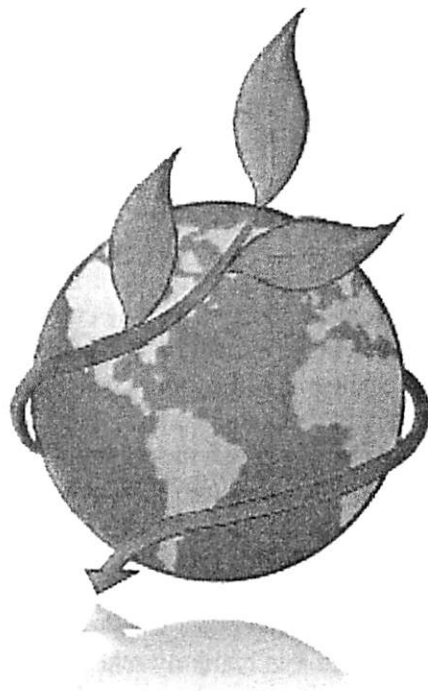


EDUCATIONAL GOALS AND OBJECTIVES

Science



PATRICK HENRY SCHOOL OF SCIENCE AND ARTS COMPLIANCE REPORT

Curriculum and Instruction

The school provides an integrated curriculum based on the sciences and arts in which students have clear academic goals, work toward achieving those goals, and reflect on their progress in meeting them. Parents or guardians are partners in learning by supporting learning and reading at home, by volunteering at school, and by knowing their child's goals and encouraging their child to achieve them. Parents and guardians receive periodic quantitative data each grading period on progress reports that include standardized and classroom test scores and other measurements. In addition, teachers maintain a portfolio of each student's class work to provide them with qualitative data as well.

The curriculum is based on the mission and vision of the school to provide a diverse and academically challenging experience which integrates the arts and the sciences, creates awareness of the environment, and promotes social responsibility. The curriculum demands high standards for teacher performance and for student achievement in both standardized and criteria based measurements such as the Virginia Standards of Learning, benchmark testing from the school system, and other measurements such as teacher generated tests and student contribution to cooperative learning and class activities. PISSA achieved high SOL scores at the end of the 2010-11 school year and student portfolios also show high achievement in other areas.

Teachers use a wide variety of teaching strategies every day to accommodate different learning styles and to teach material from several perspectives. In addition, teachers make special accommodations for students who are designated for special services, have an IEP, are ESL, or who have identified disabilities. In addition to regularly scheduled sessions for professional development, teachers meet regularly to assess the progress of the school in meeting the mission of a totally integrated curriculum, share teaching strategies, and plan cooperative learning experiences across the curriculum. These experiences are enhanced by resources from the school district and from higher education.

In order to maintain high standards, teachers are engaged in self-evaluation and observation by school administration of lesson plans and classroom teaching on a regular basis to ensure that the school curriculum is implemented with fidelity and to makes use of the many volunteer human resources available to the school. In addition, Forest Hill Park is an outdoor classroom for science and social responsibility study. The intersessions provide remedial services for students who need extra help and enrichment activities for all students. All of these curricular activities are reviewed on a regular basis to be sure that the curriculum meets the needs of the students, is focused on the mission of the school, and develops volunteer and community resources.

Example of Big Questions

Questions by grade are:

Grade	Big Question: What impact do we have on the environment of.....	Activity
K	our home and school?	Establish school-wide recycling
1	our neighborhood?	Plant and maintain an organic vegetable and flower garden
2	our local watershed and our city?	Collect and report weather data using rain gauges, thermometers, etc.
3	the James River and its watershed?	Collect and report data on the watershed including water samples, erosion observations, etc.
4	the Chesapeake Bay Watershed?	Establish school-wide composting for the garden.
5	our nation and the world?	Research and create informational films about environmental issues worldwide to be shared throughout the classes.

School Wide Theme: Discovering Our World and Exploring Our Community

Grade Level	Big Question?	Grade Level Project	Art	Music	Media	PE
Kindergarten	What impact does the environment have on our home and school?	School wide recycling Promote and collect paper for school-wide recycling effort. Students will conduct an at-home survey of what they recycle at home.	Decorate collection boxes for commons/classrooms	Compose lyrics for a school wide "recycling reminder song."	Make "My Recycling Books"	Read related books Explore and construct games from recycled materials (i.e. obstacle course)
1 st Grade	What impact do we have on the environment of our neighborhood?	Research, design, and implement a vegetable garden.	Design and create a model of a school vegetable garden.	Songs and finger plays about farming and the plant life cycle.	Conduct research the best vegetables for a school garden.	Explore the nutritional benefits of garden vegetables.
2 nd Grade	What impact did the community environment have on Native American living?	Community Pow Wow	Construct Totem Poles, Tepees, and Buffalo Hides	Make Native American rhythms by using simple instruments	Native American theater play to be acted out at Pow Wow Read related books	Research, create, and construct Native American games with recycled materials
3 rd Grade	What impact do we have on our local community including the environment of the James River and its watershed?	Develop a plan for making healthy decisions in our school building next year and present their ideas to adult decision makers in our PHSSA community.	Create and make sculptures	Learn the song "Believe"	Create PowerPoint on how to keep the Reedy Creek healthy	Create a scavenger hunt game in FHP that involves facts about Reedy Creek Watershed?"
4 th Grade	What impact do we have on our city and state environment?	Create informational movies about environmental issues in our city and state	Create and make sets and characters	Create and write songs related to movie	Research local and national environmental issues to create still movies	Create an environmental game that includes one level of physical fitness
5 th Grade	What impact do we have on our nation and world environment?	Create informational movies about the environmental issues in our nation and world	Make props for movie using clay and recyclable materials	Create and write songs related to movie	Research local and national environmental issues to create still movies	Create an environmental game that includes one level of physical fitness

Kindergarten Weekly Plan Outline
Gayle Dillon, Allison Hines, Lee LaPradd
Times and activities subject to change based on student/school need

Date	School Theme	Weekly Themes
Week of: 12/13-12/17/2010	<i>Discovering Our Community, Exploring Our World</i>	<i>Math: patterning review, counting to 10 review, LA: Letter study, predictable words Social Studies: HOLIDAYS Christmas/Hanukkah/Kwanzaa Science Integration: Living/Nonliving, color word review</i>

8:10-8:20 Individual Exploration

TWL: use multi-sensory approaches to develop fine and gross motor, basic numeracy and language, socialization, creativity, oral language, phonological awareness, alphabetic principle, and interpersonal skills.

Day of Week	Activity	Procedure	Materials	Assessment	Learning Environ	Bloom's Taxonomy
Monday	Seasonal activity sheet or Manipulative exploration	Self-directed activity	Crayons Activity sheet	Teacher observation and direct questioning of students.	tables	Appl Analysis
Tuesday	Seasonal activity sheet or Manipulative exploration	Self-directed activity	Crayons Activity sheet	Teacher observation and direct questioning of students.	tables	Appl Analysis
Wednesday	Seasonal activity sheet or Manipulative exploration	Self-directed activity	Crayons Activity sheet	Teacher observation and direct questioning of students.	tables	Appl Analysis
Thursday	Seasonal activity sheet or Manipulative exploration	Self-directed activity	Crayons Activity sheet	Teacher observation and direct questioning of students.	tables	Appl Analysis
Friday	Seasonal activity sheet or Manipulative exploration	Self-directed activity	Crayons Activity sheet	Teacher observation and direct questioning of students.	tables	Appl Analysis

8:30-9:00**Morning Meeting**

TLW: respond creatively to music using voice, and body, identify monthly vocabulary, listen actively, explore theme and academic concepts, develop numeracy and alphabetic principles, as well as understanding of the concepts and functions of print

Daily Activity	Procedure	Materials	SOLs	Assessment	Learning Environ	Bloom's Taxonomy
Business	Attendance, lunch count, messages from home, etc.		CivicsK.8	Teacher observation and direct questioning of students.	Stand at desk	C
Pledge			CivicsK.9	Teacher observation and direct questioning of students.	Stand at desk	K
Moment of Silence			CivicsK.8	Teacher observation and direct questioning of students.	carpet	K, C
Morning Message	Children dictate 2-4 sentences of daily "news"	Chart paper, markers	CivicsK.8	Teacher observation and direct questioning of students.	carpet	K,C,S
Special Person of the day	pick person, interview, write name, syllables in name, chant name, all students draw picture, assemble booklet for POD	Paper, crayons		Teacher observation and direct questioning of students. Completed assignment.	carpet	E, AP, AN
Graphing	(when time allows) poll	Graph, markers		Teacher observation and direct questioning of students.	Stand at desk	C,AP

9:00-10:15 Morning Instructional Block

TLW: : Identify month, day, year, calendar pattern and weather conditions and use multisensory approaches while working in large group and small group settings to develop fine motor skills such as cutting, tearing, gluing, painting, writing skills, as well as exploration of weekly academic concepts and thematic activities

HANDWRITING WITHOUT TEARS (Individual teachers complete based on where they are – lesson plans Teacher Manual, reference page 162)

	Letter or Feature	TEACHER MANUAL PAGE	STUDENT BOOK PAGE
MONDAY:			
TUESDAY:			
WEDNESDAY:			
THURSDAY:			
FRIDAY:			

Day of Week	Activities	Procedure	Materials	SOLs	Assessment	Learning Environment	Bloom's
Monday	4 BLOCKS INSTRUCTION:FEATURES OF THE LETTER "K" Follow 4Blocks Lesson Plan	TONGUE TWISTER Names with letter and sound Other words Predictable chart (begin)	Lesson plan Sentence strips for predictable chart	LA1a, b, d, e, f	Successful engagement and completion of activity	carpet	K, AP, AN, C, S
Tuesday	"	Continue predictable chart	Sentence strips for predictable chart	LA1a, b, d, e, f, 7.b, 5.c	Successful engagement	carpet	K, AP, AN, C, S
Wednesday	"	Touch and read sentences in predictable chart	Predictable chart	LA1a, b, d, e, f, 7.b, 5.c	Successful engagement and completion of activity	carpet	K, AP, AN, C, S
Thursday	"	Cut chart into strips, give each child strip. Child cuts strips into words, reassemble and glue to large piece of paper, illustrate	Predictable chart Student supply box (scissors, glue stick, crayons)	Wtg 11.a, 6.d	Successful engagement and completion of activity Accuracy of activity	tables	K, AP, AN, C, S, E
Friday	"	Completed papers combined into a class book. Students make take-home book of letter	Take home book Cover/spine for class book	LA 5.b,c	Successful engagement and completion of activity	tables	K, AP, AN, C, S, E

10:00 – 10:15 Calendar

10:15-11:00 RESOURCE (enrichment activities on days without resource) B WEEK

Dillon	Art	Music	P.E.	Art	NONE
Hines	Media	P.E.	Art	Music	P.E.
LaPradd	P.E.	Art	Media	P.E.	Art
Dillon	P.E.	Art	Media	P.E.	Art
Hines	Art	Music	P.E.	Art	NONE
LaPradd	Media	P.E.	Art	Music	P.E.
Week C	Monday	Tuesday	Wednesday	Thursday	Friday
Dillon	Media	P.E.	Art	Music	P.E.
Hines	P.E.	Art	Media	P.E.	Art
LaPradd	Art	Music	P.E.	Art	NONE

11:00-11:30 Lunch

11:30-12:00 Bathroom Break and READ or REST

12:00 – 12:30 Centers

TLW: use multi-sensory approaches to develop fine and gross motor, basic numeracy and language, socialization, creativity, oral language, phonological awareness, alphabetic principle, and interpersonal skills.

12:30-12:45 StoryBreak and Creative Movement

TLW: actively listen and comprehend a variety of literature and literary genres and musical experience and respond with voice and body to nursery rhymes or featured poem, and develop an understanding of the functions of print.

Books	The Velveteen Rabbit Assorted Holiday books
Creative movement	Practice songs for Holiday Program

12:45 -1:30 Afternoon Instructional Block

TLW: use multisensory approaches while working in large group and small group settings to develop fine motor skills such as cutting, tearing, gluing, painting, writing skills, as well as exploration of weekly academic concepts and thematic activities

Day of Week	Activities	Procedure	Materials	SOLs	Assessment	Learning Environment	Bloom's Taxonomy
Monday	Introduce Velveteen Rabbit Have students define living/non living Give examples from the book of living and non/living	Read book Discuss events in the book	Book	History k.1 b	Teacher observation and direct questioning of students.	Carpet and table	k.c.ap
	Cinnamon/Applesauce ornaments	Make ornaments out of cinnamon dough	Cinnamon dough, wax paper, cookie cutters				
Tuesday							
	Velveteen Rabbit Sewing Party	Using craft supplies and bunnies, create personalized bunnies	Bunnies, craft supplies Parents	History k.1 b	Teacher observation and direct questioning of students.	Carpet and table	k.c.ap
Wednesday							
	Velveteen Rabbit Review Chart of living/nonliving	Review velveteen rabbit and story events Review definitions of living/nonliving Using magazine pictures, create a chart of pictures of things living and non/living	Velveteen Rabbit book Chart of living/non-living Magazines Glue Scissors	History k.1 b	Teacher observation and direct questioning of students.	Carpet and table	k.c.ap
Thursday							
	FIELD TRIP TO SEE VELVETEEN RABBIT						
Friday							
	Gingerbread house construction and decoration Share/Gift – children bring in a used toy to share, then give to shelter.		Milk cartons Icing Candles Graham crackers	History k.1 b	Teacher observation and direct questioning of students.	Carpet and table	k.c.ap

1:30 – 2:00 Recess

TLW: use multi-sensory approaches to develop gross motor skills such as jumping, running, catching, throwing, skipping, coordination, etc. as well as interpersonal skills and sportsmanship

2:00-2:10 Bathroom break, Pack-up

2:10 – 2:25 Reflection

2:25 Dismissal

NOTES: When work complete, students will make ornaments for gifts from a variety of materials

VOLUNTEER HELP: TUESDAY AT NOON NEED PARENTS FOR SEWING PROJECT

MATERIAL NEEDS:

BLOOMS	Characteristics	Verbs	Product
Knowledge K	Memorizing information, remembering but not necessarily fully understanding material	Draw, identify, locate, label, select, write, recite, state, list, outline, name, record, repeat	Events, recordings, dictionary, definitions, text reading
Comprehension C	Restating in own words, paraphrasing, summarizing, translating	Explain, relate, match, discuss, predict, describe, estimate, infer	Story, diagram, graph, collage
Application AP	Use information to solve problems, transfer abstract or theoretical ideas to practical situations. Identify connections and relationships and how they apply.	Apply, build, modify, construct, solve, produce, sketch	Illustration, list, project, puzzle, diagram, sculpture
Analysis AN	Identify components, determine arrangement, logic, and semantics	Sort, categorize, investigate, compare, differentiate, examine	Model, graph, survey, graph
Synthesis S	Combining information to form a unique product with creativity and originality	Generate, plan, hypothesize, invent, compose, combine, originate	Story, report, experiment, song, plan, game, book
Evaluation E	Making decisions and supporting views, requires understanding	Solve, critique, criticize, assess, conclude, justify, judge	Self-eval, group discussion, survey, conclusion, editorial, recommendation

First Grade

Lesson Plan Date: DECEMBER 13-17

Overarching Theme: Anchor SOL: Science 1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics.

8:00-8:35 Morning Meeting: Students will complete Word Study activity/Journal. Students will say Pledge of Allegiance and greet each other in morning circle.

8:35-9:20 Resource:

9:20-10:00 Shared Instruction SOL 1.1, 1.3, 1.7, 1.9

BTL : K C Ap An S E

Anchor Text: Polar Bears by Gail Gibbons

Materials and Procedure:

1. Preview the text by asking students to look at the title and illustrations on the cover. *What do you predict will happen in this story?* Activate prior knowledge through questioning. *What habitat does this look like? How do you know?* Show students the first page in the story.
2. Explain that we are going to continue learning about different habitats this week and Polar Bears takes place in the Arctic Circle. As we read today, we are going to create a list of vocabulary words related to the arctic habitat. TSW turn and whisper to a partner 3 words that they might hear in this story.
3. TTW explain that after reading part of the story today, TSW record facts that they learn about the polar bear, which is the main idea of this story. Encourage them to listen for the following details: *What adaptations do they have? How do these help them survive? What else helps the polar bear survive in this climate/habitat?*
4. Begin reading text, stopping to record habitat vocabulary words: snow, wind, cold, polar, frozen, treeless, tundra, ice, frigid. Stop reading on page 18 (mark with post-it). Discuss characteristics of polar bear during read aloud. Stop to identify and discuss adaptations and how they help the species survive.
5. Following read aloud, ask students to identify details they learned about the polar bear on a graphic organizer. Graphic organizer will prompt students to answer the questions from above (see 3). TTW model recording this information before students work independently.

Extension Activity: Students will use this information to complete continental passport during afternoon shared instruction.

10:00 Introducing differentiated activities:

1. Students will begin to meet in word study groups.
2. Students will complete independent work while teacher meets with individual reading groups.

10:00-11:00 Differentiated Instruction- Student Independent Study

Reading Activity: Students will complete graphic organizer to identify details about polar bears.

Writing Activity: Students will choose and write about an animal from the arctic region.

Word Study Activity: Students will sort and glue pic sort.

Reading Activity: Students will complete graphic organizer to identify details about polar bears.

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Reading Activity: Students will complete graphic organizer to identify details about polar bears.

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Word Study Activity: Students will sort and glue pic sort.

Lunch 11:00-11:30

First Grade

Lesson Plan Date:

11:30-12:00 Shared Instruction SOL 1.1, 1.5, 1.6, 1.8, 1.11, 1.12

Anchor Text: Poetry Book or examples of Haikus online

Materials and Procedure:

1. Activate students' prior knowledge about poetry through questioning: *What do you know about poetry? Do you like to write poems? What kinds of poems do you like to write or read?*
2. Explain that we will be writing a few different types of poems in first grade. We are going to start by writing haikus about animals or habitats.
3. Read students several examples of haikus and ask what they notice. *Do you hear a pattern in these poems?*
4. Using chart paper, outline the structure of a haiku to use as an anchor chart. Model how one of the sample haikus fits into the anchor chart.
5. Working as a group, create a haiku together about an animal. Review how the haiku matches the anchor chart

12:00-12:30 Shared Inquiry and Investigations SOL H1.6, S1.7b-c, M1.21

1. Review the lesson on the four seasons. Review the mural created previously to discuss other factors seasons' influence. Tell the class that seasons aren't the only thing that determines choices we make. Tell students that WHERE people live also determines how people dress, as well as other choices. Introduce the word location (where people live). Add it to the class word list.
2. Show the students a map of the world or a globe. Locate the United States. Take time to discuss other map or globe features. Be sure to point out the oceans, rivers, continents, other countries, the equator, the North Pole, and South Pole) Emphasize that the Atlantic and Pacific Oceans border the U.S.
3. Explain to the students how different countries have different kinds of climate. Review the definition of this word. On a piece of chart paper, brainstorm words to describe different kinds of climate. Remind students that we discussed how animals adapt to different climates. People are also animals so climate affects our behavior too. Discuss how different kinds of climate would affect choices of clothing and activities.
4. Use resource materials to discover how geography affects how people travel from one place to another and determines what is available for recreation. Study other countries and cultures from around the world. Tell students that we will be looking at different places around the world and compare/contrast how people and animals live in each place.
5. Intro Continental Passport and fill in the North America page together.

Resource 12:30-1:00 (Media)

Recess 1:00-1:20

1:20-2:20 Student Independent Observations: SOL M1.10B, 1.21

Math Investigations Unit 7, Investigation 2.4

1. Introducing Shape patterns TE93: TSW create repeating patterns with pattern blocks and find the number sequence related to a particular shape in the pattern. Demonstrate how to fill out SAB30 to record information.
2. Making an alternating shape pattern: TSW create an alternating shape pattern starting with an AB pattern and then trying AAB, ABB, AABB, using M21-M22. TTW circulate questioning students and correcting miscues. Higher students will write what they notice about the number pattern associated with each alternating shape pattern.
3. Math Workshop: Students may choose to revisit the Penny Jar, Block Tower, or shape pattern activity.

Teacher Reflection and Comments:

First Grade

Lesson Plan Date: DECEMBER 13-17

Overarching Theme: Anchor SOL: Science 1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics.

8:00-8:35 Morning Meeting: Students will complete Word Study activity/Journal. Students will say Pledge of Allegiance and greet each other in morning circle.

8:35-9:20 Resource:

9:20-10:00 Shared Instruction SOL 1.1, 1.3, 1.7, 1.9

BTL: K C Ap An S E

Anchor Text: Polar Bears by Gail Gibbons

Materials and Procedures:

1. Review read aloud from Monday's lesson and discuss how polar bears use adaptations to survive in the arctic. *What adaptations do polar bears have that help them survive? What other animals are able to live in this habitat?*
2. Explain that today we will read about how polar bears reproduce and make a timeline of a polar bear cub's life. Encourage students to listen as we read for what happens during a cub's life.
3. Begin reading on page 19, stopping to recognize what cubs are able to do at different times in their life (ie: birth, 3 weeks, 4 weeks, 2 months, 3 months, 2 years).
4. After reading, discuss other details that students learned about polar bears in this story. Have students share their idea with a partner, then with the class.
5. Model recording events of a polar bear on timeline (legal paper folded into 6 sections).
6. Provide students with legal paper to create their own timeline of a polar bear cub's life.

Extension Activity: Students will label, write a sentence, and draw a picture to represent each part of a cub's life.

10:00 Introducing differentiated activities:

1. Students will begin to meet in word study groups.
2. Students will complete independent work while teacher meets with individual reading groups.

10:00-11:00 Differentiated Instruction- Student Independent Study

Reading Activity: Students will create a timeline of a polar bear cub's life.

Writing Activity: Students will choose an animal from the arctic region and write a cinquain.

Word Study Activity: Sort words, read to a buddy, write in word study notebook.

Reading Activity: Students will create a timeline of a polar bear cub's life.

Writing Activity: Students will choose an animal from the arctic region and write a cinquain.

Word Study Activity: Sort words, read to a buddy, write in word study notebook.

Reading Activity: Students will create a timeline of a polar bear cub's life.

Writing Activity: Students will choose an animal from the arctic region and write a cinquain.

Word Study Activity: Sort words, read to a buddy, write in word study notebook.

Lunch 11:00-11:30

First Grade

Lesson Plan Date:

11:30-12:30 Shared Instruction SOL 1.5, 1.6, 1.8 1.11, 1.12

Anchor Text: Haikus

Materials and Procedure:

1. Review anchor chart and haiku that students created during Monday's activity. Discuss the rules for writing a haiku.
2. TTW prepare 2 matching sets of index cards with a variety of animals. Students will choose a card, find the person who has a matching animal, and partner with that student.
3. TTW prompt students to discuss their animals. *What does your animal look like? What does your animal do? What other word makes you think of your animal?*
4. TTW create graphic organizers for students to use during writing today. Explain to students that the g.o. matches the anchor chart we used on Monday.
5. Provide time for students to write their haiku using the graphic organizer during writing time.
6. TTW monitor for student understanding and provide small-group instruction when necessary.

12:30-1:00 Shared Inquiry and Investigations SOL H1.6, S1.7b-c, M1.21

Materials and Procedure:

1. TTW show the globe and locate Africa. *What do you notice about the location of Africa? What are it's boundaries? How big is it compared to our country?* Explain that Africa is a huge continent made up of many countries and different types of habitat but that we want to look at Savannah's and Deserts. Point out the important water areas and locate the Sahara and other desert areas. Connect to world events they may know.
2. Review the animals they know that live in a desert. *What adaptations have these animals made to live in such a dry area? How do you think people have adapted to living here?* Show pictures of Egyptians and other Arab people and ask the students to make observations regarding dress, food, and lifestyles.
3. Gather and classify information on climate, location, and physical surroundings and how they affect the way people meet their basic needs, including the food they eat, the clothing they wear, and the kind of houses they build.
4. TSW record information in their Continental Passport.

1:00-1:20 Recess

1:20-2:20 Student Independent Observations: SOL M1.10B, 1.21

Ordinal Numbers

1. TCW make a shape pattern extended up to 20 items.
2. TTW model identifying the ordinal positions of each item. TTW ask students to identify various positions within the pattern.
3. TSW go back to their table to create a pattern of 20 items and then label the ordinal position of each shape going forward.
4. On the back the student will create a second pattern of twenty items and label them with the ordinal position going backward.

Teacher Reflection and Comments:

Overarching Theme: Anchor SOL: Science 1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics.

8:00-8:35 Morning Meeting: Students will complete Word Study activity/Journal. Students will say Pledge of Allegiance and greet each other in morning circle.

8:35-9:20 Resource:

9:20-10:30 Shared Instruction SOL 1.1, 1.3, 1.7, 1.9,
Anchor Text: The Emperor's Egg by Martin Jenkins
Materials and Procedure:

BTL : K C Ap An S E

1. Preview the text by asking students to look at the title and illustrations on the cover. *What do you predict will happen in this story? Activate prior knowledge through questioning. What habitat does this look like? How do you know? What do you already know about the arctic? What do you know about penguins?*
 2. TTW review wonder questions with students (display question chart). *Why do good readers ask themselves questions? How does this strategy help you?*
 3. TTW explain that we will read the story aloud and create wonder questions about penguins and their habitat. Show students flip book with what-when-where-why sections. Explain that the who section is missing for this story because it is mostly about penguins. TSW be responsible for writing 4 wonder questions following today's read aloud.
 4. Begin read story, stopping in text to model wonder questions. Pause to give students time to discuss their wonder questions with a partner during read aloud. Encourage them to remember their questions to complete today's activity.
 5. After reading, model recording wonder questions in flip book. Remind students of why good readers ask themselves questions.
 6. Provide opportunity for students to complete their own wonder question flip book during small group reading.
- Extension Activity: Students can create multiple wonder questions, including who and how questions to add to their flip book.

10:00 Introducing differentiated activities:

1. Students will begin to meet in word study groups.
2. Students will complete independent work while teacher meets with individual reading groups.

10:00-11:00 Differentiated Instruction- Student Independent Study

Reading Activity: Students will complete their wonder question flip book.

Writing Activity: Students can write a cinquain or haiku about a penguin.

Word Study Activity: Sort words and read to a buddy. Build words with magnetic letters.

Reading Activity: Students will complete their wonder question flip book.

Writing Activity: Students can write a cinquain or haiku about a penguin.

Word Study Activity: Sort words and read to a buddy. Build words with magnetic letters.

Reading Activity: Students will complete their wonder question flip book.

Writing Activity: Students can write a cinquain or haiku about a penguin.

Word Study Activity: Sort words and read to a buddy. Build words with magnetic letters.

Lunch 11:00-11:30

11:30-12:30 Shared Instruction SOL 1.5, 1.6, 1.8, 1.11, 1.12

Anchor Text: Haikus

Materials and Procedure:

1. Prior to lesson, teacher will look over haikus to provide feedback to students.
2. TTW explain that students will have a few minutes today to finish or make changes to their haikus.
3. TTW meet with each student to discuss their poems and make sure that each student wrote a poem to match the haiku rules. During conference, TTW edit/revise poems with students.
4. TSW begin to publish final copies of haikus following student-teacher conference.

12:00-12:30 Shared Inquiry and Investigations SOL 1.1, 1.4, 1.8, 1.

Materials and Procedure:

1. TTW show the globe and locate Antarctica. *What do you notice about the location of Antarctica? What are its boundaries? How big is it compared to our country?* Explain that Antarctica is a huge continent made up of many countries and different types of habitat but that we want to look at Savannah's and Deserts. Point out the important water areas. Connect to world events they may know.
2. Review the animals they know that live in the arctic tundra. *What adaptations have these animals made to live in such a cold area? How do you think people have adapted to living here?* Show pictures of Eskimos
3. Gather and classify information on climate, location, and physical surroundings and how they affect the way people meet their basic needs, including the food they eat, the clothing they wear, and the kind of houses they build.
4. TSW record information in their Continental Passport.

Recess 12:30-1:00

1:15-2:15

1. Review ordinal positions with Mailbox cut and paste page.
2. Introduce function tables and tie to growing patterns.
3. TSW practice completing a function table to show how many fingers are in our classroom and how many feet are in our classroom.

2:00-2:25 :

Teacher Reflection and Comments:

First Grade

Lesson Plan Date: DECEMBER 13-17

Overarching Theme: Anchor SOL: Science 1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics.

8:00-8:35 Morning Meeting: Students will complete Word Study activity/Journal. Students will say Pledge of Allegiance and greet each other in morning circle.

8:35-9:20 Resource:

9:20-10:30 Shared Instruction SOL 1.1, 1.3, 1.7, 1.9.

BTL: K O Ap An S E

Anchor Text: The Emperor's Egg by Martin Jenkins

Materials and Procedure:

7. Preview the text by asking students to look at the title and illustrations on the cover. *What do you predict will happen in this story? Activate prior knowledge through questioning. What habitat does this look like? How do you know? What do you already know about the arctic? What do you know about penguins?*
8. TTW explain that students will sequence the events of the story after we read today. (TTW prepare sentence strips and model this activity following the read-aloud).
9. Begin reading text, pausing to identify and retell important events. TTW also pause to discuss vocabulary words related to the arctic region. Discuss how this text takes place in Antarctica (the south pole).
10. After reading story, display sentence strips in a pocket chart. Read sentences aloud to students. Work as a class to sequence the events from the text. Ask students how they know that we have the sentences in the correct order. Discuss the importance of sequencing.
11. Provide students with individual copies of sentences to complete the activity independently. Students will cut and sequence the sentence strips on their own paper during small group reading time.

Extension Activity: Students can add details to the sentences based on what they learned from the text.

10:00 Introducing differentiated activities:

1. Students will begin to meet in word study groups.
2. Students will complete independent work while teacher meets with individual reading groups.

10:00-11:00 Differentiated Instruction- Student Independent Study

Reading Activity: Students will sequence events from the story using sentence strips.

Writing Activity: Students will add details to their retelling. Students can also write a cinquain or haiku about a penguin.

Word Study Activity: Read a book from Reading A-Z and locate words with weekly feature.

Reading Activity: Students will sequence events from the story using sentence strips.

Writing Activity: Students will add details to their retelling. Students can also write a cinquain or haiku about a penguin.

Word Study Activity: Read a book from Reading A-Z and locate words with weekly feature.

Reading Activity: Students will sequence events from the story using sentence strips.

Writing Activity: Students will add details to their retelling. Students can also write a cinquain or haiku about a penguin.

Word Study Activity: Read a book from Reading A-Z and locate words with weekly feature.

Lunch 11:00-11:30

First Grade

Lesson Plan Date:

11:30-12:30 Shared Instruction SOL 1.5, 1.6, 1.8, 1.11, 1.12

Anchor Text: Cinquains

Materials and Procedure:

1. TSW finish final copies of haikus.
2. TSW have time to share their haikus during Author's Chair.

12:00-12:30 Shared Inquiry and Investigations SOL 1.1, 1.4, 1.8, 1.9

BTL : K C Ap An S E

Materials and Procedure:

TSW complete unit assessment demonstrating understanding that the location of a community, the climate and physical surroundings affect the way people live including their food, clothing, shelter, transportation, and recreation.

Resource 12:30-1:00 (Music)

Recess 1:00-1:20

1:20-2:20 Student Independent Observations: SOL M1.10B, 1.21

TSW complete unit assessment demonstrating understanding or repeating and growing patterns.

Teacher Reflection and Comments:

First Grade

Lesson Plan Date: DECEMBER 13-17

Overarching Theme: Anchor SOL: Science 1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics.

8:00-8:35 Morning Meeting: Students will complete Word Study activity/Journal. Students will say Pledge of Allegiance and greet each other in morning circle.

8:35-9:20 Resource:

9:20-10:30 Shared Instruction SOL 1.1, 1.3, 1.7, 1.9

BTL : K C Ap An S E

Anchor Text:

Materials and Procedure:

Winter Activities!!

10:00 Introducing differentiated activities:

1. Students will begin to meet in word study groups.
2. Students will complete independent work while teacher meets with individual reading groups.

10:00-11:00 Differentiated Instruction- Student Independent Study

Reading Activity: Students will list details about crustaceans using graphic organizer.

Writing Activity: Students will create a list of crustaceans based on what they learned today.

Word Study Activity: Students will sort and glue words into word study notebook.

Reading Activity: Students will list details about crustaceans using graphic organizer.

Writing Activity: Students will create a list of crustaceans based on what they learned today.

Word Study Activity: Students will sort and glue words into word study notebook.

Reading Activity: Students will list details about crustaceans using graphic organizer.

Writing Activity: Students will create a list of crustaceans based on what they learned today.

Word Study Activity: Students will sort and glue words into word study notebook.

Lunch 11:00-11:30

First Grade

Lesson Plan Date:

11:30-12:30 Shared Instruction SOL 1.5, 1.6, 1.11, 1.12
Winter Activities!

Recess 12:30-1:00

1:00-1:30 Shared Inquiry and Investigations SOL 1.1, 1.4, 1.8, 1.9
Materials and Procedure:

BTL: K C Ap An S E

1:30-2:20 Student Independent Observations: SOL S1.5

BTL: K C Ap An S E

Teacher Reflection and Comments:

Patrick Henry School

Of

Science & Arts

Weekly Lesson Plans

Second Grade

Mr. Carter

First & Second Quarter School Theme: Discovering our community

Week 19

Social Studies S.O.L = 2.7, 2.8, 2.9 Economics Math S.O.L 2.16 Time to the hour Science S.O.L = Water Cycle and Clouds Writing= Letter writing Reading= S.O.L 2.9 comprehension of reference materials and Animal Fantasy

Monday December 13th Objectives: Essential question: Have you ever had a shortage of something.

Students will be able to:

Reading:

- a. Make predictions for the new story "Alexander who used to be rich last Sunday" by using chart paper.
- b. Clap and say new set of word wall words by following the teacher.

Social Studies:

- c. Review economic concepts by playing a game.
- d. Draw what goods, services, products are by using chart paper

Science:

- e. Review the water cycle and also talk about clouds by naming the different types.

Math:

- f. Practice telling time to the half hour by using their judy clocks as a model.

Advance Organizers: Prior knowledge will be assessed in numerous ways this day. Students will use the go chart to make predictions of the new story Dear Juno. I will also use a venn diagram to show the differences between needs and wants. The water cycle will be reviewed by singing a song.

Assignments and Assessments: There will be a Venn Diagram will be used to show the differences between needs and wants. Also, students will receive direct instruction to make their predictions for the story.

Learning Environment: Direct instruction will be used to help to guide them through the process of learning and then all students will have independent work to complete.

Special Education Modification: No modifications at this point.

Tuesday December 14th Objectives

Reading.

- a. Propose " I wonder why questions about the story by remembering important facts about the story.

Writing

- b. Show that they know how to properly address a letter by writing a letter to a classmate.

Social Studies

- c. Review the difference between Natural, Capital and Human Resources by making a poster.

Math

- d. Continue to practice telling time to the half hour by using our judy clocks.

Assignments and Assessments: Students will use a variety of assessments this week. The student made clocks will help us understand that the minute hand has to be positioned on the 6.

Learning Environment : The learning environment today will mainly focus on small groups for reading and for math. There will be also some direct instruction as well.

Special Education Modifications: None this day

Wednesday Decemeber 15th Objectives

Reading

- a. Understand how they view the story by answering "I wonder why questions" about the story.

Social Studies

- b. Understand the difference between natural, capital and human resources by writing a story tell what each are used for.

Math

- c. Tell time to the quarter hour by using the miniature Judy clocks for accuracy.

Science

- d. Continue to talk about clouds by reading news articles and reading from a to z books.

Writing

- e. Complete their letters to their classmates by fixing their rough drafts.

Assignments and Assessments: Students will answer questions about the clock and show the correct time by modeling with their own personal clocks. Also, students will use the overhead projector to help me answer questions about trading products.

Learning Environment: Students will work mainly independent this day. I really want to gauge which student has mastered the concepts or not. We will do some small group reading with our groups.

Special Education Modification: None this day.

Thursday December 16th Objectives

Reading

- a. Recall the spelling of their words for gems by playing spelling bee Thursday.

- b. Tell how they connect to the story by listing examples on the board.

Social Studies

- c. Review all major concepts taught in terms of economics by playing a game.

Math

- d. Tell time to the quarter hour and quarter past the hour by using their mini clocks.

Assignments and Assessments: Students will play spelling be Thursday. Students will also watch another video on economics and the water cycle for understanding. Students will also complete two homework assignments.

Learning Environment: Students will work mainly by themselves today. We will continue to allow small group reading activities to take place.

Special Education Modification: Kevauhn will continue to receive extra writing to help practice neatness and sentence structure.

Friday December 17th Objectives

Reading

- a. Complete a beginning, middle, end summary sheet about the story.

Math

- b. Students will take a quiz on time by answering multiple choice questions.

Social Studies

c. Recall the important information about economics by taking a multiple choice test.

Assignments and Assessments: Students will demonstrate how well they have gained knowledge throughout the week by completing various paper and pencil assessments. We will reflect on Economics by verbalizing.

Learning Environment: The learning environment this day will be mainly direct instruction. Also, we will do small group reading.

Special Education Modifications: None

Monday December 13, 2010

8:10-8:25 Morning Do Now

SOL 3.11

- Choose personal spellings words using last week's list, your writing, or Ms. Young's recommended words

8:25-8:35 Morning Meeting

- High and low temps

8:35-9:20 Art

9:20-10:05 Music

10:05-11:10 Math

Objective: Students demonstrate ability to subtract, including "trading".

SOL 3.8

- Students work in Mathlete teams to solve basic subtraction problems using easy patterns, what they know about addition, and 1 to 2 digit numbers.

11:10-12:05 Recess and Lunch

12:05-2:15 Sub Plans

- Students will be illustrating their stories for Wednesday's Writers' Celebration
- Students will apply their knowledge of simple machines with various experiments and activities
- Students will work in groups to create a puppet show from their favorite scene of their last Book Club book

2:15-2:30 End of Day

HW: Read 20 minutes; Subtraction practice

Tuesday December 14, 2010

8:10-8:25 Morning Do Now

SOL 3.11

- Write a sentence with each of your personal spelling list words

8:25-8:35 Morning Meeting

- Sunrise and sunset

8:35-9:20 Music

9:20-10:05 Writing Workshop

SOL 3.9

- Finalizing stories with final edits and writing FINAL, neat copy.

10:05-11:10 Math

Objective: Students demonstrate ability to subtract, including "trading".

SOL 3.8

- Students work in Mathlete teams to solve basic subtraction problems using easy patterns, what they know about addition, and 1 to 2 digit numbers.

11:10-12:05 Recess and Lunch

12:05-1:00 Reading Benchmark

- Students will complete a reading benchmark test based upon questions from the 2008 SOL released test

1:00-1:30 Practice Reading Stories

- Students will work with the 1st graders to practice reading aloud their stories in preparation for tomorrow's Writers' Celebration

1:30-2:15 Integrated Unit

SOL 3.2

- Students finish up their study of Simple machines by using items to create simple machines to make a certain job easier or faster

2:15-2:30 End of Day

HW: Read 20 minutes; math

Wednesday December 15, 2010

8:10-8:25 Morning Do Now

SOL 3.11

- Write personal spelling lists 5 times

8:25-8:35 Morning Meeting

- Moon cycle

8:35-9:20 P.E.

9:20-10:00 Math

Objective: Students demonstrate ability to subtract, including "trading".

SOL 3.8

- Students work in Mathlete teams to solve basic subtraction problems using easy patterns, what they know about addition, and 1 to 2 digit numbers.

10:00-11:10 Math Benchmark

- Students will take a math benchmark with released test questions from the 2008 math SOL.

11:10-12:05 Recess and Lunch

12:05-1:00 Preparing for Writers' Celebration

- Students will practice reading their story aloud to a partner. Students who are not finished will also finalize their writing with me. Other students may illustrate their story and create a neat, finalized product.

1:00-2:15 Writers' Celebration

- Students will share their writing with family members and other people in attendance. Afterwards we will have our Holiday Celebration.

2:15-2:30 End of Day

HW: Read 20 minutes

Thursday December 16, 2010

8:10-8:25 Morning Do Now

SOL 3.11

- **Make a Quiz Take a Quiz with personal spelling lists**

8:25-8:35 Morning Meeting

- **Adding to calendar**

8:35-9:20 Art

9:20-10:05 Music

10:05-11:10 Math

SOL 3.8

- **In math teams, students continue strategies for solving subtraction problems.**

11:10-12:05 Recess and Lunch

12:05-2:15 Polar Express Activities with 2nd, 4th and 5th

2:15-2:30 End of Day

HW: Read 20 minutes

Friday December 17, 2010

8:10-8:25 Morning Do Now

- Quiz on spelling words

8:25-8:45 Morning Meeting

- Praise Pelican
- Activities and Games
- Reflecting on the end of 2010 together

8:45-10:00 Integrated Unit

SOL 3.2

- Students will finish up our unit by completing hands-on Simple Machines activities and taking an assessment.

10:00-11:10 Math

SOL 3.8

- Students will finish Unit 3 by reviewing what they've learned about place value, addition, and multiplication. Students will be assessed on their mastery of these topics.

11:10-12:05 Recess and Lunch

12:05-2:15 Holiday Activities

- Reading story about Christmas in Sweden and putting our shoes outside to see what happens
- Creating "gift cards" for family members
- Making paper plate wreaths with split peas and candles in the center
- Using paper and glitter, students will cut out paper snowflakes and then using the cinquain format will write poetry about a Snowy Day

2:15-2:30 End of Day

HW: Holiday Packet of "Possible" Activities

4th and 5th Grade Plans for 12/13-12/17

*****These are adjusted plans due to several schedule changes this week. *****

SOL's-

4.8 and 5.9 – Writing, 4.3- Electricity, 4.4 and 5.4 Reading, VS3- Jamestown, 5.6 and 4.6 Fractions

Monday 12/13

8:15- 8:30	Morning Work
8:30- 8:40	Morning Meeting
8:40- 9:20	Word Study – work check and word assessments
9:25- 10:45	RESOURCE
10:45- 11:10	Writer's Workshop

See PM Sub Plans

Tuesday 12/14

See Sub Plans

Wednesday 12/15

8:15- 8:30	Morning Work
8:30- 8:40	Morning Meeting
8:40- 9:20	Electricity Activity (experiments)
9:25- 10:10	RESOURCE
10:10 – 11:10	Finish Electricity Activity
11:10- 12:00	Recess and Lunch
12:00 – 12:30	Improper Fractions/Mixed Numbers
12:30- 1:00	Science and Math Stations (rocks, fractions, geometry, matter)
1:00- 1:45	4 th - Art Integration/ 5 th – World religions
1:45- 2:05	Novel Studies- DAY 6 (see agendas)
2:05-2:15	Reflections

Thursday 12/16

8:15- 8:30	Morning Work
8:30- 8:40	Morning Meeting
8:40- 9:25	Introduce Polar Express Stations and hand-out stations
9:25-10:45	RESOURCE
10:45-11:05	Start the Polar Express
11:10- 12:00	Recess and Lunch
12:00- 1:00	Finish the Polar Express
1:00- 2:15	Polar Express Stations

Friday 12/17

8:15 – 9:25	Manners Review Lessons
9:25-10:10	RESOURCE
10:10-10:40	Place settings
10:40- 11:10	SSR/Writer's Workshop
11:10-12:00	Recess
12:00- 1:30	Lunch Date with the Future
1:30-2:00	Reflections

POLAR EXPRESS OVERVIEW

After watching the Polar Express, students will work on earning 3 punches on their Polar Express train tickets. These stations will include a writing, reading, science, social studies, and math station.

WRITTING STATION – Students will write a fantasy paragraph about boarding a magical train that they can later share with their classmates.

READING STATION– Students will read short stories about trains and come up with at least 3 new facts and 3 new connections that they made with the stories.

SCIENCE STATION- Students will read and answer questions about reindeer.

SOCIAL STUDIES STATION– Students will create maps of the North Pole.

MATH STATION– Students will use a tally to create graphs.

ART STATION – Students will create their own Polar Express bell.

Materials Needed

- Ticket and station copies
- Hot chocolate mix, hot cups, and marshmallows (optional)
- Polar Express DVD
- Technology to play the movie
- Materials to make bells
- Crayons, markers, and pencils
- Picture books and/or short stories about trains

Estimated Time Needed – Time for the movie as well as at least 20 minutes per station

Emailed November 14, 2010

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Mali Mud cloth E A R T H
Grade Level:	K, 1,2	Subject Area(s):	Art, Science, History
School Theme:	Community	Time Frame to complete lesson:	3-4 lessons
Summary:	<p>As part of our E A R T H Unit, we are studying the printed textiles of Mali, Africa. Artisans from Mali make handmade painted cloths called- BOGOLONFINI. They used natural materials such as leaves, soil, clay and berries for color dying the paint and cloth. The symbolic images and patterns they created had personal meaning and always told a story or stood for something. For this lesson, students will create their own symbols and patterns. Students will create design their own patterns including symbols. They draw the design with crayons on white paper. After the crayon drawing is complete, the students roll India ink over the whole drawing. They look amazing</p>		
SOL Standards from each content:	<p>K.3 The student will identify and use patterns—natural and man-made. K.14 The student will describe and respond to works of art. 1.4 The student will create works of art inspired by stories, poems, and themes. 1.12 The student will recognize and describe how art is an integral part of one's own culture. 1.19 The student will express a point of view regarding what art is and what purpose art serves. 2.2 The student will incorporate unanticipated results of art making into works of art. 2.3 The student will use literary sources to generate ideas for works of art.</p>		
Objectives:	<p>The student will: The student will: Identify the similarities and differences in patterns from various Mali Mud Cloths. Apply meaning to various symbols they see and ones they create. Discuss positive and negative space. Name sources of color = from the earth.</p>		
Assessments:	<p>The student will: Compose a variety of symbols and patterns inspired by Mali Mud cloths. Create patterns containing positive and negative space. Create their own Mali mud cloth using crayons and India ink</p>		

Pre-Requisite Knowledge:	Patterns Symbols
Learning Environment:	Visuals, Intros, Demos, Open Ended Questioning, Guided practice, discovery, discussion, critique.
Vocabulary	Bogolonfini Mali Mud Cloths Earth tones Pattern Balance Positive/Negative space
Materials	Paper, pencils, crayons, India ink, sponge rollers, pans Book = "Zomo the rabbit, and African Tale" by Gail Haley.
Procedures	
<p>Day One: Intro to Mali Mud Cloths. Discussion about the examples of the mud cloths= similarities/differences..... Students explore making patterns with pencil and paper. They explore symbols... They pick the best repeating pattern and symbol.</p> <p>Day two: Students review what are mud cloths- how are they made? Where do the African artists get the colors they need to make these? And so on..... They choose their design they think would make a solid cloth. Then they draw in pencil their design, and fill it in with brightly colored crayons.</p> <p>Day three: Students come to the inking station to roll the India ink on their paper.</p> <p>Day four: Continue if needed.</p>	
Modification for Differentiated Instruction	

Special Education:	Pairing up. Working closely with teacher. Scale down the size perhaps.....Modifying tools....
Gifted:	
Other/Comments:	

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Mali Mud cloth Prints Earth
Grade Level:	3,4,5 th grades	Subject Area(s):	Art, Science, History
School Theme:	Community	Time Frame to complete lesson:	3-4 lessons
Summary:	As part of our E A R T H Unit, we are studying the printed textiles of Mali, Africa. Artisans from Mali make handmade painted cloths called- BOGOLONFINI. They used natural materials such as leaves, soil, clay and berries for color dying the paint and cloth. The symbolic images and patterns they created had personal meaning and always told a story or stood for something. For this lesson, students will create their own symbols and patterns. They will carve their design onto a syrophome plate and then make multiple prints of their design.		

SOL Standards from each content:	<p>Art Sol's:</p> <p>3.3 The student will develop art ideas from a variety of sources, including print, non-print, and technology.</p> <p>3.16 The student will identify and examine objects of the early West African empire of Mali.</p> <p>3.24 The student will analyze works of art for the use of</p> <p>1.rhythm;</p> <p>2.balance—symmetry and asymmetry; and</p> <p>4.8 The student will identify positive and negative space in works of art.</p> <p>4.5 The student will identify and use variety, repetition, and unity in a work of art.</p> <p>4.23 The student will discuss how criteria used to value art may vary from one culture to another.</p> <p>4.17 The student will interpret works of art for multiple meanings.</p> <p>5.9 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.</p> <p>5.28 The student will discuss the role of art and artists in society.</p>
Objectives:	<p>The student will:</p> <p>Identify the similarities and differences in patterns from various Mali Mud Cloths.</p> <p>Apply meaning to various symbols they see and ones they create.</p> <p>Discuss positive and negative space.</p> <p>Name sources of color = from the earth.</p>
Assessments:	<p>The student will:</p> <p>Compose a variety of symbols and patterns inspired by Mali Mud cloths.</p> <p>Create patterns containing positive and negative space.</p> <p>Create a "plate" and use natural earthen colors for printing.</p>
Pre-Requisite Knowledge:	<p>Color theory, knowledge of repeating patterns, patterns in nature.</p>
Learning Environment:	<p>Intro, visuals, open ended questioning, Demonstration, discovery, checking for understanding by students working with patterns.....Critique, stations for printing....</p>

Vocabulary	<p>Bogolonfini</p> <p>Mali Mud Cloths</p> <p>Plate= term used in printmaking</p> <p>Register = term used in printmaking</p> <p>Earth tones</p> <p>Ink up</p> <p>Pattern</p> <p>Balance</p> <p>Positive/Negative space</p>
Materials	<p>Visuals for each table of Mali Prints</p> <p>Styrofoam plates, pencils, paint, rollers, wooden spoons, paper, plexiglass plates, oil pastels.</p>
Procedures	
<p>Day one: Intro to how peoples of Mali make the Mali Mud Cloth prints. Lots of examples for the class to see. Class warms up by drawing sketches of various repeating patterns and symbols they may use for their design. They use pencil and add color with oil pastels (earth tones). Once they have found a solid pattern that has personal meaning they may plan for the printmaking plate.</p> <p>Day Two: Students work towards finalizing their pattern that will go on the plate. Then, with pencil, they carve their design onto the plate.</p> <p>Day three: Printmaking stations are set up – 2 colors per table- for the class to ink up their plate and make multiple prints. They hang their prints on the clothesline to dry.</p> <p>Day four: Students can make more prints. On this day we make a second small design and plate that acts as an artist/ community/tribe signature. They can sign their prints by creating a symbol for themselves and printing them under their work..</p>	
Modification for Differentiated Instruction	
Special Education:	<p>Pairing up for special ed students with another student.</p> <p>Working closely with teacher. May need to modify tools that work with special need students.</p>
Gifted:	

Other/Comments:;	
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Emailed November 30, 2010

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Totem Poles E-ART-h
Grade Level:	2,3 rd grade (can be K-5 th).	Subject Area(s):	Art, History, Social science
School Theme:	Community	Time Frame to complete lesson:	4 lessons
Summary:	Students examine the history and meaning of Native American Totem Poles. Totem Poles are/were unique to certain Native American tribes of the Pacific Northwest. They were carved to represent the pride people felt for their community. As totem poles tell a story, students can learn the rich tradition of native craft, while they create their own story through symbolism and imagery. Students will research animals and their association with them, and then create their own Totem Pole by using a cardboard tube, and colored paper.		
SOL Standards from each content:	Art sol's: 2.9 The student will identify and use a variety of sources for art ideas, including nature, people, Images, imagination, and resource materials. 2.10 The student will create a three-dimensional work of art, using a variety of materials. 2.15 The student will identify art from other cultures=American Indians (First Americans). 2.20 The student will discuss local public art and its value to the community. 3.13 The student will discuss how history, culture, and the visual arts influence each other. 3.26 The student will identify common attributes in works of art produced by artists within one culture.		
Objectives:	The student will: Interpret examples of totem poles. Develop ideas for a personal totem pole. Determine what symbols represent them.		

Assessments:	<p>The student will:</p> <p>Describe possible meanings of totem poles from different regions.</p> <p>Illustrate meaningful/personal symbols for their totem poles.</p> <p>Create a self and/or community totem pole.</p>
Pre-Requisite Knowledge:	<p>Patterns. Color relationship and association. Cutting paper....</p>
Learning Environment:	<p>Group discussion. Visual Examples. Discovery. Brainstorming. Preliminary sketches. Working in teams. Critique = engaging the group in proper art vocab= constructive criticism.</p>
Vocabulary	<p>Totem Pole</p> <p>Native Americans</p> <p>Carving</p> <p>Symbols of animals in regards to Native American translation.</p>
Materials	<p>Paper towel tube, colored paper, scissors, glue, and brads. Templates. Visuals.</p>
Procedures	
<p>Intro to Totem Poles. Brief History of Totem poles. Visuals of Totem Poles.</p> <p>Questioning such as: What do you know about totem poles? Who do you think makes these, and why? What do they mean?</p> <p>If you were to make one, what would you include, and what would you do with it?</p> <p>Students research (from the handouts on animals and their meaning) what animals they associate with and why.</p> <p>Students are asked to do sketches of the 3-5 different sections of the totem pole. Older students are given a worksheet to prompt their thinking about the project.</p> <p>Students have 2 lessons to construct their totem pole by cutting brightly colored paper and adhering it to the paper tube. They may elaborate by extending thicker paper for wings, legs, arms, etc.</p>	

Modification for Differentiated Instruction	
Special Education:	Working in pairs. May simplify and choose one animal instead of 3-5.
Gifted:	
Other/Comments:	<p>Extension ideas:</p> <p>Each class can make a class totem pole that symbolizes their pride! Or.....</p> <p>Students can make a popular culture totem pole by gathering modern iconography and incorporating it in the pole.</p>

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Patterns in Nature e-ART-h
Grade Level:	K, 1 and 4,5 th graders	Subject Area(s):	Art, science
School Theme:	Community	Time Frame to complete lesson:	3-4 lessons

Summary:	In this lesson, students will explore how artists and scientists are inspired by nature. Nature teaches us balance, symmetry, pattern. Students play a guessing game of identifying patterns projected on a Power Point. They discuss what it reminds them of, what it could be, etc. Students create a montage of three patterns found in nature. They use multiple mediums such as cut or torn paper, paint and drawing to create the layers and repetition of pattern.
SOL Standards from each content:	<p>ART sol's:</p> <p>K.3 The student will identify and use</p> <ol style="list-style-type: none"> 1.colors—red, blue, yellow, green, orange, violet, brown, black, and white; 2.textures—sight and touch; 5.patterns—natural and man-made. <p>K.5 The student will create a work of art that depicts a specific animal or plant.</p> <p>K.15 The student will classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, pattern).</p> <ol style="list-style-type: none"> 1.3 The student will identify and use 2.line and line variations—zigzag, dotted, wavy, and spiral; 3.texture—visual and tactile; 4.shape—geometric and organic; and 5.patterns—alternating and repeating.
Objectives:	<p>The Student Will:</p> <p>Identify patterns found in nature.</p> <p>Discover similarities and differences in the patterns.</p>
Assessments:	<p>The Student will:</p> <p>Transfer close up patterns from nature in an artwork.</p> <p>Fabricate 3 different patterns on a surface.</p>
Pre-Requisite Knowledge:	Pattern, balance, symmetry, collage.
Learning Environment:	<p>Discovery, Open Discussion, Sharing.</p> <p>Different stations for art making.(paint, paper, fabric, drawing).</p> <p>Group critique. Circulating room always.</p>

Vocabulary	Repetition, Balance, reflection, symetry.
Materials	Paper, Colored Paper, Scissors, glue, paint supplies, drawing pencils, found objects.
Procedures	
<p>Students watch power point about patterns and guess what the close-up patterns belong to.</p> <p>Discussion during and after regarding naturally occurring patterns. Assign and discover adjectives that describe the feeling of the patterns.</p> <p>Students choose 3 patterns from the handouts that they wish to illustrate. They do each pattern in a different medium.</p>	
Modification for Differentiated Instruction	
Special Education:	One-on- one instruction. Reiteration of instruction. Works with students at table.
Gifted:	
Other/Comments:	

Emailed January 6, 2011

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Koi Fish Watercolor. Relationships (with tradition and symbols)
Grade Level:	K, 1	Subject Area(s):	Art, History, Social Science
	Community/Environment	Time Frame to complete lesson:	3 Lessons
Summary:	<p>This lesson is part of our Gung Hay Fat Choy (Chinese New Year) celebration of traditions in China. Students explore one of the most important Elements of Art = LINE, while exploring brushstroke and techniques in watercolor. Our subject is the KOI fish, which symbolizes peace, harmony and gentleness in China. Students explore and interpret various examples of Chinese art. They discuss the use of line, space and meaning of these paintings. Then they sketch and paint their own Koi Pond masterpiece- using watercolor. These paintings will be folded and made into SCROLLS that will hang on their door to invite a prosperous and peaceful New Year!!!</p>		
SOL Standards from each content:	<p>K.3: The student will identify and use 3.Line and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal; K.12 The student will identify the purposes for creating works of art. K.15 The student will classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, pattern). 1.12 The student will recognize and describe how art is an integral part of one's own culture. 1.17 The student will describe and discuss the visual qualities and content of works of art, using an art vocabulary.</p>		
Objectives:	<p>Students will: Describe the impact line has in art. Describe different types of line and how they make us feel. Explore Chinese traditions and celebrations regarding the New Year.</p>		
Assessments:	<p>Students will: Discuss and explore various lines and the feelings they evoke. Compose and Create a watercolor of a Koi Fish Pond.</p>		
Pre-Requisite Knowledge:	<p>Knowledge of shape and color. Experience with paints and brushes.</p>		

Learning Environment:	Introduction with visuals and open-ended questions. Self and group discovery. Demonstration. Critiques along the way... Art Vocabulary repeated and reminded.
Vocabulary	Gung Hay Fat Choy, types of line, brush techniques, dry brush, folding, scroll, symbolism of Koi Fish, tradition.
Materials	Watercolors, hole punch, string, water, brushes, paper towels, visuals. Book = My First Chinese New Year.
Procedures	
<p>Day one: Teacher reads My First Chinese New Year to the students. Discussion about symbolism in different cultures....</p> <p>Demonstration of how to draw the shape of a Koi fish and a Lilly pad. Watercolor techniques demonstrated. Students then practice drawing Koi Fish and Lilly pads and water (fluent lines).</p> <p>Day two: Students create their watercolor.</p> <p>Day three: Teacher demonstrates the accordion fold and hole punch and attaching string. Students finish the watercolors and then they fold the paper like an accordion and punch 2 holes at the top and attach string.</p>	
Modification for Differentiated Instruction	
Special Education:	Students work in pair. Teacher breaks down step-by-step instruction for those who need one step at a time...
Gifted:	Students may elaborate and add layers of watercolor and tissue paper.....

Extension projects:	<p>Students may work on rice paper with India ink for a more authentic scroll.</p> <p>Students make a group fishpond on a large piece of paper to hang in the hallways!</p>
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Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Miro Line Weaving Relationships (to art and artists).
Grade Level:	2,3 rd grades	Subject Area(s):	Art, Art History, Math
School Theme:	Community/ Environment	Time Frame to complete lesson:	3-4 lessons
Summary:	<p>This lesson helps students dive into essential Art Vocabulary including The Principles and Elements of Designs well as the different ART STYLES. We will explore the Artist Joan Miro and his use of space, line and color. Students will create and examine the impact and feelings of created by different lines. Students create a sketch, and then translate the sketch into a tapestry using graphed plastic canvas and chenille stems and embroidery thread.</p>		
SOL Standards from each content:	<p>2.2 The student will incorporate unanticipated results of art making into works of art.</p> <p>2.9 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.</p> <p>2.21 The student will describe the meanings and feelings evoked by works of art.</p> <p>3.1 The student will identify innovative solutions used by artists to solve visual problems.</p> <p>3.4 The student will identify and use balance—symmetry and asymmetry;</p> <p>3.19 The student will examine and discuss why works of art have been interpreted in different ways throughout history.</p>		
Objectives:	<p>Students will:</p> <p>Describe elements in various Painting (artists with a strong emphasis on line in their work).</p> <p>Interpret color and line, and the style "abstract".</p>		

Assessments:	<p>Students will:</p> <p>Discuss line in artwork.</p> <p>Create/ Categorize / Compare different lines.</p> <p>Construct a tapestry weaving that demonstrates use of abstract lines.</p>
Pre-Requisite Knowledge:	Weaving, drawing, playing with materials.
Learning Environment:	Experimentation. Open ended questioning, self-discovery, and demonstrations, circulating the room.
Vocabulary	Line, space, Miro, tapestry, weaving, patterns, symmetry, asymmetry, abstract.
Materials	Paper, watercolors, brushes, pencils, visuals, plastic graph canvas, colorful pipe cleaners, embroidery thread, markers.
Procedures	
<p>Day One: Teacher introduces various paintings and asks students to compare and contrast them. Students find similarities..... They discuss the importance of line and what feelings come from line..... Students go to their tables and create a line drawing by turning their paper around and around, sometimes even passing the page around. Exploration on how abstract shapes reminds us of places and things.</p> <p>Day two: Teacher demonstrates how to use watercolor and does one guided by the student's knowledge of MIRO. What would he draw? Students begin their Miro watercolor.</p> <p>Day three: Demonstration of how to interpret the watercolors into a weaving. Students begin their weaving.</p> <p>Day Four: Students work on their weaving.</p>	

Modification for Differentiated Instruction	
Special Education:	One on one from teacher. Partnering with other students.
Gifted:	
Extension Projects:	

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Food Chain Installation Relationships
Grade Level:	4,5 th grades	Subject Area(s):	Art, Science
School Theme:	Community/Environment	Time Frame to complete lesson:	3-4 lessons
Summary:	<p>This project launches students into 3 dimensional sculpture using simple recyclable materials. Students use their knowledge of the animal food chain to construct a large-scale installation that will be displayed in the cafeteria. Students will work in teams to figure out how to tackle an art "problem". Students will be given materials and it is up to each table to re-create the food chain from these materials. My prediction is an underwater food chain sculpture.</p>		

SOL Standards from each content:	<p>4.1 The student will research and generate ideas for creating works of art, using discussion.</p> <p>4.5 The student will identify and use variety, repetition, and unity in a work of art.</p> <p>4.16 The student will investigate artists and their work, using research tools and procedures.</p> <p>5.1 The student will synthesize information to produce works of art.</p> <p>5.5 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images.</p> <p>5.6 The student will develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.</p>
Objectives:	<p>Students will:</p> <p>Recall the correct sequence of underwater food chain.</p> <p>Work in teams to come up with a solution to an art problem.</p>
Assessments:	<p>Students will:</p> <p>Create drawings and plans for an underwater food chain.</p> <p>Work together to create sculptures of animals.</p>
Pre-Requisite Knowledge:	<p>Collaboration, science, sculptures techniques.</p>
Learning Environment:	<p>Collaboration, support, freedom in exploring materials, making "mistakes" that help us to get closer to the execution of the project.</p>
Vocabulary	<p>Food chain, mixed media, installation, resist, art "problem".</p>

Materials	Paper, recycled materials such as: paper bags, newspaper, egg cartons, string, etc. Paint, glue, tissue paper, yarn, etc. Glue gun.
Procedures	
Students plan and sketch out their animal. They collect what they need- some may plan and bring in materials for their animal. This is a very loose lesson and requires the role of teacher as a facilitator more that instructor.	
Modification for Differentiated Instruction	
Special Education:	Partnering, rubber glove, smocks, adjusting materials.
Gifted:	
Extension Projects:	This project can be constructed out of waterproof materials (allrecycledmaterials) and be installed in the garden. The theme can be reflective of plant cycles, or composting, etc.

Emailed January 31, 2011

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Eric Carle Collage
Grade Level:	K, 1	Subject Area(s):	Art
School Theme:	Exploring our community, Discovering our World	Time Frame to complete lesson:	4 lessons
Summary:	This lesson explores the rich surfaces and imagery made by ERIC CARLE. Carle has illustrated books like "The Hungry Caterpillar". His books are very popular with elementary children. Carle makes his paper by painting and scraping and celebrating brushstroke. He then creates collages with the paper-images are mostly animals and people. Students will explore surface texture with multiple medium and materials. Then they will create pages of animals and the like that celebrate the art of collage in the style of Eric Carle.		
SOL Standards from each content:	Art Sol's: K.9 The student will describe the sequence of steps in the making of a work of art. K.11 The student will identify people who make art as "artists" (e.g., painters, sculptors, printmakers, architects, graphic designers). 1.10 The student will use motor skills to weave, tear, and otherwise manipulate art materials. 1.16 The student will view works of art and describe similarities and differences between them.		
Objectives:	The Student Will: <ul style="list-style-type: none">• Describe the surfaces and collage techniques found in Eric Carle pictures.• Recall Analogous colors. (colors that are adjacent or next to one another on a color wheel.)• Locate separate shapes that make a whole when collaged together.		
Assessments:	The Student Will: <ul style="list-style-type: none">• Produce paper for collaging.• Use analogous colors to create their paper.• Cut and paste shapes to make an animal or person.		

Pre-Requisite Knowledge:	Some basic color theory. Cutting, ripping, tearing, and gluing.
Vocabulary	Brushstrokes, Collage, Eric Carle, Ground, Scraping, Visual Texture.
Materials	Paper, brushes, etc. Crayons, rubbing plates, oil pastels, combs, toothbrushes, sponges, cotton balls.
Procedures	
<p>Students study images of Eric Carle. Teacher shows students how to create the fields of color. Each table is in charge of a family of colors. Browns and greens. Blues and greens. Yellows and oranges and reds. Black and greys and dark blues. Purples, blues and pinks. Students paint a page with one color and then scrape into it. They add patterns another day after the basic colors are dry.</p> <p>Students decide what scene or animal they want to create and with the teachers or another students help, they use the colored paper they need to cut shapes that create a collage!</p>	
Modification for Differentiated Instruction	
Special Education:	Partnering with other students. One on one. One Step instructions.
Gifted:	More elaborate scene for collage can be required.

Other/Comments:	
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Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Creating Field Books "The Virginia Box"
Grade Level:	1 st through 5 th grade	Subject Area(s):	Art, Science
School Theme:	Exploring our Community/Discovering our World	Time Frame to complete lesson:	2-3 lessons
Summary:	<p>Our school is creating a box that reflects our appreciation of Virginia's forest and land and animal inhabitants.</p> <p>Students will create drawings of native plants/leaves/nuts AND local bugs/birds. These drawings will be 3 x 3 inches small. Students create books with blank index cards (5 x 3 inches). The drawing will then be pasted in the homemade books, labeled with descriptive. Field Books. Hopefully students will be able to recognize indigenous leaves/plants/trees/bugs/birds this SPRING!!! How empowering!</p>		
SOL Standards from each content:	<p>Art Sol's: 2.6 The student will create a work of art from observation.</p> <p>3.24 The student will analyze works of art for the use of</p> <ol style="list-style-type: none"> 1. rhythm; 2. balance—symmetry and asymmetry; and 3. spatial relationships—overlapping, size, proportion, and placement. 		
Objectives:	<p>The Student Will:</p> <p>Classify a variety of plants and leaves.</p> <p>Distinguish local plants from others.</p> <p>Recognize animals and plants they have seen in our community.</p>		

Assessments:	<p>The Student Will: Draw local trees/plants/birds/bugs. Label the drawings for the book. Reproduce drawings of plants, etc for the book they construct.</p>
Pre-Requisite Knowledge:	<p>Walking in a Forest, observation of Nature.</p>
:	
Vocabulary	<p>Variety of tree names, birds, bugs, leaves, plants.</p>
Materials	<p>Colored pencils, pencils, paper, visuals of plants, etc.</p>
Procedures	
<p>Students choose a plant, a leaf, a bug and a bird to draw. They draw it. They create a mini-book with index cards. These can be stapled and then have colored tape to cover the staples, and create an edge. Students paste the drawings with labels and descriptive on the drawings.</p> <p>These Field Guides will go in the Virginia Box and travel all the way to Hawaii. Students also present our box to a state elected official and have our box be displayed on Capitol Hill. Woo-Hoo!!</p>	
Modification for Differentiated Instruction	
Special Education:	<p>Larger visuals and paper available.</p>

Gifted:	
Other/Comments:	

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Collages with Spirographs. Relationship
Grade Level:	3 rd , 4th, and 5 th grade	Subject Area(s):	Art, Math, Science.
School Theme:	Exploring our community/ Discovering our world.	Time Frame to complete lesson:	4 lessons
Summary:	<p>The world of Art, Math, Science and Mechanics come together in these drawings made from 2 gears and a pen. These intricate designs are known as SPIROGRAPHS. Spirograph drawings are made using gears that track cycles and movement. Students experiment with the combination of gears to create the designs. They have fun layering the colors and combinations. These drawings will be the inspiration for collages made from cut up images from old books, tissue paper, origami paper, and the Spirographs.</p>		
SOL Standards from each content:	<p>Art Sol's: 3.24 The student will analyze works of art for the use of 1.rhythm; 2.balance—symmetry and asymmetry; and 3.spatial relationships—overlapping, size, proportion, and placement. 4.5 The student will identify and use variety, repetition, and unity in a work of art. 4.12 The student will compare and contrast abstract and realistic works of art.</p> <p>5.5 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images.</p>		

Objectives:	<p>The Student Will:</p> <p>Analyze different spirographs.</p> <p>Point out what makes cycles.</p>
Assessments:	<p>The Student Will:</p> <p>Chart designs.</p> <p>Discover math in art.</p>
Pre-Requisite Knowledge:	
Vocabulary	<p>Collage, Spirograph, epicycloids, rhythm, pattern, cycle, relationship, pushing and pulling, decoupage.</p>
Materials	<p>Variety of old books to tear from, spirographs tools. Gel pens, skinny sharpies, paper, clips, cardboard, modge podge, foam brushes, glue cups.</p>
Procedures	
<p>Students make spirographs- lots of them. It takes practice. They look through old thrift store books and gather images. They make collages with the images and spirographs and colored tissue paper. They must make decisions about the placement of image and color. Sometimes less is more. We use art vocabulary such as rhythm, unity, movement, emphasis, and contrast in this lesson a lot.</p>	
Modification for Differentiated Instruction	

Special Education:	One on one help with gears.
Gifted:	
Other/Comments	

Emailed February 20, 2011

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Famous Americans on the Shelf...
Grade Level:	1 st , 2nd	Subject Area(s):	Art, History, Art History
School Theme:	Exploring our Community, Discovering our World	Time Frame to complete lesson:	3-4 lessons.
Summary:	<p>This lesson offers students a hands on project that supports what they are learning in the classroom. Also they will be exposed to a variety of FOLK ARTISTS who have made portraits from recycled objects. Students will find that anyone can make something out of what they find around them. We will be creating 3- Dimensional Portraits of Famous Americans that the students are studying in their grade. First graders are studying famous Americans such as: Abe Lincoln, George Washington, Washington Carver, Eleanor Roosevelt, and Ben Franklin. They will create full body sculptures using toilet paper rolls, felt, and other recycled materials. Students will choose which American they find interesting and bring them to life. Students must incorporate detail that conveys the time they lived and what they contributed. Students will also create items that support the importance of their famous American.</p>		

SOL Standards from each content:	<p>Art Sol's:</p> <p>1.1 The student will recognize and discuss various solutions to a single art problem.</p> <p>1.2 The student will identify American cultural symbols and events depicted in art.</p> <p>1.17 The student will describe and discuss the visual qualities and content of works of art, using an art vocabulary.</p> <p>2.7 The student will depict objects in proportion within a work of art.</p>
Objectives:	<p>Students will:</p> <p>Identify famous Americans and their contributions to society.</p> <p>Explore materials necessary for the construction of the person.</p>
Assessments:	<p>Students will:</p> <p>Construct portraits of famous Americans they have studied.</p> <p>Implement a variety of materials to create their sculpture.</p>
Pre-Requisite Knowledge:	<p>Students have been privy to using various materials to create forms of art. They have practiced exploration of materials that solve art problems.</p>
Learning Environment:	<p>Introduction of lesson begins with questions that the students answer. They teach me what they know about famous Americans and share their knowledge from their homeroom.</p> <p>Demonstration of how to use materials for the sculpture. Students and teachers discovering what we can use, and how we can use them.</p>
Procedures	
<p>Students discuss some famous Americans and their contributions on society. In what time did they live? What clothes did they wear? What tools did they use? Each student collects items such as felt and fabric to begin constructing and gluing on toilet paper roll. The second step is considering hair and hats for the top of the sculpture. Students need to define facial features also. The teacher does small demos on ways to do this, but students can determine their own way to convey these famous americans with materials provided.</p>	

Modification for Differentiated Instruction	
Special Education:	Students receive one-step instructions and may be paired with other students to create their art form.
Other/Comments:	Use this area for lesson reflection

Integrated Lesson Plan Template			
Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Sculpture/ Installation of Chesapeake Bay Critters
Grade Level:	2 nd , 3 rd grade	Subject Area(s):	Art, Science
School Theme:	Exploring our Community, Discovering our World	Time Frame to complete lesson:	5 lessons
Summary:	<p>This lesson is inspired by the one-day Chesapeake Bay workshop PHSSA teachers participated in Feb 7th. Teacher will introduce what animals live in our Bay and what purpose they serve in the food chain, etc. Students will explore the relationship/ impact humans/ consumers have on NATURE. Teacher will demonstrate ways to create paper/ plastic sculptures from a variety of materials. Teacher will demonstrate a variety of building techniques used in "junk sculpture". Students choose one or two of the bay animals to create.</p> <p>Students create these animals from RECYCLED and Donated material such as: paper bags, newspaper, bottles, caps, plastic bags, etc. We will install this bay scene in the school.</p>		

Teacher demonstrated different building techniques with materials and encourages students to find new ways of using found materials.
 A trip to the park in their homeroom class would be nice.
 Installation at the end.

Modification for Differentiated Instruction

Special
Education:

One on one help. Groups supporting each other.

Other/Comments

Use this area for lesson reflection

Integrated Lesson Plan Template

Teacher Name:	Anne Chamblin	Title of Lesson Theme:	Stop motion Movies. Environmental awareness.
Grade Level:	4 th , 5 th grade	Subject Area(s):	Science, Art, Technology
School Theme:	Exploring our Community, Discovering our World	Time Frame to complete lesson:	10 lessons- Labor-intensive UNIT.

SOL Standards from each content:	<p>Art Sol's:</p> <p>2.1 The student will investigate various solutions to a single visual arts problem.</p> <p>2.2 The student will incorporate unanticipated results of art making into works of art.</p> <p>2.6 The student will create a work of art from observation.</p> <p>2.9 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.</p> <p>3.1 The student will identify innovative solutions used by artists to solve visual problems.</p> <p>3.2 The student will use various art processes and techniques to produce works of art that demonstrate craftsmanship.</p> <p>3.17 The student will identify how works of art reflect times, places, and cultures.</p>
Objectives:	<p>Students will:</p> <p>Explore the relationship/ impact humans/ consumers have on NATURE.</p> <p>Identify species inhabiting the Chesapeake Bay and what purpose they serve.</p>
Assessments:	<p>Students will:</p> <p>Keep a visual journal with informal writing regarding Bay water animals.</p> <p>Construct sculptures of these animals.</p>
Pre-Requisite Knowledge:	<p>Students by attending PHSSA have discussed environmental issues, watershed, etc.</p> <p>They will use this knowledge to create an installation for all to see and learn from.</p>
Learning Environment:	<p>Demonstrations with materials. Visual hand- outs. Group discussion. Everyone helping everyone.</p>
Procedures	
<p>Students explore animals and their contributions to our bay/world. They create a journal/book about these animals. They then choose one to re-create with recycled materials.</p>	

Summary:	<p>In honor of our grade level theme (4th grade= What impact do we have on our city and our state environment? 5th grade= What impact do we have on our nation and the world environment?) students create a short animated film (as simple as flip book style) that illustrates our impact/relationship with our environment. Students work in teams of 4 to write a script about the theme. They make a storyboard. They make all props from assigned materials. Each group is assigned materials:</p> <ul style="list-style-type: none"> -Clay, sculpey -Yarn and felt and collage -Puppets made from Recycled materials and materials. <p>Students watch a variety of short stop motion films. They discuss steps in creating a movie. They make plans. They take pictures on a tripod. They learn how to download pictures of scenes onto the COW's movie application. They learn editing. They make a movie and show it to the school, and beyond.</p> <p>BONUS: Visiting artist Taylor Rhodes from VCU's Kinetic Imaging program will come and show some of his experimental films and talk about process. He will also do a hands on group animation project with both 4th and 5th graders.</p>
SOL Standards from each content:	<p>Art Sol's:</p> <ul style="list-style-type: none"> 4.16 The student will investigate artists and their work, using research tools and procedures. 4.25 The student will formulate questions about works of art. 4.18 The student will analyze works of art based on visual properties. 5.3 The student will use the elements of art—line, shape, form, color, value, texture, and space—to express ideas, images, and emotions. 5.1 The student will synthesize information to produce works of art. 5.12 The student will express ideas through artistic choices of media, techniques, and subject matter. 5.13 The student will use technology to produce a work of art.
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> Identify environmental issues and the relationship we have with them. Develop and sequence the plan for their movie. Describe the movie making process.
Assessments:	<p>Students will:</p> <ul style="list-style-type: none"> Write scripts and storyboard describing/illustrating relationships with environmental issues. Create backgrounds and props from designated materials that convey their story. Produce a stop animation film. Critique each other's films. <p>Questions for Assessment:</p> <ul style="list-style-type: none"> Does the movie convey the message intended to send? Did students work together? Did students all contribute to the process and product?

Pre-Requisite Knowledge:	Teacher will show a few short animated films (including ones related to environmental issues) made with some of the same materials the students will use. Visiting artist from VCU's Kinetic Imagery will show his films, discuss them and lead a project for an animated film.
Learning Outcome	Group brainstorming as a whole. Groups of 4 collaborating on their story and creations.
Procedures	
<p>Students brainstorm environmental issues and come up with ideas for mini-movies. Teacher shows a movie she made and asks students to guess what the movie is trying to say.</p> <p>Visiting artist Taylor Rhodes from VCU's Kinetic Imaging program will come and show some of his experimental films and talk about process.</p> <p>He will also do a hands on group animation project with both 4th and 5th graders.</p> <p>Students work in teams of 4 to write a script about the theme. They make a storyboard. They make all props from assigned materials. Each group is assigned materials:</p> <ul style="list-style-type: none"> -Clay, sculpey -Yarn and felt and collage -Puppets made from Recycled materials and materials. <p>Students watch a variety of short Stop- motion films. They discuss steps in creating a movie.</p> <p>They make plans. They make backgrounds and props in a STEP-by-STEP fashion. Frames.</p> <p>They take pictures on a tripod. They learn how to download pictures of scenes onto the COW's movie application.</p> <p>They learn editing. They make a movie and show it to the school, and beyond!!!!</p>	
Modification for Differentiated Instruction	
Special Education:	Pairing up with other students. Contributing in anyway possible. Simple guided instruction and monitored exploration.

Other/Comments;	Use this area for lesson reflection
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Benchmark Data

Teacher: Gayle Dillon

Grade: Kindergarten

RTI Tiers	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.
Reading	0	6	94	97.7	17	18	65	86	6	0	94	94.4				
PALS	11	22	67		23	12	65									
DRA																
Math	11	6	83	92.7	0	24	76	87.6	6	6	88	94.1				
Social Studies	0	0	100	98.9	0	0	100	98.4	0	0	100	99.1				
Science	0	0	100	99.4	0	0	100	98.4	0	0	100	99.4				
Average																
PALS criteria	<28	29-45	>46		<70	71-85	>86									

I = Intensive below 69% mastery

S = Strategic between 70%-85% mastery

B = Benchmark above 85% mastery

Benchmark Data

Teacher: Alison Hines

Grade: Kindergarten

RTI Tiers	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.
Reading	0	0	100	99.4	0	22	78	89.1	0	17	83	95.3				
PALS	11	31	58		17	17	66									
DRA																
Math	0	5	95	97.9	0	6	94	95.7	5	0	95	95.9				
Social Studies	0	0	100	98.9	0	11	89	90.2	0	0	100	99.4				
Science	0	0	100	98.9	0	11	89	97.5	5	0	95	98.6				
Average																
PALS criteria	<28	29-45	>46		<70	71-85	>86									

I = Intensive below 69% mastery

S = Strategic between 70%-85% mastery

B = Benchmark above 85% mastery

Benchmark Data

Teacher: J. Lee LaPradd

Grade: Kindergarten

RTI Tiers	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.
Reading	0	6	94	99.1	6	6	88	88	0	0	0	100	93.2			
PALS	6	22	72		25	0	75									
DRA																
Math	0	6	94	99.1	0	6	94	96.9	0	0	0	100	97.2			
Social Studies	0	0	100	100	0	0	100	97.8	0	0	0	100	98.5			
Science	0	6	94	99.1	0	0	100	98.9	0	0	0	100	98.9			
Average																
PALS criteria	<28	29-45	>46		<70	71-85	>86									

I = Intensive below 69% mastery

S = Strategic between 70%-85% mastery

B = Benchmark above 85% mastery

Benchmark Data

Teacher: Hill

Grade: First

RTI Tiers	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.
Reading		17%	83%	90.8			100%	97		14%	86%	91.4
PALS			100%				100%				100%	
DRA			100%				N/A				100%	
Math		8%	92%	92.9			100%	96.1	7%	7%	86%	92.1
Social Studies		8%	92%	95.8		36%	64%	88.1	7%	21%	71%	92.9
Science		17%	83%	94.2			100%	95.9		7%	93%	95.7
Average				93.4				94.2				93

I = Intensive below 69% mastery

S = Strategic between 70%-85% mastery

B = Benchmark above 85% mastery

What is your remediation plan?

Reading: Supplemental reading groups for students in strategic category.

Benchmark Data

Teacher: Medhurst

Grade: First

RTI Tiers	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.
Reading	0%	14%	86%	84%	0%	0%	100%	96%	0%	14%	86%	95%				
PALS	8%	16%	75%	NA					7%	0%	93%	NA	7%	0%	93%	NA
DRA	16%	16%	68%	NA					14%	0%	86%	NA				
Math	7%	14%	78%	88%	0%	0%	100%	99%	0%	21%	79%	94%				
Social Studies	0%	7%	93%	98%	0%	0%	100%	89%	0%	14%	86%	92%				
Science	7%	7%	86%	93%	0%	0%	100%	96%	0%	21%	79%	94%				
Average	5.5%	8.4%	86%	91%	0%	0%	100%	95%	0%	17%	83%	94%				

I = Intensive below 69% mastery

S = Strategic between 70%-85% mastery

B = Benchmark above 85% mastery

Benchmark Data

Teacher: Hill

Grade: First

RTI Tiers	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.
Reading		17%	83%	90.8			100%	97		14%	86%	91.4				
PALS			100%				100%				100%				100%	
DRA			100%				N/A				100%					
Writing																
Math		8%	92%	92.9			100%	96.1	7%	7%	86%	92.1				
Social Studies		8%	92%	95.8		36%	64%	88.1	7%	21%	71%	92.9				
Science		17%	83%	94.2			100%	95.9		7%	93%	95.7				
Average				93.4				94.2				93				

I = Intensive below 69% mastery

S = Strategic between 70%-85% mastery

B = Benchmark above 85% mastery

Benchmark Data

Teacher: Victoria Young

Grade: 3rd

RTI Tiers	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.
Reading	79%	21%	0%	56%	57%	36%	7%	63%	14%	43%	43%	83%	14%	43%	43%	83%
PALS	-	-	-	-	21%	36%	43%	-	-	-	-	-	-	-	-	-
DRA	36%	57%	7%	2.6	14%	36%	50%	3.2	7%	21%	72%	3.4	-	-	-	-
Math	93%	0%	7%	54%	50%	50%	0%	69%	7%	36%	57%	85%	0%	29%	71%	88%
Social Studies	50%	43%	7%	71%	7%	43%	50%	84%	0%	50%	50%	84%	0%	50%	50%	84%
Science	50%	43%	7%	71%	14%	43%	43%	80%	21%	50%	29%	78%	0%	21%	79%	89%
Average	68%	27%	5%	63%	32%	43%	25%	74%	10%	45%	45%	83%	3%	36%	61%	86%

I = Intensive below 69% mastery

S = Strategic between 70%-85% mastery

B = Benchmark above 85% mastery

Benchmark Data

Teacher:

Grade:

Elias- 4th RTI Tiers	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.
Reading	8%	75%	17%	76%	0%	16%	84%	89%	8%	41%	51%	87%				
PALS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
DRA	33% Below Level 40	50% Intrs. Level 40	17%Ind. Level 40 or above	X	16% Below Level 40	50% Instr Level 40	34% Ind Level 40 or above	X	8% Below Level 40	34% Instr Level 40	58% Ind. Level 40 or above	X				
Writing	25%	50%	25%	77%	8%	76%	16%	77%	16%	51%	33%	80%				
Math	16%	55%	25%	81%	16%	54%	33%	82%	8%	59%	33%	84%				
Social Studies	33%	42%	25%	77%	8%	33%	59%	88%	8%	51%	41%	88%				
Science	25%	50%	25%	78%	16%	55%	25%	80%	8%	59%	33%	84%				
Average	23%	46%	19%	77%	9%	46%	43%	83%	9%	52%	38%	84%				

I = Intensive below 74% below mastery

S = Strategic between 75%-85% mastery

B = Benchmark above 85% mastery

Benchmark Data

Teacher:

Grade:

Elias- 5 th Grade RTI Tiers	Quarter 1				Quarter 2				Quarter 3				Quarter 4			
	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.	I	S	B	Class Avg.
Reading	16%	50%	34%	80%	16%	34%	50%	84%	0%	50%	50%	86%				
PALS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
DRA	16% below level 50	50% instr level 50	34% ind level 50 or above	X	16% below level 50	34% instr level 50	50% ind level 50 or above	X	X	66% instr level 50	34% ind level 50 or above	X				
Writing	50%	34%	16%	75%	34%	50%	16%	78%	16%	66%	16%	82%				
Math	34%	50%	16%	80%	16%	50%	34%	82%	0%	66%	34%	86%				
Social Studies	16%	66%	18%	81%	0%	50%	50%	83%	16%	66%	18%	84%				
Science	34%	50%	16%	81%	16%	34%	50%	84%	16%	34%	50%	86%				
Average	30%	50%	21%	79%	16%	43%	40%	82%	9%	56%	33%	84%				

PHSSA INTERSESSION REMEDIATION 3/21-25/2011

MONDAY

8:00 – 10:00 Math	8:00 – 10:00 Science	8:00 – 10:00 Math	8:00 – 10:00 Math	ELIAS/POWELL/SIMONSEN
PEYTON	HILL	ELIAS/ POWELL	SIMONSEN	
10:00 -12:00 Science)	10:00 – 12:00 Math	10:00-11:00 SS	10:00 – 11:00 Science	4/5 Combined 11:00 – 12:00 Science

TUESDAY

8:00 – 10:00 Math	8:00 – 10:00 SS	8:00 – 10:00 Math	8:00 – 10:00 Math	ELIAS/POWELL/SIMONSEN
PEYTON	HILL/TAM	ELIAS/ POWELL	SIMONSEN	
10:00 -12:00 SS	10:00 – 12:00 Math	10:00-11:00 SS	10:00 – 11:00 Science	4/5 Combined 11:00 – 12:00 Science

WEDNESDAY

8:00 – 10:00 Math	8:00 – 10:00 Science	8:00 – 10:00 Math	8:00 – 10:00 Math	POWELL/SIMONSEN
PEYTON	YOUNG/TAM	POWELL	SIMONSEN	
10:00 -12:00 Science	10:00 – 12:00 Math	10:00-11:00 SS	10:00 – 11:00 Science	4/5 Combined 11:00 – 12:00 Science

PHSSA Intersessions:

Student Identification for remediation & Enrichment:

PHSSA held three remediation intersessions and one enrichment session in the 2010-11 academic year. Teachers submitted remediation/tutoring plans when they submitted their benchmark data. A sample of that is notated below (in italics). University Instructors provided all of our remediation intersessions. Students were divided into groups per grade level and worked on specific SOL content.

Additionally you will find a remediation referral attached. Teachers filled this out and remediation teachers used this as a prescription for student services. Student information has been removed.

Summer school intersession and remediation were meant to be held in unison for those individuals who fell in the Tier 3 range for Math and Reading. There were 26 students referred. I did not find the documentation in the counselor's office or my office.

Teacher's Name : _____ Grade Level: _____ Date: _____

Our goal is 100%!!

Nine Weeks Data

Please write on a separate sheet of paper what your plan is for the students who did not meet the benchmark of 85%.

Sample referral:

*Scores highlighted as **85%** belong to students who are not being recommended for remediation because they are only a few points away from meeting the 85% benchmark, and their overall performance and benchmark scores indicate that further in-class instruction will get these students where they need to be. I will be monitoring these students and recommended remediation if it becomes necessary.*

Scores highlighted in yellow belong to the bulk of my tutoring students, who are within about 10 points of meeting the 85% threshold. These students are not in need of serious intervention, and weekly small group tutoring should remediate their weaknesses.

Scores highlighted in red belong to the students who are in need of intervention and are most at risk for not scoring proficient on an SOL test. These students will be receiving intense remediation from me, as well as from outside tutors.

Tutoring Plan (Sample)

Reading: I will have after-school reading tutoring with the lowest four students () which will focus on building fluency and comprehension as well as testing strategies. These students are also in my lowest guided reading group, so they will be getting additional attention during the day. They will also have twice weekly reading remediation with Mrs. Hand, and will work after school with Mrs. Hill on early reading skills. I will continue to monitor to see if she needs to be added to this group, since she scored poorly on her benchmark although she is reading on grade level.

Math: I will have after-school math tutoring with the lowest students () which will reinforce the objectives we've already learned this year, as well as building confidence in testing strategies. Additionally, those whose math scores are very low, will work with Mrs. Royal twice weekly for math remediation. I am going to add a 30 minute centers/math games time to my daily schedule to allow for some time to work with small groups, and will spend some time with these students during that time a few times a week.

Science: Most of the science objectives from this year will be reinforced during classwork and homework over the next few months, which should boost student mastery. Most students who are struggling in science are borderline, so I will be doing small group remediation during my daily centers/math games time. _____ will be working with Mrs. Royal twice a week for science and social studies remediation.

Social Studies: Again, most of the social studies objectives from this year will be reinforced during class or through homework. I will be pulling the struggling social studies students during my bonus resource time on Thursdays. _____ will use her time with Mrs. Royal to reinforce the objectives which she has not yet mastered.

Information specific to the final intersession:

After a very successful March intersession where both parents and students sent in very positive reviews, faculty/staff were anxious to plan for the final intersession. At staff meetings, names were requested for intersession/summer school but no proposals were presented. After some time it became evident that there had been some breakdown in communication between the guidance counselor, principal, and staff. However, it was not made clear that PHSSA students were to attend RPS summer school rather than a PHSSA intersession until it was too late to prepare an appropriate intersession. The PHSSA board was most appreciative that RPS was able to accommodate our students within your summer school program.

Throughout the year teachers were asked only to identify students for intersession remediation. Since it was our first year of operation intersessions for enrichment were handled by the YMCA on site at PHSSA. By the third intersession in March appropriate teachers and staff were asked to develop an enrichment program focused on the arts. This program was in part paid for by a grant from Altria. As stated above, PHSSA received very positive feedback on the intersession.

In early June, at the end of a school day teachers were given permission slips for RPS summer school to distribute to identify remedial students. Like the Board, the staff found out only then that no PHSSA intersession was planned and that our students were directed to RPS. In the future the PHSSA board will take appropriate measures to ensure that all aspects of an intersession, both remediation and enrichment, are planned, appropriate information disseminated, and all aspects are executed in a timely fashion. Be assured the PHSSA Board of Directors will ensure that this information is provided to all parents for the 2011-12 academic year.

Patrick Henry School of Science and Arts

Field Trip Permission Slip Form

OCTOBER INTERSESSION

Monday -

Tuesday - Visual Arts Center

Wednesday - Maggianos

Thursday - All Fired Up.

Persons in Charge = Anne Chamblin, Paris Huggins, Heidi Taylor.

STUDENTS NAME:

STUDENTS TEACHER:

PARENT OR GUARDIAN NAME:

PARENT OR GUARDIAN SIGNATURE :

DATE:

EMPLOYEE RELATIONS



From PHSSA Charter Application

XI. Employee Relations – Revised to replace any and all previous versions

The relationship between the Patrick Henry School of Science and Arts (PHSSA) and its employees will be a partnership between educators, parents, and members of the community working to serve students in the highest capacity in a manner consistent with the school's educational philosophy.

PHSSA will utilize the same merit-based non-discriminatory Human Resources procedures as the RPS Department of Human Resources as outlined in the RPS Board Bylaws (7.01 – 7.56) and associated administrative procedures with the following additions:

- Prior to school opening, the HR contact person for PHSSA is the president of the Board of Directors; after PHSSA opens, the HR contact person will be the principal of the school
- PHSSA will notify the RPS Department of Human Resources when positions become available
- The Board of Directors of PHSSA will craft (or approve) all position descriptions and requirements
- The Board of Directors of PHSSA will recruit and disseminate job announcements in avenues including and in addition to those utilized by the RPS Human Resources Department
- The principal, School Planning and Management Team, and representatives from the Board of Directors of PHSSA will conduct all job interviews. Each person on the panel will sign a confidentiality agreement. Once the interview panel decides on candidates, the recommendation(s) are sent to RPS Dept. of Human Resource. RPS will verify that applicants are licensed to teach in Virginia, and refer acceptable candidates following their interviews for employment at PHSSA to the RPS Department of Human Resources for contract negotiation based on PHSSA salary recommendations
- Benefits to PHSSA employees will be the same as for other employees of RPS
- PHSSA will provide training and education programs to all eligible employees on an equal basis based on the needs of the school
- PHSSA Board of Directors will perform the annual evaluation of the principal utilizing a personnel evaluation procedure modified from that utilized by RPS (detailed specifically in RPS By-Laws Section 7, Appendix C pp. 2-24). The substantive difference in the process between RPS and PHSSA is that the Board of Directors will conduct both the formative and summative components of the evaluation.
- PHSSA will utilize the same personnel evaluation procedures as RPS, detailed specifically in RPS By-Laws Section 7, Appendix C (pp. 26-92 for teachers pp. 94-123 for classified personnel), and the PHSSA Handbook.
- Counseling and grievance procedures will follow RPS guidelines and EEO counseling will be made available to all PHSSA employees through the RPS Department of Human Resources

As stated in the Code of Virginia for charter schools, "public charter school personnel shall be employees of the local school board or boards granting the charter." In accordance with federal laws, the laws of the Commonwealth of Virginia and the policies of the School Board of the City of Richmond, PHSSA will not discriminate on the basis of sex, race, color, age, religion, disabilities or national origin in the provision of employment and services. PHSSA will not house an HR department. The school will take full advantage of RPS Human Resources and will not deviate from RPS Human Resources protocols regarding advertising and recruiting of staff. After selection of appropriate candidates by PHSSA, contracts will be negotiated by RPS Human Resources and will include salary structure and benefits as budgeted and provided by PHSSA (Section VII). Security checks and fingerprinting will be provided by RPS subject to formal administrative contract negotiations with RPS. PHSSA employees will follow the same basic policies and bylaws established Patrick Henry School of Science and Arts by the Richmond Public School Board for all personnel. Specific guidelines and duties for staff are outlined in the PHSSA Handbook (Appendix D). The handbook presented in this application will be revised by the school's principal and will be discussed each year with the staff to insure that all understand the expectations the school has of its employees.

Recruitment and Selection of Teachers and Staff

The PHSSA Board of Directors will establish a representative team of Board of Directors members to conduct interviews to find staff members who share the philosophy of learning on which the school is based. The first year, the interviewing panel will include members of the committee that have prepared this application. Once a principal has been hired s/he will be asked to participate on the interview team. After the first year, the Patrick Henry School of Science and Arts principal, relevant staff members, and designated Board members will conduct interviews. All employees will have taken VDOE training or received certification. The PHSSA has no plans at this time to hire provisional employees. Before and during the interviews, the applicants will be informed of details that make the school unique (i.e., science core, school calendar, uniforms, etc.). The expectation will be that any teacher hired will exhibit the energy and willingness to create lessons that integrate all subjects through an environmental science core. During the summer prior to the school's opening, staff will be required to attend orientation sessions to acquaint them with the school's mission, design lessons, and build a cohesive educational team.



P.O. Box 2459
Richmond, VA 23218
804-767-8005
www.PatrickHenryCharter.org

Dear PHSSA Applicant,

Under Virginia Charter Law, employees of charters schools in the Commonwealth of Virginia are employees of the Local Education Agency. In the case of PHSSA, that is the Richmond Public Schools. The procedure for hiring teachers for PHSSA is as follows. The Interview Team makes a recommendation of the selected candidates to the PHSSA Board of Directors who must vote to approve the team's recommendation. Upon approval of the Board, the names of the selected candidates are presented to the Human Resources Department of Richmond Public Schools. RPS' Human Resources Department will then, within 48 hours, contact the selected candidates to present the job offer and begin the hiring process.

Per PHSSA's agreement with Richmond Public Schools PHSSA teachers will be eligible to receive the following:

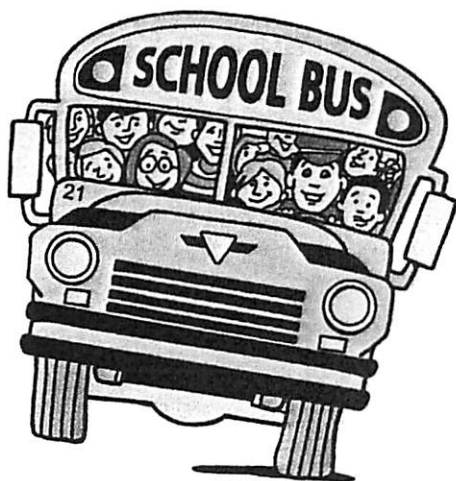
- **Salary:** PHSSA teachers will receive the salary noted on the Teacher Salary Schedule for 9.5 month employees. Although PHSSA is a progressive quarter school, PHSSA teachers work the same number of days as teachers in traditional schedule RPS schools. This salary scale can be found on the Richmond Public School's website <http://newweb.richmond.k12.va.us>
- **Benefits:** PHSSA teachers are eligible for the same benefits as other RPS employees. More information about these benefits is available at the Richmond Public School's website.

Principal
Patrick Henry School of Science and Arts

I have read and understand the procedure for hiring at PHSSA.

PHSSA Applicant

TRANSPORTATION POLICY AND PLAN



Student Diversity and Transportation at PHSSA

"Reflective of the RPS population and the City it serves"

The following table illustrates several important points about the level of diversity at PHSSA.

- Patrick Henry's diversity goal as stated in the charter is that the school "is reflective of the RPS population and the City it serves." This table demonstrates that Patrick Henry's Black/White ratio and SES indicator (Qualification for Free and Reduced Lunch) put it right in the middle of these two targets.
- The table also compares Patrick Henry to the five RPS elementary schools with the most comparable race make-up and FRL demographics. This shows that Patrick Henry is the Richmond Public School that best reflects the population of the city of Richmond.

	African American	White	Asian	Latino	SES	Source
					< Poverty line	
Richmond City	51%	41%	2%	6	23%	U.S. Census Bureau, 2010
					% qualifying for FRL	
RPS	86%	9%	1%	6%	67%	Virginia Department of Education, 2010-2011
PHSSA 10-11	58%	35%	2%	3%	27%	
Comparable RPS elementary schools						
Munford	14%	78%	3%	4%	12%	
Fox	30%	62%	2%	4%	22%	
Holton	65%	31%	2%	3%	45%	
Fisher	70%	18%	1%	8%	42%	
Cary	81%	13%	0%	5%	53%	

Transportation Supporting Diversity

One of the reasons Patrick Henry is able to meet its diversity goal is that it is striving to meet its stated commitment to ensure that "transportation is not a limiting factor on student attendance." The following table shows that students who ride the Patrick Henry Bus increase our population of African American students and students qualifying for Free and Reduced Lunch. Without the busing policy we have in place, our school would lose some of that diversity.

	African American	White	Asian	Latino	FRL
PHSSA Total	58%	35%	2%	1%	27%
PHSSA Busriders	82%	15%	0	0	45%

PHSSA Transportation and Child Care Survey

In an effort to better understand the nature of the transportation needs of our school's population, an exploratory survey was conducted. The survey was distributed to all families and we received 95 responses (50% response rate). While the response rate does not allow us to make valid generalizations about our school's population, the survey did reveal some of the critical issues underlying the transportation needs of our students. For example:

- We found that, of the families that needed transportation, for a majority (54%) it was an issue of conflicting work schedules (42%) or inadequate child care (12%) rather than lack of a car.
- We found that 53% of students that needed bus service would not need it if there were expanded before school and after school programs provided.
- We found that, in general parents needed more affordable before and after school child care options.

PHSSA Transportation Plan – Approved by PHSSA Board of Directors 10/4/11

PHSSA Charter Article 2, Section N

Transportation: The School Board (RPS) shall be responsible for transporting students with disabilities who require special education transportation in order to attend PHSSA. It shall be the responsibility of the families desiring enrollment to transport their children to PHSSA. PHSSA however does not wish the lack of transportation to be a limiting factor on student attendance and will seek to work with the School Board, local government, the business community and civic associations to provide transportation options where needed.

Immediate

- Communicate carpool ongoing needs and solicit help (use school newsletter, website, email, etc)
 - Launch online CarShare program so that parents can communicate directly about carpool needs
- Based on transportation survey data collected September 2011, PHSSA plans to partner with a group to launch an affordable on-site before/after school program at the PH Building in January 2012.
- Formulate partnership with RPS re: transportation. Using RPS SES transportation option, specialty school model and other charter school models (Denver, CO and Albemarle, VA)
- Extend existing contract for transportation until end of December 2011 and re-solicit bids for transportation for school year beginning Jan 2012.

Intermediate (January 2012)

- When lottery is complete in late February, immediate survey new students to have a complete picture of transportation needs by March 2012 for the following school year
- Ongoing surveying on transportation via town halls, focus groups and surveys
- Focus groups that address transportation
- Resubmit diversity plan to RPS by April 1st to address any concerns raised in research/survey

Long Term (2012-13 school year)

- Continue to pursue partnership with RPS (see immediate)
- Purchase or get donation of larger buses (40 students @) to transport 'hardship students' using William Byrd Community House or another vendor as a partner
- Continue carpool/CarShare outreach
- Continue with inexpensive or free on-site before and after school program
- Walking school bus and safe bike riders program