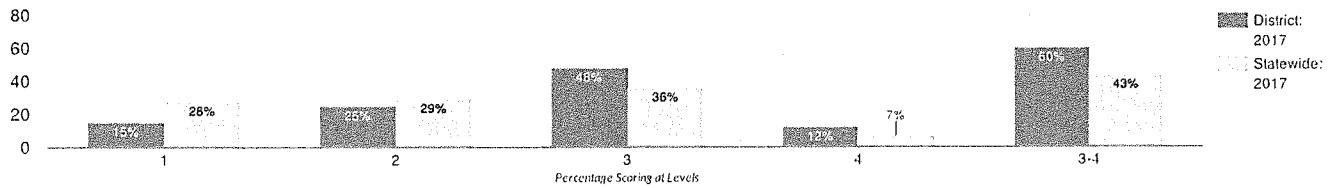


4.1

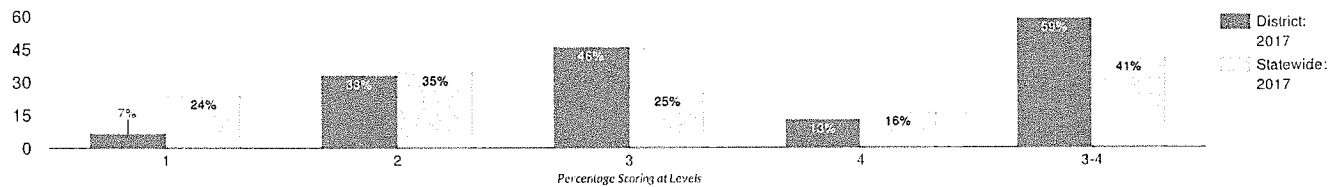
## GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	60	60%	9	15%	15	25%	29	48%	7	12%
GENERAL EDUCATION	52	69%	4	8%	12	23%	29	56%	7	13%
STUDENTS WITH DISABILITIES	8	0%	5	63%	3	38%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC...	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	0%	-	-	-	-	-	-	-	-
WHITE	48	65%	6	13%	11	23%	25	52%	6	13%
SMALL GROUP TOTAL	12	42%	3	25%	4	33%	4	33%	1	8%
FEMALE	24	71%	1	4%	6	25%	12	50%	5	21%
MALE	36	53%	8	22%	9	25%	17	47%	2	6%
NON-ENGLISH LANGUAGE LEARNERS	58	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	0%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	40%	4	27%	5	33%	5	33%	1	7%
NOT ECONOMICALLY DISADVANTAGED	45	67%	5	11%	10	22%	24	53%	6	13%
NOT MIGRANT	60	60%	9	15%	15	25%	29	48%	7	12%

## GRADE 4 ENGLISH LANGUAGE ARTS



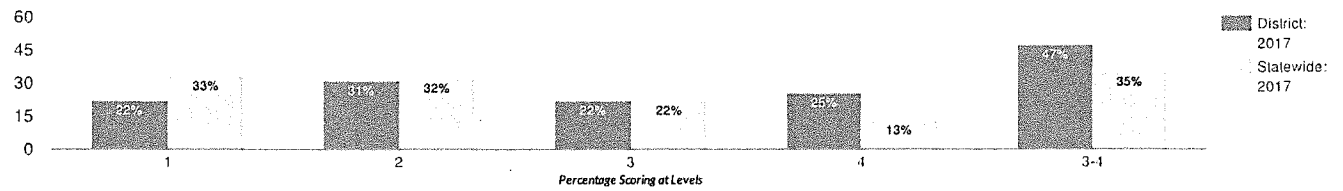
MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	54	59%	4	7%	18	33%	25	46%	7	13%
GENERAL EDUCATION	50	0%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC...	2	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	0%	-	-	-	-	-	-	-	-
WHITE	45	64%	4	9%	12	27%	23	51%	6	13%
SMALL GROUP TOTAL	9	33%	0	0%	6	67%	2	22%	1	11%
FEMALE	28	82%	0	0%	5	18%	17	61%	6	21%
MALE	26	35%	4	15%	13	50%	8	31%	1	4%
NON-ENGLISH LANGUAGE LEARNERS	52	0%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	0%	-	-	-	-	-	-	-	-



ECONOMICALLY DISADVANTAGED	12	42%	1	8%	6	50%	4	33%	1	8%
NOTECONOMICALLY DISADVANTAGED	42	64%	3	7%	12	29%	21	50%	6	14%
NOTMIGRANT	54	59%	4	7%	18	33%	25	46%	7	13%

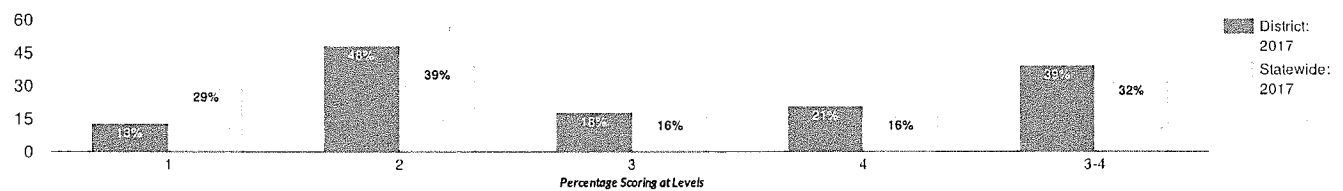
## GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	55	47%	12	22%	17	31%	12	22%	14	25%
GENERAL EDUCATION	52	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	48	50%	8	17%	16	33%	12	25%	12	25%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	29%	4	57%	1	14%	0	0%	2	29%
FEMALE	26	62%	5	19%	5	19%	6	23%	10	38%
MALE	29	34%	7	24%	12	41%	6	21%	4	14%
NON-ENGLISH LANGUAGE LEARNERS	53	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	11	27%	5	45%	3	27%	1	9%	2	18%
NOT ECONOMICALLY DISADVANTAGED	44	52%	7	16%	14	32%	11	25%	12	27%
NOT MIGRANT	55	47%	12	22%	17	31%	12	22%	14	25%

## GRADE 6 ENGLISH LANGUAGE ARTS



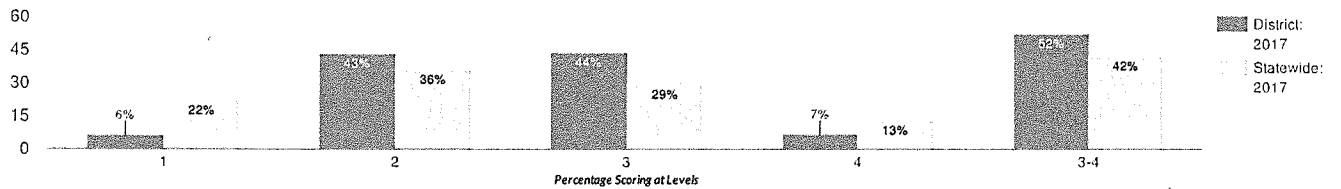
MEAN SCORE: 308

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	67	39%	9	13%	32	48%	12	18%	14	21%
GENERAL EDUCATION	57	44%	5	9%	27	47%	11	19%	14	25%
STUDENTS WITH DISABILITIES	10	10%	4	40%	5	50%	1	10%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	38%	3	38%	2	25%	3	38%	0	0%
WHITE	52	42%	6	12%	24	46%	8	15%	14	27%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	14%	0	0%	6	86%	1	14%	0	0%



FEMALE	31	42%	4	13%	14	45%	5	16%	8	26%
MALE	36	36%	5	14%	18	50%	7	19%	6	17%
NON-ENGLISH LANGUAGE LEARNERS	67	39%	9	13%	32	48%	12	18%	14	21%
ECONOMICALLY DISADVANTAGED	20	30%	6	30%	8	40%	3	15%	3	15%
NOT ECONOMICALLY DISADVANTAGED	47	43%	3	6%	24	51%	9	19%	11	23%
NOT MIGRANT	67	39%	9	13%	32	48%	12	18%	14	21%

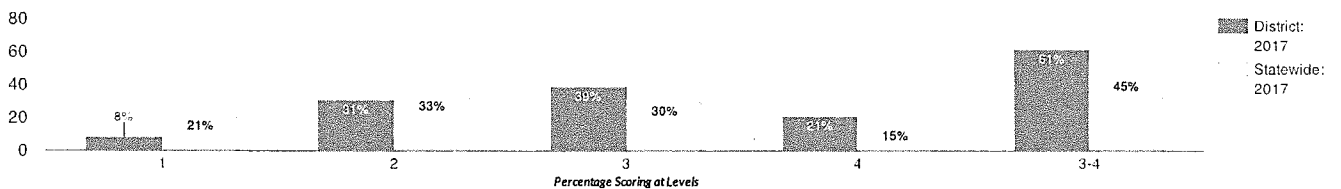
## GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	54	52%	3	6%	23	43%	24	44%	4	7%
GENERAL EDUCATION	48	58%	1	2%	19	40%	24	50%	4	8%
STUDENTS WITH DISABILITIES	6	0%	2	33%	4	67%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	49	55%	3	6%	19	39%	23	47%	4	8%
SMALL GROUP TOTAL	5	20%	0	0%	4	80%	1	20%	0	0%
FEMALE	27	67%	1	4%	8	30%	16	59%	2	7%
MALE	27	37%	2	7%	15	56%	8	30%	2	7%
NON-ENGLISH LANGUAGE LEARNERS	53	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	51	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	54	52%	3	6%	23	43%	24	44%	4	7%

## GRADE 8 ENGLISH LANGUAGE ARTS



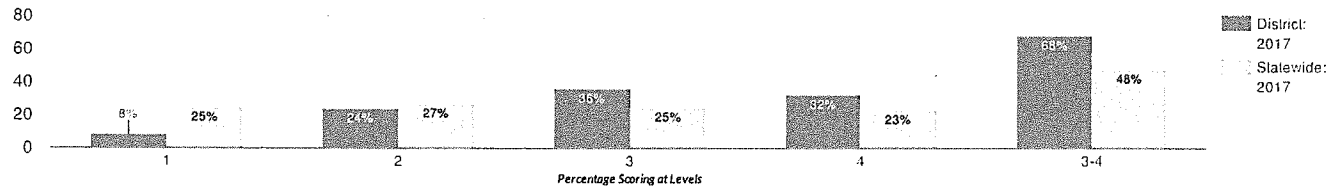
MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	61	61%	5	8%	19	31%	24	39%	13	21%
GENERAL EDUCATION	57	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	55	58%	4	7%	19	35%	20	36%	12	22%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	83%	1	17%	0	0%	4	67%	1	17%



FEMALE	33	73%	1	3%	8	24%	13	39%	11	33%
MALE	28	46%	4	14%	11	39%	11	39%	2	7%
NON-ENGLISH LANGUAGE LEARNERS	61	61%	5	8%	19	31%	24	39%	13	21%
ECONOMICALLY DISADVANTAGED	12	33%	2	17%	6	50%	4	33%	0	0%
NOT ECONOMICALLY DISADVANTAGED	49	67%	3	6%	13	27%	20	41%	13	27%
NOT MIGRANT	61	61%	5	8%	19	31%	24	39%	13	21%

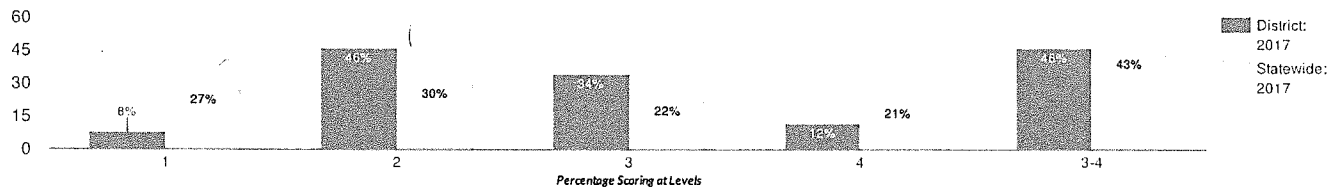
## GRADE 3 MATHEMATICS



MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	59	68%	5	8%	14	24%	21	36%	19	32%
GENERAL EDUCATION	51	75%	5	10%	8	16%	19	37%	19	37%
STUDENTS WITH DISABILITIES	8	25%	0	0%	6	75%	2	25%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	_%	-	-	-	-	-	-	-	-
WHITE	47	72%	1	2%	12	26%	18	38%	16	34%
SMALL GROUP TOTAL	12	50%	4	33%	2	17%	3	25%	3	25%
FEMALE	24	71%	1	4%	6	25%	7	29%	10	42%
MALE	35	66%	4	11%	8	23%	14	40%	9	26%
NON-ENGLISH LANGUAGE LEARNERS	57	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	47%	3	20%	5	33%	5	33%	2	13%
NOT ECONOMICALLY DISADVANTAGED	44	75%	2	5%	9	20%	16	36%	17	39%
NOT MIGRANT	59	68%	5	8%	14	24%	21	36%	19	32%

## GRADE 4 MATHEMATICS



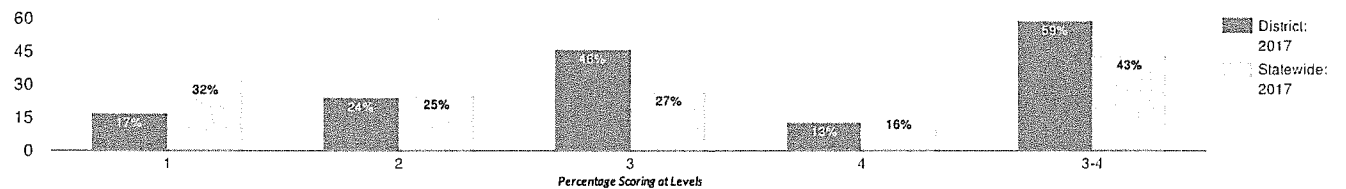
MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	59	46%	5	8%	27	46%	20	34%	7	12%
GENERAL EDUCATION	55	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	50	52%	3	6%	21	42%	20	40%	6	12%



SMALL GROUP TOTAL	9	11%	2	22%	6	67%	0	0%	1	11%
FEMALE	30	57%	3	10%	10	33%	11	37%	6	20%
MALE	29	34%	2	7%	17	59%	9	31%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	57	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	14	36%	2	14%	7	50%	4	29%	1	7%
NOT ECONOMICALLY DISADVANTAGED	45	49%	3	7%	20	44%	16	36%	6	13%
NOT MIGRANT	59	46%	5	8%	27	46%	20	34%	7	12%

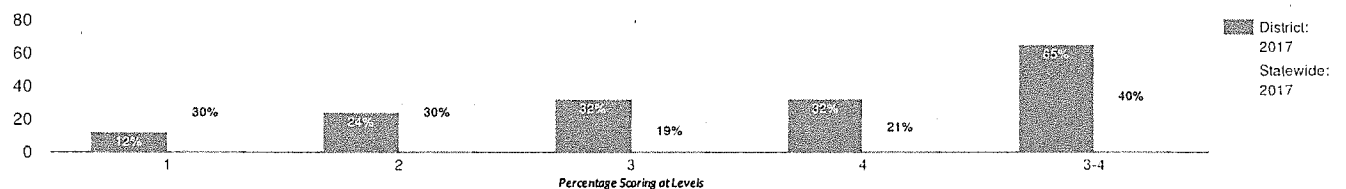
## GRADE 5 MATHEMATICS



MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	54	59%	9	17%	13	24%	25	46%	7	13%
GENERAL EDUCATION	51	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	47	60%	7	15%	12	26%	22	47%	6	13%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	2	29%	1	14%	3	43%	1	14%
FEMALE	28	57%	4	14%	8	29%	12	43%	4	14%
MALE	26	62%	5	19%	5	19%	13	50%	3	12%
NON-ENGLISH LANGUAGE LEARNERS	52	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	11	55%	3	27%	2	18%	6	55%	0	0%
NOT ECONOMICALLY DISADVANTAGED	43	60%	6	14%	11	26%	19	44%	7	16%
NOT MIGRANT	54	59%	9	17%	13	24%	25	46%	7	13%

## GRADE 6 MATHEMATICS



MEAN SCORE: 323

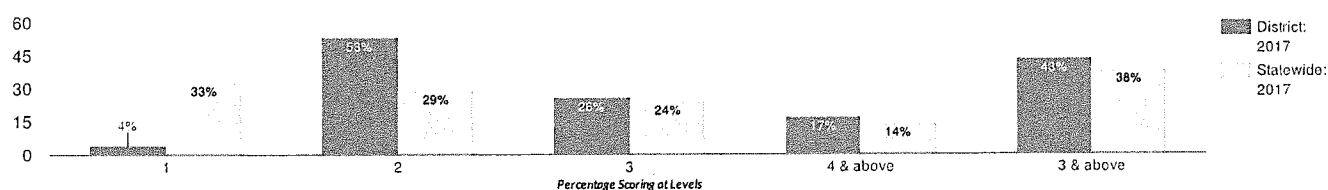
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	68	65%	8	12%	16	24%	22	32%	22	32%
GENERAL EDUCATION	59	71%	3	5%	14	24%	21	36%	21	36%
STUDENTS WITH DISABILITIES	9	22%	5	56%	2	22%	1	11%	1	11%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC...	1	%								



BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	38%	1	13%	4	50%	0	0%	3	38%
WHITE	53	72%	7	13%	8	15%	19	36%	19	36%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	43%	0	0%	4	57%	3	43%	0	0%
FEMALE	33	64%	5	15%	7	21%	13	39%	8	24%
MALE	35	66%	3	9%	9	26%	9	26%	14	40%
NON-ENGLISH LANGUAGE LEARNERS	68	65%	8	12%	16	24%	22	32%	22	32%
ECONOMICALLY DISADVANTAGED	19	47%	3	16%	7	37%	3	16%	6	32%
NOT ECONOMICALLY DISADVANTAGED	49	71%	5	10%	9	18%	19	39%	16	33%
NOT MIGRANT	68	65%	8	12%	16	24%	22	32%	22	32%

## GRADE 7 MATHEMATICS

Mean scores and data in the table for grade 7 math include only those for grade 7 students who took the Grade 7 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 7 students who took the Grade 7 NYSTP in Mathematics and grade 7 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 7 students who took the Grade 7 NYSTP.

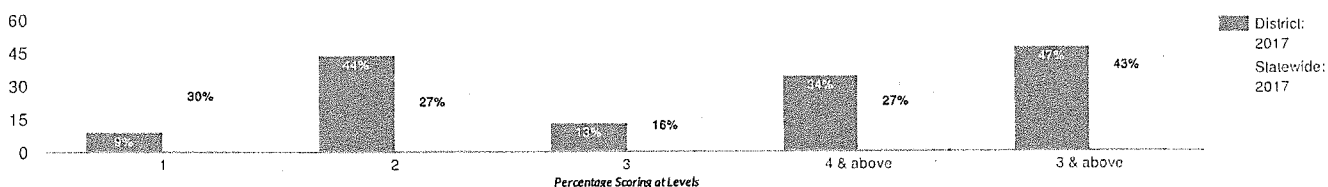


### MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	53	43%	2	4%	28	53%	14	26%	9	17%
GENERAL EDUCATION	47	47%	0	0%	25	53%	13	28%	9	19%
STUDENTS WITH DISABILITIES	6	17%	2	33%	3	50%	1	17%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	48	46%	2	4%	24	50%	14	29%	8	17%
SMALL GROUP TOTAL	5	20%	0	0%	4	80%	0	0%	1	20%
FEMALE	25	52%	1	4%	11	44%	9	36%	4	16%
MALE	28	36%	1	4%	17	61%	5	18%	5	18%
NON-ENGLISH LANGUAGE LEARNERS	52	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	50	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	53	43%	2	4%	28	53%	14	26%	9	17%

## GRADE 8 MATHEMATICS

Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and grade 8 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 8 students who took the Grade 8 NYSTP.





# MEAN SCORE: 304

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	44	23%	6	14%	28	64%	8	18%	2	5%
GENERAL EDUCATION	39	26%	2	5%	27	69%	8	21%	2	5%
STUDENTS WITH DISABILITIES	5	0%	4	80%	1	20%	0	0%	0	0%
WHITE	43	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	44	23%	6	14%	28	64%	8	18%	2	5%
FEMALE	22	41%	2	9%	11	50%	7	32%	2	9%
MALE	22	5%	4	18%	17	77%	1	5%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	44	23%	6	14%	28	64%	8	18%	2	5%
ECONOMICALLY DISADVANTAGED	11	27%	1	9%	7	64%	2	18%	1	9%
NOT ECONOMICALLY DISADVANTAGED	33	21%	5	15%	21	64%	6	18%	1	3%
NOT MIGRANT	44	23%	6	14%	28	64%	8	18%	2	5%

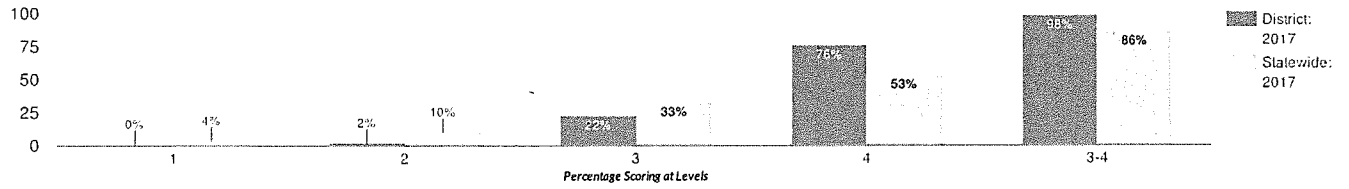
## GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	20	0	0%	0	0%	0	0%	20	100%	20	100%



# GRADE 4 SCIENCE



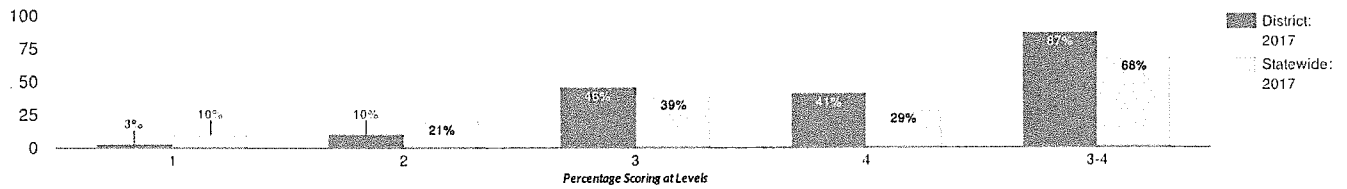
MEAN SCORE: 88

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	59	98%	0	0%	1	2%	13	22%	45	76%
GENERAL EDUCATION	55	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	50	98%	0	0%	1	2%	8	16%	41	82%
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	5	56%	4	44%
FEMALE	30	100%	0	0%	0	0%	6	20%	24	80%
MALE	29	97%	0	0%	1	3%	7	24%	21	72%
NON-ENGLISH LANGUAGE LEARNERS	57	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	14	100%	0	0%	0	0%	5	36%	9	64%
NOT ECONOMICALLY DISADVANTAGED	45	98%	0	0%	1	2%	8	18%	36	80%
NOT MIGRANT	59	98%	0	0%	1	2%	13	22%	45	76%



# GRADE 8 SCIENCE

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.



MEAN SCORE: 79

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	69	87%	2	3%	7	10%	32	46%	28	41%
GENERAL EDUCATION	64	92%	0	0%	5	8%	31	48%	28	44%
STUDENTS WITH DISABILITIES	5	20%	2	40%	2	40%	1	20%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
WHITE	63	87%	1	2%	7	11%	31	49%	24	38%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	83%	1	17%	0	0%	1	17%	4	67%
FEMALE	36	92%	1	3%	2	6%	16	44%	17	47%
MALE	33	82%	1	3%	5	15%	16	48%	11	33%
NON-ENGLISH LANGUAGE LEARNERS	69	87%	2	3%	7	10%	32	46%	28	41%
ECONOMICALLY DISADVANTAGED	15	73%	0	0%	4	27%	9	60%	2	13%
NOT ECONOMICALLY DISADVANTAGED	54	91%	2	4%	3	6%	23	43%	26	48%
NOT MIGRANT	69	87%	2	3%	7	10%	32	46%	28	41%

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2016 - 17)

## GRADE: 4 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	98
STUDENTS WITH DISABILITIES	68%	22%	9%	2%	93
AMERICAN INDIAN OR ALASK...	_%	_%	_%	_%	
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	34%	16%	3%	
HISPANIC OR LATINO	45%	33%	18%	4%	
WHITE	22%	31%	35%	13%	
MULTIRACIAL	_%	_%	_%	_%	
LIMITED ENGLISH PROFICIENT	74%	21%	5%	_%	88
ECONOMICALLY DISADVANT...	44%	33%	19%	4%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	24%	41%	30%	5%	98
STUDENTS WITH DISABILITIES	58%	31%	10%	1%	94
AMERICAN INDIAN OR ALASK...	_%	_%	_%	_%	



ASIAN OR NATIVE HAWAIIAN...	11%	30%	44%	15%
BLACK OR AFRICAN AMERICA...	36%	42%	21%	2%
HISPANIC OR LATINO	36%	44%	18%	2%
WHITE	14%	40%	38%	7%
MULTIRACIAL	*%	*%	*%	*%
LIMITED ENGLISH PROFICIENT	68%	29%	3%	*%
ECONOMICALLY DISADVANT...	34%	43%	21%	2%

91

## READING

## GRADE: 8

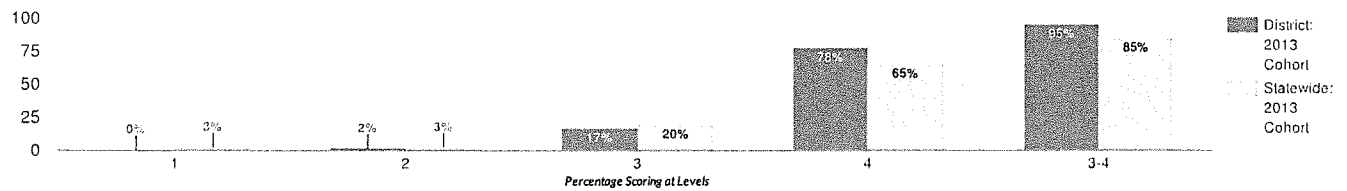
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	39%	30%	5%	98
STUDENTS WITH DISABILITIES	58%	33%	8%	*%	94
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	21%	31%	37%	12%	
BLACK OR AFRICAN AMERICA...	39%	41%	19%	1%	
HISPANIC OR LATINO	35%	43%	21%	1%	
WHITE	20%	38%	36%	6%	
MULTIRACIAL	*%	*%	*%	*%	
LIMITED ENGLISH PROFICIENT	81%	16%	3%	*%	80
ECONOMICALLY DISADVANT...	37%	41%	20%	2%	

## MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	34%	24%	10%	98
STUDENTS WITH DISABILITIES	69%	23%	6%	2%	95
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	14%	24%	32%	30%	
BLACK OR AFRICAN AMERICA...	53%	32%	14%	2%	
HISPANIC OR LATINO	48%	33%	15%	4%	
WHITE	21%	37%	29%	13%	
MULTIRACIAL	*%	*%	*%	*%	
LIMITED ENGLISH PROFICIENT	80%	16%	4%	1%	80
ECONOMICALLY DISADVANT...	44%	34%	17%	4%	

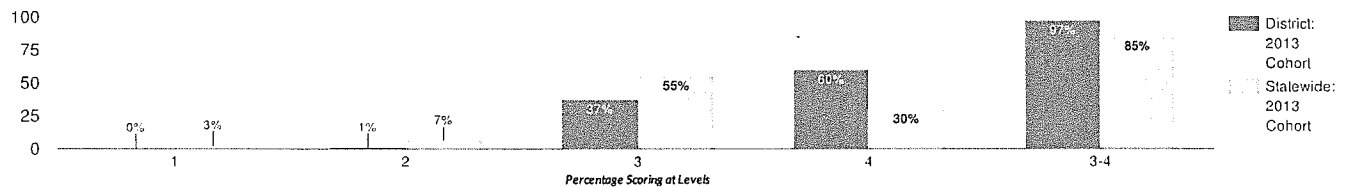


## TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	102	95%	0	0%	2	2%	17	17%	80	78%
GENERAL EDUCATION	93	97%	0	0%	0	0%	13	14%	77	83%
STUDENTS WITH DISABILITIES	9	78%	0	0%	2	22%	4	44%	3	33%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	0%	-	-	-	-	-	-	-	-
WHITE	94	95%	0	0%	2	2%	15	16%	74	79%
SMALL GROUP TOTAL	8	100%	0	0%	0	0%	2	25%	6	75%
FEMALE	47	98%	0	0%	0	0%	8	17%	38	81%
MALE	55	93%	0	0%	2	4%	9	16%	42	76%
NON-ENGLISH LANGUAGE LEARNERS	102	95%	0	0%	2	2%	17	17%	80	78%
ECONOMICALLY DISADVANTAGED	15	87%	0	0%	0	0%	4	27%	9	60%
NOT ECONOMICALLY DISADVANTAGED	87	97%	0	0%	2	2%	13	15%	71	82%
NOT MIGRANT	102	95%	0	0%	2	2%	17	17%	80	78%

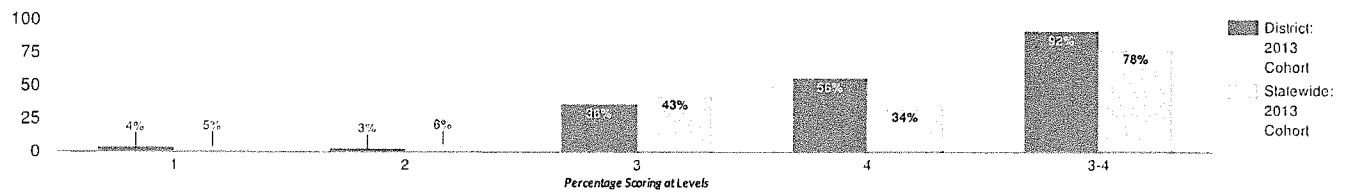
## TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	102	97%	0	0%	1	1%	38	37%	61	60%
GENERAL EDUCATION	93	98%	0	0%	0	0%	31	33%	60	65%
STUDENTS WITH DISABILITIES	9	89%	0	0%	1	11%	7	78%	1	11%
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER	3	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	0%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	0%	-	-	-	-	-	-	-	-
WHITE	94	98%	0	0%	0	0%	36	38%	56	60%
SMALL GROUP TOTAL	8	88%	0	0%	1	13%	2	25%	5	63%
FEMALE	47	96%	0	0%	1	2%	17	36%	28	60%
MALE	55	98%	0	0%	0	0%	21	38%	33	60%
NON-ENGLISH LANGUAGE LEARNERS	102	97%	0	0%	1	1%	38	37%	61	60%
ECONOMICALLY DISADVANTAGED	15	80%	0	0%	1	7%	5	33%	7	47%
NOT ECONOMICALLY DISADVANTAGED	87	100%	0	0%	0	0%	33	38%	54	62%
NOT MIGRANT	102	97%	0	0%	1	1%	38	37%	61	60%

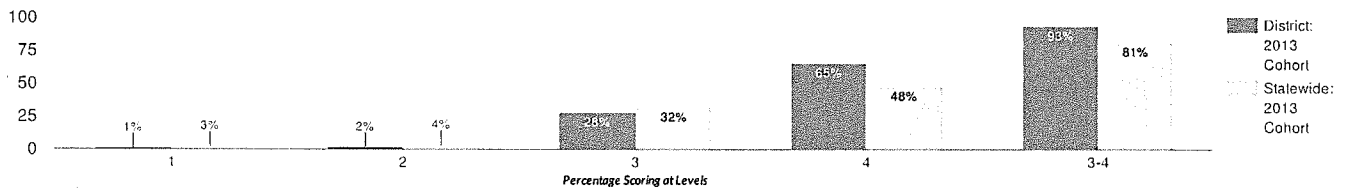


# TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	102	92%	4	4%	3	3%	37	36%	57	56%
GENERAL EDUCATION	93	97%	1	1%	1	1%	33	35%	57	61%
STUDENTS WITH DISABILITIES	9	44%	3	33%	2	22%	4	44%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	94	93%	4	4%	2	2%	35	37%	52	55%
SMALL GROUP TOTAL	8	88%	0	0%	1	13%	2	25%	5	63%
FEMALE	47	94%	1	2%	1	2%	15	32%	29	62%
MALE	55	91%	3	5%	2	4%	22	40%	28	51%
NON-ENGLISH LANGUAGE LEARNERS	102	92%	4	4%	3	3%	37	36%	57	56%
ECONOMICALLY DISADVANTAGED	15	73%	1	7%	2	13%	5	33%	6	40%
NOT ECONOMICALLY DISADVANTAGED	87	95%	3	3%	1	1%	32	37%	51	59%
NOT MIGRANT	102	92%	4	4%	3	3%	37	36%	57	56%

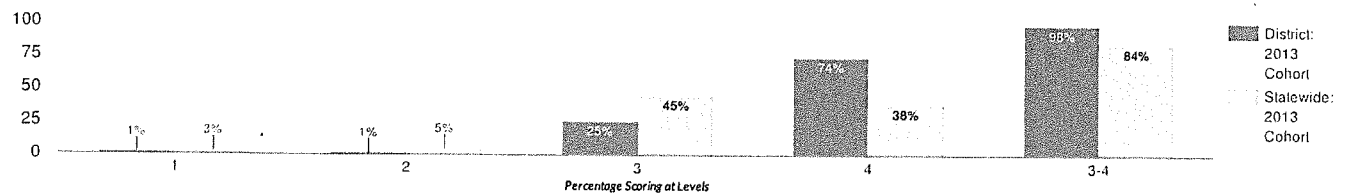
# TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	102	93%	1	1%	2	2%	29	28%	66	65%
GENERAL EDUCATION	93	98%	0	0%	0	0%	27	29%	64	69%
STUDENTS WITH DISABILITIES	9	44%	1	11%	2	22%	2	22%	2	22%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	94	94%	1	1%	2	2%	28	30%	60	64%
SMALL GROUP TOTAL	8	88%	0	0%	0	0%	1	13%	6	75%
FEMALE	47	96%	0	0%	0	0%	14	30%	31	66%
MALE	55	91%	1	2%	2	4%	15	27%	35	64%
NON-ENGLISH LANGUAGE LEARNERS	102	93%	1	1%	2	2%	29	28%	66	65%
ECONOMICALLY DISADVANTAGED	15	80%	1	7%	0	0%	3	20%	9	60%
NOT ECONOMICALLY DISADVANTAGED	87	95%	0	0%	2	2%	26	30%	57	66%
NOT MIGRANT	102	93%	1	1%	2	2%	29	28%	66	65%



# TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	102	98%	1	1%	1	1%	25	25%	75	74%
GENERAL EDUCATION	93	99%	0	0%	1	1%	19	20%	73	78%
STUDENTS WITH DISABILITIES	9	89%	1	11%	0	0%	6	67%	2	22%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	4	_%	-	-	-	-	-	-	-	-
WHITE	94	99%	0	0%	1	1%	25	27%	68	72%
SMALL GROUP TOTAL	8	88%	1	13%	0	0%	0	0%	7	88%
FEMALE	47	96%	1	2%	1	2%	9	19%	36	77%
MALE	55	100%	0	0%	0	0%	16	29%	39	71%
NON-ENGLISH LANGUAGE LEARNERS	102	98%	1	1%	1	1%	25	25%	75	74%
ECONOMICALLY DISADVANTAGED	15	93%	1	7%	0	0%	5	33%	9	60%
NOT ECONOMICALLY DISADVANTAGED	87	99%	0	0%	1	1%	20	23%	66	76%
NOT MIGRANT	102	98%	1	1%	1	1%	25	25%	75	74%

Regents Examination Results (2016 - 17)

## ENGLISH LANGUAGE ARTS (COMMON CORE)

### ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	112	3	3%	5	4%	9	8%	7	6%	88	79%
GENERAL EDUCATION	99	0	0%	1	1%	6	6%	5	5%	87	88%
STUDENTS WITH DISABILITIES	13	3	23%	4	31%	3	23%	2	15%	1	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	0	0%	1	14%	0	0%	0	0%	6	86%
BLACK OR AFRICAN AMERICAN	5	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	0	0%	0	0%	0	0%	0	0%	5	100%
WHITE	94	3	3%	3	3%	9	10%	7	7%	72	77%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	0	0%	1	17%	0	0%	0	0%	5	83%
FEMALE	66	2	3%	3	5%	6	9%	3	5%	52	79%
MALE	46	1	2%	2	4%	3	7%	4	9%	36	78%
NON-ENGLISH LANGUAGE LEARNERS	112	3	3%	5	4%	9	8%	7	6%	88	79%
ECONOMICALLY DISADVANTAGED	19	1	5%	1	5%	5	26%	0	0%	12	63%
NOT ECONOMICALLY DISADVANTAGED	93	2	2%	4	4%	4	4%	7	8%	76	82%
NOT MIGRANT	112	3	3%	5	4%	9	8%	7	6%	88	79%

## ALGEBRA 2/TRIGONOMETRY

### REGENTS ALGEBRA 2/TRIGONOMETRY



GROUP	TOTAL TESTED	55			65			85		
ALL STUDENTS	1	-	-	-	-	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	1	-	-	-	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-	-	-
NOT MIGRANT	1	-	-	-	-	-	-	-	-	-

## COMMON CORE GEOMETRY

### REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	81	0	0%	6	7%	33	41%	16	20%	26	32%
GENERAL EDUCATION	81	0	0%	6	7%	33	41%	16	20%	26	32%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	4	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	0	0%	0	0%	4	80%	0	0%	1	20%
WHITE	70	0	0%	6	9%	26	37%	14	20%	24	34%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	0	0%	0	0%	3	50%	2	33%	1	17%
FEMALE	44	0	0%	3	7%	18	41%	10	23%	13	30%
MALE	37	0	0%	3	8%	15	41%	6	16%	13	35%
NON-ENGLISH LANGUAGE LEARNERS	81	0	0%	6	7%	33	41%	16	20%	26	32%
ECONOMICALLY DISADVANTAGED	13	0	0%	2	15%	4	31%	2	15%	5	38%
NOT ECONOMICALLY DISADVANTAGED	68	0	0%	4	6%	29	43%	14	21%	21	31%
NOT MIGRANT	81	0	0%	6	7%	33	41%	16	20%	26	32%



# ALGEBRA II (COMMON CORE)

## ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	54	1	2%	0	0%	14	26%	29	54%	10	19%
GENERAL EDUCATION	54	1	2%	0	0%	14	26%	29	54%	10	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-	-	-	-	-
WHITE	47	1	2%	0	0%	11	23%	27	57%	8	17%
SMALL GROUP TOTAL	7	0	0%	0	0%	3	43%	2	29%	2	29%
FEMALE	25	0	0%	0	0%	7	28%	14	56%	4	16%
MALE	29	1	3%	0	0%	7	24%	15	52%	6	21%
NON-ENGLISH LANGUAGE LEARNERS	54	1	2%	0	0%	14	26%	29	54%	10	19%
ECONOMICALLY DISADVANTAGED	8	0	0%	0	0%	3	38%	3	38%	2	25%
NOT ECONOMICALLY DISADVANTAGED	46	1	2%	0	0%	11	24%	26	57%	8	17%
NOT MIGRANT	54	1	2%	0	0%	14	26%	29	54%	10	19%

# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	109	100	92%	91	83%	57	52%
GENERAL EDUCATION	90	87	97%	83	92%	57	63%
STUDENTS WITH DISABILITIES	19	13	68%	8	42%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	9	8	89%	8	89%	2	22%
WHITE	95	87	92%	79	83%	52	55%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	4	80%	3	60%
FEMALE	57	51	89%	46	81%	31	54%
MALE	52	49	94%	45	87%	26	50%
NON-ENGLISH LANGUAGE LEARNERS	108	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	25	21	84%	19	76%	8	32%
NOT ECONOMICALLY DISADVANTAGED	84	79	94%	72	86%	49	58%
NOT MIGRANT	109	100	92%	91	83%	57	52%



# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	96	94	98%	89	93%	60	63%
GENERAL EDUCATION	86	85	99%	82	95%	59	69%
STUDENTS WITH DISABILITIES	10	9	90%	7	70%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	5	5	100%	5	100%	2	40%
WHITE	82	80	98%	75	91%	50	61%
SMALL GROUP TOTAL	9	9	100%	9	100%	8	89%
FEMALE	54	52	96%	47	87%	33	61%
MALE	42	42	100%	42	100%	27	64%
NON-ENGLISH LANGUAGE LEARNERS	96	94	98%	89	93%	60	63%
ECONOMICALLY DISADVANTAGED	16	15	94%	13	81%	7	44%
NOT ECONOMICALLY DISADVANTAGED	80	79	99%	76	95%	53	66%
NOT MIGRANT	96	94	98%	89	93%	60	63%

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	95	94	99%	92	97%	63	66%
GENERAL EDUCATION	84	84	100%	84	100%	62	74%
STUDENTS WITH DISABILITIES	11	10	91%	8	73%	1	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-
HISPANIC OR LATINO	10	-	-	-	-	-	-
WHITE	82	82	100%	80	98%	57	70%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	13	12	92%	12	92%	6	46%
FEMALE	47	46	98%	46	98%	36	77%
MALE	48	48	100%	46	96%	27	56%
NON-ENGLISH LANGUAGE LEARNERS	94	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	18	17	94%	17	94%	6	33%
NOT ECONOMICALLY DISADVANTAGED	77	77	100%	75	97%	57	74%
NOT MIGRANT	95	94	99%	92	97%	63	66%



# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	76	72	95%	64	84%	38	50%
GENERAL EDUCATION	66	64	97%	61	92%	37	56%
STUDENTS WITH DISABILITIES	10	8	80%	3	30%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	69	68	99%	60	87%	36	52%
SMALL GROUP TOTAL	7	4	57%	4	57%	2	29%
FEMALE	32	31	97%	27	84%	15	47%
MALE	44	41	93%	37	84%	23	52%
NON-ENGLISH LANGUAGE LEARNERS	76	72	95%	64	84%	38	50%
ECONOMICALLY DISADVANTAGED	15	14	93%	12	80%	8	53%
NOT ECONOMICALLY DISADVANTAGED	61	58	95%	52	85%	30	49%
NOT MIGRANT	76	72	95%	64	84%	38	50%

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	84	80	95%	65	77%	18	21%
GENERAL EDUCATION	84	80	95%	65	77%	18	21%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	72	68	94%	55	76%	16	22%
SMALL GROUP TOTAL	12	12	100%	10	83%	2	17%
FEMALE	45	43	96%	33	73%	7	16%
MALE	39	37	95%	32	82%	11	28%
NON-ENGLISH LANGUAGE LEARNERS	84	80	95%	65	77%	18	21%
ECONOMICALLY DISADVANTAGED	10	10	100%	8	80%	3	30%
NOT ECONOMICALLY DISADVANTAGED	74	70	95%	57	77%	15	20%
NOT MIGRANT	84	80	95%	65	77%	18	21%



# PHYSICAL SETTING/PHYSICS

## REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	54	53	98%	46 85% 26 48%
GENERAL EDUCATION	54	53	98%	46 85% 26 48%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-
HISPANIC OR LATINO	2	-	-	-
WHITE	49	48	98%	43 88% 23 47%
SMALL GROUP TOTAL	5	5	100%	3 60% 3 60%
FEMALE	24	23	96%	21 88% 14 58%
MALE	30	30	100%	25 83% 12 40%
NON-ENGLISH LANGUAGE LEARNERS	54	53	98%	46 85% 26 48%
ECONOMICALLY DISADVANTAGED	4	-	-	-
NOT ECONOMICALLY DISADVANTAGED	50	-	-	-
NOT MIGRANT	54	53	98%	46 85% 26 48%

## NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	1	_%	-	-	-	-
GRADE 3 MATH	1	_%	-	-	-	-
GRADE 4 ELA	1	_%	-	-	-	-
GRADE 4 MATH	1	_%	-	-	-	-
GRADE 4 SCIENCE	1	_%	-	-	-	-
GRADE 7 ELA	2	_%	-	-	-	-
GRADE 7 MATH	2	_%	-	-	-	-

## NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

### KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

### GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

### GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-



## GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

## GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

## GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

### ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	958*	77%*	YES	355	141	105	105
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	5	—	—	5	—	—	—
HISPANIC OR LATINO	YES	—	32	—	YES	30	97	85	20
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	15	—	—	14	—	—	—
WHITE	NO	NO	841*	76%*	YES	300	145	118	118
MULTIRACIAL	—	—	7	—	—	5	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	127*	61%*	YES	39†	59†	69	59
LIMITED ENGLISH PROFICIENT	—	—	8	—	—	8	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	208*	75%*	YES	73	108	91	91



## RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	956*	77%*	354	141
NOT BLACK OR AFRICAN AMERICAN	947*	77%*	350	141
NOT HISPANIC OR LATINO	896*	76%*	325	145
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	932*	77%*	341	140
NOT WHITE	117*	87%*	55	118
NOT MULTIRACIAL	942*	77%*	350	141
GENERAL EDUCATION	831*	80%*	316	151
ENGLISH PROFICIENT	943*	77%*	347	142
NOT ECONOMICALLY DISADVANTAGED	750*	78%*	282	149
MALE	499*	78%*	185	124
FEMALE	459*	76%*	170	159
MIGRANT	0	—	0	—
NOT MIGRANT	958*	77%*	355	141

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

\* The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	959*	76%*	YES	359	145	103	103
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	5	—	—	4	—	—	—
HISPANIC OR LATINO	YES	—	32	—	YES	30	103	83	20
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	15	—	—	14	—	—	—
WHITE	NO	NO	842*	74%*	YES	305	149	115	115
MULTIRACIAL	—	—	7	—	—	5	—	—	—
STUDENTS WITH DISABILITIES	NO	NO	127*	59%*	YES	39†	82†	70	70
LIMITED ENGLISH PROFICIENT	—	—	8	—	—	8	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	208*	72%*	YES	74	126	89	89

## RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	957*	76%*	358	145
NOT BLACK OR AFRICAN AMERICAN	948*	76%*	355	146
NOT HISPANIC OR LATINO	897*	75%*	329	149



NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	933*	75%*	345	143
NOT WHITE	117*	87%*	54	124
NOT MULTIRACIAL	943*	76%*	354	145
GENERAL EDUCATION	832*	78%*	320	153
ENGLISH PROFICIENT	944*	76%*	351	147
NOT ECONOMICALLY DISADVANTAGED	751*	77%*	285	150
MALE	499*	76%*	186	139
FEMALE	460*	76%*	173	151
MIGRANT	0	—	0	—
NOT MIGRANT	959*	76%*	359	145

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

\*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: NO

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	NO	NO	329*	74%*	YES	127	191	180	180
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	7	—	—	6	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	—	6	—	—	6	—	—	—
WHITE	NO	NO	297*	74%*	YES	112	191	185	185
MULTIRACIAL	—	—	2	—	—	1	—	—	—
STUDENTS WITH DISABILITIES	—	—	18	—	—	10	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	2	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	35	—	—	28	—	—	—

### RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	329*	74%*	127	191
NOT BLACK OR AFRICAN AMERICAN	325*	75%*	125	190
NOT HISPANIC OR LATINO	313*	74%*	121	190
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	320*	74%*	121	190
NOT WHITE	17	—	15	—
NOT MULTIRACIAL	326*	75%*	126	192
GENERAL EDUCATION	147	81%	117	197
ENGLISH PROFICIENT	324*	74%*	125	190
NOT ECONOMICALLY DISADVANTAGED	258*	76%*	99	191
MALE	172*	74%*	62	187
FEMALE	157*	75%*	65	194
MIGRANT	0	—	0	—
NOT MIGRANT	329*	74%*	127	191



— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.  
 \*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

## SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	102	100%	YES	100	178	168	168
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC...	—	—	3	—	—	3	—	—	—
WHITE	YES	YES	95	100%	YES	93	177	176	174
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	9	—	—	9	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	12	—	—	12	—	—	—

### RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	102	100%	100	178
NOT BLACK OR AFRICAN AMERICAN	101	100%	99	178
NOT HISPANIC OR LATINO	99	100%	97	178
NOT ASIAN OR NATIVE HAWAIIAN / OTHER PAC...	99	100%	97	177
NOT WHITE	7	—	7	—
NOT MULTIRACIAL	102	100%	100	178
GENERAL EDUCATION	93	100%	91	184
ENGLISH PROFICIENT	102	100%	100	178
NOT ECONOMICALLY DISADVANTAGED	90	100%	88	178
MALE	56	100%	54	172
FEMALE	46	100%	46	185
MIGRANT	0	—	0	—
NOT MIGRANT	102	100%	100	178

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

### ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
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ALL STUDENTS	YES	YES	102	100%	YES	100	169	155	155
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	1	—	—	1	—	—	—
HISPANIC OR LATINO	—	—	3	—	—	3	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	3	—	—	3	—	—	—
WHITE	YES	YES	95	100%	YES	93	169	165	165
MULTIRACIAL	—	—	0	—	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	—	9	—	—	9	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	12	—	—	12	—	—	—

## RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	102	100%	100	169
NOT BLACK OR AFRICAN AMERICAN	101	100%	99	170
NOT HISPANIC OR LATINO	99	100%	97	169
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	99	100%	97	168
NOT WHITE	7	—	7	—
NOT MULTIRACIAL	102	100%	100	169
GENERAL EDUCATION	93	100%	91	173
ENGLISH PROFICIENT	102	100%	100	169
NOT ECONOMICALLY DISADVANTAGED	90	100%	88	170
MALE	56	100%	54	167
FEMALE	46	100%	46	172
MIGRANT	0	—	0	—
NOT MIGRANT	102	100%	100	169

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	141	145	178	169	158
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	97	103	—	—	100
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	—	—	0
WHITE	145	149	177	169	160
MULTIRACIAL	—	—	—	—	0
STUDENTS WITH DISABILITIES	59	82	—	—	71
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	108	126	—	—	117

— There were not enough students to determine a Performance Index.

## OVERALL GRADUATION RATE FOR ACCOUNTABILITY



## ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	—
LIMITED ENGLISH PROFICIENT	—
ECONOMICALLY DISADVANTAGED	—

— There were not enough students to make an AYP determination.



## FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	104	91%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	2	—	—	—
HISPANIC OR LATINO	—	4	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	4	—	—	—
WHITE	YES	94	93%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	12	—	—	—
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	16	—	—	—

**YES** Graduation rate is equal to or greater than the State Standard or the group's Progress Target.  
**NO** Graduation rate is less than the State Standard and the group's Progress Target.  
 — There were fewer than 30 students in the cohort.



## FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	86	94%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	0	—	—	—
HISPANIC OR LATINO	—	8	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	—	3	—	—	—
WHITE	YES	75	95%	80%	80%
MULTIRACIAL	—	0	—	—	—
STUDENTS WITH DISABILITIES	—	10	—	—	—
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	15	—	—	—

**YES** Graduation rate is equal to or greater than the State Standard or the group's Progress Target.  
**NO** Graduation rate is less than the State Standard and the group's Progress Target.  
 — There were fewer than 30 students in the cohort.



## GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	104	91%	86	94%
NOT BLACK OR AFRICAN AMERICAN	102	91%	86	94%
NOT HISPANIC OR LATINO	100	91%	78	95%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC.	100	93%	83	94%
NOT WHITE	10	—	11	—
NOT MULTIRACIAL	104	91%	86	94%
GENERAL EDUCATION	92	96%	76	97%
ENGLISH PROFICIENT	103	92%	85	95%
NOT ECONOMICALLY DISADVANTAGED	88	92%	71	94%
MALE	52	87%	39	92%
FEMALE	52	96%	47	96%
MIGRANT	0	—	0	—
NOT MIGRANT	104	91%	86	94%

— There were fewer than 30 students in the cohort.



# Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT) 33%

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE) 31%

PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE YES

REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT) 5%

TOP 5% OF REGENTS WITH CTE ENDORSEMENT (THIS DISTRICT) 5%

WITH THE STATEWIDE CTE ENDORSEMENT (STATEWIDE) NO

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## **POLICY COMMITTEE MINUTES**

**MAY 24, 2018**

Attendance: Diane Lyons, Liz Raum, Mark Fleischhauer, Joe Phelan

The committee reviewed the following:

6910 Reporting and Investigating Allegations of Fraud: no change

7100 Facilities Planning: Joe looking into our annual asset check-up and asset plan with Tom

7360-Construction Contract, Bidding and Awards: Update contract and purchase monetary requirement standards to \$35,000 and \$20,000 respectively. Add a reference to policy #6700 Purchasing (and vice versa).

7501 Memorials: no change

8110 Health and Safety Program: no change

8111 Reporting of Hazards: no change, Sheldon has recently updated the communication program

8115 Integrated Pest Management: no change

8121 First Aid: questions about using Narcan being a drug (item #3) and do we need a separate policy for field trips applying first aid and using medications

8122 Use of Automatic External Defibrillator: no change

8123 Hygiene Precautions and Procedures: no change

8123.1 Contagious Diseases: no change

8130 Emergency Plans: no change

8134 Emergency Closings: no change

Next meeting June 28, 2018 will be rescheduled – date to be determined

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## Long Range Planning Committee Meeting Minutes

May 30, 2018

**Attendees:** Deirdre d'Albertis, Steve Jenkins, Laura Schulkind, Joe Phelan, Tom Burnell

**Absent:** Diane Lyons

Steve Jenkins will be taking Deirdre d'Albertis's seat on the LRP Committee when she steps off the Board in July, so will attend meetings to get up to speed with our discussions.

### Citizens Advisory Committee

Joe was scheduled to have a conference call with Marvin and Dr. Lloyd Jaeger that morning to discuss the possibility of facilitating our Citizens Advisory Committee meetings. Because Lloyd facilitated the revision of the current CDEP Plan, he has first-hand knowledge of the District's Academic, Social and Professional Goals. What we'd like for him to do in these CAC meetings is facilitate discussions around how to continue to provide a first-rate education for students given our financial and enrollment constraints. Given his method of breaking into smaller discussion groups to surface ideas, we feel he is an ideal candidate to work with our team. (Update: Dr. Jaeger has agreed to work with the CAC for at least 3 meetings with the possibility of a fourth and assistance in drafting the final plan)

Of course, each member of the CAC will come with an opinion about "what we should do for the future." It will be important to hear each voice and work together collaboratively to forge a path forward. It is an open discussion about when to present the financial information to the group. We don't want to limit the creativity of the discussions based on financial constraints, but also don't want to wait too long so as to limit our ability to "deliver" on the ideas. Most important, the first meeting will cover the important role this group will play in educating the District about the priorities of our community. How should we balance the needs of all students. How do we provide opportunities and strong programs in the arts, sciences, humanities and athletics into the future?

Joe will reach out to the people who have expressed interest in participating on the CAC with an update. The first meeting will be informational in nature and is scheduled for June 25. Joe will poll the members as to their availability through the summer and/or Fall to conduct additional meetings.

The most important question for all our discussions will be focused around What's Best For Kids? The LRP committee surfaced a number of thoughts based on the year's discussions and would like to get the CAC's feedback:

- Class size
- Electives via online programming
- Machine Learning - where and how much is acceptable
- How do we intelligently enhance the experience of students
- What are some creative ways to engage new ideas
- What new programs have evolved at RCSD? What has worked? What hasn't?
- Shared services - what is the sense about cooperation with other Districts
- Consolidation - what sorts of structural changes would be acceptable? Rather than full consolidation are there other models that might work? Local elementary/middle programs and combined high schools that specialize?
- Opportunities for in-house special education programming
- Traveling teachers between campuses

Given Rhinebeck's identity and values today, what shall we provide given our financial constraints? What choices shall we make about financial investment for kids?



Prior to the initial meeting on June 25, all CAC members will receive digital copies and links to :

- CDEP pages 1-10 (intro and overview of the plan) with link to full plan
- NYS Report Card
- Link to LRP Minutes
- District Enrollment History - 5 years back, 5 year projections
- District Enrollment History compared to contiguous districts (Hyde Park, Red Hook, Pine Plains, Millbrook, Webutuck)
- Historical Budget Info including % increase and passage rate
- Free & Reduced Lunch participation rates
- Breakdown of RCSD's revenues - Tax Levy, State, Fed, "Other," and Community Support

(RSF

& PTSO)

In subsequent meetings, we will provide District Organizational Charts and Financial data

**Next Meeting:** June 8

Respectfully submitted by Laura Schulkind



4.2.3.

## Curriculum Committee Meeting Minutes

June 5, 2018

**Attendees:** Jaclyn Savolainen, Laura Schulkind, Joe Phelan, Marvin Kreps

**Invited Guest:** Brett King

**Absent:** Deirdre d'Albertis

### **CLS Math Program** (see supporting documentation)

A Math Task Force was created in June of 2016 to assess a variety of new math programs at CLS. Everyday Math was no longer serving the needs of students and teachers, and faculty were eager to research new' programs. With the re-alignment of standards, the task force was only able to begin research in earnest this school year. Brett reported that the committee was represented at each grade level (in some cases more than 1 teacher), by both AIS teachers, Special Ed teachers, David Woulfin, Brett, and Fern while Marvin was kept apprised of their work.

Initially, teachers discussed what they were looking for in a program and what the pitfalls of Everyday Math had been. All agreed that the cyclical nature of the program was not serving kids. What they hoped to find was a program that had differentiation built in to address the needs of struggling students as well as the student who sought more in-depth exploration. In all, they looked at 5 programs, narrowed down their choices to 2 and sought input from the MS and HS teachers as well as from area schools using the finalists. In the end, Big Ideas Math and My Math were the programs of choice, but teachers were unanimously in support of each program. Some preferred one over the other for visual appeal or the ways that scaffolding was addressed but agreed that either program was a great fit for CLS.

Big Ideas Math emerged as the lead choice due to its exploratory nature, the way that it seamlessly transitions to the Middle School (BMS uses the Big Ideas program), the excellent publisher support and focus on Mathematics instruction, and that the program is scoped and sequenced appropriately to be completed within the school year. With Everyday Math, 180 days were programmed, so teachers had to make substitutions or skip over elements of the program entirely to fit the work into the school year. Additional accolades for the program include strategies for ENL students being foregrounded in each lesson, its interdisciplinary approach incorporating music and picture books, parent communication being easily digestible and each lesson having QR codes for parents to call up support on their phones. There is also a built in assessment piece that teachers can customize which provides immediate feedback on student success or support needs.

As with Everyday Math, the program doesn't sequence exactly to NYS tests in 3-5, but the program allows for certain flexibility that allows teachers to cover the necessary material prior to testing. The program will have an initial upfront cost of \$62,000 which covers the use of the program for 6 years, provides online membership, teacher manuals, student consumables, manipulatives and digital and in-person PD for teachers. Brett is confident that with the money he has in his budget, grant money for AIS through Marvin's office, Special Ed monies from Emily's budget and funds that Tom might have available, we should be able to cover the cost without issue.

Brett is thrilled at the teacher enthusiasm for this program and, if approved, is hopeful that they will begin exploring the online PD videos which are written and produced by the author of the program. Joe asked about the transition to Big Ideas. Would making a hard change leave students who have been involved with Everyday Math "behind"? Should the program be phased in over time? Brett and the teachers are comfortable with a K-5 rollout and have discussed the possible need for supplemental lessons/support for the older grades. Because the program is so scripted and the support so strong, no one has any concern about being able to follow the program.



They also believe that, after working with Big Ideas for a year and gaining a better understanding of how the program is applied in the classroom, teachers will be able to build their curriculum around the first-hand knowledge of the pros and cons of the system. The summer of 2019-20 will likely be the year for summer PD work.

**CLS Health Curriculum** (see supporting documentation)

With our remaining time, Brett shared information about The Great Body Shop health program. About 10 years ago, the program was piloted at CLS, but the teachers were not ready to do a full roll-out. The program has since gone through a total revision and, with the Board's decision to keep CLS specials teachers at full time, we have the opportunity for our PE department to deliver the Great Body Shop lessons in the classroom. The idea is that, as with our STEM model, Kevin and Ryan will be able to push into K-5 classrooms over the course of the year 20-30 times for thirty minute lessons. It is a "comprehensive health curriculum that is developmentally appropriate, culturally sensitive and medically accurate. It is aligned with National Health Standards, National Sexuality Health Standards, and the CDC Characteristics of Effective Health Standards." (The Great Body Shop informational material)

It is subscription based and the K-6 program will cost \$3,000 annually for membership. Brett is pleased with the school-based communication as well as the school-to-home communication with this program which includes a letter of introduction for every unit at each grade level. Jaclyn asked if there was interest in piloting the full program into the middle school since our subscription would cover 6th grade as well. Brett, Marvin and Joe agreed that it was a good idea to bring John into the conversation.

**Second Step Social Emotional Program** (see supporting documentation)

Brett also shared with great enthusiasm the Second Step Program. This program also includes 20-30 30 minute lessons throughout the year and is being used in Hyde Park, Arlington, Pine Plains and Peekskill. Brett is eager to reach out to his colleagues in those districts for feedback. The program is based on preventative instruction rather than a reactive approach to "undoing" bad choices. The program is conversation-based, has strong school-to-home communications, and addresses empathy, problem solving and emotional management in a grade-specific way. Because of additional federal funding through the NYS Mental Health Organization, this program is being offered free to school districts. Brett would also like to pilot this program in the 2018-19 school year and work with the BLPT to review and gauge the program's effectiveness in the classroom. As with the Body Shop program, Brett will have Nora Kindley and Fawn Johnson push into classrooms to deliver these lessons. If the pilot is approved, Brett and the teachers will work out the logistics of instructional delivery.

The committee was grateful to Brett for his enthusiasm and hard work in bringing all of these programs forward. Not only does the math program sound as though it will meet the needs of all our elementary students, but the Body Shop and Second Step programs directly address the issues being surfaced through CDEP and the school-wide climate survey.

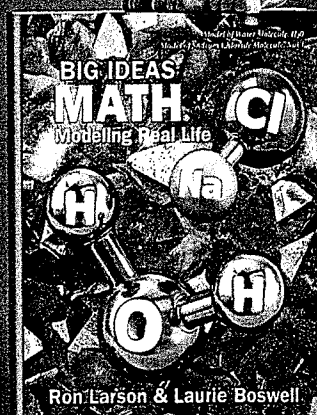
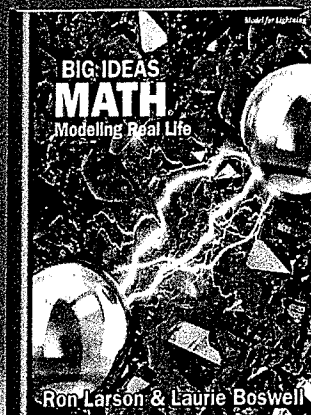
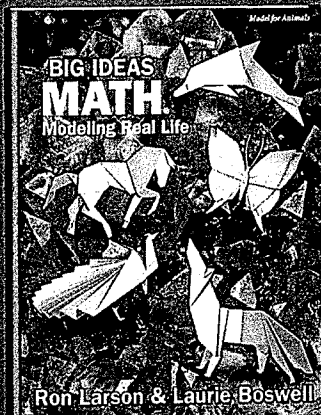
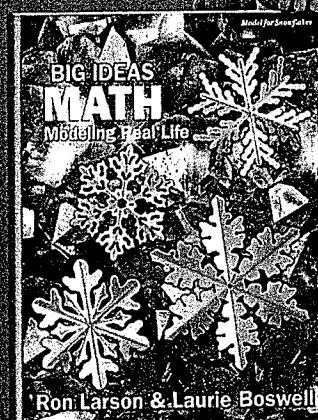
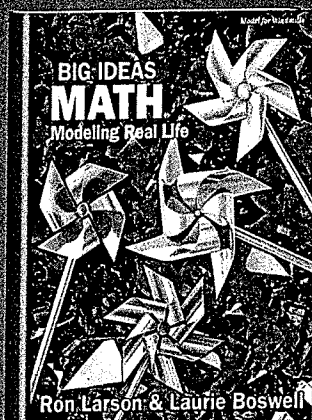
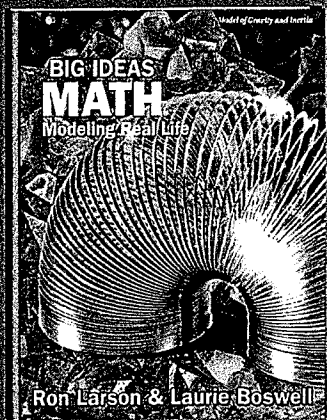
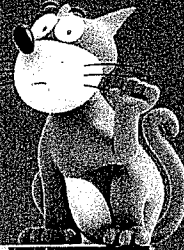
Respectfully submitted by Laura Schulkind



# BIG IDEAS MATH<sup>®</sup>

Grades K-5

Ron Larson & Laurie Boswell



## Modeling Real Life

## Authors and Research

Big Ideas Learning is pleased to introduce a new, research-based K–8 series,

**Big Ideas Math®: Modeling Real Life.** Written by renowned authors Dr. Ron Larson and Dr. Laurie Boswell, this series uses an exploratory approach to engage students' inquiring minds through rich explorations and in-class problem solving. With one voice from Grade K through Grade 8, students make connections through cohesive progressions and consistent, dependable instruction.

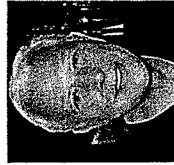
The pedagogical approach used in this program follows the best practices outlined in the most prominent and widely accepted educational research including John Hattie's *Visible Learning*, NCTM's *Principles to Actions*, Jo Boaler's *Mathematical Mindsets*, Wiggins and McTighe's *Understanding by Design*, and others.

*We created Big Ideas Math because we recognized the need for a truly balanced approach to learning, using discovery learning and scaffolded instruction.*

—Ron Larson, Ph.D.

*Students go deeper in their learning when they are motivated to dig in. My passion is to provide effective ways for teachers to begin each lesson.*

—Laurie Boswell, Ed.D.



**Ron Larson, Ph.D.**, is well known as the lead author of a comprehensive program for mathematics that spans school mathematics and college courses. He holds the distinction of Professor Emeritus from Penn State Erie, The Behrend College, where he taught for nearly 40 years. He received his Ph.D. in mathematics from the University of Colorado. Dr. Larson's numerous professional activities keep him actively involved in the mathematics education community and allow him to fully understand the needs of students, teachers, supervisors, and administrators.



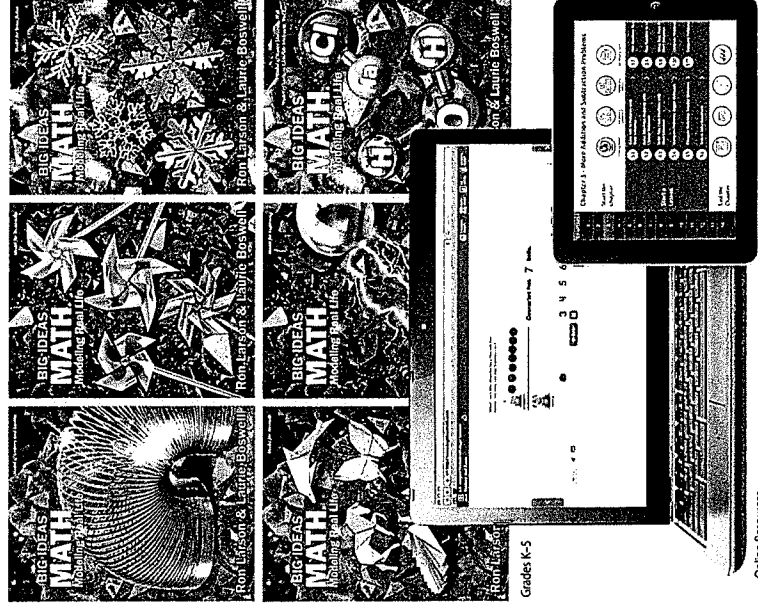
**Laurie Boswell, Ed.D.**, is the former Head of School at Riverside School in Lyndonville, Vermont. In addition to textbook authoring, she provides mathematics consulting and embedded coaching sessions. Dr. Boswell received her Ed.D. from the University of Vermont in 2010. She is a recipient of the Presidential Award for Excellence in Mathematics Teaching and is a Tandy Technology Scholar. Laurie has taught math to students at all levels, elementary through college. In addition, Laurie has served on the NCTM Board of Directors and as a Regional Director for NCSM. Along with Ron, Laurie has co-authored numerous math programs and has become a popular national speaker.

## Big Ideas Math: Modeling Real Life fits the needs of today's elementary classrooms!

- Uses learning targets and success criteria for student self-assessment
- Incorporates literacy strategies, encouraging students to read, write, and talk about math
- Helps teachers recognize the impact they have on students
- Empowers students to grow as independent learners and experience the delight of mathematics

Common Core  
Edition also  
available

TABLE OF CONTENTS	page
Instructional Design	2–3
Teaching Support	4–5
Differentiation	6–7
Assessment	8–9
Technology	10–11
Components	12



Remember, you can use the Commutative Property of Multiplication to multiply in any order.

# Instructional Design

The **Big Ideas Math: Modeling Real Life** program uses a Universal Design for Learning to create an engaging and innovative program that uses hands-on activities and scaffolded instruction.

The instructional design guides students through concepts from surface-level to deep-level learning and allows them to transfer these skills to new concepts in a complete and comprehensive way. This allows for balanced lessons with built-in differentiation, as well as RTI support, that appeals to students and teachers alike.

Use the Big Ideas Math: Modeling Real Life program to create an engaging and innovative program that uses hands-on activities and scaffolded instruction.

The instructional design guides students through concepts from surface-level to deep-level learning and allows them to transfer these skills to new concepts in a complete and comprehensive way. This allows for balanced lessons with built-in differentiation, as well as RTI support, that appeals to students and teachers alike.

**Explore and Grow**

Use the Big Ideas Math: Modeling Real Life program to create an engaging and innovative program that uses hands-on activities and scaffolded instruction.

The instructional design guides students through concepts from surface-level to deep-level learning and allows them to transfer these skills to new concepts in a complete and comprehensive way. This allows for balanced lessons with built-in differentiation, as well as RTI support, that appeals to students and teachers alike.

**Apply and Grow: Practice**

Use the Big Ideas Math: Modeling Real Life program to create an engaging and innovative program that uses hands-on activities and scaffolded instruction.

The instructional design guides students through concepts from surface-level to deep-level learning and allows them to transfer these skills to new concepts in a complete and comprehensive way. This allows for balanced lessons with built-in differentiation, as well as RTI support, that appeals to students and teachers alike.

\*Success Criteria only appear on the Student Edition pages in grades 3 to 5.

Learning targets and success criteria help to focus student learning and make learning visible to teachers and students. With a strong emphasis on problem-solving in the classroom, students can transfer their mathematical knowledge to new concepts and apply their understanding to real-life situations. Through in-class practice and activities, students become more comfortable with the problem-solving process to become strategic mathematical thinkers.

**Think and Grow**

You find 19 objects in a scavenger hunt. You find 13 fewer objects than your friend. How many objects does your friend find? Circle what you know. Underline what you need to find.

Solve: Friend:  $\square$  You:  $\square$

32 objects

**Think and Grow: Modeling Real Life**

Your teacher divides the items shown equally among 4 students. How many items does each student get? Divide equation

Item	Number
Tools	72
Containers of clay	27
Stamps	54

11. Use the table above to write two equations that you can use to show how many stamps each student gets.

12. Use the table above to find how many more tools students will get than stamps.

13. Explain how a multiplication fact can help you solve  $30 \times 3 = \square$

**Show and Grow**

1. You have 46 marbles. You have 26 fewer marbles than your friend. How many marbles does your friend have?

90 one hundred ninety

60 marbles

**Show and Grow**

11. Use the table above to write two equations that you can use to show how many stamps each student gets.

12. Use the table above to find how many more tools students will get than stamps.

13. Explain how a multiplication fact can help you solve  $30 \times 3 = \square$

# Teaching Support

The *Big Ideas Math: Modeling Real Life* Teaching Edition is a comprehensive resource that guides teachers throughout instruction.

## 4 Fluently Add within 100

**Chapter Overview**

Lesson	Learning Objectives	Resources
4.1 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.1
4.2 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.2
4.3 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.3
4.4 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.4
4.5 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.5
4.6 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.6
4.7 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.7
4.8 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.8
4.9 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.9
4.10 Adding within 100	Students will be able to add two numbers within 100.	Lesson 4.10

The Chapter Overview chart and the first page of each lesson highlight the learning targets and success criteria that guide student learning.

They encourage self-assessment and give students and teachers benchmarks for each lesson.

**Laurie's Notes**

Use partial sums to add.

**Learning Targets**

- Write an addition equation to add the sum.
- Write an addition equation to add the sum.
- Add the partial sums.

**Chapter Materials, Resources, and Suggested Pacing**

Pacing are clearly laid out for each chapter to support teachers and save planning time.

Chapter	Lesson	Topic	Resources	Suggested Pacing
1	1.1	Place Value	Lesson 1.1	1 day
1	1.2	Place Value	Lesson 1.2	1 day
1	1.3	Place Value	Lesson 1.3	1 day
1	1.4	Place Value	Lesson 1.4	1 day
1	1.5	Place Value	Lesson 1.5	1 day
1	1.6	Place Value	Lesson 1.6	1 day
1	1.7	Place Value	Lesson 1.7	1 day
1	1.8	Place Value	Lesson 1.8	1 day
1	1.9	Place Value	Lesson 1.9	1 day
1	1.10	Place Value	Lesson 1.10	1 day
1	1.11	Place Value	Lesson 1.11	1 day
1	1.12	Place Value	Lesson 1.12	1 day
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1	1.96	Place Value	Lesson 1.96	1 day
1	1.97	Place Value	Lesson 1.97	1 day
1	1.98	Place Value	Lesson 1.98	1 day
1	1.99	Place Value	Lesson 1.99	1 day
1	1.100	Place Value	Lesson 1.100	1 day

## Coherence

**Progression**

Grade	Learning Objectives
Grade 1	Students will be able to add two numbers within 100.
Grade 2	Students will be able to add two numbers within 100.
Grade 3	Students will be able to add two numbers within 100.
Grade 4	Students will be able to add two numbers within 100.
Grade 5	Students will be able to add two numbers within 100.
Grade 6	Students will be able to add two numbers within 100.
Grade 7	Students will be able to add two numbers within 100.
Grade 8	Students will be able to add two numbers within 100.
Grade 9	Students will be able to add two numbers within 100.
Grade 10	Students will be able to add two numbers within 100.
Grade 11	Students will be able to add two numbers within 100.
Grade 12	Students will be able to add two numbers within 100.

The Progressions table highlights the program coherence from grade to grade. Teachers will find this useful because they can see what was covered in the previous grade level and how it builds to the content they are teaching in their grade level. In addition, they can see further connections and applications in the next grade level.

The learning standards are called out for every chapter along with guidance on where students should be tracking on their conceptual development.

**Laurie's Overview**

About the Book

The Big Ideas Math: Modeling Real Life Teaching Edition is a comprehensive resource that guides teachers throughout instruction. It includes chapter materials, resources, and suggested pacing for each chapter. The book is designed to be used by teachers and students alike, providing a clear and concise overview of the program.

**Chapter 1: Place Value**

Chapter 1 covers the topics of place value, addition, and subtraction. It includes lessons on understanding place value, adding and subtracting within 100, and applying these skills to real-world situations. The chapter also includes a review of the topics covered in the previous grade level.

**Chapter 2: Multiplication and Division**

Chapter 2 covers the topics of multiplication and division. It includes lessons on understanding multiplication and division, multiplying and dividing within 100, and applying these skills to real-world situations. The chapter also includes a review of the topics covered in the previous grade level.

**Chapter 3: Fractions**

Chapter 3 covers the topics of fractions. It includes lessons on understanding fractions, adding and subtracting fractions, and applying these skills to real-world situations. The chapter also includes a review of the topics covered in the previous grade level.

**Chapter 4: Decimals**

Chapter 4 covers the topics of decimals. It includes lessons on understanding decimals, adding and subtracting decimals, and applying these skills to real-world situations. The chapter also includes a review of the topics covered in the previous grade level.

**Chapter 5: Geometry**

Chapter 5 covers the topics of geometry. It includes lessons on understanding geometry, measuring length, area, and volume, and applying these skills to real-world situations. The chapter also includes a review of the topics covered in the previous grade level.

**Chapter 6: Statistics**

Chapter 6 covers the topics of statistics. It includes lessons on understanding statistics, collecting and analyzing data, and applying these skills to real-world situations. The chapter also includes a review of the topics covered in the previous grade level.

**Laurie's Overview**

"About the Math" at the beginning of each chapter provides a point-of-use professional development and math background. The information offers an efficient way to plan for the chapter and solidify content understanding.

**Laurie's Notes**

appear at the chapter and lesson level for embedded professional development, support, questioning strategies, and differentiation tips every step of the way.

The table identifies with "Preparing," "Learning," and "Complete" for each lesson.

The visuals and representations presented in the overview are meaningful for the learning objectives in that specific chapter.

Laurie's Notes offer guidance for building fluency with the mathematical processes and procedures.

## Differentiation

The new elementary series offers options and resources to curate a unique instructional experience. There are a variety of opportunities for reteaching, remediation, practice, enrichment, and extension in the Teaching Edition, online, and in printed resources.

### Embedded Differentiation

The Resources by Chapter book includes Family Letters, and the Practice pages offer QR codes that link to lesson pages for guidance. Lesson Tutorial Videos are available for grades 3-5 to support practice and homework exercises.

The comprehensive guide for Scaffolding Instruction in the Teaching Edition was thoughtfully written with both students and teachers in mind.

Throughout every lesson, Laurie's Notes provide point of use differentiation for emerging, proficient, and advanced learners.

#### Laurie's Notes

**Grade 3: Lesson 1**  
Students work with a partner or small group to read and discuss the story. They are asked to identify the main idea and the supporting details. The teacher should monitor the students' progress and provide support as needed.

**Grade 4: Lesson 2**  
Students work with a partner or small group to read and discuss the story. They are asked to identify the main idea and the supporting details. The teacher should monitor the students' progress and provide support as needed.

**Grade 5: Lesson 3**  
Students work with a partner or small group to read and discuss the story. They are asked to identify the main idea and the supporting details. The teacher should monitor the students' progress and provide support as needed.

The modification suggestions relate directly to the specific content of the exercises.

#### Laurie's Notes

**Grade 3: Lesson 1**  
Students work with a partner or small group to read and discuss the story. They are asked to identify the main idea and the supporting details. The teacher should monitor the students' progress and provide support as needed.

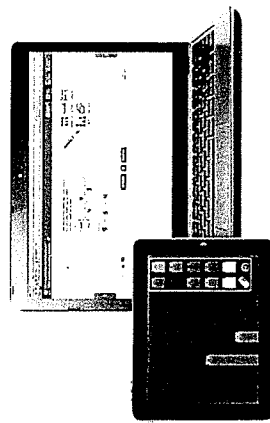
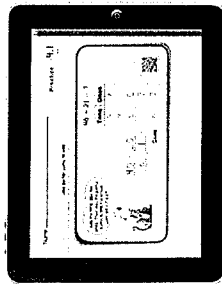
**Grade 4: Lesson 2**  
Students work with a partner or small group to read and discuss the story. They are asked to identify the main idea and the supporting details. The teacher should monitor the students' progress and provide support as needed.

**Grade 5: Lesson 3**  
Students work with a partner or small group to read and discuss the story. They are asked to identify the main idea and the supporting details. The teacher should monitor the students' progress and provide support as needed.

Some of the ELL notes have differentiated levels of support to provide the most effective suggestions for these students.

### School to Home Connections

The Resources by Chapter book includes Family Letters, and the Practice pages offer QR codes that link to lesson pages for guidance. Lesson Tutorial Videos are available for grades 3-5 to support practice and homework exercises.



### Manipulative Kits and Virtual Manipulatives

Support hands-on learning and facilitate the transition from the concrete to the abstract.

### Literature Kits

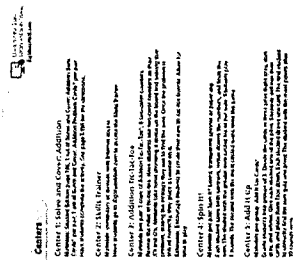
Literature Kits are available to enhance instruction with stories and support cross-curricular connections.

### Math Musicals

Storybooks and animations featuring Newton and Descartes help students see the mathematics that surrounds them in their everyday lives.

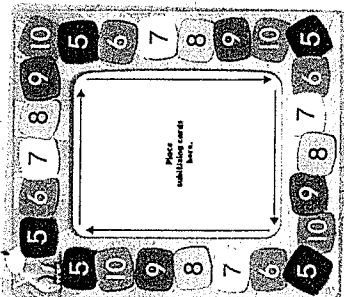


Use the hand puppets to act out the stories and songs!



Centers offer engaging and fun games, as well as incorporating technology.

### Number Land



Print and interactive online games use skills from the chapter in a fun and engaging way.

### Centers or Small Group Activities

Centers in the Teaching Edition are pre-planned, "ready to go," and include materials that come with the program. They align with chapter content, leading to more effective conceptual development and fluency.

### Connect and Extend Learning

The Teaching Edition provides opportunities to connect and extend learning for students with Practice Notes, Prior Skills, Cross-Curricular Connections, and Extend Student Learning, which helps meet student learning styles such as linguistic, interpersonal, bodily-kinesthetic, and others.

The Lesson Resources highlight options for supporting all students in their transition from surface- to deep-level understanding.

#### Connect and Extend Learning

**Practice Notes**  
• Review how to use regrouping to add with students.  
• If additional support is needed, provide students with base ten blocks.

#### Prior Skills

**Language Arts**  
• **Exercises 64, Grade 1** Comparing Numbers Using Symbols  
• **Exercises 64, Grade 1** Comparing Numbers Using Symbols  
• **Exercises 64, Grade 1** Comparing Numbers Using Symbols

#### Cross-Curricular Connections

**Language Arts**  
• **Exercises 64, Grade 1** Comparing Numbers Using Symbols  
• **Exercises 64, Grade 1** Comparing Numbers Using Symbols  
• **Exercises 64, Grade 1** Comparing Numbers Using Symbols

#### Connect and Extend Learning

##### Extend Student Learning

**Ready, Set, Go!**  
• **Exercises 64, Grade 1** Comparing Numbers Using Symbols  
• **Exercises 64, Grade 1** Comparing Numbers Using Symbols  
• **Exercises 64, Grade 1** Comparing Numbers Using Symbols

Lesson Resources	Surface Level	Deep Level
Resources by Chapter	Resources by Chapter	Resources by Chapter
Family Letters	Family Letters	Family Letters
Practice Notes	Practice Notes	Practice Notes
Prior Skills	Prior Skills	Prior Skills
Cross-Curricular Connections	Cross-Curricular Connections	Cross-Curricular Connections
Extend Student Learning	Extend Student Learning	Extend Student Learning
Ready, Set, Go!	Ready, Set, Go!	Ready, Set, Go!

The K-5 program offers a variety of opportunities for both formative and summative assessment. Student ownership and accountability for learning is a vital component of fluency with the content, as well as the mathematical processes and proficiencies.

Each chapter opens with a Performance Task Preview. It previews what children will be learning throughout the chapter.

The Performance Task Preview is an engaging way to hook them into the content of the chapter with some guiding questions about engaging and relevant topics.

Chapter Tests are available in the Assessment Book. Additional assessment opportunities include Course Benchmark Tests (Pre-Course, Post-Course, and Cumulative), as well as Prerequisite Skills Practice.

Item	Points
1. Is the number of basketballs greater or less?	2 points
2. What the exact number of the each of two equal numbers.	2 points
3. A basketball has 3 segments. There are 4 games on each side. How many games are there in all?	2 points
4. You have 4 bags. There are 2 soccer balls in each bag. How many soccer balls are there in all?	6 points
<b>Total</b>	<b>12 points</b>

The Teaching Edition also includes an alternative assessment option to support multiple learning styles and meet the needs of all students.

Laurie's Notes and the ELL support provide instructional support for modifying the Performance Task activity for different levels of learners as well as options for individuals, partners, and small groups.

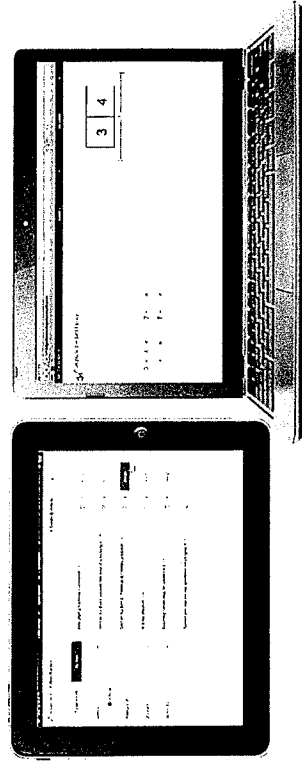
The evaluation table lays out a point structure for ease of grading and evaluation.

Grade 4 Performance Task

### Online Assessment

With the Dynamic Assessment System, teachers can build customizable assessments with *Big Ideas Math* question banks or items they create!

Items include a variety of question types such as multiple choice, technology enhanced, multiple select, essay style, and more.

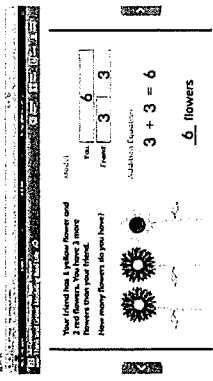


# Technology

**Big Ideas Math: Modeling Real Life** comes with an innovative and dependable technology package that supports and enhances instruction for teachers and students.

## Dynamic Student Edition

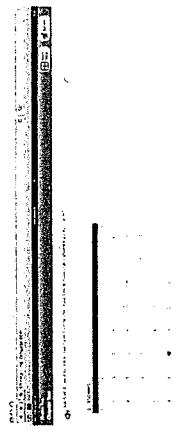
The Dynamic Student Edition is a complete, interactive version of the Student Edition. Students have access to interactive explorations, digital examples, virtual manipulatives, Lesson Tutorial Videos (Grades 3-5), and digital exercises from the textbook.



## Dynamic Assessment System

With the Dynamic Assessment System, teachers can create customizable homework and assessments with *Big Ideas Math* question banks or items they create! Items include a variety of question types, all of which are automatically scored except for the newly released essay questions, which allow students to explain their thinking and reasoning.

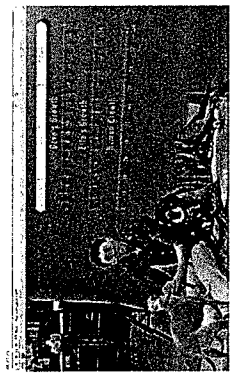
The reports in this system provide the feedback teachers need to drive instruction.



Students complete the assignments online and can receive immediate feedback on their progress.

## STEAM Videos

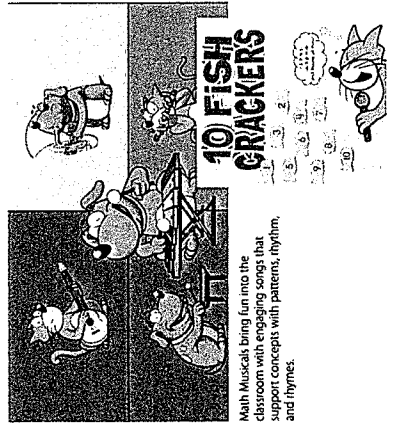
STEAM Videos, which are available for Grades 3-5, allow students to see mathematics in real life.



STEAM Performance Tasks make further connections to the mathematical content. Students learn about animals, electricity, sea levels, constellations, and more!

## Math Musicals

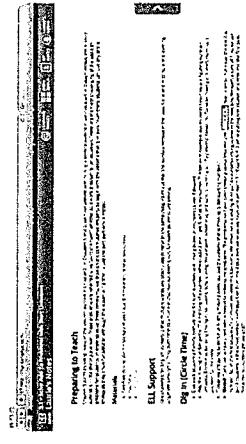
Math Musicals are a fun way of bringing music and literature into your math classroom. *Big Ideas Math's* own Newton, the dog, and Descartes, the cat, team up to provide educational stories, songs, and animations to enhance student learning.



Math Musicals bring fun into the classroom with engaging songs that support concepts with patterns, rhythm, and rhymes.

## Dynamic Classroom

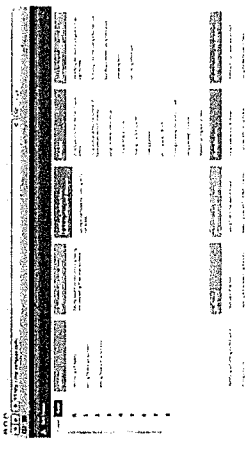
The Dynamic Classroom mimics the students' Dynamic Student Edition, with additional resources and support for teachers.



Point-of-use Laurie's Notes guide instruction with Dig Ins, motivation suggestions, teaching tips, questions to ask the students, closure strategies, and more!

## Skills Trainer

The Skills Trainer is an online interactive tool for skill practice that comes with detailed reports for teachers to gain insight into each student's proficiency. Students have access to every skill found within the *Modeling Real Life* series.



The Skills Trainer can be used to engage students in remediation or as the daily warm-up for the lessons!

## Components

### PRINT RESOURCES

**Student Edition (Volumes 1 and 2)**  
**Teaching Edition (Volumes 1 and 2)**

#### Resources by Chapter

- Family Letter
- Warm-Ups
- Extra Practice
- Reteach
- Enrichment and Extension
- Chapter Self-Assessment\*

#### Assessment Book

- Prerequisite Skills Practice
- Course Benchmark Tests
- Chapter Tests

#### Instructional Resources

- Vocabulary Cards
- Blackline Masters
- Activities

#### Skills Review Handbook\*

#### Differentiated Rich Math Tasks

### ADDITIONAL RESOURCES

#### Manipulative Kits

#### Literature Kits

#### Math Musicals

#### Newton and Descartes Puppet Set

### TECHNOLOGY RESOURCES

#### Dynamic Student Edition

- Virtual Manipulatives
- Interactive Explorations
- Digital Examples
- Lesson Tutorial Videos\*

#### Dynamic Classroom

- Laurie's Notes
- Virtual Manipulatives
- Interactive Explorations
- Digital Examples
- Formative Check
- Flip-It

#### Dynamic Teaching Tools

- Answer Presentation Tool\*
- Skills Trainer
- Digital Flashcards
- STEAM Videos\*
- Game Library
- Multi-Language Glossary
- Additional Online Resources
- Lesson Plans
- Differentiating the Lesson
- Graphic Organizers
- Pacing Guides
- Worked-Out Solutions Key\*
- Math Tool Paper
- Kindergarten Exploration Literature

#### Dynamic Assessment System

- Customized Practice and Assessments
- Detailed Reports

#### Video Support for Teachers

- Professional Development Videos
- Concepts and Tools Videos

# Big Ideas Math: Modeling Real Life offers a program that:

## INSPIRES

*Elevate student learning with a balanced approach*

## ENGAGES

*Captivate student learning with innovative technology*

## EMPOWERS

*Make learning visible through student accountability*

## GROWS

*Positively impact student performance in mathematics*

Learn more at [NGL.Cengage.com/BigIdeas](http://NGL.Cengage.com/BigIdeas)

# K-12 Programs

*Big Ideas Math* programs offer a seamless articulation from elementary through high school. With a consistent author voice from level to level, students make connections through cohesive progressions and rich instruction.

*Big Ideas Math* uses a balanced approach to engage students' inquiring minds and empower them to become mathematical thinkers in their daily lives.



Common Core  
edition available  
for Grade K  
through Algebra 2.

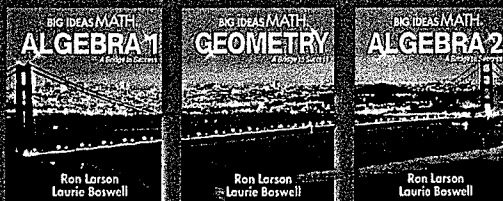
## Big Ideas Math: Modeling Real Life for Grades K-5



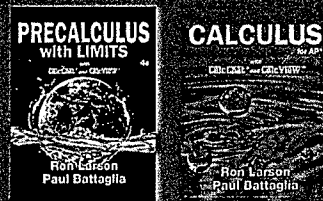
Advanced middle school  
courses available!

## Big Ideas Math: Modeling Real Life for Grades 6-8

Integrated  
Mathematics  
courses also  
available!



Grades 9-12



Precalculus/AP<sup>®</sup> Calculus

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**The K-6 Program**

**Our Unique Approach**

**Topics**

**The Materials**

**FAQ**

**K-6 PROGRAM GUIDE**

It seems every school district has very specific needs when it comes to implementing a health education program. We constantly work to be responsive to those needs. THE GREAT BODY SHOP is aligned to state and national standards for health education as well as the Healthy People 2020 initiative. Our annual review process allows us to incorporate changes in state or district standards on an on-going basis.

When state frameworks are updated, we are there to meet the challenge. When health and safety or other pertinent curricular issues emerge, we incorporate those issues into the program immediately. That is why THE GREAT BODY SHOP is more than just another health program. It contains the most reliable and up-to-date information that you need. We can embed your specific needs into the program, assuring you of the most compatible and current curriculum available.

THE GREAT BODY SHOP is a comprehensive health education curriculum that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, the National Sexuality Education Standards, the Centers for Disease Control and Prevention's (CDC) Characteristics of Effective Health

Education Curricular and the core concepts recommended by CDC’s HECAT.

Every school district has very specific needs when it comes to implementing a health education program. We constantly strive to be responsive to those needs. Our annual review process allows us to incorporate changes in district and state standards on an on-going basis.

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**Mission Statement**  
To equip children  
and their families

**Contact Us**  
The Children's  
Health Market

**Follow Us**

# GREAT 4.2.3.2 THE BODY SHOP

Come in and learn about your body!



Read the ad that I've just cut out (shown on the right) and tell me what you think.

Should I send in the coupon ad immediately or ignore it altogether?

Is the product described too good to be true?

## Try FadeFast Today!

Zap those zits in an instant with new FadeFast complexion cream! Our new, secret formula dries up unsightly blemishes in just 10 seconds. Best of all, it keeps pimples from ever coming back. With FadeFast, you'll never have another pimple again!\* FadeFast is not available in any store. You can only get it by sending this coupon, along with \$9.99 to FadeFast. P.O. Box 1234, Quacktown, USA 02345.

\*This product has not been FDA tested and approved. Manufacturer not responsible for any side effects caused by use.

## All the Right Stuff

If you think that FadeFast sounds like it's too good to be true, congratulations! You're on your way to becoming a wise **consumer**. A consumer is anyone who buys and uses products and services. So, if you have ever bought a soda or a sweatshirt, or if you've ever used the services of a dentist or a community agency, you're a consumer, too.

Consumers like you have a dilemma because there are a lot of companies that want you to spend money on their products. How do you know which is the best? (FadeFast, for example, promises too much to be true.) How can you figure out which is the least expensive? Which choices are the most healthful? Keep reading—this issue can help you make the best decisions about the way you spend your money.

Name: \_\_\_\_\_



## What's the Real Story?

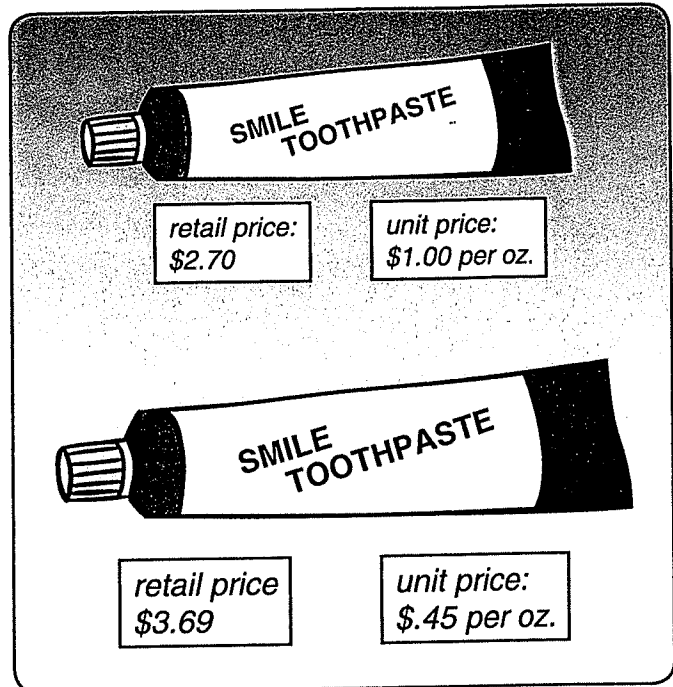
Yesterday, Emily went shopping. She wanted to buy healthful foods, so she got a box of granola. She chose brown eggs in place of white ones, and honey instead of white sugar. Because her father has been trying to lose weight, Emily also bought him some fruit-flavored yogurt. Emily meant well, but her choices were not necessarily the most healthful. Granola, for example, can be loaded with sugar. Brown eggs don't have any more nutrients than white eggs. Honey is no more healthful than sugar, and some fruit-flavored yogurts are high in both sugar and calories.

It's easy to see why Emily was fooled. Certain products have an image that is often created by advertisements. For example, yogurt is advertised as healthful and low-calorie. That may be true for non-fat yogurts mixed with real fruit, but not for yogurt made with sugary jam. Ads can also make people believe that brown eggs, granola, and honey are healthier choices than other foods. Ads don't often lie (there are government agencies that make sure they don't), but they can be **misleading**. A misleading ad is one that doesn't tell the full truth. It lets you believe something that is untrue or only partially correct.

Take a look at the jar of peanut butter (below). It tells consumers that this brand of peanut butter has no cholesterol. Cholesterol is a fat-like substance that can gradually build up in the arteries and cause heart disease. The truth is that no brand of peanut butter contains cholesterol because it is derived from a plant. Cholesterol is only found in animal products such as meat, butter, and cheese. The label is misleading.



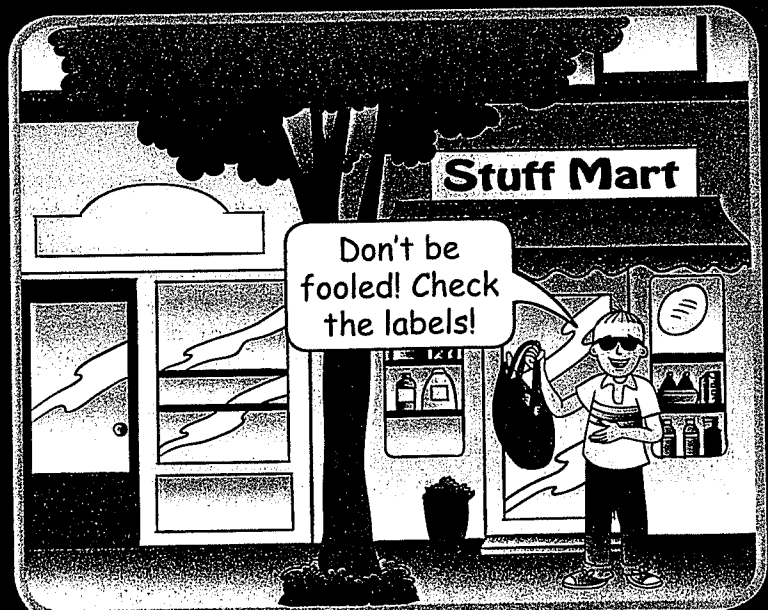
## Cost Confusion



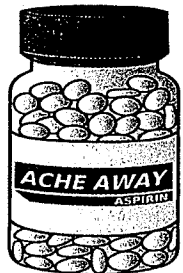
Check the price of each tube of toothpaste. The large tube costs more than the smaller one. Of course, the larger tube contains about three times as much toothpaste. Which one is a better buy?

Take a look at the **unit price**. The unit price is the cost for a defined amount of the product. The unit price of toothpaste is measured in ounces.

If you buy the small tube of toothpaste, you're paying at the rate of \$1.00 per ounce. If you buy the toothpaste in the large tube, you pay only 45 cents per ounce. In this case, the larger size is a much better buy.



## Brand Names vs. Generics



retail  
price  
\$6.29



retail  
price  
\$1.99

Both of these over-the-counter bottles of medicine contain 100 tablets. So why is one bottle so much more expensive?

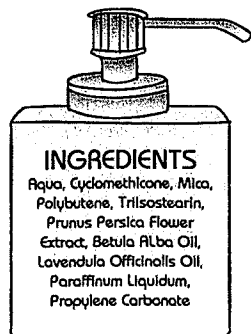
Ache Away aspirin is advertised on TV, in magazines, and on the radio. The company's annual advertising budget, the amount they spend on advertising each year, is over one million dollars. The Ache Away company also spends a lot of money on packaging, such as the container, the label, and the box that contains the product.

The other bottle has no special name. It is a **generic** brand-named product. That is, it is made with many of the same ingredients used in other brands of aspirin. It has the same purpose as other brands. However, it is not advertised and is not sold in fancy and elaborate packages. Therefore, it costs less.

A company might spend lots of money to tell you its brand name and convince you that its product is the best, but that doesn't mean it is. Of course, generic products can be made from inferior ingredients, too. Wise consumers check labels, read ingredients, and compare the cost. They remember the products that don't work well so that they don't buy those products again.

## Look at the Label

You know that most foods must list their ingredients on the label. Many of the products you buy for your health must do the same. Before you buy a health product for your skin, hair, or your eyes, check the label. Do the same for anything you purchase to eat. Make sure you're not allergic to any of the ingredients listed.



## Who's Responsible? You Are!



Tricia left her brand new sneakers outside in the rain overnight. Now they are soaked and less attractive!

Tommy's mother said he should eat before she gave him his medicine. Tommy didn't eat. The medicine made him sick to his stomach.

Aiden's father gave him \$10.00 to buy lunch every week. But Aiden wanted to do something else with the money. He wanted to purchase a ticket to see his favorite sports team play and he was still short \$20.00. His parents told him that he had to use his own money for the ticket so he decided to skip lunch for two weeks so he would have enough money.

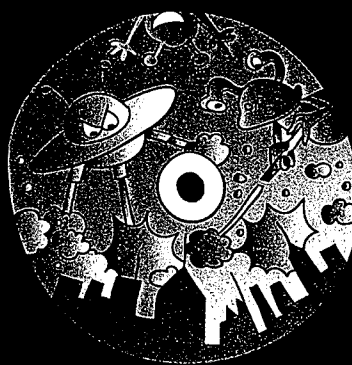
Tricia, Tommy, and Aiden were not acting in a responsible way. Tricia's mom reminded her to bring her shoes into the house after the cookout but Tricia started playing a board game with her cousins and forgot all about her shoes.

Medicines must be taken according to the directions on the label. Tommy paid a high price when he ignored the directions.

There's nothing wrong with wanting to purchase a sports ticket, but Aiden should not have spent his lunch money on it. Without lunch, Aiden was hungry, tired, and spacey each afternoon at school. What was the responsible thing to do? Aiden could have talked to his father about ways

to earn money for the ticket. Or he could have found another way to save enough money to buy it.

Part of being a wise consumer is making the best decisions about products and services you buy. The other part is using and caring for those things in a responsible way.



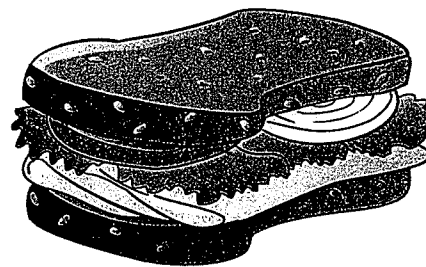
## After You Buy

Jose made a chicken sandwich, threw it in his gym bag, and headed to the field. "You're late!" the coach barked when he saw him. Jose dropped his bag and ran out to practice. Hours later, when the boys stopped for lunch, Jose gobbled his sandwich. Within a half hour, he had such terrible stomach pains that he had to go home. Jose was sick all night and felt tired and weak the next day.

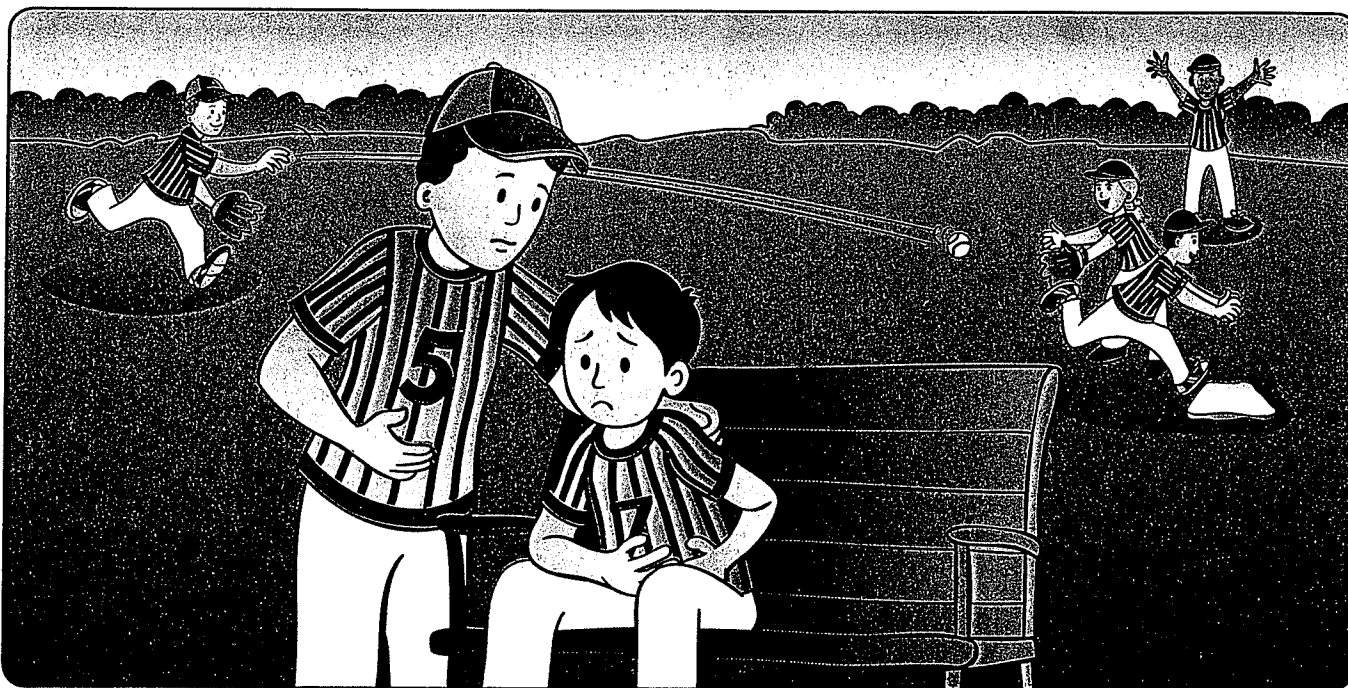
What happened? Jose made his sandwich with mayonnaise, then let it sit in the hot sun for hours. Bacteria grew quickly on the chicken in the warm, wet sandwich. After just a few hours, there were more than enough bacteria to make Jose sick.

Part of being a wise consumer is knowing how to care for the products you buy and use. Certain foods, such as fresh meats, dairy products, and eggs, should be kept cool. Cold air helps to keep bacteria from growing.

Meats and eggs should be cooked before they're eaten to kill bacteria. Knowing how to store and prepare foods will help keep them from "going bad."



Health products can go bad, too. For example, most medicines must be kept in a cool, dark place. Many medicines have an **expiration date** printed on the label. An expiration date is the last date that you should use the medicine. Using medicine or food past the expiration date can be harmful. Makeup and skin creams may have to be cared for in a certain way, too. They may have expiration dates as well. How do you find out? Just check the label!



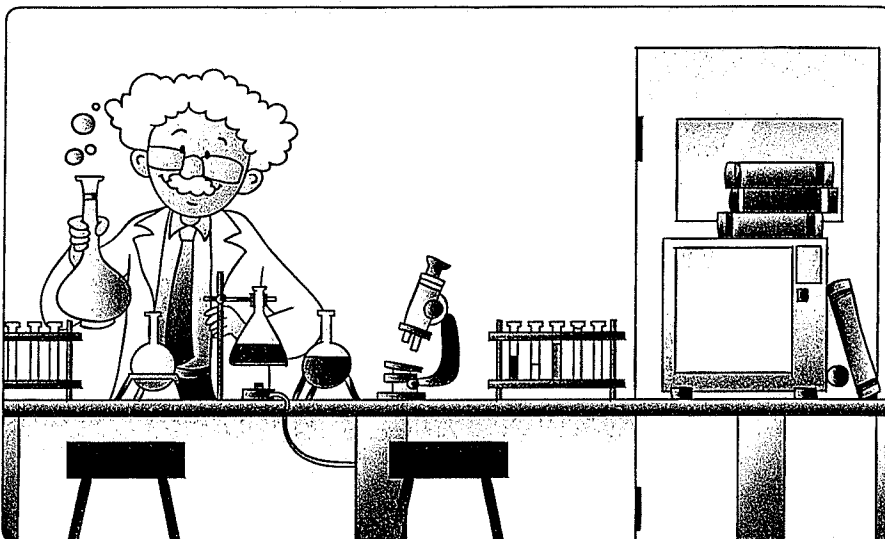
## Fact or Myth? Tobacco Advertisements Never Target Kids

If you guessed "myth" you are correct. Many people believe that tobacco companies stopped targeting children, and for good reason. In 1998, the major tobacco companies signed the Master Settlement Agreement, promising to only market tobacco products to adults. Unfortunately, the 2012 Surgeon General's report, Preventing Tobacco Use Among Youth and Young Adults, pointed to a 52% increase in market spending between 1998 and 2008. Not only were these advertisements available to children through magazines and the internet, the Surgeon General referred to many of the ads as "consistent" and "intentional" attempts to target youth. And it is not just cigarettes anymore. In recent years, tobacco companies have started to advertise smokeless tobacco products to kids. Many of these products are colorfully-packaged and come in an array of candy flavors. There are even cartoon characters in the advertisements! Tobacco products are bad news, no matter what. Do not let tobacco companies fool you into trying regular cigarettes, electronic-cigarettes, or chewing tobacco. Keep your great body safe!

## Who Works to Keep You Healthy?

Throughout the community, there are people who work to keep you healthy. Health inspectors visit restaurants to be sure the kitchens are clean. Certain foods must be kept cool, and workers must follow hygiene rules when washing and preparing food. Fire inspectors check your school to make sure there are no fire hazards in the building. Other inspectors make sure that bridges, elevators, and buildings are safe enough for people to use.

The **Food and Drug Administration (FDA)** is a federal agency. It tests new medicines and cosmetics before they are sold. It makes sure that foods don't contain preservatives, coloring agents, or other chemicals that have been proven to be unsafe. The **Federal Trade Commission** checks ads to be sure they don't make a lot of false claims.



## Managing Your Own Money Guide

Ashley wanted to buy a lip gloss. She had money in her pocket, but she needed some of that money to buy a birthday present for her mother. She also wanted to go to the festival on Saturday. How could Ashley figure out if she could afford the lip gloss she wanted? She made a **budget**.

A budget is a plan for spending and saving money. It includes **expenses** (the things Ashley had to spend money on) and **income** (the money that she had or could get). Here's how Ashley's budget looked:

### Income

babysitting: ..... \$15.50

birthday money: .. \$10.00

washing car: ..... \$5.00

total: ..... \$30.50

### Expenses

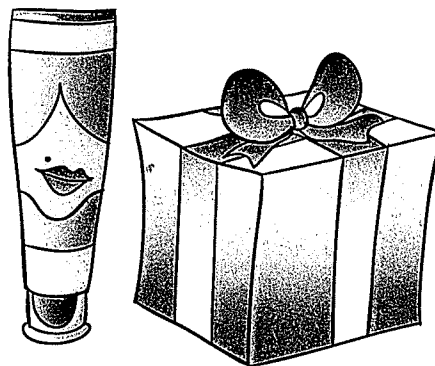
festival: ..... \$5.00

Mom's present: ... \$14.00

lunch this week: ... \$8.25

lip gloss:..... \$6.99

total:..... \$34.24



Once Ashley did her budget, she found that she didn't have enough money for the lip gloss. In order to buy the lip gloss she needed more money.

Ashley looked over her expenses and tried to decide how she could save money. She really wanted to go to the Festival, and she knew it would cost \$5.00 to get in. The hand lotion her mother liked cost \$14.00, and she didn't want to get her something cheaper. "If I bring my lunch to school, I can save \$1.65 each day," Ashley reasoned, looking at how much she spent for lunch. Ashley also decided to talk to her parents about ways she could earn extra money.

## The Puzzler's Challenge

Are you ready to try the Puzzler's review? Hint: study your vocabulary words first!

1. A product that has no brand name but has the same ingredients and use as its counterparts. \_\_\_\_\_
2. This plan will help you spend and save money more wisely. \_\_\_\_\_
3. To encourage someone to believe something that's not all true.  
\_\_\_\_\_
4. An agency that checks medicines to make sure they're safe.  
\_\_\_\_\_
5. Read this—it may give you important information about the product.  
\_\_\_\_\_
6. You, and anyone else who buys and uses these products.  
\_\_\_\_\_
7. The last date that a product should be used.  
\_\_\_\_\_
8. A defined amount of a product. \_\_\_\_\_

\$\$\$

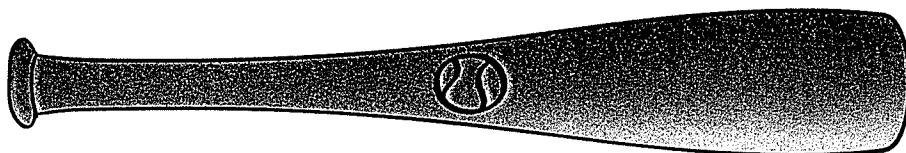


(Answers can be found on page 8)

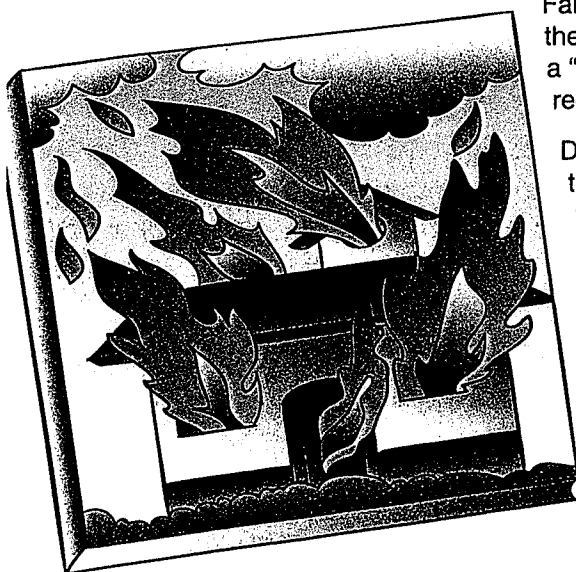
## Keep Your Head Healthy

When you hear the same thing over and over, it's likely that you'll start to believe it. Suppose you keep hearing and seeing ads for "Whacky Zackie" baseball bats.

The ads tell you that "Whacky Zackies" are the best bats you can buy.



Famous ball players in the ads tell you that it's the only bat they use. When you need a baseball bat, will you buy a "Whacky Zackie"? Or will you buy a bat with a name you don't recognize?



Dylan's favorite music group often sings of destruction. "Burn down the house, burn down the school, 'cause when you're burnin' there ain't no rules," are the words to one song. Dylan listens to his music for hours every day. He watches the same kind of music videos on TV. If he hears this music often enough, will he start to believe its message? Will it influence his attitude?

The music you hear, the programs you watch, the movies you see, and even the video games you play all influence you. Movies, some music, video and computer games are rated to help you and your parents decide if they are appropriate for you. You'll be a smarter, more responsible consumer if you avoid movies, games, TV shows, and music that influence you in a negative way.

## Dear Dr. Smartstuff, Is stress good for my health?

Michael  
Spring Glen School  
Hamden, CT



Dear Michael,

Thank you for your great question. A person may experience stress in daily living. Too much stress can make people have headaches, stomach issues, and even high blood pressure. Some stress (for short periods of time) can help you perform better on tests or in sports. It is important to try to learn ways to manage and lessen stress. Exercise, talking with friends, and relaxation techniques can help. Write again soon!

*Dr. Smartstuff*

You can write to Dr. Smartstuff at P.O. Box 7294, Wilton, CT 06897.  
Please tell him your name, grade, school, and school address.

## Food Smarts

1. Don't buy food in dented or swollen cans. The food may be contaminated with bacteria.
2. Don't eat raw eggs. Raw eggs in milk shakes, salad dressings, etc. can cause salmonella poisoning. Undercooked eggs (such as sunny-side up or poached eggs with a runny yolk) can be dangerous, too.
3. Wash fruits and vegetables before eating. Washing will help remove pesticides, oil, and dirt from handling.
4. Fresh and plain frozen vegetables are nutritionally superior to canned vegetables.
5. If you take meat out of the freezer, cook it before you freeze it again.
6. If a hard cheese (like cheddar) gets moldy, you can cut the bits of mold away and eat the cheese. Cut an inch all around the mold to make sure you get it all. If a soft cheese (like mozzarella) is moldy, throw it out.
7. Check the expiration date before you buy meat, fish, or dairy products. Many packaged foods now contain "freshness" dates, too. The food should be used by this date. Don't buy a product which has passed its freshness date.
8. Scrub counter tops, knives, the cutting board, and your hands with soap and warm water after cutting raw meat. Don't use the same knife or cutting board to cut other foods unless you've washed them first.

## Word Wise

**consumer**—a person who buys and uses products

**unit price**—the cost of a defined amount of a product

**generic**—a product that has no brand name, but that has the same ingredients and performs the same function as its brand-name counterpart

**mislead**—to purposely encourage others to believe something that is not entirely true

**expiration date**—the last date that a product should be used

**budget**—a plan for spending and saving money, including a list comparing expenses and income

**income**—money that one has or earns from an allowance, a job, or a business

**expenses**—services, products, and other things that require the spending of money

**Food and Drug Administration (FDA)**—a federal agency that checks medicines and cosmetics before they are allowed to be sold, and makes sure that foods don't contain harmful chemicals

**Federal Trade Commission**—a U.S. government agency that regulates advertisements

## All the Right Stuff

This month in THE GREAT BODY SHOP, we talked about consumer health and how to be a wiser consumer when it comes to buying and using products that affect health. The lessons are:

- Lesson 1:** Don't Be Fooled by Advertising
- Lesson 2:** Be a Smart Consumer
- Lesson 3:** The Goods You Buy—Are They Good for You?
- Lesson 4:** Managing Your Own Money

## Monitoring Movies

Children are undoubtedly influenced by movies, video games, and TV. How do you make sure this media meets your approval?

- You can teach your children to be wise consumers when choosing entertainment. Talk about the programs they like. Read reviews of movies, video games, and DVDs. Let your children know your opinions. If you don't approve, explain why.
- Give your children choices. If you think a new video game is inappropriate, suggest that they play a different one. Or have your child make suggestions of other games whose content is more appropriate.
- To cut down on TV time, make a list of all programs that your child watches. Then, work with him/her to select favorite programs and list what benefits he/she gets from watching them. Gradually eliminate other programs.

## Kids and Cholesterol

Studies have shown that many American children have high cholesterol—even at age five! Cholesterol is found in animal products such as meat, butter, eggs, and dairy products. Cholesterol can build up in the arteries and may contribute to heart disease.

## What's with those ads???

In THE GREAT BODY SHOP, we're going to talk about advertisements and how they can be misleading. Ads for tobacco and alcohol products are often good examples of this. Adolescents are particularly likely to want a product that is promoted by a celebrity. With your child, please take the time to look at some ads for cigarettes, alcohol, and chewing tobacco. Talk about what is misleading about each. Talk about the consequences of using tobacco or alcohol that the ads don't mention.

## Read All About It

**The Kids Guide to Money Cents**

by Keltie Thomas and Stephen MacEachern

**Neale S. Godfrey's Ultimate Kids' Money Book**

by Neale S. Godfrey and Randy Verougstraete

With your son/daughter, check ingredient labels before you buy. Foods with cholesterol should be eaten in moderation. When buying dairy products, choose low-fat versions (skim or low-fat milk, for example). Reduce fast foods and increase low fat, high fiber, and vegetable choices.

**Ask your doctor about having your child's cholesterol tested if:**

- a parent or grandparent had angina, atherosclerosis ("hardening of arteries"), or a heart attack before age 55.
- one parent has had a cholesterol level over 240 mg/dL.

(Source: The Report of The Expert Panel on Blood Cholesterol Levels in Children and Adolescents, U.S. Dept. of Health and Human Services.)

## Questions?

Contact one of the following groups before you buy:

**U.S. Food and Drug Administration (FDA)**

[www.fda.gov](http://www.fda.gov) or call

(888) INFO-FDA (888-463-6332)

**Federal Trade Commission (FTC)**

[www.ftc.gov](http://www.ftc.gov) or call

(877) FTC-HELP (877-382-4357)

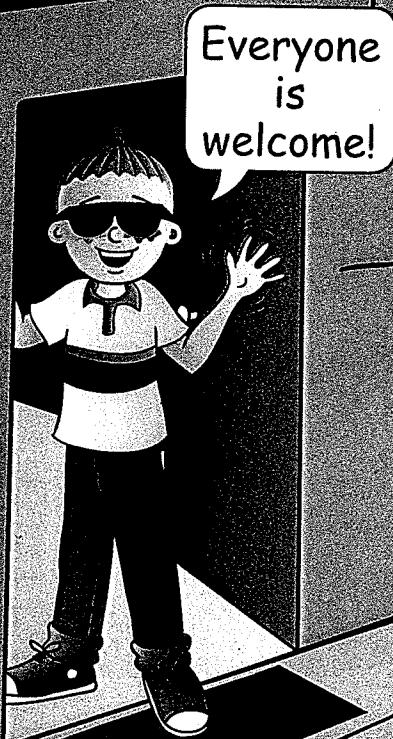
Your local **Better Business Bureau** may have information about questionable programs or products. [www.bbb.org](http://www.bbb.org)

## Answers to The Puzzler's Challenge:

- |            |                 |                    |
|------------|-----------------|--------------------|
| 1. generic | 4. FDA          | 6. consumer        |
| 2. budget  | 5. packaging or | 7. expiration date |
| 3. mislead | label           | 8. unit price      |

# GREAT 4.2.3.2 THE BODY SHOP

Come in and learn about your body!



Sharon Vaissiere B.S., M.S., M.A.T  
Program Consultant  
SharonV@TheGreatBodyShop.net  
(800) 782-7077 x1006

## K-6 Program Guide



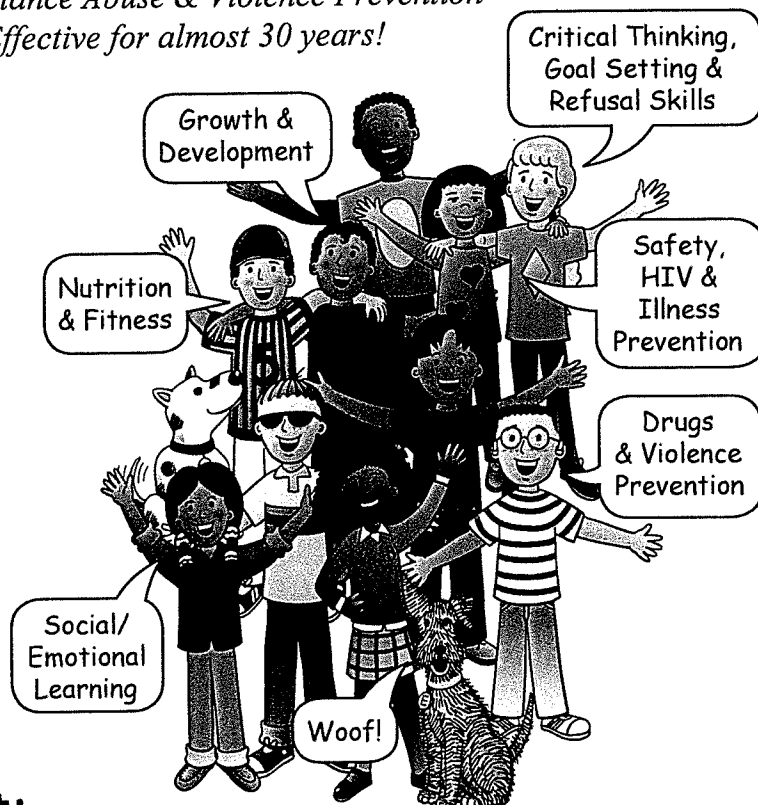
# THE GREAT BODY SHOP

*K-6 Comprehensive Health, Substance Abuse & Violence Prevention  
Research-based! Proven Effective for almost 30 years!*

## Objectives:

To equip students with knowledge, values, life skills, and critical thinking skills so they can...

- Understand concepts related to health promotion and disease prevention
- Analyze internal and external influences that affect the health of self and others
- Demonstrate the ability to access valid health information, products, and services
- Use interpersonal communication skills to enhance health and reduce health risks
- Use decision-making skills to enhance health
- Use goal setting skills to enhance health
- Demonstrate the ability to use health behaviors to avoid or reduce risk
- Advocate for personal, family, and community health



## Format:

THE GREAT BODY SHOP is presented in a flexible format. Each teacher has a grade-appropriate Teacher's Guide. Each student receives ten Student Issues, mailed monthly to the school throughout the school year. There are four lessons per unit (roughly one per week).

The lesson design is centered on answering four basic questions:

1. What do we know?
2. What do we need to learn?
3. What did we learn?
4. What helped us to learn?

This design is amplified in each lesson with homework, portfolio, and reinforcement activities. THE GREAT BODY SHOP is kept current and medically accurate with annual updates.

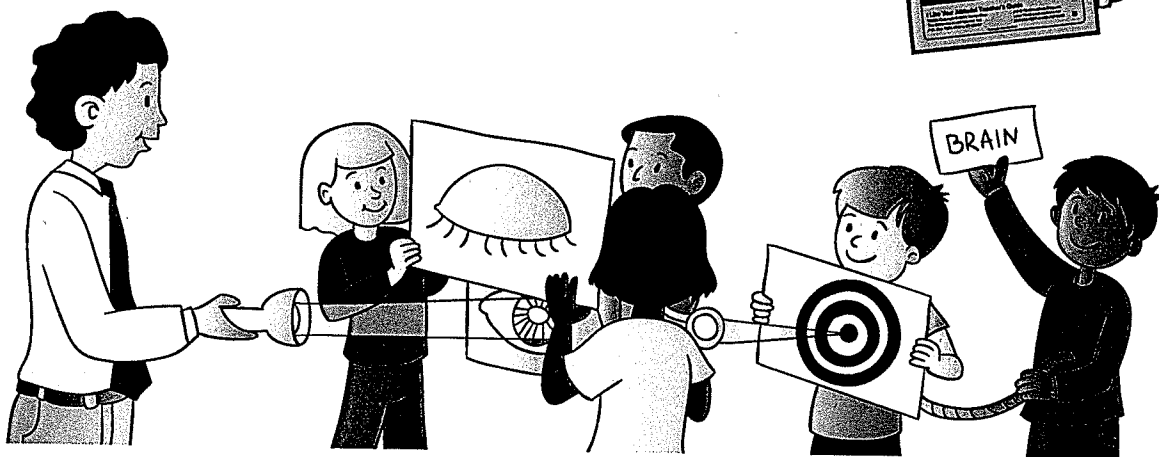
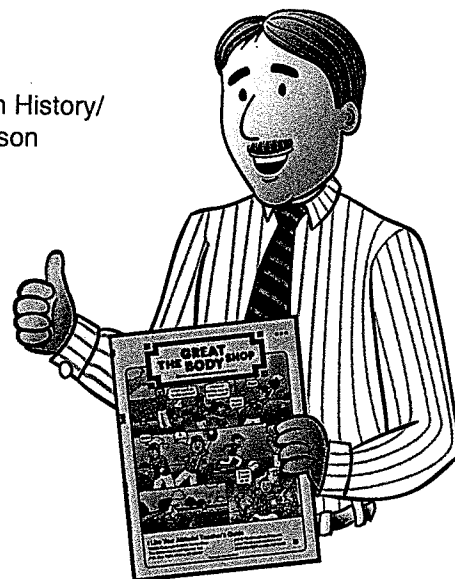
## For Curriculum Directors, Health Coordinators & Administrators:

- Meets national and state health education standards
- Researched-based and proven to influence and change behavior
- Tracks implementation with web-based technology
- Provides comprehensive and coordinated health
- Helps districts meet the Federal "Wellness Policy"
- Ensures conformity in curriculum implementation
- Takes the place of numerous categorical programs
- Customizes staff development and training opportunities
- Affordable and fundable through numerous pathways



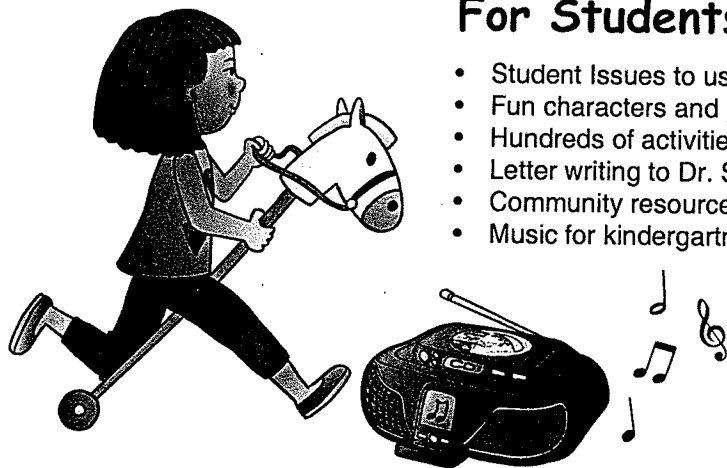
## For Teachers:

- Common Core State Standards for English, Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects embedded in each lesson
- Complete step-by-step lesson plans and/or outlines
- Homework, portfolio work, and cross-curricular activities
- Student Issues to focus student attention on learning
- Instructional Log for tracking progress in teaching to standards
- Performance objectives, pre/post tests, and assessment rubrics
- Posters, graphic organizers, materials lists, and black line masters
- Quizzes, games, and multiple assessment opportunities
- Special Education notes in every lesson
- Websites, the Bookshelf, and community resources
- Web-based assessment, online-testing
- Printed and digital formats for student and teacher materials



## For Students:

- Student Issues to use in school and then take home (English and Spanish)
- Fun characters and puppets
- Hundreds of activities to match different learning styles and levels
- Letter writing to Dr. Smartstuff
- Community resources, websites, and books
- Music for kindergartners



## For Parents:

- Monthly Family Bulletins (English and Spanish)
- Family Activities
- Student Issues to use as resources for family health
- Special interactive parent/teacher website
- Parent education resources and reliable websites



# THE GREAT BODY SHOP

## Comprehensive Health Education

### MONTH ONE

#### K How to Stay Safe

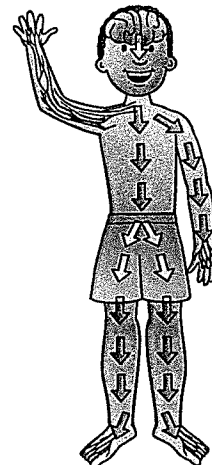
- 1 Look Out!
- 2 Let's Stay Safe
- 3 Safe at Home, Safe Away
- 4 Community Safety
- 5 First Aid Facts
- 6 Allergies and Asthma



### MONTH TWO

#### K The Five Senses

- 1 Head to Toe
- 2 How You Think
- 3 The Better to See You With
- 4 Let's Talk Teeth
- 5 Brainstorms! Your Central Nervous System
- 6 Cells



### MONTH FIVE

#### K My Body Is Special

- 1 Talk and Listen
- 2 When I Feel Afraid
- 3 I Like Your Attitude!
- 4 It's My Body
- 5 Those Crazy Mixed-up Emotions
- 6 What Is Stress and What Does It Do to You?



### MONTH SIX

#### K Going to the Doctor and Dentist

- 1 Happy, Sad, and In Between
- 2 Babies...And How You Grew
- 3 My Family, Your Family
- 4 Be Cool, Keep Clean
- 5 Growing Up
- 6 The Reproductive System



### MONTH NINE

#### K Keeping Clean and Healthy

- 1 How I Breathe
- 2 My Skin and Me
- 3 When Bodies Have Challenges
- 4 Your Incredible Hearing Machine
- 5 All the Right Stuff
- 6 A Healthy Environment: It's Up to You!



### MONTH TEN

#### K Every Day, Play!

- 1 Run, Jump, and Skip
- 2 Muscles in Motion
- 3 Finding Out About Bones
- 4 Exercise!
- 5 Bones and Muscles
- 6 The Sports Report



# Monthly Schedule of Units of Study

Student Issues are mailed monthly in the month prior to use

## MONTH THREE

### K Good Food

- 1 Why Do We Eat?
- 2 The Wide World of Food
- 3 Let's Eat!
- 4 The Digestive System
- 5 You Are What You Eat
- 6 Eat Right, Feel Great!



## MONTH FOUR

### K The Family Team

- 1 All About Medicines
- 2 Your Heart—Small but Strong
- 3 Community Health
- 4 No Smoking
- 5 Love Your Lungs!
- 6 Keep This Body Safe!



## MONTH SEVEN

### K No Drugs! No Way!

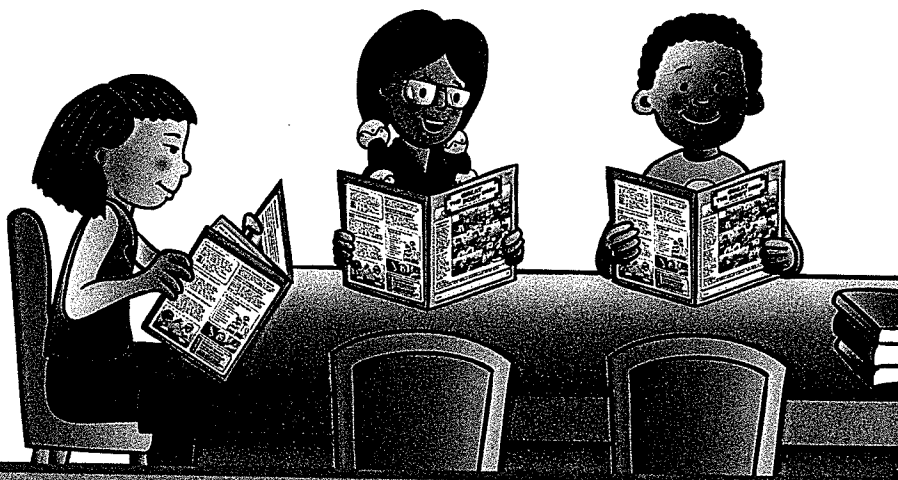
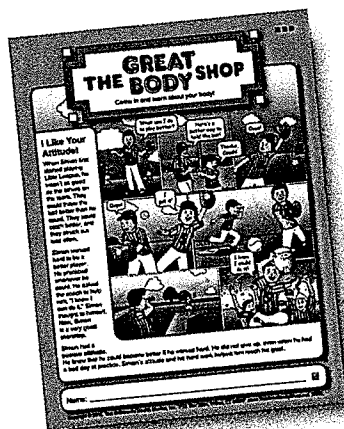
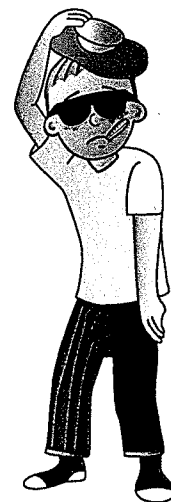
- 1 Drugs Are Trouble
- 2 Drugs Are Dangerous!
- 3 Saying NO to Smoking, Drinking, and Drugs
- 4 Stay Drug Free!  
Build Your Assets!
- 5 Danger Ahead:  
The Truth About Drugs
- 6 Who Has the Addiction?



## MONTH EIGHT

### K Getting Sick

- 1 Get Well Soon
- 2 Germs! They Make You Sick!
- 3 Things You Might Catch
- 4 Puzzled About Germs  
(HIV/AIDS)
- 5 About Blood and HIV
- 6 HIV/AIDS: What You Need to Know Now

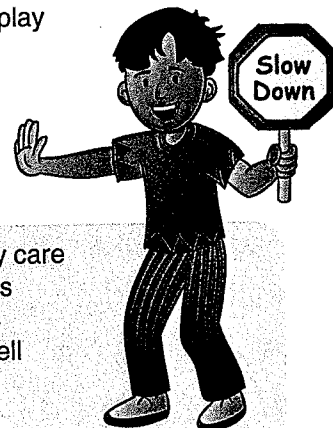


# Injury Prevention and Personal Safety



- Safety rules and helpers
- Effect of no rules
- Where injuries happen
- Safety awards
- Routines for fire, storms, floods; decision making; emergencies

- Safe and unsafe play
- Personal safety
- Refusal skills
- Who to trust
- Safe and unsafe touches



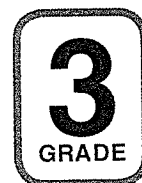
- Careless and careful behavior
- Predicting consequences of actions
- Being responsible
- Rules of safe play
- Safe and unsafe fire prevention routines
- Keeping your body safe

- Routines for body care
- Private body parts
- Types of touches
- How to yell and tell
- Refusal skills



- Safe vs. unsafe
- Safety rules and laws
- Common hazards
- Emergencies: getting help, acting quickly
- Protecting the brain

- Acting responsibly
- Refusal skills
- Predicting consequences of safe and unsafe actions
- Practicing personal safety routines
- Types of touches



- Safe at home and away
- Responsible safety strategies
- Safe environments
- Turning unsafe into safe
- Identifying emergencies
- Understanding the concept of risk

- Setting personal safety goals
- Safe, unsafe, and confusing touches
- Practicing personal safety
- Using refusal skills
- Communication skills for emergencies
- How to get help



- Safety hazards
- Things that hurt your body
- Common sense
- Taking responsibility
- Dangerous vs. harmless
- Making safe decisions
- Types of abuse
- Right to privacy

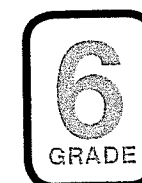


- Sharing with a trusted adult
- Predicting consequences
- Practicing refusal and communication skills
- Internet safety
- Finding resources for help
- Developmental assets



- Defining First Aid
- Helping others
- Rules for emergencies
- Decision-making steps
- First Aid skills
- Major vs. minor emergencies

- Avoiding risk
- Personal safety
- Sexual harassment
- Assertiveness
- Refusal skills
- Locating resources for help



- First Aid skills for allergic reactions and asthma
- Sports injury prevention and First Aid
- Evaluating emergencies
- Safety hazards and routines
- Abdominal thrusts and other emergency skills

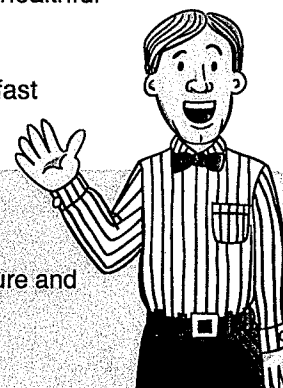
- Gang pressures
- Internet safety
- Predicting consequences of violence
- Sexual harassment and abuse
- Respect for self and others
- Resources for getting help

# Nutrition



- Healthful food choices
- Safe food handling
- Cultural, familial, and individual preferences
- Goals for healthful eating
- Decision making for a healthful diet

- Food needs of living things
- Healthful vs. unhealthful
- Variety
- Meal plans
- Healthful breakfast
- Food groups



- Role of food
- Effects of healthful and unhealthful foods
- Setting dietary goals
- Decision-making steps for healthy meals
- How food turns into energy
- Learning about digestion

- Food handling methods
- Food groups
- Influence of culture and family



- Role of nutrients
- Number of daily servings from food groups
- Role of good breakfast
- Classifying and evaluating foods
- Making responsible food choices

- Nutrition and self-worth
- Implementing goals
- Choosing healthful snacks
- Identifying influences on food choices



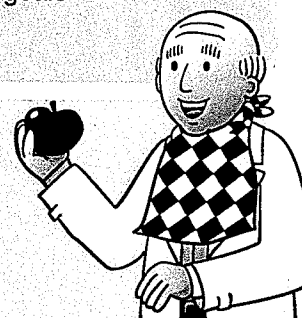
- Nutrition and digestion
- Reading food labels
- Responsible food choices
- Nutritional guidelines
- Food handling and labeling laws
- Influences on eating habits

- Ranking foods for energy and nutrients
- Testing recipes
- Food groups
- Setting nutritional goals



- Digestive process
- Calories
- Energy and nutrients
- Responsibility for eating and exercise
- Meal planning
- Aesthetic and sensory preferences
- Refusal skills

- Eating disorders
- Food groups
- Influences on food choices
- Nutritional goal setting



- Nutrition in the community
- Good food handling practices
- Responsible approach to food choices
- Individual, family, and personal preferences
- Predicting results of good nutrition
- Life cycle and changes in nutritional needs

- Preventing illness and disease
- Understanding health policies
- Eating disorders
- Setting dietary guidelines and goals
- Influences on food choices
- Shopping and budgeting



- Nutritional needs and the cycle of life
- Meal planning
- Food handling
- Shopping methods
- Storage and distribution of food products
- Setting personal nutritional goals
- Community nutrition efforts

- Reading food labels
- Comparing unit prices
- Healthy/unhealthy reasons for eating
- Eating disorders
- Dietary guidelines
- Analyzing dietary influences

# Functions of the Body



- Functions of and care routines for the five senses
- Responsibility
- Empathy
- Practicing being helpful
- Heeding body signals

- How senses protect you
- Predicting effects of sense impairment
- Respecting self and others
- Responsible self-care
- Self-awareness
- Impact of drugs on the body



- Identifying body parts and functions: heart, lungs, liver, teeth, five senses, brain, skin, ears, mouth, blood, stomach, and intestines
- Safety routines to protect body
- Heeding body signals

- Talking and listening
- Speaking and hearing problems
- Impact of drugs on the body



- Parts and functions of the brain
- Various ways to be smart
- Thinking skills
- Heart functions
- Muscles



- Skin
- Taking care of the body
- Effects of smoking
- Symptoms and effects of fear
- Immune system
- Body's reaction to drugs



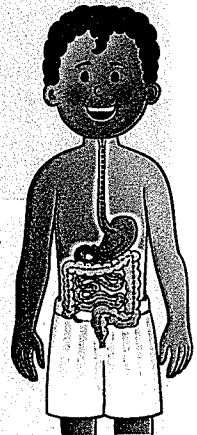
- Parts and functions of the eye
- Practicing seeing new things
- Eye problems and protection
- Eye care standards
- Digestive and immune systems
- Cells

- Physical impairments
- Responsible self-care
- Genes and heredity
- Skeletal system



- About the heart, lungs, bones, muscles, digestion, endocrine and immune systems
- Teeth and dental care
- Oral health
- Mouth structure
- Dental products
- Dental professionals

- Function and care of the ear
- Responsible care of the body
- Hearing problems
- Disability awareness
- Different forms of communication



- Brain structure and functions
- Reflex vs. conscious actions
- Respiratory system
- Breathing problems and response to emergencies
- Endocrine, nervous, circulatory systems

- Muscular/skeletal, and reproductive systems
- The brain and types of intelligences
- Responsible self-care
- Impact of drugs on the body



- Stress response
- Reproductive and immune systems
- Allergies and asthma
- Empathy for allergies of others
- Cell function and operation
- Cell chemistry

- Predicting consequences of behavior on body systems
- Promoting healthy cell growth
- Responsible care for body systems
- Impact of drugs on the body

# Growth & Development/ The Cycle of Family Life



- Defining family and team
- Identifying love, trust, and caring
- Family similarities and differences
- Growing and changing
- A special person at every stage
- Family rules and jobs
- Consequences of no rules
- Comparing and contrasting different bodies
- Self-awareness
- Self-management
- Social awareness of differences



- Muscles and bones
- Growth and development throughout the life cycle
- Exercising at all ages
- How to have family fun
- Being responsible
- Setting goals
- How to cooperate
- Social awareness of differences
- Self-awareness of traits



- How babies grow and change
- Knowing the stages of life
- Needs of growing plants, animals, and people
- Defining family
- Family roles and respecting differences
- Responsibility in families
- Facing family changes
- Predicting consequences of resisting change
- Social awareness of differences
- Self-awareness of traits



- Defining the word family
- Different types of families
- Respecting the importance of the family
- Different family responsibilities and traditions
- Understanding the role of genes
- Pride in culture
- Preventing discrimination
- Appreciating uniqueness in one's self and others
- Developing self-worth



- Hormones and body changes
- Meaning of growing up physically and emotionally
- Managing strong emotions
- Practicing good hygiene
- Setting goals
- Value of keeping clean
- Personal strengths and challenges
- Decision making
- Cosmetics and hygiene products
- Role of nutrition in growth and development
- Awareness of external support systems



- Growing up
- Hygiene routines for puberty
- Endocrine system/role of hormones
- Hormone disorders
- Biological differences between boys and girls
- Responsibilities of maturing adolescents
- Decision making in at-risk situations
- Social/emotional learning skills
- Genetic factors (heredity)
- Sexual harassment
- Social awareness of differences
- Self-awareness of traits



- Growing up
- Puberty
- Routine body care
- Emotions
- Stages of growth from fertilization to birth
- Consequences of sexual activity
- Defining emotional maturity
- Practicing refusal skills
- Setting personal and family goals
- Relationships, responsible behaviors, abstinence
- Self-management
- Self-awareness
- Social awareness



# Disease and Illness Prevention (including HIV)



- What doctors, dentists, nurses, and others do
- Responsibility for following directions when sick
- MD's and dentist's tools
- Knowing emergency phone numbers
- Good hygiene
- Decision making
- When and what not to share
- Defining sick
- Showing concern
- Medicine rules
- Communicable and noncommunicable diseases



- Illness symptoms
- Self-care
- Consequences of poor care
- Knowing about germs
- Fighting germs
- Expressing empathy
- Following directions
- Personal and community hygiene rules
- Common childhood illnesses
- Vaccines



- Defining germs and how they spread
- Contrasting sick and well
- Setting illness prevention goals
- Respecting body signals
- Antibodies
- Do's and don'ts when sick
- Community health helpers
- Medicine safety rules
- Immunizations



- How germs spread
- Communicable vs. other illnesses
- Defining epidemic
- Role of hygiene in illness prevention
- The immune system
- Responsible vs. irresponsible behaviors
- Vaccines and medicines
- Using refusal skills
- Practicing healthy behaviors
- Signs and symptoms of illness
- Medicine rules



- Identifying a virus
- Bacteria
- Fungi
- Hygiene routines
- Illness prevention
- Immune system and HIV
- Decision making for healthy behavior
- Unhealthy risks
- Transmission of germs
- Disease and the community
- Hepatitis, HIV, and other illnesses



- Brain disorders
- Hygiene routines for illness prevention
- Relationship between disease and health choices
- Diseases associated with blood
- Immunization
- Effects of HIV on the immune system
- Setting goals
- Refusal skills
- Care of chronically ill
- Respiratory disease
- Empathy



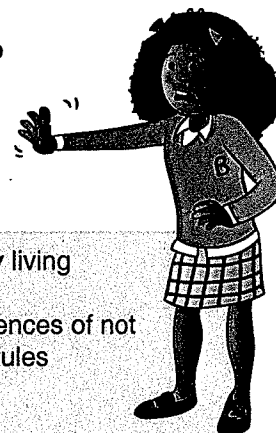
- Defining viruses and HIV
- The immune system and transmission of disease
- Cancer and other diseases
- Respect for body systems
- Responsible behavior
- Help resources
- Helping the sick
- Abnormal cells
- Communicable and noncommunicable diseases
- Illness prevention routines
- Proper use, misuse, and abuse of prescription and over-the-counter drugs

# Substance Abuse Prevention



- Defining drugs and medicines
- Knowing the importance of saying no
- Identifying dangerous substances
- Practicing identifying different drugs (tobacco, alcohol)
- Following drug safety rules
- Drugs vs. non-drugs

- Drug effects
- Where to go for help
- Refusal skills
- Predicting consequences
- Medicine rules



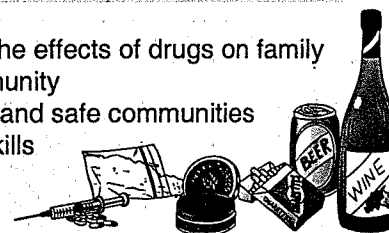
- Identifying drugs (tobacco, alcohol, medicines)
- Knowing the effects of drugs
- Locating trusted adults for help
- Respecting community helpers
- Rules, laws for preventing drug abuse

- Routines for healthy living
- Refusal skills
- Predicting consequences of not following medicine rules



- Identifying drug types (nicotine, alcohol, street drugs)
- Knowing the importance of healthy choices
- Practicing changing habits
- Positive ways to solve problems

- Knowing the effects of drugs on family and community
- Drug-free and safe communities
- Refusal skills



- Defining a drug-free and safe community
- Rules and laws for medicines and drugs
- Personal strategies for drug safety
- Drug addiction (nicotine, alcohol, street drugs, medicines)

- How values help prevent drug abuse
- Predicting the consequences of becoming addicted to drugs
- Practicing refusal skills
- Set goals for drug-free living



- Effects of smoking
- Difficulty of changing habits
- Addictions: physical and psychological
- Advertising and other influences on behavior
- Secondhand smoke

- Identify drugs and effects on the body
- Value of being drug free
- Drug/HIV link
- Refusal skills
- Finding resources for help
- Developmental assets



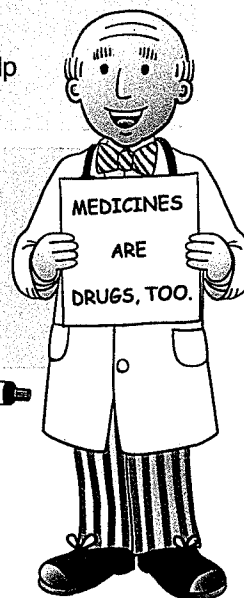
- Use, misuse, and abuse of drugs
- Short and long-term effects of drugs
- Why drugs won't solve problems
- Practicing positive values (self-respect, responsibility, honesty)
- Media influences

- Positive social behaviors
- Alcoholism
- Developmental assets
- HIV and IV drug use



- Identifying types of pressures during adolescence
- Using strong values to resist social pressure
- School and community help resources
- Alcohol and drug addiction
- Importance of self-worth
- Communication and refusal skills

- Medical problems and prescription drug risk
- Protective factors
- Legal and illegal drugs
- Developmental assets
- HIV and IV drug use
- Steroids



# Community Health & Safety (with Violence Prevention)



- How to define community
- Community helpers
- How being a responsible citizen helps your community
- Rules and laws
- Unsafe and violent actions



- Safety routines to avoid violence and danger
- Bully prevention
- Social awareness
- Conflict resolution
- Decision making
- Respect for community helpers



- Rules to keep safe
- Thanking community helpers
- Role-playing different at-risk situations
- Practicing asking for help



- How to read, write, and speak name, address, and phone number
- Knowing what help is needed when
- Refusal skills
- Avoiding violence
- Bully prevention, teasing



- Community helpers
- Knowing ways you might hurt others and how they might hurt you
- Practicing ways to avoid fights
- Classifying violent and non-violent TV
- Predicting consequences of various

- behaviors
- Defining what it means to be drug free and a good citizen
- Bully prevention, teasing



- Naming local community helpers
- Studying community health
- Rules and laws for community health
- Predicting the effect of no laws
- Drugs, violence, and gangs in the community

- Effects of positive and negative group attitudes
- Communication skills
- Negotiation and conflict resolution
- Harassment and bully prevention
- Community service



- Community safety laws and regulations
- Resolving conflicts peacefully
- Different forms of violence and triggers
- Decision-making steps for group tactics to avoid violence
- Personal goals for community safety

- Efforts to discourage drugs
- Harassment and bully prevention
- Community resources
- Community influences on health choices



- Public health/safety groups
- Community safety and illness prevention
- First Aid in the community
- Group behaviors that pose safety hazards
- Demonstrating responsibility to others

- Routines for keeping safe
- Community impact of communicable respiratory disease
- Conflict resolution
- Harassment and bully prevention
- Gangs



- Environmental pollution and community health
- Communities in stress
- Violent reactions to stress and anger
- Setting goals to lower community stress
- Predicting consequences of various stresses upon the community

- Gangs
- Conflict resolution
- Sexual harassment
- Bully prevention



# Self-worth, Mental and Emotional Health



- Seeing unique qualities in self and others
- Respecting self and others
- Practicing self care/healthy habits
- How to identify feelings and ways to help others
- Family support
- Boundaries and expectations

- Communication skills
- Friendship
- Empathy
- Character development
- Self-management of emotions



- Identifying personal talents, qualities, and feelings
- Methods of communication
- Respecting self and others
- Helping others
- Setting goals
- Using refusal skills

- Locating trusted adults
- Talking about feelings
- Making friends
- Positive character traits
- Self-management of emotions



- Identifying special qualities in self and others
- Respecting and having empathy for self and others
- How family changes affect feelings
- Coping with fear

- Real dangers
- Helping others
- Communicating
- Avoiding risky situations
- Developing positive character traits



- Uniqueness of self and others
- Positive character traits
- Values and goals
- Respecting self and having pride in heritage
- Grief and loss
- Respecting different points of view

- Communication and refusal skills
- Setting goals for healthy friendships
- Personal responsibility for health and safety
- Discrimination and prejudice
- Self-awareness and self-management



- Media, peer, and behavioral influences
- Grief and loss
- Emotions
- Body image and health habits
- Respect for self and others
- Communication skills
- Goal setting

- Social, emotional learning skills
- Making healthful decisions
- Developmental assets
- Understanding points of view
- Character development (kindness, patience)



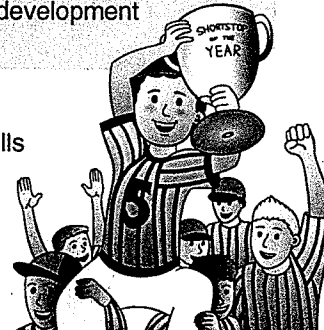
- Social awareness of other people's emotions and perspectives
- Human emotions
- Emotional maturity and respect
- Positive and negative influences
- Puberty and self-esteem
- Social, emotional learning skills

- Grief and loss
- Service to others
- Communication and conflict resolution
- Practicing mental health routines
- Protective factors and support systems
- Positive character development



- Social, emotional learning skills
- Effect of self-esteem on health choices and relationships
- Positive and negative ways to cope
- Respecting the uniqueness in self and others
- Positive values
- Goal setting

- Serving others
- Communication skills
- Refusal skills
- Resiliency and assets
- Grief and loss
- Positive character traits



# Environmental and Consumer Health



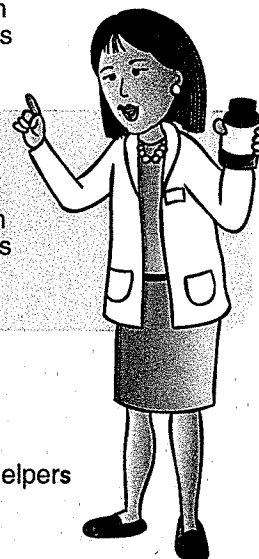
- How to identify healthy and clean communities
- Good citizenship
- Routines for a clean environment
- Types of pollution
- How to identify healthcare professionals and services

- Safety rules for medicines and healthcare products
- Influences on health
- Advocacy for clean communities
- How to access health services and products
- Media influences



- Basic needs of humans
- Clean and polluted air
- How to avoid smoke and smog
- Effects of air pollution on lungs
- Identifying community health/safety professionals and services
- Rules for healthcare products

- Proper storage of healthcare products
- Practicing advocacy
- How to access health services and products



- Influences on health
- Environmental hazards and skin safety
- Sun damage and protection
- Rules for safe use of food and healthcare products
- Health/safety professionals and their

- services
- Secondhand smoke
- Advocacy
- Community health helpers



- Pollution problems
- Clean environments
- Environmental protection rules
- Food labels
- Food handling

- Secondhand smoke
- Advocating for healthy communities
- Accessing health services and products



- Reducing noise pollution
- Healthcare professionals and their services
- Food, hygiene, and cosmetic products
- Product labels

- Buying habits
- Secondhand smoke
- Advocating for personal, family, and community health



- Community influences on health
- Physical activity and environmental conditions
- Consumer skills and influences, advertising, product labels
- Managing money
- Consumer responsibilities and advocacy

- Unit price shopping
- Social responsibility
- Consumer products evaluation
- Advocating for positive health and consumer behaviors
- Accessing health services and products



- Types of pollution
- Safe and healthy environments
- Community resources
- Pollution clean up and prevention
- Environmental laws
- Community action
- Consumer factors and buying habits

- Product labels
- Unit pricing
- Service to the community
- Health advocacy
- Accessing health services and products

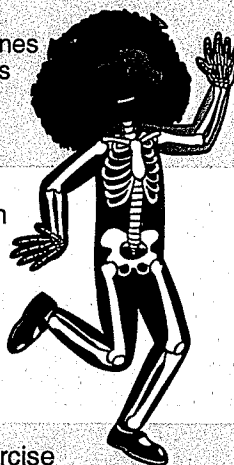
# Physical Fitness



- Choosing heart healthy activities
- Physical activity guidelines
- Benefits of exercise on heart and muscles
- Safety routines for physical activity
- Organized and after school play
- Good sportsmanship
- Goals for fitness
- Types of physical activities
- Fitness pyramid
- Predicting consequences



- Relationship between exercise and nutrition
- Respiratory health
- Strong muscles and bones
- Defining physical fitness
- Benefits of exercise throughout life
- Safety routines
- Good sportsmanship and anger management
- Goals for self and others
- Types of physical activities
- Fitness pyramid



- Benefits of exercise on the heart, muscles, and bones
- Injury prevention
- Muscle control
- Safety routines
- Rules for safe play
- Setting fitness goals
- Muscular impairments
- Types of physical activities
- Fitness pyramid



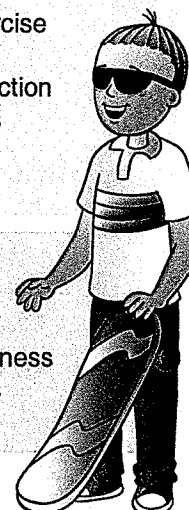
- Bones, joints, and exercise
- Benefits and enjoyment of exercise
- Safety rules and injury prevention in organized sports
- Exercise and play
- Making goals for fitness
- Practicing various types of exercises
- Types of physical activities
- Fitness pyramid



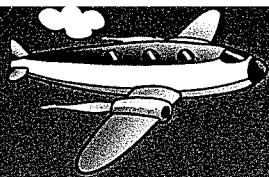
- Exercise and muscles
- Defining physical fitness
- Benefits of exercise
- Practicing various forms of exercise and injury avoidance routines
- Setting goals for exercise and fitness
- Relationship between exercise and physical fitness
- Self-worth and stress reduction
- Types of physical activities
- Fitness pyramid



- Benefits of exercise
- Identifying healthful environmental conditions for exercise
- Safety routines
- Fitness goals
- Good sportsmanship
- Fitness habits
- Sports and dance from other cultures
- Components of physical fitness
- Types of physical activities
- Fitness pyramid



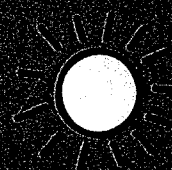
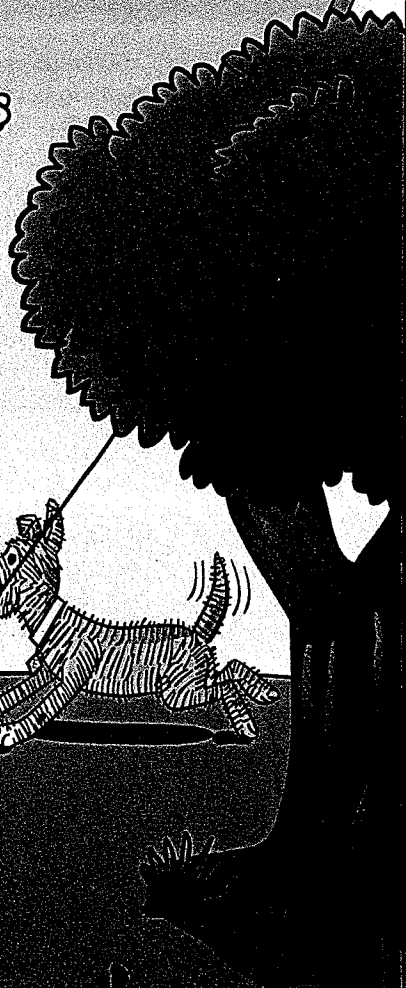
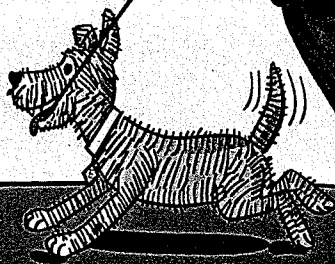
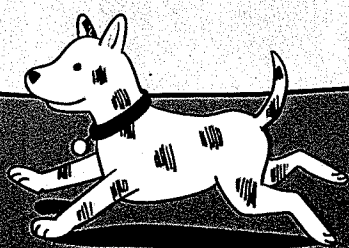
- Mental, emotional, and physical benefits of exercise
- Components of physical fitness
- Sports injury prevention
- Steroids
- Protective equipment
- Rules in sports
- Environmental conditions
- Diet and exercise plan
- Types of physical activities
- Monitoring fitness/target heart rate
- Fitness pyramid
- Fitness principles



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throughout  
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## Academic Alignment

second 

### Second Step Program and Academic Standards (Common Core and McREL)

Kindergarten–Grade 5

### The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains produced by SEL programs that support students' academic achievement include:

- 11 percentile-point gain in achievement test scores
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as classroom behavior and aggression

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

### About the Second Step Program

The evidence-based *Second Step* program is the premier SEL curriculum in the United States, reaching more than 10 million school children in the U.S. every year. The universal, classroom-based program promotes the development of students' social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They're also more likely to benefit from academic instruction.

#### SECOND STEP KEY CONCEPTS

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

#### CORE LEARNING STRATEGIES

- Brain Builders
- Story and Discussion
- Activity/Skill Practice
- Reinforcing Skills

Teaching the social-emotional and self-regulation skills in the *Second Step* program need not be confined to the lessons! Students can practice their *Second Step* skills while learning about literature, math, science, health, and more. In fact, while applying their *Second Step* skills to academics, students can also boost their achievement!

### How to Use This Document

This chart shows how the *Second Step* program and academic learning standards from two sources complement and support each other in many ways. English and math standards are from the Common Core State Standards, which can be found online at [coresstandards.org](http://coresstandards.org). All other standards are from John S. Kendall and Robert J. Marzano, (2004), *Content Knowledge: a Compendium of Standards and Benchmarks for K-12 Education* (fourth edition), found at [www2.mcrel.org/compendium](http://www2.mcrel.org/compendium).



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## Kindergarten-Grade 3 (cont.)

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		Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Slay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words and Take Others' Perspectives	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links																																																																																																																																																																																																																																																																												
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