



**A CAMPUS NEEDS ASSESSMENT FOR:
OPEN CHARTER SCHOOL**

GRADE LEVEL: 5

**Standards-based Connections Set and Learning Objectives
for the Campus Needs Assessment**

English/Language Arts

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read a loud a narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression.

Reading Comprehension (Focus on Informational Materials)

2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

2.2 Analyze text that is organized in sequential or chronological order.

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

2.5 Distinguish facts, supported inferences, and opinions in text.

Writing

1.0 Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

1.1A Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot.

1.2B Create multiple-paragraph expository compositions: b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies. Write responses to literature: Develop interpretations that exhibit careful reading and understanding.

2.4 A-C a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.

L.O. Students will contribute to class discussions and writing projects using information gained through text features.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.2 C Deliver informative presentations about an important idea, issue, or event by the following means: c. Develop the topic with simple facts, details, examples, and explanations.

2.3 B Deliver oral responses to literature: b. Articulate an understanding of several ideas or images communicated by the work.

Listening and Speaking Strategies

1.0 Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

1.3 Make inferences or draw conclusions based on an oral report.

1.5 Clarify and support spoken ideas with evidence and examples.

1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.

2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.

Math:

Number Sense

1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:

2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.

2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.

2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.

2.4 Understand the concept of multiplication and division of fractions.

2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.

Algebra and Functions

1.1 Use information taken from a graph or equation to answer questions about a problem situation.

Measurement and Geometry

1.0 Students understand and compute the volumes and areas of simple objects.

Statistics, Data Analysis, and Probability

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:

1.1 Know (use) the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.

1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

1.3 Use fractions and percentages to compare data sets of different sizes.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

L.O. Students will calculate percents to create circle graphs of their data.

L.O. Students will use multi-digit division in their synthesis of data collected in the waste audit.

Science

Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
- b. Develop a testable question.
- c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
- e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
- g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
- h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
- i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

Earth Science

3D Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

L.O. The student will state in their own words that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

Social Science

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

L.O. Students will write and discuss of the explorations of the trans-Mississippi West following the Louisiana Purchase

Visual Arts

2.7 Communicate values, opinions, or personal insights through an original work of art.

4.4 Assess their own works of art using specific criteria, and describe what changes they would make for improvement.

5.0 Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Visual Literacy

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Lesson Planning for the Campus Needs Assessment

Pre-assessment strategy(s): Oral discussion to assess prior understanding.

Remediation strategy for any prerequisite knowledge and skills:

Math lessons – review graphing for appropriate data representation.

English/Language Arts:

Lesson 1

Standards-based Learning objective(s):

The student will:

- Brainstorm and identify components of systems involved in the production, transportation and distribution of paper.
- Write a reflection in their personal journal on one system's principles and describe how the system was reflected in the activity.

Summary Description/Procedure: The instructor will:

1. Bring to the attention of the class all the waste paper found around the classroom – discuss how this has become a pattern in the classroom.
2. Put a sheet of paper on the wall with the word “paper” written in the center, as the starting point for a concept map (graphic organizing web)
3. Ask class “How does this paper get to our classroom?”
4. Create a concept map (cluster) by webbing together the items students suggest. Guide activity by asking students to talk through the origin of their suggested items, “Where did that come from?” Ask students to identify sources of paper products and processes used to produce paper goods. Components for the web will include items such as factories, transportation, gas, rubber and wood – electricity and other energy sources, etc.
5. Reflection instructions: Select one of the systems identified in the concept map. Pick one of the systems principles and describe how your selected system was reflected in the activity.

Responsible individual(s): School team

Timeline/Lesson Duration: One class period

Lesson 2

Standards-based Learning objective(s):

The student will:

Science 6.0 g, h

- Sort trash by categories.
- Weigh their personal trash and record their findings.
- Create a bar graph to represent data.

Listening and Speaking 2.3b

- Orally respond to “Just a Dream” concerning images and ideas that are communicated in the story.
- Write personal reflection on “Just a Dream.”

Math 1.2

- Select appropriate graph to represent their data.

Adopted Instructional Materials and Other Resources:

Scott Foresman text

LAUSD instructional guide by Marilyn Burns

Summary Description/Procedure: The instructor will:

1. Hand out paper bags and have class label with their student numbers.
2. Instruct students to carry bags for one day and collect all their personal trash in the bag (organic/wet trash is to be recorded and thrown away).
3. Spread a tarp on the floor. Have one group of approximately 12 students at a time use plastic gloves to sort and record the number of pieces of trash in each category.
4. Have each child weigh their personal trash and record their findings.
5. Have students create a bar graph to record their personal trash for one day.
6. In three weeks, repeat steps 1-5.
7. Read “Just a Dream” to the students and have them write a personal reflection on the story.

Responsible individual(s): School team

Timeline/Lesson Duration: Two class periods

Lesson 3

Standards-based Learning objective(s):

The Student will:

Writing 1.2, 1.2b, 1.3, 1.5, 1.1

- Write a list of human-made objects important to/in their life.
- Complete questions on Closing the Loop activity “Keeping Items Cycled.”
- Create a multi-paragraph, detailed expository reflection on the human-made object activity.
- Ask questions that seek information pertaining to the life cycle of their item.

Science 6.0, 6.0i

- Investigate and identify renewable and non-renewable resources used to create their objects.

Earth Science 3d

- The students will state that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

Adopted Instructional Materials and Other Resources:

Closing the Loop Curriculum, CIWMB

Fuel-less video from CIWMB’s Earth Resources curriculum

The Lorax

Summary Description/Procedure:

1. Assign each student a partner.
2. Have each student generate a list of 5 human-made objects that are important in their life.
3. Ask the students to work with their partner to either find a matching object from both of their lists or decide on a common object on which to focus.
4. Have students complete the questions from the “Keeping Items Cycled” activity in CIWMB’s Closing the Loop.
5. Write two-page reflection on activity.
6. Hand back the “Keeping Items Cycled” activity.
7. Assign students to work together to create a graphic organizer on the systems involved in questions 1-5 and 13-14.
8. Discuss renewable and non-renewable resources as related to their objects.
9. View “Fuel-less” from CIWMB’s Earth Resources curriculum.
10. Have students write a reflection on their human-made objects partner project by answering the question, “What is the cost to the natural world for your favorite object to have been produced?”
11. Read “The Lorax.”
12. Begin discussion of landfills.

Responsible individual(s): School team

NOTE: School UES team will introduce the waste audit process at a meeting of the entire school staff during this week.

Timeline/Lesson Duration: 4 class periods

Lesson 4

Standards-based Learning objective(s):

The student will:

- Calculate the amount of trash brought to the landfill for several time intervals.
Science 6b, 6c, 6e, 6g, 6h, 6i
- Develop meaningful questions concerning their visit to the landfill, including predictions of what they will see and how much trash is processed each day.
- Record graphic representation of trash data generated over time.
- Draw conclusions about the process of trash disposal, recycling, etc. based on the evidence from their landfill lesson.

Writing 1.1, 1.2

- Write a description of what they will see at the landfill based on what they imagine the experience to be.

Adopted Instructional Materials and Other Resources:

Project Learning Tree or CIWMB (Landfill in a Bottle activity)

Summary Description/Procedure: The instructor will:

1. Instruct students to write a description of what they will see at the landfill.
2. Ask students to write meaningful questions concerning their visit to the landfill, including predictions of what they will see and how much trash is processed each day.
3. Conduct a visit to the local landfill.
4. Have students take a pre-arranged tour of the facility.
5. Have students record how a landfill is constructed and the procedures that take place when trash is brought there.
6. Instruct students to write some surprising things they saw, applied to what they have been learning about recycling, waste diversion, etc.
7. Have students calculate the amount of trash generated in one day, one month and one year.
8. Complete building simulated landfills using Project Learning Tree or CIWMB “Landfill in a Bottle” activity.
9. Ask students to write a reflection that includes the systems’ principle that was represented by the landfill visit.

Responsible individual(s): Landfill personnel, School team

Timeline/Lesson Duration: 3 class periods

Lesson 5

Standards-based Learning objective(s):

The student will:

Writing 1.1, 1.2, 2.4.a, b, c

- Create posters and signs for the waste audit.
- Write and deliver speeches for classroom visits informing school about the upcoming audit.
- Write and present auditing demonstration for whole-school assembly.

Listening 2.2.c

- Interview the lunch supervisor.
- Brainstorm problems associated with conducting the waste audit.
- List solutions they see to the observed problems of waste production at their school.

Mathematics 1.2, Number sense 2.0, Measurement 1.0, Statistics 1.0, 1.1, 1.2

- Gather numerical data on the categories and amounts of trash generated during school lunch.
- Compute volume of trash generated
- Display, calculate and interpret percentages recorded during the trash audit.
- Organize and display their data in appropriate graphs
- Display, analyze and compare data sets generated.
- Determine the mean of trash in study classes/per person.

Science 6.0 g, h

- Sort trash by categories.
- Create a bar graph to represent data.

Art

- Use graphic devices as symbols for creating posters and signs for audit

Adopted Instructional Materials and Other Resources:

Scott Foresman, Harcourt Science

Summary Description/Procedure:

WASTE AUDIT

1. Teachers will present the waste audit to the cluster as a great opportunity to be part of an exciting project;
2. After being reminded of what was learned during the paper concept-mapping exercise and other lead-in activities, ask, "What can we do about it?" "How are we going to organize the audit?" "What do we need?" "Who do we need to talk to?"
3. Have students form teams depending on the jobs they have identified.
4. Supervise the making of informational posters, advertising billboards and signs for trashcans.
5. Have students write speeches for class-to-class and whole school presentations and demonstration of how to sort trash.
6. Send teams of students to classrooms to inform other students of audit.
7. Set up 10 containers before lunch.
8. Have class (running the audit) eat lunch early to be prepared to monitor trash sorting.
9. Run the waste audit with help from other teachers and parent volunteers.

10. Have students record their estimates of gallons of waste – count cardboard containers that have been stacked.
11. Take compostable trash to garden.
12. Interview lunch supervisor to find out how decisions are made for student lunches.
13. Follow-up after the audit by having students refer to tally sheets to generate appropriate graphs (e.g., bar graphs, circle graphs).

Responsible individual(s): School team

Timeline/Lesson Duration: Two class periods

Lesson 6

Standards-based Learning objective(s):

The student will:

Science 6.0

- Develop meaningful questions concerning the waste audit process.
- Suggest solutions to the problems associated with the waste audit and a permanent school recycling program.
- Record graphic representation of trash data from audit.
- Draw conclusions about the process of trash disposal, recycling, etc. based on the evidence from the waste audit process.

Math 1.1, 2.0, 2.3

- Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns as related to the waste audit.
- Use a variety of mathematical methods, such as words, numbers, symbols, charts, graphs, tables to explain their mathematical reasoning.
- Calculate percents to create circle graphs of their data
- Use multi-digit division in their synthesis of data collected in the waste audit.

Listening and Speaking Strategies 1.3, 1.5, 2.2

- Make inferences or draw conclusions based on oral reports concerning the audit.
- Clarify and support spoken ideas (about the audit) with evidence and examples.

Adopted Instructional Materials and Other Resources:

America Will Be – 5th grade social studies text

Summary Description/Procedure: The instructor will guide students to:

1. Debrief the waste audit – list concerns with how the auditing process went.
2. List solutions for improving the auditing process, as well as, any ideas of potential recycling program for the future.
3. Graph data and calculate percentages of waste in appropriate categories.
4. Discuss the connection between the trash, waste generated by the Lewis and Clark's expedition and their personal/school trash.
5. Read "Streams to the River: River to the Sea" by Scott O'Dell

Responsible individual(s): School team

Timeline/Lesson Duration: 3 class periods (as addressed)

Lesson 7

Standards-based Learning objective(s):

The student will:

Listening and Speaking 1.0, 1.5, 2.2

- deliver focused, informative presentations on their waste audit findings that convey ideas clearly and relate to the background and interests of the audience.
- Clarify and support spoken ideas with evidence and examples.

Writing 2.4

- Write persuasive letter or multi-paragraph expository about their waste audit findings.

Art 5.0

- Present creative skits, informational posters, or other visual arts displaying their findings and solutions garnered through the waste audit process.

Summary Description/Procedure: The instructors will:

1. Help students brainstorm how they will communicate their waste audit findings to the appropriate audiences. Including possible district-office, school board, and board of supervisor's presentations.
2. Have students prepare and deliver presentations to classrooms on the waste diversion practices they propose.
3. Compile survey data to create and present findings to appropriate decision-makers for ordering lunchroom menus and food.

Responsible individual(s): School team

Timeline/Lesson Duration: 3 class periods

Assessment Strategy(s) for Campus Needs Assessment:

1. Individual written reflections
2. Large group sharing — group concept maps, posters, etc.
3. Graphs of personal trash data – sheets where each student recorded graphing and calculating percentages.
4. Rubric to be used to assess graphic displays of content and skills related to waste audit.
5. Presentations to adult audiences.

Collaborative Instructional Team

Educators and school staff:

Barbara Moreno and Sheila Schoonhoven

Suzanne Barry, Garden and Environment Teacher

Community partners:

- Barney Saltzberg, children's author/illustrator
- Parents
- LAUSD Environmental Health and Safety Department

Additional support mechanisms to promote:

- District D Superintendent
- Chamber of Commerce
- Media – Channel 58

Teaming considerations:

- Plant manager, Yolanda
- Ecology club
- Cluster teachers who already have common planning time.

Timeline for the Campus Needs Assessment:

Planning: February 2004

Development: February 2004

Implementation: February – March 2004

Evaluation: March 2004

Celebration: April 2004

Work Plan for Year One of Your School's UES Program

Team leader(s):

- Barbara Moreno and Sheila Schoonhoven

Leadership team (include disciplines and grade levels represented on team):

- Sheila Schoonhoven, 4/5 Cluster
- Barbara Moreno, 4/5 Cluster
- Suzanne Barry, Garden teacher

School and district administrative support that the teams should engage:

- Superintendent
- Principal
- School board

Community partners and stakeholders that the teams should engage:

- Coordinator with LAUSD Office Of Environmental Health and Safety
- Other teachers
- Principal
- Parents

Timeline

Task	Responsible Person(s)	Due Date
Complete design of Campus Needs Assessment		March 7, 2004
Implement Campus Needs Assessment		Feb. 26 – March 17, 2004
Team reviews results of Campus Needs Assessment and begins implementation planning		March 14, 2004
Year Two Implementation Plan Meeting		March 14, 2004
Submit 1st draft of Year 2 Implementation Plan to SEER for review	UES Grantees	March 1, 2004
Review and comment on Implementation Plan	SEER	March 21, 2004
Final Year 2 Implementation Plan completed	UES Grantees	March 31, 2004
Present Year Two Implementation Plan to School Board	UES Grantees	March 2004
Submit Year 2 Implementation Plan for CIWMB approval	UES Grantee	March 31, 2004
CIWMB staff review Year 2 Implementation Plans	CIWMB staff	April 2004
CIWMB considers Phase Two funding	CIWMB Staff	April 2004
Phase Two agreements sent to Grantees and returned to Grantees	CIWMB staff and Grantees	May 2004
Team building and preparation for summer institute	Grantee Teams, SEER, OIEE	May/June 2004