
Hope Chinese Charter School

POLICY ISSUE/SITUATION

Hope Chinese Charter School (HCCS) is requesting to alter its full day kindergarten program to a tuition-free half-day kindergarten program. The purpose of their request is to comply with federal grant requirements. In order to qualify for a federal charter school grant, schools must be tuition-free. HCCS is able to offer supplemental, fee-based programs, such as a pre-school, after school programs, and a fee-based ½ day kindergarten program, provided it is administered as a private program, and does not receive public funds.

Beginning on Friday, March 1, 2013, HCCS proposes to offer a tuition-free ½ day kindergarten as the only kindergarten option for its public charter school program. The program will be 2.5 hours per day, in alignment with other half-day programs in the district. The program will support all learning goals and requirements as set forth by BSD and the charter school application. In order to meet these goals within the shorter school day, the new program will be adjusted to provide daily exposure to Mandarin Chinese language and culture, but will largely be taught in English. This is a change from their current 75% Chinese immersion full-day kindergarten program. Please see Exhibit Q for updated kindergarten learning goals.

A qualified Chinese teacher will provide the majority of the Chinese language and culture exposure during the social studies time. When the students advance to first grade, they will be supported with a 75% Chinese immersion program. This program accommodates both students new to Chinese as well as advanced Chinese students and supports the learning goals in their approved charter school application.

RECOMMENDATION:

It is recommended that the Board approve the changes to the charter school application.

(13-255)

2013-2014

Hope Chinese Charter School

Half-Day Kindergarten Planner & Learning Targets

Unit: Trimester I

Overview

In the first Trimester of the school year, students become familiar with basic PBIS concepts and practices.

They will be exposed to basic classroom instructions in Chinese.

Through the integrated units of 'We are Family', they acquire and present information on family, understand the relationship between individuals and the world. This theme is taught using primarily English materials, with exposure to Chinese materials.

For Math, students will learn to match and sort, and be familiar with numbers 1-5.

Units

PBIS

Chinese and English Language Arts:

- All About Me
- Families
- Friends at School

Science:

- Earth and Sky
- Trees

Social Studies:

- Learning About Myself and Others

- Kindness 慈爱
- Safety 安全
- Responsibility 责任

Learning Targets

HCCS Mandarin Learning Goals, Kindergarten, Listening and Speaking

Students will be able to comprehend simple oral messages delivered by a native speaker, respond orally in simple one or two word responses, to gain exposure to presenting information and expressing his/her opinion or ideas with accuracy in terms of words choice, sentence structure, and development and organization of the ideas.

- The learner can understand and respond to simple classroom instructions.
- The learner is able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment.

HCCS Mandarin Learning Goals, Kindergarten, Reading / Literacy Skills

The learner will be able to recognize simple characters and demonstrate his/her comprehension by summarizing the main ideas or answering related questions.

- The learner begins awareness that Mandarin is a pictorial language

- The learner distinguishes between written forms of Mandarin (i.e., characters and pinyin)
- The learner is able to recognize punctuations such as commas and periods.

HCCS Mandarin Learning Goals, Kindergarten, Writing

The learner will be exposed to the skill of composing written texts to convey meaningful messages with correct grammatical structures in a variety of styles to serve specific purposes.

- The learner begins awareness that each character has a certain stroke order
- The learner begins to pay attention to punctuation mark: period (。)

HCCS Mandarin Learning Goals, Kindergarten, Chinese Culture

The learner will be able to demonstrate his/her awareness, understanding and appreciation of the Chinese culture and apply Chinese language skills in his/her daily life.

- The learner recognizes that Chinese names have different orders from English names.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.K.1. With prompting and support, ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.K.2. With prompting and support, retell familiar stories, including key details.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.K.4. Ask and answer questions about unknown words in a text.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.K.3. With prompting and support, describe the connection between two individuals, events,

ideas, or pieces of information in a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Foundational Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a. Print many upper- and lowercase letters.
- L.K.1b. Use frequently occurring nouns and verbs.
- L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2b. Recognize and name end punctuation.

CCSS: Mathematics, CCSS: Kindergarten, Counting & Cardinality

K.CC: Count to tell the number of objects.

- K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.CC.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.CC.4c. Understand that each successive number name refers to a quantity that is one larger.

K.CC: Compare numbers.

- K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.

CCSS: Mathematics, CCSS: Kindergarten, Measurement & Data

K.MD Describe and compare measurable attributes.

- K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several

measurable attributes of a single object.

CCSS: Mathematics, CCSS: Kindergarten, Geometry

K.G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.2. Correctly name shapes regardless of their orientations or overall size.

K.G Analyze, compare, create, and compose shapes.

- K.G.6. Compose simple shapes to form larger shapes.

BSD: Science, Kindergarten, Science

K.2 Interaction and Change: Living and non-living things move.

- K.2P.1 Examine the different ways things move.
- K.2E.1 Identify changes in things seen in the sky.

BSD: Social Studies, Kindergarten, Social Studies

Social Studies Analysis

- Acquire, organize and interpret and present information about family and classroom
- Identify a problem or issue in our classroom we can solve

Civics and Government: Citizenship at Home and at School

- Recognize the important national symbols that represent the United States
- Begin to identify the purposes of celebrations and holidays that remember and honor events and people in the past

Economics: Meeting Our Needs

- Identify the basic human needs

Geography: My Place In the World

- State one's home address and phone number
- Recognize that maps represent places
- Recognize that globes are models of the earth

History: Myself and Others

- Identify and order events that take place in a sequence
- Identify important events in my life up to now
- Recognize the ways we measure and sequence time

Resources

The Daily 5 by Boushey & Moser

The CAFE Book by Boushey & Moser

Harcourt Story Town materials

Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8 by Bonnie Campbell Hill

Zaner-Bloser model for letter formation

Better CHN 1

I love my family

我爱我的家

Better CHN 2

Who is this?

这是谁

Better CHN 3

What is your name

你叫什么名字

Better CHN 4

How old are you

你几岁

Better CHN 34

It is raining

下雨了

Better CHN 33

Big and Small

比大和小

Singapore Primary Math 1A Chapters 1-3

2013-2014

Hope Chinese Charter School

Half-Day Kindergarten Planner & Learning Targets

Unit: Trimester II

Overview

During Trimester II, students will read English language texts on farms and cities, as well as weather. This early exposure to informational texts will help prepare our students for meeting the Common Core Standards.

In Chinese, students continue to get spiraled exposure to Chinese and vocabulary related to community and living things.

In Math, they explore numbers up to 20 and develop fluency in calculation within 0-10.

The Essential Questions for this Quarter are:

- What are the physical and human characteristics of place?
- How are people, places, and environments connected around the world?
- What is power and authority?

Units

Chinese Lang Arts: 小波去农场. 在学校, 买东西

English Lang Arts:

- On the Farm
- Whatever the Weather
- Let's Play

Science:

- Materials in our World - Wood, Paper, Fabric

Social Studies:

- Life in the city vs. the country
- Life in America vs. China

Health:

PBIS

- Kindness 慈爱
- Safety 安全
- Responsibility 责任

<ul style="list-style-type: none"> Where does food come from. 	
Math:	
<ul style="list-style-type: none"> Length and Size Weight, Capacity, Compare Sets Compare Numbers, Numbers to 20 	

Learning Targets

HCCS Mandarin Learning Goals, Kindergarten, Listening and Speaking

Students will be able to comprehend oral messages delivered by a native speaker, respond orally in simple meaningful responses, to gain exposure to presenting information and expressing ideas with accuracy in terms of words choice, sentence structure, and development and organization of the ideas.

- The learner begins to gain more exposure to using Chinese in social situations.
- The learner can follow two-step directions.
- The learner gains familiarity with connected discourse. (eg. 我喜欢唱歌和画画.)

HCCS Mandarin Learning Goals, Kindergarten, Reading / Literacy Skills

The learner will be able to read simple characters and demonstrate his/her comprehension by summarizing the main ideas or answering related questions.

- The learner distinguishes between written forms of Mandarin (i.e., characters and pinyin)
- The learner begins to read 5 basic characters and states meaning
- The learner is able to recognize punctuations such as commas and periods.

HCCS Mandarin Learning Goals, Kindergarten, Writing

The learner will gain exposure to composing characters and written texts.

- The learner begins awareness that each character has a certain stroke order

HCCS Mandarin Learning Goals, Kindergarten, Chinese Culture

The learner will be able to demonstrate his/her awareness, understanding and appreciation of the Chinese culture and apply Chinese language skills in his/her daily life.

- The learner is able to identify major traditional Chinese festivals.
- The learner is able to identify basic similarities and differences between the Chinese culture and their native culture.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Literature

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Informational Text

2. Determine central ideas or themes of a text and analyze their development; summarize the key

supporting details and ideas.

- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Foundational Skills

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Fluency

RF.K.4.

- Read emergent-reader texts with purpose and understanding.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.K.1b. Continue a conversation through multiple exchanges.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1a. Print many upper- and lowercase letters.
- L.K.1b. Use frequently occurring nouns and verbs.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2a. Capitalize the first word in a sentence and the pronoun I.
- L.K.2b. Recognize and name end punctuation.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CCSS: Mathematics, CCSS: Kindergarten, Counting & Cardinality

K.CC: Know number names and the count sequence.

- K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC: Count to tell the number of objects.

- K.CC.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.CC.4c. Understand that each successive number name refers to a quantity that is one larger.
- K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number

from 1–20, count out that many objects.

CCSS: Mathematics, CCSS: Kindergarten, Operations & Algebraic Thinking

K.OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.5. Fluently add and subtract within 5.

BSD: Science, Kindergarten, Science

K.2 Interaction and Change: Living and non-living things move.

- K.2P.1 Examine the different ways things move.
- K.2E.1 Identify changes in things seen in the sky.

K.4 Engineering Design: Engineering design is used to design and build things.

- K.4D.2 Show how components of designed structures can be disassembled and reassembled.

BSD: Social Studies, Kindergarten, Social Studies

Civics and Government: Citizenship at Home and at School

- Recognize the important national symbols that represent the United States
- Recognize that rules and laws describe ways people should behave in their home, classroom, school, and community to keep it safe and maintain order
- Identify ways of being a responsible member of a community

Geography: My Place In the World

- Use symbols to identify and locate objects and place
- Identify map symbols for land and water
- Recognize that changes in the seasons affect our lives

History: Myself and Others

- Recognize the ways we measure and sequence time
- Identify the qualities students may admire about people in their lives

Resources

Better CHN 7

What is your nationality

你是哪国人

Better CHN 21

Where are you from

你从哪里来

Better CHN 35

Where is the kitten

小猫在哪里

Better CHN 5

The ballon flew away

气球飞了

Better CHN 22

Drawing

画画

Better CHN 6

What is in the schoolbag

书包里有什么

Better CHN23

这是你的吗

Better CHN 16

When will the red flower bloom

红花红花几月开

The Daily 5 by Boushey & Moser

Harcourt Story Town materials

Craft Lessons: Teaching Writing K-8 by R. Fletcher & J Portalupi

Six Traits of Writing

Zaner-Bloser model for letter formation

Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8 by Bonnie Campbell Hill

Singapore Primary Math 1A Chapters 4-6

2013-2014

Hope Chinese Charter School

Half-Day Kindergarten Planner & Learning Targets

Unit: Quarter III

Overview

In the third Quarter, our thematic focus is 'The Connected World'. It is a natural expansion from the earlier family and community units. The English and Chinese language materials will support the learning of this theme, with the core content taught in English.

Essential Questions for this Unit:

How are people, places, and environments connected around the world?

How do we use resources differently in different countries and cultures?

Units

Chinese Lang. Arts and English Lang. Arts:

- In the Neighborhood
- Jobs People Do
- Animals All Around
- On the Go

Science:

- Animals

Social Studies:

- Identify different jobs people do
- Compare my world with long ago

Math: Graph comparisons

Art: Origami, designs from sawdust, paint on fabric, make a class quilt, weave with yarn and other fabrics

Music: Play wood instruments, dance with streamers

PBIS

- Kindness 慈爱
- Safety 安全
- Responsibility 责任

Learning Targets

HCCS Mandarin Learning Goals, Kindergarten, Listening and Speaking

Students will be able to comprehend oral messages delivered by a native speaker, respond orally in simple meaningful responses, to gain practice and exposure to presenting information and to express his/her opinion or ideas with accuracy in terms of words choice, sentence structure, and development and organization of the ideas.

- With guidance, the learner practices using different language functions in discussions (eg, greetings and requests).
- The learner begins to use Chinese in social situations.

HCCS Mandarin Learning Goals, Kindergarten, Reading / Literacy Skills

The learner will be able to read characters and demonstrate his/her comprehension by summarizing the main ideas or answering related questions.

- The learner recognizes 10 core characters in simplified form and states meaning.
- The learner gains exposure to reading basic characters and phrases in simplified form, and states meaning
- The learner is able to recognize punctuations such as commas and periods.

HCCS Mandarin Learning Goals, Kindergarten, Writing

The learner will be exposed to the skill of composing written texts to convey meaningful messages with correct grammatical structures in a variety of styles to serve specific purposes.

- The learner can write the 10 core characters with correct form
- The learner begins to pay attention to punctuation mark: period (。)

HCCS Mandarin Learning Goals, Kindergarten, Chinese Culture

The learner will be able to demonstrate his/her awareness, understanding and appreciation of the Chinese culture and apply Chinese language skills in his/her daily life.

- The learner is able to identify major traditional Chinese festivals.
- The learner is able to identify basic similarities and differences between the Chinese culture and their native culture.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.K.4. Ask and answer questions about unknown words in a text.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Informational Text

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.K.10. Actively engage in group reading activities with purpose and understanding.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Reading: Foundational Skills

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Speaking and Listening

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Kindergarten, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.K.1a. Print many upper- and lowercase letters.
- L.K.1b. Use frequently occurring nouns and verbs.
- L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1f. Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.K.2b. Recognize and name end punctuation.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.K.4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

CCSS: Mathematics, CCSS: Kindergarten, Measurement & Data

K.MD Describe and compare measurable attributes.

- K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

K.MD Classify objects and count the number of objects in each category.

- K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

CCSS: Mathematics, CCSS: Kindergarten, Geometry

K.G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- K.G.2. Correctly name shapes regardless of their orientations or overall size.
- K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional

("solid").

K.G Analyze, compare, create, and compose shapes.

- K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- K.G.6. Compose simple shapes to form larger shapes.

BSD: Science, Kindergarten, Science

K.3 Scientific Inquiry: Science explores the natural world through observation.

- K.3S.1 Explore questions about living and non-living things and events in the natural world.
- K.3S.2 Make observations about the natural world.

K.4 Engineering Design: Engineering design is used to design and build things.

- K.4D.1 Create structures using natural or designed materials and simple tools.
- K.4D.2 Show how components of designed structures can be disassembled and reassembled.

BSD: Social Studies, Kindergarten, Social Studies

Civics and Government: Citizenship at Home and at School

- Recognize the important national symbols that represent the United States
- Begin to identify the purposes of celebrations and holidays that remember and honor events and people in the past

Economics: Meeting Our Needs

- Identify what we gain and give up when making economic choices

Geography: My Place In the World

- State one's home address and phone number
- Recognize that maps represent places
- Recognize that globes are models of the earth
- Use symbols to identify and locate objects and place
- Identify map symbols for land and water

Resources

The Daily 5 by Boushey & Moser

Harcourt Story Town materials

Craft Lessons: Teaching Writing K-8 by R. Fletcher & J Portalupi

Six Traits of Writing

Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8 by Bonnie Campbell Hill

Zaner-Bloser model for letter formation

Better CHN 10

At school

在学校

Better CHN 31

School is fun

在学校真快乐

Better CHN 11

Putting clothes on

穿衣服

Better CHN 28

Whose mittens are these

这是谁的手套

Better CHN 32

What is the monkey doing

猴子做什么

小坡过生日

小坡去散步

Singapore Primary Math 1A Chapters 7-9



HCCS Program Change Request:

**Eliminate Full Day Kindergarten Option
(Change to Half Day Kindergarten Option Only)**

February 13, 2013

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Summary Narrative:

Eliminate Full Day Kindergarten Option (Option for Half Day Kindergarten Only)

HCCS requests to alter its full day kindergarten program to a tuition-free half day kindergarten program. The purpose is to comply with federal grant requirements. In order to qualify for a federal charter school grant, schools must be tuition-free. This rule applies even if a full-day offering is preferred by the state, and even if the state has more lenient laws regarding fee-based kindergarten programs at its public schools. For example, a charter school cannot offer a fee-based, full-day kindergarten option even if it also offers a no-fee half-day option, and even if all applicants who need financial aid receive scholarships. Therefore, in order to qualify for a federal grant, HCCS cannot offer a fee-based full day kindergarten option within its public charter school. HCCS is able to offer supplemental, fee-based programs, such as a preschool, after school programs, and a fee-based ½ day Kindergarten program, as long as it is administered as a private program, and does not receive public funds.

Half Day Kindergarten Program

Beginning on March 1, 2013, HCCS proposes to offer a tuition-free ½ day kindergarten as the only kindergarten option for its public charter school program. The program will be 2.5 hours per day, in alignment with other half day programs in the district. The program will support all learning goals and requirements as set forth by BSD and in our charter application. In order to meet all of these goals within the shorter school day, the new program will be adjusted to provide daily exposure to Mandarin Chinese language and culture, but will largely be taught in English. This will be a change from our current 75% Chinese immersion full-day kindergarten program. Please see updated kindergarten learning goals in Exhibit Q.

The majority of the Chinese language and culture exposure will be provided during the social studies lesson time, by a qualified Chinese teacher. It will include songs, as well as an introduction to the vocabulary of daily life, mathematics and science, and an introduction to Chinese character reading and writing. When these students advance to first grade, they will be supported with a 75% Chinese immersion program that is similar to what HCCS is providing this year – the program accommodates both students new to Chinese as well as advanced Chinese students, and supports the learning goals in our approved charter school application.

An example of the 2013 ½ day kindergarten schedule is provided below (this is a change to the sample kindergarten schedule provided in Section 17.2 of our charter application.)

Sample, Kindergarten Daily Schedule

Time	Monday, Fall Term
1:00 - 1:20 pm	Morning welcome activities taught by a Chinese teacher: Circle time, such as recite a Chinese poem and sing a daily song. Weekly activities may include a Chinese culture-related storybook or simple game (such as learning right hand & left hand).
1:20 – 2:20 pm	English teacher teaches English language arts, and leads class for remainder of day
2:20 - 2:35 pm	Recess or PE
2:35 – 3:05 pm	Math
3:00 - 3:20 pm	Discovery time (Science or Social Studies related activities).
	On alternate days, 2X per week, English language arts
3:20 - 3:30 pm	Wrap - up
3:30	Dismissal; Children in after school classes escorted to after care program room.

In Fall 2015, when the State of Oregon begins funding full day kindergarten, HCCS will return to providing a full-day Kindergarten as part of its public school program.

Supplemental ½ Day Kindergarten Program

To support families who prefer a full-day kindergarten program due to its educational value, as well as to support working families, HCCS will also provide a voluntary, fee-based ½ day Chinese immersion program for the other half of the school day. This program will provide full Chinese immersion, and include Chinese language arts and culture, as well as supplemental learning for mathematics and science.

HCCS wholeheartedly supports the State of Oregon’s decision to fund full-day kindergarten starting in 2015. This decision is based on research that shows full-day kindergarten is one of the keys to ensuring that students learn how to read, and that it helps close the achievement gap and prevents delinquency later in school. HCCS also believes that due to the difficulty of Chinese language, it is best to start by age 5 or earlier, when studies show the brain is most capable of mapping to a new language.

To support as many students as possible with the best education we are able to provide, HCCS provided full fee waivers to every family in need of financial assistance who wanted to participate in our 2012 full day kindergarten program. We also provided

free, healthy lunches from top vendors such as New Seasons. We stayed true to this commitment, despite the fact that the number of families requesting financial assistance was twice as many as we had originally projected – we provided 8 full scholarships, twice as many as was budgeted for the 2012/2013 school year. In return, these students and families have provided inspiration, passion and diversity to our small school community. We want to continue to support all families regardless of financial need. As such, HCCS will also voluntarily set aside funding for fee reductions or fee waivers for families in need of assistance for our 2013/2014 private, fee-based supplemental kindergarten program.

Updated Budget

Budget

HCCS	Revised Budget 2012/2013 as of 10/25/12	Revised Budget 2013/2014 as of 11/19/12	Public Program	Fee Based Program
REVENUES				
Total General Purpose Funds	\$217,703	\$366,313	\$366,313	\$-
Full day Kindergarten Fees	\$184,163	\$78,212	\$-	\$78,212
Supply fee	\$747	\$4,450	\$4,450	\$-
HCCS Fee Based Programs	\$45,818	\$57,760	\$-	\$57,760
Confucius Classroom Matching Grant	\$9,000	\$10,000	\$10,000	\$-
Fundraising (auctions, holiday events, etc.)	\$31,533	\$36,500	\$36,500	\$-
Family and Private Donations	\$27,147	\$10,000	\$10,000	\$-
Corporate Donations		\$8,000	\$8,000	\$-
Food Service		\$-	\$-	\$-
Other		\$2	\$2	\$-
TOTAL Income	\$516,111	\$571,237	\$435,265	\$135,972
EXPENSES	2012 - 2013	2012 - 2013	2012 - 2013	2012 - 2013
Annual Wages (Staff Base Salaries)	\$170,058	\$285,035	\$230,878	\$54,157
Payroll Taxes	\$18,242	\$28,790	\$23,320	\$5,470
Benefits	\$32,169	\$88,642	\$71,800	\$16,842
Substitute Teachers' Salary	\$6,011	\$9,286	\$7,522	\$1,764
Staff development	\$3,214	\$6,300	\$5,103	\$1,197
Rent	\$56,880	\$62,052	\$50,262	\$11,790
Utilities (electric, heating/cooling, water, sewer)		\$-	\$-	\$-
Custodian service	\$6,650	\$9,000	\$7,290	\$1,710
Facility insurance premiums	\$5,334	\$8,000	\$6,480	\$1,520
Maintenance/Repair	\$2,234	\$2,234	\$1,810	\$425
Minor renovations	\$7,798	\$10,000	\$8,100	\$1,900
Supplies-instructional (except textbooks)	\$10,300	\$14,000	\$11,340	\$2,660
Audio-Visual Equipment	\$15,522	\$13,200	\$10,692	\$2,508
Textbooks	\$12,663	\$28,000	\$22,680	\$5,320
Curriculum Development	\$2,000	\$7,000	\$5,670	\$1,330
Assessment/Testing	\$2,800	\$4,000	\$3,240	\$760
Technology (fax, copiers, etc.)			\$-	\$-
Computers and Software	\$300	\$250	\$203	\$48
Furniture	\$301	\$1,000	\$810	\$190
Food Supplements (Free/reduced Lunch)	\$1,109	\$8,099	\$8,099	\$-
Staff training for Special Ed, ELL	\$3,000	\$3,000	\$2,430	\$570
Transportation/Field trips			\$-	\$-
HCCS Fee Based Program Expenses	\$12,827	\$18,261	\$-	\$18,261
Professional Services (including annual Audit)	\$15,234	\$15,000	\$12,150	\$2,850
Marketing	\$707	\$600	\$486	\$114
Telephone/Internet	\$5,287	\$6,210	\$5,030	\$1,180
Postage/Shipping	\$479	\$600	\$486	\$114
Printing			\$-	\$-
Dues/Membership	\$50	\$1,000	\$1,000	\$-
Bank fees	\$263	\$-	\$-	\$-
Taxes and Licenses	\$-	\$-	\$-	\$-
Back Ground checks and professional fees	\$3,313	\$2,550	\$2,066	\$485
TOTAL EXPENSES	\$394,745	\$632,110	\$498,947	\$133,163
Surplus/(Deficit)	\$121,366	\$(60,873)	\$(63,682)	\$2,809