

Board of Education Work Session

March 28, 2016 7:00 PM

Board Room, Central Services Building  
765 Main St  
Springfield, NE 68059

## **Agenda**

- I. Meeting Roll Call
- II. Notice of Open Meetings Act - Posted
- III. Public Comment
- IV. Items for Discussion (Discussion Only)
  - IV.A. English/ Language Arts Resources
  - IV.B. Strategic Plan/ Curriculum and Instruction Model Report
  - IV.C. Preliminary Budget Numbers for 2016-17
  - IV.D. Legislative Report
- V. Action Items
  - V.A. Purchase of Plasma CNC Router for Industrial Tech Classes
  - V.B. Contract with Prairie Construction for Westmont Renovation Project
- VI. Future Planning
- VII. Adjourn



# Houghton Mifflin Harcourt

**Cost Proposal**

Prepared For

## **Springfield Platview Community Sd**

14801 S 108th St  
Springfield NE 68059

**Attention:**

**Holli Kirwan**

**hkirwan@springfieldplatteview.org**

For the Purchase of:

## **Journeys Reading Grades K-6 2017 copyright**

Prepared By

**Mason Schroth**

**mason.schroth@hnhco.com**

**PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.**



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# Springfield Platview Community Sd Journeys Reading Grades K-6 2017 copyright

ISBN	Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
<b>Grade K</b>					
<b>Journeys Reading</b>					
<b>Student Resource Package / Teacher Resource Package</b>					
1632139	9780544738119 Journeys Student Resource package (print w/7yr Digital) Grade K	\$123.05	80	\$9,844.00	
<i>Package includes:</i> Student Edition Set Grade K Interactive Digital Student Resources 7-Year Grade K Student Edition eText ePub Download 7-Year Grade K Downloadable Student Resource Tool Grade K Reader's Notebook Consumable 7-Year Print Subscription Grade K Writing Handbook Student 7-Year Print Subscription Grade K Reading Practice and Assessment App Grade K					
1632211	9780544740600 Journeys Teacher Resource package (print w/7yr Digital) Grade K	\$1,000.15	4	\$4,000.60	
<i>Package includes:</i> Teacher Edition Collection Grade K Interactive Digital Teacher Resources 7-Year Grade K Quick Start Pacing Guide Grade K Teacher's Edition eText ePub Download 7-Year Grade K Downloadable Teacher Resource Tool Grade K A Journey From A to Z Big Book Grade K A Journey In Songs and Rhymes Big Book Grade K Big Book Set Grade K Little Big Book Set Grade K Reader Aloud Set of 30 Grade K Alpha Friends Card Set Grade K Instructional Card Kit Grade K Language Support Cards Grade K Long Vowel Sound Spelling Cards Grade K Sound-Spelling Cards Grade K Grab and Go Complete Set Grade K Instructional Flip Chart Set Grade K ELA Exemplar Instructional & Performance Assessment Resource Grades K-1 Intervention Assessments Grades K-6 Intervention Teacher Resources Grade K Language and Literacy Guide Grade K Benchmark and Unit Tests Consumable BLM Grade K Benchmark and Unit Tests Teacher's Edition Grade K Reader's Notebook Teacher's Guide Grade K Writing Handbook Teacher's Guide and Answer Key - Grade K ELL Handbook Grades K-6 ELL Newcomer Teacher's Guide Grades K-6 Standards-Based Assessment Resource Grade K eText Leveled Reader, Grade Level Set Grade K Vocabulary in Context Cards eTextbook ePub 7-Year Grade K					
<b>Total for Journeys Reading</b>				<b>\$13,844.60</b>	
<b>Journeys Decoding Power</b>					
1620235	9780544636583 Journeys Decoding Power: Intensive Reading Instruction System K	\$275.95			1
<b>Total for Journeys Decoding Power</b>					
<b>Leveled Readers</b>					
1510792	9780547903460 Journeys Strand Set of 6 Above-Level Grade K	\$1,029.60			4



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ISBN	Title	Sale Price	Purchase		Complimentary Quantity
			Quantity	Amount	
<b>Grade K</b>					
1510941	9780547903767 Journeys Strand Set of 6 On-Level Grade K	\$1,029.60			4
1510935	9780547903705 Journeys Strand Set of 6 Below-Level Grade K	\$1,029.60			4
1510947	9780547903842 Journeys ELL Strand Set of 6 Grade K	\$1,029.60			4
1510953	9780547903927 Journeys Vocab Reader Strand Set 6 Grade K	\$1,029.60			4
<b>Total for Leveled Readers</b>					
<b>Additional Support Materials</b>					
1618604	9780544620339 Journeys Online Interactive Digital Teacher Resources 7-Year Grade K	\$184.65	2	\$369.30	
<b>Total for Additional Support Materials</b>					
				<b>\$369.30</b>	
<b>Total for Grade K</b>					<b>\$14,213.90</b>



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ISBN	Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
<b>Grade 1</b>					
<b>Journeys Reading</b>					
<b>Student Resource Package / Teacher Resource Package</b>					
1632140	9780544738126 Journeys Student Resource package (print w/7yr Digital) Grade 1	\$174.00	80	\$13,920.00	
<i>Package includes:</i> Student Edition Set Grade 1 Interactive Digital Student Resources 7-Year Grade 1 Student Edition eText ePub Download 7-Year Grade 1 Downloadable Student Resource Tool Grade 1 Trade Book Unit 2 Grade 1 Trade Book Unit 4 Grade 1 Trade Book Unit 6 Grade 1 Reader's Notebook Consumable 7-Year Print Subscription Grade 1 Writing Handbook Student 7-Year Print Subscription Grade 1 Reading Practice and Assessment App Grade 1 Close Reader 7-Year Print Subscription Grade 1					
1632212	9780544740617 Journeys Teacher Resource package (print w/7yr Digital) Grade 1	\$650.95	4	\$2,603.80	
<i>Package includes:</i> Teacher Edition Collection Grade 1 Interactive Digital Teacher Resources 7-Year Grade 1 Quick Start Pacing Guide Grade 1 Teacher's Edition eText ePub Download 7-Year Grade 1 Downloadable Teacher Resource Tool Grade 1 Back to School Big Books (Gr. 1 - 2 Volumes; Titles - Back to School and Jack's Talent) Big Book Set Grade 1 Blend It Books (Decodables) (2 volumes) Grade 1 Decodable Reader (Set of 6) Grade 1 (2) Grab and Go Complete Set Grade 1 ELA Exemplar Instructional & Performance Assessment Resource Grades K-1 Intervention Assessments Grades K-6 Standards-Based Assessment Resource Grade 1 Cold Reads Grade 1 ELL Handbook Grades K-6 ELL Newcomer Teacher's Guide Grades K-6 Instructional Card Kit Grade 1 Language Support Cards Grade 1 Sound-Spelling Cards Grade 1 Literacy and Language Guide Grade 1 Benchmark and Unit Tests Consumable BLM Grade 1 Benchmark and Unit Tests Teacher's Edition Grade 1 Reader's Notebook Teacher's Guide Grade 1 Close Reader Teacher Guide Grade 1 Writing Handbook Teacher's Guide and Answer Key - Grade 1 Write-in Reader 6-Pack Grade 1 (2) eText Leveled Reader, Grade Level Set Grade 1 Vocabulary in Context Cards eTextbook ePub 7-Year Grade 1					
<b>Total for Journeys Reading</b>				<b>\$16,523.80</b>	
<b>Journeys Decoding Power</b>					
1620236	9780544636590 Journeys Decoding Power: Intensive Reading Instruction System 1	\$275.95			1
<b>Total for Journeys Decoding Power</b>					
<b>Leveled Readers</b>					



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ISBN	Title	Sale Price	Purchase		Complimentary Quantity
			Quantity	Amount	
<b>Grade 1</b>					
1510796	9780547903484 Journeys Strand Set of 6 Above-Level Grade 1	\$1,029.60			4
1510942	9780547903774 Journeys Strand Set of 6 On-Level Grade 1	\$1,029.60			4
1510936	9780547903712 Journeys Strand Set of 6 Below-Level Grade 1	\$1,029.60			4
1510948	9780547903859 Journeys ELL Strand Set of 6 Grade 1	\$1,029.60			4
1510954	9780547903934 Journeys Vocab Reader Strand Set 6 Grade 1	\$1,029.60			4
<b>Total for Leveled Readers</b>					
<b>Additional Support Materials</b>					
1618605	9780544620346 Journeys Online Interactive Digital Teacher Resources 7-Year Grade 1	\$184.65	2	\$369.30	
<b>Total for Additional Support Materials</b>					
				<b>\$369.30</b>	
<b>Total for Grade 1</b>					<b>\$16,893.10</b>



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# Springfield Platview Community Sd Journeys Reading Grades K-6 2017 copyright

ISBN	Title	Sale Price	Purchase Quantity	Purchase Amount	Complimentary Quantity
<b>Grade 2</b>					
<b>Journeys Reading</b>					
<b>Student Resource Package / Teacher Resource Package</b>					
1632141	9780544738133 Journeys Student Resource package (print w/7yr Digital) Grade 2	\$97.75	80	\$7,820.00	
<i>Package includes:</i> Student Edition, Volume 1 Grade 2 Student Edition, Volume 2 Grade 2 Interactive Digital Student Resources 7-Year Grade 2 Student Edition eText ePub Download 7-Year Grade 2 Downloadable Student Resource Tool Grade 2 Trade Book Unit 2 Grade 2 Trade Book Unit 4 Grade 2 Trade Book Unit 6 Grade 2 Reader's Notebook Consumable 7-Year Print Subscription Grade 2 Writing Handbook Student 7-Year Print Subscription Grade 2 Reading Practice and Assessment App Grade 2 Close Reader 7-Year Print Subscription Grade 2					
1632213	9780544740624 Journeys Teacher Resource package (print w/7yr Digital) Grade 2	\$650.95	4	\$2,603.80	
<i>Package includes:</i> Teacher Edition Collection Grade 2 Interactive Digital Teacher Resources 7-Year Grade 2 Quick Start Pacing Guide Grade 2 Teacher's Edition eText ePub Download 7-Year Grade 2 Downloadable Teacher Resource Tool Grade 2 Blend It Books (Decodables) (2 volumes) Grade 2 Decodable Reader (Set of 6) Grade 2 (2) Grab and Go Complete Set Grade 2 ELA Exemplar Instructional & Performance Assessment Resource Grades 2-3 Intervention Assessments Grades K-6 Standards-Based Assessment Resource Grade 2 Cold Reads Grade 2 ELL Handbook Grades K-6 ELL Newcomer Teacher's Guide Grades K-6 Instructional Card Kit Grade 2 Language Support Cards Grade 2 Sound-Spelling Cards Grade 2 Literacy and Language Guide Grade 2 Benchmark and Unit Tests Consumable BLM Grade 2 Benchmark and Unit Tests Teacher's Edition Grade 2 Reader's Notebook Teacher's Guide Grade 2 Close Reader Teacher Guide Grade 2 Writing Handbook Teacher's Guide and Answer Key - Grade 2 Write-in Reader 6-Pack Grade 2 (2) eText Leveled Reader, Grade Level Set Grade 2 Vocabulary in Context Cards eTextbook ePub 7-Year Grade 2					
<b>Total for Journeys Reading</b>				<b>\$10,423.80</b>	
<b>Journeys Decoding Power</b>					
1620237	9780544636606 Journeys Decoding Power: Intensive Reading Instruction System 2	\$275.95			1
<b>Total for Journeys Decoding Power</b>					
<b>Leveled Readers</b>					



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ISBN	Title	Sale Price	Purchase		Complimentary Quantity
			Quantity	Amount	
<b>Grade 2</b>					
1510801	9780547903910 Journeys Strand Set of 6 Above-Level Grade 2	\$1,029.60			4
1510943	9780547903798 Journeys Strand Set of 6 On-Level Grade 2	\$1,029.60			4
1510937	9780547903729 Journeys Strand Set of 6 Below-Level Grade 2	\$1,029.60			4
1510949	9780547903866 Journeys ELL Strand Set of 6 Grade 2	\$1,029.60			4
1510955	9780547903941 Journeys Vocab Reader Strand Set 6 Grade 2	\$1,029.60			4
<b>Total for Leveled Readers</b>					
<b>Additional Support Materials</b>					
1618606	9780544620353 Journeys Online Interactive Digital Teacher Resources 7-Year Grade 2	\$184.65	2	\$369.30	
<b>Total for Additional Support Materials</b>					
				<b>\$369.30</b>	
<b>Total for Grade 2</b>				<b>\$10,793.10</b>	



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<b>Grade 3</b>					
<b>Journeys Reading</b>					
<b>Student Resource Package / Teacher Resource Package</b>					
1632142	9780544738140 Journeys Student Resource package (print w/7yr Digital) Grade 3	\$105.10	80	\$8,408.00	
<i>Package includes:</i> Student Edition, Volume 1 Grade 3 Student Edition, Volume 2 Grade 3 Interactive Digital Student Resources 7-Year Grade 3 Student Edition eText ePub Download 7-Year Grade 3 Downloadable Student Resource Tool Grade 3 Reading Adventures Student Edition Magazine Grade 3 Trade Book Unit 2 Grade 3 Trade Book Unit 4 Grade 3 Trade Book Unit 6 Grade 3 Reader's Notebook Consumable 7-Year Print Subscription Grade 3 Performance Assessment Student Edition 7-Year Print Subscription Grade 3 Writing Handbook Student 7-Year Print Subscription Grade 3 Reading Practice and Assessment App Grade 3 Close Reader 7-Year Print Subscription Grade 3					
1632214	9780544740631 Journeys Teacher Resource package (print w/7yr Digital) Grade 3	\$650.95	4	\$2,603.80	
<i>Package includes:</i> Teacher Edition Collection Grade 3 Interactive Digital Teacher Resources 7-Year Grade 3 Quick Start Pacing Guide Grade 3 Teacher's Edition eText ePub Download 7-Year Grade 3 Downloadable Teacher Resource Tool Grade 3 Grab and Go Complete Set Grade 3 ELA Exemplar Instructional & Performance Assessment Resource Grades 2-3 Intervention Assessments Grades K-6 Standards-Based Assessment Resource Grade 3 ELL Handbook Grades K-6 ELL Newcomer Teacher's Guide Grades K-6 Cold Reads Grade 3 Instructional Card Kit Grade 3 Language Support Cards Grade 3 Sound-Spelling Cards Grade 3 Literacy and Language Guide Grade 3 Benchmark and Unit Tests Consumable BLM Grade 3 Benchmark and Unit Tests Teacher's Edition Grade 3 Reader's Notebook Teacher's Guide Grade 3 Close Reader Teacher Guide Grade 3 Writing Handbook Teacher's Guide and Answer Key - Grade 3 Performance Task Assessment Teacher Edition Grade 3 Write-in Reader 6-Pack Grade 3 (2) eText Leveled Reader, Grade Level Set Grade 3 Vocabulary in Context Cards eTextbook ePub 7-Year Grade 3					
<b>Total for Journeys Reading</b>				<b>\$11,011.80</b>	
<b>Journeys Decoding Power</b>					
1620238	9780544636613 Journeys Decoding Power: Intensive Reading Instruction System 3	\$275.95			1
<b>Total for Journeys Decoding Power</b>					
<b>Leveled Readers</b>					



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ISBN	Title	Sale Price	Purchase		Complimentary Quantity
			Quantity	Amount	
<b>Grade 3</b>					
1510802	9780547903668 Journeys Strand Set of 6 Above-Level Grade 3	\$858.00			4
1510944	9780547903804 Journeys Strand Set of 6 On-Level Grade 3	\$858.00			4
1510938	9780547903736 Journeys Strand Set of 6 Below-Level Grade 3	\$858.00			4
1510950	9780547903880 Journeys ELL Strand Set of 6 Grade 3	\$858.00			4
1510956	9780547903958 Journeys Vocab Reader Strand Set 6 Grade 3	\$858.00			4
<b>Total for Leveled Readers</b>					
<b>Additional Support Materials</b>					
1618607	9780544620360 Journeys Online Interactive Digital Teacher Resources 7-Year Grade 3	\$184.65	2	\$369.30	
<b>Total for Additional Support Materials</b>					
				<b>\$369.30</b>	
<b>Total for Grade 3</b>				<b>\$11,381.10</b>	



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<b>Grade 4</b>					
<b>Journeys Reading</b>					
<b>Student Resource Package / Teacher Resource Package</b>					
1632143	9780544738157 Journeys Student Resource package (print w/7yr Digital) Grade 4	\$70.30	80	\$5,624.00	
<i>Package includes:</i> Student Edition Grade 4 Interactive Digital Student Resources 7-Year Grade 4 Student Edition eText ePub Download 7-Year Grade 4 Downloadable Student Resource Tool Grade 4 Reading Adventures Student Edition Magazine Grade 4 Trade Book Unit 2 Grade 4 Trade Book Unit 4 Grade 4 Trade Book Unit 6 Grade 4 Reader's Notebook Consumable 7-Year Print Subscription Grade 4 Performance Assessment Student Edition 7-Year Print Subscription Grade 4 Writing Handbook Student 7-Year Print Subscription Grade 4 Reading Practice and Assessment App Grade 4 Close Reader 7-Year Print Subscription Grade 4					
1632215	9780544740648 Journeys Teacher Resource package (print w/7yr Digital) Grade 4	\$650.95	4	\$2,603.80	
<i>Package includes:</i> Teacher Edition Collection Grade 4 Interactive Digital Teacher Resources 7-Year Grade 4 Quick Start Pacing Guide Grade 4 Teacher's Edition eText ePub Download 7-Year Grade 4 Downloadable Teacher Resource Tool Grade 4 Grab and Go Complete Set Grade 4 ELA Exemplar Instructional & Performance Assessment Resource Grades 4-5 Intervention Assessments Grades K-6 Standards-Based Assessment Resource Grade 4 ELL Handbook Grades K-6 ELL Newcomer Teacher's Guide Grades K-6 Cold Reads Grade 4 Instructional Card Kit Grade 4 Literacy and Language Guide Grade 4 Benchmark and Unit Tests Consumable BLM Grade 4 Benchmark and Unit Tests Teacher's Edition Grade 4 Reader's Notebook Teacher's Guide Grade 4 Close Reader Teacher Guide Grade 4 Writing Handbook Teacher's Guide and Answer Key - Grade 4 Performance Task Assessment Teacher Edition Grade 4 Write-in Reader 6-Pack Grade 4 (2) eText Leveled Reader, Grade Level Set Grade 4 Vocabulary in Context Cards eTextbook ePub 7-Year Grade 4					
<b>Total for Journeys Reading</b>				<b>\$8,227.80</b>	
<b>Journeys Decoding Power</b>					
1620239	9780544636620 Journeys Decoding Power: Intensive Reading Instruction System 4-6	\$275.95			1
<b>Total for Journeys Decoding Power</b>					
<b>Leveled Readers</b>					
1510933	9780547903682 Journeys Strand Set of 6 Above-Level Grade 4	\$858.00			4
1510945	9780547903828 Journeys Strand Set of 6 On-Level Grade 4	\$858.00			4



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ISBN	Title	Sale Price	Purchase		Complimentary Quantity
			Quantity	Amount	
<b>Grade 4</b>					
1510939	9780547903743 Journeys Strand Set of 6 Below-Level Grade 4	\$858.00			4
1510951	9780547903897 Journeys ELL Strand Set of 6 Grade 4	\$858.00			4
1510957	9780547903965 Journeys Vocab Reader Strand Set 6 Grade 4	\$858.00			4
<b>Total for Leveled Readers</b>					
<b>Additional Support Materials</b>					
1618608	9780544620377 Journeys Online Interactive Digital Teacher Resources 7-Year Grade 4	\$184.65	2	\$369.30	
<b>Total for Additional Support Materials</b>					
				<b>\$369.30</b>	
<b>Total for Grade 4</b>				<b>\$8,597.10</b>	



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<b>Grade 5</b>					
<b>Journeys Reading</b>					
<b>Student Resource Package / Teacher Resource Package</b>					
1632144	9780544738164 Journeys Student Resource package (print w/7yr Digital) Grade 5	\$70.30	80	\$5,624.00	
<i>Package includes:</i> Student Edition Grade 5 Interactive Digital Student Resources 7-Year Grade 5 Student Edition eText ePub Download 7-Year Grade 5 Downloadable Student Resource Tool Grade 5 Reading Adventures Student Edition Magazine Grade 5 Trade Book Unit 2 Grade 5 Trade Book Unit 4 Grade 5 Trade Book Unit 6 Above Level Grade 5 Reader's Notebook Consumable 7-Year Print Subscription Grade 5 Performance Assessment Student Edition 7-Year Print Subscription Grade 5 Writing Handbook Student 7-Year Print Subscription Grade 5 Reading Practice and Assessment App Grade 5 Close Reader 7-Year Print Subscription Grade 5					
1632216	9780544740655 Journeys Teacher Resource package (print w/7yr Digital) Grade 5	\$650.95	4	\$2,603.80	
<i>Package includes:</i> Teacher Edition Collection Grade 5 Interactive Digital Teacher Resources 7-Year Grade 5 Quick Start Pacing Guide Grade 5 Teacher's Edition eText ePub Download 7-Year Grade 5 Downloadable Teacher Resource Tool Grade 5 Grab and Go Complete Set Grade 5 ELA Exemplar Instructional & Performance Assessment Resource Grades 4-5 Intervention Assessments Grades K-6 Standards-Based Assessment Resource Grade 5 ELL Handbook Grades K-6 ELL Newcomer Teacher's Guide Grades K-6 Cold Reads Grade 5 Instructional Card Kit Grade 5 Literacy and Language Guide Grade 5 Benchmark and Unit Tests Consumable BLM Grade 5 Benchmark and Unit Tests Teacher's Edition Grade 5 Reader's Notebook Teacher's Guide Grade 5 Close Reader Teacher Guide Grade 5 Writing Handbook Teacher's Guide and Answer Key - Grade 5 Performance Task Assessment Teacher Edition Grade 5 Write-in Reader 6-Pack Grade 5 (2) eText Leveled Reader, Grade Level Set Grade 5 Vocabulary in Context Cards eTextbook ePub 7-Year Grade 5					
<b>Total for Journeys Reading</b>				<b>\$8,227.80</b>	
<b>Journeys Decoding Power</b>					
1620239	9780544636620 Journeys Decoding Power: Intensive Reading Instruction System 4-6	\$275.95			1
<b>Total for Journeys Decoding Power</b>					
<b>Leveled Readers</b>					
1510934	9780547903699 Journeys Strand Set of 6 Above-Level Grade 5	\$858.00			4
1510946	9780547903835 Journeys Strand Set of 6 On-Level Grade 5	\$858.00			4



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ISBN	Title	Sale Price	Purchase		Complimentary Quantity
			Quantity	Amount	
<b>Grade 5</b>					
1510940	9780547903750 Journeys Strand Set of 6 Below-Level Grade 5	\$858.00			4
1510952	9780547903903 Journeys ELL Strand Set of 6 Grade 5	\$858.00			4
1510958	9780547903972 Journeys Vocab Reader Strand Set 6 Grade 5	\$858.00			4
<b>Total for Leveled Readers</b>					
<b>Additional Support Materials</b>					
1618609	9780544620384 Journeys Online Interactive Digital Teacher Resources 7-Year Grade 5	\$184.65	2	\$369.30	
<b>Total for Additional Support Materials</b>					
				<b>\$369.30</b>	
<b>Total for Grade 5</b>					<b>\$8,597.10</b>



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<b>Grade 6</b>					
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1646884	9780544847767 Journeys Student Resource package (print w/7yr Digital) Grade 6	\$70.30	80	\$5,624.00	
<i>Package Includes:</i> Student Edition Grade 6 Reading Adventures Student Edition Magazine Grade 6 Trade Book Unit 2 Grade 6 Trade Book Unit 4 Grade 6 Trade Book Unit 6 On Level Grade 6 Interactive Digital Student Resources 7 Year Grade 6 Student Edition eText ePub Download 7-Year Grade 6 Downloadable Student Resource Tool Grade 6 Reading Practice and Assessment App Grade 6 Reading Adventures Student Edition Magazine eText ePub Download 7-Year Grade 6 Reader's Notebook Consumable Collection 7-Year Print Subscription Grade 6 Performance Task Assessment Student Edition 7-Year Print Subscription Grade 6 Writing Handbook Student 7-Year Print Subscription Grade 6 Close Reader 7-Year Print Subscription Grade 6					
1646890	9780544848139 Journeys Teacher Resource package (print w/7yr Digital) Grade 6	\$650.95	4	\$2,603.80	
<i>Package Includes:</i> Teacher Edition Collection Grade 6 Interactive Digital Teacher Resources 7-Year Grade 6 Quick Start Pacing Guide Grade 6 Teacher's Edition eText ePub Download 7-Year Grade 6 Downloadable Teacher Resource Tool Grade 6 Grab and Go Complete Set Grade 6 ELA Exemplar Instructional & Performance Assessment Resource Grades 6-8 Intervention Assessments Grades K-6 Standards-Based Assessment Resource Grade 6 ELL Handbook Grades K-6 ELL Newcomer Teacher's Guide Grades K-6 Cold Reads Grade 6 Instructional Card Kit Grade 6 Literacy and Language Guide Grade 6 Benchmark and Unit Tests Consumable BLM Grade 6 Benchmark and Unit Tests Teacher's Edition Grade 6 Reader's Notebook Teacher's Guide Grade 6 Close Reader Teacher Guide Grade 6 Writing Handbook Teacher's Guide and Answer Key - Grade 6 Performance Task Assessment Teacher Edition Grade 6 Write-in Reader 6-Pack Grade 6 (2) eText Leveled Reader, Grade Level Set Grade 6 Vocabulary in Context Cards eTextbook ePub 7-Year Grade 6					
<b>Total for Journeys Reading</b>				<b>\$8,227.80</b>	
<b>Additional Support Materials</b>					
1648408	9780544863033 Journeys Online Interactive Digital Teacher Resources 7-Year Grade 6	\$184.65	2	\$369.30	
<b>Total for Additional Support Materials</b>				<b>\$369.30</b>	
<b>Journeys Decoding Power</b>					
1620239	9780544636620 Journeys Decoding Power: Intensive Reading Instruction System 4-6	\$275.95			1



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ISBN	Title	Sale Price	Purchase		Complimentary Quantity
			Quantity	Amount	
<b>Grade 6</b>					
<i>Total for Journeys Decoding Power</i>					
<b>Leveled Readers</b>					
1511240	9780547906140 Journeys Strand Set of 6 Below-Level Grade 6	\$858.00			4
1511241	9780547905341 Journeys Strand Set of 6 Above-Level Grade 6	\$858.00			4
1511242	9780547905242 Journeys Strand Set of 6 On-Level Grade 6	\$858.00			4
1511243	9780547905143 Journeys ELL Strand Set of 6 Grade 6	\$858.00			4
1511244	9780547905044 Journeys Vocab Level Strand Set of 6 Grade 6	\$858.00			4
<i>Total for Leveled Readers</i>					
<b>Total for Grade 6</b>				<b>\$8,597.10</b>	



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ISBN	Title	Sale Price	Purchase		Complimentary Quantity
			Quantity	Amount	
<b>Professional Development</b>					
1641896	9780544812987 Journeys 2017 - 1 Day - Teacher Training	\$2,950.00	1	\$2,950.00	
1641896	9780544812987 Journeys 2017 - 1 Day - Teacher Training	\$2,950.00	1	\$2,950.00	
<b>Total for Professional Development</b>				<b>\$5,900.00</b>	

*Proposal Summary*

<i>Subtotal Purchase Amount:</i>	<b>\$84,972.50</b>
<i>Shipping &amp; Handling (3.00%):</i>	<b>\$2,294.62</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$87,267.12</b>



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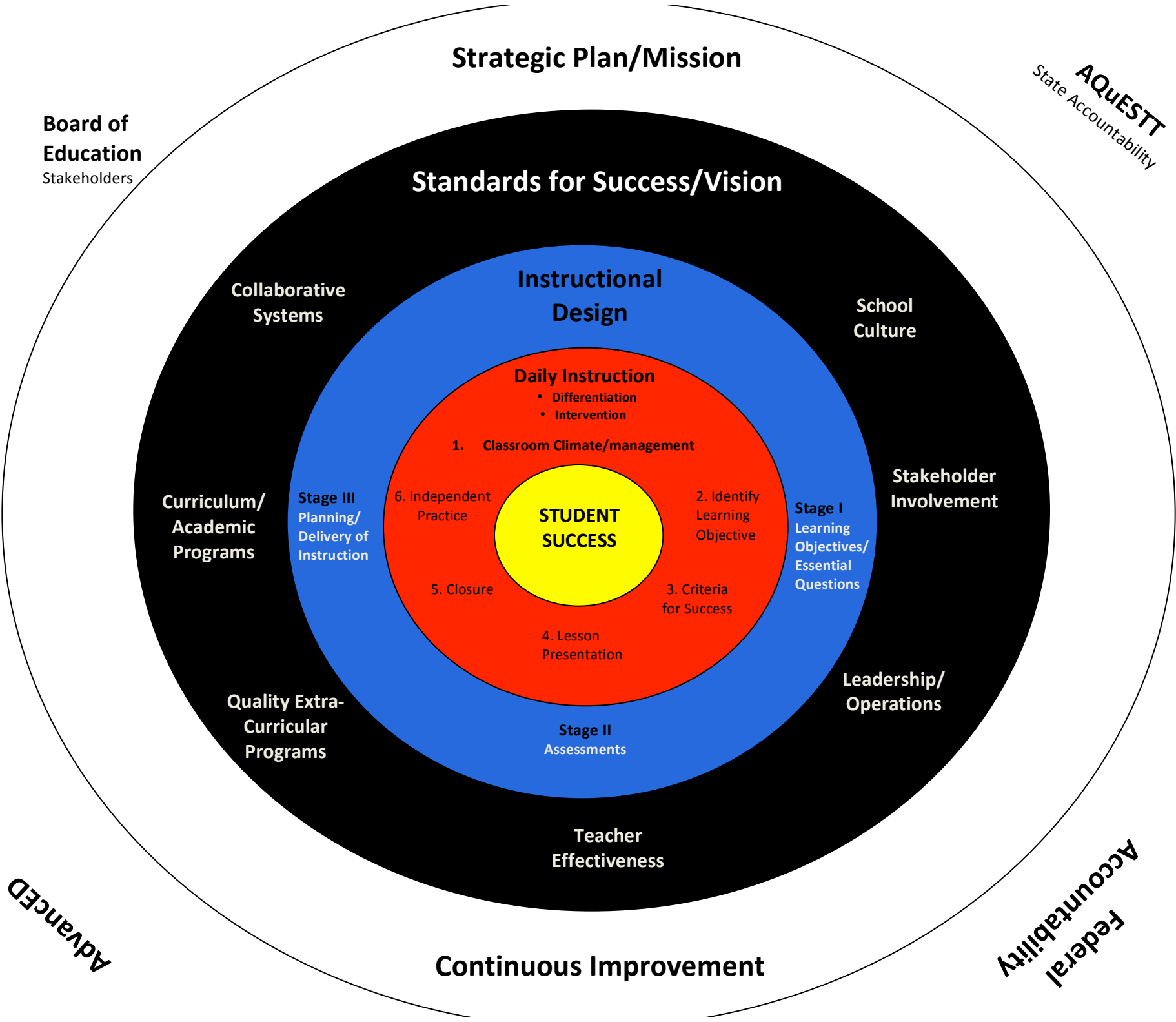
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**Strategic Plan/Mission**

**AQUESTT**  
State Accountability

**Board of Education**  
Stakeholders

**Standards for Success/Vision**

**Instructional Design**

**School Culture**

**Collaborative Systems**

**Daily Instruction**

- Differentiation
- Intervention

**Stakeholder Involvement**

1. Classroom Climate/management

**Curriculum/Academic Programs**

**Stage III Planning/Delivery of Instruction**

6. Independent Practice

**STUDENT SUCCESS**

2. Identify Learning Objective

**Stage I Learning Objectives/Essential Questions**

5. Closure

3. Criteria for Success

4. Lesson Presentation

**Leadership/Operations**

**Quality Extra-Curricular Programs**

**Stage II Assessments**

**Teacher Effectiveness**

**Advanced**

**Federal Accountability**

**Continuous Improvement**

# Instructional Framework

Springfield Platteview Community School

Connecting Passion with Potential

## Stage I

What is the target? Is it clear to me and to my students? (Learning Objectives)

*Teaching is a means to an end, and planning precedes teaching. The most successful teaching begins, therefore, with clarity about desired learning outcomes and about the evidence that will show that the learning has occurred.*

--Grant Wiggins and Jay McTighe, *The Understanding by Design Guide to Creating High-Quality Units*

## Standards

### 1. Content Standards

- What are the primary standards, which represent the central focus of this unit?
- What are the secondary course standards, less important to the focus of the unit?
  - These standards may or may not be explicitly assessed by the summative or an embedded assessment.
- What are the knowledge and skills needed to reach these standards?
- Are the learning goals clear to students?
- Have I built proficiency scales for key standards?

### 2. Career Ready Standards

- What Career Ready Standards will I teach, assess and integrate into this unit?

Applies Appropriate Academic & Technical Skills	Communicates Effectively & Appropriately	Manages Personal Career Development	Contributes to Employer & Community Success
Makes Sense of Problems & Perseveres in Solving Them	Uses Critical Thinking	Attends Personal & Financial Well-Being	Demonstrates Innovation & Creativity
Models Ethical Leadership & Effective Management	Works Productively in Teams & Demonstrates Cultural Competency		Utilizes Technology

### 3. Big Ideas/Essential Questions

- What do I want students to “come to understand” or what are the “conceptual priorities”?
- Are the conceptual priorities of the instructional unit organized around essential questions?
- Are the questions relevant to students’ lives?
- Do the questions invite connections between different concepts, skills, or ideas?

### 4. Vocabulary

- What is the essential vocabulary? How can I effectively teach this vocabulary?

## Stage II

**What is my impact? How will I track progress toward the stated learning intentions?  
How/when will I measure what students understand? (Assessment)**

*Know Thy Impact.*

--- John Hattie, Visible Learning

### Assessment

#### 1. Pre-Assessment (used to adjust instruction)

- Prior to starting instruction, how can I determine current student knowledge/skill? How can I identify student perceptions or misconceptions and preview information to be learned?
- Is there a way I can HOOK my students by using a pre-assessment?

#### 2. Formative (embedded) Assessment (used to adjust instruction)

- During learning, do embedded assessments inform me of where my students are in the learning process at a certain point in the unit?
- Do the formative assessments require students to answer questions or perform tasks that are meaningful and purposeful?
- Do I provide students the opportunity to correct or clarify their performance as needed based on observed results?
- Do the formative/summative assessments provide evidence that yields information I can use to make valid inferences about students' learning?
- How will I help students to set goals and take ownership in their own learning?
- How can I ensure the feedback I give effectively moves a student's learning closer to the end goal?

#### 3. Summative (unit) Assessment

- Is my summative assessment a quality assessment? (Clear purpose; Aligns to target; Sound Assessment Design; Effective Communication; and Student Involvement)
- Is the assessment designed to measure simpler targets first then more complex?
- Do I have exemplars to use throughout the unit?
- Do the assessments include directions that are clearly stated and unambiguous, not easily misunderstood by students?
- Is there clear criteria as to what determines proficiency?
- Has the assessment been examined for rigor and relevance?
- Is the Assessment Administration Guide clear for the teacher (test administrator) to understand and follow in order to ensure validity and reliability in our results?

## Stage III

How do I design for student understanding? How do I make the unit effective and engaging while staying focused on the learning target(s)? How and when will I monitor progress toward the learning objectives? (Unit/Lesson Design)

**Attention needs to move from how to teach to how to learn—and only after teachers understand how each student learns can they then move on to make decisions about how to teach.**

*--John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning*

## Classroom Climate/Management

How do I create and maintain an effective classroom environment? Do I involve my students? (Classroom Management)

## The Learning Environment

1. What will I do to establish and maintain classroom rules and procedures?
2. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
  - How will I apply consequences?
  - How will I recognize adherence to rules and procedures?
3. What will I do to engage students?
4. What will I do to establish and maintain effective relationships with students?
  - How do I get to know my students?
  - How do I show my students that I care about them?
5. What will I do to communicate high expectations for all students?
6. How do I ensure my students feel safe to take risks in learning and make mistakes without feeling embarrassed?

## Delivery of Instruction

### Unit/Lesson Considerations:

#### **STARTING THE UNIT/LESSON...**

#### 7. Where is the unit going? What is expected?

- Do students understand the learning objective (s) for the day (what is today's expectation)/unit (what the end goal is)?
- Are the success criteria clear? (Is there a learning scale to guide you and student?)
- Are the learning targets appropriately challenging?
- Am I and my students committed to reaching the goals at a high standard?

#### 8. How will I Hook and Hold (ENGAGE) students throughout the lesson/unit?

- How do I activate/build background knowledge for my students?
- How do I get students to buy in?
- How can I make the lessons interesting and relevant?
- Are the essential questions asked and explored throughout the unit?
- What challenge can I build in?
- What problem/issue can I have them struggle with?
- How can I rethink how I use my classroom?

## **FLEXIBLE DURING THE UNIT/LESSON...**

**9. What ways can I Equip students for learning? How can students Explore this content? What Experiences can I provide to help my students understand the unit's concepts or practice the unit's skills?**

- What are the “critical-input” experiences within this unit?
- How will you organize the input experiences into small chunks?
- How will I have students “preview” content prior to the critical-input experience?
- How will I have students interact with or process new information? (macrostrategies p 34)
- How will I take into consideration students' varied learning styles?
- How will I blend learning? How can I make learning options available beyond the walls of my classroom?
- How can I provide relevant practice?
- What inferential questions or elaborative questions can I ask?
- How can students hold their learning throughout the unit?
- How can I do less talking and students do more collaborating/processing?
- How can I have students reflect on their learning after each critical input experience?

**10. How do I provide opportunities for students to Rethink, Revise, and Reflect during the unit? How do I help students deepen their understanding of new knowledge?**

- How can I help students shift their perspectives; reconsider key assumptions; confront alternative versions; re-examine the argument and evidence; generate and test hypotheses about new knowledge, etc.?
- How will students examine similarities and differences?
- How will students identify errors in thinking?
- How will I effectively have students practice?
- How will I have students peer critique; self-assess; and/or utilize feedback as part of the learning process?

## **ENDING A UNIT/LESSON...**

**11. How do I Evaluate and Reflect on student achievement? How do I have students Evaluate and Reflect on their own achievement?**

- How will I engage students in thoughtful processes of inquiry?
- How do I guide students to reflect on their progress towards the learning target?
- What do they really understand? What did I learn from students?
- What worked? What didn't? What would they/I do differently and why?

### **EMBEDDED *THROUGHOUT* THE LEARNING...**

#### **12. Teaching Strategies**

- What research-based strategies are recommended in this unit in order to make learning more likely?
- Are they strategies that hold strong promise for teachers to enhance achievement for all students?
- How do I ensure I am implementing a strategy with fidelity?
- How can I differentiate for students?
- How do I ensure all students are appropriately challenged?
- What does the data tell me about a student's progress? Do I need to gather more information? Should I refer to SATI?

# Guidelines for Developing an Instructional Unit

updated March 2016

This document provides guidance for developing instructional units which align to our district instructional framework. The guidelines are divided into three stages and then further divided into sections within each of those stages. Reference the instructional framework to see guiding questions within each section. These questions are meant for teachers to consider the elements of instruction that are evidence based practices **most likely** to ensure learning. By addressing the questions in each section, each criterion will be addressed within the design of the instructional unit.

## UNIT STAGES

**Stage I**, within a unit design, clarifies the learning standards and College/Career Ready standards to be taught at a grade level or for a particular course of study. It is further clarified by big ideas and essential questions which assist teachers and students to see the relevance of the standards. Due to vocabulary being such a strong contributor to student understanding, a list of essential vocabulary is provided in Stage I for each unit.

**Stage II** helps teachers determine the extent in which a student has met the standards outlined in **Stage I**. Stage II asks the teacher to think of assessment as having a *couple different purposes*. Pre-assessments and Formative assessments are designed to *inform the learning process*. Summative assessments are designed to determine the *level of learning achieved at the end of the learning process*.

**Stage III** is the learning UNIT/LESSON DESIGN. The learning design MUST align with the goals in Stage I and the assessments in Stage II. A good learning plan is not rigid. It is a flexible framework in which we can adjust at any time based upon feedback we get from the learners. Put another way, we PLAN to be RESPONSIVE. In Stage III, teachers are asked to think through the “trouble spots’ and be ready to monitor and adjust when needed.

## STAGE I

Sections A-I

- A. The **Unit number and title** helps identify the unit and its place in the curriculum. It also helps identify the unit’s primary focus.
- B. The **Purpose Statement** identifies the specific knowledge and skills taught in the unit; the understandings students have at the end of the unit.
- C. The **Time Frame** identifies the number and length of class periods needed for the instructional unit. Pull this information for the unit from your pacing guide or course outline.

# Guidelines for Developing an Instructional Unit

updated March 2016

- D. The **Overview** serves as a general introduction to the unit. It describes the unit's primary focus, summarizes the unit, and explains how the knowledge and skills listed in the purpose statement will be taught.
- E. The **Prerequisites** lists specific knowledge or skills students need to have learned or been introduced to before engaging in the unit.
- F. **Grade level/course Standards** identify specific knowledge and skills the unit will focus on. This also includes consideration of appropriate College Career Ready standards.
- G. The **Essential Questions** section clearly communicate the pivotal points in the curriculum and helps avoid a random assortment of well-intended activities with no structure. When the curriculum is formed around questions, the clear message to students is that the teacher is probing significant ideas with them. There are two types: *topical questions*, which are specific and lead to particular understandings of a unit; *overarching questions*, which point toward larger, transferable ideas. Essential questions cannot be answered with a simple "yes" or "no". They must be composed to encourage higher level thinking and promote in-depth investigation.
- H. **Topics Covered** is not needed for all content areas. It is meant to help organize learning. \*
- I. **Vocabulary** is essential to student understanding. This section outlines any content or process vocabulary students must learn for a particular unit.

## STAGE II

### Section J

J. The **Assessment Evidence** section offers ideas for ways to gather valid and reliable information regarding student learning toward the unit goals. This sections describes three types of assessments: pre assessments, formative assessments, and summative assessments.

*Pre Assessments* are typically completed before a unit is begun and provide information about students' level of understanding or skill. They also are an opportunity to identify students' perceptions or misconceptions and to preview the information to be learned. The information obtained from the assessment should be used to adjust the instruction to better meet students' needs.

*Formative* assessments inform teachers of where students are in the learning process. Formative assessments should be embedded throughout the unit. It is primarily teacher developed and is integral to the instructional process---at times the instruction and assessment may be indistinguishable.

*Summative* assessments measure the level of knowledge and skill that students should master by the end of the unit. It should also contain the criteria by which they will be assessed.

## STAGE III Sections K-N

K. The **Unit Description** section is divided into three parts:

**Introduction**

**Materials and Resources**

**Delivery of Instruction:** *Starting the Unit/Lesson; During the Unit/Lesson; and Ending the Unit or Lesson; and Embedded Throughout the Learning.*

The **Introduction** presents the unit's pedagogy and themes.

The **Materials and Resources** section lists all of the materials recommended to teach the unit successfully. This list may contain "required" materials and "supplemental" materials. Remember, teachers are to teach standards NOT the "resource" or the "book". The resource or book are the means to the end. There may be flexibility in the unit as to what materials and resources can be used depending upon the standard.

**Delivery of Instruction** is the most involved part of the unit description. Providing suggested teaching strategies/ procedures, using concrete examples, citing authoritative research, it describes exemplary classroom instruction. It suggests various ways to engage students, describes topics and tasks relevant to the unit's goals and to the students' lives, addresses a range of grade level/course standards and modes of instruction, and explains purposes of the teaching strategies the unit employs. Because this is the lengthiest section, this is often organized chronologically by dividing the unit's time frame into manageable sections.

As a whole, the unit description emphasizes reasoning and making connections. Seek to find ways to use community resources and real-life learning, and encouraging students to ask questions leading to analysis, reflection, and further study. Students should be led to construct individual meanings and interpretations. The Delivery of Instruction section is further divided into manageable sections: *Starting the Unit/Lesson; During the Unit/Lesson; and Ending the Unit or Lesson; and Embedded Throughout the Learning.* These sections are meant to guide teachers through the daily planning of the unit. It includes guiding questions as to how to enhance student learning or reteach for student learning.

L. The **Tips for Teachers** section includes ideas or suggestions to help activities succeed in the classroom.

M. **Reflecting on Classroom Practice** is important in order to continue to find ways to promote learning. Teachers and students should be asked to reflect and review their work.

N. The **Appendix** consists of all activities, handouts, readings, worksheets, websites, and other documents that correspond with the unit instruction.

**MATERIALS**

**TIPS FOR TEACHERS**

**Identify the Learning Objectives:**  
(see STARTING THE LESSON)

**Criteria for Success**  
(see STARTING THE LESSON)

**Lesson Presentation**  
(see DURING THE LESSON)

**Closure**  
(see ENDING THE LESSON)

**Independent Practice**

**REFLECTING ON CLASSROOM PRACTICE**



	UNIT 1 (9 DAYS)	UNIT 2 (17 DAYS)	UNIT 3 (13 DAYS)	UNIT 4 (11 DAYS)	UNIT 5 (14 DAYS)	UNIT 6 (12 DAYS)	UNIT 7 (14 DAYS)	UNIT 8 (12 DAYS)	UNIT 9 ( 17 DAYS)	UNIT 10 (16 DAYS)	UNIT 11 (17 DAYS)	UNIT 12 ( 7 DAYS)
<b>ACT Course Standards-- ALGEBRA I</b>	Ch1Txt Foundations for Algebra	FUSE1 Equations	FUSE2 Inequalities	FUSE3 Functions	FUSE4 Linear Functions/ Equations	FUSE5 Systems Of Equations/ Inequalities	FUSE6 Exponents/ Polynomials	FUSE7 Factoring Polynomials	FUSE8 Quadratic Functions/ Equations	FUSE9/Txt 11 Exponential and Radical Functions	Txt12 Rational Expressions Equations	FUSE10 Probability Data Analysis
e. Make appropriate use of estimation and mental mathematics in computations and to determine the reasonableness of solutions to increasingly complex problems	X	X	X	X	X	X	X	X	X	X	X	X
f. Make mathematical connections among concepts, across disciplines, and in everyday experiences	X	X	X	X	X	X	X	X	X	X	X	X
g. Demonstrate the appropriate role of technology (e.g., calculators, software programs) in mathematics (e.g., organize data, develop concepts, explore relationships, decrease time spent on computations after a skill has been established)	X	X	X	X	X	X	X	X	X	X	X	X
h. Apply previously learned mathematical concepts in more advanced contexts	X	X	X	X	X	X	X	X	X	X	X	X
<b>C. ESTABLISHING NUMBER SENSE AND OPERATIONS SKILLS</b>												
<b>1. Foundations</b>												
a. Evaluate and simplify expressions requiring addition, subtraction, multiplication, and division with and without grouping symbols	X	X										
b. Translate real-world problems into expressions using variables to represent values	X	X	X									
c. Apply algebraic properties (e.g., commutative, associative, distributive, identity, inverse, substitution) to simplify algebraic expressions	X	X										
d. Add and subtract polynomials							X					
e. Factor a monomial from a polynomial								X				
f. Multiply monomials, binomials, trinomials, and polynomials							X	X	X	X		
<b>D. EXPLORING EXPRESSIONS, EQUATIONS, AND FUNCTIONS IN THE FIRST DEGREE</b>												
<b>1. Expressions, Equations, and Inequalities</b>												
a. Solve single-step and multistep equations and inequalities in one variable		X	X									
b. Solve equations that contain absolute value		X	X									
c. Solve formulas for a specified variable		X			X	X						

	UNIT 1 (9 DAYS)	UNIT 2 (17 DAYS)	UNIT 3 (13 DAYS)	UNIT 4 (11 DAYS)	UNIT 5 (14 DAYS)	UNIT 6 (12 DAYS)	UNIT 7 (14 DAYS)	UNIT 8 (12 DAYS)	UNIT 9 ( 17 DAYS)	UNIT 10 (16 DAYS)	UNIT 11 (17 DAYS)	UNIT 12 ( 7 DAYS)
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d. Write and graph linear equations and inequalities from real-world situations (e.g., a constant-rate distance/time problem)				X	X	X						
e. Write linear equations in standard form and slope-intercept form when given two points, a point and the slope, or the graph of the equation					X	X						
f. Identify, formulate, and obtain solutions to problems involving direct and inverse variation					X							
g. Solve systems of two equations using various methods, including elimination, substitution, and graphing with and without technology						X						
<b>2. Graphs, Relations, and Functions</b>												
a. Graph linear inequalities in one variable on the real number line to solve problems					X							
b. Give the domain and range of relations and functions				X	X				X	X	X	
c. Evaluate functions at given values				X	X				X	X		
d. Identify graphs of relations and functions and analyze them to determine whether a relation is a function (e.g., vertical line test)				X								
e. Graph linear inequalities with two variables on the standard (x,y) coordinate plane					X							
f. Use the terminology associated with the Cartesian plane in describing points and lines	X				X	X						
g. Recognize the concept of slope as a rate of change and determine the slope when given the equation of a line in standard form or slope-intercept form, the graph of a line, two points, or a verbal description					X	X						
h. Graph a linear equation using a table of values, x- and y-intercepts, slope-intercept form, and technology					X	X						
i. Translate between different representations of relations and functions: graphs, equations, sets of ordered pairs, verbal descriptions, and tables				X	X							
<b>E. EXPLORING QUADRATIC EQUATIONS AND FUNCTIONS</b>												
<b>1. Equations and Inequalities</b>												
a. Factor perfect square trinomials and the difference of two squares								X				

	UNIT 1 (9 DAYS)	UNIT 2 (17 DAYS)	UNIT 3 (13 DAYS)	UNIT 4 (11 DAYS)	UNIT 5 (14 DAYS)	UNIT 6 (12 DAYS)	UNIT 7 (14 DAYS)	UNIT 8 (12 DAYS)	UNIT 9 ( 17 DAYS)	UNIT 10 (16 DAYS)	UNIT 11 (17 DAYS)	UNIT 12 ( 7 DAYS)
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b. Factor trinomials in the form $ax^2 + bx + c$								X				
c. Solve quadratic equations using multiple methods, including graphing, factoring, and the square root principle									X			
<b>2. Graphs, Relations, and Functions</b>												
a. Identify graphs of quadratic functions									X			
b. Relate factors, solutions (roots), zeros of related functions, and x-intercepts in equations that arise from quadratic functions									X			
<b>F. EXPLORING ADVANCED FUNCTIONS</b>												
<b>1. Rational and Radical Expressions, Equations, and Functions</b>												
a. Use properties of exponents (including zero and negative exponents) to evaluate and simplify expressions							X					
b. Evaluate and simplify rational expressions											X	
c. Add, subtract, multiply, and divide rational expressions											X	
d. Find rational number square roots (without calculators) and approximate irrational square roots (with and without calculators)										X		
e. Evaluate and simplify radical expressions										X		
f. Multiply radical expressions										X		
g. Simplify an algebraic quotient by rationalizing an irrational monomial denominator										X		
<b>G. ORGANIZING AND ANALYZING DATA AND APPLYING PROBABILITY</b>												
<b>1. Data Relations, Probability, and Statistics</b>												
a. Identify the effect on mean, median, mode, and range when a set of data is changed												X
b. Interpret data from line, bar, and circle graphs, histograms, scatterplots, box-and-whisker plots, stem-and-leaf plots, and frequency tables to draw inferences and make predictions												X
c. Identify arithmetic sequences and patterns in a set of data				X								
d. Identify patterns of growth (e.g., patterns of exponential growth) in a set of data										X		



<b>I. Unit Number &amp; Title</b>
Unit 1 - Introduction to Chemistry
<b>II. Purpose</b>
In this unit students will learn the role chemistry plays in today's society, lab safety skills, and how to choose the appropriate lab equipment. Students will also review the scientific method, classification of matter, and the states of matter.
<b>III. Time Frame</b>
Approximately 20: 45-50 minute class periods
<b>IV. Overview</b>
The unit emphasizes the relevance of chemistry and its importance in students' everyday lives. It begins by establishing a supportive classroom environment, building an understanding of academic expectations, and providing effective classroom experiences to help students meet those high expectations. In the process, students are equipped to work safely in a laboratory setting where they explore the properties of matter and perform common separation techniques. The laboratory work provides students with a foundational understanding of the properties of matter. Meanwhile, students apply the essential features of data representations to effectively communicate laboratory results. The unit culminates in a student-designed inquiry into a relevant, researchable question. Through this inquiry, students develop a meaningful understanding of the processes of inquiry and of reporting results.
<b>V. Guiding Principles</b>
<b>VI. Prerequisites</b>
*Work and participate constructively in group work and class discussions *Demonstrate basic graphing skills *Analyze, interpret, and draw conclusions when solving problems
<b>VII. Selected ACT Course Standards</b>
<b>I. UNDERSTANDING CHEMISTRY AS INQUIRY</b>
<b>A. Foundations</b>
<b>1. Scientific Inquiry</b>
a. Identify and clarify research questions and design experiments
b. Design experiments so that variables are controlled and appropriate numbers of trials are used
c. Collect, organize, and analyze data accurately and use techniques and equipment appropriately
d. Interpret results and draw conclusions, revising hypotheses as necessary and/or formulating additional questions or explanations
e. Write and speak effectively to present and explain scientific results, using appropriate terminology and graphics
f. Safely use laboratory equipment and techniques when conducting scientific investigations
<b>2. Mathematics and Measurement in Science</b>
b. Use appropriate SI units for length, mass, time, temperature, quantity of matter, area, volume, and density; describe the relationships among SI unit prefixes (e.g., centi-, milli-, kilo-); recognize commonly used non-SI units
g. Use graphical, mathematical, and/or statistical models to express patterns and relationships inferred from sets of scientific data
<b>3. Science in Practice</b>
a. Explain and apply criteria that scientists use to evaluate the validity of scientific claims and theories

b. Explain why experimental replication and peer review are essential to eliminate as much error and bias as possible in scientific claims
c. Explain the criteria that explanations must meet to be considered scientific (e.g., be consistent with experimental/observational evidence about nature, be open to critique and modification, use ethical reporting methods and procedures)
d. Explain why all scientific knowledge is subject to change as new evidence becomes available to the scientific community
e. Use a variety of appropriate sources (e.g., Internet, scientific journals) to retrieve relevant information; cite references properly
f. Identify and analyze the advantages and disadvantages of widespread use of and reliance on technology
g. Compare the scientific definitions of fact, law, and theory, and give examples of each in chemistry
<b>II. EXPLORING THE PHYSICAL WORLD</b>
<b>A. Introduction to Chemistry</b>
<b>1. Mass, Volume, and Density</b>
a. Use the IUPAC symbols of the most commonly referenced elements
b. Compare the characteristics of elements, compounds, and mixtures
<b>B. Properties of Matter and Gases</b>
<b>1. Phases of Matter, Phase Changes, and Physical Changes</b>
a. Compare the definition of matter and energy and the laws of conservation of matter and energy
b. Describe how matter is classified by state of matter and by composition
d. Explain the difference between chemical and physical changes and demonstrate how these changes can be used to separate mixtures and compounds into their components
e. Define chemical and physical properties and compare them by providing examples
<b>IV. BUILDING MODELS OF MATTER</b>
<b>A. Microscopic Nature of Matter</b>
<b>1. Structure of Liquids and Solids</b>
a. Describe differences between solids, liquids, and gases at the atomic and molecular levels
b. Describe and perform common separation techniques (e.g., filtration, distillation, chromatography)
<b>2. Kinetic Molecular Theory of Gases</b>
a. Use the kinetic molecular theory to explain the states and properties (i.e., microscopic and macroscopic) of matter and phase changes
<b>B. Atomic Structure and Chemical Bonding</b>
<b>1. Atomic Theory (Dalton), Atomic Structure, and Quantum Theory</b>
a. Describe the importance of models for the study of atomic structure
<b>V. INTEGRATING THE MACROSCOPIC, MICROSCOPIC, AND SYMBOLIC WORLDS</b>
<b>A. Solutions</b>
<b>1. Types of Solutions, Concentration, and Solubility</b>
a. Define solution, solute, and solvent
b. Compare properties of suspensions, colloids, and true solutions
d. Give examples of solid, liquid, or gas medium solutions

<b>IX. Essential Questions</b>	
Why should we study chemistry?	
How does safety look in a chemistry classroom?	
What are the proper uses for chemistry lab equipment?	
How does the scientific method create a common language among scientists?	
What characteristics classify a substance as an element, compound or mixture?	
How do molecular motions vary from one state to another?	
<b>X. Suggestions for Assessment</b>	
Formative: Bell Questions, Exit Tickets, Homework, Classwork, Labs, Quizzes (see below)	
Quizzes: Safety Quiz, Lab Equipment, Scientific Method, Matter	
Summative: Unit 1 Test (Multiple Choice, True/False, Matching)	
<b>XI. Unit Description</b>	
<b>Day 1:</b>	<b>INTRODUCTION</b>
Some classroom policies and procedures are discussed, but in order to get students excited and ready for chemistry we want to do some demonstrations, and ice breaker activities to give students a break from a day full of looking at syllabi and teacher-centered instruction. It will be important to stress to students that they are expected to look over the syllabus (ideally with their parents) to see if they have any questions about classroom expectations. Students will also be given safety contracts to take home and get signed by their parents and themselves. A list of apps that are needed for the students while taking chemistry will be provided (show in class and also post online) so that they can download the apps when they are at home and the process will be faster.	
Materials: Chemicals, Glassware, etc. as needed for a Chemical Demo(s)	
Printed Syllabus, Printed Safety Contract to be taken home & signed (see notebook)	<b>MATERIALS AND RESOURCES</b>
Icebreaker Activity - can be different from teacher to teacher - (not provided)	
<b>Day 2:</b>	<b>SUGGESTED TEACHING STRATEGIES/PROCEDURES</b>
It is important to stress the need for safety in a chemistry room. Many students have never taken a science class that requires as many safety measures as needed in this class. Watching the video "Starting With Safety" on YouTube - in class - is worth the time, as opposed to having students watch it on their own. Students will fill in a video guide while they watch the movie on the projector. If they miss some of the rules while watching, the video repeats them orally and written at the end of each section. After the video has ended students are to check with others nearby for any missed safety rules. A short class discussion of a few of the most important rules are then talked about with the teacher leading discussion. Students are then given a piece of paper (printer paper - cut in half) to make a "safety plate". A personalized license plate that summarizes one of the safety rules they learned about. The teacher provides some examples from past years. Safety plates become a homework assignment due in a day or two.	Content
Materials: Printer Paper - cut in half, teacher device - to play and project safety video, video guide (see notebook), markers/colored pencils	
Homework: complete Safety Plate	Assessments
<b>Day 3:</b>	

<p>Start using a warm-up question or activity to get students into a routine that they will be doing for the remainder of the year. Have the warm up posted (on board or projector) before students come into the room. Explain that students will be expected to come in, find their seats and complete the warm up to the best of their ability. The warm up should review the material from the day before and can be used as a quick formative assessment to determine how well the students understood the material covered yesterday as well as used for a quick classroom discussion. Students will then watch the demonstration "Acid in the Eye". Students will fill in answers to questions about the demo while the teacher performs the demonstration that shows what happens to an eye that is exposed to different chemicals (acid and base). Don't forget to wear safety goggles to set a good example! An egg white is used to simulate the proteins found in the human eye. (See notebook/folder) Follow the demonstration with a "show and tell" that explains where to find/how to use the safety equipment around the room. (Fire extinguisher, eyewash, safety shower, fume hood, goggles, first aid kit, dust pan &amp; broom, broken glass box, fire blanket, main gas shut-off valve) Next, have students present their Safety Plates. (I keep about 10-12 of the best to hang up for display all year long.) Lastly, make sure students have downloaded the app Zaption and explain how it will be used. Assign the safety video (with embedded questions) for homework. End with a closure activity that will also help to establish a classroom routine. The closure should review the current class material.</p>	Teaching and Learning Styles
<p>Materials: Eggs (1 per class), plastic petri dish, 6M HCl - in dropper bottle, 6MNaOH - in dropper bottle, teacher safety goggles, plastic wash bottle, teacher device to show app Zaption on projector</p>	
<p><b>Day 4:</b></p>	Student Engagement
<p>Make sure students have downloaded the Study Blue app (or another flashcard app that allows students to import pictures from their camera roll). Have the most commonly used laboratory equipment that will be used throughout the year displayed throughout the room. Students should be instructed to take pictures of each piece of equipment and upload the pictures into the flashcard app on their iPads. Students will then use websites (ex: <a href="http://www.sciencegeek.net/Chemistry/taters/labequipment.htm">http://www.sciencegeek.net/Chemistry/taters/labequipment.htm</a>, <a href="http://www.geocities.com/~chemfun/unit1/labequipment/equipment.html">http://www.geocities.com/~chemfun/unit1/labequipment/equipment.html</a>, <a href="http://library.thinkquest.org/10429/low/lab/lab.htm">http://library.thinkquest.org/10429/low/lab/lab.htm</a>) to identify the names and uses of each piece of equipment. Both should be included on their flashcards. Make sure that all students get the pictures taken before leaving class. If they don't get done with the identification and uses they can complete that after leaving. Warn students that they will be quizzed over the equipment, and its proper use at a later date. This allows the teacher to assess on the quiz, which will be easier/quicker than assessing each individual set of flashcards, which will vary slightly.</p>	
<p><b>Day 5:</b></p>	References
<p>Students will complete a lab (see notebook) that teaches them the parts of the Bunsen burner, how to properly light the burner, and the correct use of a burner. Many students are scared to light the burners. Try to get all students working with and handling the burners to help them get over the fear so that everyone can safely work with the burners - as well as be counted on to know how to handle the burners should there be a lab accident. Students will work in lab groups of 3-4 to complete the lab and when finished should work on a classwork/homework assignment that has them identify pictures of various lab equipment (notebook).</p>	
<p>Copies of Bunsen burner lab sheet. Bunsen burners, crucible tongs, wire gauze, matches or strikers, paper matches, straight pins, blue markers/colored pencils (2 different shades), lab equipment worksheet</p>	
<p><b>Day 6:</b></p>	
<p>Students will gain experience and confidence working with chemistry lab equipment doing a basic lab that has them properly using lab equipment to perform simple chemistry experiments. A sample lab can be found in the notebook, but any lab getting them comfortable with the names and uses of lab equipment can be used. Students should work in lab groups of 3-4 students to complete the various experiments.</p>	
<p>Materials: Copies of Lab Activity Lab Sheet, Toothpicks soaked in a solution of strontium chloride (or any other ionic salt) - should be soaked overnight, and the following lab supplies for each lab group: Bunsen burners, matches, Universal Indicator Solution, low concentration of HCl (0.1M), higher concentration of NaOH, test tube (1), test tube tongs, 10mL graduated cylinders, test tube brush, soap (for cleaning when finished with experiments), crucible tongs, hot plate, 250 mL beakers (3), alka seltzer, mortar &amp; pestle, electronic balance, weigh paper (3), thermometers (3), ice, timer (students can use iPad), chemical spatula, wash bottle filled with distilled water, 50 mL graduated cylinder, ring stand, iron ring, Erlenmeyer flask, wire gauze</p>	

<p><b>Day 7:</b></p>	
<p>Students will complete a lab equipment quiz (formative assessment).</p>	
<p>Students will learn about the differences between an observation and an inference by completing an activity using unknown fossils. Students usually have a good idea about the definition of an observation, but are usually not as familiar with inferences. It is important to stress making good, detailed observations, as well as not including any judgements/inferences when writing an observation. A sequential packet of pictures is used by handing out one picture at a time to lab groups. Allow lab groups to discuss and write down three observations of the first picture. At this point have them stop and ask for an observation from each group. It is good to point out any examples of inferences made when students are sharing their group's observation. It is also a good idea to ask the class as a whole if there is anything that could be added to an observation to make it more detailed and helpful. After the observations have been shared, go over the definition of an inference: conclusions made based on observations, and then ask each group to write down three inferences they can make about the picture. Have each lab group share an inference. Hand out the next picture, telling students to continue the process: 3 observations, 3 inferences. Allow groups to work at their own pace by handing out the next successive picture when a group has finished with each. Students should turn in all pictures when finished. Groups that finish early can work on closure activity. Tell class they will find out about the animal that made the fossils tomorrow.</p>	
<p>Materials: Lab Equipment Quiz, Copies of Dinosaur Fossil Activity Sheets (one packet per lab group)</p>	
<p><b>Day 8:</b></p>	
<p>Show students the complete picture of the dinosaur. Allow for a short class discussion. Students will again use observations and inferences in another activity that provides a surprising result. Students will work in partners to complete the Kaleidoscope activity. Students will also practice the inquiry process by coming up with a hypothesis to test (using the given lab supplies provided by the teacher). Students will complete the Observations vs. Inferences Homework assignment.</p>	
<p>Materials: whole milk, food coloring, plastic petri dishes, dish soap, Supplies for Inquiry Portion (may include): skim milk, cooking oil, paint, different type of soap, etc...</p>	
<p><b>Day 9:</b></p>	
<p>Students will learn about the five main branches of chemistry and review the process of the scientific method. Students should have downloaded the Nearpod app to follow along with the notes. Questions are embedded within the notes to check for student understanding. Nearpod constantly gives a "headcount" so that the teacher can see that they are all using their device for notes, and it allows for formative assessment during the teacher lecture. After going through the notes on Nearpod have students download the section notes from Google Drive into Goodnotes. The notes are fill-in-the-blank style. Have students fill in the notes themselves or with a partner, allowing them to review the lecture again. After approximately ten minutes, go over the notes as a class to make sure everyone has them filled in correctly. Students will then be given a chance to practice scientific method vocabulary. Hand out a term, a definition, or an example (mixed up) to each member of the class. Challenge the students to find their group of three that correctly matches each together. Students may want to check with their teacher before writing them into their notes. If time permits, shuffle the cards again and have them find their new group with a second term.</p>	
<p>Materials: teacher device to project notes (optional - students can see notes in front of them on their own devices), Intro to Chem Student Notes - online, Scientific Method vocabulary review cards, handout to write down definitions (optional)</p>	
<p><b>Day 10:</b></p>	
<p>Students will practice the scientific method using a lab. A sample lab using a "fortune telling fish" is available, but any lab that addresses using the process of the scientific method to solve a problem can be used. Students will use iMovie document their process and present their findings to the class.</p>	
<p>Materials: Fortune Fish - can be bought online, supplies as needed/identified by students as they conduct their experiments</p>	
<p><b>Day 11:</b></p>	

<p>Students will read an article about current scientific research and identify difference processes from the scientific method as used by the researcher(s). An example article is included, but this should be updated often to emphasize most recent scientific discoveries. Several articles will be made available to allow the students to choose the one that most interests them in order to increase student interest. Each student will fill out the same form that asks them to identify the problem the scientist is trying to solve and the processes that are used to solve the problem. This should give students an example of science in the field and help the student to understand that the scientific method isn't a set of steps to follow, but a process that allows for universal communication and integrity. Students should also finish up their presentations from their fortune fish activity (if needed) and start presenting them to the class.</p>	
<p>Materials: Scientific Research articles - Discover magazine is a good source, scientific reading response sheet, student devices for projecting iMovies</p>	
<p><b>Day 12:</b></p>	
<p>Students will finish presenting iMovies (if needed). Students will practice identifying the parts of the scientific method in different scenarios using the Simpson's Scientific Method Activity. Do one scenario together as a class. It is also helpful to review the parts of a graph and hand out graph paper needed for the students to complete the last scenario on the worksheet. Homework - students complete the Classification of Matter notes and examples and watch a YouTube video that reviews the classification of matter</p>	
<p>Materials: copies of Simpson's Scientific Method worksheet, graph paper, colored pencils, digital upload of Classification of Matter notes,</p>	
<p><b>Day 13:</b></p>	
<p>A class discussion to check the accuracy of the students' work on the Matter Notes is done at the beginning of class. Teacher will introduce (do an example) from the Mix It Up Activity that uses different colored beads grouped to show elements, compounds, and mixtures. Students may work in pairs to classify the remaining bags.</p>	
<p>Materials: copies of Mix It Up Activity, beads grouped in baggies - must be put together ahead of class, Bags labelled A-H with several examples of elements, compounds, mixtures</p>	
<p><b>Day 14:</b></p>	
<p>Students will follow along during a Nearpod presentation of Matter Notes. Notes include a review of chemical vs. physical properties and changes, and intrinsic vs extrinsic properties. Students will then watch a demonstration where they watch a chemical reaction of Polyurethane Foam. A class discussion of the chemical and physical properties of the liquids before and after the reaction allows students to practice what was covered in the notes. Evidence of a chemical reaction should be discussed as well. If time permits, have students complete their set of fill-in-the-blank notes based off of the Nearpod notes. Check for accuracy - tomorrow if needed.</p>	
<p>Materials: teacher device to project notes (optional - students can see notes in front of them on their own devices), Matter notes (uploaded on-line), Polyurethane Foam System Demo kit - sold by Flinn Scientific, food coloring (optional), wood splint, for stirring solutions together, plastic cups (2) to hold solutions (best if done in disposable cups)</p>	
<p><b>Day 15:</b></p>	
<p>Students will practice determining whether a change done to different substances is an example of a chemical or physical change by completing the Chemical vs Physical Changes Lab. This lab can be done in stations or by giving each lab group all the supplies they need.</p>	
<p>Materials: This lab set up takes some time. Each lab group needs the following supplies: Iron nail, test tube (1), small piece of steel wool, bleach, vinegar, beaker (50 mL), glass stir rod, copper sulfate solution (no specific concentration), graduated cylinder (50 mL), clear water gel crystals wet and dry for comparison (some should be soaked in water overnight), string, scissors, aluminum pie plate, styrofoam cup, acetone, Total cereal (must be Total), plastic baggies that zip close, white bar magnet</p>	
<p><b>Day 16:</b></p>	

<p>Students will review the properties (examples provided) of the three main states of matter using a Venn Diagram on a Mimio board at the front of the room. A class discussion will determine whether each property was placed correctly in the diagram, and then students should fill in their own notes. Special emphasis is placed on using the term Kinetic Molecular Theory (KMT) and what it says about the different states. Students can then either finish lab from the day before if needed, or start working on a reading guide that goes into more depth about KMT and states of matter.</p>	
<p>Materials: Mimio board, Teacher Device to project, States of Matter Reading Guide uploaded online - reading guide should be finished for homework assignment</p>	
<p><b>Day 17:</b></p>	
<p>Students will perform an experiment that helps them to see what changes occur as a substance changes states as it heats (solid to liquid), and then cools back down. Students will collect data and create graphs. A common misconception is that a substance constantly increases in temperature as it is heated. Students should see that temperature remains relatively constant during a state change, and that the temperature at which that happens can help to identify the substance. Students will also learn about the motion of the particles and how that relates to temperature and kinetic energy changes.</p>	
<p>Materials: Copies of Heating Curve of Lauric Acid lab sheet, Supplies needed per lab group: Large test tube pre-filled with solid lauric acid, thermometer, 400 mL beaker, hot plate, graph paper, timer</p>	
<p><b>Day 18:</b></p>	
<p>Students will record temperature changes of a mystery mixture. The students should notice two "plateaus" on their heating curve (signalling a change of state) even though the substance should only undergo ONE type of state change (liquid to gas) - this signals the fact that there are two different substances each undergoing their own state change, but at different temperatures. They should then be able to determine what substances were combined by using the vaporization points.</p>	
<p>Materials: Copies of Mystery Liquid lab sheets, Supplies per lab group: 50 mL graduated cylinder, 50/50 mixture of isopropyl alcohol and distilled water, hot plate, thermometer, 250 mL beaker, graph paper, timer</p>	
<p><b>Day 19:</b></p>	
<p>Students will apply the knowledge they have learned throughout the unit to relate what a real chemist might do in a lab.</p>	
<p>Materials: Copies of What Chemists Do Lab answer sheets, Materials per lab group: Copies of Instruction Sheets, well plate, glass stir rod, vinegar in dropping bottle, distilled water in wash bottle, iodine tincture solution (can be diluted) in a dropper bottle, pure baking soda, pure alka seltzer (pre-crushed), corn starch, salt, three mystery mixtures of the previous four powders - 2, two powder mixtures, 1, three powder mixture, solid chemical spatula</p>	
<p><b>Day 20:</b></p>	
<p>Students will have their first attempt at an element symbol quiz. Students will have time to complete any labs/lab reports that are not yet finished, and if anyone has any extra time they can start working on their Unit 1 Review.</p>	
<p>Materials: Copies of Element Symbol Quiz - two different versions -every other student gets a different version, Unit 1 Review uploaded online, answers uploaded later in the day</p>	
<p><b>Day 21: Unit 1 Assessment</b></p>	
<p>XII. Tips for Teachers</p>	
<p>XIII. Enhancing Student Learning</p>	
	<b>Selected ACT Course Standards</b>
	<b>Suggested Teaching Strategies/Procedures</b>
	Unit Extension

	Reteaching
XIV. Reflecting on Classroom Practice	
XV. Appendix	

## Course Overview

The purpose of this class is to introduce you to general inorganic chemistry. This course will focus on the major concepts of Chemistry as outlined by the ACT Quality Core Standards for Chemistry. "Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment." ("Nature of Chemistry." IB Program Chemistry Guide. International Baccalaureate Organization, 1 Feb. 2014. Web. 19 July 2015.)

Chemistry is an area which allows you opportunities to learn, practice, and master skills that are relevant to your everyday world and professional goals. For you to make the most of this opportunity in chemistry you must become prepared and ready to work everyday. Chemistry is a college preparatory course. Students planning on enrolling in a four-year college are strongly recommended to take this course. This means that the expectations on you as a student are MUCH higher than the science courses you have taken to date. You are going to be challenged as a student this year!

Course Prerequisites: This course requires that you have passed biology. It is strongly suggested, however that you have passed both semesters with a grade of "C" or better. The math requirement for this course is that you have taken and passed, or are currently taking, geometry.

## Course Content

**Introduction to Chemistry**

**Measurement in Science**

**Atomic Theory, Isotopes and Nuclear Chemistry**

**Electron Configurations and Ions**

**Periodic Table and Trends**

**Ionic and Covalent Bonding**

**Chemical Equations and Reactions**

**Reaction Rates and Equilibrium**

**Mole Concept and Stoichiometry**

**Thermal Chemistry**

**Gas Laws**

## Course Materials

Textbook: Chemistry (Pearson) - textbooks are available to check out, but are not handed out to each student upon enrollment

## Course Policies

**Attendance/Absences/Makeup Work:** You must make up, within one week, tests and quizzes missed due to excused absences. Depending on what is being covered in class the following day, you may be asked to complete your test or quiz during class upon your return. For example, if you missed a test due to a school activity, I would expect that you should have been ready to test the day you were gone. This means you should still be ready to test upon your return. This may also be the case if students were given time in class to review and no new information was covered in your absence.

Homework assigned prior to an absence must be turned in the day you return, and homework assigned during your absence the day after you return, unless I extend the deadline because of unusual circumstances. Homework that is due the day of a school activity should be turned in prior to leaving for your activity. You must also check to see if you have homework that I expect you to turn in the following day. You are responsible for getting any work completed in class for all absences. This includes notes and any information covered in a lab. Some labs will need to be made up, however, some involve disposable supplies and cannot be made up if missed. In these cases you are still responsible for the information as you will be assessed over it at a later date. Schoology should be utilized by all absent students - it is the responsibility of the student to use the information to which you have access in order to determine what needs to be completed or what should be turned in as homework. If you have any questions, please ask, but do not assume that I will hunt you down for homework or to tell you what it is you missed! A 10% reduction in points will be taken for late work, and that includes work that was due while you were gone or work you failed to make up due to an absence. (Being absent does not excuse you from the work or from the late work policy!)

#### **Academic Integrity:**

There will be many situations where I expect you to work with a partner(s), especially during lab work. Know that there is a difference between that collaboration and between cheating on an assignment. One uses combined efforts to come up with an answer, and one does not. One helps you to learn the material at a greater depth, and one does not. It will be apparent to me who has spent time with the material and who has not. If academic dishonesty is suspected during an assessment, you will receive a zero on the initial test/quiz. You will have the opportunity to retake a unit test (not quizzes), but further retakes are not available. Retesting is done at the discretion of Mrs. Gustafson, and you may not be notified ahead of time that you are expected to retest. Suspicious behavior includes, but is not limited to, looking off other students papers, using a cell phone, using internet on your iPad, writing on tables, showing others a calculator or electronic device screen, identical answers when asked for your own thoughts, talking - ANY talking, using any type of visual aid that was not given to you by Mrs. Gustafson for reference on the test.

**Classroom Rules:** Respect yourself and your future, respect others and their right to learn, respect your school and the supplies that have been provided for you to learn to your best ability, and respect your teacher.

### **Grading Policy**

Semester grades will be calculated using a weighted formative/summative scale. Tests (summative assessments) will be 80% of your overall average. Formative work (homework, labs, in-class work, quizzes, bell questions) will be worth 20% of your overall average. Springfield Platteview Community Schools' grading policy will be enforced in this class. This is not a weighted class. Summative assessments are given at the conclusion of each unit of study. All summative assessments will have a retake opportunity available. All student that fail a summative assessment will be required to retake.

The requirements for a retake are: 1. The student must complete a review assignment during a scheduled intervention period. 2. The student must attend a second review session before or after school in intervention or with their classroom teacher. 3. The student must set up a time with their classroom teacher to take the retake before or after school. These requirements must be completed before the next unit's summative assessment. If a student has failed the summative assessment and does not comply with the above requirements they will be referred to the office.

### **Course Procedures**

Lecture, labs, online content, in-class practice, homework and group work will all be used to help you to understand the material we cover in this class. It is ESSENTIAL that you complete homework assignments. Homework provides the practice that is necessary for you to do well in this course. For many, chemistry is the first science course that challenges their natural abilities. If you are struggling with the homework you will have the opportunity to ask questions in class or to get extra help outside of class. Homework allows you and I to better determine what you need to work on or what it is that you need help with in order to get ready for your tests. It is often very apparent whether or not you completed your homework on your own. I would rather you turned an assignment in late and come get the help you need to complete it on your own than to get the answers from someone else.

Homework should be turned in on or before its due date. Think of it as a record of what you are/are not understanding before your assessment. Work is late if it is not turned in at the time of collection or if it is not submitted electronically by the deadline. If you are working on the assignment at the beginning of class it is late. One or two late assignments will not have much of an impact on your overall class average, but habitual late work will start to impact your semester grade. If you are having difficulty completing homework on time, before or after school intervention times may help you to complete assignments. Intervention may also be assigned if a student is identified as having difficulty completing work outside of class. There will be times that I will collect homework and there will be times I go over the answers with the class as a whole. Assume that it will always be collected. Either way I will be checking to see who completed the work, and who did not.

LABS: It is expected that you follow all the directions - both written and instructed - or you will be removed from the laboratory. This is a safety issue for you and those around you. Removal from lab may also result in an office referral and/or impact your lab grade if you are unable to finish the required lab assessment.

### **Personal Statement**

The most successful chemistry students are ones that spend time with the material every night. This means completing homework, reviewing notes, checking the class schedule, and doing your own work. I am available most days both before and after school. If you are having trouble with a concept, come in right away! Chemistry concepts tend to build off the previous concepts (like math), and if you are not understanding the current concept, chances are you will be lost until you can master the previous concept.

### **Additional Information**

## **10th Grade English**

**2015-2016**

**Ms. Falch - [kfalch@springfieldplatteview.org](mailto:kfalch@springfieldplatteview.org) 339-3606 ext. 123**

### **Course Overview**

In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems, and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live.

In addition to reading, you will be writing expository, narrative, and persuasive essays as well as stories and poems. In journals, you will also have opportunity to express yourself informally; your journals will serve as a record of your growth and development as writers and thinkers during your sophomore year. We will not, of course, neglect grammar study and vocabulary development.

### **Course Content**

#### *Reading*

- \* Reading Across the Curriculum
- \* Reading Strategies
- \* Knowledge of Literary and Non Literary Forms
- \* Influences on Texts
- \* Author's Voice and Method
- \* Persuasive Language and Logic
- \* Literary Criticism
- \* Words and Their History

#### *Writing*

- \* Writing Process
- \* Modes of Writing for Different Purposes and Audiences
- \* Organization, Unity, and Coherence
- \* Sentence-Level Constructions
- \* Conventions of Usage
- \* Conventions of Punctuation

#### *Research*

## *Listening, Viewing, and Speaking*

- \* Comprehension and Analysis
- \* Application

## *Study Skills and Test Taking*

### **Course Materials**

- \* iPad - make sure you have it and that it is charged everyday
- \* Pen or pencil
- \* The book and/or essays we're reading
  - You may wish to have a notebook, binder and paper as well

### **Units**

1. Introduction to English: Habits of a Lifelong Learner
2. Where Do I Fit In: Exploring Identity and Culture (*Catcher in the Rye*)
3. *Warriors Don't Cry*: Explorations of Culture, Identity and History
4. I Need a Hero: *The Book Thief*
5. Nature as a Metaphor: A Sense of Time and Place (*The Lord of the Flies*)
6. Dramatic Literature: *The Tragedy of Julius Caesar*
7. Analysis of Speech
8. Persuading Your Audience with Research

### **Schoology**

All assignments will be posted and turned in through Schoology.

### **Course Policies**

*Attendance/Absences/Makeup Work:* Your presence (mind and body) in class is essential. If you must miss class due to illness or other circumstances beyond your control, it is your responsibility to find out which assignments you missed, to acquire the handouts, and to borrow and copy the class notes for the day(s) you were absent. Because you will have at least a week's lead-time for papers and other major assignments, the due date remains the same regardless of your absence. If you are ill the day a paper is due, deliver it to a friend who can turn it in for you or email it. If an emergency arises (illness or otherwise) and you absolutely cannot complete an assignment, I will need a note from your parent/guardian explaining the situation.

*Late Assignments:* Your responsibilities in this class include keeping your own up-to-date assignment notebook, maintaining pace with the reading, and turning all assignments in on time.

If you do not understand an assignment, ask for help far enough in advance to have time to finish the assignment. Late assignments will be deducted 10% from the grade. Once the summative assessment is taken, you cannot turn in any assignments from that unit. **All summative assessments (essays, projects) must be turned in. If turned in late, they will be reduced by 10% and you will attend intervention sessions until the assessment is completed.**

You will be given at least a week's lead-time for out-of-class papers and other major assignments, so plan accordingly: if you spend most weeknights working on daily homework for other classes, you will probably need to block out a significant amount of time on the weekend for prewriting, writing, and revising your work.

*Intervention sessions:* If you have missing work or if you need extra help or tutoring, there will be four sessions supervised by an English teacher that you may be required to attend. These sessions will be Monday and Wednesdays after school from 3:30-4:30 and Tuesday and Thursday mornings from 7:30-8:00. If you are required to attend one of these sessions and choose not to go, you will be referred to the office.

*Classroom Expectations:* In this class, there are three rules to follow to have a safe and successful year. Those rules are respect, responsibility and readiness. This means showing respect to the school building, classroom, teachers, and all students. You show responsibility for yourself and your actions. You are ready to learn each day by having materials and by doing what is expected of you.

Those who choose not to comply with the expectations of respect, responsibility and/or readiness will be reminded of the Boys Town Skills. I use the standard district-wide language to indicate that a behavior change is needed. See below:

*First Warning* - I will give you instruction.

*Second Warning* - I will give you interaction.

*Third Warning* - You will be sent to the office to speak with Mr. Joekel.

\* Any of the above steps may include contact with your parents via email, phone or in person.

*Appropriate iPad Classroom Use:*

- Each class will begin with iPads put face down on the desk or below the desk, depending on the classroom, to begin each period.

- I will give you specific instructions about using the iPad in class.

- Teachers will use the following language to assure students know the expectation:
  - *Instructional Time* - when there is direct instruction.
  - *Independent Study Time* - when students may work independently
  - *iPad Appropriate* - when students may use their iPads for the instructional or independent study time.
  - *iPad Inappropriate* - when students must have their iPads turned over or under their desk (depending upon the room)
  - Students may not use any gaming or social media applications during a scheduled class time.
- Students on the academic watch list may not use gaming applications during study hall.
- Students must keep volume on mute or will use earbuds.
- Students must have a case on their iPad that protects the corners at all times. iPads that do not have a case attached will be confiscated.

### *Classroom Procedures for Correction*

Instruction: Student is not using the iPad appropriately for the classroom situation.

Interaction: Student is continuing to not use the iPad appropriately for the classroom situation.

iPad Confiscated: Student is not using the iPad appropriately for the classroom situation after a instruction and an interaction have been given. Teacher confiscates the iPad and turns it in to the office.

### *Consequences for an iPad Use Infraction:*

*1st Offense:* Student will conference with an administrator and the iPad may be removed for the remainder of the day.

*2nd Offense:* Student iPad will be confiscated for the remainder of the school day, if less than half a day the iPad will be confiscated until 5th period of the following day. Student will conference with an administrator. If the confiscation period is on each side of a weekend the confiscation will include the weekend.

*3rd Offense:* Student iPad will confiscated for two (2) full days. If the confiscation period is on each side of a weekend the confiscation will include the weekend. Student will conference with an administrator. Administrator will contact parents.

*4th Offense:* Student iPad will be confiscated for three (3) full school days. If the confiscation period is on each side of a weekend the confiscation will include the weekend. Student will conference with an administrator. Administrator will contact parents.

*5th Offense:* Student iPad will be confiscated for a full school week (five days). If the confiscation period is on each side of a weekend the confiscation will include the weekend. Administrator will contact parents to set up a parent conference for a plan for further action. Student may lose the iPad for the remainder of the grading period.

*Reading:* Keeping up with reading assignments is crucial to your success in this class. If you have not read the assignment, you cannot thoughtfully participate in class discussion. If you fall behind in the reading, you will become overwhelmed and set yourself up for frustration when it comes time to write a paper. Bear in mind that some of the reading will be difficult and you may not understand it all the first time. That's okay; I want the reading to stretch your thinking. Do the best you can to understand; meanwhile, write down questions in your notebook that we can address in class. I am always happy to help anyone who asks for help.

*Plagiarism/Cheating:* I begin the year with complete trust and faith in each of you. Please do not abuse that trust by being dishonest. Learning cooperatively is great, and I encourage you to get together to brainstorm and discuss assignments. When you sit down to complete an individual assignment, however, let the work be yours alone. Penalties for plagiarism—another word for cheating—are stiff. If two papers resemble each other too closely, both students will be required to attend an intervention session and the paper will be re-submitted for the highest grade of a 70%. Cheating also includes sending your assignment or test to another student or allowing another to copy your test or assignment.

### **Grading Policy**

Our grading policy has been updated and thus greatly changed from last year. Below you will find some of the most important changes. You should view the entire policy found in the school handbook.

1. Grades will be broken down into two categories: formative and summative. *Formative* grades include all homework assignments (journals, vocabulary words, reflections, reading checks, discussion questions, etc.) *Formative assessment will count for 30% of your overall grade.* *Summative* grades will include all major assessments (tests - reading and vocabulary - projects, essays). *Summative assessments will count for 70% of your overall grade.*

\* Students who *fail* a summative assessment are *required* to retake an assessment. These students may be required to attend at least one intervention session. Second chance assessment opportunities shall be made available to students who score below 79%. Students must follow teacher guidelines for second chance assessment opportunities. The highest grade a student can attain on the second chance assessment is a 79%. You will have one week to re-do the assessment. Your second test score is the score that will be entered in the gradebook, regardless of whether or not the second test is a higher grade. Your retake must be completed within a week (5 school days).

2. We will not have quarter grades anymore. Rather, quarter grades will be a progress report. We will have three progress reports and one final semester grade.
3. Extra credit will not be given. Please don't ask!
4. Grades on the report card will be based upon content area standards and goals. Group grades will not be given.
5. Late and incomplete work (formative assessment such as homework) shall be handled as follows:
  - i. Students are expected to complete all required formative work through each summative assessment period.
  - ii. Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.
  - iii. In determining semester grades, teachers must decide whether they have sufficient evidence of achievement. Work that is not submitted will be identified as I (incomplete). Zeros will not be used unless the student fails to complete all required work prior to the student taking the summative/unit assessment. Penalties on late work shall not exceed 10% if it is turned in prior to the student taking the summative/unit assessment.
6. Students with an *excused* absence shall be given at least one day, per day of absence, for make-up opportunities for all missed assignment/assessments without penalty.
7. If you are going to be absent for a *school sponsored function* (band, choir, sports, club activity) you must turn in your work before you are absent. This is NOT an excuse to turn your work in late.

Letter Grade	Percentage	Mark Points	Weight
A+	97-100	4.0	5.0
A	93-96	4.0	5.0
A-	92-90	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.0	4.0
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.0	3.0
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1	2.0
D-	60-62	0.67	1.67
F	0-59	0	0.0

*Evaluation:* For major assignments I will provide the rubrics or explain the expectations that I will use to assess your work. For general reference, however, here are four similes and a metaphor to represent my expectations for assignments:

**A** - Like a double mocha cappuccino with whipped cream and sprinkles, “A” work goes above and beyond expectations. It not only demonstrates an understanding of concepts discussed in class, but also takes risks and presents additional insights.

**B** - Like a really good cup of coffee, “B” demonstrates understanding of the concepts presented in class and shows thought and effort, but it doesn’t take any risks or offer fresh insight.

**C** - Like decaf, “C” work is solid, but doesn’t pack the punch of “A” or “B” work. It’s competent, but not dazzling.

**D** - Like the burnt dregs from a gas-station coffee pot, a “D” paper is there, but leaves a bad taste. “D” work just doesn’t hang together and probably shows lack of thought and effort.

**F** - While “F” is definitely better than zero, it is clearly not up to snuff. “F” work is the result of careless work and poor planning.

### **Course Procedures**

*Format of Papers:* I expect all papers written outside of class to be typed. Hand in to me the final draft along with previous draft(s) stapled to the back or electronically. Please adhere to the following guidelines:

- \* Use white paper and black ink.
- \* Use a sensible font (for example, 12-point Times New Roman).
- \* Double-space all text.
- \* Use one-inch page margins.
- \* Include on the first page the title of your paper, your name, and your period number.
- \* Include page numbers on the upper right-hand corner of the page.

*Grammar:* Good grammar is essential to your success in all classes throughout your high school career. It will also serve you beyond high school in the real world, where you will have to write letters, memos, and other documents. Teaching grammar, however, always presents a conundrum: out of context, it seems artificial and pointless; in context, it can seem punitive. In this class we will compromise by studying grammar in context but without penalty. You will be held especially responsible for correctly applying the grammatical conventions we review in class in all your written work.

### *Personal Statement*

It is very important that you review your notes and homework frequently! This is especially true when homework has a purpose. Most homework has one or more of the following aims:

- \* Practice reinforces the learning of material presented in class and helps you master specific skills.
- \* Preparation provides supporting information—history, skills, definitions—for what’s forthcoming; it will help when new material is covered in class.
- \* Extension or elaboration involves the transfer of previously learned skills to new situations.
- \* Integration asks you to apply skills and concepts to produce a single product.

I will make every effort to communicate the purpose of homework assignments to you. If you are having difficulties with anything covered in this course, see me as soon as possible. Times when I am available for extra help are included before and after school.

I am excited and proud to be teaching this course. The nature of this course is to challenge and to push you to stretch beyond what you already know and can do. Although I expect you to work hard this year, I will never give you an assignment or expect you to do anything I haven't already done or wouldn't/couldn't have done myself when I was your age. I also want to say now that I appreciate your effort and value each of you as important members of the class, regardless of the grade you earn from me. Your grade does not equate to your value as a person. My wish is to help you discover and cultivate your gifts for use in a meaningful life.

**Signature(s):** Discuss this course syllabus with your parent(s) or guardian(s). Please sign and return (either electronically or print it out) to me by Friday. I am looking forward to working with you this year.

I, \_\_\_\_\_ (Student), have read and understand the English 10 course syllabus and the course expectations.

I, \_\_\_\_\_ (Parent/Guardian), have read and understand the English 10 course syllabus and the course expectations.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Morning Dustin,

Hypertherm had a slight price increase first of the year, but everything else looks good. I've updated your proposal to reflect the new pricing.

The PM65 required 6.7 scfm of air @ 85 psi. It can be run in Single or 3 Phase power. I've attached a spec sheet for your reference. This comes with a starter kit of consumables but additional are best sourced online. We don't get into the consumable market.

We provide the computer, software and licenses, but you can export from your current software in .dxf format and our CAM software will accept it.

Our tech support personnel are very adept at helping you solve tech questions via phone or email. We don't have field reps, sorry.

Current lead time is 4 weeks for production. 50% deposit is due when placing your order and the balance is due before shipping.

Matt Kool

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### **Future Planning March 28, 2016**

1. 4/11/16 Regular Board Meeting 7 PM; Site 6 PM; Finance 6:30 PM
2. 4/25/16 Board Work Session 7 PM
3. 5/9/16 Regular Board Meeting 7 PM; Site 6 PM; Finance 6:30 PM
4. 5/15/16 PHS Graduation 1 PM
5. 5/19/16 Last Day for Students
6. 5/19/16 Recognition Banquet 6 PM, Millard Social Hall
7. 5/20/16 Foundation Board Meeting 7:30 AM
8. 5/20/16 Last Day for Teachers
9. 6/24/16 Foundation Golf Tournament 1 PM
10. 7/15/16 Foundation dinner/ auction 6 PM