### Science:

- Weather and Seasons





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## APRIL 2009 SECOND GRADE SYLLABUS

### Language and Literacy: Stories

- Pushing Up the Sky
- Columbus Explores New Lands
- The Ugly Vegetables

### Reading Strategies:

- Author's Purpose
- Cause and Effect
- Elements on Non-Fiction

### Author Study:

- Shel Silverstein
- Jack Prelutsky

### Phonics/Spelling:

- diphthong oi, oy
- schwa: /ə/ a
- silent consonants gn, kn, wr, mb

### Grammar:

- I and me, we and us
- Possessive Pronouns
- Pronoun Verb Agreement

### Poetry:

- Smart
- There Was an Old Man with a Beard.
- There is a Young Lady, Whose Nose...

### Visual Arts:

- Animals Real and Imagined

**STORIES WILL BE READ FROM THE TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

### Writing:

- Expository Writing

### Sayings and Phrases:

- Get up on the wrong side of the bed.

### Mathematics:

- Use place value to 1,000
- Model fractions

*We will be doing a continuation of Time and Money throughout the year.*

### History and Geography:

- Immigration and Citizenship

### Science:

- Continuation with the Study of Animals
- Human Body





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## APRIL 2009 THIRD GRADE SYLLABUS

### Language and Literacy:

- Charlie and the Chocolate Factory by Roald Dahl

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

### Poetry:

- "Trees" by Sergeant Joyce Kilmer

### Writing:

- Poetry Month: Acrostic Poems, Descriptive Poems

### Sayings and Phrases:

- The show must go on.
- When in Rome, do what the Romans do.

### Mathematics:

- Dividing with remainders

### History and Geography:

- Ancient Rome

### Science:

- The Digestive Systems

### Art:

- Out of the shadows: Rembrandt Van Rijn

### Music:

- John Phillip Sousa





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## APRIL 2009 FOURTH GRADE SYLLABUS

### Language and Literacy: Stories

- Because of Winn Dixie
- Ranita The Frog Princess
- Exploring the Undersea

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.**

### A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

#### Grammar: Adjectives

- Common and proper adjectives
- Adjectives that compare

#### Writing: Descriptive Writing: Compare and Contrast

- Identify the features of a compare/contrast essay
- Poetry
- Each day students are to do a writing prompt pertaining to the stories read.

#### Sayings and Phrases: (Core Knowledge)

- Birds of a feather flock together.
- Laugh and the world laughs with you. Weep and you will weep alone.

#### Mathematics: Fractions and Decimals

- Simplifying Fractions
- Relate fractions and decimals
- Locate fractions and decimals on a number line

**A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.**

#### History and Geography:

- Europe in the Middle Ages

#### Science: Life Science: Kingdoms of Life

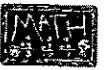
- Cells: Describe Life Processes
- Classify Living Things

**A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION**

**PREPARATION FOR THE NEW YORK STATE SCIENCE EXAM WILL BE CONDUCTED EACH DAY.**

**REMINDER: THE NEW YORK STATE SCIENCE EXAM WILL BE CONDUCTED ON APRIL 30, 2009.**

**CAMPING TRIP: APRIL 22-24, 2009 – INFORMATION MEETING, MONDAY, APRIL 6, 2009 6:30PM.  
PERMISSION SLIPS DUE BY TUESDAY, APRIL 7, 2009.**







# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## APRIL 2009 FIFTH GRADE SYLLABUS

### Language and Literacy: Stories

- The Unbreakable Code
- A Song for Makaio

### Books:

- Freaky Friday and The Adventures of Tom Sawyer

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

### Writing:

- Write a scene from a play

### Grammar:

- Articles
- Adjectives that compare
- Comparing more with most

### Sayings and Phrases:

- Eat crow.
- It's never too late to mend.
- Time heals all wounds.

### Mathematics: Geometry

- Area of parallelograms
- Area of triangles
- Area of circles

### History and Geography: The United States after the Civil War

- Reconstruction
- Westward Expansion

### Science: Sexual Reproduction in Animals

- Reproductive organs
- External fertilization
- Internal fertilization





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### APRIL 2009 SIXTH GRADE SYLLABUS

#### Language and Literacy:

Theme: Saving the Day

##### Stories:

- The Emperor's Silent Army
- The Case of the Phantom Poet
- Seeing Things His Own Way

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.

VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.

#### Writing:

- Students will respond to literature from various genres.
- Students will create and write poetry.

#### Sayings and Phrases:

- A fool and his money are soon parted.
- Good fences make good neighbors.

#### Mathematics: Probability

- Simple Events
- Tree Diagrams
- The Fundamental Counting Principle
- Permutations
- Combinations
- Theoretical and Experimental Probability
- Independent and Dependent Event

#### Geometry

- Angles
- Making Circle Graphs
- Angle Relationships
- Triangles

#### History and Geography: Independence for Latin America

- Revolutions
- Continuing Problems

#### Science:

- Organization of Living Things





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## MAY 2009 KINDERGARTEN SYLLABUS

### Language and Literacy:

- Phonemic Awareness – Letters Gg, Ww, Vv, Xx  
Review word families –up, -ut, -un, -ug
- Continue blending with all short vowels
- Sight Words – Continuation of primer list

### Core Knowledge Literature: Poems & Stories:

- The Ugly Duckling
- Ladybug, Ladybug
- Little Miss Muffet

### Comprehension:

- Compare and Contrast

### Writing:

- Descriptive Sentence

### Sayings and Phrases:

- Practice makes perfect.

### Mathematics:

- Addition

### Science:

- Study of Ladybugs
- Animals and their needs

### History and Geography:

- Maps and Continents (*Europe and Africa*)

### Art:

- Mary Cassatt

### Music:

- Ladybugs Fly
- Mother's Day

**REMINDER: MATH FAIR IS MAY 19, 2009- 9:30AM-11:30AM**





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal.*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## MAY 2009 FIRST GRADE SYLLABUS

### Language and Literacy:

- June Robot Cleans Up
- Stormy Weather
- All Stories are Anansi's (Core Knowledge)

### Phonemic Awareness/Phonics:

- Vowel, consonant, vowel
- Spelling word sort -une, -ute, -ule, -use
- Long /a/ ay, ai

### Writing

- Reports

### Poetry:

- Rope Rhyme (Core Knowledge)
- The Queen of Hearts (Core Knowledge)

### Sayings and Phrases:

- If at first you don't succeed, try, try again.

### Mathematics:

- Continue Ch. 7: Measuring Time (Core Knowledge)

### History and Geography:

- Ancient Egypt

### Science:

- Force and Motion

**REMINDER: MATH FAIR IS MAY 19, 2009- 9:30AM-11:30AM**





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

### MAY 2009 SECOND GRADE SYLLABUS

#### Language and Literacy: Stories

- The Moon
- Mice and Beans
- Stirring Up Memories

#### Reading Strategies:

- Summarize
- Text Structure
- Elements of Non-Fiction

#### Author Study:

- Kenn Nesbitt
- Bruce Lansky

#### Phonics/Spelling:

- Hard/Soft c and g
- Endings -dge, -ge, lge, nge, rge
- R-controlled vowels ar, air, are

#### Grammar:

- Contractions
- Parts of Speech – adjectives, adverbs
- Articles a and an

#### Poetry:

- Who Has Seen the Wind
- Windy Nights

#### Visual Arts:

- Animals Real and Imagined
- Designed and Creating Habitats (LEAP)

**STORIES WILL BE READ FROM THE TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

#### Writing:

- Expository Writing

#### Sayings and Phrases:

- Turn over a new leaf. (Core Knowledge)

#### Mathematics:

- Data and Graphs
- Measurement

***We will be doing a continuation of Time and Money throughout the year.***

**REMINDER: MATH FAIR IS MAY 19, 2009- 9:30AM-11:30AM**

#### History and Geography:

- Immigration and Citizenship
- Civil Rights Leaders

#### Science:

- Continuation with the Study of Animals
- Human Body





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Beizaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## MAY 2009 THIRD GRADE SYLLABUS

### Language and Literacy:

- Peter Pan by J. M. Barrie

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

### Poetry:

- "Dreams" by Langston Hughes

### Writing:

- Writing an entertaining story

### Sayings and Phrases:

- Beauty is only skin deep.
- The bigger they are, the harder they fall.

### Mathematics:

- Review mathematics problem solving skills/math fair projects

REMINDER: MATH FAIR IS MAY 19, 2009- 9:30AM-11:30AM

### History and Geography:

- Ancient Rome

### Science:

- The Respiratory Systems

### Art:

- Weaving: The art of painting without brushes

### Music:

- Classical composer: Johann Sebastian Bach





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## MAY 2009 FOURTH GRADE SYLLABUS

### Language and Literacy: Stories

- Ranita The Frog Princess
- Exploring the Undersea Territory
- Chapter Book: Pippi Longstocking

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.

A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.

#### Grammar:

- Adjectives
- Adverbs

### Writing: Descriptive Writing: Compare and Contrast

- Descriptive poster of writing focusing on word choice (Adjectives)
- Each day students are to do a writing prompt pertaining to the stories read.

### Sayings and Phrases: (Core Knowledge)

- Break the ice.
- Through thick and thin.

### Mathematics: Decimals

- Comparing and ordering decimals
- Adding and subtracting decimals
- Rounding and estimating decimals

A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.

REMINDER: MATH FAIR IS MAY 19, 2009- 9:30AM-11:30AM

### History and Geography: The Middle Ages in Europe

- Kings and Conquerors
- A Hundred Years of War
- The Black Death

### Science: Life Science: Kingdoms of Life

- The Plant Kingdom: The function of roots, stems, and leaves
- The Life Cycle of a flowering Plant

A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## MAY 2009 FIFTH GRADE SYLLABUS

### Language and Literacy: Stories

- The Gri Gri Tree
- The Largest Creature on Earth

### Book:

- The Adventures of Tom Sawyer

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

### Writing:

- Descriptive Poems

### Grammar:

- Adverbs
- Adverbs that compare

### Sayings and Phrases:

- Every cloud has a silver lining.
- To kill two birds with one stone.
- Out of the frying pan and into the fire.

### Mathematics: Geometry

- Three-Dimensional Figures
- Volume of Rectangular Prisms
- Surface Area of Rectangular Prisms

**REMINDER: MATH FAIR IS MAY 20, 2009- 9:30AM-11:30AM**

### History and Geography: The Unites States after the Civil War

- Settling the West
- Transcontinental Railroad
- Conflict with Native Americans

### Science: Earth and its Resources

- Rocks and Minerals
- Fossils and Energy







# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## MAY 2009 SIXTH GRADE SYLLABUS

### Language and Literacy:

Theme: Saving the Day

#### Stories:

- The Case of the Phantom Poet
- Seeing Things His Own Way

#### Literacy:

- Ashes of Roses

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.**

**VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.**

### Writing: Report of Information

- Students will research careers, and write to report their feelings.

### Sayings and Phrases:

- A penny saved is a penny earned.
- Rome wasn't built in a day.

### Mathematics: Geometry

- Angles
- Circle Graphs
- Triangles
- Quadrilaterals
- Similar Figures
- Polygons and Tessellations
- Translations
- Reflections

#### Measuring Two-Dimensional Figures

- Squares and Square Roots
- Estimating Square Roots
- The Pythagorean Theorem
- Area of Parallelograms

**REMINDER: MATH FAIR IS MAY 20, 2009- 9:30AM-11:30AM**

### History and Geography: Industrial Revolution

- From Farms to Factories
- Capitalism and its Effects
- Monopolies

### Science:

- Organization of Living Things





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## JUNE 2009 KINDERGARTEN SYLLABUS

### Language and Literacy:

- Students will listen and respond to various stories about Caterpillars/Butterflies and Father's Day
- Comprehension
- Phonemic Awareness – students continue blending and decoding with short vowels (a, e, i, o, u)  
Introduce blends dr, bl, ch, th, br, sm, sk, sh Letters Ji, Oq, Yy, Zz
- Words Families – students will review all word families studied in class.
- Sight Words – review all sight words studied in class.

### Core Knowledge Literature and Poems & Stories:

- Jack and Jill
- Jack Be Nimble
- Little Miss Muffett
- The Bremen Town Musicians

### Comprehension:

- Reread for comprehension

### Writing:

- Graduation writing pieces

### Sayings and Phrases:

- The more the merrier.

### Mathematics:

- Introduction of Subtraction

### Science:

- Study of Butterflies

### History and Geography:

- Maps and Continents (*Asia and Australia*)

### Art:

- Review famous artists and color classification

### Music:

- The Fuzzy Caterpillar
- Butterfly Poems
- Graduation Songs





## Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

### JUNE 2009 FIRST GRADE SYLLABUS

#### Language and Literacy:

- Little Rabbit: A Tale from India
- Olivia
- The Kite from Days With Frog and Toad
- The Frog Prince (Core Knowledge)

#### Phonemic Awareness/Phonics:

- Phoneme categorization (vowel sound)
- Long o: oa, ow
- Long i: y, igh
- Identify and Generate Rhyme

#### Writing

- Reports
- Independent Writing: Writing Trait: Voice

#### Poetry:

- The Owl and the Pussy-Cat (Core Knowledge)
- The Frog (Core Knowledge)

#### Sayings and Phrases:

- Hit the nail on the head (Core Knowledge)

#### Mathematics:

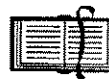
- Chapter 8: Recognizing Number Patterns
- Chapter 9: Compare Measurements

#### History and Geography:

- Ancient Egypt

#### Science:

- Conclude: Force and Motion
- Introduce: Measurement





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## JUNE 2009 SECOND GRADE SYLLABUS

### Language and Literacy: Stories

- Stirring Up Memories
- Music of the Stone Age
- African American Inventors

### Reading Strategies:

- Draw Conclusions
- Text Structure
- Elements on Non-Fiction

### Phonics/Spelling:

- R-controlled vowels ar, air, are
- R-controlled vowels er, eer, ere, ear
- R-controlled vowels or, ore, oar

### Grammar:

- Articles a and an
- Parts of Speech -- adjectives, adverbs
- Adjectives that compare

### Visual Arts: Continuation of...

- Animals Real and Imagined
- Designed and Creating Habitats (LEAP)

**STORIES WILL BE READ FROM THE TEXT (GUIDED, INDIVIDUALLY, AND IN GROUPS). LITERATURE WILL BE INTEGRATED THROUGHOUT PHONICS, COMPREHENSION, GRAMMAR, AND SPELLING LESSONS. THERE WILL BE A VOCABULARY TEST, A READING ASSESSMENT, AND A SPELLING TEST EVERY FRIDAY.**

### Writing:

- Expository Writing

### Sayings and Phrases:

- Get up on the wrong side of the bed. (Core Knowledge)
- Turn over a new leaf. (Core Knowledge)

### Mathematics:

- Geometric Shapes
- Fractions

*We will be doing a continuation of Time and Money throughout the year.*

### History and Geography:

- Modern Japan and Ancient China
- Ancient Greece

### Science:

- Magnetism
- Simple Machines

### Stories about Scientists:

- Anton Van Leeuwenhoek
- Florence Nightingale





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## JUNE 2009 THIRD GRADE SYLLABUS

### Language and Literacy:

- Charlotte's Web by E. B. White

Students will focus on story elements.

THERE WILL BE A COMPREHENSION TEST EVERY FRIDAY AS WELL AS A VOCABULARY/SPELLING TEST. THE STUDENTS WILL WRITE SENTENCES FROM THE DICTATION OF THEIR SPELLING WORDS EVERY FRIDAY.

### Poetry:

- "Trees" by Sergeant Joyce Kilmer

### Writing:

- Writing that compares

### Sayings and Phrases:

- Birds of a feather flock together.
- Don't count your chickens before they hatch.

### Mathematics:

- Problem Solving Strategies

### History and Geography:

- The Vikings

### Science:

- The Nervous System

### Art:

- Continuation with Weaving: The art of painting without brushes

### Music:

- Classical Composer – Fredrick Chopin





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
www.ccics.org

Daniel Garcia, Principal  
Richard Santiago, A.P. Operations  
Steve Sorokin, Director of Assessment

Betzaida Franco, Staff Developer  
Xioel Terrero, Guidance Counselor  
Michelle Allen, Dean

## JUNE 2009 FOURTH GRADE SYLLABUS

### Language and Literacy: Stories

- Me and Uncle Romie
- The Goldrush Game
- Wild Horses
- Chapter Bok: Fudge-O-Mania

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS AND INDEPENDENT READING.**

**A VOCABULARY TEST WILL BE GIVEN EVERY FRIDAY.**

### Grammar: Adjectives

- Continuation with Adjectives
- Articles

### Writing: Expository Writing

- Each day students are to do a writing prompt pertaining to the stories read.
- Summarize

### Sayings and Phrases: (Core Knowledge)

- Blow hot and cold.
- Shipshape.

### Mathematics:

- Continuation with Rounding and estimating decimals
- Problem Solving

**A MATH QUIZ WILL BE GIVEN AFTER EACH LESSON AND A CHAPTER TEST WILL BE GIVEN AFTER THE CHAPTER IS COMPLETED.**

### History and Geography:

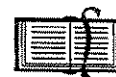
- Preparation for the 5<sup>th</sup> Grade Social Studies Exam
- Europe in the Middle Ages

### Science: Continuation with Life Science: Animal Kingdoms

- The Plant Kingdom
- Invertebrates and Vertebrates

**A SCIENCE QUIZ WILL BE GIVEN AFTER EACH SECTION**

**REMINDER: ALL CAMP HERLICH APPLICATIONS ARE DUE BY MONDAY, JUNE 22, 2009.**





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## JUNE 2009 FIFTH GRADE SYLLABUS

### Language and Literacy: Stories

- The Work of Giants
- The Golden Mare, the Firebird, and the Magic Ring
- Skunk Scout

### Books:

- The Adventures of Tom Sawyer

STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED, INDIVIDUAL, AND GROUP APPROACHES. LITERATURE WILL BE INTEGRATED THROUGHOUT THE LANGUAGE ARTS EXPERIENCE, EMPASIZING COMPREHENSION, GRAMMAR AND SPELLING.

VOCABULARY EXAMS WILL BE GIVEN ON FRIDAY AS WELL AS A GRAMMAR ASSESSMENT TEST.

### Writing:

- Explanatory Writing: How to Article

### Grammar:

- Prepositions
- Sentence Combing

### Sayings and Phrases:

- Envy is as evil as arrogance.
- The loss of enemies does not compromise for the loss of friends.

### Mathematics: Review of previously learned concepts

- Multiplying with decimals
- Dividing with two-digit numbers
- Interpreting the remainder

### History and Geography: America in the Modern Era

- World at War
- The Great Depression
- The Cold War

### Science: The Universe

- Earth and Sun
- Earth and Moon
- The Solar System





# Icahn Charter School #1

1525 Brook Avenue  
Bronx, New York 10457  
Telephone (718) 716-8105  
Fax (718) 716-6716  
[www.ccics.org](http://www.ccics.org)

*Daniel Garcia, Principal*  
*Richard Santiago, A.P. Operations*  
*Steve Sorokin, Director of Assessment*

*Betzaida Franco, Staff Developer*  
*Xioel Terrero, Guidance Counselor*  
*Michelle Allen, Dean*

## JUNE 2009 SIXTH GRADE SYLLABUS

### Language and Literacy:

**Theme: Saving the Day**

#### Stories:

- Seeing Things His Own Way
- Major Taylor
- A Single Shard
- Breaking Through

#### Literacy:

- Ashes of Roses by Mary Jane Auch

**STORIES WILL BE READ FROM THE TEXT THROUGH GUIDED READING, COOPERATIVE LEARNING GROUPS, AND INDIVIDUAL READING.**

**VOCABULARY, SPELLING, PHONICS, AND GRAMMAR WILL BE INTEGRATED THROUGHOUT THE LITERACY INSTRUCTION.**

#### Writing:

- Students will write a narrative account in the form of a memoir.

#### Sayings and Phrases:

- Time heals all wounds.
- When there's a will, there's a way.
- Every cloud has a silver lining.

### Mathematics: Geometry

- Angles
- Making Circle Graphs
- Triangles
- Quadrilaterals
- Similar Figures
- Polygons and Tessellations
- Translations
- Reflections

#### Geometry: Measuring Two-Dimensional Figures

- Squares and Square Roots
- Estimating Square Roots
- The Pythagorean Theorem
- Area of Parallelograms

### History and Geography: Industrial Revolution in America

- New Resources
- Inventions
- Monopolies

#### Immigration into America

- Why come to America?
- Problems and Solutions

### Science:

- Inheriting Traits

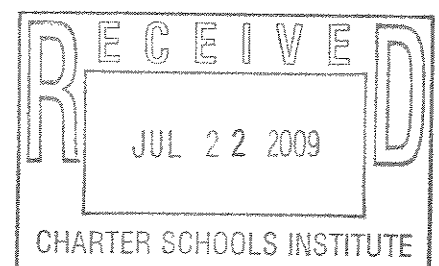




15. a) **Provide a list of instructional staff for the school for each year of the charter that you are seeking. The list should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the list should identify the number of instructional personnel in each classroom, e.g., one teacher, one teaching assistant, one paraprofessional for each class.**

Below is the roster for each of the first five years of the school. As a point of clarification, some parts of the staffing will be flexible within the network of Icahn Charter Schools. It is the intention of the Icahn Charter School network that full-time Special Education personnel will be hired. Special Education services will be provided as necessary for the population of this school, and each school. If only part-time services are required at this school, an Icahn Special Education teacher's time would be shared by more than one of our schools so that this school's part-time needs would be met by an Icahn employee. This person would travel between the Icahn Charter Schools to provide the necessary services. This would resolve the challenge of finding part-time personnel within the DOE policies/restrictions and ensure consistency in the delivery of services.

Additionally in terms of staffing, as the school expands into the upper grades, specialty subjects, such as advanced mathematics in which targeted 8<sup>th</sup> graders sit for the 9<sup>th</sup> grade NY Regents exam, could require us to have one teacher for a very small group of students. This is obviously not cost effective. It is our intention to have preparation courses for Regents exams that are normally administered in the 9<sup>th</sup> grade as part of our academic program. Our rationale is that our children will enter high school with advanced standing and therefore be afforded the opportunity to take additional courses that their peers would not be able to take. When a high school student enters high school with advanced standing having completed Regents tests, during the high school years, the students can choose elective courses in their subjects of preference. Breadth and depth in course selection in the high school years is desirable. With advanced standing, our students will demonstrate to colleges their scholarly interests. The ultimate goal is to have our children be competitive in the college admission process. With multiple schools, when we will have a need to teach small Regents classes in each school, if a Regents teacher does not need to be full-time at one school, the time can be shared between schools. This benefits everyone. We maintain the benefit of small schools, while having the resources of a larger school.



**2010-2011**

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	ESL	Paras	After School Activities Spec.
K	2						
1	2						
2	2						
3							
4							
5							
School-wide	6	0	1	1 PT	1 PT	2	3

Administrative staff will include 1 safety officer, 1 secretary, consultants (literature, math if needed), 1 financial manager, 1 Principal

**2011-2012**

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	ESL	Paras	After School Activities Spec.
K	2						
1	2						
2	2						
3	2						
4							
5							
School-wide	8	1	2	1 PT	1 PT	3	3

Administrative staff will include 1 safety officer, 1 secretary, 1 financial manager, 1 Principal, 1 Staff Developer

**2012-2013**

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	ESL	Paras	After School Activities Spec.
K	2						
1	2						
2	2						
3	2						
4	2						
5							
School-wide	10	1	3	1 PT	1 PT	4	5

Administrative staff will include 1 safety officer, 1 secretary, consultants (literature, math if needed), 1 financial manager, 1 Principal, 1 Staff Developer, 1 Director of Assessment

**2013-2014**

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	ESL	Paras	After School Activities Spec.
K	2						
1	2						
2	2						
3	2						
4	2						
5	2						
School-wide	12	2	5	1 FT	1 FT	4	5

Administrative staff will include 1 safety officer, 1 secretary, consultants (literature, math if needed), 1 financial manager, 1 Principal, 1 Staff Developer, 2 Office Aides, 1 Director of Assessment

**2014-2015**

	Classroom Teachers	Cluster Teachers	Targeted Assistant	Special Education Teacher	ESL	Paras	After School Activities Spec.
K	2						
1	2						
2	2						
3	2						
4	2						
5	2						
6	2						
School-wide	14	2	4	1 FT	1 FT	4	5

Administrative staff will include 1 safety officer, 1 secretary, consultants (literature, math if needed), 1 financial manager, 1 Principal, 1 Staff Developer, 2 Office Aides, 1 Director of Assessment, 1 Assistant Principal

**16. Provide a description of the student achievement goals for the proposed school's educational program.**

The goals for student achievement are that the children will meet or exceed state standards and that the children will exceed the testing results of the neighborhood schools. At the risk of appearing myopic, the academic goal is the driving force in our mission. Other goals may compete for second place, but no other goal competes for first place because it is on this goal that a charter school's future is determined. The academic program will be centered on that goal. In order to achieve that goal, we will have a program that improves student learning.

In the school, our goals are:

All students will become proficient readers of the English language

All students will demonstrate competency in the understanding and application of scientific reasoning

All students will demonstrate steady progress in the understanding and application of mathematical skills and concepts

We will work with CSI to finalize our specific Accountability Plan as per the prescribed calendar.

17. a) **Please provide an assurance that you will administer the complete battery of state tests. If the school you propose would only have two years of state test data after completion of the fourth year of operation, please indicate which nationally-normed reading and math standardized test you would likely administer in addition to the state tests. Also, indicate the grades in which it will be administered and a rationale for having chosen the particular test.**

We will administer all state required tests. We will administer all tests required by NCLB.

- b) **Provide a description of other assessments (including those developed by the school) that would be used to determine that students are meeting state performance standards. As part of your response, please indicate how these assessments would be aligned with the state standards and the school's curriculum. In addition, also indicate how they would reliably and verifiably measure student performance and achievement goals.**

Ongoing assessment will be a driving force in the school. Virtually every month there will be some kind of standardized assessment, along with in-school assessments, as indicated in the syllabi included in Exhibit C. Constant assessment enables lessons to be tailored to a child's needs. With grade level goals and individual class goals, teachers will be aware of the improvement that each child needs to make. Especially in our first years, when some of the children will have come from neighboring schools, there will be catch-up along with the grade level work. Thanks to the small size of the School, it is possible to provide remedial work for children in need of improvement and also make sure the student is learning the grade level materials.

There will be two classes on a grade. Within a grade, the teachers collaboratively will create weekly assessments for all subject areas. It is recognized that these teacher-made assessments may not serve as statistically reliable and verifiable and we therefore use the results to determine areas in need of review and/or remediation.

In addition, we anticipate using the commercial assessments as well as previous NY State exams that we have used in our current schools. The new school will be given these assessments to put in place, saving research time to find the most effective commercial assessments. We will use published assessments as the basis of our school-developed assessments. Examples are CTB McGraw Hill Fox in the Box, a parallel assessment to E-class, ITBS, as well as weekly assessments of early childhood literacy skills on the Waterford Early Reading Lab. ITBS will be used for in-school assessment only. New students will be given the ITBS in the fall as a pre-test and in the spring as a post-test. For returning students, the ITBS will be given in the spring to illustrate year-to-year gains, as well as

identifying those students in need of remediation. It is important to use ITBS as a reliable and verifiable measure of achievement according to national norms and to then use those results as the basis for the teacher developed weekly assessments. Fox in the Box assists the teacher in determining the child's need for remediation in phonics on a weekly basis. We will use published versions of old state tests. When those results are scored, they will give us reliable indicators of student performance and achievement. They will inform our school-developed assessments.

Historically, the ITBS has served as a predictor for the NYS tests since they are more rigorous than the state exams. While this test is not a perfect predictor of success on New York State tests, its rigor ensures that the results are legitimate indicators of a child's learning. The school will be confident that children are being well educated (or know in which areas they should be given Targeted Assistance) based on the ITBS test. This test has a significant value in serving as a diagnostic tool for our TA program.

As indicated in the curriculum in Exhibit C, the curriculum teaches the state standards. The weekly/monthly assessments, described in the monthly grade-by-grade syllabi included in Exhibit C, will be used to determine if children are learning the state standards.

School assessments are valuable but do not serve to measure our students with national norms. Teacher assessments serve to measure the students against the 35 other children in the grade. In the Iowa tests, for example, the child is measured against children across the country. As our school's future will be determined by its achievement on state tests, using published assessments that have reliably been proved to help with state test results is important. A school's program needs both types of assessment. We will use one to augment the other.

Specifics of teacher-made assessments include unit tests in each grade. Teachers on the same grade will be teaching the same unit. Therefore, the teachers will develop a test for the grade to assess the effectiveness of their program. We use this system at our current schools. We do not anticipate simply copying these tests for future schools because we believe the teachers in each school should have input into the development of that particular class's assessment tool. The teacher-generated test is to assess the effectiveness of the classroom instruction comparing each child in the class to other children in the class. The teacher can then create a plan to address a particular child's needs.

There will be writing exercises in each grade. In our current schools in grades 3 and up, there is emphasis is on the written test. Children must explain their answers. All student writings are assessed on a scale of 1-4, following the school-developed rubrics, common to each grade. Our current schools articulate the writing process, including planning, drafting/composing, revising, editing, publishing. Our current schools' writing committee fine tunes the writing process to be followed in each grade as a result of the collaborative planning

among the teacher and staff developer. Specific rubrics are developed that are taught to the children so that they clearly understand what ingredients are necessary in a well-written work. Rubrics common to the grade are developed for all subject areas. This same model will be used in future schools. Rubrics will also be developed in the new school.

Progress Reports, which are a result of all assessments, will be sent home to parents six times a year. Progress Reports sent home so frequently are possible because the teachers only have 18 students in the class. After receiving the Progress Report, if a parent has a concern, it is easy for the teacher and parent to find a mutually convenient time to meet.

While the ultimate verification will be state testing results, daily and weekly assessments by the teachers will enable us to assess progress. We expect that by replicating the CCICS model, we will achieve similar results. This is another example of the benefits of the Carl C Icahn Charter School template as a spring board for the successful creation of another small school. Assessment methods used at other Icahn Charter Schools, and personnel involved in those assessments, will be available to each school. Within each school, because the size of the staff is small and the number of students is small, that school's administrators will work closely with teachers to assure that each teacher uses the assessments effectively.

**18. Provide a plan for how the school will use assessment data to inform decisions related to teaching and learning.**

The use of standardized tests is a critical instrument to assess students' learning and teacher effectiveness. At this time, we anticipate using ITBS as our internal assessment measure. We plan to use it for pre- and post-testing for new students to determine an individual student's weaknesses and to determine if the individualized program created for him/her has been effective. For returning students, the test will only be given in the spring. In this case, we will use the previous spring's test as the pre-test. We can also use it to see if a particular teacher's program has been effective for the entire class. However, as we come to know the intricacies of the NCLB testing, we may decide that another type of test provides us better information in preparation for the NCLB tests. For example, we have learned that while the ITBS certainly has benefits, it is not perfectly aligned with the New York State standards. Therefore, we have found a disparity in ITBS results as compared to New York State testing results. If we find another test that better mirrors the NYS NCLB tests, we anticipate changing.

As described later in this application, the School will work with teachers to ensure their effectiveness. We anticipate hiring energetic, qualified teachers dedicated to ensuring their students learn. We will provide professional development regularly to the teachers. If the assessment results indicate that a class is not absorbing material, the Superintendent, Principal and Staff Developer will work with the teacher to improve teaching skills. If a teacher continues to underperform, s/he will be released after the appropriate steps have been followed as described later in the application. An example of our process comes out of our first school, where a dynamic teacher's class was just not achieving appropriate results. The Principal decided to take the teacher out of his grade class and work with him as a cluster. The teacher was then put back in a grade classroom. Four years later, that teacher's students are competing with the other class' top level results.

Again using the experience of the previous Icahn charter schools, we will use the effective assessment data to determine which students need to be put in our Targeted Assistance program. Targeted Assistance will be at the heart of the academic program, as it is in the other Icahn charter schools. The assessment data we will collect we anticipate will include ITBS, class tests, class writing, teacher-scored work. If a child were deemed below standard in any category, the classroom teacher and Targeted Assistance teacher would schedule work in those appropriate areas. Some children would go into the Targeted Assistance Program and some children would receive individual remediation by the classroom teacher including additional assignments. In Targeted Assistance, the teacher and staff developer and Targeted Assistance teachers will jointly decide on remediation. The teacher (and staff developer) will work individually with a student in those areas that need remediation--until we have a staff developer in the second year, the principal will help teachers in their assessment of the data.



The expertise of the already opened Icahn charter schools will lend itself to the new school.

Targeted Assistance will be provided for 40 minutes daily to all students who fail to achieve level 3 or 4 on our practice tests, as well as children whose teachers feel are not solidly grounded, even if the child has received a 3 on the practice test. The Targeted Assistance teacher will articulate with the classroom teacher as to the needed instruction following the error analysis from the director of assessment or principal or Success Maker. Staff development will be provided on an on going basis. Children are placed in Targeted Assistance and promoted from Targeted Assistance as they demonstrate a weakness or adequate growth respectively. These children will be required to attend Saturday Academy and all after school tutoring programs that the school is able to provide (financially).

We will also use in-house assessments. With those assessments it might be determined that a small group within a class is having trouble with the main idea. That particular group will get more main idea work. Another example would be use of published old state ELA tests. By using old state ELA tests, we will be given an insight into whether the School's Accountability Plan goals will be achieved. This will also be true for math. On the ELA, where there are different skills tested, the results of the student's ability in each skill will be assessed. If the class is working on identifying the main idea, the teacher will work with the class to ensure they are adept at identifying the main idea. Even when most children have that concept conquered, children who still need to work on the main idea will get more work in that area, either through small group instruction or individual work with the teacher or paraprofessional or Targeted Assistance teacher. We will assign students to tutoring if the data indicates they need the remedial work.

Parents will be informed of their child's results in the assessments. The parents will be informed via a letter mailed home after each practice test for those students scoring a low 3 or below. It is to be signed and returned. If a child is not up to standard, assignments will be sent home as additional remediation techniques.

We will also use assessment data to know which students are working beyond grade level so as to provide enrichment work.

Each grade has its own weekly, monthly and annual achievement goals. There will also be achievement goals for each child. The best method of reviewing our achievement goals is to look at the curriculum and syllabi, which detail by grade and subject each area's expectations.

Students will learn to read at grade level, and above. Assessment data will enable us to determine if they have reached grade level. They will be required to write frequently in class and as part of their homework. Especially in this day of technology, the ability to write correctly and with imagination distinguishes the

well-educated from the under-educated. It is important to combine comfort with the machinery of technology with teacher student interaction. Our small school will ensure that teachers read each child's written work.

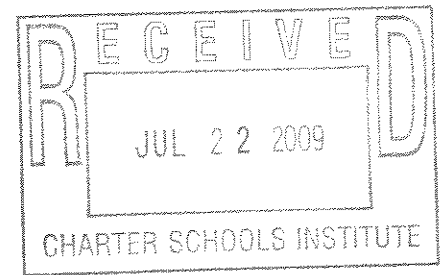
In our current charter schools, we were able to purchase the Waterford Early Learning Program. It is designed to move the focus of teaching to early achievement and growth, rather than remediation, for the early grades. Using highly innovative interactive software, instruction is tailored to each student's needs and abilities. Teachers are provided with weekly assessments and are provided with training in how to use the assessment results to guide instruction. Students are provided with an at-home library and video tapes to build reading skills and to help parents guide student learning. Finding the grant funds to purchase Waterford will be a major initial focus.

Although Social Studies may not be valued across the board as much as ELA, Math and Science, we believe it is of critical importance for educated children seeking to participate fully in a global future. 94% of the 5<sup>th</sup> graders in our current charter school met or exceeded the state standard. We intend to replicate the current school Social Studies program in the new school.

Based on the track record of Icahn Charter School, we are confident that our results in future charter schools we open will meet or exceed state standards. Future Icahn Charter Schools have the benefit of an effective small school model and the experienced personnel from our previous schools who will help the new schools.

19. If the charter school would serve the 12th grade within the requested term of the charter term, stipulate whether, and to what extent, you will abide by the State Education Commissioner Regulations (CR) 100.5 High School Diploma requirements, as specified in the regulations. If you intend to hold students to additional requirements or to confer a non-Regents high school diploma, attach a description of these requirements, including credit accumulation and graduation requirements.

NA



## STUDENT POPULATIONS

- 20. Describe how the school's professional development program will assist teachers in meeting student needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skill and content knowledge.**

The School will have 1 ½ weeks of professional development before school opens. Half of that time will be spent at our first school, where all Icahn Charter School teachers will be given professional development in the Icahn Charter School program. One of our expert Core Knowledge curriculum staff developers will train teachers in that program. The other half of the 1 ½ week pre-opening time will be at the individual school, working with the principal and the other staff, organizing individual teacher's programs.

There will be ongoing planned staff development in the school and intervention for individual teachers when necessary. The ongoing staff development and the individual staff development will be individualized for each school and each teacher, dependent on where the Staff Developer and Director of Assessment find need.

The Principal will visit classrooms to ensure students are learning, especially in the first year if there is not money to hire outside Staff Developers. As our opening year numbers are so small (108 students in 6 classes), it is possible for the Principal to be an active instructional leader in the first year of operation.

A major focus of the school, and the school's professional development program, will be on the interpretation and proper use of data in meeting the individual needs of the students. Specifically, the ITBS will be used to identify areas of strength and areas in need of strengthening, both for the students and the teachers. Additionally, the staff will be taught how to do an error analysis of practice tests...both commercial and past NYS exams, and then how to remediate the specific deficits. When deficits across the class are discovered, the staff developer will work with the teacher to improve the teaching of those skills. When there are individual student deficits, the staff will be taught how to design individualized lessons for those students scoring behind their peers. Classroom teachers will participate in joint lesson planning with TA teachers. The subsequent post test will be used to determine if the lessons were appropriate for the targeted children. If not, the staff developer and the targeted assistance teacher will work with the teacher and the student to further fine tune the teaching.

The goal of all staff development is to help teachers improve student learning. Through the use of data collected through ongoing in-house assessments and state testing, we will evaluate the effectiveness of the staff development over the short-term and the long-term of the academic year.

21. a) **Provide the proposed school's methods and strategies for serving students with disabilities in compliance with all federal laws and regulations. In answering please indicate:**

**1. the kinds and types of services and related services the school is likely to provide directly (as opposed to those that will be provided by the school district of the student's residency or by a third-party contract);**

**2. the personnel that the school will devote to servicing students with disabilities (and the significant administrative responsibilities associated with special education); and**

**3. include a description of the specific efforts to attract and retain a comparable or greater enrollment of students with disabilities when compared to the enrollment figures for such students in the school district in which the charter school will be located. (In New York City, the Community School District must be used for comparison).**

ICS 5 will comply with all federal laws and regulations governing the education of students with disabilities, including being a barrier free facility to assure retention of students with disabilities. Special needs students will receive services as detailed in their Individualized Education Program (IEP) by appropriately certified personnel.

Upon registration/enrollment, parents will be asked in writing to provide IEPs from the pre-school or kindergarten. The names and dates of birth of students entering in other grades will be provided to the Committee on Special Education (CSE), which will check the Automate the Schools (ATS) system for Child Assistance Program (CAP) flags to identify students with existing IEPs. The IEPs of registered students will be reviewed for the appropriateness of Type 2 and 3 modifications enabling the child to receive services in a less restrictive environment. In cooperation with the child's IEP, the appropriate assessment will be provided to the child with an emphasis to the child achieving the level of success indicated in her/his annual goal(s). After parents have been notified, students who are suspected of requiring special education services will be referred to the CSE utilizing the New York City Department of Education Referral Form.

A Pupil Personnel Committee (PPC) will be established from among a group of a special education teacher, classroom teacher, targeted assistance teacher, an administrator and a related service provider. The PPC will meet as needed to review the needs of at-risk students, who will receive the appropriate academic and support interventions. In addition, the PPC will discuss, screen and make recommendations of alternative models that will meet the needs of these students in a regular education setting prior to establishing the need to make a referral to special education.

ICS 5 will employ a certified special education teacher who will provide IEP services to special education students and will also provide intervention services to at-risk students. When needed, appropriately certified consultants will be hired to provide related services such as speech, guidance, occupational and physical therapy to assure retention. The school will directly provide speech teachers to serve IEP students requiring speech and SETS teachers. A certified special education teacher will provide the services to SETS students and a certified speech teacher will provide speech services. RSA letters will be provided for other services. Additional staff will be added as needed. Another benefit of the replication model is that when individual schools do not need full-time staff to fulfill the needs of that school, the group of Icahn schools can hire someone to be shared by all the schools. This will be similar to the DOE model of the itinerant teacher who moves from school to school based on the time needed at individual schools.

The special education teacher, under the supervision of the principal, will function as the Special Education Coordinator and will communicate with and arrange meetings with the CSE to ensure that the needs and rights of students and their families are met and secured. He/she will arrange that these meetings be held on-site and will include not only the special education teacher, but also the general education teachers, an administrator and parents. Prior to a child's beginning school, the special education teacher will review the student's IEP, ensure the currency of information, and inform the principal of required services. He/she will also make quarterly requests to the CSE for updated information regarding students. Parents will have information regarding the procedures and will be involved in all aspects of their child's education and information will be provided in writing in the home language. While the school will exhaust any possible means to resolve any disputes or disagreements related to the school's FAPE, parents will be provided with all appropriate information regarding avenues of redress.

It will be the approach of ICS 5 that students should be provided with support services that would reduce the need for special education referrals. Charter schools were created to educate children at risk of academic failure. A dedicated effort to enroll special education children will be made through direct contacts with neighboring schools, communication with day care centers, community boards, community based organizations and indicated in flyers. When working with CSE staff from the Department of Education, we will make it clear that we are committed to and prepared to provide education in the least restrictive environment (LRE). Within the context of the LRE, all the instructional needs of the special education student will be met as detailed in the IEP through a New York State certified teacher and appropriate aids and materials. We believe that educating a student in the least restrictive environment is beneficial to the student; the student learns in a non-stigmatizing environment, learns from others who are at various levels of achievement, and learns more effectively. We also believe that the Core Knowledge model provides the structured learning environment that has been found to be effective with students at risk. Class size

will be limited to 18 students to enhance the learning environment. Staff of ICS 5 will be alert to the potential special needs of students. In addition to providing adaptive learning methods and support to special education students, the presence of the special education teacher in the general education classroom will provide an opportunity for professional development/modeling for the general education teacher to ensure utilization of appropriate methodologies that support the reduction of dysfluency and other at-risk characteristics in general education students.

Confidential student records will be kept in a locked file in the office of the principal. Instructional and related service providers will be informed of the location and the process for gaining access. An access log will be maintained indicating the date, name of staff member and reason for reviewing the records. In accordance with state law, a copy of a student's IEP will be provided to his or her instructor, which will be appropriately secured. This protocol will provide timely access for staff who need access to the IEP and will facilitate their understanding of their responsibility for its implementation.

A data base of student information (including, but not limited to name, HILS compliance, due process, multidisciplinary assessment, annual review, start and stop dates of service, identification of service provider and licensure) will be developed and maintained. This information will be used to ensure compliance with IDEA reporting requirements.

In concert with the philosophy of ICS 5, and in compliance with IDEA, each time an IEP is developed with the Community School District Committee on Special Education, the appropriateness of placing the child in a general education classroom with supplementary aids and services will be addressed as an option. The small size of the school is acknowledged by people in the Special Education field to be beneficial because of the individual attention to all children and because of the flexibility inherent in a small school.

Our school will ensure that all required special services are provided to the child. In all areas of school, the goal is to individualize the program for the best interests of the child. In our current school, we provide speech services and SETS. These services are provided by NY State Special Education certified teachers, and we will provide services in the new school. In addition, we expect that children will have IEP mandates requiring time extensions on tests as well as having directions read to them. We will follow IEP mandates. In consultation with CSE, the school may issue an RSA letter, in which the parent may avail themselves of free services in the cases where the school is not able to provide such service. The school will retain appropriate data and prepare reports for the local school district or SED.

All students will be held to high academic and behavioral standards. The education of students with disabilities is made more effective by having high expectations, ensuring success in the general education curriculum, and

ensuring the provision of high quality services. The implementation of these principles will ensure that students with disabilities have access to the regular education curriculum and regular assessment of their progress.

The range of services for all students begins with an array of non-special education supports and interventions to maintain students in the general education classroom. With the benefit of the current Icahn Charter Schools' experience, where they have identified several methods and strategies that are beneficial in serving students with disabilities, the new school will offer:

- A variety of instructional strategies, within the context of system standards and assessments

- A trained and culturally/linguistically diverse teacher and support staff population for whom needed professional development and supports are provided

- Student empowerment programs, including peer learning programs, active learning opportunities for students and student-to-student support programs

- Collaboration among school staff and with community members to serve all students in the school

- Family and community involvement

- Effective access to community and agency services to serve students and to support school staff

- A school-wide approach to behavioral issues

- A regular system of assessment with accountability that defines success by the learning of each and every student within the school

- A system of support based on functional assessment/intervention that addresses student needs in the general education and special education setting.

ICS 5 will provide (when specified on the student's IEP) Special Education Services within general education with supplementary aids and services provided by appropriately certified personnel. Aids and services may include, but are not limited to the services of various personnel that provide direct instruction and indirect consultation. Related services (e.g., speech, occupational therapy, physical therapy, counseling) will be provided by contracted certified personnel. Supplementary aids and services permit different instructional designs to enable the disabled student to receive special education services in the general education classroom. For example, a student might receive the supplementary aids and services of Special Education Teacher Support Services and Related Services.

The Special Education Teacher Support Services at ICS 5 will be provided by the certified special education teacher who, in addition to consulting with the special education student's general education teacher, will provide specially designed and/or supplemental instruction to support the participation of the special



education student in the general education classroom. The direct services provided to the student are not to provide additional academic instruction, but rather to address educational needs directly related to the student's disability. The collaboration between the general education and the special education teachers will focus on adjusting the learning environment and/or modifying or adapting instructional methods to meet the individual needs of students. In a small school, not only will the general education and special education teachers collaborate on a child's program, but each child's situation will be known by the administration as well, so a child's needs (and the teachers' needs) are ideally served.

Supplementary aids and supports will, depending on the student's IEP, include materials, devices and instructional adaptations such as:

- Instructional practices such as cross-age tutoring and heterogeneous grouping
- Behavior intervention/support plans to address behavior that impedes learning
- Instructional adaptations including the manner in which information is presented, paced or sequenced
- Curriculum accommodation that changes how a student accesses information and demonstrates learning (e.g., the use of audio tapes instead of books)
- Curriculum modifications that change what a student is expected to learn when participating in the general education curriculum (e.g., redesigning the focus or size of the assignment)
- Individualized supports such as the rephrasing of a question or instructions, special seating arrangements, testing modifications, etc., as per the IEP.

**21(b) Please provide the following assurances regarding the provision of special education and other services to children enrolled in the proposed charter school.**

- **The school will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 (ADA), that are applicable.**
- **The school will, consistent with applicable law, work with LEA school districts to ensure that all students with disabilities that qualify under the IDEA:**
  - **have available a free appropriate public education (FAPE);**
  - **are appropriately evaluated;**
  - **are provided with an IEP;**

- receive an appropriate education in the least restrictive environment;
  - are involved in the development of and decisions regarding the IEP, along with their parents; and
  - have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.
- The school will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with CSEs; providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The school may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1974 and Title II of the AD A. It might also be the case that this person would be shared with other Icahn Charter Schools if there is not enough work in one school for a full-time position. This system would solve the problem that many charter schools face of DOE not providing required services and of the school not having enough work to be able to hire full-time appropriately certified staff.
  - The school will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.
  - The school will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
  - The School will abide by the applicable provisions of the IDEA and the Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities, including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
  - The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.
  - The school will comply with its obligations under the Child Find requirements of IDEA, including 34 I.E. § 300.111, and will provide appropriate notification to parents in connection therewith, including

**notifying them prior to providing a child's name to a CSE for potential evaluation**

- **The charter school will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The charter school understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.**
- **Appropriate charter school personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State University of New York, including those sponsored by the State Education Department.**

Charter schools are subject to all applicable federal laws and regulations governing the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), and section 504 of the Rehabilitation Act of 1973. Charter schools in New York State are prohibited from establishing a committee or subcommittee on special education (CSE); rather, charter schools are responsible for implementing the Individualized Education Program (IEP) of any student enrolled in the school prescribed by the Committee on Special Education of the student's school district of residence.

At ICS 5, parents are considered to be primary partners in the education of their children. Thanks to the small size of the school, parents are known by the Principal and staff members, so frequent communication will be the norm. In accordance with our obligations under the Child Find requirements of IDEA, we will provide appropriate notification to parents in including notifying them prior to providing a child's name for potential evaluation. This procedure is currently utilized at our current charter school. We intend to replicate it in our new school. The parents of special education students will be kept informed in writing and in their home language of their child's progress in meeting both their long-term IEP goals and their short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of school report cards.

The teaching staff at ICS 5 will include special education services in accordance with the child's IEP. All related services will be provided by appropriately New York State contracted providers.

The Pupil Personnel Committee's role is designed to fulfill the Child Find requirements of IDEA. They identify intervention strategies to be implemented prior to the referral of a child to the Committee on Special Education, which will determine a child's eligibility for special education services.

To ensure compliance with FERPA and IDEA regarding confidential student records, these records will be kept in a locked file in the office of the principal. Instructional and related service providers will be informed of the location and

the process for gaining access. An access log will be maintained indicating the date, name of staff member and reason for reviewing the records. This protocol will provide timely access for staff that needs access to the IEP and will facilitate their understanding of their responsibility for its implementation. The principal is directly responsible for compliance with the applicable statutes. The above supports and programs are designed to be good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities as the local Community School District.

The goal of our schools is to provide well trained and highly qualified personnel that will be shared among our schools. With more schools in our network of Icahn Charter Schools, there will be benefits to each school. The provision of Special Education services is a good example. When a Special Ed teacher is needed, the principals can confer about possible applicants. The pool will be larger than it has been with just one or two schools. Sharing of Special Ed personnel will not only be cost effective, but it will provide consistency in the delivery of both legally required services as well as services determined by the administration. As an example, in this school the provision Special Education Teacher Services (SETS) will be provided by a teacher who may well also work at other Icahn Charter Schools. The Icahn network of schools will have full time personnel on staff to ensure appropriate services. This parallels the NYC DOE model of itinerant personnel.

At present it has been clearly demonstrated that working with the DOE restrictions governing the employment of part-time personnel causes hurdles. With our network of schools, we can hire a full time person and provide services seamlessly without needing to be beholden to DOE's personnel and policies. Although each school will be autonomous, the support of the network in instances like Special Education will allow for efficiency and effectiveness. Because each school will be small, the Special Education teacher will find it easy to work with the team of each school and the team at each school will have direct input and understanding of the work of the Special Education teacher. Individual small schools in a network of the group of Icahn Charter Schools will have the best of all worlds.

22. **Attach a description of the program design, methods and strategies for serving students who are English Language Learners (ELLs) in accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Such description must include the following elements:**

- **the process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;**
- **the manner in which the applicant will ensure that ELL students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);**
- **the description of exit criteria and related objective assessment instruments and subjective methods that will ensure the appropriate student placement and monitoring of a student's progress over time;**
- **a description of the educational soundness of the program model pursuant to which ELL students will be provided services, including the authorities upon which the applicant relies to demonstrate that the program is likely to meet the educational needs of all ELL students;**
- **a statement that affirms that all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school; and**
- **a description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all ELL students including:**
  - **a description of how staff, curricular materials, and facilities will be used,**
  - **a statement that affirms that ELL students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English;**
  - **a description of the planned evaluation of the program model over time, including the identification of benchmarks of success (and the corresponding bases for their establishment); the uses of standardized and other assessments; and the related disaggregation of data that will facilitate a program review and the measurement of progress of ELL students over time; and**
- **a description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English; and,**
- **a description of the specific efforts to attract and retain a comparable or greater enrollment of limited English proficient students when compared to the enrollment figures for such students in the school district in which the charter school will be located. (In New York City, the Community School District must be used for comparison.)**

It is anticipated that some of the children in our school will be in need of English as a Second Language (ESL) instruction as a result of their status as English Language Learner. As charter schools are required to educate children at risk of academic failure, the program will be absolutely compatible with working with ELL children. With the recent change in the admission policy to require a preference for children in the Community School District, the percentage of ELL

children in the school will replicate that of neighboring schools. To ensure that these students will be educated and will succeed in school, they will be in regular classes and will receive additional support in the form of English as a Second Language as per regulations and to ensure retention. As we will be a small school, even the general ed classes will enhance ELL children's learning. Additionally, the Icahn Charter School network will have a New York State certified ESL teacher available to ICS 5 as needed to ensure appropriate assessment and education for our students. ELL students will have services provided to them following a push-in model, so as to prevent a child from being stigmatized as well as preventing a classroom subject from being supplanted. We will hire the needed staff and buy the curricular materials to ensure that students are well served. It is possible that staff will be shared by two or more Icahn charter schools, depending on each school's need. This benefits each school and each student. Students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school.

The determination of need of English Language Learners will be based on results of a home language survey at the beginning of the school year. If English is the only language spoken in the home as indicated on the Home Language Questionnaire (HLQ), then the screening process will not continue. If the home language is other than English or student's native language is other than English, then appropriate school staff will conduct an informal interview in the Student's native language and English. The Language Assessment Battery (LAB-R) Test will be used to determine and assess need. We will look at each learner in terms of ability. We will continue to look at the population in terms of language needs.

ICS 5 will be committed to ensuring that English Language Learners are not assigned to classes for the disabled because of their lack of English skills. Notices to the families of the students will be in the family's native language. ELL students will not be excluded from curricular and extracurricular activities at ICS 5 because of an inability to speak and understand the language of instruction.

The program for ELL students will be assessed by both formative and summative methods. The regular assessment of students, focused conversations with staff and parents, and consultations with experts in the field of bilingual education as needed will help ICS 5 determine if the program for ELLs is working or needs to be modified in some way. Ultimately, it is the student's increasing ability to use English that is the true test of program success. This will be measured by the current method used by the New York City Department of Education to determine if LEP students are making progress: the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State ELA assessment. In addition, student work (e.g., projects, portfolios, written work) and use of the English language will be evaluated.

The following assessment criteria for English Language Learners will be used to measure the progress for ELL students:

English LAB scores including subtests in listening, speaking, reading and writing  
Fluency in spoken English including spoken discourse  
Academic language proficiency in English  
Assessment on the New York State English as a Second Language Achievement Test  
Teacher notes and observations

For students receiving English as a Second Language services, student achievement or progress in the English language is measured annually with the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State ELA assessment.

Differentiated instruction will be provided to students in the ESL program to ensure that individual needs are met. The program we are proposing will have sufficient flexibility to meet the needs of each student, which will ensure retention. Factors that determine instructional grouping and differentiated instructional strategies include:

Developmental level and age of the learner  
Proficiency in native language and English  
Experiential and cultural background  
Preferred learning modalities  
Guided instruction and independent/small group classroom activities will accommodate all students by providing:

- Opportunities and choices to demonstrate competency and skills in English
- An array of materials, both print and non-print, on a variety of levels
- Opportunities for independent practice
- Utilization of technology

There are multiple criteria for ESL levels, including LAB scores, student work and teacher evaluation.

The ESL program as it will be implemented in ICS 5 will meet the requirements of Title VI of the Civil Rights Act prohibiting discrimination on the basis of race, color or national origin.

The above supports and programs are designed to be good faith efforts to attract and retain a comparable or greater enrollment of students who are English Language Learners as CSD 9.

- 23. If the proposed charter school includes particular methods, strategies or programs for meeting the needs of students at risk of academic failure, attach a description of the challenges faced in educating the targeted population and describe such methods, strategies and/or programs. Please include in the description any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade-level as well as the processes/programs/tools to be used in providing them with remedial instruction.**

The Foundation for a Greater Opportunity has intentionally chosen a section of New York City in which the students would be designated as being at risk of academic failure, as described previously. The size of the school is the primary resource for addressing the issues of children at risk of academic failure. The Tennessee Class Size Study, described earlier, has proved the benefits of small class size.

The smaller class size of ICS-FIVE (18 students per class) has been proven to be especially advantageous to minority students. As stated earlier, the results of the Tennessee Class-Size Study indicated that the “benefit to minority students is about twice as large as that for whites...the difference in mastery rates between whites and minorities in grade-1 reading was ‘reduced from 14.3% in regular classes to 4.1% in small class.’ (Finn & Achilles, 1990, p. 568)” Even when minority students enter larger classes after 4<sup>th</sup> grade, the benefits of the smaller classes in the K-4 years remain. In fact, even after small classes had been disbanded, students who had been in small classes were rated as superior on the three engagement behavior scales mentioned earlier.

The AFT online promotes small class size (<http://www.aft.org/topics/classsize/>):

#### Benefits of Small Class Size

Compelling evidence demonstrates that reducing class size, particularly for younger children, has a positive effect on student achievement overall and an especially significant impact on the education of disadvantaged children. The American Federation of Teachers is a strong advocate for reducing class size to help raise student achievement, especially in high-poverty, at-risk schools. In addition to increasing student achievement, smaller classes:

- Improve classroom atmosphere, students receive more individualized attention and teachers have flexibility to use different instructional approaches/assignments.
- Have fewer students to distract each other; lower level of noise.
- Enable teachers to know the students better and can offer more extra help; recognize learning problems/special educational needs.
- Have fewer discipline problems. By spending less time on discipline, teachers report spending more time on instruction.

Class size reduction is most effective when:

- Classes are between 15 and 19 students;



## Supporting Research

### Project STAR

Tennessee's Project STAR (Students-Teacher Achievement Ratio) was designed to determine the short- and long-term effects of small class size in grades K-3 on student performance.

### Student Achievement Guarantee in Education (SAGE) Program

SAGE began in Wisconsin in 1996 by phasing in class size reduction in grades K-3 in school districts serving high-poverty students. The aim is to achieve a student/teacher ratio of 15:1.

### Rouse Study

The Milwaukee Parental Choice Program is a publicly funded voucher program. In her study, Rouse compares the achievement of Milwaukee voucher students and students in three types of Milwaukee Public Schools: regular schools, magnet schools, and schools participating in the Preschool to Grade 5 Grant Program (P-5 schools).

### Wenglinsky Study

Educational Testing Services (ETS) researcher Harold Wenglinsky compared 1992 fourth- and eighth-grade NAEP math results to class size and other policy initiatives. For purposes of the analysis, Wenglinsky defined small class size as fewer than 20 students.

### Class-Size Reduction (CSR)

During the mid-1990s, the California Legislature passed the Class-Size Reduction (CSR) incentive program, which provided funds to schools statewide that set class size to 20 students in grades K-3.

Another element intrinsic to Icahn Charter Schools chosen for its positive impact for children at risk of academic failure was this curriculum. Core Knowledge provides a rigorous curriculum and provides the background knowledge necessary for school success and success as adults. Lessons will be taught by thematic approach with a major focus on higher order thinking skills. Children in need of additional academic support will receive individual/small group instruction during Targeted Assistance. Student progress will be closely monitored and further strategies developed by teachers and the Principal and Staff Developer(s).

Core Knowledge is a proven program for students at risk, as it has been at CCICS. Dr. Hirsch's passion for the program stems from his belief that it is an equalizer. The intention is to give students at risk of academic failure the same knowledge that affluent children accumulate. Two schools using the Core Knowledge Program with similar populations to the students who would attend ICS-FIVE have shown decided improvement. At the Paul Cale Elementary School in Albemarle County, Virginia, the gap between the economically disadvantaged students and their classmates is narrowing. "Only one school in the district—Cale—stood out dramatically from the rest, far above what would be predicted by

the socioeconomic composition of its students.” The principal of Cale, Gerald Terrell, attributed the encouraging results to Core Knowledge. In the four years since beginning to use Core Knowledge, “scores for all students have consistently gone up, especially in social studies, science, and math...We are scoring well above the national norms in social studies, above the 75<sup>th</sup> percentile...Our scores defy what you might expect.”

A similar result is found at the Hawthorne Elementary School in San Antonio, Texas. Most Hawthorne students are economically disadvantaged and have LEP needs, yet their standardized tests results are impressive. The testing shows the cumulative benefits of Core Knowledge. Whereas in 3<sup>rd</sup> grade the students are below the city pass rate (at 34%), by Grade 5, they are significantly above the district’s 56% rate—at 67%. A Johns Hopkins researcher writes, “The data appears to indicate that, despite the early deprivation that makes itself apparent to the teachers of children who enter school far below the academic standing of their more advantaged peers, potential failure to thrive over time can be ameliorated for children of teachers committed to the principle put simply by [E.D.] Hirsch that knowledge does, in fact, build on knowledge in rather dramatic ways.”

Without intervention, Hirsch states, “The widening gap is also the result of discouragement in the have-nots as they witness themselves falling behind. Many of the most desperately needed policy reforms in American education need to be based on the principle that small early deficits or advantages in intellectual capital build to insuperable gaps after just a few years of schooling.”

Using “The Longitudinal Study of Youth” as his measure, Hirsch believes that it is through increased knowledge that the economic divide in this country will be eliminated. The study found that “the more you know, the better you do in life. This has enormous implications for social justice and education, since the scientists found that general knowledge correlates with annual income. And furthermore it correlates with annual income regardless of which racial or ethnic group you come from. Knowledge makes people competent regardless of race, class, or ethnicity. It is the great social equalizer.” The most applicable evidence of the success of the Core Knowledge program is the success of our current school.

The methods to be used to assess the needs of individual students will include:

- Teacher observations
- Individual performance on exams (teacher created and standardized)
- Informal reading inventories
- Samples of student work
- Portfolio assessment
- Ongoing assessment

The size of the classes will enable each teacher to effectively assess students, with depth and breadth. Although some might question whether the School can financially provide small classes and a small school, our history of having healthy financials each year proves that our budget covers all the costs, especially with the help of the CSP grant for new charter schools. The budget will be replicated along with all the other elements of our Icahn Charter School program.

The highly structured curriculum of Core Knowledge in CCICS will serve as a model to practicing teachers and administrators. We will use the curriculum initially created when Mr. Litt was Principal at the Mohegan School, and further developed at Carl C. Icahn Charter School. Mr. Litt's program was documented in various educational journals and news media. The successful implementation by our administrator resulted in numerous awards, including:

- The Thousand Points of Light, by President George Bush
  - The RJR Nabisco China Breakers Award
  - The Business Week/McGraw Hill Choice School Award
  - The A+ Break the Mold Award by the US Department of Education
  - The Cool School Award, by Donna Hanover Giuliani
  - Designation as an Annenberg School
  - PBS WNET Channel 13 recently profiled our current school in New York Voices, using it as an example of a successful charter school.
- [http://www.thirteen.org/nyvoices/features/charter\\_schools.html](http://www.thirteen.org/nyvoices/features/charter_schools.html)

Additionally, Title I services will be provided for all students who demonstrate a deficiency in either Mathematics or English Language Arts or in both subjects. Proficiency is measured by administering the IOWA Test of basic skills in early October. Groups are based upon the deficiencies measured by the test instrument and grouped accordingly. Service in the first year is to be provided by one Targeted Assistance Teacher. The teacher's time will be divided between English Language Arts and Mathematics based upon the results of the IOWA examination. In successive years the program will build to two teachers whose areas of remediation will also be determined by IOWA testing.

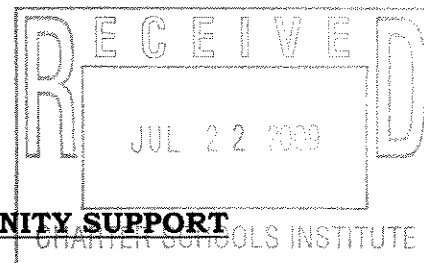
School research has shown that students at risk can find success in school if they are given a safe, focused school with energetic, well-trained administrators and teachers. The ambiance in the school will be one of respect. Students and teachers will greet each other in the hallways. Before the students arrive at school in the fall, they will have had a chance to meet the Principal and other teachers, who will convey their sense of pride in what is about to begin. It will be an honor to attend the School. The pride felt in attending the School will manifest itself in students' attitudes about their schoolwork, about their teachers and about their classmates.

Outside the classroom, it is our intention to provide guidance through meetings with families and in the Parent Guardian Association of the School. In our small school, parents will be known and will know the adults involved in their

children's lives. We will also provide counseling and other identified support services when necessary.

24. If the proposed charter school would include any methods and strategies for dealing with other targeted student populations, attach a description of the targeted student population(s), how they would be identified (academic or other criteria) and describe such methods and strategies.

NA



#### **IV. ORGANIZATIONAL VIABILITY: PARENT, STAFF AND COMMUNITY SUPPORT**

- 25. a) Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school and note whether a parent organization (e.g. PTS, PTO) is anticipated.**

Parent involvement in the school is crucial. In our current charter schools, parents are seen throughout the building. Parents arrive as school opens and help children get settled in school. To ensure that parents know the child's program intimately, every month, parents will receive a syllabus (attached in Exhibit C). Parents for whom English and/or Spanish is not the primary or preferred language will be provided with notices and other school information in a language that is understood. They also will receive a report six times a year from the teacher on the child's progress. This kind of parent outreach and connection is possible because of the school's size.

Parents will be told, and re-told, by the principal that they are necessary to their child's school success. The administrators and the child's teachers will establish relationships with parents, facilitated by the size of the school. Parents will be recognized in the hallways, not just anonymous adults in the school. Like their children, when there is a personal relationship with the school staff, the parents will feel compelled to be involved. It will be emphasized that research has proven over and over again that parental involvement in a child's education is critical to a child's success in school, which includes making sure the child is not absent, arrives on time, does the homework. Parents will know that they do not need to make an appointment to see the principal. Parents will feel a part of the school by helping chaperone field trips. They will organize school events. Awards will be given at the end of school ceremony for parents who are particularly generous with their time.

The school will have a Parent Guardian Association. The parents will elect an officer who will sit on the charter school board. Parents will be given a survey to complete at the end of the year to indicate their satisfaction with the school.

- (b) Please describe how staff will be involved in the charter school, including, in particular, the governance and administration of the charter school.**

We anticipate replicating the staff and administrative organization of our current charter schools. Our commitment is to small schools because small schools do not need a large hierarchical structure, and function well precisely because constant contact is possible. The administrators are involved with teachers, parents, staff and children all day every day. The Principal will visit classes and will ask for input from staff so that staff feel connected to the leadership. Because the school will be small, we do not need staff involved in an official vein

in governance as staff have many opportunities to be involved in the school's daily life. This is another example of the benefits of the small school size.

There will be a principal who will be in charge of the instructional program. The principal will organize the school so that student learning is maximized by working with teachers to make sure that the curriculum is followed; s/he will work with families to make sure that parents understand the academic program and support it at home; s/he will be a support system for the teachers to implement the academic program; s/he will organize the school day so that efficiency and support for the school's mission are paramount. The result of this work will enhance the in-class assessments created by the teachers, which are critical to the implementation of our program.

The principal will be given the responsibility to make sure that the school is successful. If the school is not successful, the Superintendent will work with the principal to help improve the program. The Superintendent will inform the Board of concerns about the principal. If the principal is still not able to achieve the promised results, another principal will be found.

There will also be a financial person in the school's administration. That person will make sure that the school's finances are run efficiently and soundly. In our current schools, our financial people did not come from the academic world, but rather from the business world. It has been successful for us to have the principal be an academic leader who relies on the financial person for business decisions. The principal tells the financial person what s/he would like to do and the business person tells the principal if there is money to do it. If there is not, the principal prioritizes the wishes so that when money is available it is spent first on the item that the principal thinks will most benefit the school. The financial person at ICS 5 will be able to benefit from the programs already in place and from the expertise of previous financial staff members.

The board will oversee the principal's work and will be responsible for hiring and re-hiring or letting go of a principal. If a board-level problem arises at the school, the board will meet and discuss the problem and plan a solution.

**26. Provide evidence of adequate community support for, and interest in, the proposed charter school sufficient to allow the school to reach its anticipated enrollment. Include any methods or strategies that have been used to gauge community support for the charter school.**

Our first charter school has a waiting list of more than 920 children. Our second K-3 school had 254 applicants. Our third school had 237 applicants. All of these schools are in the South Bronx, which is where we anticipate having ICS 5. We are confident that our reputation will bring us more than enough students to fill the school. Each year, when we choose our kindergarten students in the lottery process, it is heartbreaking to realize that we have eight-ten times as many applicants as we have spaces. Our first charter school was written up in the Daily News as being the toughest charter school to get in. We are confident that most of those families will be happy to apply to our newest school. Even if only one tenth of them apply, we would have more than enough to fill the new school.

The popularity of our current charter schools in the Bronx and the support of the New York City Department of Education, who is helping us find temporary space, confirm that there is support for our new charter school. We have chosen this location because people in the Bronx know us and we have a good reputation.

We will advertise in the local papers and post flyers in local businesses, childcare centers, communities of faith and community groups. Local politicians—from the Bronx Borough President to local City Council representatives to Planning Boards—have helped us with our needs.



**27. Attach an assessment of the programmatic and fiscal impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.**

There is no evidence of programmatic or fiscal impact with the charter schools currently operating in New York City. Our school is so small—just 36 students per grade—that the departure of those students is not noticed.

The actual impact of our current charter school is as follows. In 2010-2011, which will be the first year of having students, CCICS 5 will have 108 students. The total student revenues will be \$1,362,425 (based on current AOE). The 2009 District budget is projected at \$21 billion. The percent of impact of Icahn Charter School 5 on that City budget would be 0.015. Because our school is small, the impact will not increase significantly over the years of our charter. In Year 5, we will have 216 students, with revenues of \$3,690,805, which gives a ICS 5 .007% impact on the City budget. This figure is based on no increase in the NYC DOE budget, which there would obviously be.

(Statistics from

[http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2008-2009/20090326\\_budget\\_testimony.htm](http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2008-2009/20090326_budget_testimony.htm)

## **VI. SCHOOL GOVERNANCE**

### **28. Attach a description of the responsibilities and obligations of the charter school trustees.**

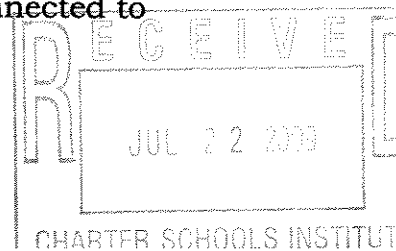
The Board of Trustees of ICS 5 will be responsible for setting overall policy for the school in all areas, including but not limited to policies regarding the school's finances, educational program, enrollment, public relations, personnel and general management. They will conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations. This board has been the board for the other Icahn Charter Schools, which gives them experience overseeing a charter school. The board understands that each school must be viewed as independent of the other schools on whose board the member sits. No board member (except the parent/guardian representative) will have any particular affiliation with any of the schools, preventing conflict of interest

Following are additional specific responsibilities and obligations of ICS 5's Board of Trustees:

1. Raising private funds for the school from foundation, corporate and individual sources;
2. Overseeing the long-term planning of the school;
3. Advocating on behalf of the school to individuals and organizations involved with school reform and to individuals and organizations in the wider New York community;
4. Overseeing the legal strategy of the school and response to legal issues;
5. Hiring the school's Principal;
6. Working with the Superintendent (and the Principal) to ensure maximum effectiveness of the Principal
7. Overseeing the school's communications strategy with parents, press and other members of the community; and
8. Designating a Conflicts Committee to handle financial matters.

Each member of each school's Board of Trustees will have two primary roles: 1) to provide general oversight over the operations of the school, ensuring that the school serves the purpose described in its mission statement, and 2) to provide the school with resources, either directly or indirectly, that help the school carry out its mission.

As many of the trustees will be shared with the Foundation for a Greater Opportunity, commitment to improving educational opportunities for economically disadvantaged children is proven. The cumulative years in education of the board members exceed one hundred, at all levels of education. They share a commitment to improving education in this country and a history of innovative thinking on education. They are also unusually connected to prominent educational institutions in this country.



The charter school movement has flourished across the country. The common, and deflating, vulnerability of charter schools is the reality that the per-pupil allotment rarely covers the costs of opening a school. It is the goal of each of our schools to make sure that the finances of the school are in order. To that end, we have included on the Board people with a history of financial acumen and experiences, and with keen financial oversight.

In crafting the original document for Carl C. Icahn Charter School (which we will use as the model for the new school), we were careful to address potential conflicts of interest. Moreover, we anticipate each of the schools will use the Code of Ethics that was created for Carl C. Icahn Charter School. Additionally, we believe that all schools will benefit by having board members who have had the experience of serving all the Icahn Charter Schools. This board has effectively run its first charter schools. All aspects of charter school oversight and organization are represented on this board. As indicated elsewhere in this application, resources from Icahn Associates are available. The board members are respected, active members of their respective fields—education (public and private), finance, legal, community and parental—which means other resources are also available.

The school's board of trustees understands that trustees serving on the boards of multiple charter schools or on the board of the Foundation for a Greater Opportunity may possibly present certain challenges in terms of potential conflicts of interest. Where appropriate the trustees will seek guidance from legal counsel, to which the school has access. We consider our policies to be rigorous.

If a situation arises where an actual or potential conflict exists the Board, in accordance with our bylaws, shall form a Conflicts Committee comprised of trustees of which no conflict exists to evaluate and approve any such contract or transaction. The Board in forming such committee shall appoint a chair of the committee and shall define the scope and term of its existence.

The Board will meet nine times a year. The format of our board meetings is that Mr. Litt, the Superintendent, makes introductory remarks. Then, each principal hands out some materials on recent assessments and activities in each school. ICS 5 would be added to this format.

Our board has shown it can meet the important challenge of operating successful charter schools. We are confident that the cumulative expertise in the above areas, with a special concentration in the educational and financial fields, will ensure that each of our schools is an academic and fiscal success.

**29. Attach the charter school's qualifications for service on the school's board of trustees.**

Being a member of a charter school board is a demanding responsibility. The group of board members chosen has experience in New York charter school world. The cumulative years in education of the board members exceed one hundred, at all levels of education. They share a commitment to improving education in this country and a history of innovative thinking on education. They are also unusually connected to prominent educational institutions in this country.

Each Trustee must possess knowledge and skills in one or more of the following areas:

- Education issues of disadvantaged youths
- Educational assessment
- Fund raising
- Finance
- Law
- Organizational strategy and management
- Concerns of ICS 5 community, including parents and the district
- Public relations
- The politics of education reform in general and of charter schools in particular
- Real Estate

We have board members who have worked with New York City conventional public schools and charter schools. We have board representation from the private school world. We have board members whose careers have been spent in finance. We have board representation from the local non-profit community. We have legal representation at every meeting. Through Icahn Associates, we have access to real estate professionals whenever we need it.

**30. List the proposed members of the board of trustees for the charter school, indicating any ex-officio members (seats filled because of a person's position or status, e.g. the school principal or a parent representative). If any seat is proposed to be non-voting, please so indicate. Please note that ex-officio seats are voting seat unless specified as non-voting. Also indicate any vacant positions expected to be filled. Each proposed trustee who is named must complete the "Request for Information from Prospective Charter School Board Members" contained in Appendix E to the Application Kit.**

**(b) Please note that no more than 40% of the board of trustees may be affiliated with any single entity, except another charter school. On a case by case basis the State University Trustees may waive this SUNY charter requirement. Indicate in your response if you wish to seek a waiver and your reasons for seeking it. Also note the restrictions on board membership for persons affiliated with a for-profit or not-for-profit management company outlines under Request 10.**

a. Carl C. Icahn

b. Gail Golden

c. Seymour Fliegel ✓

d. Karen Mandelbaum ✓

e. Robert Sancho ✓

a. Edward J. Shanahan ✓

g. An officer from the school's PTA (ex-officio)

a. Julie C. Goodyear ✓

b. Tina March, non-voting, treasurer

c. Keith Cozza, non-voting, assistant treasurer

The board members for ICS 5 have been chosen with a keen eye to providing the school with excellent and sound educational and fiscal management. They are

also on the board of other Icahn Charter Schools. The Board has proven itself to be effective in all areas. Because the intended members for this board have proved themselves to be effective at overseeing a successful charter school, we are requesting a waiver to cover those five members who share a Foundation for a Greater Opportunity affiliation. The Foundation for a Greater Opportunity intentionally chose its Executive Director and board members with educational backgrounds. The Foundation is committed to creating charter schools in New York City, which makes its board members the logical members for the charter school.

The current trustees of ICS understand the program at ICS. Our next charter schools will be replications of ICS, so by using the same board, we are assuring an efficient, well-informed, seamless replication.

**Carl C. Icahn** grew up in Bayswater, Queens, where he attended Far Rockaway High School. He is a graduate of Princeton University, with a degree in Philosophy and is a recipient of Princeton's John Guthrie McCosh Award in Philosophy. Mr. Icahn's Wall Street career began in 1961, as a Registered Representative with Dreyfus & Company. In 1963 he left Dreyfus for Tessel, Paturick & Co., where he was Manager of the Option Department. In 1964 he joined Gruntal & Co. and in 1968, he started Icahn & Co., Inc., a registered broker-dealer and a member of the National Association of Securities Dealers, where he is still President and Chairman.

Mr. Icahn, has served as Chairman of the Board and a Director of Starfire Holding Corporation (formerly Icahn Holding Corporation), a privately-held holding company, and Chairman of the Board and a Director of various subsidiaries of Starfire, since 1984. Mr. Icahn is and has been since 1994, a majority shareholder, the Chairman of the Board and a Director of American Railcar Industries, Inc. ("ARI"), a Missouri corporation. ARI is primarily engaged in the business of manufacturing, managing, leasing and selling of railroad freight and tank cars. Since November 1990, Mr. Icahn has been Chairman of the Board of American Property Investors, Inc., the general partner of American Real Estate Partners, L.P., a public limited partnership that invests in real estate and holds various other interests, including the interests in its subsidiaries that are engaged, among other thing, in oil and gas business and casino entertainment business. In January 2003, Mr. Icahn became Chairman of the Board and a Director of XO Communications, Inc., a telecommunications company. In May 2005, Mr. Icahn became a director of Blockbuster Inc., a provider of in-home movie rental and game entertainment. Mr. Icahn is also on the Board of Directors of other public and private companies.

Mr. Icahn has many charitable interests, focusing primarily on education and medicine. In 2001, a foundation established by Mr. Icahn supported the opening of the Carl C. Icahn Charter School in the Bronx. Also in the educational area, Mr. Icahn established the Icahn Scholars Program at Choate Rosemary Hall in Wallingford Connecticut to fund 72 students per year at Choate. He has given substantial sums to Choate, which supports the Icahn Scholars Program and the Carl C. Icahn Science Center, Choate's science building, designed by I.M. Pei, and to his alma mater, for the Carl C. Icahn Laboratory for Princeton University's Institute for Integrated Genomics. Mr. Icahn donated to Mt. Sinai Hospital where he established the Icahn Medical Institute (a 17

story building on Madison Ave.). Mr. Icahn also donated to the Randall's Island Sports Foundation for the construction of "Icahn Stadium", a new track and field stadium.

Mr. Icahn's foundation, the Children's Rescue Fund, built Icahn House in the Bronx, N.Y. It is a sixty-five-unit complex for homeless families consisting of single pregnant women and single women with children. Icahn House is designed to provide emergency shelter to those who are homeless due to domestic violence, eviction, unemployment, and natural disasters; and to provide support services and assistance while finding permanent homes.

He serves as a Trustee on the Board of the Mt. Sinai School of Medicine and Mt. Sinai Hospital, as well as a Trustee of the Randall's Island Sports Foundation, Choate Rosemary Hall, and has recently joined the Board of Directors of the Lincoln Center for the Performing Arts.

Mr. Icahn has received numerous awards including the Starlight Foundation's Founders Award and the 1990 Man of the Year Award and was named The Guardian Angel 2001 Man of the Year.

**Gail Golden** has served as Vice Chairman of the Board of Directors of Lowestfare.com, Inc., since August 1998 and Vice Chairman of Lowestfare.com, LLC, since February 1999. From August 1998 to November 1999, Ms. Golden served as President of Lowestfare.com, Inc., and February 1999 to November 1999, as President of Lowestfare.com, LLC. From August 1995 to January 1999, Ms. Golden served as the Chief Executive Officer of Lowestfare.com, LLC. Ms. Golden served as Chief Executive Officer and President of Global Travel Marketing. Ms. Golden has served as Vice President of Administration of Icahn Associates, Corp., a privately owned holding company, since May 1985. Since 1978, Ms. Golden has served in various capacities at Icahn & Co., Inc., including Director of Public and Investor Relations and Director of Human Resources. Ms. Golden also serves in various executive capacities for privately-owned entities controlled by Mr. Icahn. Ms. Golden is a Director and Vice-President and Secretary of the Icahn Charitable Foundation and the Icahn Family Foundation; in addition, she is Director and Secretary of the Foundation for a Greater Opportunity, and a Director of the Randall's Island Sports Foundation.

**Seymour Fliegel** is the President of the Center for Educational Innovation-Public Education Association, one of the nation's leading educational reform think tanks. After serving as a teacher, assistant principal and principal, he became the director of Alternative Education for Community School District Four and began the transformation of New York City public schools that he describes in his book, Miracle in East Harlem. After 22 years in District Four, five of which he served as the Deputy Superintendent, he became Superintendent of Community School District 28 in Queens. Outside of his work at the Center for Educational Innovation, Mr. Fliegel serves on the Advisory Boards of the Gilder Lehrman Institute of American History, Donna Hanover Giuliani's Cool Schools, Public School Artworks and the Young Women's Leadership School Foundation. Also, he has served on the nominating committee for the Dana Award for Pioneering Achievements in Education. Mr. Fliegel is a member of the board of the Foundation for a Greater Opportunity.

**Karen Mandelbaum** graduated from Kean Teacher's college in New Jersey. She is also on the board of the Women's Division of the Albert Einstein Medical school. She is

committee member of the Friends of Israel Museum; Vice President of the Board of the Livingston Symphony Orchestra; and on the Board of the ADL Women's Division.

**Robert Sancho** is Vice President of Development and External Affairs at Bronx-Lebanon Hospital Center in the Bronx. He began his professional career as an educator, teaching Spanish at JHS 98 in the Bronx. He went on to serve as a Deputy Superintendent for Community School District #4. While he worked in District #4, the district advanced in reading and math ranking from thirty-second (last place) to thirteenth in citywide ranking. Mr. Sancho earned his B.A. at Inter-American University of Puerto Rico and his M.S. in Urban Affairs at Hunter College, where he was the recipient of the Urban Affairs Minority Scholarship. He was also the 1990 recipient of the Award for Outstanding Leadership in the public and private sector by the National Network of Hispanic Women. Mr. Sancho is an adviser to the Lehman Center for the Performing Arts and a member of the Board of Directors of the Bronx Council on the Arts. He is a member of the Multi-Cultural Committee of the Metropolitan Museum of Art. On a national level, he serves on the Board of Directors of the Congressional Hispanic Caucus Institute in Washington, DC.

**Edward Shanahan** has been President/Headmaster of Choate Rosemary Hall, an independent school in Wallingford, Connecticut since 1991. Before that he was Dean of the College at Dartmouth College (1982-1991), and Dean of Students at Wesleyan University (1972-1982). He was also Chair of the New England Commission on Higher Education, and Chair of the New England Association of Schools and Colleges. He is the past Chairman of the Board of United Educators, the largest US educational risk retention group. He currently sits on the Boards of St. Luke's Education Foundation (Bronx, NY); Bermuda-based, Schools, Colleges, University Underwriters, Ltd. (SCUUL); and the Connecticut Association of Independent Schools (CAIS). Mr. Shanahan is President of the Board of the Foundation for a Greater Opportunity.

**Tina March** is the Chief Financial Officer for Icahn Management Co. and is responsible for financial reporting, accounting, administration and investment operations for the Icahn hedge funds. She has been with Icahn Associates since December 2003. Prior to joining the Icahn organization, Ms. March held senior finance and accounting positions with Summit Asset Management Co. and Rho Asset Management Co., both private investment companies with concentrations in venture capital and private equity. Ms. March also had previous experience as controller for the investment firm, Henry Kaufman & Co.

Ms. March is a C.P.A. and received her B.A. in 1974 from Dickinson College and an M.B.A. in 1980 from Rutgers University. She is the Treasurer of the Carl C. Icahn Charter School and is a board member of the Odysseus Foundation.

**Keith Cozza** is the Chief Compliance Officer of Icahn Capital L.P. and Chief Financial Officer of Icahn Associates Corp. He joined the firm in October 2004. Mr. Cozza oversees the organization's accounting and finance operations. His responsibilities include maintaining real-time investment transaction processing, reconciliation and reporting, cash management and financial statement preparation. Prior to joining Icahn, Mr. Cozza worked at Grant Thornton LLP, a public accounting firm where his responsibilities included auditing various Icahn controlled entities. He will assist with the Treasury functions.



Mr. Cozza received his B.S. in Accounting from the University of Dayton in 2000.

**Julie Goodyear** is the Executive Director of the Foundation for a Greater Opportunity and the Icahn Scholars Program. She is on the Executive Board of the New York Coalition for Charter Schools at CEI-PEA. She was Associate Director of Admissions at Choate Rosemary Hall from 1985-1995. From 1983-1984, she worked at Collège du Leman in Versoix, Switzerland. She has a B.A. from New York University and an M.A.L.S. from Wesleyan University.

## **Request for Information from Prospective Charter School Trustee**

Please provide the following information.

### Background

1. Name of Charter School for which you intend to server as a trustee: Icahn Charter School 5
2. Full name: Seymour Fliegel  
Home Address: [REDACTED]
3. Business Name and Address: Center for Educational Innovation – Public Education Association  
Home telephone No.:  
Work telephone No.: 212 302 8800,  
E-mail address: [REDACTED]
4. A brief educational and employment history (you may attach a resume):  
☐ Resume attached.
5. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
6. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. ☒ Yes. Icahn Charter School 1, Icahn Charter School 2, Icahn Charter School 3, Icahn Charter School 4; Trey-Whitfield School, CEI-PEA
7. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  
☒ Does not apply to me. ☐ Yes.
8. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney General or the attorney general of any state, a U.S. or district attorney or any other member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. ☒ Does not apply to me. ☐ Yes.

### Conflicts

9. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.

- ☐ I/we do not know any such trustees.      ☒ Yes. I am a board member with other board members on Icahn Charter School 1, Icahn Charter School 2, Icahn Charter School 3, Icahn Charter School 4 and on Foundation for a Greater Opportunity.
10. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.      ☒ I/we do not know any such employees.      ☐ Yes.
11. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of any entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I/we do not know any such persons.      ☐ Yes.
12. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ I/we do not anticipate conducting any such business.      ☐ Yes.
13. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☒ Not applicable because the school does not contact with a management company or charter management organization.  
☐ I/we do not know any such persons.  
☐ Yes.
14. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
☒ N/A.      ☐ I/we have no such interest.      ☐ Yes.
15. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ N/A.      ☐ I/we or my family does not anticipate conducting any such business.  
☐ Yes.
16. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate.      ☐ Does not apply to me, my spouse or family.      ☒ Yes. I am on the

board of Foundation for a Greater Opportunity, which is partnering in this application. Foundation for a Greater Opportunity's mission is to help underserved children, with special focus on charter schools and on the board of the other Icahn Charter Schools. The school's board of trustees understands that trustees serving on the boards of multiple charter schools or on the board of the Foundation for a Greater Opportunity presents may possibly present certain challenges in terms of potential conflicts of interest. Where appropriate the trustees will seek guidance from legal counsel, to which the school has access.

17. Please indicate any potential or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another school's board or being employed the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes. As stated above, I am on the board of the four other Icahn Charter Schools.
18. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would discuss with the Board President, ask for more information, and discuss with the Board attorney. If required, discuss conflict of interest rules and place on the board agenda.

Other

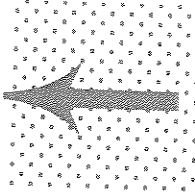
19. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
20. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Seymour Fliegel, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Icahn Charter School 5 is true and correct in every respect.

Seymour Fliegel  
Signature

5/29/09  
Date



Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
Statue University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to server as a trustee. Icahn Charter School 5
2. Full name: Julie Goodyear  
Home Address: [REDACTED]  
Business Name and Address: Foundation for a Greater Opportunity, 767 Fifth Ave, #4700, NY NY 10153  
Home telephone No.: [REDACTED] Work telephone No.: 212 702 4353,  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
☐ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. ☒ Yes. Icahn Charter School 1, Icahn Charter School 2, Icahn Charter School 3, Icahn Charter School 4
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  
☒ Does not apply to me. ☐ Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney General or the attorney general of any state, a U.S. or district attorney or any other member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. ☒ Does not apply to me. ☐ Yes.

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  
☐ I/we do not know any such trustees. ☒ Yes. I sit on the board of four other Icahn Charter Schools with the other school trustees. I am Executive Director of Foundation for a Greater Opportunity, which is funded by Mr. Icahn.

Mr. Fliegel, Ms. Golden and Mr. Shanahan are Board members for the Foundation. Mr. Shanahan is head of Choate Rosemary Hall, where I used to work and where my husband works, and chair of Foundation for a Greater Opportunity.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. ☒ I/we do not know any such employees. ☐ Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of any entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I/we do not know any such persons. ☐ Yes.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ I/we do not anticipate conducting any such business. ☐ Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☒ Not applicable because the school does not contact with a management company or charter management organization.  
☐ I/we do not know any such persons.  
☐ Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed described.  
☒ N/A. ☐ I/we have no such interest. ☐ Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ N/A. ☐ I/we or my family does not anticipate conducting any such business.  
☐ Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☐ Does not apply to me, my spouse or family. ☒ Yes. I am

Executive Director of the board of Foundation for a Greater Opportunity, which is partnering in this application. Foundation for a Greater Opportunity's mission is to help underserved children, with special focus on charter schools.

16. Please indicate any potential or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another school's board or being employed the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes. As stated above, I am on the board of the four other Icahn Charter Schools.

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would ask questions of people suspected to be involved and others knowledgeable of the situation and bring the matter(s) to the attention of the legal department and the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.



## Certification

I, Julie C. Goodyear, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Icahn Charter School 5 is true and correct in every respect.

Julie C. Goodyear  
Signature

6/4/09  
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
Statue University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to server as a trustee: Icahn Charter School 5
2. Full name: Karen Mandelbaum  
Home Address: [REDACTED]  
Business Name and Address:  
Home telephone No.: [REDACTED]  
Work telephone No.:  
  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
☐ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. ☒ Yes. Icahn Charter School 1, Icahn Charter School 2, Icahn Charter School 3, Icahn Charter School 4.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  
☒ Does not apply to me. ☐ Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney General or the attorney general of any state, a U.S. or district attorney or any other member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. ☒ Does not apply to me. ☐ Yes.

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.

☐ I/we do not know any such trustees. ☒ Yes, I am a board member with other board members on Icahn Charter School 1, Icahn Charter School 2, Icahn Charter School 3 and Icahn Charter School 4. My husband has known Mr. Icahn since college and we have continued to be friends with Mr. Icahn and his wife, Gail Golden.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. ☒ I/we do not know any such employees. ☐ Yes.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of any entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I/we do not know any such persons. ☐ Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ I/we do not anticipate conducting any such business. ☐ Yes.

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☒ Not applicable because the school does not contact with a management company or charter management organization.  
☐ I/we do not know any such persons.  
☐ Yes.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed described.  
☒ N/A. ☐ I/we have no such interest. ☐ Yes.

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ N/A. ☐ I/we or my family does not anticipate conducting any such business.  
☐ Yes.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the

extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes

16. Please indicate any potential or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another school's board or being employed the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes. As stated above, I am on the board of other Icahn Charter Schools. As members of all the Icahn Charter School boards, we are aware of the potential for conflict of interest and observe strict processes to avoid any conflict of interest.

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would contact the president of the charter school board and contact the charter school attorney for the best way to handle this situation.

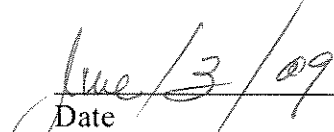
#### Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Karen Mandelbaum, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Icahn Charter School 5 is true and correct in every respect.

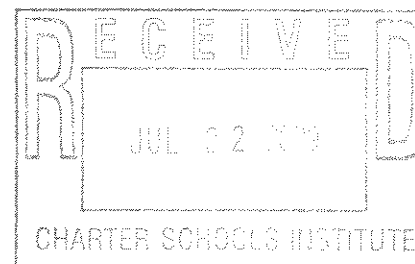
  
Signature

  
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
Statue University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

**Request for Information from  
Prospective Charter School Trustee**



Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee: Icahn Charter School 5
2. Full name: Robert Sancho  
Home Address: [REDACTED]
3. Business Name and Address: Bronx Lebanon Hospital Education Association  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
  
E-mail address: [REDACTED]
4. A brief educational and employment history (you may attach a resume):  
☐ Resume attached.
5. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
6. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. ☒ Yes. Icahn Charter School 1, Icahn Charter School 2, Icahn Charter School 3, Icahn Charter School 4; Former president of Community School District #4.
7. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  
☒ Does not apply to me. ☐ Yes.
8. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney General or the attorney general of any state, a U.S. or district attorney or any other member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. ☒ Does not apply to me. ☐ Yes.

Conflicts

9. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.

☐ I/we do not know any such trustees. ☒ Yes. I am a board member with other board members on Icahn Charter School 1, Icahn Charter School 2, Icahn Charter School 3 and Icahn Charter School 4.

10. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. ☒ I/we do not know any such employees. ☐ Yes.
11. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of any entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I/we do not know any such persons. ☐ Yes.
12. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ I/we do not anticipate conducting any such business. ☐ Yes.
13. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☒ Not applicable because the school does not contact with a management company or charter management organization.  
☐ I/we do not know any such persons.  
☐ Yes.
14. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed described.  
☒ N/A. ☐ I/we have no such interest. ☐ Yes.
15. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ N/A. ☐ I/we or my family does not anticipate conducting any such business.  
☐ Yes.
16. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes

17. Please indicate any potential or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another school's board or being employed the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes. As stated above, I am on the board of other Icahn Charter Schools. The school's board of trustees understands that trustees serving on the boards of multiple charter schools may possibly present certain challenges in terms of potential conflicts of interest. Where appropriate the trustees will seek guidance from legal counsel, to which the school has access.
18. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would report to official authorities.

Other

19. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
20. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.



## Certification

I, Robert Sancho, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Icahn Charter School 5 is true and correct in every respect.



Signature



Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
Statue University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

### Background

1. Name of Charter School for which you intend to server as a trustee. Icahn Charter School 5
2. Full name: Edward J. Shanahan  
Home Address: [REDACTED]  
Business Name and Address: Choate Rosemary Hall, Wallingford, CT 06492  
Home telephone No.: Work telephone No.: 203 697 2229,  
E-mail address [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. ☒ Yes. Icahn Charter School 1, Icahn Charter School 2, Icahn Charter School 3, Icahn Charter School 4
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  
☒ Does not apply to me. ☐ Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney General or the attorney general of any state, a U.S. or district attorney or any other member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. ☒ Does not apply to me. ☐ Yes.

### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  
☐ I/we do not know any such trustees. ☒ Yes. I sit on the board of four other Icahn Charter Schools with the other school trustees. I am Chairman of Foundation for a Greater Opportunity, which is funded by Mr. Icahn. Mr. Fliegel,

Ms. Golden and Mr. Icahn are Board members for the Foundation. Julie Goodyear is the Executive Director of the Foundation.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. ☒ I/we do not know any such employees. ☐ Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of any entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I/we do not know any such persons. ☐ Yes.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ I/we do not anticipate conducting any such business. ☐ Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not contact with a management company or charter management organization.  
☒ I/we do not know any such persons.  
☐ Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed described.  
☒ N/A. ☐ I/we have no such interest. ☐ Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
☒ N/A. ☐ I/we or my family does not anticipate conducting any such business.  
☐ Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☐ Does not apply to me, my spouse or family. ☒ Yes. I am Chairman of the board of Foundation for a Greater Opportunity, which is

partnering in this application. Foundation for a Greater Opportunity's mission is to help underserved children, with special focus on charter schools.

16. Please indicate any potential or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another school's board or being employed the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes. As stated above, I am on the board of the four other Icahn Charter Schools.

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

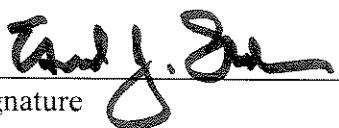
RAISE ISSUE WITH BOARD IN EXECUTIVE SESSION

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Edward J. Shanahan, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Icahn Charter School 5 is true and correct in every respect.

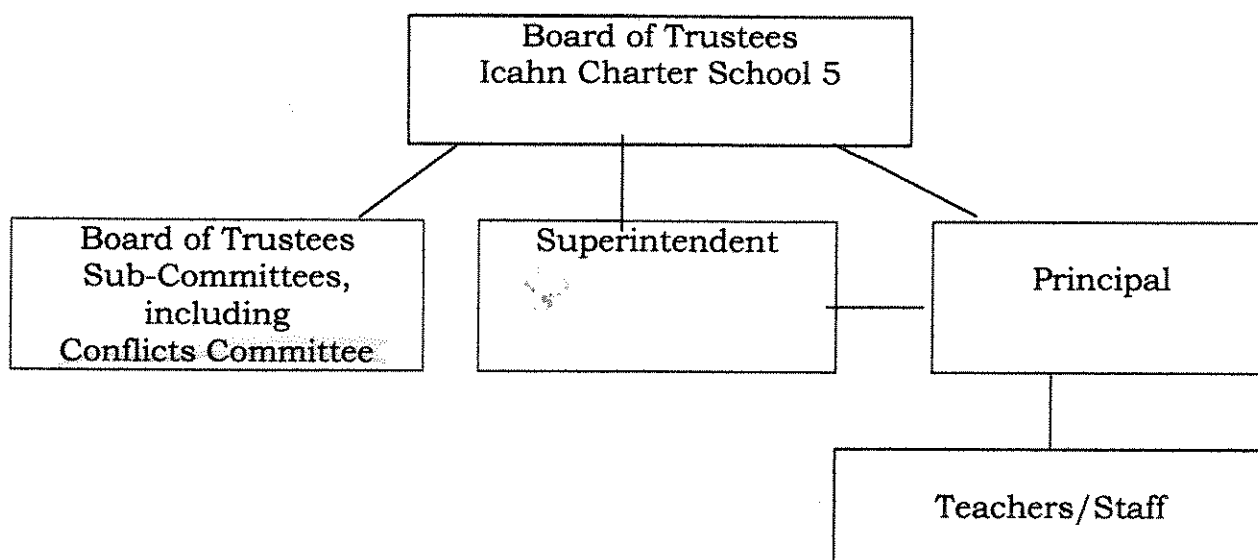
  
Signature

  
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute  
Statue University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

31. Provide an organizational chart for the school and narrative description of the chart. The chart should clearly indicate the reporting structure of staff to the board of trustees, and staff to the school leader(s). If the charter school intends to contract with an entity for management services, the organizational chart should also reflect that relationship and the narrative should include a discussion of the role of the management company or organization.



The Superintendent will report to the Board of Trustees. The Principal will be under the supervision of the Superintendent and will report to the Board of Trustees. The Trustees will delegate the management of other school staff to the Principal. This arrangement has worked well in the current charter schools. The Superintendent oversees the results of each school and guides each Principal to assure replication. The daily management of the school should be left to the in-house principal. By hiring a competent principal, the board should not need be involved in the daily management of the school, especially with the oversight of the Superintendent.

There will be advisory personnel along with the Superintendent to help the new school open and operate. The new principal will also have the support of one (or more) of our experienced principals and administrators, in this case, Jeffrey Litt, Daniel Garcia and Richard Santiago. Mssrs. Litt and Santiago opened our first school. We have hired additional personnel at the first school so they can mentor the new schools. (The receiving school will reimburse for the time. Record cards will be kept.) One of the many advantages of replicating is that with our small school replication model, the great majority of the work has already been completed—the curriculum with its monthly syllabi, report card

forms, text choices, etc; the staff and student handbooks; the standardized tests selections; staff benefit programs. Compared to the time it took to open the first school, opening subsequent schools allows considerably more time to pay attention to opening of school details rather than organizing an entire school program. The experienced administrators of our previous schools ensure that the new school opens with all the materials and training necessary to immediately begin the rigorous academic program. Mssrs. Litt and Santiago attend board meetings, as do individual principals, so the Board will be kept abreast of each school's activities.

As stated in Attachment 28, the Board will create subcommittees of the Board of Trustees to deal with specific areas of school management and performance when necessary. If a situation arises where an actual or potential conflict exists the Board, in accordance with our bylaws, shall form a Conflicts Committee comprised of trustees of which no conflict exists to evaluate and approve any such contract or transaction. The Board in forming such committee shall appoint a chair of the committee and shall define the scope and term of its existence.

The Board will approve a policy for handling complaints, replicating the Icahn Charter School policy in use at the other schools, attached as part of Attachment 40.

**33. Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written not only to apply to trustees, but to officers and employees of the school as well.**

#### Code of Ethics

The Trustees and employees of ICS 5 will be held to the highest standards of professional conduct and ethics. The code of conduct in this attachment pertains particularly to Trustees of the school; along with officers and school employees as well. Additionally, staff conduct and ethics are described at length in the personnel policies.

A Trustee may not participate in Board deliberations regarding matters in which he or she has a direct or indirect financial interest, including but not limited to deliberations reviewing a proposed contract or project. It is considered to be a financial interest of a Trustee if he or she or a member of his or her family is an owner, partner, stockholder, director, trustee or employee of any company with business before the Board.

A Trustee or an employee may not use his or her position to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person. Trustees and employees will avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If an occasion arises in which a Trustee or employee is approached by a person or organization having a special interest in a matter under consideration by the Board or school, the Trustee or employee must write a letter disclosing all known facts prior to participating in a Board discussion of the matter or school proceeding. The Trustee or employee must file the disclosure in such a way as to have his or her interest formally noted in the school's Board minutes or his/her personnel file.

Certain back office services--such as insurance medical insurance, and pension--and legal services will be provided by Icahn Associates, a company affiliated with Carl C. Icahn, at no cost to the Charter School. Not only are the services provided at cost, but one of the Icahn Associates entities is Icahn Sourcing, which seeks out lowest cost vendors and can ensure low costs because of the large volume that the entire Icahn Associates world provides. Through large volume discounts and the saving of research time, this arrangement saves the charter school in many different ways. This is also the case for the current Icahn Charter Schools. These related party transactions for the ICS 5 will be disclosed in the audited financial statements.



As reflected in the application budget, it is anticipated that Foundation for a Greater Opportunity will advance start-up costs and shortfalls in the first years of the charter. These advances will be repaid to the Foundation in the last years of the charter. All such advances and payments will be made to the Foundation at below market rates.

Related party relationships and transactions and related amounts receivable or payable, including sales, purchases, loans, transfers, leasing arrangements, and guarantees will be properly recorded or disclosed in the financial statements.

Trustees are prohibited from disclosing confidential information that they may acquire through participation on the school's Board of Trustees. They are also prohibited from using such confidential information to further their own personal interests.

**EXHIBIT D Please provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of trustees and the length of the terms established for each trustee position.**

**BY-LAWS**  
**of**  
**ICAHN CHARTER SCHOOL FIVE**

**ARTICLE I**

**NAME**

The name of the Corporation is the Icahn Charter School FIVE (hereinafter the "Corporation").

**ARTICLE II**

**MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (each a "Trustee" and collectively, the "Board" or the "Trustees").

**ARTICLE III**

**BOARD OF TRUSTEES**

A. Powers: The Board shall manage and control the affairs and property of the Corporation. All corporate powers, except such as are otherwise provided for in the Certificate of Incorporation, these By-laws, or Article 56 of New York State Education Law, New York State Not-for-Profit Corporation Law, New York State Freedom of Information Law and New York State Open Meetings

Law (collectively, "New York Law"), shall be and hereby are vested in and shall be exercised by the Board. The Board shall have full power to adopt rules and regulations governing all actions which it takes, except as otherwise provided by New York Law.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, or to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations or other evidences of debt and securities;

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York New York Not-for-Profit Corporation Law and the limitations noted in these By-laws; provided that any action contemplated in Sections 1, 7 and 8 shall require the approval of a majority of the entire membership of the Board.

B. Number of Trustees: The number of Trustees of the Corporation shall be not less than 5 nor more than 25. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the By-laws. No decrease in the number of Trustees shall serve to diminish the term of any Trustee then in office. As of the date on which these By-laws are adopted, the exact number of Trustees is fixed at 7.

C. Election of Trustees

1. Election: The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2. Eligibility: The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively; except, however as limited by Article III.C.3. herein and no more than two (2) Trustees may be employees, officers, directors, agents or partners of Carl C. Icahn or of any entity over which Mr. Icahn has substantial control, or who are related to Mr. Icahn by blood or marriage. In addition to other candidates, the Board will include a parent of an active Icahn Charter School student; provided, however, the parent is an officer of ICS-FIVE Parents' Association and

is designated by the Association to represent it on the Board (the "Parent Representative").

3. Interested Persons. Not more than 50% of the persons serving on the Board may be interested persons. An "interested person" is Carl C. Icahn and any person who has, or is an owner of more than 5% of any business that has, in the past twelve (12) months, received compensation from Carl C. Icahn or any entity over which Mr. Icahn has substantial control in consideration of goods or services.

4. Term of Office: The terms of office of all Trustees shall expire at the next annual meeting following their election, and, in any event, each Trustee shall continue in office until his or her successor shall have been elected and qualified, or until his or her earlier death, resignation or removal. All Trustees are eligible for unlimited reelection.

D. Removal of Trustees: The Board may remove or suspend from office any Trustee, in compliance with the not-for-profit law and education law, by a vote of a majority of the entire Board, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration

of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

#### **ARTICLE IV**

##### **PRINCIPAL OFFICE**

The Corporation may have offices in such places as the Board may from time to time determine or the purposes of the Corporation may require.

#### **ARTICLE V**

##### **MEETINGS OF THE BOARD**

A. Place of Meetings Board Meetings shall be held at the Corporation's principal office or at any other place as the Board may designate.

B. Annual Meetings An Annual Meeting shall be held at a date, time and place fixed by the Board. Notice of the date, time and place of such Annual Meeting shall be given in such form as the Board may determine.

C. Regular Meetings. Regular Meetings shall be held at various times within the year at such time and place as determined by the Board; provided, however, that no fewer than nine (9) meetings shall be called per year.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair or by any Trustee upon written demand of not less than one-fifth of the entire Board. Notice of the date, time and place of such Special Meeting shall be given to all Trustees in such form as the Board may determine. Except as otherwise provided in these By-laws, any business may be transacted at any duly called board meetings.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Public Notice. Notice to the public of Board Meetings shall be given in compliance with New York State Open Meetings Law.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

## **ARTICLE VI**

### **ACTION BY THE BOARD**

A. Quorum Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained. Any Board action may be taken without a meeting if the entire Board of Trustees consents in writing.

2. Board Meeting by Conferencing Technology. Trustees may participate in a Board meeting through use of videoconferencing or similar communication equipment by which all persons can see and hear all other

persons participating in the meeting at the same time. Participation in a meeting pursuant to the foregoing constitutes presence in person at such meeting. If videoconferencing is used, the Board shall provide an opportunity for the public to attend, listen and observe at any site at which a Trustee participates. The public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations. In addition, Trustees may participate in a Board meeting through use of teleconference or similar communication equipment by which all persons can hear all other persons participating in the meeting at the same time, but such participation shall not constitute presence in person at such meeting.

C. Committees.

1. Appointment of an Executive Committee. The Board may appoint an Executive Committee by vote of the majority of Trustees. An Executive Committee will consist of not less than five (5) Trustees, who shall serve at the pleasure of the Board; provided, however, (i) not more than 50% of the persons serving on the Executive Committee may be an "interested person" (as defined in Article III.C.3.), and (ii) the Parent Representative (as defined in Article III.C.2.) shall be a member of the Executive Committee.

2. Authority of Executive Committee. The Board may delegate to an Executive Committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any Committee;



d. The amendment or repeal of By-laws or the adoption of new By-laws;

e. The appointment of other Committees of the Board, or the members of the Committees.

f. The granting of degrees; and  
Removing Officers.

3. Other Committees of the Board of Directors. The Board may, from time to time and by a majority vote of the Trustees then in office, appoint one or more advisory committees for any purpose. In appointing a committee, the Board shall appoint the chair of the committee, shall specify the term of the committee's existence, and shall define the committee's powers and duties (which shall not be inconsistent with New York Education Law). Each committee shall consist of at least three directors. Notwithstanding the foregoing, the Corporation shall not enter into any contract or other transaction with the Foundation for a Greater Opportunity unless the same has been approved by a majority vote of a committee of the Board consisting of at least three (3) members, none of whom has an "interest" (as defined in Article XI.D.) in the contract or transaction. The Board shall have the power to establish such a committee from time to time and such committee shall have the authority of the Board to approve any such contract or other transaction. A majority of Trustees serving on such committee shall constitute a quorum. If quorum is present, a vote of the majority of Trustees serving on such committee, shall be the act of the Committee.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of a Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the

Committee are governed by the provisions of these By-laws with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on a Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be knowledgeable in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or By-laws, as to matters within its designated authority.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

## **ARTICLE VII**

### **OFFICERS**

A. Officers The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other Officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and

By-laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the By-laws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the

Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

#### ARTICLE VIII

##### NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

#### ARTICLE IX

##### INDEMNIFICATION OF CORPORATE AGENTS

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the New York Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee or Officer, and may by agreement or decree by the Board expend such indemnification to any employee or agent of the Corporation against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

#### ARTICLE X

##### SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material personal financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

## ARTICLE XI

### OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. Execution of Instruments. Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New York Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these By-laws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

D. Conflict of Interest. Any Trustee, Officer or key employee having a personal interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a trustee or officer of, or has a significant financial interest in the entity contracting or dealing with the Corporation or a personal interest in a matter before the Board. A Trustee shall be deemed to have a personal interest if he or she has a familial or other

personal relationship with an employee or student who is the subject of a pending Board action.

E. Interpretation of Charter. Whenever any provision of the By-laws are in conflict with the provisions of the Charter, the provisions of the Charter shall control.

## ARTICLE XII

### AMENDMENT

The Board shall have the exclusive power to make, alter, amend and repeal the By-laws and Certificate of Incorporation of the Corporation (with the exception of Article III.C.3.) by the affirmative vote of a majority of the entire membership of the Board, subject to obtaining necessary governmental approval for any such action; provided, however, that notice of the proposed amendment or amendments shall have been included in the meeting notice which is given to the Trustees and, provided further, that no such action shall be taken that would adversely affect the qualification of the Corporation as an organization (i) exempt from Federal income taxation under Section 501(a) of the Internal Revenue Code of 1986, as amended (hereinafter "I.R.C."), as an organization described in I.R.C. § 501(c)(3), and (ii) contributions to which are deductible under I.R.C. § 170(c)(2).

## ARTICLE XIII

### LIMITATIONS

A. Exempt Activities. Notwithstanding any other provision of these By-laws, no Trustee, Officer, employee or representative of the Corporation shall



take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization (i) exempt from Federal income tax under I.R.C. § 501(a), as an organization described in I.R.C. § 501(c)(3), and (ii) contributions to which are deductible under I.R.C. § 170(c)(2).

B. Prohibition Against Sharing in Corporate Earnings. No Trustee, Officer or employee of, or other person connected with, the Corporation, or any other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent either the payment to any such person of reasonable compensation for services rendered to or for the benefit of the Corporation or the reimbursement of expenses incurred by any such person on behalf of the Corporation, in connection with effecting any of the purposes of the Corporation; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All such persons shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation then remaining in the hands of the Board, after all debts have been satisfied, shall be transferred either to another charter school located within the Community School District.

## VII. SCHOOL POLICIES

**34. Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:**

- the required anti-discrimination criteria and allowable admissions preferences, including in New York City, the Community School District preference;
- the scheduled application and enrollment periods for the first and subsequent years, including the approximate date in each year on which you intend to hold the lottery, if necessary, which must be after April 1 of each year;
- an outreach plan including strategies for (1) publicizing the school; (2) recruiting prospective students; and (3) attracting English language learners and students with disabilities (as identified by a Committee on Special Education);
- the specific targeted student population (if any);
- the step-by-step procedures to be implemented in the event timely applications for admission exceed the available spaces, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the admission process adheres to § 2854(2);
- The procedures for student registration after being admitted through the lottery or otherwise;
- the procedures for student withdrawal from the school; and
- The procedures for currently enrolled student to notify the school of their intent to enroll the following year.

Admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion or ancestry. It is anticipated that the demand for admission will exceed available seats and a lottery system meeting the requirements for New York State charter school lotteries will be developed to address this situation, with a preference for siblings of students already enrolled in the school and a preference for students living in the School's Community School District. Parents/Guardians will document residence at the time of registration following our lottery. Acceptable documentation will include a lease and/or utility bill. In the event that a lottery system is required, the actual process will be open to the public. After the first year of the lottery, students returning to the school will be given preference.

We anticipate a two month-long application period. We expect to hold the lottery in April.

Our marketing plan includes notifying the local elementary school, community board, community based organizations, houses of worship and community centers. We will be in touch with the Borough President and other community leaders.

We will print and distribute fliers to distribute at subway stations, supermarkets and communities of faith. We will be in touch with community based

organizations. We will hold a voluntary Open House when key people from the trustees and a school official will be present who will demonstrate the Core Knowledge Program to parents. We will be available to answer organizational and educational questions at hours convenient to parents in the community. This is another advantage of a replication school—that members of our already opened schools can be available to new families. It is reassuring to new families to know that the Icahn curriculum has already been proven and to meet people who have successfully put it in place.

The application and admission process will be made clear at these meetings and as part of the application material. The application will be translated into other languages if necessary. The application will include: "Icahn Charter School 5 does not discriminate on the basis of sex in admission or the educational program it operates, and is required by federal Title IX of the Education Amendments of 1972 not to discriminate in such a manner." The application will provide that "Information in the students' records will not be released without the written consent of the parent or as noted under FERPA requirements." The school secretary will be prepared to answer questions and help families complete the application. To apply, it is only necessary that the school receive a completed application for the child.

The targeted population will be children in the local Community School District neighborhoods. Since our location will intentionally be in an area where the local schooling is not meeting the students' capacity to learn, we will be serving under-served children, where there is a risk of academic failure, including students with disabilities and students who may not be English language proficient. It is the School's goal to prove that all children can learn, and to ensure an education that best meets the child's needs.

After the application submission date has passed, each child's name will be put on a piece of paper. After checking the birthdate, the names will be divided by grade. Children will be admitted to kindergarten who have reached the age of five by December 31 of the year in which they apply, in accordance with the New York City public schools. The place of residence will also be noted so that preference can be given to those living in the community district of the school. The lottery will be conducted by the principal and a board member and another person. The children from the community district will be chosen first. If there are siblings applying, each child's piece of paper will indicate that there is a sibling also applying. All the names will be put in a box. One person will pick out a piece of paper. Another person will write the child's name on a sheet of paper with numbers relative to the number of applicants. A third person will check the results. After the available spaces are filled, the remaining applicants will be put on a waiting list in the order in which the name was selected.

Siblings of enrolled students will, upon completion of an application, be placed in a separate lottery, which will be drawn first. When a sibling's piece of paper is chosen, the other sibling will be listed immediately after the first sibling.

Students will be considered to be enrolled in each successive year through the completion of grade eight.

After all the names have been chosen, the parents will be notified by letter. For those students who are accepted, the letter will include a list of forms that need to be completed and an appointment time to meet with a school administrator to turn over the forms. For children not selected, the letter will indicate their number on the Wait List, and will describe the steps that will take place if a space becomes available.

Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. If a student does not return in September, the school will telephone and send the family a certified letter to determine the child's status. When a space opens, the waiting list will then be activated to admit the next child on the same grade level.

**35. Attach the charter school's student discipline rules and procedures for regular education students. If your school is to have a provision for suspension or expulsion, include as well the due-process protections for students and parents, and procedures and policies for implementing mandatory alternative instruction.**

## DISCIPLINE POLICY

It is the philosophy of the school that in most cases proper student discipline will be maintained through the use of a challenging and exciting learning environment; a clear understanding by children and their parents or guardians of the expectations for behavior; by each staff member serving in the capacity of role model; and by classroom discussions on the topics of proper behavior, manners, care of books and materials, care of school property, mutual respect, proper language, conflict resolution and consequences for improper behavior.

During the summer Staff Development meetings, teachers will be introduced to the Icahn Charter Schools' Code of Conduct, which is the basis for the school's culture of respect. When students behave in ways that are not acceptable under the Code of Conduct, there will be a variety of responses, depending on the level of the problem. Generally it is hoped that in-school suspension will be the most severe punishment necessary, but there may be situations in which more severe responses are necessary. We provide a list below of possible infractions and their responses. Depending on individual circumstances of the incident and the student's disciplinary record, the Principal may determine that an alternative response from the one on the chart below should be made.

Rather than give the families of our lower grade children a long list of disciplinary procedures, we prefer to give them a handout that includes the Code of Conduct from the original application (copied below), of disciplinary conferences and the chart below. Particularly as we are working with young children in their formative years, we want to emphasize good behavior rather than a long list of problems and punishments.

## THE ICAHN CHARTER SCHOOL CODE OF CONDUCT:

- Respect for learning;
- Respect for the feelings of others;
- The use of appropriate language at all times;
- Trip and neighborhood walk safety;
- Respect for the property of others;
- Respect for school property;
- Getting along with other children;
- Following directions from school staff;
- Arriving to school on time; and

- Appropriate ways to solve problems with peers.

These topics will be included in regular classroom lessons in a uniform manner to ensure continuity in all classes:

- Respect for learning
  - We always come to school on time
  - We complete our homework every night
  - We do our work neatly and carefully
  - We listen when the teacher or classmate is speaking
  - We raise our hand when we wish to ask or answer a question
- Respecting the feelings of others
  - Be polite and friendly to others
  - Never tease anyone
  - Never call anyone by a name that is hurtful
  - Try to help someone when they make a mistake
- The use of appropriate language at all times
  - We never use curse words
  - We talk to each other with respect at all times
  - We do not call people names that hurt their feelings
- Trip and neighborhood walk safety
  - We always wear our name tag on trips and walks
  - We stay on line with our partner
  - We do not run
  - We sit still on busses or trains
  - We walk quietly so that we do not disturb others
  - We always take a partner when using a bathroom
- Respect for the property of others
  - We do not take anything from someone without asking
  - We treat other people's property with respect
  - We always return things we borrow
- Respect for school property
  - We never write in library books
  - We do not tear pages from any book
  - We do not write on walls or desks
  - We do not throw books or school property
  - We behave properly in the bathroom
  - We keep our school neat and clean
  - We pick up something that we dropped
  - We do not touch student displays
- Getting along with other children
  - We do not yell at other children
  - We never hit other children
  - We talk to someone about our feelings
  - We ask a teacher to help us if we have a problem

- Following directions from school staff
  - We never leave the classroom without permission
  - We stay with our class at all times
  - We always talk to teachers with respect
- Arriving to school on time
  - We always come to school on time
  - We come to school straight from home
  - We come to school ready to learn
  - If we are late or absent, we bring a note from our parent
- Proper ways to solve problems with peers:
  - We explain to others how we feel
  - We ask a teacher to help us solve a problem

All students and their families will receive the Student/Family Handbook detailing the responsibilities of the school community, i.e.: students, parents, teachers and the administration. The Handbook will be presented to the students the first day of school. A copy of the Handbook will be sent home for parent/guardian use.

To ensure that maximum learning will take place, absences will be carefully monitored. All students' absences are met with a phone call to the home on the first day of the absence. All calls are logged, including the excuse given to the school by the parent/guardian. In the event that the parent cannot be reached, repeated calls are made to the home. In the rare event that this does not prove successful, a certified return receipt letter is sent to the parent reminding them of the school policy that all children maintain an attendance rate of 90% or better. If the registered letter is undeliverable or refused by the parent or guardian, another attempt is made. The Principal has the responsibility of notifying the Administration for Children's Services and will file an educational neglect complaint. In the event that it is determined that the family has moved and this information is verified, the child will be removed from the school register and the records forwarded upon request. In the event that a child is absent for more than 10% of the school year, for non-medical reasons, the Principal may decide to notify the parent that expulsion may be appropriate.

#### POSSIBLE INFRACTIONS AND RESPONSES:

Depending on the severity of the infraction, disciplinary responses include exclusion from extracurricular activities, detention, suspension (short or long term), and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

Classroom discipline, except when repeated as a pattern or severe, is not generally noticed to parents. When noticed, by phone or note or letter, parents are entitled to meet with the principal or other administrator and tell the student's side of the story, and, in accordance with FERPA place a record in the

student's file disagreeing with the school's disciplinary determination.

Long Term Suspension or Expulsion	In or Out of School Suspension	In-School Suspension	Classroom Discipline
<ul style="list-style-type: none"> <li>• Use or possession of a weapon</li> <li>• Sale or transfer of drugs or alcohol</li> <li>• Assault</li> <li>• Commission of a felony</li> <li>• Illegal absences</li> <li>• Gang activity</li> <li>• Sexual activity</li> <li>• Repeat suspensions</li> </ul>	<ul style="list-style-type: none"> <li>• Disrespect toward faculty or staff</li> <li>• Use or possession of drugs or alcohol</li> <li>• Theft or destruction of property</li> <li>• Setting false alarms</li> <li>• Sexual or racial harassment</li> <li>• Violent, abusive or inappropriate language</li> <li>• Smoking</li> <li>• Cheating or plagiarism</li> <li>• Gambling</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting class or school events</li> <li>• Swearing and inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Tardiness</li> <li>• Unkempt attire</li> <li>• Improper attire</li> </ul> <p>No student will be withheld from class for an unkempt or improper attire violation.</p> <ul style="list-style-type: none"> <li>• Use of inappropriate electronic equipment</li> <li>• Loitering</li> </ul>

For most infractions of behavior, the teacher, parent and administration will determine the appropriate in-school course of action. Children displaying inappropriate or disruptive behavior will participate in a conference with the teacher, parent/guardian and principal. The purpose of the conference will be to modify the behavior. As an alternative to suspension, when appropriate, the child will temporarily be placed in another class. In-school suspensions may be utilized as a result of the child committing minor infractions in our chart of possible infractions. An in-school suspension will mean that a child is placed in another class of the same grade for a one to two day period after consultation with the teacher, child, principal and parent. The consultation will give the parent and child the information about the reasons for the suspension and with an opportunity to respond. Articulation with the sending and receiving teacher will be held at the direction of the Principal to insure the continuity of instruction while the child is attending the other class.

Students who exhibit inappropriate behavior on the school bus will be subject to the same disciplinary response as if they were in school. The bus drivers, as part of their NYC contract, will give the Principal a discipline report in writing for serious infractions. They will be allowed to suspend a child from the bus under the contract. A punishment might be to disallow bus use for one or two days.



In the event that a parent/guardian or person in the position of locus parentis causes a student to be absent from school in contravention of the school's absence policy other than for illness or family emergency of a short duration, the parent/guardian or person in the position of in locus parentis will be notified in writing that expulsion may result from the illegal absence. In addition, the Principal will notify, as may be required, the Administration for Children's Services of educational neglect, pursuant to the Principal's requirement as a mandated reporter.

#### Procedures for Short-Term Suspensions

The Principal may impose a short-term suspension. Short-term suspension is defined as a one to two day duration. Before imposing a short-term suspension, the Principal shall verbally inform the student of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given opportunity to deny or explain the charges.

The Principal also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer the opportunity for an immediate informal conference with whoever has imposed the suspension. The parent will be informed of a student's (parent's) right to know the reason for the suspension and the right to tell his or her side of the story prior to or shortly after commencement of the suspension, and the greater protections for longer term suspensions and expulsions including the right to counsel, to confront and present witness, and to challenge and present evidence. The notification and informal conference shall be in the dominant language by the parent(s) or guardian(s). Alternative instruction will be provided during the length of suspension. Alternative instruction will be provided within 24 hours of the commencement of the suspension and will be provided to the child at school in an alternative setting, using the identical assignments, texts, etc.

#### Procedures for Long-Term Suspensions

The Principal may impose a long-term suspension. Long-term suspension is defined as a period of three days or more. Such suspension may be imposed only after a suspension hearing. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions.

The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a hearing will be held on the matter, which may result in a long-term suspension and the greater protections for longer term suspensions and expulsions including the right to counsel, to confront and present witness, and to challenge and present evidence. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

The Principal shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal will have the sole authority to determine if a suspension is warranted. The Principal's decision after the hearing to impose a long-term suspension may be appealed to the Board of Trustees.

For suspensions of 10 days or longer, the school shall provide all of the above referenced services, with greater emphasis on tutoring as necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the school curriculum and take such assessment tests as the school would otherwise provide. The school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence.

#### Procedures for Expulsion:

When an expulsion is under consideration, an immediate short-term suspension will be imposed, pending the hearing. An expulsion will result in the immediate and permanent removal from school of the student in question. It occurs in response to conduct that poses an immediate danger to the health and welfare of the students and/or faculty and may be accompanied by legal action. Students who engage in behaviors punishable by expulsion will be informed of their misconduct and asked to leave the class or activity in which they are participating immediately. Parents will be contacted and asked to pick up the child from school. Under special circumstances, the parent may request that the child be released to travel home with a family member or friend.

Before an expulsion, parents will be provided with notice that an expulsion is being considered. Such notice shall be provided by personal delivery, Express

Mail delivery or equivalent means reasonably calculated to assure receipt of such notice at the parent or guardian's last known address, and where possible notification shall also be provided by telephone. The notification shall be in the dominant language of the guardian/parent. The notice shall set forth the date on which the expulsion hearing is to be held and shall state the grounds for the School's seeking the expulsion. The notice will inform the parent of the child's right to be represented by counsel, question witnesses and present evidence. At the hearing, the Principal will present formally the grounds for expulsion and the underlying evidence. The Principal will also provide the parent/guardian with a review of all previous actions taken to resolve the behavior. After the hearing is concluded the Principal will provide in writing his or her determination to the parent/guardian. If expulsion is determined the appropriate remedy, the Principal will have the responsibility for the smooth transition to have the child re-register in their appropriate program. Alternative instruction during that period will be provided. The means and manner of alternative instruction will be the same as for a student who has been suspended. Arrangements will then be made with the receiving school. All relevant information regarding the child's academic performance will be forwarded to the school. This arrangement will be the responsibility of the Principal.

For students expelled from the school, the school will provide the above-described services until the end of the school year or until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district.

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School, except that the chief administering officer may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§892 I, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The chief administering officer shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The chief administering officer shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

**36. Please provide the discipline policy that the school will enact for students with disabilities.**

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act, including the requirements and procedures set forth at sections 34 CFR 300.530-300.537, August, 2006. The School will work with the CSE of the student's school district of residence as necessary to ensure compliance.

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education ("CSE") for consideration of a change in the guidelines.

Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE must be notified immediately of any suspension from classes, and will arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student must be immediately referred to the CSE. If a connection is found, no penalty may be imposed. The CSE will consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately referred to the CSE for reconsideration of the student's educational placement. Such a student may not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE prior to the 11<sup>th</sup> day of suspension since such suspensions are considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE will follow its ordinary policies with respect to parental notification and involvement.

The CSE will meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.  
The commission of any infraction that is a result of the student's disability.  
The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

#### MODEL POLICY OF MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the Icahn Charter School.

##### 1. Prohibited Conduct

No person, either singly or in concert, shall:

Willfully cause physical injury to any other person, or threaten to use force that would result in such injury.

Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.

Willfully damage, deface or destroy school property, nor remove or use such property without authorization.

Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.

Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.

Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.

Refuse to leave any building or facility after being required to do so by the Principal or an authorized administrative officer or his or her designee.

Willfully obstruct or interfere with the free movement of persons and vehicles.

Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and deliberately interfere with the freedom of meetings or deliberately any prevent any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.

Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the Principal to inform the police of the presence or use of any such weapon or implements used as weapons on school property.

Commit acts that threaten the safety and welfare of persons on school property.

Violate any federal or State statute or regulation, local ordinance or school policy.

Possess, use, be under the influence of or distribute alcohol, drugs or drug paraphernalia.

Harass or coerce any person.

Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.

Distribute or post on school property any written material, pamphlets or posters without the prior approval of the Principal.

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School, except that the chief administering officer may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§892 I, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The chief administering officer shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The chief administering officer shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Nothing in this provision shall be deemed to authorize the suspension of a student with a disability in violation of the Individuals with Disabilities Education Act or article eighty-nine of the New York Education Law.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, state or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather to exist in conjunction with, any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

**37. If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be subsidized for parents unable to afford them.**

The charter school will have a dress code, but not a uniform. Students will be required to wear a white shirt and dark pants or skirts.



**EXHIBIT E- -Attach the proposed school's policies and procedures for complying with the New York State Freedom of Information Law (FOIL) (Article 6 of the New York Public Officers Law), including the required FOIL "regulations" and notice.**

Compliance with the Freedom of Information Law

ICS-FIVE will comply fully with New York State's Freedom of Information Law (FOIL).

The only individuals with authority to release proprietary information about the school, its activities, or the activities of its employees are the Principal, the Board of Trustees ("Board") and the Public Records Access Officer ("Officer"). The Principal or Board may authorize another employee to release such information in specific cases.

When the school receives a FOIL request that reasonably describes documents, the Officer will acknowledge such request within five (5) business days. If the Officer cannot within five (5) business days provide any records or deny the request the Officer shall within five (5) business days write to the FOIL requester and provide an approximate date (which shall be reasonable under the circumstances of the request) by which either some or all of the records will be available or the request will be denied.

If the school determines that it is going to provide some or all of the records sought by a FOIL request and the school is unable to provide the FOIL requestor such records within 20 days of the date of the school's acknowledgement of the request, the school will state in writing both (i) the reason the school is not able to provide the record within 20 days, and (ii) a date certain by which the school will provide some or all of the records requested, which will be reasonable under the circumstances.

Generally the school will respond to those requests by mail, although the two parties may arrange a mutually convenient alternative, including email. The school may charge duplication costs to the extent permissible under FOIL.

The school may decline the request to release a registered record as permitted by law, including under Section 87(2) of FOIL.

Appeals of the Officer's decisions regarding the Freedom of Information Law shall be made to the Appeal's Officer and follow the appeals procedure in FOIL.

Protection of Students' Privacy

Upon enrollment of their children at our Charter School, and again at the beginning of each school year, parents will be apprised of their rights under the Buckley Amendment regarding access to and the confidentiality of student records. Information in the students' records will not be released without the written consent of the parent or as noted under FERPA requirements.

ICS-FIVE assures that it will follow applicable state and federal laws (i.e. U.S. Constitution) and applicable case law with respect to searches of students and their property.

All school employees will be responsible for protecting students' privacy. Academic and attendance information regarding individual students will be kept in one place. Attendance, academic and disciplinary information on students, as well as teachers' informal written comments and notes on conversations with parents, will be stored in permanent files, which will be stored in a locked file cabinet in the school's administrative office. These files will not be removed from the school site, and will have a sign-out/access log in accordance with FERPA. The school will use these records to bill appropriate school districts.

In accordance with FERPA and the Freedom of Information Law, a child's parent or legal guardian is entitled to review and inspect their child's permanent file, accompanied by an advocate/representative should they so desire, and shall not be charged a fee to do so. Unless documentation from the courts mandates otherwise, both parents shall have this right. They shall be entitled to review and inspect their child's permanent file within 45 days of making a written request to do so.

**EXHIBIT F Attach the proposed school's policies and procedures for complying with the New York State Open Meetings Law (Article 7 of the New York Public Officers Law), including a copy of a proposed meeting notice and media advisory.**

Compliance with the Open Meetings Law

Open meetings of the Charter School will be open to the general public, subject to the exceptions described below, to the extent required by the Open Meetings Law ("OML"). For the purposes of this attachment, a "meeting" shall be understood as any official convening of the school's Board of Trustees ("Board") for the purpose of conducting public business at which a quorum of the Board shall be present. This also includes meetings of committees and subcommittees of the Board that have been delegated powers to exercise independent action and judgment by the full Board.

The school will publicize to the general public all meetings scheduled at least one week in advance by

- Providing one media notice or advisory to members of the media at least 72 hours before such meeting;
- Advising the president of the Parents Association in order that he/she might disseminate the information should he or she see fit; and
- Posting a notice at one or more designated public locations at least 72 hours before such meeting.

Meetings scheduled less than a week in advance shall still be publicized by providing a notice or advisory to the media, and by publicly posting information to the extent practicable and at a reasonable time prior to the meeting.

Meeting advisories and postings will include the date, time and location of the scheduled meeting. If the meeting is to be held by videoconferencing the public notice will also state that videoconferencing will be used, identify the multiple locations for the meeting, and state that the public has the right to attend the meeting at any of those locations. The notices may, but are not required to, include the purpose of the meeting and topics of discussion.

Exceptions to the Open Meetings Law (which includes meetings where a quorum of the Board is present)

- Judicial or quasi-judicial proceedings, such as student disciplinary hearings including expulsion and suspension hearings; and

- Any matter that is confidential under New York State or federal law, such as the discussion of a student's individual handicapping condition or academic records.

### Executive Sessions

The Board may go into executive session as permitted by the Open Meetings Law. To the extent required by the Open Meetings Law, executive sessions will be conducted as part of an open meeting and may not be considered a separate meeting. The following steps must be taken in order to enter into an executive session:

- A motion for an executive session must be made at an open meeting, specifically identifying the general area of the subjects to be considered or the subjects themselves; and
- The motion to conduct an executive session must be carried by a majority vote of the Board's total membership. Any member of the Board and others authorized by the Board may attend an executive session.

Executive sessions may be held for and discuss the following topics:

- Matters that would imperil the public safety if disclosed;
- Any matter that may disclose the identity of a law enforcement agent or informers;
- Information relating to current or future investigation or prosecution of a criminal offense, which would imperil effective law enforcement if disclosed;
- Discussions regarding proposed, pending or current litigation;
- The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- The preparation, administration or grading of examinations; and
- The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by a public body, but only when publicity would substantially affect the value thereof.

The Board will not vote to appropriate public funds during an executive session.

## Minutes

Minutes will be taken at all open sessions and be made available to the public within two weeks of the meeting. Minutes shall include a record or summary of all motions, proposals, resolutions and any matter formally voted upon, as well as the vote thereon.

Minutes will also be taken at executive sessions and made available to the public within ten (10) days after the executive session. The minutes shall record the date and final determination of each action taken and the vote thereon. Executive Session minutes will not contain any confidential information or any matter which is not required to be made public by the freedom of information law.

## Grievance Procedure

Any aggrieved person has standing to enforce the provisions of the Open Meetings Law by initiating a lawsuit. A court of law may, in its sole discretion and upon a showing of good cause, declare an action taken in violation of the Open Meetings Law void in the whole or in part.

**Julie Clark Goodyear**  
**Icahn Charter School #1**  
**767 Fifth Avenue, 47<sup>th</sup> Floor**  
**New York, NY 10153**  
**212 702 4353; fax 212 750 5817**

---

**Fax for: Community Board 3**

**Fax #: 718 378 8188**

**Date: April 23, 2009**

**# pages: 2**

---

Attached please find a notice for posting of a meeting of the Carl C Icahn Charter School Board of Trustees.

Thank you.

**PUBLIC NOTICE**

**NOTICE IS HEREBY GIVEN that the Board of Trustees of the Icahn Charter School #1 will hold a meeting on:**

**Date: Wednesday, June 6 at 4:00pm at**

**Place: 767 Fifth Avenue, NY NY**

**Julie Clark Goodyear  
Icahn Charter School #1  
767 Fifth Avenue, 47<sup>th</sup> Floor  
New York, NY 10153  
212 702 4353; fax 212 750 5817**

---

**Fax for: New York Post**

**Fax #: 930 8540**

**Date: April 23, 2009**

**# of pgs: 1**

---

We would like you to publish notice below of our open meeting.

ICAHN CHARTER SCHOOL BOARD OF TRUSTEES #1 will hold a meeting on Wednesday, June 6 at 4:00pm at 767 Fifth Avenue.

Thank you.



**40. Attach the policies of the charter school's board of trustees for handling complaints from individuals or groups.**

All complaints for alleged violations of the law or the school's charter regarding the management and operation of the school must be submitted on a form provided to the Board of Trustees, who shall be required to submit them in a timely manner to the Grievance Committee. The Grievance Committee shall consider the allegations and make non-binding recommendations to the Trustees for a response to the complaint. The Trustees shall then make a decision about whether to take action in response to the complaint and if so what action should be taken. Individuals will be notified of their right to appeal to the State University of New York Board of Trustees through the Charter Schools Institute the school's board of trustees' handling or resolution of a grievance. If the individual remains dissatisfied, s/he may appeal to the Board of Regents of the State Education Department.

**41. In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing the assets to either the school district of location, or another charter within that district.**

In the event of dissolution of ICS 5, all students will be referred to their appropriate home district at the Department of Education for transfer recommendations and enrollment in available programs. The administration of the Charter School would provide families with information about other public and private schools. The administration of the Charter School would be available to discuss options with the families. All referral and counseling activities will be completed in a timely manner.

In the event of dissolution of the Charter School, the School will follow the Institute's Closure Plan. All student records will be transferred, and all students will be referred, to the school district in which the Charter School will be located, for transfer recommendations and enrollment in available programs.

The Charter School will maintain a reserve fund of \$25,000 each year for three years of the charter to cover debts in the case of the school's dissolution. It is in the budget as an administrative expense in the reserve fund. In the event of dissolution of assets in excess of those necessary to meet liabilities, the remaining assets would be transferred to another charter school in the Charter School's district.

## VIII. PERSONNEL

**EXHIBIT G-Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:**

- **the procedures for hiring and dismissing school personnel;**
- **the school's qualifications for hiring teachers, school administrators and other employees; and**
- **a description of responsibilities for staff members.**

ICS 5 will hire people dedicated to enabling children to achieve. The application for employment will include expression of non-discrimination policies, including that ICS 5 does not discriminate on the basis of sex in the educational program it operates, and is required by federal Title IX of the Education Amendments of 1972 not to discriminate in such a manner.

ICS 5 intends to hire a principal who has passion for educating children, who believes that all children are equally educable regardless of socio-economic background, who is energetic, disciplined and creative. There will be a second major administrator—the Financial Manager, who will not necessarily have an academic background, but who will have financial experience. The model of an educational leader and a financial leader at Icahn Charter Schools has worked well for us. The administration of the current school will lend its expertise to the administration of the new school.

The trustees of Icahn Charter Schools are committed to identifying and retaining the services of the most highly qualified principals, who are held accountable for the achievement of our students, as well as the professional growth and development of the staff. The charter school model is one where autonomy and accountability reign. This model has been successful in our first schools. We believe in the model of giving the principal responsibility for the outcomes in the school, which is why we are committed to charter schools. While part of the Icahn School's team is a Superintendent to oversee the principals and help them to replicate, which will save the new principals time and enable this effective model to be put in place efficiently and effectively, the charter school model ultimately puts the responsibility of the school's success with the principal. For this reason, it is imperative that effective leaders be chosen. To ensure that the new principal is well trained, the intention is to hire the person as an administrator in the first school the year before opening the new school to learn the practices of the Icahn Charter School model.

Because the Icahn Charter Schools will also have a Superintendent whom the Boards hire, each charter school's principal will have the added benefit of the Superintendent's knowledge of the model. The Boards will ensure that the Superintendent is an experienced educator who knows the Icahn model well. The first and current Superintendent is Jeff Litt.

In order to find individuals with the qualities the Board seeks, the trustees will develop a cadre of principals in training to acclimate to the culture and learn the specific skills required in administering a Icahn Charter School. Those selected may come from the ranks of former assistant principals or principals. We also anticipate that we will find teachers on the faculty who can be trained for administrative positions, eventually to be principals.

Historically, we have been fortunate in having populated our current schools with highly experienced school administrators with proven track records. We will continue to encourage their recommendations for candidates, either from our Superintendent's and/or the principals' personal experience working with possible candidates or personal networking. Although other methods of finding principals are used by other schools, such as newspaper advertising or principal training programs, the Icahn Charter Schools' method of finding known experienced, successful principals has been fruitful. Even when we only had one experienced principal, we were able to use him as a resource for our next principals. We currently have four principals in the Icahn Schools, capable of providing more than four times the number of possible next principals. As we expand, we will have more known, admirable candidates from whom to choose.

As instructional leader, the Principal will interview and hire staff. Staff development will be an ongoing priority for the principal. The "effective schools" studies reflect the view that the direct responsibility for improving instruction and learning rests in the hands of the principal. As such, our intent is that the Principal will display strong instructional leadership by:

8. Placing priority on curriculum and instruction issues;
9. Being dedicated to the goals of the school;
10. Being able to rally and mobilize resources to accomplish these goals;
11. Creating a climate of high expectations in the school, characterized by a tone of respect for teachers, students, parents and community; and
12. Functioning as a leader with direct involvement in instructional policy by communicating with teachers, supporting and participating in staff development activities and establishing incentives for the use of new instructional strategies.

The trustees are aware that the leadership of a school is pivotal. The appointment of principals for the schools is one of their most important responsibilities.

#### Qualifications for Teachers

- A clear understanding of the needs of "at risk" children
- Experience teaching in similar communities
- Superior academic achievement in undergraduate and graduate school, as applicable

- Successful experience in the classroom
- Completion of New York State exams for Teacher Certification
- The hiring goal of ICS 5 is to hire only certified personnel. In any event, no more than 30% of the teachers or five positions (whichever is fewer) will be filled by uncertified personnel, who will, at a minimum, be NCLB qualified.

Classroom teachers will have the responsibility for providing instruction in all curriculum areas. All teachers will have the responsibility for closely monitoring student progress and providing remediation where necessary to prevent the child from falling behind.

Two paras will provide coverage during the optional early morning session. In the budget, we have allowed for paras to provide supervision for the late sessions, depending on the enrollment for those sessions. Supervision will be provided to ensure completion of homework assignments, special projects and related instructional activities.

Through ongoing dialogue with staff, the principal will encourage the use of a variety of instructional materials and learning strategies. The staff development sessions will afford our teachers the opportunity to refine their skills through a collaborative planning session, the development of appropriate assessment tools, the sharing of successful strategies, participation in workshops, the appropriate use of technology in the classroom and effective guidance techniques and self assessment. Teachers will have the opportunity to videotape their lessons for their private review. The staff developer will provide demonstration lessons as needed. There will be an emphasis on the analysis of student data to address specific instructional needs. Teachers will be trained in ongoing assessment techniques to ensure successful results on New York State exams.

The partnership with CEI-PEA, staffed by nationally recognized former Superintendents and school administrators, will serve as an additional resource and bridge to teaching universities. Staff development activities will include dialogues with these experienced and knowledgeable educators.

In keeping with our goal of providing educational excellence in a nurturing and supportive environment, ICS 5 hiring policy will be to seek the most qualified staff without regard to race, creed, national origin, religion, citizenship, age, sex, marital status or disability. This policy will ensure equal opportunity for promotions, staff development, layoffs and termination (if necessary).

## Hiring and Dismissal Policies

### Hiring

#### Qualifications and duties:

The Principal has the duty to make sure that the school is successful. The Principal will be the person ultimately in charge of all aspects of the school—including academic, financial, all the constituents, including reporting to the board and to the various stakeholders. We intend to hire an experienced principal.

#### Assistant Teacher

Qualification: State certified teaching assistant

Duties: To assist in the remediation of “at risk” students, To work with small groups of students at the classroom learning centers for Mathematics and Language Arts, Monitor the completion of homework assignments, Assist in the implementation of individualized instruction

#### Staff Developer

Qualifications: Successful documented experience working with inner city children. Ability to interpret data for assessment driven instruction, familiarity and working knowledge of NYS standards. Minimum 5 years teaching experience.

Duties: Must be able to evaluate and remediate the effectiveness of writing, mathematics, science and social studies lessons, Empower teachers with skills and strategies for students’ academic success, develop and follow through on new initiatives as indicated by teacher/student performance, Conduct teacher workshops, Facilitate and coordinate additional professional development activities, Monitor ongoing instruction to ensure adherence to the New York State Standards, Monitor assessment driven instruction, Review lesson plans

#### Business Manager:

Qualification: Bachelors degree in Accounting/Finance, Minimum of three years experience in not for profit accounting

Duties: Develop school budgets. Provide financial reporting to internal and external agencies. Work closely with authorizers and auditing institutions. Supervise the purchase of goods and services of the school, which will be determined by price, quality and dependability. Particular vendors may be chosen for any one or any combination of these factors; however, ensuring at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. Execution of contracts and grants within the scope of the charter school’s charter and financial plans. etc. Prepare quarterly and year end financial reports. Responsible for all aspect of human recourses, facility issues and transportation.

#### Safety Officers:

Qualifications: New York State Department of State Division of Licensing Services registered as a security guard.

Teacher:

Qualifications:

- Education: Master's Degree or NCLB qualified
- Passing all NY State exams or NCLB qualified
- Preferred: Master's degree in field
- Criminal background checks and finger printing
- Child Abuse Registry Check

Duties: Teachers will be assigned to classrooms based on grade level. There will also be floating teachers who will cover specific subjects or help the classroom teachers.

Upon receiving the candidate's files, ICS 5 will check each of the recommended nominee's references. This is usually done by telephone. The number of references to be checked will depend on the kinds of responses obtained from the references. The level of competence, promise of career growth, ability to work with colleagues and students, outstanding achievement, other strengths, and such weaknesses as missing classes, not completing work on time, and student complaints will be some of the areas of inquiry.

When an open position is offered to a candidate, the Principal will send the candidate two copies of an employment letter stating the specific position, the starting date, beginning pay or salary, and the offer of employment. The candidate will be asked to sign and return one copy to accept or decline the offer, and to keep the other copy for his or her files.

Upon employment by ICS 5, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Principal or by his or her designee.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with this organization or a prospective employee's likelihood of being hired.

#### Communication of Terms of Employment

Employees shall receive annual letters of employment that state the terms of their employment.

#### Regular Full- Time and Part-Time Employment

Employees may be hired as regular full-time employees, and as such will be eligible for all benefits as described in this document.

The organization also may hire part-time staff. Part-time staff are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits as stated in this document. Time off work without pay for part-time employees may be granted by the Principal or his or her designee.

#### Performance Evaluation and Discipline Policy

The Principal is responsible for employees' performance evaluations. Each year each staff member will undergo a thorough performance review with the Principal. At this time the employee will receive formal feedback on their performance. The Principal will survey the staff to obtain feedback on the staff's evaluation of the management's employee expectations.

At any time during the school year as it is merited, the school will issue formal commendations to teachers and staff members whose performance has been exemplary. The school will use the following kinds of mechanisms to advise teachers and other staff if their performance is below expectations: oral and written warnings, disciplinary probation and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below).

All teachers will receive on-going required staff development through workshops, case conferencing, intervisitations and mentoring. Teachers who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the teacher will be dismissed. The Principal is directly responsible to the Board of Directors. In the event of failure in the performance of his/her duties, he/she will be dismissed.

#### Termination

Each employee will be employed on an "at will" basis. The Board of Trustees has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to:

1. Possession, use, sale, purchase, or distribution on ICS 5's property, or reporting to work under the influence, of a drug and/or alcohol.
2. Falsifying or altering records.
3. Theft of ICS 5 property.
4. Sabotaging or willfully damaging ICS 5's equipment or the property of other employees.
5. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
6. Fighting or provoking a fight on school premises.



7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.
8. Working for another employer while on leave without consent of ICS 5.
9. Carrying concealed weapons on ICS 5's property or during any school-sponsored event.
10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Poor job performance.
13. Undermining the code of ethics at ICS 5.

### Final Pay

Employees who leave the service of ICS 5 for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
1. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property including personal laptop and office materials and supplies in such employee's possession to the Principal. Failure to return ICS 5's items will result in delay in payment of final pay until all of ICS 5's property is returned.
2. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Principal.
3. The final date of employment is the final date on which the employee serves his or her duties at ICS 5. It shall never be construed as the date upon which the employee receives his or her final pay.

### Severance Pay

Employees shall not be entitled to severance pay.

### Exit Interview

All employees are strongly encouraged to participate in an exit interview before leaving ICS 5.

### Equal Opportunity Employer

It is the policy of ICS 5 to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

## ADA Compliance

ICS 5 will comply with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities.

## Immigration Reform and Control Act of 1986

ICS 5 will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

## Drug-Free Workplace

All employees are required to notify the Principal within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

## Smoking

All facilities of ICS 5 will be smoke-free.

**43. Provide a description of the specific attributes you will look for in a school leader. Additionally, indicate what, if any, leadership models were examined in designing the proposed charter school, and discuss the model ultimately proposed for use in the school.**

ICS 5 intends to hire a principal who has passion for educating children, who believes that all children are equally educable regardless of socio-economic background, who is energetic, disciplined and creative. We intend to hire experienced educators. We anticipate hiring the person the year before the new school opens to give him/her experience with our model and in our culture. The small size of our school accelerates understanding the culture.

The charter school model is different from a conventional public school, but for an energized educator, it can be a dream come true—to implement a program you believe in (and to be responsible for its success). There are unquantifiable rewards for a principal who can prove that academic success is not tied to neighborhood or socio-economic background, but it takes energy. We look for people with energy, commitment and confidence.

We are fortunate that some of the work of a first year principal has already been organized in our current charter schools. By using a replication model, we will be able to efficiently and effectively provide materials and guidance for our new principals. Additionally, our replication model and network of schools will facilitate learning the model and also assure that there will be ongoing resources that will be available to the principal once the school opens. With every school that we open, we will have more experience to know how to avoid any pitfalls and how to focus more quickly on improving student learning.

**44. If the charter school would have more than 250 students in the first two years of operation, indicate whether you are requesting a waiver from the requirement that instructional employees must be members of the existing collective bargaining organization in the school district where the charter school would be located.**

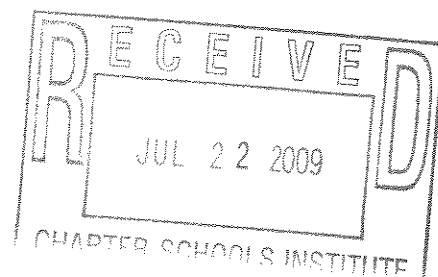
Not applicable.

## **IX. FISCAL SOUNDNESS**

**45. Submit a start-up budget for the charter school, including the planned timetable, assumptions for revenue and expenditures, and documentation of start-up revenue. Provide as well a cash flow projection on a monthly basis. For any contributions or private grant funds in the school budget, please provide letters of commitment from the funding sources detailing the amount and uses for the funding.**

Foundation for a Greater Opportunity will advance the start-up costs for the new school, as it has for the other Icahn Charter Schools. This support enables the schools to concentrate of the educational program, rather than raising money, which enables the schools to produce strong academic results.

The advances from Foundation for a Greater Opportunity will be generated by revenue from investments of the Foundation.



Icahn Charter School 5  
Start-Up Budget  
Pre opening

Amount	Description of Assumption
--------	---------------------------

**Revenues**

Grants (specify)	
Contributions	94,000 Foundation for a Greater Opportunity
Investment Income	
Other Revenue (specify)	
<b>Total Revenues</b>	<b>94,000</b>

**Expenditures**

**Administrative Staff Personnel Costs**

Principal	45,000
Business Manager	6,000
Administrative Staff	

**Instructional Personnel Costs**

Teachers Salaries  
Special Ed Teachers  
Substitute Teachers  
Teaching Assistants  
Specialty Teachers  
Aides

**Non-Instructional Personnel Costs**

Custodian  
Security

**Subtotal Personnel Services Costs** 51,000

**Payroll Taxes and Benefits**

Payroll Taxes	10,284
Employee Benefits (specify)	

**Subtotal Payroll Taxes and Benefits** 10,284

**Total Personnel Costs** 61,284

**Contracted Services**

Accounting/Auditing Services	13,816
Consultants (specify type)	
Legal	
Other (specify)	

**Total Contracted Services** 13,816

Amount	Description of Assumption
--------	---------------------------

### **School Operations**

Board Expenses	
Classroom Supplies & Materials	400
Telephone & Communications	840
Minor Equipment	
Postage/Printing/Copying	
Office Expense	2,160
Staff Development	3,000
Staff Recruitment	1,000
Student Recruitment	1,500
Student Recruitment/Marketing	
Travel	
<b>Total School Operations Costs</b>	<b>8,900</b>

### **Facility Operation & Maintenance**

Insurance
Janitorial
Lease – Equipment
Lease – Facility
Maintenance & Repairs
Security
Utilities

<b>Total Facility Operation &amp; Maint.</b>	<b>-</b>
--	----------

### **Depreciation & Amortization**

<b>TOTAL EXPENSES</b>	<b>84,000</b>
-----------------------	---------------

<b>Net Surplus (Deficit)</b>	<b>10,000</b>
------------------------------	---------------

### **CASH FLOW ADJUSTMENTS**

#### Operating Activities

Example - add back depreciation	278
---------------------------------	-----

#### Investing Activities

Example - subtract capital expenses	(10,000)
-------------------------------------	----------

#### Financing Activities

Example - add expected proceeds from a loan or line of credit	
---	--

<b>Total Cash Flow Adjustments</b>	<b>(9,722)</b>
------------------------------------	----------------

<b>Net Surplus (Deficit)</b>	<b>278</b>
------------------------------	------------

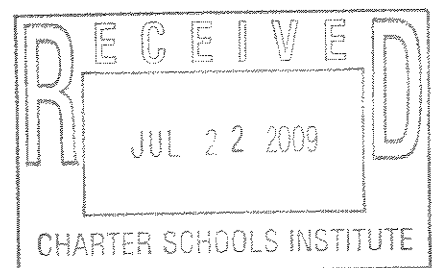
### **Beginning Cash Balance**

<b>Ending Cash Balance</b>	<b>\$ 278</b>
----------------------------	---------------

**46. Detail the charter school's proposed first-year annual budget and provide a discussion of the assumptions used to determine revenue and expenditures. Provide as well a cash flow projection on a monthly basis with related assumptions.**

The first year's expenses will be for the planning. In the planning year, the expenditures will include personnel and benefits and start-up equipment costs and some contractual agreements. The revenues to cover those expenses will come from Foundation for a Greater Opportunity, to be repaid in later years, perhaps by the CSP grant.

The first year of the School's operation, the majority of the revenues will come from the AOE. Other revenues will include categorical and state or federal grants. The expenses will be those required to run the school. The majority of the expenses will be salary and benefit expenses. The other expenses anticipated are a reflection of the expenses we incurred in our first school. The difference between revenues and expenses will be covered by the Foundation to be paid out in later years.





Icahn Charter School 5  
Sample First Year Budget  
July 1, 2010 to June 30, 2011

Program Services			
Regular Education	Special Education	Management and General	Total

**Enrollment**

Projected Student Enrollment	108	
------------------------------	-----	--

**Revenues**

Per Pupil Aid	1219644		124200	1,343,844
Federal Title Funding	91533			91,533
Federal IDEA				-
Federal CSP				-
Food Service Revenue				-
State: Special Ed		28892		28,892
State: NYSTL, etc.				-
State: Other (specify)				- State Stimulus Grant
Other Grants (specify)				-
Contributions	62805			62,805
In-Kind Contributions				-
Investment Income				-
Other Revenue (specify)	8,100		900	9,000
<b>Total Revenues</b>	<b>1,382,082</b>	<b>28,892</b>	<b>125,100</b>	<b>1,536,074</b>

**Expenditures**

**Administrative Staff Personnel**

**Costs**

Principal	130000			130,000
Business Manager			75000	75,000
Administrative Staff	34000		6000	40,000

**Instructional Personnel Costs**

Teachers Salaries	378000			378,000
Special Ed Teachers	25000			25,000
Substitute Teachers	0			-
Teaching Assistants	32000			51,000
Specialty Teachers	25000			25,000
Aides	51000			22,500

**Non-Instructional Personnel**

**Costs**

Nurse				-
-------	--	--	--	---

Program Services			
Regular Education	Special Education	Management and General	Total

Librarian			-	
Custodian			-	
Security			32,000	32,000
<b>Subtotal Personnel Services Costs</b>	675,000	-	113,000	778,500

#### Payroll Taxes and Benefits

Payroll Taxes	58,050.00		9,831.00	67,881
Employee Benefits	114,852		21,470	136,322
<b>Subtotal Payroll Taxes and Benefits</b>	172,902	-	31,301	204,203

<b>Total Personnel Costs</b>	847,902	-	144,301	982,703
------------------------------	---------	---	---------	---------

#### Contracted Services

Accounting/Auditing Services	12750		2008	14,758
Consultants (specify type)				-
Food Service				-
Legal			1000	1,000
Management Fee				-
Nurse Services				-
Other (specify)				-
Payroll Services			420	420
Special Ed Services		15000		15,000
Specialty Services	5000			5,000
Title 1 Services (Staff Dev)	50,000			50,000
<b>Total Contracted Services</b>	67,750	15,000	3,428	86,178

#### School Operations

Board Expenses				-
Classroom Supplies & Materials	34000	1000		35,000
Special Ed materials/supplies				-
Textbooks				-
Food Service Supplies				-
Telephone & Communications	6480		720	7,200
Minor equipment				-
Postage/Printing/Copying	4230		470	4,700
Student Testing	5500			5,500
Field Trips	6000			6,000
Office Expense			5000	5,000

Program Services			
Regular Education	Special Education	Management and General	Total

Program Evaluation	1000			1,000
Reserve: Dissolution	22500		2500	25,000
Reserve Account	43885.8		4876.2	48,762
Staff Development				-
Staff Recruitment	3000			3,000
Student Recruitment/Marketing				-
Transportation (student)	4500			4,500
Travel				-
<b>Total School Operations Costs</b>	<b>131,096</b>	<b>1,000</b>	<b>13,566</b>	<b>145,662</b>

#### Facility Operation & Maintenance

Insurance	36450		4000	40,450
Janitorial			39000	39,000
Lease -- Equipment	4250		750	5,000
Lease -- Facility	45000		5000	50,000
Maintenance & Repairs	8500		1500	10,000
Security			1000	1,000
Utilities	25,570		2,730	28,300
<b>Total Facility Operation &amp; Maint.</b>	<b>119,770</b>	<b>-</b>	<b>53,980</b>	<b>173,750</b>

#### Dissolution Escrow Depreciation & Amortization

<b>TOTAL EXPENSES</b>	<b>1,166,518</b>	<b>16,000</b>	<b>215,275</b>	<b>1,388,293</b>
<b>Net Surplus (Deficit)</b>	<b>215,564</b>	<b>12,892</b>	<b>(90,175)</b>	<b>147,781</b>

#### CASH FLOW ADJUSTMENTS

##### Operating Activities

Example - add back depreciation	25300.8		2811.2	28,112
---------------------------------	---------	--	--------	--------

##### Investing Activities

Example - subtract capital expenses	-75902.4		-8433.6	(84,336)
-------------------------------------	----------	--	---------	----------

##### Financing Activities

Example - add expected proceeds from a loan or line of credit				-
---	--	--	--	---

Program Services			
Regular Education	Special Education	Management and General	Total

	(50,602)	-	(5,622)	(56,224)
<b>Total Cash Flow Adjustments</b>				
<b>Net Surplus (Deficit)</b>	164,963	12,892	(95,798)	91,557
<b>Beginning Cash Balance</b>	278			
<b>Ending Cash Balance</b>	164,963	\$ 12,892	(95,798) \$	91,835

46-5

Icahn Charter School 5  
First Year Budget  
July 2010 to June 2011

Amount		Description of Assumption
<b>Enrollment</b>		
Projected Student Enrollment	108	Full enrollment
<b>Revenues</b>		
Per Pupil Aid	1,343,844	See Key Assumptions Per pupil rate of \$12,443
Federal Title Funding	91,533	90% school
Federal IDEA	-	
Federal CSP	-	
Food Service Revenue	-	
State: Special Ed	28,892	4 students at \$7,223 per student
State: NYSTL, etc.	-	
State: Other (specify)	-	State Stimulus Fund
Other Grants (specify)	-	
Contributions	62,805	Foundation for Greater Opportunity (If any shortfalls occur during the first year)
In-Kind Contributions	-	
Investment Income	-	
Other Revenue (specify)	9,000	Interest Revenue
<b>Total Revenues</b>	<b>1,536,074</b>	
<b>Expenditures</b>		
<b>Administrative Staff Personnel</b>		
<b>Costs</b>		
Principal	130,000	See Key Assumptions One Principal
Business Manager	75,000	One Director of Operations
Administrative Staff	40,000	One Secretary
<b>Instructional Personnel Costs</b>		
<b>Costs</b>		
Teachers Salaries	378,000	See Key Assumptions Seven General Education Teachers
Special Ed Teachers	25,000	PT Teacher
Substitute Teachers	-	
Teaching Assistants	51,000	Two teaching Aides
Specialty Teachers	25,000	PT Teacher (ESL)
Aides	22,500	Three PT school Aides
<b>Non-Instructional Personnel</b>		
<b>Costs</b>		
Nurse	-	
Librarian	-	
Custodian	-	
Security	32,000	One Security
<b>Subtotal Personnel Services</b>	<b>778,500</b>	
<b>Costs</b>		
<b>Payroll Taxes and Benefits</b>		
Payroll Taxes	67,881	
Employee Benefits	136,322	Health package (FT). Retirement Savings 5% of Earnings (FT). Workers Comp, Group Life)
<b>Subtotal Payroll Taxes and</b>	<b>204,203</b>	
<b>Benefits</b>		
<b>Total Personnel Costs</b>	<b>982,703</b>	
<b>Contracted Services</b>		
Accounting/Auditing Services	14,758	Average cost of the other Icahn School
Consultants (specify type)	-	
Food Service	-	

	Amount	Description of Assumption
Legal	1,000	
Management Fee	-	
Nurse Services	-	
Other (specify)	-	
Payroll Services	420	
Special Ed Services	15,000	
Specialty Services	5,000	Consultants (Title I application, etc.)
Title I Services	50,000	Staff Development provided by The Research Foundation
<b>Total Contracted Services</b>	<b>86,178</b>	
<b><u>School Operations</u></b>		
Board Expenses	-	
Classroom Supplies & Materials	35,000	Average amount for the other start up Icahn schools
Special Ed Materials/Supplies	-	
Textbooks	-	
Food Service Supplies	-	
Telephone & Communications	7,200	
Minor Equipment	-	
Postage/Printing/Copying	4,700	
Student Testing	5,500	
Field Trips	6,000	
Office Expense	5,000	
Program Evaluation	1,000	
Reserve: Dissolution	25,000	Dissolution
Reserve: Account	48,762	
Staff Development	-	Under Title I Service, The Research Foundation
Staff Recruitment	3,000	
Student Recruitment/Marketing	-	
Transportation (student)	4,500	Transportation cost for trips
Travel	-	
<b>Total School Operations Costs</b>	<b>145,662</b>	
<b><u>Facility Operation &amp; Maintenance</u></b>		
Insurance	40,450	Average Year 1 for Icahn Schools
Janitorial	39,000	In the event the school must incur janitorial expenses
Lease – Equipment	5,000	
Lease – Facility	50,000	
Maintenance & Repairs	10,000	
Security	1,000	
Utilities	28,300	
<b>Total Facility Operation &amp; Maint.</b>	<b>173,750</b>	
Dissolution Escrow	-	
Depreciation & Amortization	-	
<b>TOTAL EXPENSES</b>	<b>1,388,293</b>	
<b>Net Surplus (Deficit)</b>	<b>147,781</b>	

Amount	Description of Assumption
--------	---------------------------

#### CASH FLOW ADJUSTMENTS

##### Operating Activities

28,112

Example - add back depreciation

##### Investing Activities

Example - subtract capital expenses (84,336)

Furniture, Textbooks, Software and Computer Hardware Purchases

##### Financing Activities

Example - add expected proceeds from a loan or line of credit

(56,224)

##### Total Cash Flow Adjustments

Net Surplus (Deficit) 91,557

Beginning Cash Balance 278 Pre-open balance

Ending Cash Balance 91,835

Icahn Charter School 5  
First Year Budget and Cash Flow

July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total
------	--------	------	---------	-----	-----	---------	-----	-------	-------	-----	------	-------

**Enrollment**

Projected Student Enrollment	-	-	108	108	108	108	108	108	108	108	108	
------------------------------	---	---	-----	-----	-----	-----	-----	-----	-----	-----	-----	--

**Revenues**

Per Pupil Aid	223,974	223,974		223,974			223,974		223,974		223,974		1,343,844
Federal Title Funding				91,533									91,533
Federal IDEA													-
Federal CSP													-
Food Service Revenue													-
State: Special Ed			2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,889	2,891	28,892
State: NYSTL, etc.													-
State: Other (specify)													-
Other Grants (specify)													-
Contributions				62,805									62,805
In-Kind Contributions													-
Investment Income													-
Other Revenue (specify)			900	900	900	900	900	900	900	900	900	900	9,000
<b>Total Revenues</b>	223,974	223,974	3,789	290,568	95,322	3,789	227,763	3,789	227,763	3,789	227,763	3,791	1,536,074

46-9



Icahn Charter School 5  
First Year Budget and Cash Flow

July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total
------	--------	------	---------	-----	-----	---------	-----	-------	-------	-----	------	-------

**Expenditures**

**Administrative Staff**

**Personnel Costs**

Principal		13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	130,000
Business Manager		7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	75,000
Administrative Staff		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000

**Instructional**

**Personnel Costs**

Teachers Salaries		37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	37,800	378,000
Special Ed Teachers		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Substitute Teachers												-
Teaching Assistants		5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	5,100	51,000
Specialty Teachers		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Aides		2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	22,500

**Non-Instructional**

**Personnel Costs**

Nurse												-
Librarian												-
Custodian												-
Security		3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	32,000

**Subtotal Personnel**

**Services Costs**

	-	-	77,850	77,850	77,850	77,850	77,850	77,850	77,850	77,850	77,850	778,500
--	---	---	--------	--------	--------	--------	--------	--------	--------	--------	--------	---------

**Payroll Taxes and**

**Benefits**

Payroll Taxes		6,788	6,788	6,788	6,788	6,788	6,788	6,788	6,788	6,788	6,788	67,881
Employee Benefits (specify)		13,632	13,632	13,632	13,632	13,632	13,632	13,632	13,632	13,632	13,632	136,322

**Subtotal Payroll**

**Taxes and Benefits**

	-	-	20,420	20,420	20,420	20,420	20,420	20,420	20,420	20,420	20,420	204,203
--	---	---	--------	--------	--------	--------	--------	--------	--------	--------	--------	---------

**Total Personnel**

**Costs**

	-	-	98,270	98,270	98,270	98,270	98,270	98,270	98,270	98,270	98,270	982,703
--	---	---	--------	--------	--------	--------	--------	--------	--------	--------	--------	---------

46-10

Icahn Charter School 5  
First Year Budget and Cash Flow

July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total
------	--------	------	---------	-----	-----	---------	-----	-------	-------	-----	------	-------

**Contracted**

**Services**

Accounting/Auditing Services		1,476	1,476	1,476	1,476	1,476	1,476	1,476	1,476	1,476	1,476	14,758
Consultants (specify type)												-
Food Service												1,000
Legal		1,000										-
Management Fee												-
Nurse Services												-
Other (specify)												420
Payroll Services		42	42	42	42	42	42	42	42	42	42	
Special Ed Services		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Specialty Services		500	500	500	500	500	500	500	500	500	500	5,000
Title 1 Services		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
<b>Total Contracted Services</b>	-	-	9,518	8,518	8,518	8,518	8,518	8,518	8,518	8,518	8,518	86,178

46-11

Icahn Charter School 5  
First Year Budget and Cash Flow

	July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total
<b>School Operations</b>													
Board Expenses													-
Classroom Supplies & Materials			3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	35,000
Special Ed Materials/Supplies													-
Textbooks													-
Food Service													-
Supplies													-
Telephone & Communications			720	720	720	720	720	720	720	720	720	720	7,200
Minor Equipment													-
Postage/Printing/Copying			470	470	470	470	470	470	470	470	470	470	4,700
Student Testing			5,500										5,500
Field Trips				2,000		1,000	1,000				2,000		6,000
Office Expense			500	500	500	500	500	500	500	500	500	500	5,000
Program Evaluation				1,000									1,000
Reserve: Dissolution			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Reserve: Account			4,876	4,876	4,876	4,876	4,876	4,876	4,876	4,876	4,876	4,876	48,762
Staff Development													-
Staff Recruitment			1,000					1,000		1,000			3,000
Student Recruitment/Marketing													-
Transportation (student)				1,000		1,000	1,000				1,500		4,500
Travel													-
<b>Total School Operations Costs</b>	-	-	19,066	16,566	12,566	14,566	14,566	13,566	12,566	13,566	16,066	12,566	145,662

46-12

Icahn Charter School 5  
First Year Budget and Cash Flow

	July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total
<b>Facility Operation &amp; Maintenance</b>													
Insurance			15,000			10,450		5,000	5,000		5,000		40,450
Janitorial			3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	39,000
Lease – Equipment			500	500	500	500	500	500	500	500	500	500	5,000
Lease – Facility												50,000	50,000
Maintenance & Repairs			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Security			100	100	100	100	100	100	100	100	100	100	1,000
Utilities			2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	28,300
<b>Total Facility Operation &amp; Maint.</b>	-	-	23,330	8,330	8,330	18,780	8,330	13,330	13,330	8,330	13,330	58,330	173,750
<b>Dissolution Escrow Depreciation &amp; Amortization</b>													-
<b>TOTAL EXPENSES</b>	-	-	150,184	131,684	127,684	140,134	129,684	133,684	132,684	128,684	136,184	177,684	1,388,293
<b>Net Surplus (Deficit)</b>	223,974	223,974	(146,395)	158,884	(32,362)	(136,345)	98,079	(129,895)	95,079	(124,895)	91,579	(173,893)	147,781
<b>CASH FLOW ADJUSTMENTS</b>													
<u>Operating Activities</u>													
Example - add back depreciation			2,811	2,811	2,811	2,811	2,811	2,811	2,811	2,811	2,811	2,811	28,112
<u>Investing Activities</u>													
Example - subtract capital expenses			(42,168)	(42,168)									(84,336)
<u>Financing Activities</u>													
Example - add expected proceeds from a loan or line of credit													-
<b>Total Cash Flow Adjustments</b>	-	-	(39,357)	(39,357)	2,811	2,811	2,811	2,811	2,811	2,811	2,811	2,811	(56,224)
<b>Net Surplus (Deficit)</b>	223,974	223,974	(185,752)	119,527	(29,551)	(133,534)	100,890	(127,084)	97,890	(122,084)	94,390	(171,082)	91,557
<b>Beginning Cash Balance</b>	278	224,252	448,226	262,474	382,001	352,450	218,916	319,806	192,721	290,611	168,527	262,917	278
<b>Ending Cash Balance</b>	224,252	448,226	262,474	382,001	352,450	218,916	319,806	192,721	290,611	168,527	262,917	91,835	91,835

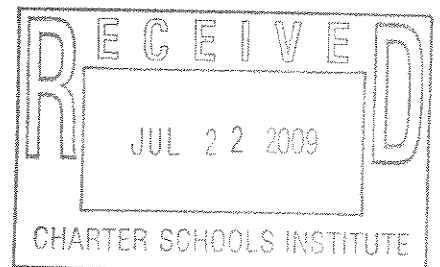
Icahn Charter School 5  
First Year Budget and Cash Flow

July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total
------	--------	------	---------	-----	-----	---------	-----	-------	-------	-----	------	-------

			Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	
	-	-	98,270	98,270	98,270	98,270	98,270	98,270	98,270	98,270	98,270	98,270	
ss	-	-	18,400	14,900	12,900	13,900	13,900	12,900	12,900	12,900	14,900	12,900	140,500
cs	-	-	5,976	6,976	4,976	5,976	5,976	4,976	4,976	4,976	6,476	4,976	56,258
fe	-	-	17,930	2,930	2,930	13,380	2,930	7,930	7,930	2,930	7,930	52,930	119,750
ae	-	-	9,608	8,608	8,608	8,608	8,608	9,608	8,608	9,608	8,608	8,608	89,082
	-	-	150,184	131,684	127,684	140,134	129,684	133,684	132,684	128,684	136,184	177,684	1,388,293

46-14

- 47. Provide a five-year budget plan for the charter school, including the assumptions for changes to expenditure and revenue amounts during this period.**



Budget Projection For: Icahn Charter School 5

Year				
1	2	3	4	5

**Assumptions**

**Enrollment**

Actual Student Enrollment	108	144	180	216	252	See Key Assumptions
Special Education Students						
AOE (\$) Assumptions	12,443	12,941	13,458	13,997	14,557	See Key Assumptions

**Revenues**

Per Pupil Aid	1,343,844	1,863,464	2,422,503	3,023,283	3,668,251	See Key Assumptions
Federal Title Funding	91,533	126,926	165,004	205,925	249,856	See Key Assumptions
Federal IDEA						
Federal CSP						
Food Service Revenue						
State: Special Ed	28,892	30,048	39,062	40,624	50,699	See Key Assumptions
State: NYSTL, etc.						
State: Other (specify)						
Other Grants (specify)						
Contributions	62,805	50,000				Foundation for Greater Opportunity (If needed)
In-Kind Contributions						
Investment Income						
Other Revenue (specify)	9,000	9,100	9,300	9,600	9,900	Interest income at a conservative rate of 1%
<b>Total Revenues</b>	<b>1,536,074</b>	<b>2,079,538</b>	<b>2,635,869</b>	<b>3,279,432</b>	<b>3,978,706</b>	

**Expenditures**

**Administrative Staff Personnel Costs**

Principal	130,000	130,000	136,500	136,500	143,325	5% years 3 & 5
Assistant Principal					97,000	See Key Assumptions
Business Manager	75,000	75,000	78,750	78,750	82,688	5% years 3 & 5
Administrative Staff	40,000	40,000	42,000	96,000	98,100	5% years 3 & 5

**Instructional Personnel Costs**

Teachers Salaries	378,000	594,000	793,800	1,077,300	1,369,305	5% years 3 & 5
Director of Assessment			80,000	84,000	88,200	See Key Assumptions
Staff Developer		70,000	77,175	77,175	81,034	5% years 3 & 5
Special Ed Teachers	25,000	25,000	26,250	54,000	56,700	5% years 3 & 5
Substitute Teachers						
Teaching Assistants	51,000	76,500	107,100	107,100	112,455	See Key Assumptions
Specialty Teachers	25,000	25,000	26,250	54,000	56,700	See Key Assumptions
Aides	22,500	22,500	39,375	39,375	41,344	See Key Assumptions

**Non-Instructional Personnel Costs**

Nurse  
Librarian

472

Budget Projection For: Icahn Charter School 5

	Year				
	1	2	3	4	5
Custodian Security	32,000	32,000	33,600	33,600	35,280
<b>Subtotal Personnel Services Costs</b>	<b>778,500</b>	<b>1,090,000</b>	<b>1,440,800</b>	<b>1,837,800</b>	<b>2,262,131</b>
<b><u>Payroll Taxes and Benefits</u></b>					
Payroll Taxes	67,881	94,830	125,350	159,889	196,805
Employee Benefits	136,322	196,157	259,979	345,231	437,938
<b>Subtotal Payroll Taxes and Benefits</b>	<b>204,203</b>	<b>290,987</b>	<b>385,329</b>	<b>505,120</b>	<b>634,743</b>
<b>Total Personnel Costs</b>	<b>982,703</b>	<b>1,380,987</b>	<b>1,826,129</b>	<b>2,342,920</b>	<b>2,896,874</b>
<b><u>Contracted Services</u></b>					
Accounting/Auditing Services	14,758	15,405	15,821	16,248	16,687
Consultants (specify type)					
Food Service					
Legal	1,000	2,500	2,568	3,740	4,944
Management Fee					
Nurse Services					
Other (specify)					
Payroll Services	420	431	443	455	467
Special Ed Services	15,000	20,450	21,064	21,695	22,346
Specialty Services	5,000				
Title 1 Services	50,000	50,000	34,000	34,000	34,000
<b>Total Contracted Services</b>	<b>86,178</b>	<b>88,786</b>	<b>73,896</b>	<b>76,138</b>	<b>78,444</b>
<b><u>School Operations</u></b>					
Board Expenses					
Classroom Supplies & Materials	35,000	35,945	36,916	37,912	38,937
Special Ed Materials/Supplies					
Textbooks					
Food Service Supplies					
Telephone & Communications	7,200	7,730	7,939	8,152	8,373
Minor Equipment					
Postage/Printing/Copying	4,700	4,827	4,957	5,091	5,229
Student Testing	5,500	8,742	8,978	10,000	12,000
Field Trips	6,000	10,000	10,000	15,000	15,000
Office Expense	5,000	5,135	5,274	5,416	5,562
Program Evaluation	1,000	1,027	1,055	3,224	5,452
Reserve: Dissolution	25,000	25,000	25,000		
Reserve Account	48,762	71,461	97,149	152,036	184,540

**Assumptions**

5% years 3 & 5

Escalation 2.7% per year

Escalation 2.7% per year

Year 3, Staff Developer will be employed

Escalation 2.7% per year

Escalation 2.7% per year

Escalation 2.7% per year

Years 4 and 5 are higher due to middle school students  
Escalation 2.7% per year



Budget Projection For: Icahn Charter School 5

	Year				
	1	2	3	4	5
Staff Development					
Staff Recruitment	3,000	2,000	2,000	2,000	3,001
Student Recruitment/Marketing					
Transportation (student)	4,500	4,622	4,746	6,874	9,519
Travel					
<b>Total School Operations Costs</b>	145,662	176,489	204,014	245,705	287,613

**Assumptions**

Title I services

47-4

Budget Projection For: Icahn Charter School 5

Year				
1	2	3	4	5

Assumptions

**Facility Operation & Maintenance**

Insurance	40,450	51,027	55,055	59,403	64,098
Janitorial	39,000	39,000	42,900	47,268	51,995
Lease – Equipment	5,000	5,150	5,305	7,464	9,199
Lease – Facility	50,000	50,000	50,000	50,000	50,000
Maintenance & Repairs	10,000	10,500	10,500	14,000	14,378
Security	1,000	1,027	1,055	1,083	1,112
Utilities	28,300	31,362	32,209	33,078	33,971
<b>Total Facility Operation &amp; Maint.</b>	<b>173,750</b>	<b>188,066</b>	<b>197,024</b>	<b>212,296</b>	<b>224,753</b>

If needed  
Due to increase in space  
Minimal change  
Due to increase in space

**Dissolution Escrow**

**Depreciation & Amortization**

<b>TOTAL EXPENSES</b>	<b>1,388,293</b>	<b>1,834,328</b>	<b>2,301,063</b>	<b>2,877,059</b>	<b>3,487,684</b>
-----------------------	------------------	------------------	------------------	------------------	------------------

<b>Net Surplus (Deficit)</b>	<b>147,781</b>	<b>245,210</b>	<b>334,806</b>	<b>402,373</b>	<b>491,022</b>
------------------------------	----------------	----------------	----------------	----------------	----------------

**CASH FLOW ADJUSTMENTS**

Operating Activities

add back depreciation	28,112	53,375	78,122	85,273	86,793
-----------------------	--------	--------	--------	--------	--------

Investing Activities

(84,336)	(75,789)	(72,242)	(105,789)	(80,350)
----------	----------	----------	-----------	----------

Capital Expense Includes: Furniture, Textbooks,  
Software and Computer Hardware  
Year 4 includes purchase of Smart Boards

subtract capital expenses

Financing Activities

(52,268)	(177,268)	(177,268)
----------	-----------	-----------

add expected proceeds from a loan or

subtract repayment of loan principal

Repayment of Advances in Yrs 3-5  
Payment of of rent in Yrs 4-5 in the amount of  
\$125,000 per year

<b>Total Cash Flow Adjustments</b>	<b>(56,224)</b>	<b>(22,414)</b>	<b>(46,388)</b>	<b>(197,784)</b>	<b>(170,825)</b>
------------------------------------	-----------------	-----------------	-----------------	------------------	------------------

<b>Net Surplus (Deficit)</b>	<b>91,557</b>	<b>222,796</b>	<b>288,418</b>	<b>204,589</b>	<b>320,197</b>
------------------------------	---------------	----------------	----------------	----------------	----------------

<b>Beginning Cash Balance</b>	<b>278</b>	<b>91,835</b>	<b>314,631</b>	<b>603,048</b>	<b>807,638</b>
-------------------------------	------------	---------------	----------------	----------------	----------------

<b>Ending Cash Balance</b>	<b>91,835</b>	<b>314,631</b>	<b>603,048</b>	<b>807,638</b>	<b>1,127,834</b>
----------------------------	---------------	----------------	----------------	----------------	------------------

47-5

Icahn Charter School 5  
Assumptions

KEY ASSUMPTIONS FOR FIVE YEAR PLAN

Student Enrollment

Pre-Open	Year 1	Year 2	Year 3	Year 4	Year 5
0	108	144	180	216	252

REVENUE ESCALATION

Per Student Revenues

Escalation  
Rate per Yr

State/local capitation (AOE)  
Special Education capitation  
Categorical Revenues

4.00%  
4.00%  
4.00%

0	\$	12,443	\$	12,941	\$	13,458	\$	13,997	\$	14,557
0	\$	7,223	\$	7,512	\$	7,812	\$	8,125	\$	8,450
0	\$	847	\$	881	\$	916	\$	953	\$	991

SPECIAL EDUCATION REVENUE PROJECTIONS

Population Growth

Number of Special Ed pupils  
Part Time  
Full Time  
Severe

Total

Pre-Open	Year 1	Year 2	Year 3	Year 4	Year 5
0	4	4	5	5	6
0	0	0	0	0	0
0	0	0	0	0	0
0	4	4	5	5	6

% of Special Education Students

0.00%	3.70%	2.78%	2.78%	2.31%	2.38%
-------	-------	-------	-------	-------	-------

Revenue Escalation

Special Ed Aid  
Part Time  
Full Time  
Severe

Total

\$0	\$28,892	\$30,048	\$39,062	\$40,624	\$50,699
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
\$0	\$28,892	\$30,048	\$39,062	\$40,624	\$50,699

47-6

Icahn Charter School 5  
Assumptions

**STAFFING PROJECTIONS**

Principal (FT)  
Assistant Principal  
Secretary (FT)  
Director of Operations (FT)  
Office Aide  
Director of Assessment  
Staff Developer (FT)  
Special Education Teacher (PT)  
ESL Teacher (PT)  
General Ed Teachers  
Activities Specialist (PT)  
Assistant Teacher (FT)  
Security Guard (FT)  
Total Staff

Pre-Open	Year 1	Year 2	Year 3	Year 4	Year 5
1	1	1	1	1	1
	0	0	0	0	1
	1	1	1	1	1
1	1	1	1	1	1
	0	0	0	2	2
	0	0	1	1	1
	0	1	1	1	1
	1	1	1	1	1
	1	1	1	1	1
	7	11	14	19	23
	3	3	5	5	5
	2	3	4	4	4
	1	1	1	1	1
2	18	24	31	38	43

47-8

**48. Provide supporting evidence that the start-up budget plan, the first-year budget, and the five-year budget plan are sound and that the proposed school would have sufficient start-up funds available to it**

Prior to the first year of operation, the Icahn Charter School 5 will begin by hiring a Principal and Business Manager during the 2009-2010 academic year. Expected expenses during the year will be covered by an advance from the Foundation for a Greater Opportunity. In order to meet the deficits during the start up and second year of the school charter, the Foundation will provide funding to cover deficits that are projected for these years. The advances from Foundation for a Greater Opportunity will be generated by revenue from investments of the Foundation. The advances from the Foundation for a Greater Opportunity will be repaid by the end of the charter.

During the Pre-opening year, it is anticipated that the Foundation will advance \$94,000 to the School. If needed, the Foundation will provide an additional \$68,805 to cover any shortfalls during the first couple of months of the first year. The Foundation for a Greater Opportunity has agreed to be reimbursed for the advanced funds during the later years of the charter. The Foundation has also agreed to defer rent expense to years four and five of the charter. The deferral payment of these expenses allows the school to have beneficial cash flow during years 1 to 3.

The school is projected to hire highly qualified teachers for all teaching positions. Projected salaries for the teaching staff commences with the teacher's level of education and certification status. The budget includes a comprehensive benefit package that includes a matching contribution retirement saving plan, life insurance, and health coverage plan.

Staff development will be provided by instructional mentors during the life of the charter. The school projects to hire a full-time staff developer during the second year of the charter. If necessary, the other Icahn Charter Schools can provide additional assistance.

The key assumptions used to derive the revenue, expenses and staffing were based on the history of the Carl C. Icahn Charter School (ICS 1). The figures used in the budget are conservative and represent a realistic budget that is not dependent on grant funding. The proven track record of the Carl C. Icahn Charter School provides a basis for the key assumptions used to formulate the revenue and expenses for new school. The sound financial practices used by the Icahn Charter School 1 will be replicated in the new school.

We are in the fortunate position of having already started three schools with this model, so we know the finances will work. With the backing of the Foundation for a Greater Opportunity's advances for the first years' shortfalls, we are confident that the budget can work again. The one element that is not

certain is whether there will be the outside funding available that there was in the first year of Carl C. Icahn Charter School. We hope that the CSP grant money will still be available. The state and CSI have continued to offer grant money, and we certainly hope that continues. The School's budget is conservative and only reflects those funds that are confirmed. The School hopes that other funding will be available (as was the case with the first schools and as is frequently the case with New York charter schools).

The school will have internal controls procedures in place to ensure that the school's assets are protected, that our financial reporting is reliable, our operations are effective and efficient and that we are in compliance with applicable laws and regulations. Procedures are documented in the school's Accounting Manual, which will be replicated from the Icahn Charter School Manual. That Manual has been reviewed by CSI, SED and Grant Thornton, our outside accounting firm.

The School assures that when a facility is named, the Chancellor will review the budget to confirm that facilities related services have been budgeted at cost.

**49. Detail the charter school's requirements for the performance of programmatic and fiscal audits.**

A certified Public Accountant licensed in New York State will conduct annual fiscal audits and present to the board. CSI requires an Accountability Report each year, in which we will provide a programmatic evaluation. We submit the same information to the State Education Department.

**50. Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for liability, property loss, and student personal injury.**

Fiduciary Liability \$1M (St. Paul Travelers Ins.,Co.)

Workers Comp : \$1M (The Hartford).

School Leaders & Omission: \$5M (National Union Fire Ins. Co) 4.Commercial Package: (The Hartford)

Property Liability: \$3.6M

General Liability: \$2M

Umbrella package(Excess Liability) (The Hartford)

\* General, Auto, Employer Liability \$10M



## **X. SCHOOL FACILITIES**

**51. Indicate where the charter school would be located, including complete street address (if known), municipality and school district. If the school would be located within the City of New York, provide the Community School District of location.**

The Foundation has submitted a request to be temporarily housed in a CSD 9 District school building.

We are looking to buy a building that would house three of our schools. The building we are researching is in CSD 9.

The School assures that when a facility is named, the Chancellor will review the budget to confirm that facilities related services have been budgeted at cost.

**52. (a) If you have already identified a charter school facility, describe the facility, including whether it is new construction, part of an existing public or private school building, or must be renovated for use.**

We have not bought a facility. The building we are looking at would be renovation of a private space.

**(b) If you have not identified a charter school facility, describe plans for doing so. The applicant must notify the Charter Schools Institute within ten days of securing a facility.**

We have been looking for appropriate space for two years. We have found a building that we think will work. At the time of this submission, we have a zoning lawyer looking at it; we have RFPs out to 6 architect for design and cost estimates; we have an environmental lawyer looking at it. We will notify CSI within ten days of securing the facility.

**(c) If your plans or identified facility include the use of public school space and you do not have an executed lease or memorandum of understanding, then you must also include alternative facility plans.**

**53. If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including indicating specifically any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided.**

If FGO builds the building on its own, there will be reasonable rent charged (reflected in the attached budget). This would be the same arrangement as with Icahn Charter School #1 where potential conflicts of interest were appropriately handled. If we have shared space in a DOE building, the cost would be \$1 per year.

There will be a Financial Committee of the Board, made up of non-interested parties.

**54. Provide a description of the charter school facility, or proposed facility, and its layout. Include the number and size of the classrooms, common areas, recreational space, any community facilities, and any residential facilities (e.g., dormitories or faculty housing)**

While we have not purchased the building, we know that we will have two classes per grade and eighteen students in each classroom.

**55. Provide a description of the food services to be provided by the charter school.**

Food service will be arranged with the NYC Department of Education.

**56. Describe plans for health services to be provided by the charter school, or options under consideration.**

The school anticipates having a dedicated medical room, and as such anticipates employing the services of the New York City Department of Health for a medical provider. In addition, 504 medications will be kept in a locked closet in the medical room. The Principal will have an extra key. Nursing services will be provided in accordance with those portions of the guidance posted at <http://emsc32.nysed.gov/sss/HealthServices/#Bulletins%20and%20Field%20Memos%20On-Line> that are applicable to charter schools through Education Law subdivision 2854(1)(b)). We anticipate developing a relationship with a local hospital, as we have in our current school with Bronx Lebanon Hospital.

If a child becomes sick during the school day or needs emergency medical treatment, the parent will be notified. (When students register for the school, parents will be asked to provide the names of three emergency contacts. If the parent is not available, school staff will call the next person on the list.) If a parent or designee cannot be reached, appropriate action will be taken by staff, e.g., in an emergency, the child will be taken to the nearest Health Center by a person the school has designated within the school. Efforts will continue to be made to reach the parent or guardian.

The school's program of health services will include mandated immunization and health testing at each grade/age. All medicines administered to children will have a Form 504 and the school will follow applicable law. No medicine may be administered/taken without the form. Any medication requiring refrigeration will be stored in the refrigerator under lock and key. Other room temperature medications are stored in a cabinet under lock and key. The nurse follows the doctor's prescription for dispensing medication and only the nurse, persons under proper supervision of the nurse and self-directed students may administer medication. The school will be a public access defibrillation provider.

- 57. Attach a description of the transportation arrangements made for charter school students, including arrangements made for students who would not qualify for public school transportation under Education Law, and any supplemental transportation arrangements planned with the school district.**

We will make arrangements with the Department of Transportation at the Department of Education.

**58. Describe any intention to expand the charter school, including physical expansion, anticipated growth in the school's budget or other financial expansion, expansion in the grade levels served, or expected increases in the student population beyond the requested time period of the charter.**

We intend the school to ultimately be a K-8 school, with 2 classes per grade and 18 students in each class.

All schools will be run using revenues from the AOE and Title 1.

As is the case in our current school, we intend to pursue outside grants to enrich the program.



59.

**Please indicate whether the charter school you propose would:**

- **Have the same or substantially the same board of trustees and/or officers as an existing private school;**

No.

- **Draw from an exiting private school a substantial portion of the employees of the charter school;**

No.

- **Would receive from an existing private school a substantial portion of such private school's assets or property;**

No.

- **Would be located at the same site as an existing private school.**

No.

60. Provide an action plan that outlines the steps and strategies that the founding group will undertake to ensure a successful opening of the school. In a well-organized, easy to read chart, please include:
- A clear timeline for opening the school, dating from March 1 to the first day of school;
  - The actions to be taken;
  - The start date and projected completion date of each task; and
  - How responsibilities will be delegated and to whom.

MONTH	JOB	START/ENDS	PERSON IN CHARGE
<b>January/February Principal</b>	Hire Principal		Board
<b>February-March Principal</b>	Lottery	Lottery after April 1	<b>Principal</b>
<b>April Principal</b>	Principal preparation work	Principal starts full-time in April. Will shadow existing principals. Full-time training period ends September when school starts.	Jeffrey Litt and Daniel Garcia principal of Icahn Charter School #1) work with <b>Principal</b>
<b>April Principal</b>	Train Principal in charter school orientation: <ul style="list-style-type: none"> <li>Accountability Plan overview,</li> <li>testing, ITBS</li> <li>Core Knowledge</li> <li>Targeted Assistance</li> <li>attendance procedures</li> <li>progress reports</li> <li>observes classes</li> <li>attends board meetings as observer</li> <li>meets with Director</li> </ul>	April-July	Jeffrey Litt and Daniel Garcia work with <b>Principal</b> on academic aspects and school organization. Richard Santiago works with Principal on financial matters

	<p>of Assessment for complete orientation</p> <ul style="list-style-type: none"> <li>• meets with AP Operations to learn budget process and protocols</li> <li>• assists with school budget process.</li> </ul>		
<b>April Business Manager</b>	<ul style="list-style-type: none"> <li>• under direction of AP Operations and principal, begins budget process for the school, assists with lottery.</li> <li>• begins fiscal orientation</li> <li>• assists principal with lottery advertising</li> <li>• learns ATS</li> <li>• attendance procedures</li> <li>• record keeping</li> <li>• staff attendance</li> <li>• filing of all required operations reports</li> <li>• assists with plans for bussing, lunch, school nurse</li> </ul>	Hired part-time in April. Continues through July. Begins full-time in position in September, or before if necessary.	Richard Santiago trains new <b>Business Manager</b>
<b>May Principal</b>	<p>continues orientation with AP Operations, Director of Assessment</p> <ul style="list-style-type: none"> <li>• observations</li> <li>• shadowing principal(s)</li> <li>• begins to prepare orders for texts, supplies, educational materials, computers, software</li> </ul>		Jeffrey Litt and Daniel Garcia work with <b>Principal</b> on academic aspects and school organization. Richard Santiago works with Principal on financial matters
<b>May Business Manager</b>	<ul style="list-style-type: none"> <li>• assists with finalizing school budget under</li> </ul>		Richard Santiago trains new <b>Business</b>

	<p>direction from AP Operations and principal.</p> <ul style="list-style-type: none"> <li>• assists with ordering supplies</li> <li>• assists with ordering ITBS tests for June testing</li> <li>• finalizes all vendors (insurance, health, 403B, etc)</li> <li>• prepares budget under direction of AP Operations and principal for presentation to the board.</li> </ul>		<b>Manager</b>
	<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>June Principal</b>	<ul style="list-style-type: none"> <li>• participates in ITBS testing including scheduling, individual testing for IEP students</li> <li>• observes the promotion process with teacher and principal(s), assists in graduation exercises</li> <li>• placement of students in new classes</li> <li>• Finalizes building issues.</li> </ul>		<p>Jeffrey Litt works with <b>Principal</b> on academic aspects and school organization. Richard Santiago works with Principal on financial matters</p>
<b>June Business Manager</b>	<ul style="list-style-type: none"> <li>• final arrangements for lunch, medical, busses.</li> <li>• enters student rosters in ATS</li> <li>• assists principal with outstanding issues.</li> </ul>		<p>Richard Santiago trains new <b>Business Manager</b></p>
	<ul style="list-style-type: none"> <li>•</li> </ul>		

<b>July Principal</b>	<ul style="list-style-type: none"> <li>• assists in analysis of post ITBS scores</li> <li>• final promotion decisions</li> <li>• prepares agenda for professional development to be held 3rd and 4th weeks of July.</li> <li>• observes end of year report preparations to CSI, SED</li> <li>• receives all materials, supplies, furniture, finalizes staff assignments</li> </ul>		<b>Principal</b> works with CCICS Director of Assessment, with Jeffrey Litt, with Staff Developer
<b>July Business Manager</b>	<ul style="list-style-type: none"> <li>• sets up payroll rosters</li> <li>• monitors student registration</li> <li>• observes end of year required reports to CSI, SED</li> </ul>		Richard Santiago trains new <b>Business Manager</b>

**EXHIBIT H--Please provide, if you wish, any other information that you think would be helpful to the Charter Schools Institute and the Board of Trustees in their evaluation of your application.**

With our experience opening and operating our previous charter schools, we continue to be firmly committed to the charter school concept. The charter school model suits our plan. We believe that a school where the principal is given responsibility and autonomy for the success of the students, and held accountable, is the best model to assure student success.

We also believe in the small school model for our schools. The principal's responsibility for outcomes is an awesome task. By creating small schools, it is possible for a principal to be in constant contact with all the stakeholders, increasing the opportunity to achieve the desired results. In our small school model, the principal has intimate knowledge of each teacher's effectiveness in the classroom—s/he is not hearing about teacher's work through an Assistant Principal; the principal knows each child's strengths and weaknesses, again not hearing about the children through another administrator; the principal has up to date information on the financial health of the school; the principal is available to parents and knows the parents. The principal has first-hand knowledge of each element and the larger picture so can make decisions that are best for each stakeholder and the entire school. In a larger school, the principal would have to delegate responsibility, diminishing his/her leadership role and effectiveness. Our successful individualized program would not be possible in a larger school. We will hire principals who want to lead a small school so that each element of the school can be thoroughly understood by the principal and handled by the principal for the good of the individual and the school.

As in our other schools, subsequent schools will use the resources available through Icahn Associates—as articulated previously, this includes Icahn Sourcing for the purchase of computers, bulk purchasing of general office equipment and supplies, health care benefit packages, retirement packages, insurance packages and computer supplies; legal assistance; real estate assistance.

We anticipate hiring experienced administrators as principals of our schools. As we have one school that is fully grown and two others that have opened, there will be many areas that will be merely a matter of copying materials—curriculum, staff and student handbook, staff development. However, one of the reasons to hire experienced educators is so that each school will have a strong leader. We anticipate that each school will have its own identity. As an example, the school-based assessments we anticipate will be home grown as teachers will know their students best and will be able to create assessments that best test materials taught.

As stated before in this application, we know the importance of strong leadership. It was through CEI-PEA that we found our first principal. We now have four experienced

principals in our network and a superintendent who was the principal of the first school, who will also participate in finding new principals for our next school. Believing that the choice of principal is paramount to the success of a charter school, we expect to look with intense care for our principals. We know it will be with the continued help of CEI-PEA, our superintendent and our current principals, who have helped us find a principal for our other schools, that we will find strong leadership for our next school.

While schools are sometimes created to focus on a particular theme, our goal is singular—to focus on academic achievement. It is hard, demanding (and exciting and rewarding) work to produce high achieving inner city students. There are enough time consumers in providing a rigorous, successful charter school so that we are not planning to add significant extracurricular programs. As in our current school, we will add assorted extra-curriculars that meet once a week after the academic program is proven to be on course. We believe that solely focusing on the academic program is the most productive goal. Providing other unique programmatic initiatives in our schools as they begin would be a concern to us as they might take away from the necessary intensity of the focus on academic achievement. We intend to add clubs similar to the ones in our current school for the middle school children in this school.

We believe that we have created a successful charter school in our current school. We have now opened two other charter schools and are opening our fourth one in the fall. We would like to open more charter schools, using the template of Icahn Charter School 1. The template is described throughout this application, so it is not necessary to repeat it in this attachment. An overview of our plan, however, might be helpful.

Our interest in opening new schools is to improve the academic achievement of students at risk of academic failure in New York City. To that end, we plan to use the program at the Icahn Charter Schools. When we open each new school, we anticipate being able to use the resources of our past charter schools. Our plan is a deliberate one—we opened 2 in 2007, 3 in 2008, we'll open #4 in 2009, and others in the future. We are very comfortable opening one a year. To do something correctly means paying attention to the details. We believe that being able to focus intently and carefully on replication will enable us to produce more successful charter schools. If we have four schools open, opening a school should be seamless for us, so we will be able to open more than one in a year. With our management team to oversee the opening and operating of our schools, we are even more equipped to open new schools. We have done it without a management team in the past, so now that we have an experienced team in place, we look forward to the ease of opening more schools. Having opened one a year for three years we would be in a position to open more than one a year in the future.

We were fortunate to start our first charter school as the charter school movement gained strength. We worked with CEI-PEA as we began our school and were part of the Coalition of New York Charter Schools, and continue to work with them. We anticipate continuing to take advantage of the resources available to New York Charter Schools. We believe we have learned what elements are important for charter school success through our experience with our current schools. New York City has been fortunate to

have a Mayor and Chancellor committed to charter schools. We were fortunate to start our schools when the climate was favorable so that we could develop our model with a charter-friendly administration. Each of our charter schools this spring had multiple applicants for every available space in our schools—to such a degree that 1 was “the toughest charter school” to get into in New York City, according to the Daily News. We would like to continue to establish new schools with the Charter Schools Institute while the climate continues to be supportive. We have benefited and we believe our students and families have benefited.