

DRAFT

**Dietrich School District #314
Board of Trustees Regular Board Meeting
January 23, 2023**

The meeting was called to order at 7:30 P.M. by Chairman Starr Olsen. The Board Members present were Perry Van Tassell, Rick Bingham, Ben Hoskisson and Valerie Varadi. Superintendent Stefanie Shaw and Business Manager Dalonna Hurd were also present. Staff members Diane Norman and Eric McHan along with patrons Heather Torgerson, Mindy Robertson and Collette Robertson also were in attendance. David Brinkman joined the meeting by phone.

Agenda Approval

- Rick Bingham made a motion to approve the consent agenda. Ben Hoskisson seconded the motion. Vote was unanimous in favor.

Team Lead Presentations

- Diane Norman presented an update on elementary intervention testing numbers as well as samples of writing progressions.
- Eric McHan gave an overview of what classes are currently studying and events happening in the class room.

Annual Reorganization

- All board members reviewed and signed the code of ethics.
- Starr Olsen opened the nominations for Board Chair. Perry Van Tassell nominated Starr Olsen. Starr Olsen seconded the nomination. Ben Hoskisson nominated Rick Bingham. Rick Bingham seconded the nomination. Perry Van Tassell made a motion to cease nominations. Ben Hoskisson seconded the motion. Starr Olsen called for votes for Starr. Perry Van Tassell and Starr Olsen voted in favor of Starr. Starr Olsen called for votes for Rick Bingham, Ben Hoskisson, Valerie Varadi and Rick Bingham voted in favor of Rick. By majority vote, Rick Bingham was voted in as Board Chair and assumed the meeting from this point.
- Rick Bingham opened nominations for Vice-Chairman. Ben Hoskisson made a motion to nominate Starr Olsen. Perry Van Tassell second the motion. Perry Van Tassell made a motion to cease nominations. Ben Hoskisson seconded the motion. Starr Olsen was elected by acclamation.
- Starr Olsen made a motion to appoint Dalonna Hurd as the Treasurer. Ben Hoskisson seconded the motion. Starr Olsen made a motion to cease nominations. Valerie Varadi seconded the motion. Dalonna Hurd is appointed by acclamation.
- Ben Hoskisson made a motion to set the regular meeting date as the 2nd Monday in February and March and the 3rd Monday of each subsequent month at 6:30 PM in the Boardroom. After some discussion and review of the calendar, Ben Hoskisson amended the motion to move the regular board meetings to the 2nd Monday of each month at 6:30 P.M. Valerie Varadi seconded the motion. Vote was 3 in favor (Ben Hoskisson, Valerie Varadi and Rick Bingham) and 2 opposed (Starr Olsen, Perry Van Tassell). Motion passed based on majority.
- Starr Olsen made a motion to set the Times News as the official publication for legal notices. Ben Hoskisson seconded the motion. Vote was unanimous.
- Ben Hoskisson made a motion to appoint Stefanie Shaw as the Title IX Officer. Perry Van Tassell seconded the motion. Vote was unanimous in favor.

Superintendent Report

Presented as written with the following points:

- Dyslexia Training – all but one elementary teacher has completed it and that one will do it over spring break.
- Speech Services

- Car Lease
- Attendance
- Upcoming Dates
- Maintenance report

Dean of Students Report

Presented as written with the following points:

- Discipline
- Grade Reports
- Attendance/Tardy Policy
- Athletic Report – Discussion was held on purchasing shot clocks and the costs to mount them. It may be possible to use ESSER III funds to complete this.

ESSER FUNDS

- Discussion was held regarding textbooks and a quote from Savvas was reviewed. These books will go along with the digital curriculum we currently use. Valerie Varadi made a motion to order the textbooks as quoted using ESSER III funds. Ben Hoskisson seconded the motion. Vote was unanimous in favor. Discussion was held on needs for use of ESSER II funds. The board would like to see quotes on the fire suppression line and related repairs as well as completing the handicap parking area and boiler maintenance as possible projects to use these funds.

Employee Housing Survey

- The draft of the survey was reviewed and discussed. A question will be added regarding support of a supplemental levy. The survey will be available at remaining basketball games and parent teacher conferences. The survey will be anonymous, however, there will be a signature page. Effort will be made to ensure that all patrons complete the survey. It will be available in both English and Spanish.

Day On the Hill

- February 20-21 – Valerie, Ben, Starr and Stefanie plan to attend both days. Rick plans to attend one day. Dalonna will make reservations.

Disposal of Property

- Ben Hoskisson made a motion to dispose of the property as suggested. Starr Olsen seconded the motion. Vote was unanimous.

Board Self-Assessment

- The board review the results of the assessment. Areas needing improvement were discussed. The board felt that some areas needing attention were staff recognition and new board member orientation.

Policy

- Policy 5100 was reviewed and discussed. Changes will be updated and reviewed again at the next meeting.

Future Agenda Items

- Next regular meeting is scheduled for February 13, 2023 at 6:30 PM in the Boardroom.

Adjournment

- Chairman Rick Bingham adjourned the meeting at 9:24 PM.

ACCOUNTS PAYABLE DIETRICH SCHOOL DISTRICT #314

Printed 2/09/23 9:27 AM

(DATE RNG 02/01/23-02/10/23; ALL FUNDS; BANK Code:1)

VEND #	Account#	PO#	Invoice	Description	Mo-YR	Amount
000002	100-664410-000-000-0	006192	240004	Cable 97ft, quicklinks, wire clips, etc	02-2023	\$ 206.26
000002	100-681420-007-000-0	006186	240004	Bungee cords and lag screw for bus	02-2023	\$ 48.95
000002	100-681420-005-000-0	005938	240004	2022-2023 Diesel Fuel	02-2023	\$ 759.10
000002	100-681330-001-000-0	005938	240004	2022-2023 Propane - Bus Barn	02-2023	\$ 534.63
000002	100-661330-004-000-0	005938	240004	2022-2023 Propane - Green House	02-2023	\$ 269.90
000002	100-661330-004-000-0	005938	240004	2022-2023 Propane - Ag Shop	02-2023	\$ 310.07
000002	100-661330-004-000-0	005938	240004	2022-2023 Propane - Gym	02-2023	\$ 3,055.34
000002	100-661330-004-000-0	005938	240004	2022-2023 Propane -Main	02-2023	\$ 206.95
000002	100-681420-005-000-0	005938	240004	2022-2023 Diesel Fuel	02-2023	\$ 1,149.87
000002	100-681330-001-000-0	005938	240004	2022-2023 Propane - Bus Barn	02-2023	\$ 413.66
000002	100-661330-004-000-0	005938	240004	2022-2023 Propane - Gym	02-2023	\$ 1,996.18
000002	100-681330-001-000-0	005938	240004	2022-2023 Propane - Bus Barn	02-2023	\$ 477.32
**SUB-TOTAL: Valley Wide Cooperative						\$ 9,428.23
000005	100-661350-000-000-0	005903	208-866-9891744B	2022-2023 Fax line	02-2023	\$ 116.07
**SUB-TOTAL: Centurylink						\$ 116.07
000008	290-710450-000-000-0	005683	27223896	2022-2023 Food Supplies	02-2023	\$ 406.16
**SUB-TOTAL: Shamrock Foods (FSA)						\$ 406.16
000013	100-664410-000-000-0	006189	3510197	power drum auger for cleaning drains	02-2023	\$ 44.98
000013	254-621410-000-000-0	006170	2024914	Hanging brackets, straps, conduit, screws to 1	02-2023	\$ 2,250.86
**SUB-TOTAL: Home Depot						\$ 2,304.84
000016	290-710450-000-000-0	005637	12061569	2022-2023 Food Supplies/Milk	02-2023	\$ 152.35
000016	290-710450-000-000-0	005637	120621290	2022-2023 Food Supplies/Milk	02-2023	\$ 220.28
000016	290-710450-000-000-0	005637	120621845	2022-2023 Food Supplies/Milk	02-2023	\$ 185.59
**SUB-TOTAL: Meadow Gold Dairies, Inc						\$ 558.22
000018	290-710450-000-000-0	005687	3189716	2022-2023 Food Supplies	02-2023	\$ 498.76
000018	290-710450-000-000-0	005687	3195725	2022-2023 Food Supplies	02-2023	\$ 39.00
000018	290-710450-000-000-0	005687	3195786	2022-2023 Food Supplies	02-2023	\$ 812.95
000018	290-710450-000-000-0	005687	3195787	2022-2023 Food Supplies	02-2023	\$ 2,766.32
000018	290-710450-000-000-0	005687	3195788	2022-2023 Food Supplies	02-2023	\$ 55.38
**SUB-TOTAL: Northwest Distribution						\$ 4,172.41
000020	100-661330-001-000-0	005904	2200570063	210 4th St - GYM	02-2023	\$ 2,071.24
000020	100-661330-001-000-0	005904	2204390450	431 N Park St - SHOP	02-2023	\$ 41.95
000020	100-661330-001-000-0	005904	2205403773	524 N Park St - AG Building	02-2023	\$ 41.44
000020	100-661330-001-000-0	005904	2206056844	602 N Park St - Football Lights	02-2023	\$ 6.41
000020	100-661330-001-000-0	005904	2206633246	22 E. 1st St - Busbarn	02-2023	\$ 100.93
**SUB-TOTAL: Idaho Power						\$ 2,261.97
000036	290-710450-000-000-0	006222	121762	Milk gallons	02-2023	\$ 17.52
**SUB-TOTAL: Shaw L & L Merc						\$ 17.52
000039	100-631410-000-000-0	006119	5274-9723	Graduation Cords	02-2023	\$ 42.50
000039	100-631410-000-000-0	006119	5274-9723	Valedictorian Medallion	02-2023	\$ 12.00
000039	100-631410-000-000-0	006119	5274-9723	Salutatorian Medallion	02-2023	\$ 12.00
000039	100-631410-000-000-0	006119	5274-9723	shipping	02-2023	\$ 3.99
000039	100-631410-000-000-0	006119	30032411	Diplomas and covers for 2023 Graduation	02-2023	\$ 325.75
**SUB-TOTAL: Jostens						\$ 396.24
000041	310-911620-000-000-0	006220	5263006	Bond Interest Payable	02-2023	\$ 32,743.75
000041	310-911620-000-000-0	006220	5263006	less funds on hand	02-2023	147.06CR
**SUB-TOTAL: Zions Bank						\$ 32,596.67
000045	100-631390-000-000-0	006208	2576	Registration Day On the Hill-Olsen, Hoskissc 1	02-2023	\$ 600.00
000045	100-632390-000-000-0	006208	2576	Day On the Hill Registration - SShaw	02-2023	\$ 150.00
**SUB-TOTAL: Idaho School Board Association						\$ 750.00
000044	271-621390-000-000-0	6203	2023052	Idaho ED Law Conf Registration, materials	02-2023	\$ 325.00
**SUB-TOTAL: Anderson Julian & Hull LLP						\$ 325.00
000057	261-621310-000-000-0	006221	314253-1	Algebra 2& Spring 2023 Classes	02-2023	\$ 900.00
000057	261-621310-000-000-0	006229	314254-1	IDLA Spring 2023 Classes	02-2023	\$ 1,425.00
000057	263-515310-000-000-0	006229	314254-1	Migrant Student IDLA Class	02-2023	\$ 75.00

000057	100-211000-000-000-0	006229	314254-1	Student Paid IDLA Classes	02-2023	\$	600.00	
**SUB-TOTAL: Idaho Digital Learning Academy							\$	3,000.00
000070	100-681350-000-000-0	005923	9926427850	2022-2023 East Route Cell Phone	02-2023	\$	52.32	
000070	100-681350-000-000-0	005923	9926427850	2022-2023 West Route Cell Phone	02-2023	\$	52.32	
000070	100-641350-000-000-0	005923	9926427850	2022-2023 Principal Cell	02-2023	\$	51.61	
000070	100-632350-000-000-0	005923	9926427850	2022-2023 Superintendent Cell	02-2023	\$	51.61	
**SUB-TOTAL: Verizon Wireless							\$	207.86
99038	100-681-420-007	6187	190386	Headlight switch - Bus 12	02-2023	\$	22.69	
**SUB-TOTAL: Bryon Sales and Services, Inc							\$	22.69
99403	271-512300-000-000-0	006232	6232	Curriculum Building for staff 7.75 hours	02-2023	\$	327.05	
**SUB-TOTAL: Norman, Diane							\$	327.05
99045	243-519300-000-000-0	005922	36906918	22-23 Cylinder Rental	02-2023	\$	87.11	
**SUB-TOTAL: Norco							\$	87.11
99065	100-691320-000-000-0	005871	33376192	22-23 Copier Lease	02-2023	\$	429.45	
99065	100-691320-000-000-0	005871	33376192	22-23 Copier Usage	02-2023	\$	353.38	
**SUB-TOTAL: Great America Financial Serv							\$	782.83
99098	100-664410-000-00-1	6216	277728	Spray nozzle, oring for blender, drain plugs f		\$	81.29	
**SUB-TOTAL: BS&R Equipment							\$	81.29
099108	100-515410-000-000-0	006224	7890255	1x6 - 16' pine for wood shop class	02-2023	\$	325.08	
099108	100-515410-000-000-0	006224	7890255	1X4-12' Pine for wood shop class	02-2023	\$	56.35	
**SUB-TOTAL: Franklin Building Supply							\$	381.43
099136	100-681420-000-000-0	006213	381342	Fuel tank hose	02-2023	\$	68.49	
**SUB-TOTAL: NAPA							\$	68.49
099137	100-664410-000-000-0	006225	23968	Interkal Gearmotor for bleachers	02-2023	\$	580.00	
099137	100-664410-000-000-0	006225	23968	Motor Capacitor	02-2023	\$	45.00	
099137	100-664410-000-000-0	006225	23986	shipping	02-2023	\$	49.00	
**SUB-TOTAL: Montana School Equipment Co.							\$	674.00
099167	243-519410-000-030-0	006162	GC54028	Lenovo V14 G2ALC 14" 8GB	02-2023	\$	4,605.60	
099167	245-623550-000-000-0	006184	GC17180	Projector - Epson Brighter Future	02-2023	\$	641.00	
099167	245-623550-000-000-0	006184	GC17180	shipping	02-2023	\$	21.81	
**SUB-TOTAL: CDW Government							\$	5,268.41
099181	100-684410-000-000-0	006206	1183891-1	Manu ovenirfe VLV CP	02-2023	\$	19.39	
**SUB-TOTAL: Ferguson Enterprises #3007							\$	19.39
099185	245-623410-000-000-0	006205	4J6R	ASUS 24" Monitor 1080 P Eye Care, adaptai 1	02-2023	\$	256.00	
099185	245-623410-000-000-0	006200	4GMD	Noise cancelling microphone headphones fp 1	02-2023	\$	218.60	
099165	290-710490-000-000-0	006230	6JK9	cimetech Bluetooth numeric keypad Wireless 1	02-2023	\$	15.96	
**SUB-TOTAL: Amazon/SYNCS							\$	492.78
099257	100-663410-000-000-0	006212	TWF23001162	Flame sensor for teacher housing	02-2023	\$	15.12	
**SUB-TOTAL: Russell Sigler, Inc							\$	15.12
099271	100-623310-000-000-0	005623	109954	2022-2023 VOIP Phone Line	02-2023	\$	131.00	
099271	100-623350-000-000-0	005823	109954	2022-2023 Internet Service	02-2023	\$	1,850.00	
**SUB-TOTAL: White Cloud Communications							\$	1,981.00
099273	100-641350-000-000-0	005937	8000-8090-0932-4117	22-23 School Postage	02-2023	\$	400.00	
**SUB-TOTAL: Pitney Bowes Inc							\$	400.00
099369	271-621390-000-000-0	006176	9448	Dyslexia and the Science of Reading Class - 1	02-2023	\$	99.00	
099369	271-621390-000-000-0	006176	9448	Dyslexia and the Science of Reading Class - 1	02-2023	\$	99.00	
099369	271-621390-000-000-0	006201	9448	Registration NNU for Dyslexia class, Novotar 1	02-2023	\$	99.00	
099369	243-519390-000-010-0	006201	9448	Idaho Ag TEacher Assoc membership, K Sta 1	02-2023	\$	139.34	
099369	271-621390-000-000-0	006201	9448	Reg NNU Dyslexia, Norman, Astle, Ramborg 1	02-2023	\$	495.00	
099369	271-621390-000-000-0	006201	9448	NNU Book Study PD - Happiness Advantage 1	02-2023	\$	199.00	
099369	100-663300-000-000-0	006201	9448	DOT - Registration/plates for 23 Malibu 1	02-2023	\$	23.69	
099369	100-651410-000-000-0	006202	9448	Board Clerks Networking Lunch Idaho Joas 1	02-2023	\$	18.33	
099369	271-621380-000-000-0	006125	9448	Lodging for Idaho Music Educators Con, J VI 1	02-2023	\$	210.00	
**SUB-TOTAL: D.L. Evans Visa Hurd							\$	1,382.36
099406	290-710450-000-000-0	005886	10033650	2022-2023 Food Supplies	02-2023	\$	472.31	
099406	290-710450-000-000-0	005886	10035217	2022-2023 Food Supplies	02-2023	\$	366.02	
**SUB-TOTAL: Charlie's Produce							\$	838.33
099434	290-710450-000-000-0	005882	240216113	2022-2023 Food Supplies	02-2023	\$	930.75	

099434	290-710450-000-000-0	005882	240220501	2022-2023 Food Supplies	02-2023	\$	928.02	
**SUB-TOTAL: Sysco Idaho, Inc							\$	1,858.77
099444	257-521300-000-000-0	006223	1/31/23	Occupational Therapy Services 5 hours	02-2023	\$	300.00	
**SUB-TOTAL: Connie Van Kleeck, OTR/L							\$	300.00
099461	100-211000-000-000-0	008228	1525	SB- Plant for Sunshine Committee	02-2023	\$	29.84	
099461	100-211000-000-000-0	006177	1525	Costco-water, sprite and candy for Concessi, 1	02-2023	\$	179.09	
099461	100-5142410-000-000-0	006177	1525	Costco- chips and cookies for AR Party	02-2023	\$	67.95	
099461	100-683410-000-000-0	006177	1525	Fuel In District car	02-2023	\$	42.98	
099461	100-211000-000-000-0	006177	1525	SB - Label sticker rolls for Junlor class	02-2023	\$	10.99	
099461	100-211000-000-000-0	008227	1525	SB- Lexar Series 128GB Micro SD Card	02-2023	\$	24.98	
099461	100-683410-000-000-0	008227	1525	Fuel In District Car	02-2023	\$	47.59	
**SUB-TOTAL: D.L. Evans Viasa -Qulroga							\$	403.40
99462	100-681410-000-000-0	6209	81479283	toilet paper, auto-scrubber pads, carpet mac	02-2023	\$	446.96	
**SUB-TOTAL: Waxie Sanitary Supply							\$	446.96
09495	245-623300-000-000-0	2/9/2023	1141	2022-2023 IT Services Contract	02-2023	\$	1,000.00	
**SUB-TOTAL: Van Kleeck, LLC							\$	1,000.00
*** GRAND TOTAL - VENDOR COUNT 35								\$73,372.60

***ACCOUNTS PAYABLE *** DIETRICH SCHOOL DISTRICT #314

Printed 2/10/23

(DATE RNG 02/01/23-02/10/23; ALL FUNDS; BANK Code:1)

<u>VEND #</u>	<u>Account#</u>	<u>PO#</u>	<u>Invoice</u>	<u>Description</u>	<u>Mo-YR</u>	<u>Amount</u>
00057	257-521300-000-000-0	6234	23-0035	Presence Services 34 hours January 2023	Feb-23	\$ 2,516.00

**SUB-TOTAL - Idaho Digital Learning Academy

*** GRAND TOTAL - VENDOR COUNT 01

\$2,516.00

DIETRICH SCHOOL DISTRICT NO. 314
Cash Balance by Fund Report
February 9, 2023

Month 8 of 12

67% of school year

Fund Title	Beginning Budget Amount July 1, 2022	Revenue to date	Month to Date Expenses	YTD Expenses	Balance Ending June, 2023	MTD % Used	YTD %
100 - General Fund	\$ 2,229,285	\$ 1,442,453	\$ (17,496)	\$ (1,175,290)	\$1,053,995.00	1%	53%
230 - MV Homeless Grant	\$ 3,000	\$ 1,449	\$ -	\$ (1,449)	\$ 1,551.00	0%	48%
234 - Water Damage - Insurance *	\$ 125,235	\$ -	\$ -	\$ (121,157)	\$ 4,078.00	0%	97%
235 - Expanding Arts Grant	\$ 14,795	\$ 14,795	\$ (136)	\$ (3,461)	\$ 11,334.00	0%	23%
243 - CTE	\$ 18,585	\$ 14,868	\$ (226)	\$ (13,282)	\$ 5,303.00	2%	72%
245 - Instructional Technology	\$ 79,648	\$ -	\$ (1,476)	\$ (20,731)	\$ 58,917.00	2%	28%
246 - SDFS	\$ 8,394	\$ -	\$ -	\$ (500)	\$ 7,894.37	0%	6%
250 - ESSER III Discretionary	\$ 191,384	\$ 41,120	\$ -	\$ (51,393)	\$ 139,991.00	4%	27%
250 - ESSER III Learning Loss	\$ 75,953	\$ 9,308	\$ -	\$ (12,034)	\$ 63,919.00	4%	16%
250- ESSER III Homeless	\$ 365	\$ -	\$ -	\$ (73)	\$ 292.00	20%	20%
251 - Title IA	\$ 83,598	\$ 38,295	\$ -	\$ (43,227)	\$ 40,371.00	0%	52%
253 - Title IC (Migrant)	\$ 80,300	\$ 29,084	\$ 75	\$ (29,236)	\$ 51,064.00	0%	36%
254 - ESSER II - FT	\$ 176,561	\$ 77,330	\$ (2,259)	\$ (79,734)	\$ 96,827.00	1%	44%
257 - IDEA Part B (SPED)	\$ 48,153	\$ 36,689	\$ 300	\$ (38,157)	\$ 9,996.00	1%	79%
258-IDEA Part B Preschool Age	\$ 10,811	\$ 5,422	\$ -	\$ (5,423)	\$ 5,388.20	0%	50%
261 - Title IV SSAE	\$ 14,300	\$ 8,466	\$ (2,325)	\$ (11,449)	\$ 2,851.00	16%	80%
262 - REAP (Rural Education)	\$ 27,800	\$ 13,105	\$ -	\$ (13,105)	\$ 14,695.00	0%	47%
263 - Carl Perkins	\$ 7,125	\$ 7,064	\$ -	\$ -	\$ -	0%	0%
271 - Title IIA	\$ 13,098	\$ 6,310	\$ (1,528)	\$ (7,301)	\$ 5,797.00	12%	56%
290 - CNP	\$ 208,873	\$ 70,608	\$ (7,867)	\$ (100,088)	\$ 108,785.00	4%	50%
310 - Bond & Interest Redemption	\$ 203,600	\$ 197,061	\$ (32,596)	\$ (172,640)	\$ 30,960.00	16%	85%
420 - Plant Facilities			\$ -	\$ -	\$ -		
421 - Bond Facilities			\$ -	\$ -	\$ -		
424 - Bus Depreciation	\$ 30,332	\$ -	\$ -	\$ (26,070)	\$ 4,262.00	0%	86%
TOTAL CASH BALANCES	\$ 3,651,195	\$ 2,013,427	\$ (65,534)	\$ (1,925,800)	\$ 1,718,271		

*Water Damage Insurance Check was \$219,683. First payment of \$94448 was paid in June.

As of January 30, 2023 Bank Statement:

Balance in Bond Acct	\$ 161,378.61
Balance in LGIP M&O	\$ 1,231,926.70
Savings Balance	\$ 7,959.29
Child Nutrition	\$ 80,550.01
General	\$ 281,189.28
Total Account Balances	\$ 1,763,003.89

**Dietrich Student Body
Balance Sheet
As of February 1, 2023**

	Feb 1, 23
ASSETS	
Current Assets	
Checking/Savings	
D.L. Evans Bank	95,890.47
Total Checking/Savings	95,890.47
Accounts Receivable	
Accounts Receivable	7,170.51
Total Accounts Receivable	7,170.51
Other Current Assets	
Inventory Asset	972.93
Total Other Current Assets	972.93
Total Current Assets	104,033.91
TOTAL ASSETS	104,033.91
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	-1,480.05
Total Accounts Payable	-1,480.05
Credit Cards	
Shania's SB CC	369.82
Total Credit Cards	369.82
Total Current Liabilities	-1,110.23
Total Liabilities	-1,110.23
Equity	
Sawtooth Conference	5,730.17
Sales Tax	-3.91
Scholarships	
Volunteer Scholarship	1,000.00
Scholarship-Community	2,171.71
Scholarship-David Sorensen	4,625.00
Scholarship-Staff	6,208.76
Scholarships - Other	-320.00
Total Scholarships	13,685.47
Student Body Balance	
Class of 2028	100.00
Club Dungeons & Dragons	10.76
Secondary Social Studies	138.65
SunShine Committee	1,157.18
Class of 2027	923.35
00-Ramburg	114.39
01-M. Helmerdinger	762.42
02-Chapman	161.40
03-Stowell	302.20
04-Hollibaugh	709.94
05-Astle	518.44
06-Norman	513.57
Athletics	
NFHS Kickback	230.88

Dietrich Student Body

02/09/23

Balance Sheet

Accrual Basis

As of February 1, 2023

	Feb 1, 23
Activity Cards	
Adult/Senior Pass	1,602.49
Family Pass	7,176.25
Activity Cards - Other	22,524.69
Total Activity Cards	31,303.43
Gates	21,395.91
Ice Cream	1,753.06
Officials	
Official Contract Fee	-26,590.91
Total Officials	-26,590.91
Student Sport Fees	
Shooter Shirt- GBB/BBB	384.39
BBB	6,878.00
Cheer	1,223.59
FB	10,327.91
GBB	6,113.94
Track	8,172.71
VB	7,521.00
XC	858.00
Total Student Sport Fees	41,479.54
Athletics - Other	-47,528.74
Total Athletics	22,043.17
Auto Collision	
Class Projects	-28.39
Nova Project	1,056.66
Auto Collision - Other	-100.08
Total Auto Collision	928.19
Box Tops/Field trips	933.18
Class of 2017	84.77
Class of 2018	407.65
Class of 2019	286.97
Class of 2020	2.42
Class of 2021	378.63
Class of 2022	29.49
Class of 2023	503.11
Class of 2024	1,471.30
Class of 2025	486.20
Class of 2026	711.27
Club BPA	202.91
Club FFA	
Club FFA Fundraising	672.89
Club FFA - Other	-99.23
Total Club FFA	573.66
Club Music	4,027.51
Concessions	3,219.49
Elementary Field Trips	53.84
General Student Body	197.20
HS Science	907.69
In/Out	290.10
Library	241.98
Robotics	457.88
Ski/Skate/ Wahooz	11.70
SPED	144.87
Student Council	680.33

1:14 PM

02/09/23

Accrual Basis

Dietrich Student Body

Balance Sheet

As of February 1, 2023

	<u>Feb 1, 23</u>
Team Accounts	
Team BBB	8,725.63
Team Cheer	1,722.15
Team FB	4,475.62
Team GBB	5,965.54
Team Track	593.41
Team VB	7,046.54
Team Wrestling	940.10
Team XC and Track	2,921.83
Total Team Accounts	<u>32,390.82</u>
Yearbook	8,125.64
Total Student Body Balance	85,204.27
Tournament/ All Sports	623.53
Unrestricted Net Assets	-183.58
YEA	88.19
Total Equity	<u>105,144.14</u>
TOTAL LIABILITIES & EQUITY	<u><u>104,033.91</u></u>

CERTIFICATE OF CLOSURE
Emergency Closures Reporting
2022-2023

SCHOOL YEAR

District # 314 District Name Dietrich

In compliance with I.C. 33-1003A, certify the cause and duration of each incident of emergency school closure.

For each emergency closure, show the number of instructional hours missed for each grade grouping.

If the missed instructional hours in each grade grouping for all buildings in the district where the same, then fill one line listing "All".

If the emergency closure was for 2 or more consecutive full days, show on one line the date(s) of the closure.

Report instructional hours to 2 decimal place.

Change the ISEE calendar to show Emergency Closure for the days listed.

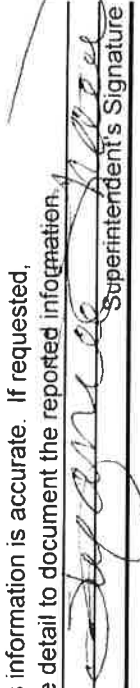
Do not delete an entire week from the ISEE calendar if the District/Charter was closed for the week for the Emergency Closure.

Submit a copy of the school board minutes showing approval for each emergency closure stating the cause and duration.

Building Number or if District Wide <u>All</u>	Cause for the Emergency Closure	Date(s) of Closure	Amount of Kindergarten Instructional Hours Missed*	Amount of Grades 1-3 Instructional Hours Missed*	Amount of Grades 4-6 Instructional Hours Missed*	Amount of Grades 7-12 Instructional Hours Missed*	For Closures caused by Flu	
							**Anticipated date of re-opening	Zip Code for closed school
043	Power Outage	1/31/2023	6.25	6.25	6.417	7.167		

Please submit the day of the closure or as soon as possible by email to dreich@sde.idaho.gov

I certify that this information is accurate. If requested, I will provide the detail to document the reported information.


 Superintendent's Signature

*Be sure to reduce your instructional hours on your school calendars to reflect the closure.
 ** In closures for flu please give the anticipated date of re-opening the school

Kindergarten Idaho Content Standards ELA/Literacy

Please note that all standards spiral and mastery is not expected until May

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<u>MyView</u> Wk 1: Rituals & Routines Wks 2-7: Unit 1 (Wks 1-6) Wk 8: Unit 1 Review Wk 9: Unit 2 (Wk 1)	<u>MyView</u> Wks 1-5: Unit 2 (Wks 2-6) Wk 6: Unit 2 Review Wks 7-9: Unit 3 (Wks 1-3)	<u>MyView</u> Wks 1-3: Unit 3 (Wks 4-6) Wk 4: Unit 3 Review Wks 5-9: Unit 4 (Wks 1-5)	<u>MyView</u> Wk 1: Units 4 (Wks 6) Wk 2: Unit 4 Review Wk 3-8 Unit 5 (Wks 1-6) Wk 9: Unit 5 Review
Unit Themes			
Unit 1: Going Places	Unit 2: Living together	Unit 3: Tell Me a Story	Unit 5: Outside My Door
Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
Foundational Reading Skills Addresses basic print features, spoken words, syllables, sounds, phonics, word recognition, and fluency			
K.RC.L.5a-d K.RC.L.5a K.RC.L.5b K.VD.WB.1a K.RC.RF.4 K.RC.L.5d K.RC.L.5bc K.RC.L.5e K.RC.V.2 K.RC.RF.4 K.RS.DR.2	K.RC.L.5a-d K.RC.L.5a K.RC.L.5b K.VD.WB.1a K.RC.RF.4 K.RC.L.5d K.RC.L.5bc K.RC.L.5e K.RC.V.2 K.RC.RF.4 K.RS.DR.2	K.RC.L.5a-d K.RC.L.5a K.RC.L.5b K.VD.WB.1a K.RC.RF.4 K.RC.L.5d K.RC.L.5bc K.RC.L.5e K.RC.V.2 K.RC.RF.4 K.RS.DR.2	K.RC.L.5a-d K.RC.L.5a K.RC.L.5b K.VD.WB.1a K.RC.RF.4 K.RC.L.5d K.RC.L.5bc K.RC.L.5e K.RC.V.2 K.RC.RF.4 K.RS.DR.2

Reading-Writing Bridge	Reading-Writing Bridge	Reading-Writing Bridge	Reading-Writing Bridge	Reading-Writing Bridge
<p>Unit 1:</p> <p>K.VD.WB.2b K.VD.WB.2b K.GC.GU.1a K.G.CU.1a K.G.M.3 K.VD.WB.2c K.VD.WB.2a K.VD.WB.2b K.VD.WB.2d K.VD.WB.2c K.VD.AV.3</p> <p>Unit 2:</p> <p>K.W.HWK.2, K.VD.WB.2b K.GC.GU.1a K.GC.GU.1c K.GC.M.3 K.FR.PC.1g, K.GC.M.2 K.VD.WB.2b K.VD.WB.2d K.VD.AV.3</p>	<p>Unit 2:</p> <p>K.VD.WB.2b K.GC.GU.1d K.GC.M.3 K.VD.WB.2b, K.GC.GU.1a,c K.VD.WB.2a-c K.VD.WB.2d K.VD.AV.3</p> <p>Unit 3:</p> <p>K.W.HWK.2, K.VD.WB.2b K.GC.GU.1d K.GC.M.3 K.VD.WB.2bc K.VD.WB.2bc K.VD.WB.2d K.VD.AV.3</p>	<p>Unit 3:</p> <p>K.VD.WB.2b K.GC.GU.1d K.GC.M.3 K.VD.WB.2bc K.VD.WB.a-c K.VD.AV.3</p> <p>Unit 4:</p> <p>K.VD.WB.2b K.GC.GU.1b K.GC.GU.1c K.GC.GUz.1d K.FR.PC.1g, K.GC.M.2,3 K.GC.GU.1a,c K.VD.WB.2d K.VD.AV.3</p>	<p>Unit 4:</p> <p>K.VD.AV.2b K.GC.GU.1b K.GC.GU.1c K.GC.GU.1d K.FR.PC.1g, K.GC.M.2-3 K.GC.GU.1a,c K.VD.WB.2b K.VD.WB.2d K.VD.WB.2c</p>	<p>Unit 1:</p> <p>K.VD.WB.2b K.VD.WB.2b K.GC.GU.1a K.G.CU.1a K.G.M.3 K.VD.WB.2c K.VD.WB.2a K.VD.WB.2b K.VD.WB.2d K.VD.WB.2c K.VD.AV.3</p> <p>Unit 2:</p> <p>K.W.HWK.2, K.VD.WB.2b K.GC.GU.1a K.GC.GU.1c K.GC.M.3 K.FR.PC.1g, K.GC.M.2 K.VD.WB.2b K.VD.WB.2d K.VD.AV.3</p>

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Introduction to Writing K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections	K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections	K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections	K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections	K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections
K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections	K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections	K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections	K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections	K.W.RW.1,2 K.ODC.OC.1 K.RS.DR.2 Research Connections
<p style="text-align: center;"><u>Speaking & Listening</u> K.ODC.OC.1-4</p> <p style="text-align: center;">These standards are embedded in all areas throughout the year.</p> <p style="text-align: center;">Assessments Monthly ISIP</p> <p style="text-align: center;">Additional Materials Used:</p> <ul style="list-style-type: none"> • Waterford • From Sounds to Spelling • Weekly Istation practice <ul style="list-style-type: none"> • Starfall • Heidi Songs • Nellie Edge • Classroom library books as needed 				

1st GRADE Idaho Content Standards ELA/Literacy

Please note that all standards spiral and mastery is not expected until May

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>MyView</u> Wk 1: Rituals & Routines Wks 2-7: Unit 1 (Wks 1-6) Wk 8: Unit 1 Review Wk 9: Unit 2 (Wk 1)</p>	<p><u>MyView</u> Wks 1-5: Unit 2 (Wks 2-6) Wk 6: Unit 2 Review Wks 7-9: Unit 3 (Wks 1-3)</p>	<p><u>MyView</u> Wks 1-3: Unit 3 (Wks 4-6) Wk 4: Unit 3 Review Wks 5-9: Unit 4 (Wks 1-5)</p>	<p><u>MyView</u> Wk 1: Units 4 (Wks 6) Wk 2: Unit 4 Review Wk 3-8 Unit 5 (Wks 1-6) Wk 9: Unit 5 Review</p>
<p>Unit Themes</p>			
Unit 1: My Neighborhood	Unit 2: I Spy	Unit 3: Imagine That	Unit 4: Making History
Unit 5: Beyond My World			
Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
<p>Foundational Reading Skills</p> <p>Addresses basic print features, spoken words, syllables, sounds, phonics, word recognition, and fluency</p>			
1.RC.TE.3 1.RC.L.5a 1.RC.L.5b 1.RC.L.5c 1.RC.L.5d 1.RC.L.5e 1.RC.RF.4 1.RS.DR.2	1.RC.TE.3 1.RC.L.5a 1.RC.L.5b 1.RC.L.5c 1.RC.L.5d 1.RC.L.5e 1.RC.RF.4 1.RS.DR.2	1.RC.TE.3 1.RC.L.5a 1.RC.NF.6a 1.RC.NF.6b 1.VD.WB.1a 1.RC.NF.6c 1.RC.NF.6e 1.RC.V.2 1.RC.NF.6d	1.RC.TE.3 1.RC.L.5a 1.RC.L.5b 1.RC.L.5c 1.RC.L.5d 1.RC.L.5e 1.RC.RF.4 1.RS.DR.2
1.RC.TE.3 1.RC.L.5a 1.RC.NF.6a 1.RC.NF.6b 1.VD.WB.1a 1.RC.NF.6c 1.RC.NF.6e 1.RC.V.2 1.RC.NF.6d	1.RC.TE.3 1.RC.L.5a 1.RC.NF.6a 1.RC.NF.6b 1.VD.WB.1a 1.RC.NF.6c 1.RC.NF.6e 1.RC.V.2 1.RC.NF.6d	1.RC.TE.3 1.RC.L.5a 1.RC.NF.6a 1.RC.NF.6b 1.VD.WB.1a 1.RC.NF.6c 1.RC.NF.6e 1.RC.V.2 1.RC.NF.6d	1.RC.TE.3 1.RC.L.5a 1.RC.NF.6a 1.RC.NF.6b 1.VD.WB.1a 1.RC.NF.6c 1.RC.NF.6e 1.RC.V.2 1.RC.NF.6d

Reading-Writing Bridge		Reading-Writing Bridge		Reading-Writing Bridge		Reading-Writing Bridge		Reading-Writing Bridge	
<u>Unit 1:</u>		<u>Unit 2:</u>		<u>Unit 3:</u>		<u>Unit 4:</u>			

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Introduction to Writing			
Research Connections	Research Connections	Research Connections	Research Connections
<p style="text-align: center;">Speaking & Listening 1.ODC.OC.1-4 1.GC.GU.1h</p> <p style="text-align: center;">These standards are embedded in all areas throughout the year.</p>			
<p style="text-align: center;">Assessments-Monthly ISIP, Weekly Spelling test, Weekly AR tests to meet semester reading goal Weekly Progress checks can be given weekly. Unit & Writing assessments will be given in Week 6 of each unit.</p>			

2nd GRADE Idaho Content Standards ELA/Literacy

Please note that all standards spiral and mastery is not expected until May

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<u>MyView</u> Wk 1: Rituals & Routines Wks 2-7: Unit 1 (Wks 1-6) Wk 8: Unit 1 Review Wk 9: Unit 2 (Wk 1)	<u>MyView</u> Wks 1-5: Unit 2 (Wks 2-6) Wk 6: Unit 2 Review Wks 7-9: Unit 3 (Wks 1-3)	<u>MyView</u> Wks 1-3: Unit 3 (Wks 4-6) Wk 4: Unit 3 Review Wks 5-9: Unit 4 (Wks 1-5)	<u>MyView</u> Wk 1: Units 4 (Wks 6) Wk 2: Unit 4 Review Wk 3-8 Unit 5 (Wks 1-6) Wk 9: Unit 5 Review
Unit Themes			
Unit 1: You Are Here	Unit 2: Nature's Wonders	Unit 3: Our Traditions	Unit 4: Making a Difference
Unit 5: Our Incredible Earth			
Reading Workshop	Reading Workshop	Reading Workshop	Reading Workshop
Foundational Reading Skills			
Addresses basic print features, spoken words, syllables, sounds, phonics, word recognition, and fluency			
2.RC.L.5 2.RC.L.5a 2.RC.L.5b 2.RC.L.5c 2.RC.L.5d 2.RC.L.5e 2.RC.TC.1	2.RC.L.5 2.RC.L.5a 2.RC.L.5b 2.RC.L.5c 2.RC.L.5d 2.RC.L.5e	2.RC.L.5 2.RC.L.5a 2.RC.L.5b 2.RC.L.5c 2.RC.L.5d 2.RC.L.5e 2.RC.TC.1	2.RC.NF.6 2.RC.NF.6a 2.RC.NF.6b 2.RC.NF.6c 2.RC.NF.6d 2.RC.NF.6e 2.RC.TC.6
2.RC.L.5 2.RC.L.5a 2.RC.L.5b 2.RC.L.5c 2.RC.L.5d 2.RC.L.5e 2.RC.TC.1	2.RC.NF.6 2.RC.NF.6a 2.RC.NF.6b 2.RC.NF.6c 2.RC.NF.6d 2.RC.NF.6e 2.RC.TC.6	2.RC.NF.6 2.RC.NF.6a 2.RC.NF.6b 2.RC.NF.6c 2.RC.NF.6d 2.RC.NF.6e 2.RC.TC.6	2.RC.L.5 2.RC.L.5a 2.RC.L.5b 2.RC.L.5c 2.RC.NF.6 2.RC.NF.6a 2.RC.NF.6b 2.RC.NF.6c 2.RC.NF.6d 2.RC.NF.6e 2.RC.TC.6

Reading-Writing Bridge	Reading-Writing Bridge	Reading-Writing Bridge	Reading-Writing Bridge
<p><u>Unit 1:</u> 2.GC.GU.1f,g 2.W.HWK.7 2.GC.M.3a,b 2.VD.WB.1 2.VD.WB.1.a-e 2.RC.RF.2a,b 2.VD.AV.3</p> <p><u>Unit 2:</u> 2.GC.GU.1a,b 2.W.HWK.7 2.GC.M.2c 2.GC.M.3a 2.GC.M.3b 2.VD.WB.1a-e 2.RC.RF.2a,b 2.VD.AV.3</p>	<p><u>Unit 2:</u> 2.GC.GU.1a,b 2.GC.GU.1c 2.W.HWK.7 2.GC.M.2c 2.GC.M.2b 2.GC.M.3a 2.GC.M.3b 2.VD.WB.1a-e 2.RC.RF.2a,b</p> <p><u>Unit 3:</u> 2.GC.GU.1a,b 2.GC.GU.1a 2.GC.GU.1b 2.GC.GU.1f,g 2.VD.WB.1a,b 2.VD.WD.1c 2.RC.RF.2b 2.VD.AV.3</p>	<p><u>Unit 3:</u> 2.GC.GU.1a,b 2.GC.GU.1a 2.GC.GU.1b 2.GC.GU.1f,g 2.VD.WB.1a,b 2.VD.WB.1c 2.VD.WB.1d 2.RC.RF.2b 2.VD.AV.3</p> <p><u>Unit 4:</u> 2.GC.GU.1e 2.GC.GU.1b 2.W.HWK.7 2.GC.M.2c,b 2.GC.M.3a,b 2.VD.WB.1e 2.RC.RF.2a,b 2.VD.AV.3</p>	<p><u>Unit 4:</u> 2.GC.GU.1e 2.GC.GU.1b 2.W.HWK.7 2.GC.M.2c,b 2.GC.M.3a,b 2.VD.WB.1e 2.RC.RF.2b 2.VD.AV.3</p> <p><u>Unit 5:</u> 2.GC.GU.1e-g 2.W.HWK.7 2.GC.M.2c,b 2.GC.M.3a,b 2.VD.WB.1e 2.RC.RF.2b 2.VD.AV.3</p>

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Introduction to Writing 2.W.RW.2 2.W.RW.6 2.RS.IP.1 2.RS.DR.2	2.W.RW.2 2.W.RW.3 2.W.RW.4 2.W.RW.6 2.RS.IP.1 2.RS.DR.2	2.W.RW.2 2.W.RW.3 2.W.RW.6 2.W.HWK.8 2.RS.IP.1 2.RS.DR.2	2.W.RW.2 2.W.RW.6 2.W.HWK.8 2.RS.IP.1 2.RS.DR.2
Research Connections	Research Connections	Research Connections	Research Connections
2.W.HWK.8 2.RS.IP.1 2.RS.DR.2	2.W.HWK.8 2.RS.IP.1 2.RS.DR.2	2.W.HWK.8 2.RS.IP.1 2.RS.DR.2	2.W.HWK.8 2.RS.IP.1 2.RS.DR.2
<u>Speaking & Listening</u> ODC.OC.1-4 These standards are embedded in all areas throughout the year.			
Assessments-Monthly ISIP, End of Unit Assessment Weekly Progress checks can be given weekly. Unit & Writing assessments will be given in Week 6 of each unit.			

- Additional Materials
 - Language Arts IXL Quizzes
 - Waterford
 - English Prodigy
 - Go Noodle
 - Istation Reading Activities
 - Epic
 - Spalding Spelling
 - Write Tools

Reading-Writing Bridge	Reading-Writing Bridge	Reading-Writing Bridge	Reading-Writing Bridge
<p><u>Unit 1:</u> 3.GC.GU.1e 3.GC.GU.1a 3.GC.GU.1b 3.GC.GU.1f 3.GC.GU.1g 3.WHWK.7 3.GC.M.3a, b-d 3.VD.WB.2, a, b 3.VD.WB.1, a, b 3.VD.WB.1, c, d 3.VD.AV.3</p> <p><u>Unit 2:</u> 3.GC.GU.1a 3.GC.GU.1d 3.GC.GU.1c 3.GC.GU.1f, g 3.GC.M.2a, b 3.GC.M.3a, b, d 3.VD.WB.2a 3.VD.WB.1a, c, d 3.VD.WB.2a, b 3.VD.AV.3</p> <p><u>Unit 3:</u> 3.GC.GU.1a 3.GC.GU.1d 3.GC.GU.1c 3.GC.M.2b 3.GC.M.3, a, b, d 3.VD.WB.2b 3.VD.WB.1a-d 3.VD.WB.2a, b 3.VD.AV.3</p> <p><u>Unit 4:</u> 3.GC.GU.1a 3.GC.GU.1d 3.GC.GU.1c 3.GC.M.2b 3.GC.M.3, a, b, d 3.VD.WB.2b 3.VD.WB.1a-d 3.VD.WB.2a-b 3.VD.AV.3</p>	<p><u>Unit 2:</u> 3.GC.GU.1b 3.GC.GU.1d 3.GC.GU.1f 3.GC.GU.1g 3.WHWK.7 3.GC.M.2, c-d 3.GC.M.3a-b, d 3.VD.WB.2a, b 3.VD.AV.3</p> <p><u>Unit 3:</u> 3.GC.GU.1a 3.GC.GU.1d 3.GC.GU.1c 3.GC.M.2b 3.GC.M.3, a, b, d 3.VD.WB.2b 3.VD.WB.1a-d 3.VD.WB.2a-b 3.VD.AV.3</p> <p><u>Unit 4:</u> 3.GC.GU.1b 3.GC.GU.1d 3.GC.GU.1c 3.GC.M.2b 3.GC.M.3, a, b, d 3.VD.WB.2a 3.VD.WB.1a, c, d 3.VD.WB.2a, b 3.VD.AV.3</p>	<p><u>Unit 3:</u> 3.GC.GU.1a 3.GC.GU.1d 3.GC.GU.1c 3.GC.M.2b 3.GC.M.3, a, b, d 3.VD.WB.2b 3.VD.WB.1a-d 3.VD.WB.2a, b 3.VD.AV.3</p> <p><u>Unit 4:</u> 3.GC.GU.1b 3.GC.GU.1d 3.GC.GU.1c 3.GC.M.2b 3.GC.M.3, a, b, d 3.VD.WB.2a 3.VD.WB.1a, c, d 3.VD.WB.2a, b 3.VD.AV.3</p>	<p><u>Unit 4:</u> 3.GC.GU.1b 3.GC.GU.1d 3.GC.GU.1c 3.GC.GU.1g 3.GC.M.3, a, b, d 3.VD.WB.2a 3.VD.WB.1a, c, d 3.VD.WB.2a, b 3.VD.AV.3</p> <p><u>Unit 5:</u> 3.GC.GU.1a 3.GC.GU.1c 3.GC.GU.1b 3.GC.GU.1f, g 3.GC.M.2a, b 3.GC.M.3a, b, d 3.VD.WB.2a 3.VD.WB.1a, c, d 3.VD.AV.3</p>

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Introduction to Writing 3.W.RW.2 3.W.RW.4 3.W.RW.6 3.RS.IP.1	3.W.RW.2 3.W.RW.3 3.W.RW.4 3.W.RW.6 3.RS.IP.1 3.W.RW.1	3.W.RW.2 3.W.RW.3 3.W.RW.4 3.W.RW.6 3.RS.IP.1 3.W.RW.1	3.W.RW.2 3.W.RW.6 3.W.HWK.8 3.RS.IP.1 3.W.RW.1
Research Connections	Research Connections	Research Connections	Research Connections
3.W.HWK.8 3.RS.IP.1	3.W.HWK.8 3.RS.IP.1	3.W.HWK.8 3.RS.IP.1	3.W.HWK.8 3.RS.IP.1
Speaking & Listening These standards are embedded in all areas throughout the year. 3.ODC.1-4			
Assessments-Monthly ISIP, Spring ISAT Weekly Progress checks can be given weekly. Unit & Writing assessments will be given in Week 6 of each unit.			

Additional Materials

- Language Arts IXL Quizzes
- Istation Reading Activities
- Readworks Articles

Novel List

- Magic Treehouse Seasons for Sandstorms
- The Mouse and the Motorcycle
- The Hero Two Doors Down

- Little House in the Big Woods
- I Survived the Joplin Tornado, 2011

Reading-Writing Bridge	Reading-Writing Bridge	Reading-Writing Bridge	Reading-Writing Bridge
<p>Unit 1: 4.FR-PH.3 4.GC-GU.1d 4.GC-GU.1c 4.GC-GU.1h 4.GC-M.2b 4.GC-M.3 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2b 4.VD-AV.3</p> <p>Unit 2: 4.FR-PH.3 4.GC-M.2c 4.GC-M.3 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2b 4.VD-AV.3</p> <p>Unit 3: 4.FR-PH.3 4.GC-GU.1b 4.GC-GU.1d 4.GC-GU.1e 4.GC-M.2b 4.GC-M.2c 4.GC-M.3 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2a 4.VD-WB.2b 4.VD-AV.3</p> <p>Unit 4: 4.FR-PH.3 4.GC-M.2c 4.GC-M.3 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2a 4.VD-WB.2b 4.VD-AV.3</p>	<p>Unit 2: 4.FR-PH.3 4.GC-M.2c 4.GC-M.3 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2b 4.VD-AV.3</p> <p>Unit 3: 4.FR-PH.3 4.GC-GU.1d 4.GC-GU.1e 4.GC-M.2b 4.GC-M.2c 4.GC-M.3 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2a 4.VD-WB.2b 4.VD-AV.3</p> <p>Unit 4: 4.FR-PH.3 4.GC-GU.1b 4.GC-GU.1h 4.GC-GU.1f 4.GC-M.3 4.GC-GU.1 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2b 4.VD-AV.3</p>	<p>Unit 3: 4.FR-PH.3 4.GC-GU.1d 4.GC-GU.1b 4.GC-GU.1e 4.GC-M.2b 4.GC-M.2c 4.GC-M.3 4.GC-GU.1 4.VD-WB.1a 4.VD-WB.1c 4.VD-WB.2a 4.VD-WB.2b 4.VD-AV.3</p> <p>Unit 4: 4.FR-PH.3 4.GC-GU.1b 4.GC-GU.1h 4.GC-GU.1f 4.GC-M.3 4.GC-GU.1 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2b 4.VD-AV.3</p>	<p>Unit 4: 4.FR-PH.3 4.GC-GU.1b 4.GC-GU.1c 4.GC-GU.1h 4.GC-GU.1f 4.GC-M.C 4.GC-GU.1 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2b 4.VD-AV.3</p> <p>Unit 5: 4.FR-PH.3 4.GC-GU.1b 4.GC-GU.1d 4.GC-M.3 4.GC-GU.1e 4.GC-M.2c 4.GC-GU.1 4.GC-M.3 4.VD-WB.1a 4.VD-WB.1b 4.VD-WB.1c 4.VD-WB.2b 4.VD-AV.3</p>

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Introduction to Writing 4.W-RW.1 4.W-RW.4 4.W-RW.5 4.W-RW.6 4.W-HWK.8 4.RS-IP.1 4.RC-L.5b 4.RC-NF.6d 4.W-RW.1	4.W-RW.1 4.W-RW.3 4.W-RW.4 4.W-RW.5 4.W-RW.6 4.W-HWK.8 4.RS-IP.1 4.RC-L.5b 4.RC-NF.6d 4.W-RW.1	4.W-RW.1 4.W-RW.4 4.W-RW.5 4.W-RW.6 4.W-HWK.8 4.RS-IP.1 4.RC-L.5b 4.W-RW.1	Writing Workshop 4.W-RW.1 4.W-RW.5 4.W-RW.6 4.W-HWK.8 4.RS-IP.1 4.RC-L.5b 4.RC-NF.6d 4.W-RW.1
Research Connections	Research Connections	Research Connections	Research Connections
4.RS-IP.1 4.W-HWK.8 4.RC-L.5b 4.RC-NF.6d	4.RS-IP.1 4.W-HWK.8 4.RC-L.5b 4.RC-NF.6d	4.RS-IP.1 4.W-HWK.8 4.RC-L.5b 4.RC-NF.6d	4.RS-IP.1 4.W-HWK.8 4.RC-L.5b 4.RC-NF.6d
Speaking & Listening 4.ODC-OC.1 through 4 4.ODC-DC.6 These standards are embedded in all areas throughout the year.			
Assessments-Station, ISAT Weekly Progress checks can be given weekly. Unit & Writing assessments will be given in Week 6 of each unit.			

ADDITIONAL MATERIALS

- Language Arts IXL Quizzes
- IStation Reading Activities
- Readworks Articles
- Write Tools

NOVEL LIST

- Harry Potter and the Sorcerer's Stone
- The One and Only Ivan
- The Bridge to Terabithia
- Because of Winn Dixie
- On the Banks of Plum Creek

5th GRADE Idaho Content Standards ELA/Literacy

Please note that all standards spiral and mastery is not expected until May

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>My View</u></p> <p>Wk 1: Rituals & Routines</p> <p>Wks 2-7: Unit 1 (Wks 1-6)</p> <p>Wk 8: Unit 1 Review</p> <p>Wk 9: Unit 2 (Wk 1)</p>	<p><u>My View</u></p> <p>Wks 1-5: Unit 2 (Wks 2-6)</p> <p>Wk 6: Unit 2 Review</p> <p>Wks 7-9: Unit 3 (Wks 1-3)</p>	<p><u>My View</u></p> <p>Wks 1-3: Unit 3 (Wks 4-6)</p> <p>Wk 4: Unit 3 Review</p> <p>Wks 5-9: Unit 4 (Wks 1-5)</p>	<p><u>My View</u></p> <p>Wk 1: Units 4 (Wks 6)</p> <p>Wk 2: Unit 4 Review</p> <p>Wk 3-8 Unit 5 (Wks 1-6)</p> <p>Wk 9: Unit 5 Review</p>
<p>Unit Themes</p> <p>Unit 1: Journeys Unit 2: Observations Unit 3: Reflections Unit 4: Liberty Unit 5: Systems</p>			
<p>Reading Workshop</p>	<p>Reading Workshop</p>	<p>Reading Workshop</p>	<p>Reading Workshop</p>
<p>Foundational Reading Skills</p> <p>Addresses basic print features, spoken words, syllables, sounds, phonics, word recognition, and fluency</p>			
<p><u>Literacy RL</u></p> <p>5.RC.TE.3</p> <p>5.ODC.OC.2</p> <p>5.RC.L5.a</p> <p>5.RC.L5.b</p> <p>5.VD.WB.2a</p> <p>5.RC.L5.d</p> <p>5.OCD.DC.7</p> <p>5.ODC.DC.6</p> <p>5.RC.L5.e</p> <p>5.RC.TC.1</p> <p>5.RC.DR.2</p>	<p><u>Literacy RL</u></p> <p>5.RC.TE.3</p> <p>5.ODC.OC.2</p> <p>5.RC.L5.a</p> <p>5.RC.L5.b</p> <p>5.VD.WB.2a</p> <p>5.RC.L5.c</p> <p>5.RC.L5.d</p> <p>5.RC.L5.e</p> <p>5.RC.TC.1</p> <p>5.RC.DR.2</p>	<p><u>Literacy RL</u></p> <p>5.RC.TE.3</p> <p>5.ODC.OC.2</p> <p>5.RC.L5.a</p> <p>5.RC.L5.b</p> <p>5.VD.WB.2a</p> <p>5.RC.L5.c</p> <p>5.RC.L5.d</p> <p>5.OCD.DC.7</p> <p>5.ODC.DC.6</p> <p>5.RC.L5.e</p> <p>5.RC.TC.1</p> <p>5.RC.DR.2</p>	<p><u>Literacy RL</u></p> <p>5.RC.TE.3</p> <p>5.RC.L5.b</p> <p>5.RC.L5.c</p> <p>5.RC.L5.d</p> <p>5.ODC.DC.7</p> <p>5.ODC.DC.6</p> <p>5.RC.L5.e</p> <p>5.RC.TC.1</p> <p>5.RC.DR.2</p>
<p><u>Informational RI</u></p> <p>5.RC.NF.6</p> <p>5.RC.NF.6b</p> <p>5.VD.WB.1</p> <p>5.RC.L5b</p> <p>5.RC.DR.2</p> <p>5.RC.NF.6e</p> <p>5.RC.NF.6d</p> <p>5.RC.NF.6e</p> <p>5.RC.TC.1</p>	<p><u>Informational RI</u></p> <p>5.RC.NF.6</p> <p>5.RC.NF.6b</p> <p>5.VD.WB.1</p> <p>5.RC.L5b</p> <p>5.RC.DR.2</p> <p>5.RC.NF.6e</p> <p>5.RC.NF.6d</p> <p>5.RC.NF.6e</p> <p>5.RC.TC.1</p>	<p><u>Informational RI</u></p> <p>5.RC.NF.6</p> <p>5.RC.NF.6b</p> <p>5.VD.WB.1</p> <p>5.RC.L5.b</p> <p>5.RC.DR.2</p> <p>5.RC.NF.6e</p> <p>5.RC.NF.6e</p> <p>5.RC.TC.1</p> <p>5.RC.NF.6</p>	<p><u>Informational RI</u></p> <p>5.RC.NF.6</p> <p>5.RC.NF.6b</p> <p>5.VD.WB.1</p> <p>5.VD.WB.2a</p> <p>5.RC.L5.b</p> <p>5.RC.DR.2</p> <p>5.RC.NF.6e</p> <p>5.RC.NF.6d</p> <p>5.RC.NF.6e</p> <p>5.RC.TC.1</p> <p>5.RC.NF.6</p>

5.RC.NF.6	5.RC.NF.6	5.RC.NF.6	5.RC.NF.6		
Reading-Writing Bridge		Reading-Writing Bridge		Reading-Writing Bridge	
<u>Unit 1:</u> 5.FR.PH.3 5.GC.M.3 5.RC.L5.b 5.VD.WB.2a 5.FR.PH.3 5.VD.WB.2.a	<u>Unit 2:</u> 5.FR.PH.3 5.GC.GU.1c 5.GC.GU.1a-b 5.GC.GU.1b-d 5.GC.GU.1a-b 5.GC.M.2b 5.GC.GU.1 5.GC.M.3 5.GC.WB.1 5.VD.WB.2a 5.VD.2a <u>Unit 3:</u> 5.VD.WB.1 5.GC.GU.1c 5.GC.2 5.GC.M.3 5.VD.WB.1 5.GC.WB.1 5.FR.PH.3 5.GC.WB.1 5.W.RW.4 5.W.RW.5	<u>Unit 3:</u> 5.FR.PH.3 5.GC.GU.1c 5.GC.2c 5.GC.M.3 5.VD.WB.1-3 5.VD.WB.1b 5.GC.WB.1 5.W.RW.4 5.W.RW.5 <u>Unit 4:</u> 5.GC.GU.1c 5.GC.1c 5.GC.1e 5.GC.M.3 5.GC.1 5.GC.M.3 5.GC.1 5.VD.WB.1b 5.GC.WB.1 5.VD.WB.2a	<u>Unit 2:</u> 5.GC.M.3 5.FR.3 5.GC.GU.1c 5.GC.GU.1a-b 5.GC.GU.1a-b 5.GC.GU.1a-b 5.ODC.OC.2 5.RC.L5.a 5.GC.2 5.GC.M.3 5.VD.WB.1 5.FR.PH.3 5.GC.WB.1 5.VD.WB.2	<u>Unit 4:</u> 5.GC.1c-1e 5.GC.M.3 5.GC.GU.1 5.GC.M.3 5.GC.GU.1c 5.GC.1 5.GC.WB.1 5.VD.WB.1b 5.GC.WB.1 5.VD.WB.1b 5.GC.WB.1 5.VD.WB.2a	

Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
5.W.RW.2 5.W.RW.4 5.W.RW.5 5.W.RW.1 5.W.RW.6 5.W.RW.8 5.RS.1 5.RC.L.5 5.RC.NF.6 5.RC.L.5b 5.RC.NF.6d 5.W.RW.1 Focus: Personal Narrative	5.W.RW.2 5.W.RW.4 5.W.RW.5 5.W.RW.1 5.W.RW.6 5.W.RW.8 5.RS.1 5.RC.L.5 5.RC.NF.6 5.RC.L.5b 5.RC.NF.6d 5.W.RW.1 5.RC.L.5b 5.NF.6d 5.W.RW.1 Focus: Realistic Fiction/Opinion	5.W.RW.2 5.W.RW.3 5.W.RW.1 5.W.RW.6 5.W.RW.8 5.RS.1 5.RC.L.5 5.RC.NF.6 5.RC.L.5b 5.RC.NF.6d 5.W.RW.1 Focus: Informational (Article)/Realistic Fiction	5.W.RW.2 5.W.RW.4 5.W.RW.5 5.W.RW.1 5.W.RW.6 5.W.RW.8 5.RS.1 5.RC.L.5 5.RC.NF.6 5.RC.L.5b 5.RC.NF.6d 5.W.RW.1 Focus: Realistic Fiction/Opinion	5.W.RW.2 5.W.RW.4 5.W.RW.4 5.W.RW.5 5.W.RW.1 5.W.RW.6 5.W.RW.8 5.RS.1 5.RC.L.5 5.RC.NF.6 5.RC.L.5b 5.RC.NF.6d 5.W.RW.1 Focus: Poetry
Research Connections	Research Connections	Research Connections	Research Connections	Research Connections
5.RS.1 5.RS.1 5.RC.NF6a	5.RS.1 5.RS.1 5.RC.NF6a	5.RS.1 5.RS.1 5.RC.NF6a	5.RS.1 5.RS.1 5.RC.NF6a	5.RS.1 5.RS.1 5.RC.NF6a
Speaking & Listening 5.ODC.1-7 These standards are embedded in all areas throughout the year.				
iStation (Monthly ISIP), ISAT, Weekly or Bi-Monthly Spelling Tests, Essays, Assessments Weekly Progress checks can be given weekly. Unit & Writing assessments will be given in Week 6 of each unit.				

Additional Items:

- *Mariac Magee* by Jerry Spinelli
- *The Secret Garden* by Francis Hodgson Burnett
- *Number the Stars* by Lois Lowry
- *Sounder* by William H. Armstrong
- *Andersen's Fairy Tales* by Hans Christian Andersen
- Various Classroom novels
- ReadWorks.org
- iStation Reading Practice
- Quizlet.com
- Write Tools Writing Program & Resources

Dietrich School District #314
ENGLISH LANGUAGE ARTS
Unit 1: Narrative Writing A

Grade: 6th Grade

Pacing: 8-10 Weeks

6.RC.5.cIdaho Content Standards ELA/Literacy

Unit Overview: The purpose of this unit is to help learners develop their narrative writing skills by emulating the techniques of other writers. Learners will become familiar with the elements of narrative so the new learning in this unit will focus on the elements of a narrative and how they interact with each other. While students have previously been introduced to transition words or phrases, at this level we begin expecting that they can use transitions to clearly indicate the relationship between ideas. At least one writing piece should be completed 'on demand'. It is recommended that learners write a personal narrative, as well as a fictional narrative over the course of the school year.

Grade 6 Writing Focus Standard

- 6.W.4 Write narratives to develop real or imagined experiences or events using effective technique, **relevant** descriptive details, and **well-structured** event sequences.
- **Engage and** orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, **and/or** characters.
 - Use a variety of transition words, phrases, and clauses to **convey sequence and signal shifts from one time frame or setting to another.**
 - **Use precise words and phrases, relevant descriptive details, and sensory language** to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.

Grade 6 Reading Focus Standard

- 6.RC.5 Determine a theme or central idea of a text and how it is conveyed through **particular details**; provide a **summary of the text distinct from personal opinions or judgments.**

WRITING FOCUS AND ACCOMPANYING STANDARDS

Learning

Revised Jan 2023

Dietrich School District #314
 ENGLISH LANGUAGE ARTS
 Unit 1: Narrative Writing A

Grade: 6th Grade

Pacing: 8-10 Weeks

	Intentions
<p>The focus and accompanying standards are identified to provide coherence in teaching and learning.</p> <p><i>(Key: Bold = New learning for grade level)</i></p> <ul style="list-style-type: none"> ● 6.W.4: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide a conclusion that follows from the narrated experiences or events. ● 6.W.5: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) ● 6W.6: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.) ● 6GC.1 a-g: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ● Ensure that pronouns are in the proper case. ● Use intensive pronouns. ● Recognize and correct inappropriate shifts in pronoun number and person.* ● Recognize and correct vague pronouns. ● Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. ● 6.VD.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	<p>In this unit, learners will understand how to write narratives.</p>

- Interpret figures of speech in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with similar denotations.

READING FOCUS AND ACCOMPANYING STANDARDS (Key: <i>Bold = New learning for grade level</i>)	Learning Intentions
<p>6.RC.5 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> ● b-c Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ● d Explain how an author develops the point of view of the narrator or speaker in a text. ● a Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● 6.VD.2 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● 6.ODC 1-8 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ● Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 	<p>In this unit learners will understand theme or central ideas and its relationship to the text.</p>

UNIT LEARNING INTENTIONS
<p>In this unit, learners will understand how to write narratives.</p>

Dietrich School District #314
ENGLISH LANGUAGE ARTS
 Unit 1: Narrative Writing A

Grade: 6th Grade

Pacing: 8-10 Weeks

In this unit learners will understand theme or central ideas and its relationship to the text.		
UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS		
SURFACE (I can understand ideas and/or use skills.)	DEEP (I can relate multiple ideas and/or skills.)	TRANSFER (I can apply ideas/and or skills in different contexts/disciplines.)
<ul style="list-style-type: none"> ● I can identify the techniques a writer uses to create a narrative. ● I can summarize how characters change throughout a story. ● I can identify sensory language in a text. ● I can describe the five elements of narrative: Theme, Characters, Setting, Plot, Point of View. 	<ul style="list-style-type: none"> ● I can analyze narrative techniques used by various writers. ● I can explain connections between a theme, and character, setting, plot, and point of view. ● I can explain the meaning of sensory language within a text. 	<ul style="list-style-type: none"> ● Given any prompt, I can write a narrative piece about real and/or imagined events appropriate to task, audience, and purpose.

LEARNING PROGRESSION	
SURFACE	DEEP
TRANSFER	

Revised Jan 2023

Dietrich School District #314
ENGLISH LANGUAGE ARTS
Unit 1: Narrative Writing A

Grade: 6th Grade

Pacing: 8-10 Weeks

<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> ● identify the point of view, setting, and characters ● identify a theme ● label a plot diagram ● identify sensory, concrete, and figurative language ● define and identify connotation and denotation ● identify errors in pronoun use ● identify and use the conventions of standard English (capitalization, punctuation, and spelling) ● define terms 	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> ● explain with evidence the relationship between the theme and the characters, setting and plot ● summarize the reading objectively ● explain and paraphrase ● how the sequence of events in a story changes the way readers understand it ● discuss a text with peers using rules for collegial discussion <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> ● clearly convey a real or imagined experience ● use transition words and phrases to show the relationships between ideas ● organize a sequence of events logically ● include multiple narrative techniques such as dialogue between characters, pacing, description, and reflection ● revise and edit ● use sensory, concrete and figurative language while considering the connotation and denotation of given words ● choose an appropriate and consistent point of view for a narrative ● create a strong, original voice that supports the purpose and tone of a piece ● analyze terms 	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> ● given any prompt, produce a clear and coherent narrative appropriate to task, audience, and purpose ● provide rationale for the narrative techniques in their writing ● produce writing which demonstrates competency
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<p>REQUIRED SUMMATIVE ASSESSMENT (Administered 'On Demand')</p> <p>"On Demand" writing is defined as students being expected to draft, revise, and edit their own writing within a set period of time (one to two class periods). Lessons and feedback will not be given during this time.</p>	
<p>Learning Intention</p>	<p>Given any prompt, learners will produce a clear and coherent narrative appropriate to task, audience, and purpose. This</p>

Revised Jan 2023

Dietrich School District #314
ENGLISH LANGUAGE ARTS
Unit 1: Narrative Writing A

Pacing: 8-10 Weeks

Grade: 6th Grade	piece should be completed on-demand within three class periods or less without teacher or peer feedback.
Success Criteria	Focus on the following traits: ideas, voice, word choice, and conventions
Resource Options for Summative Assessment	On-Demand prompt on pages 85-87 My Perspectives) On-Demand Prompts Pg. 11 Narrative Writing On-Demand Prompt Many resources can also be found in the Smarter Balanced Digital Library ISIP ISAT

KEY ACADEMIC VOCABULARY	
<ul style="list-style-type: none"> ● Task, purpose, audience, sequence of events, connotation, denotation, plot, details, pacing, pronouns (intensive, objective, reflexive, subjective, possessive), sensory language, antecedent, theme, central idea, objective summary, paraphrase, collaborate, non-restrictive elements, compare, contrast, anecdote, tone 	

CONTEXT: MATERIALS/RESOURCES	
<ul style="list-style-type: none"> ● My Perspectives: Unit 1 ● ELA IXL Online Learning ● Istation 	<u>Novels/Other Reading Material</u> <i>Amos Fortune Free Man</i> <i>Farewell to Manzanar</i> <i>Passage to Freedom</i> <i>Sadako and the 1000 Paper</i> <i>Casey at the Bat</i> <i>Road not Taken</i>

**Dietrich School District #314
ENGLISH LANGUAGE ARTS**

Grade: 6th Grade

Unit 6: Narrative B

Pacing: 4 Weeks

Idaho Content Standards ELA/Literacy

Unit Overview: The purpose of this unit is to help learners further develop their narrative writing skills by including the five elements of a narrative (theme, characters, setting, plot, point of view) and using strong **sensory language and details**. In Unit 1: Narrative A, learners became familiar with the elements of a narrative. This unit is focused on strengthening previous learning and understanding **how narrative elements interact with each other**. Learners will also analyze multiple texts and **compare and contrast narrative elements**. At least one writing piece should be completed 'on demand'. It is recommended that learners write a personal narrative, as well as a fictional narrative over the course of the school year.

Grade 6 Writing Focus Standard

- 6.W.4** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **Engage and orient** the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to **convey sequence and signal shifts from one time frame or setting to another**.
 - **Use precise words and phrases, relevant descriptive details, and sensory language** to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.

Grade 6 Reading Focus Standard

- 6.W.4** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Dietrich School District #314
 ENGLISH LANGUAGE ARTS
 Unit 6: Narrative B

Grade: 6th Grade

Pacing: 4 Weeks

WRITING FOCUS AND ACCOMPANYING STANDARDS
(Key: Bold = New learning for grade level)

Learning Intentions

The FOCUS and accompanying standards are identified to provide coherence in teaching and learning.

6.W.4: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

6.RC.5. a: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

6.RC.5.c: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6.RC.5. d: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

6.RC.5. e: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself, ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.*
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

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ENGLISH LANGUAGE ARTS

Unit 6: Narrative B

Grade: 6th Grade

Pacing: 4 Weeks

- Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- 6.VD.2. a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with similar denotations
- 6.ODC.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 6.ODC.4: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 6.W.6 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.GC.1 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to set off nonrestrictive/parenthetical elements.*
 - b. Spell correctly.
- 6.RC.5 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range

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READING FOCUS AND ACCOMPANYING STANDARDS <i>(Key: Bold = New learning for grade level)</i>	Learning Intentions
<p>6.RC.5 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <ul style="list-style-type: none"> ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. ● Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 	<p>In this unit, the learner will understand how to analyze the way a story's plot unfolds and how characters drive the plot.</p>

UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS		
SURFACE (I can understand ideas and/or use skills.)	DEEP (I can relate multiple ideas and/or skills.)	TRANSFER (I can apply ideas/and or skills in different contexts/disciplines.)
<p>UNIT LEARNING INTENTIONS In this unit, the learner will understand how to write a narrative focusing on organization (plot), word choice, and sentence fluency. In this unit, the learner will understand how to analyze the way a story's plot unfolds and how characters drive the plot.</p> <ul style="list-style-type: none"> ● I can identify the five elements (theme, characters, setting, plot, point of view) of a narrative in any given story. ● I can summarize how characters 	<ul style="list-style-type: none"> ● I can compare and contrast an author's presentation of events with that of another (text-to-film/text-to-text). ● I can cite supporting evidence to explain how characters drive a plot. 	<ul style="list-style-type: none"> ● Given any prompt, I can write a narrative piece about real or imagined events appropriate to task, audience, and purpose.

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Pacing: 4 Weeks

<p>change throughout a story.</p> <ul style="list-style-type: none"> ● I can identify sensory language in a text. 	<ul style="list-style-type: none"> ● I can interpret sensory language in a text. ● I can revise a simple piece of writing to include sensory language.
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LEARNING PROGRESSION (WEEKLY/DAILY READING, WRITING, TALKING)		
SURFACE	DEEP	TRANSFER
<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> ● identify the point of view, setting, and characters ● identify a theme ● label a plot diagram ● identify sensory, concrete, and figurative language ● identify errors in pronoun use ● define terms 	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> ● compare and contrast an author's presentation of events with another text or film ● explain the meaning of sensory language within a text ● explain with textual evidence the relationship between the plot and characters ● summarize the reading objectively ● explain how the sequence of events in a story changes characters ● make predictions as to how the plot will progress <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> ● clearly convey a real or imagined experience ● revise a short, lackluster passage to include strong sensory language and details ● use transition words and phrases to show the relationships between ideas ● organize a sequence of events logically ● include multiple narrative techniques such as dialogue between characters, pacing, description, and a consistent point of view ● revise and edit for clarity ● analyze terms 	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> ● given any prompt, produce a clear and coherent narrative appropriate to task, audience, and purpose ● provide rationale for the narrative techniques in their writing ● produce writing which demonstrates competency

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ENGLISH LANGUAGE ARTS
Unit 6: Narrative B**

Pacing: 4 Weeks

Grade: 6th Grade

REQUIRED SUMMATIVE ASSESSMENT

Learning Intention	Given any prompt, learners will produce a clear and coherent narrative appropriate to task, audience, and purpose. This piece can be process or on-demand, based on individual classroom needs.
Success Criteria	Focus on the following traits: organization (plot), sentence fluency, word choice, and conventions
Resource Options for Summative Assessment	<p>ISAT brief writes practice Revisit and Edit Unit 1 PT Elements of the essay; ex. intro paragraph On-Demand prompt on pages 395-397 (My Perspectives) On-Demand Prompts Pg. 11 Narrative Writing On-Demand Prompt Many resources can also be found in the Smarter Balanced Digital Library</p> <p>ISIP ISAT</p>

KEY ACADEMIC VOCABULARY

- Relevant, genre, task, purpose, audience, sequence of events, connotation, denotation, plot, details, pacing, pronouns (intensive, objective, reflexive, subjective, possessive), sensory language, tone, genre, antecedent, theme, central idea, objective summary, paraphrase, collaborate, elaborate, personification, non-restrictive elements

CONTEXT: MATERIALS/RESOURCES

- My Perspectives: Unit 4
- IXL ELA Online Learning
- Istation

Grade: 6th Grade

Unit Overview: The purpose of this unit is to help learners develop their informative writing skills. Learners will be able to organize ideas, concepts, and information as well as analyze which information is relevant and credible. Conveying ideas and information clearly will also be a part of this informative writing unit. **New learning in 6th grade will require students use various strategies to determine the meaning of unknown words. Learners will also compare and contrast various texts.**

Grade 6 Writing Focus Standard

6.W.3 Write informative texts to examine a topic and convey ideas, concepts, and information **through the selection, organization, and analysis of relevant content.**

- Introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting, and multimedia when useful to aiding comprehension.
- Develop the topic with **relevant** facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **Establish and maintain a formal style.**
- Provide a concluding statement or section that follows from the information or explanation presented.

Grade 6 Reading Focus Standard

6.RC. a-e Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

WRITING FOCUS AND ACCOMPANYING STANDARDS
(Key: Bold = New learning for grade level)

The FOCUS and accompanying standards are clustered with Learning Intentions and Success Criteria identified to provide coherence in teaching and learning.

Learning Intentions

Unit 2: Informational/Explanatory Writing A

Pacing: 8-10 Weeks

Grade: 6th Grade

6. W.RW.3.5-6: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2.A: Introduce a topic; **organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables)**, and multimedia when useful to aiding comprehension.
 - W.6.2.B: Develop the topic with **relevant** facts, definitions, concrete details, quotations, or other information and examples.
 - W.6.2.C: Use appropriate transitions to clarify the relationships among ideas and concepts.
 - W.6.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - W.6.2.E: **Establish and maintain a formal style.**
 - W.6.2.F: Provide a concluding statement or section that follows from the information or explanation presented.
 - 6.W.RW.5 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - 6.W.RW.6: With **some** guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - 6.W.RW.7: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of **three** pages in a single sitting.
 - 6.RS.1-2: Gather relevant information from **multiple** print and digital sources; **assess the credibility of each source; and quote** or paraphrase the **data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**
 - 6.W.1: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - 6.GC.a-g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.6.1.A: **Ensure that pronouns are in the proper case.**
 - L.6.1.B: **Use intensive pronouns.**
 - L.6.1.C: **Recognize and correct inappropriate shifts in pronoun number and person.**
 - L.6.1.D: **Recognize and correct vague pronouns.**

In this unit, learners will understand how to write an informative/explanatory essay.

	<ul style="list-style-type: none"> ● L.6.1.E: Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. ● 6.GM.M.2-3: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.6.2.A: Use punctuation to set off nonrestrictive/parenthetical elements. ● L.6.2.B: Spell correctly. ● 6.GC.GU: Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.6.3.A: Vary sentence patterns for meaning, reader/listener interest, and style. ● L.6.3.B: Maintain consistency in style and tone. ● 6.VD.WB.1-2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ● Use context as a clue to the meaning of a word or phrase. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. ● Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● Verify the preliminary determination of the meaning of a word or phrase. ● 6.VD.3: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ● 6.RS.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 6.RS.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
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	<p style="text-align: center;">READING FOCUS AND ACCOMPANYING STANDARDS <i>(Key: Bold = New learning for grade level)</i></p>	<p>Learning Intentions</p>
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6.RC.NF.6 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- 6.a Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
- 6.c Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6.d Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 6.e Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- 6.NF.6 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 6.ODC.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 6.ODC.5-8 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

In this unit, learners will learn how to objectively summarize a text to provide evidence of comprehension.

UNIT LEARNING INTENTIONS

In this unit, learners will understand how to write an informative/ explanatory essay.
In this unit, learners will learn how to objectively summarize a text to provide evidence of comprehension.

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ENGLISH LANGUAGE ARTS

Unit 2: Informational/Explanatory Writing A

Grade: 6th Grade

Pacing: 8-10 Weeks

UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS		
SURFACE (I can understand ideas and/or use skills.)	DEEP (I can relate multiple ideas and/or skills.)	TRANSFER (I can apply ideas/and or skills in different contexts/disciplines.)
<ul style="list-style-type: none"> I can identify a credible source. I can identify a central idea in an informational text. I can recognize precise language and domain specific vocabulary I can identify different text structures (sentence, paragraph, chapter, section) I can identify inappropriate shifts in pronoun number and person I can determine the meaning of unknown vocabulary words by using context clues. I can gather relevant information from several different sources. 	<ul style="list-style-type: none"> I can evaluate which facts are relevant. I can cite several pieces of textual evidence. I can develop a topic with relevant facts, definitions, and details. I can use appropriate transitions to create and clarify the relationship among ideas and concepts. I can correct errors found in inappropriate shifts in pronoun number and person. I can explain how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. I can determine the meaning of unknown vocabulary words by using Greek and Latin roots and affixes. 	<ul style="list-style-type: none"> Given any prompt, I will produce informative writing using relevant facts, definitions, concrete details, quotations, and examples. The development, organization, and style of the writing will be appropriate to task, purpose, and audience.

LEARNING PROGRESSION (WEEKLY/DAILY READING, WRITING, TALKING)		
SURFACE	DEEP	TRANSFER
<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> identify two or more central 	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> determine the meaning of words and phrases as they are used in 	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> given any prompt,

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Unit 2: Informational/Explanatory Writing A

Pacing: 8-10 Weeks

<p>Grade: 6th Grade</p> <ul style="list-style-type: none"> ideas determine the meaning of unknown words and phrases gather relevant information from multiple print and digital sources answer a question to explain the 5 W's (who, what, when, where, why) identify and label different text structures (sentence, paragraph, chapter, section) identify inappropriate shifts in pronoun number and person identify and use the conventions of standard English (capitalization, punctuation, and spelling) <p><i>In their own writing, learners will</i></p> <ul style="list-style-type: none"> write routinely for a range of discipline-specific tasks, purposes, and audiences (class starters or journal entries) define terms 	<p>a text (figurative language, connotative, Greek and Latin affixes and technical meanings; use context clues) and analyze the impact of a specific word choice on meaning and tone</p> <ul style="list-style-type: none"> compare and contrast text structures evaluate an author's point of view on a topic analyze the structure an author uses analyze how two or more authors writing about the topic shape their presentations of key information assess texts for reliability and credibility <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> introduce a topic clearly develop the topic with relevant facts and details use direct quotes and paraphrasing techniques use precise language establish and maintain a formal style provide a concluding statement revise and edit cite textual evidence to avoid plagiarism analyze terms 	<p>produce informative writing using relevant facts, definitions, concrete details, quotations, and examples. The development, organization, and style of the writing will be appropriate to task, purpose, and audience</p> <ul style="list-style-type: none"> provide rationale for the narrative techniques in their writing produce writing which demonstrates competency
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REQUIRED SUMMATIVE ASSESSMENT (Administered 'On Demand')
 "On Demand" writing is defined as students being expected to draft, revise, and edit their own writing within a set period of time (one to two class periods). Lessons and feedback will not be given during this time.

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ENGLISH LANGUAGE ARTS

Unit 2: Informational/Explanatory Writing A

Pacing: 8-10 Weeks

Grade: 6th Grade	
Learning Intention	In this unit, learners will understand how to write an informative/explanatory piece. This piece should be completed on-demand within three class periods or less without teacher or peer feedback.
Success Criteria	Focus on the following traits: ideas, organization, word choice, and conventions
Resource Options for Summative Assessment	On-Demand prompt on pages 180-182 (My Perspectives) On-Demand Prompts Pg. 8-9 Informational/Explanatory On-Demand Writing Prompt Many resources can also be found in the Smarter Balanced Digital Library ISIP ISAT

KEY ACADEMIC VOCABULARY
<ul style="list-style-type: none"> analysis, relevant, classification, formatting, establish, credibility, plagiarism, bibliographic, textual evidence, cite, conveyed, integrate, coherent, nonrestrictive/parenthetical, diverse, contributes, clarify, credible, paraphrase, works cited page, MLA, in-text citations, text structures, text features

CONTEXT: MATERIALS/RESOURCES
<ul style="list-style-type: none"> My Perspectives: Unit 2 IXL ELA Online Learning Istation <p style="text-align: right;"><u>Novels/Other Reading Material</u> <i>Spanish Kidnapping Disaster</i> <i>Escaping the Giant Wave</i></p>

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Unit 2: Informational/Explanatory Writing A

Pacing: 8-10 Weeks

Grade: 6th Grade

<i>The Egypt Game</i> <i>Wreck of the Edmund Fitzgerald</i> <i>Holiday Classics</i>

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Unit 4: Informational/Explanatory Writing B

Pacing: 4 Weeks

Idaho Content Standards ELA/Literacy

Grade: 6th

Unit Overview: The purpose of this unit is to help learners develop a short research project by learning strategies to organize ideas and **answer questions by drawing on several sources and refocusing the inquiry when appropriate**. Learners will cite **several** pieces of textual evidence in their writing and include inferences drawn from the text. With **some** guidance and support from peers and adults, learners will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach and focusing on how well purpose and audience have been addressed. Learners will assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while **avoiding plagiarism and providing basic bibliographic information**.

Grade 6 Writing Focus Standard
6.RS.1 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate .
Grade 6 Reading Focus Standard
6.RS.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

WRITING FOCUS AND ACCOMPANYING STANDARDS <i>(Key: Bold = New learning for grade level)</i>	Learning Intentions
<p>The FOCUS and accompanying standards are) identified to provide coherence in teaching and learning.</p> <p>6.RS.1: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <ul style="list-style-type: none"> 6.RS.3: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 	<p>In this unit, learners will understand how to write an informative/explanatory essay.</p>

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Unit 4: Informational/Explanatory Writing B

Pacing: 4 Weeks

Grade: 6th

- W.6.2.A: Introduce a topic; **organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics (e.g., charts, tables), and** multimedia when useful to aiding comprehension.
- W.6.2.B: Develop the topic with **relevant** facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2.C: Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2.E: **Establish and maintain a formal style.**
- W.6.2.F: Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.5: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.W.6: With **some** guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6.W.7: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of **three** pages in a single sitting.
- 6.RS.1: Gather relevant information from **multiple** print and digital sources; assess the credibility of each source; **and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**
- 6.W.1: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 6.GC.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - **Ensure that pronouns are in the proper case.**
 - **Use intensive pronouns.**
 - **Recognize and correct inappropriate shifts in pronoun number and person.**
 - **Recognize and correct vague pronouns.**
 - **Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**
- 6.GC.1: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Unit 4: Informational/Explanatory Writing B

Pacing: 4 Weeks

Grade: 6th

	<ul style="list-style-type: none"> ● Vary sentence patterns for meaning, reader/listener interest, and style. ● Maintain consistency in style and tone. ● 6.GC.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ● Use context as a clue to the meaning of a word or phrase. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word ● Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● Verify the preliminary determination of the meaning of a word or phrase
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Learning Intentions	READING FOCUS AND ACCOMPANYING STANDARDS (Key: Bold = New learning for grade level)
<p>In this unit, learners will understand how to accurately cite several pieces of textual evidence.</p>	<p>6.RS: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> ● 6.VD.1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings ● 6. RF.NF.6.c Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● 6.ODC.5 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. ● 6.RC.NF.6e Compare and contrast one author's presentation of events with that of another ● 6.DC.5 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

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ENGLISH LANGUAGE ARTS**

Unit 4: Informational/Explanatory Writing B

Grade: 6th

Pacing: 4 Weeks

UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS		
SURFACE (I can understand ideas and/or skills.)	DEEP (I can relate ideas and/or skills.)	TRANSFER (I can apply ideas/and or skills in different contexts/disciplines.)
<p>In this unit, learners will understand how to write an informative/ explanatory essay. In this unit, learners will understand how to accurately cite several pieces of textual evidence.</p> <ul style="list-style-type: none"> ● I can define accuracy, citation, citing sources, investigation, paraphrase, credible source, plagiarism. ● I can gather relevant information from several different sources. 	<ul style="list-style-type: none"> ● I can analyze the main ideas and supporting details. ● I can cite several pieces of textual evidence. ● I can support analysis of what the text says as well as inferences drawn from the text. 	<ul style="list-style-type: none"> ● Given any prompt, I can conduct a short research project (essay, multi-media, speech), which includes citing several pieces of textual evidence. <ul style="list-style-type: none"> ● Short writes ● ISAT brief writes ● Revisit and Edit Unit 2 PT ● Elements of the essay

LEARNING PROGRESSION (WEEKLY/DAILY READING, WRITING, TALKING)

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Unit 4: Informational/Explanatory Writing B

Grade: 6th

Pacing: 4 Weeks

SURFACE	DEEP	TRANSFER
<p><i>Learners will read various texts and</i></p> <ul style="list-style-type: none"> define accuracy, citation, investigation, citing sources, credible sources, and plagiarism answer a question to explain the 5 W's (who, what, when, where, why) gather relevant information from multiple print and digital sources use specific terms to effectively search for and locate information on the internet <p><i>In their own writing, learners will</i></p> <ul style="list-style-type: none"> write routinely for a range of discipline-specific tasks, purposes, and audiences define terms 	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> analyze the structure an author uses to organize a text I can explain how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. compare and contrast a text to audio, video or multimedia versions of the text analyze two or more authors writing about the same topic evaluate the author's purpose and point of view determine relevant textual evidence and support analysis <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> evaluate how well purpose and audience have been addressed cite sources use direct quotes and paraphrasing techniques use technology to produce and publish writing revise and edit analyze terms 	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> given any prompt, conduct a short research project (essay, multi-media presentation, speech), which includes citing several pieces of textual evidence. produce writing which demonstrates competency

REQUIRED SUMMATIVE ASSESSMENT (Administered 'On Demand')

Revised January 2023

**Dietrich School District #314
ENGLISH LANGUAGE ARTS**

Grade: 6th

Unit 4: Informational/Explanatory Writing B

Pacing: 4 Weeks

Learning Intention	In this unit, learners will understand how to write an informative/ explanatory essay. This piece should be completed on-demand within three class periods or less without teacher or peer feedback.
Success Criteria	Focus on the following traits: ideas, organization, word choice, and conventions
Resource Options for Summative Assessment	On-Demand prompt on pages 396-398 (My Perspectives) On-Demand Prompts Pg. 8-9 Informational/Explanatory On-Demand Writing Prompt Many resources can also be found in the Smarter Balanced Digital Library ISIP ISAT

KEY ACADEMIC VOCABULARY
<ul style="list-style-type: none"> ● ambiguous antecedents, connotative meanings, plagiarism, compare/contrast, cause/effect, credibility and accuracy of sources, text features (headings, titles, subheadings, infographics etc..) paraphrase, analyze, evaluate, inferred meaning

CONTEXT:MATERIALS/RESOURCES
<ul style="list-style-type: none"> ● My Perspectives ● IXL ELA Online learning ● Istation <p><u>Novels/Other Reading Material</u> Page Boy of Camelot The Door in the Wall The Bronze Bow Among the Hidden</p>

Unit Overview: The purpose of this unit is to help learners develop their argumentative writing skills. In the 5th grade, learners explained how authors use reasons and evidence to support particular points in a text, identifying which reasons and evidence supported which point(s). In 6th grade, new learning will include learners being able to trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Learners will be able to analyze information and use credible sources to write an argument stating a claim and supporting it with evidence.

Grade 6 Writing Focus Standard

6.W.2 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Use precise language and domain-specific vocabulary to support the argument.
- Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the argument presented.

Grade 6 Reading Focus Standard

6.RS.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

<p>WRITING FOCUS AND ACCOMPANYING STANDARDS <i>(Key: Bold = New learning for grade level)</i></p> <p>The FOCUS and accompanying standards are) identified to provide coherence in teaching and learning.</p>	<p>Learning Intentions</p>
<p>6.W.2: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● Introduce claim(s) and organize the reasons and evidence clearly. ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to clarify the relationships among claims and reasons. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from the argument presented. <p>6.W.7: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <ul style="list-style-type: none"> ● 6.RS.1: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● 6.RS.1: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● 6.GC.1. a-g: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ● L.6.2.A: Use punctuation to set off nonrestrictive/parenthetical elements. ● L.6.2.B: Spell correctly. ● 6.VD.3 Provide a concluding statement or section that follows from the information or explanation presented.: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>In this unit, learners will understand how to analyze and write arguments.</p>

<p>READING FOCUS AND ACCOMPANYING STANDARDS (Key: Bold = New learning for grade level)</p>	<p>Learning Intentions</p>
<p>6.RC.NF.6.c Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <ul style="list-style-type: none"> ● 6.RC.NF.6.c Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● 6.RC.NF.6. e Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. ● Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ● 6.RC.NF.e Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). ● 6.RC.NF.6 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range ● 6.ODC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. ● 6.ODC.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ● 6.ODC.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<p>In this unit, learners will understand how to analyze and evaluate an author’s claim, reasoning, and evidence in a text.</p>

UNIT LEARNING INTENTIONS

In this unit, learners will understand how to analyze and write arguments.
 In this unit, learners will understand how to analyze and evaluate an author's claim, reasoning, and evidence in a text.

UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS

SURFACE (I can understand ideas and/or use skills.)	DEEP (I can relate multiple ideas and/or skills.)	TRANSFER (I can apply ideas/and or skills in different contexts/disciplines.)
<ul style="list-style-type: none"> I can identify an author's claim and evidence. I can identify credible sources to research a topic. 	<ul style="list-style-type: none"> I can analyze an argument for claims, evidence, and reasoning. I can write arguments and use clear reasons and relevant evidence to support my claims. 	<ul style="list-style-type: none"> Given any prompt, I can write an argumentative essay appropriate to task, audience, and purpose.

LEARNING PROGRESSIONS (WEEKLY/DAILY READING, WRITING, TALKING)

SURFACE	DEEP	TRANSFER
<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> define vocabulary: claim, evidence, credible source. read a text and identify transition words. identify criteria that makes a source credible. recognize when relevant evidence is introduced. recognize when irrelevant evidence is introduced. 	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> analyze for parts of an argument (example: annotate a text or take an argumentative essay that has been deconstructed and organize it) explain which side has a stronger argument and why. participate in a class discussion (example: debate, Socratic circle). evaluate claims to determine which are supported by adequate evidence and which are not. explain how the author conveys their point of view and purpose in a text. 	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> given any prompt, produce a clear argument appropriate to task, purpose and audience. provide rationale for the argumentative techniques in their writing. produce writing which demonstrates competency

Dietrich School District #314
 ENGLISH LANGUAGE ARTS
 Unit 3: Argumentative A

Pacing: 8-10 Weeks

Grade: 6th Grade

<ul style="list-style-type: none"> ● label the structure of a paragraph, focusing on elements of an argument (claim/topic, reason, evidence, source, transitions). ● define author's point of view and purpose. ● identify how transition words connect and clarify relationships among ideas. ● recognize and define subjective, objective and possessive pronouns. ● recognize correct use of intensive pronouns (e.g., myself, ourselves, yourselves). ● define terms 	<ul style="list-style-type: none"> ● research relevant evidence using credible sources. <p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> ● write a claim and support it with clear reasons and relevant evidence. ● use transitions to clarify relationships among ideas. ● establish and maintain a formal style in presenting written arguments. ● write a conclusion that follows and supports the arguments presented. ● research relevant evidence using credible sources. ● revise their writing to ensure that they are using pronouns in their proper case (subjective, objective, possessive). ● revise their writing for correct use of intensive pronouns. ● analyze terms 	
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<p>REQUIRED SUMMATIVE ASSESSMENT (Administered 'On Demand')</p> <p>"On Demand" writing is defined as students being expected to draft, revise, and edit their own writing within a set period of time. Lessons and feedback will not be given during this time.</p>	
<p>Learning Intention</p>	<p>Given a debatable topic, students will analyze and evaluate the topic to produce a clear and coherent argument that is appropriate to task, audience, and purpose. This piece should be completed on-demand within three class periods or less without teacher or peer feedback.</p>
<p>Success Criteria</p>	<p>Focus on the following traits: ideas, organization, word choice, and conventions</p>

Revised January 2023

<p>Resource Options for Summative Assessment</p>	<p>On-Demand prompt on pages 268-270 (My Perspectives) On Demand Prompts (Opinion) Pg. 7 Argumentative On-Demand Writing Prompt ISIP ISAT</p>
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<p>KEY ACADEMIC VOCABULARY</p> <ul style="list-style-type: none"> argument, claim, support, sufficient, evidence, relevant, paraphrasing, plagiarism, coherent, opinion, trace, evaluate, reasons, subjective, objective, and possessive pronouns, intensive pronouns, justify, ambiguous antecedent, in-text citation, delineate

<p>CONTEXT: MATERIALS/RESOURCES</p>	<p>Novels/Other Reading Material <i>The Cay</i> <i>Timothy of the Cay</i> <i>Hatchet</i> <i>The River</i></p> <ul style="list-style-type: none"> My Perspectives: Unit 3 IXL ELA Online Learning Istation
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Unit Overview: The purpose of this unit is to help learners develop their argumentative writing skills by writing and presenting an argument with **relevant evidence, reasoning, and well-chosen details**. By the beginning of Unit 5, students should be proficient in making a claim and supporting it with clear reasoning and relevant evidence; using accurate, credible sources; demonstrating an understanding of an assigned topic or text. Learners will develop their speaking skills by **using appropriate eye contact, volume and clear pronunciation**.

Grade 6 Writing Focus Standard

6.W.2 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claims and organize the reasons and evidence clearly.
- Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claims and reasons.
- Use precise language and domain-specific vocabulary to support the argument.
- Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the argument presented.

6.ODC.3-4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

<p>WRITING FOCUS AND ACCOMPANYING STANDARDS <i>(Key: Bold = New learning for grade level)</i></p> <p>The FOCUS and accompanying standards are identified to provide coherence in teaching and learning.</p>	<p>Learning Intentions</p>
<p>6.W.2: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● Introduce claim(s) and organize the reasons and evidence clearly. ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from the argument presented. <p>6.W.5: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.7: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>6.RS.1-2: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6.W.1: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>6.GU.1: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● Use punctuation to set off nonrestrictive/parenthetical elements. ● Spell correctly. <p>6.VD.1: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>In this unit, learners will understand how to analyze and write arguments.</p>

READING FOCUS AND ACCOMPANYING STANDARDS (Key: Bold = <i>New learning for grade level</i>)	Learning Intentions
<p>6.ODC.3-4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> ● Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ● Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ● With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● 6.ODC.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ● a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● 6.DC.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 	<p>In this unit, learners will understand how to present argumentative writing with appropriate and adequate presentation skills.</p>

Learning Intentions

In this unit, learners will understand how to analyze and write arguments.

In this unit, learners will understand how to present argumentative writing with appropriate and adequate presentation skills.

UNIT SUCCESS CRITERIA ALIGNED TO UNIT LEARNING INTENTIONS

SURFACE (I can understand ideas and/or use skills.)	DEEP (I can relate multiple ideas and/or skills.)	TRANSFER (I can apply ideas/and or skills in different contexts/disciplines.)
<ul style="list-style-type: none"> I can identify an author's claim and evidence. I can find credible sources to research a topic. I can describe the importance of using appropriate eye contact, adequate volume, and clear pronunciation. 	<ul style="list-style-type: none"> I can analyze my argument for strong claims, evidence, and reasoning. I can write arguments and use clear reasons and relevant evidence to support my claims. I can organize relevant evidence, valid reasoning, and well-chosen details into a coherent presentation. 	<ul style="list-style-type: none"> Given any topic, I can construct a well-developed argument and present and defend a claim on a topic. <ul style="list-style-type: none"> Short writes ISAT brief writes Revisit and Edit Unit 3 PT Elements of the essay

LEARNING PROGRESSIONS (WEEKLY/DAILY READING, WRITING, TALKING)

SURFACE	DEEP	TRANSFER
<p><i>Learners will:</i></p> <ul style="list-style-type: none"> recall vocabulary: claim, evidence. summarize criteria that makes a source credible. locate when relevant evidence is introduced. locate when irrelevant 	<p><i>Learners will read various texts and:</i></p> <ul style="list-style-type: none"> analyze parts of a presentation (example: annotate a text; view presentations and deconstruct the styles of each presenter). assess how a presenter uses evidence to appeal to and persuade an audience. participate in a class discussion (example: debate, Socratic circle) learners will research relevant evidence using credible sources. 	<p><i>Learners will:</i></p> <ul style="list-style-type: none"> given any prompt, produce and present a clear argument appropriate to task, purpose and audience. create a presentation with a clear claim and relevant evidence to support the

**Dietrich School District 3314
ENGLISH LANGUAGE ARTS
Unit 5: Argumentative B**

Grade: 6th Grade

Pacing: 4 Weeks

<p>evidence is introduced.</p> <ul style="list-style-type: none"> ● identify quality elements of exemplar presentations. ● Define terms 	<p><i>In their own writing, learners will:</i></p> <ul style="list-style-type: none"> ● research relevant evidence using credible sources. ● write a claim and support it with reasons and relevant evidence. ● use transitions to connect and clarify relationships among ideas. ● use words, phrases, and clauses to show clearly how claims, reasons, and evidence fit together. ● establish and maintain a formal style in presenting arguments. ● write a reflection that verifies and supports the arguments presented. ● Analyze terms 	<p>claim. Initiate a question/answer session, and reflect on overall presentation.</p> <ul style="list-style-type: none"> ● synthesize information presented in different media or formats as well as in words to understand and explain a topic or issue in a presentation. ● Produce writing which demonstrates competency
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REQUIRED SUMMATIVE ASSESSMENT (Process)		
Learning Intention	Given any debatable topic, students will analyze and evaluate the topic to produce and present a clear and coherent argument that is appropriate to task, audience, and purpose, to be followed by a question/answer session and a written reflection.	
Success Criteria	Focus on the following traits: ideas, organization, voice, and conventions Presentation Rubric	
Resource Options for Summative Assessment	Writing Prompts Argumentative Writing Prompt ISIP ISAT	

KEY ACADEMIC VOCABULARY

argument, claim, pertinent descriptions, accentuate, integrate, trace, evaluate, eye-contact, adequate volume, parenthetical elements, dashes, commas, parentheses, distinguishing, analyze, credible sources, sufficient evidence, research, revision, reflection

CONTEXT: MATERIALS/RESOURCES

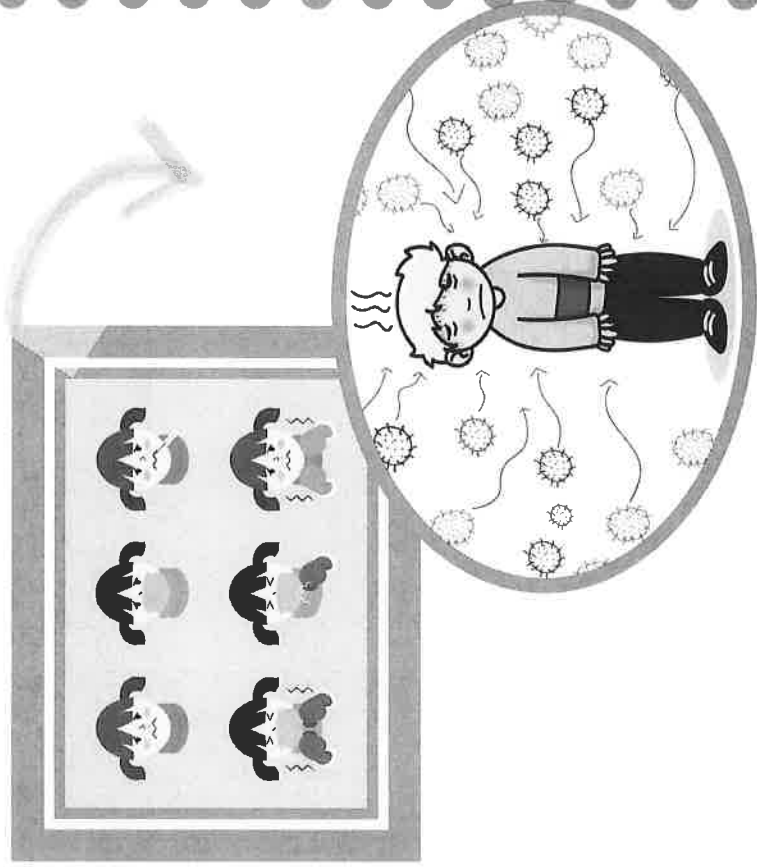
- My Perspectives: Unit 5
- IXL Ela Online Learning
- Istation

School Closure

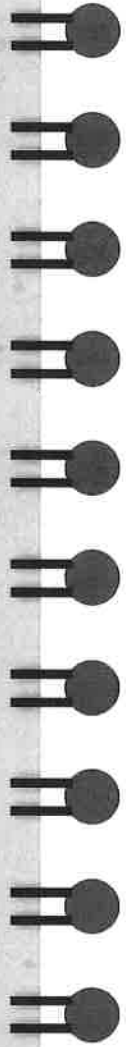


What are
the
teachers
doing?

**The sun was not out
They were too sick to stay**



**We stayed at the school
On the gross, sickly day**



The students are gone

But we must stay

Free time for us?

No, no, no, no, way



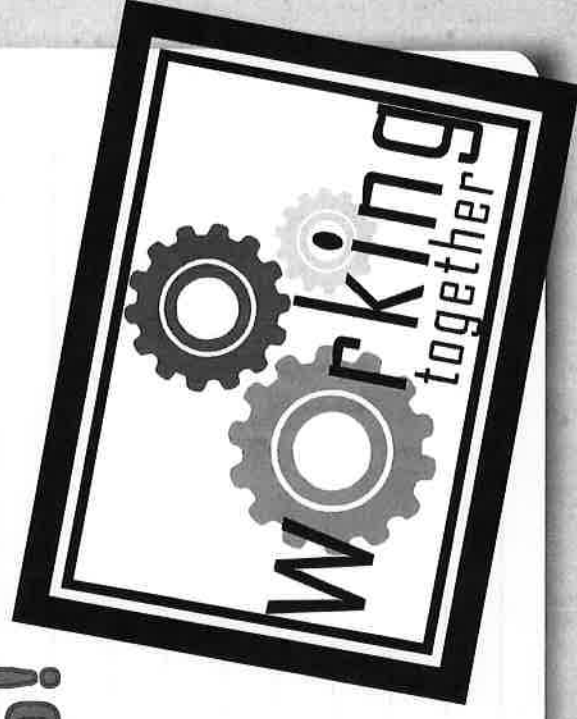
The Plan!

**We had work to do
And this was a chance
To work on a plan
That helps kids advance**



**We went straight to work
With the help of a map
And developed curriculum
It was done in a snap!**

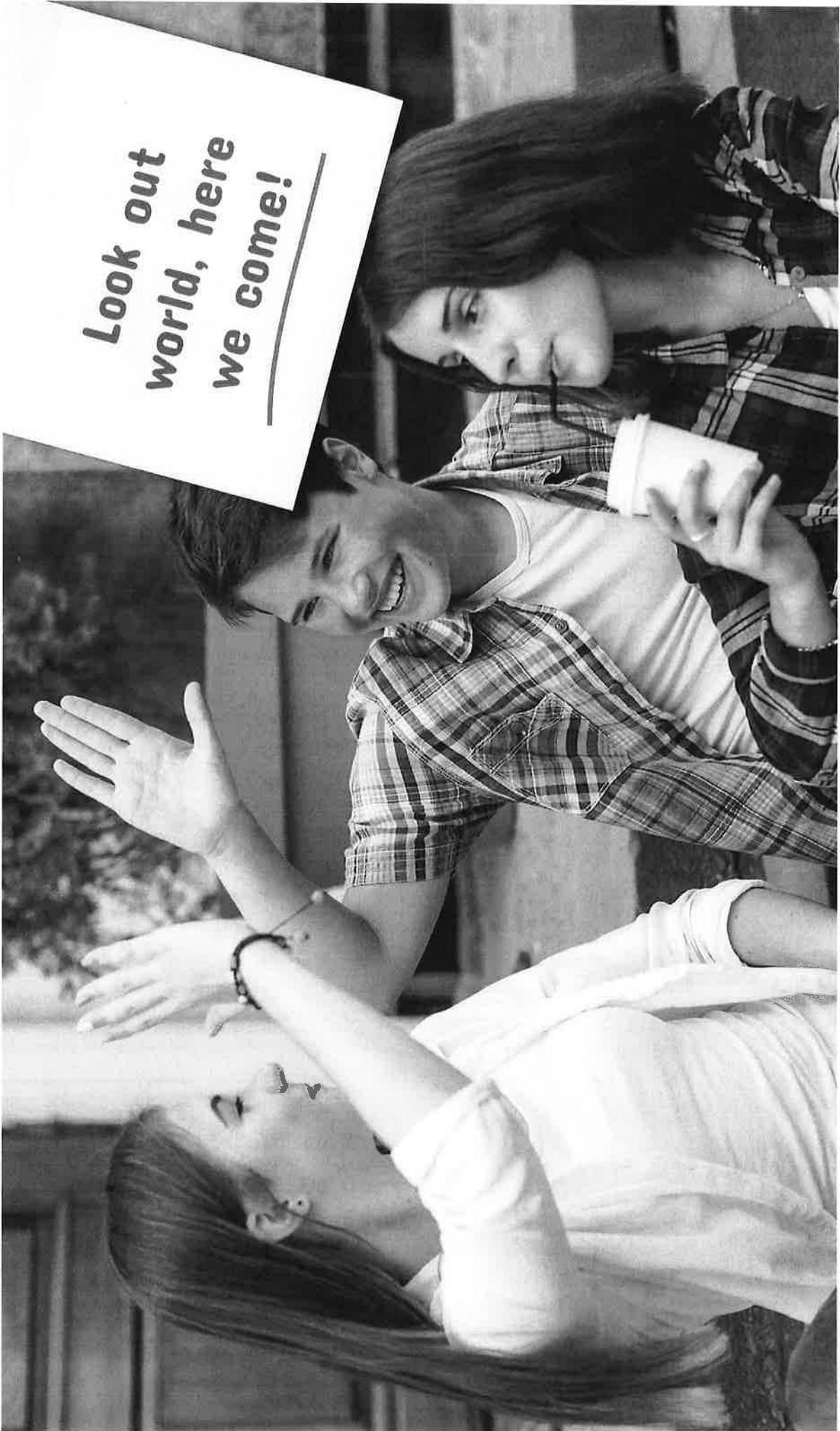
-Someone Famous



**We are all in this
together !**



Look out
world, here
we come!



Secondary Recommendation for extending the passing period

The secondary staff feel that there is adequate time for students to get from class to class between periods. We do not have a big problem with tardies. Occasionally a teacher may let students out a little late, but the next teacher will not mark students tardy if they have a legitimate reason. The staff extends professional curiosity to other staff in this regard. We do feel that if extending the passing period is something the board wishes to do, we ask that that time be taken from advisory.

Mr. McHan

Superintendent Report

Dietrich Schools

Perseverance, Integrity, and Respect

Observations

February 2023

Upcoming Dates

February

7-8 Superintendent State meetings

10- Teacher Inservice

15- Region Superintendent Meeting

20-21 Day on the Hill

March

March 1 Instructional Rounds

March 6-8 Blue Jeans Workshop

March 9 3rd Qtr Ends

March 10 Teacher Work Day

March 13 Board Meeting

- ❖ I have spent the last couple weeks working on observations. At our last inservice Teachers had to sign up with a date and time for their last scheduled observation. I am about half way down with observations. I will have them all complete by the 2nd week in March. I will then start working on Summative evaluations for teachers. I hope to have all of those complete by the April board meeting. I will continue to spend time in each classroom once 2nd observations are done through the end of school.

Superintendent Network

- ❖ I attended the Superintendent's network the beginning of February. The first day consisted of meeting with the governor as well as the new state Superintendent. The governor has made it very clear that he will not support a bill for enrollment. We will proceed in planning the budget going on Attendance for next year.
- ❖ The second day there was a lot of training with the Morzanno institute. The focus was specifically on Servant leadership. I really learned a lot of things and small little changes that I will be making over the next few months to be more of a servant leader within the building. My favorite quote from the day was "relationships develop at the speed of trust" At the end of the day we actually got the opportunity to participate in a zoom call and meet with Bob Morzanno this was a great experience and I learned a lot from just listening to him. I have purchased two of his books that I will be reading over the next couple of months to help me be a better leader.

Mission: We exist to Educate, Empower, and Prepare students for a productive life.

Vision: Maintain a culture where Respect, Integrity, and Perseverance are cultivated. Operate a safe and welcoming school. Where each student is challenged to achieve excellence in Preparation for College, Career and a Productive Life.

BUS & MAINTENANCE REPORTING

February 2023

TRANSPORTATION

60-Day Inspections are Complete

CUSTODIAL

MAINTENANCE

Installing AC system for gym

GROUNDS

Waiting on quotes for concrete & outdoor projects

Delta Fire Sprinkler Quote, The quote is very veg on details with this repair, we may have additional repairs such as ceiling tarout, replacement of insulation, sheet rock, ceiling tiles and labor.

Dean of Students Report

Discipline: Discipline issues are at a minimum since the last report.

Grade Reports: Grades were pulled on February 1st. This is the first wave of ineligibility for this semester. There are a handful of students now ineligible for extracurriculars.

Attendance/Tardy Policy: Since the last report, an attendance report has been pulled and a small number of students have attended detention because of an accumulation of tardies.

Testing: Spring WIDA testing will begin the first full week of February and will take place throughout the month. I will be working on a Spring ISAT schedule in February. Sophomores and Juniors will be taking the ASVAB in March. All juniors will be taking the SAT in April.

We have received results from the PSAT that was given in the fall. We had a few 11th graders choose to take the test as a practice round for the SAT. All of our 10th-grade students took the PSAT. I am slightly disappointed in our performance on the PSAT. Our students had an average score of 833, where the “normal” average is about 920. The highest possible score is 1520.

The students scored slightly higher in Math than ERW (Math average was 439, ERW average was 394). The bulleted list below shows the percentage of students who met the benchmarks for the scoring categories.

Met ERW Benchmark: 28%

Met Math Benchmark: 33%

Meth Both Benchmarks: 22%

Athletic Report

Junior high basketball is over. Both teams participated in their tournament and had successful seasons.

High school basketball is nearing its conclusion. Our JV girls had an impressive season and finished second in their tournament. Our varsity girls are currently in their district tournament and have a great chance at making it to the state tournament. Our JV and varsity boys teams both have a few games left before they get to their district tournament.



Corporate Office:
 504 North Phillippi 83706
 Boise, Idaho 83705
 Idaho Contractor #RCE-1964
 Phone (208) 377-9755
 Toll Free (800) 660-9755
 FAX (208) 378-8075

Oregon Office:
 4107 SE International Way, Ste. 703
 Milwaukie, Oregon 97222
 Oregon CBC# 0106370
 Phone (503) 650-8482
 Toll Free (800) 660-9755
 FAX (503) 722-0185

Proposal Submitted to:	Work to Be Performed at:
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Dietrich School District #314

Dietrich Schools
 406 N Park St.
 Dietrich, ID. 83324
 Date: 1/30/2023

Attn: Ryan Dilworth

We propose to furnish and install Automated Logic Corporation ATC Software & hardware for the Dietrich School District #314 (Central Plant WebCTRL & Router Upgrade) as specified. Project to be furnished as follows:

Control Modules & Terminations for:

- 1 - WebCTRL Software (WC-S)
- 1 - Outdoor Air Conditions
- 1 - BACnet Router (G5CE)

Peripheral Hardware and Labor Included in Proposal:

- Provide and install Automated Logic WebCTRL v8.0 software supporting 200 points.
- Provide and install BACnet Router w/enclosure and 24v transformer.
- Provide and setup Dietrich SD #314 outside access to existing central plant DDC system.
- Provide all ALC programming, graphics, and download/commissioning.
- Re-commission existing central plant to ensure system is functioning properly.
- Map all new points to Dietrich SD #314 Automated Logic front-end server. (Server provided and installed by district)
- Provide updated As-Built/O&M control drawings.
- Provide customer training and a 1-year warranty following substantial completion.
- Provide and install Operator Workstation/Server with keyboard and mouse. **(Line Item)**

Following Items Are Specifically Excluded from this Proposal:

1. Provide or install fire/smoke/control dampers or detectors.
2. Repair or replacement of non-operational equipment or devices, unless listed above.
3. Provide or install dampers/louvers or VFD's.
4. Installation of any equipment manufacture's field mounted controls or devices unless listed above.
5. Installation/removal of any valves, thermal wells, wet flow switches, or pressure transducers.
6. Provide or install high voltage conduit or wiring.
7. IP and ethernet drops provided by others. (IT support may be required)

Control Price:	\$17,575.00
(Seventeen Thousand Five Hundred Seventy-Five Dollars and no cents)	

Operator Workstation / Server (LINE ITEM) Price:	\$2,442.00
(Two Thousand Four Hundred Forty-Two Dollars and no cents)	

Terms and Conditions of This Proposal:
<p>This Proposal does not constitute a commitment to execute a contract, except under the following Terms and Conditions.</p> <ul style="list-style-type: none"> • Proposal is subject to approval by Clima-Tech Corporation of the credit worthiness of the Owner or Contractor with whom a contract is to be executed. • Contract shall be consistent with all supplementary general conditions as described in the specifications. • Contract for Work to be performed by Clima-Tech Corporation shall be on AIA form A401-1997, "Standard Form of Agreement between Contractor and Subcontractor". If alternate contract documents are required by the Contractor, Clima-Tech may require a surcharge up to 15% to compensate for additional actual costs or risk. • Proposal is good for 90-days from proposed date.



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Brookings, South Dakota 57006-5128
T 800-325-8766 605-692-0200 F 605-697-4700

Thank you for choosing Daktronics.

The following items are required to process your order:

- Please verify that this equipment fulfills your project needs**
- Signed Quote with Purchase Order number**
- Validate and complete Project Site Information page, return with order**
Help ensure Daktronics shipping, invoicing, and service locations are accurate.
- Payment & Invoicing** – Please provide Purchase Order number.

You may submit your order to your sales team via the following methods.

Email: Attention: Chase Schweitzer – Chase.Schweitzer@daktronics.com Gary Delaney – Gary.Delaney@daktronics.com	Mail: Daktronics, Inc Attn: Gary Delaney PO Box 5128 Brookings, SD 57006
---	---

After your order has been placed:

- Freight Unloading Guidelines – Shipping to site via LTL (enclosed trailer).

DAKTRONICS QUOTE # 815613-1-0

Dietrich School District #314
 Accounts Payable
 06 N Park St
 Dietrich, ID USA 83324
 Phone: 208-544-2158
 Fax:
 Email:

10/Jan/2023
 Quote valid for: 60 days
 Terms: Net 30 days from shipment with
 Purchase Order
 Subject to Credit Review
 FCA: DESTINATION
 Delivery: Call for production time

Reference: Dietrich High School

Item No.	Model	Description	Qty	Price
1	BB-2114-R-PV	Tuff Sport® PanaView® Shot Timer; 2 Displays; Scoreboard Color: Semi-Gloss Black; Daktronics does not supply mounting brackets - contact backstop manufacturer. Cabinet Dimensions: 1' 7" H X 1' 10" W X 0' 6" D (Approx. Dimensions) Digit Type: PANAVIEW Digit Color: RED Max Power: 40 watts/display Weight: Unpackaged 15 lbs per display; Packaged 32 lbs per display	1	\$3,845.00
	Radio Receiver	Frequency of 2.4 GHz	2	
2	FREIGHT	Shipping via UPS Ground	1	\$125.00
	Services			
	G5C5-W	Five Year Warranty - Parts Coverage - G5G5	1	
Total Price Excluding Applicable Tax:				\$3,970.00

Please reference listed sales literature: DD1628383 for G5C5-W, DD2481873 for BB-2114-R-PV, SL-04370 for Radio Receiver



Leasing Program

If your purchase exceeds \$25,000, you may qualify for our leasing program allowing you more flexibility to spread out the cost of your Daktronics display over a period up to five (5) years. Benefits of our leasing program include fixed rate financing, non-appropriation clause, no prepayment penalty, and customizable payment schedules. Plus, at the end of the lease, the equipment is yours to keep with no additional balloon payments.

Sample payment options as follows:

\$50,000 in total equipment cost = \$11,285 per year

\$100,000 in total equipment cost = \$22,568 per year

\$250,000 in total equipment cost = \$56,420 per year

Payments based on 5 year/annual payment in advance structure. **Leasing is subject to credit approval and agreed upon documentation with Daktronics lending partner. Contact your Daktronics representative for additional options and details.

Exclusions:

- | | |
|--|------------------------------------|
| - Electrical Installation | - Physical/Mechanical Installation |
| - Structure | - Foundation |
| - Power | - Hoist |
| - Technical Support/Installation Support | - Engineering Certification |
| - Signal Conduit | - Labor to Pull Signal Cable |
| - Applicable Permits | - Taxes |
| - Electrical Switch Gear or Distribution Equipment | - Front End Equipment |

Unless expressly stated otherwise in this Quote # 815613-1 Rev 0 or the attachments, if Daktronics performs installation of the Equipment, the price quoted does not include the following services pertaining to physical installations: digging of footings (including dirt removal), any materials fabrication, installation of steel cages, rebar, or bolt attachments, or pouring and finishing of concrete footings. Those service may be provided for an additional cost beyond the quoted price. Purchaser shall be fully responsible for any and all additional costs plus overhead in the event anything unexpected of any nature whatsoever is found while digging the footings including but are not limited to rock, water, utility lines, pipes or any other unforeseen circumstance. The Purchaser acknowledges and agrees that it is fully responsible for all site conditions.

Prices and charges are subject to change by Daktronics at any time before the final agreement between the parties is effective. Ship Date will be determined after customer purchase order is received or agreement is signed or otherwise effective, shop drawings are approved (if required) and down payment is received (if required).

Installation Responsibilities:

If applicable please reference Attachment A for Installation Responsibilities.

Ad/ID Copy Approval Process

Customer shall provide digital artwork for advertising and identification panels, conforming to Daktronics' graphic file standards, at the time of order. Daktronics will create a proof of provided artwork and require approval of that proof three weeks prior to the initial anticipated ship date. Advertising and identification panels not approved in time, will be shipped without copy in Daktronics' standard finish.

Chase Schweitzer
PHONE: 605-651-2492
FAX:
EMAIL: Chase.Schweitzer@daktronics.com

Gary Delaney
PHONE: 605-692-0200
FAX: 605-692-0381
EMAIL: Gary.Delaney@daktronics.com

Terms And Conditions:

- The Terms and Conditions which apply to this order available on request.
- SL-02374 Standard Warranty and Limitation of Seller's Liability (www.daktronics.com/terms_conditions/SL-02374.pdf)
- SL-02375 Standard Terms and Conditions of Sale (www.daktronics.com/terms_conditions/SL-02375.pdf)
- SL-07862 Software License Agreement (www.daktronics.com/terms_conditions/SL-07862.pdf)

Acceptance:

The parties acknowledge and agree that the agreement (the "Agreement") is comprised of the terms and conditions contained within this quote and any attachments thereto, along with the documents at the website addresses above. Purchaser hereby agrees to purchase the equipment as defined in the Agreement. Purchaser acknowledges having had the opportunity and means to review the Agreement. The Agreement represents the entire agreement of the parties and supersede any previous understanding or agreement. The Undersigned has actual authority to execute this document and Daktronics is relying on such authority. Purchaser acknowledges and agrees to the above, as evidenced by its attestation below.

Customer Signature

Date

Print Name

Title



This document is for order processing purposes only and is not intended to be part of the Agreement

Daktronics Quote # _____

Purchase Order Information:

PO# _____

PO Date _____

Purchaser (Bill To) hereby confirms that the equipment is to be delivered to (Ship To) and may be installed by Purchases or Daktronics, as indicated elsewhere herein, at the address (Installation Location) indicated below unless otherwise specified.

SHIP TO: (delivery location) Company: _____ Contact: _____ Street Address: _____ City: _____ State: <u>Idaho</u> Zip: _____ Telephone: _____ Email: (for shipping notification) _____ Additional Email: (for shipping notification) <u>brodya@dietrichschools.org</u>	INSTALLATION LOCATION: (end user) ID# _____ Company: <u>Dietrich High School</u> Contact: <u>Brody Astle</u> Street Address: <u>406 N Park St</u> City: <u>Dietrich</u> State: <u>Idaho</u> Zip: <u>83324-5069</u> Telephone: <u>(208) 544-2158</u> Email: (for order acknowledgement) <u>brodya@dietrichschools.org</u> Training Contact & Email: (if applicable) <u>na</u>
--	---

BILL TO: (receive and pay invoices) ID# _____ Company: <u>DIETRICH SCHOOL DISTRICT #314</u> Contact: <u>ACCOUNTS PAYABLE</u> Street Address: <u>406 N PARK ST</u> City: <u>DIETRICH</u> State: <u>Idaho</u> Zip: <u>83324-5069</u> Telephone: <u>208-544-2158</u> Email: _____
--

LOGO & AD COPY APPROVAL (if applicable) Name: <u>na</u> Email: <u>na</u>
--

****Logos, Graphics, or Sponsor Advertisements****

Vector files must be submitted with your order documents, not to exceed 1 week of order placement. If artwork is no received, the panels will be painted the same as your scoreboard or display and shipped blank.





Site: Deitrich School
406 North Park Street
Deitrich, Idaho 83324

Friday, December 30, 2022

Attn: Ryan
ryand@sd314.k12.id.us

Re: Repair Leaking Pipe in Attic
Fire Suppression Systems

Dear Ryan,

I am pleased to offer you the following proposal for the replacement of the dry fire sprinkler system piping that is in the Attic space at your facility. This proposal is for replacing the black pipe with galvanized pipe.

Proposal Price ----- **\$68,487.00**

Items Included:

- 'b Work on repair of pipe listed above.
- 'b Includes field labor to do the work.
- 'b Work to be completed during a normal eight-hour business day (between 7:00 am & 5:00 pm).
- 'b Local sales tax on material has been included.

Items Excluded:

- 'b Any permit, inspection or peer review fees that may be required by local authorities **have not been included** in this quote. At your option, Delta will obtain drawing approvals, peer reviews and inspections, but any costs associated with this will be billed as a change to the contract.
- 'b Overtime or shift work has not been included in this quote.
- 'b Any repairs needed other than that section of pipe.

Terms and Conditions:

- 'b Delta Fire Systems' price will remain in effect for thirty (30) days, after which it may be subject to review and adjustment. In the event of significant delay or price increase of material occurring during the performance of the contract through no fault of the subcontractor; the contract sum, time of performance, or contract requirements shall be equitably adjusted by a change order in accordance with the procedures of the contract documents. A change in price of an item of material shall be considered significant when the price of an item increases 5 percent between the date of this proposal and the date of installation.
- 'b This proposal is conditioned upon the use of the ConsensusDOCS 750 Subcontract form, AIA a401 or other contract form acceptable to **Delta Fire Systems, Inc.**
- 'b Items Included, Items Excluded, and the Terms and Conditions of this proposal are an integral part of our price and shall be incorporated into our contract.

*) Terms of payment are net 30 days on 100% of monthly progress billings, with final completion payment within 30 days of contract completion.

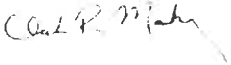
Due to the existing pandemic involving COVID-19 and the constantly evolving situation, which includes shut downs of definite and indefinite durations by the federal, state, and local governments, quarantines, business shut downs, transportation interruptions, disruptions in the supply chain of certain materials, supplies, or equipment, disruptions to public services, temporary suspensions of work on site, or the unavailability or reduced availability of manpower, the parties agree that if Subcontractor (WSFP) is hindered, prevented or delayed at any time in the commencement or progress of the work for a cause arising from or related to COVID-19, including but not limited to any of the examples above, Subcontractor shall be entitled to an extension of the Contract time. Furthermore, Subcontractor shall be entitled to additional compensation for increased costs associated with the high demand for specified materials, for increased costs associated with any proposed substitute approved by Contractor or Owner, or any other similar cost increase outside the control of Subcontractor."

Current supply chain disruptions have created an environment where our vendors cannot guarantee pricing or availability of products for any amount of time. We have prepared this quotation based on current material prices and is only good for the date of the quotation. We cannot execute a contract to do this work without a material price and availability analysis at the time of award.

Any contractual agreement related to this quoted work must include language that relieves Security Fire Protection from any costs or liquidated damages that may result from unavailability of products. This includes inflated material costs due to material shortages.

I appreciate the opportunity to quote work with you. If you have any questions or concerns regarding this proposal, please feel free to contact me at the number listed above.

Sincerely,



clark.mackay@deltafiresystems.us
Office #208-736-0011
Cell. #208-421-0330

Quote is valid for 30 Days

Approved By _____ Date _____
Owner/Representative

250 - ESSER III Discretionary			\$ 317,224.00		
Date	Vendor	PO	Amount	Reimbursed	Remaining \$
10/18/21	Salaries/Benefits		\$ 1,070.55	yes	\$ 316,153.45
11/15/21	Salaries/Benefits		\$ 6,465.54	yes	\$ 309,687.91
12/13/21	Salaries/Benefits		\$ 13,116.35	yes	\$ 296,571.56
12/13/21	School in Sites		\$ 3,770.00	yes	\$ 292,801.56
12/15/21	Salaries/Benefits		\$ 960.13	yes	\$ 291,841.43
01/17/22	Salaries/Benefits		\$ 6,822.86	yes	\$ 285,018.57
01/17/22	Home Depot		\$ 99.00	yes	\$ 284,919.57
02/14/22	Salaries/Benefits		\$ 5,638.23	yes	\$ 279,281.34
02/14/22	DL Evans Visa / Hurd (Watts)		\$ 17.40	yes	\$ 279,263.94
03/15/22	Salaries/Benefits		\$ 7,835.79	yes	\$ 271,428.15
04/12/22	Salaries/Benefits		\$ 7,910.56	yes	\$ 263,517.59
04/12/22	Costco		\$ 95.88	yes	\$ 263,421.71
05/17/22	Salaries/Benefits		\$ 17,306.18	yes	\$ 246,115.53
06/13/22	Salaries/Benefits		\$ 6,432.98	yes	\$ 239,682.55
06/13/22	DL Evans Visa / Hurd (Costco)		\$ 1,279.60	yes	\$ 238,402.95
06/13/22	DL Evans Visa / Dilworth (Costco)		\$ 63.98	yes	\$ 238,338.97
07/14/22	Salaries/Benefits		\$ 5,199.11	yes	\$ 233,139.86
08/16/22	Salaries/Benefits		\$ 5,199.10	yes	\$ 227,940.76
08/16/22	Savvas Learning Company LLC		\$ 87.48	yes	\$ 227,853.28
09/13/22	Salaries/Benefits		\$ 5,808.88	yes	\$ 222,044.40
10/27/22	Salaries/Benefits		\$ 7,386.19	yes	\$ 214,658.21
10/27/22	Savvas Learning Company LLC		\$ 3,054.54	yes	\$ 211,603.67
11/17/22	Salaries/Benefits		\$ 7,188.18	yes	\$ 204,415.49
12/20/22	Salaries/Benefits		\$ 7,197.23	pending	\$ 197,218.26
01/20/23	Salaries/Benefits		\$7,200.00		\$ 190,018.26
02/20/23	Salaries/Benefits		\$7,200.00		\$ 182,818.26
03/20/23	Salaries/Benefits		\$7,200.00		\$ 175,618.26
04/20/23	Salaries/Benefits		\$7,200.00		\$ 168,418.26
05/20/23	Salaries/Benefits		\$7,200.00		\$ 161,218.26
06/20/23	Salaries/Benefits		\$7,200.00		\$ 154,018.26
Jan to May	Salary/Benefits for SLP Para		\$ 3,500.00		\$ 150,518.26

* All Pascual, Michelle- Admin portion and 2/3 of Trevor salary

Dietrich School District No. 314

3411

Students

High School and J/H Dances

The following guidelines are to be observed when planning and attending a school sponsored dance:

1. Activity form completed and submitted for approval by Student Council and Secondary Principal or Dean of Students
2. Regular school rules and discipline policies apply, Dress Appropriately.
 - a. Staff members may determine if a student should be dress coded.
3. If you leave the dance for any reason, unless accompanied by a chaperone, you will not be readmitted.
4. High School Dances are not to be attended by anyone below 9th grade. For traditional dances, i.e., Jr./Sr. Prom, non-students may attend if they are hosted by a DHS, 9-12 student.
 - a. No attendee can be over the age of 20
5. Jr. High Dances are to be attended only by students 7-8. No non-students may attend a Jr. High Dance.
 - a. Only one Jr. High dance per quarter.
 - b. Student Council sponsored dances will be attended by Student Council members to help manage the dance.
 - i. Student Council Members will not be participating in the dance
 - c. All policies, including the dress code, apply.
6. A Dietrich student may invite/host a maximum of two students from other schools. At the door, the guests will produce an activity card or drivers license as a means of identification and then sign the register book, along with the host student. For any out of district student who attends. The host student must complete an out of district form and have that approved the Thursday prior to the dance. The host student is responsible for the conduct of his/her guests. If problems arise from the conduct of the guests, the host student may lose his/her privileges for the remainder of the school year.
7. The chaperones and/or administrator will call the sheriff's office if tobacco, drugs and/or alcohol usage is suspected.
8. The time for all High School dances (except after ball games) is 8:30 PM – 11:30 PM.
9. The time for all Jr. High dances is 6:30- 9:30 PM.
10. No dance will go past midnight.
11. All dances must have four (4) chaperones over the age of twenty-one year's (21) with one being a teacher.
12. The school group sponsoring the dance will be responsible for the clean-up and proper care of the building.
13. All required steps for the dance, i.e., administrative approval, building arrangements, chaperones, money box, etc., must be completed by 4:00 PM on the Friday Thursday prior to the dance or the dance will be canceled.
14. Chaperones will pick up and return the money box to the office.



2023-2024 Dietrich School District Calendar



July 2023

M	Tu	W	Th	F	Sa
					1
		4	5	6	7
10	11	12	13	14	15
16	17	18	19	20	21
23	24	25	26	27	28
30	31				

July

4	Independence day
---	------------------

August 2023

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

8	New Student Registration
14-16	Teacher In-Service
17	All Staff In-Service
17	Open House 1-4
21	First Day of School

September 2023

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September

15	Teacher Inservice
----	-------------------

October 2023

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
30	31					

October

20	Teacher Work Day
25	Parent Teacher Conference

November 2023

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November

5	Daylight Savings
10	Teacher Inservice
11	Veterans Day

December 2023

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December

20	Teacher Work Day
----	------------------

January 2024

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January

1	New Year's Day No School
2	2nd Semester Begins
19	All Staff In-Service Days

February 2024

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

February

9	Teacher In-Service
---	--------------------

March 2024

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March

8	Teacher Work Day
10	Daylight Saving
14	Parent Teacher Conference

April 2024

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April

5	Teacher In-Service
---	--------------------

May 2024

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May

20	DHS Graduation
22	Last Day of School
23	Teacher Work Day
27	Memorial Day

June 2024

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June

145 =	Total Student days
158 =	Teacher Days

J. Wanless Southwick

375 South 12th West • Rexburg, Idaho 83440 • Phone 208-569-6095 • jwanless@gmail.com



January 14, 2023

Starr Olsen, School Board Chairman
Dietrich School District
406 North Park Street
Dietrich, ID 83324

Dear School Board Chairman,

I'd like the school board's permission to scan and post a copy of the 1998 Dietrich history book in our new family history archive. (Attached is the book's front page.)

I was one of the authors of *A History of Dietrich, Idaho*. The book has been out of print, and I want to make it available online for its historical value. The online book will be available to everyone. People will be able to download copies of the scanned PDF book for their own use.

The new archive is called "Southwick Circle Archive" and can be reached via southwickcircle.com. The book will be stored in the PLACES folder, in a sub-folder called Dietrich.

Would you please grant me permission to scan and post the book online?

Best Wishes,

A handwritten signature in cursive script that reads 'Wanless'.

Wanless Southwick

A History of Dietrich, Idaho

by
Jessie LaGrange Gard,
J. Wanless Southwick,
Deberts Towne, Ralph Towne,
Harold H. Chambers and
Brian Hinther

Assisted by a succession of advanced computer students from Dietrich High School,
using historical information, stories and photographs contributed by many current and former
residents of the community of Dietrich, Idaho.

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James B. Harshfield, Ed.D., Superintendent
406 North Park
Dietrich, Idaho 83324
(208) 544-2158
www.sd314.k12.id.us

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Dietrich School District No. 314

4105F

COMMUNITY RELATIONS

REQUEST TO ADDRESS THE BOARD

NOTICE

DUE TO THEIR SENSITIVE NATURE, COMMENTS OR COMPLAINTS ABOUT PERSONNEL OR INDIVIDUAL STUDENTS WILL ONLY BE HEARD IN EXECUTIVE SESSION. ADDITIONALLY, OTHER TOPICS YOU WISH TO ADDRESS MAY ONLY BE APPROPRIATE FOR EXECUTIVE SESSION. IN SUCH INSTANCES, THE BOARD WILL DETERMINE IF YOUR COMMENTS ARE APPROPRIATE FOR OPEN OR EXECUTIVE SESSION AND WILL NOTIFY YOU ACCORDINGLY.

A PERSON WHO DISRUPTS THE EDUCATIONAL PROCESS OR WHOSE PRESENCE IS DETRIMENTAL TO THE MORALS, HEALTH, SAFETY, ACADEMIC LEARNING, OR DISCIPLINE OF THE PUPILS OR WHO LOITERS IN SCHOOLS OR ON SCHOOL GROUNDS, IS GUILTY OF A MISDEMEANOR.

Any complaint about the District, including instruction, discipline, District personnel policy, procedure or curriculum, should be referred through proper administrative channels before it is presented to the board. All complaints should be resolved through proper channels in the following order:

1. Teacher or Staff
2. Principal or Supervisor
3. Director or Administrator
4. Superintendent
5. Board of Trustees

If these channels have been exhausted, this form should be filled out and delivered to the Board Clerk or the Superintendent the Thursday prior to the regular board meeting. The Board Chair and Superintendent review the request and based on the topic will make one of three recommendations: 1. Appearance before the board at the next regular meeting, 2. Appearance before the board in executive session, or 3. Referral to the appropriate administrator. The individual making the request will be informed of the next steps and/or when to appear.

The Board of Trustees follows a written agenda, a copy of which is available to assist you in participating in the meeting.

If you have indicated on this form your desire to speak, at the appropriate time, the Chair will announce your name.

You will have the floor a maximum of **three (3)** minutes.

The Board of Trustees encourages input from the public. If you want the Board to receive more information than time permits, please reduce your concerns to written form and send them to the Board Clerk. Written Comments must include name, address, and telephone number.

All individuals appearing before the Board are expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board Chair.
2. Identify oneself and be brief. Comments shall be limited to minutes. In unusual circumstances, and when an individual has made a request in advance to speak for a longer period of time, the individual may be allowed to speak for more than minutes.
3. The Board Chair may shorten or lengthen an individual's opportunity to speak. The Chair may also deny an individual the opportunity if the individual has previously addressed the Board on the same subject within the past two months.
4. The Board Chair shall have the authority to determine procedural matters regarding public participation not otherwise defined in Board policy.
5. Patrons and community members who are unable to attend meetings in-person, are encouraged to submit public comment in writing. The Board Clerk will provide written comments to the Board during the period of public comment.

Request to Address the Board

Date: _____

Name: _____ (Please Print)

Subject Matter Desiring to Address:

Check if any of the below identified subject matters are matters you wish to address in your presentation to the Board:

- The hiring of a public school employee.
- The qualifications of any individual employed/prospective employee.
- The evaluation or performance of any individual employed by the District.
- A complaint or concern about any individual employed by the District.
- A complaint or concern about any student enrolled at the District.

****Please deliver a completed copy of this form to the Board's Clerk prior to the commencement of the Board Meeting.**

Policy History:

Adopted on: 11/17/2022

Revised on:

Dietrich School District No. 314

4105

COMMUNITY RELATIONS

Public Participation in Board Meeting

All regular and special meetings of the Board shall be open to the public, but any person who disturbs good order may be required to leave. The Board of Trustees encourages all citizens of the District to express their ideas and concerns. During a time of Health Emergency, the Board may offer the ability to attend their meeting remotely, including the ability to submit patron input electronically ahead of time. Such electronically provided input shall be provided to the trustees. The comments of the community will be given careful consideration. In the evaluation of such comments, the first priority will be District students and their educational program.

NOTICE

DUE TO THEIR SENSITIVE NATURE, COMMENTS OR COMPLAINTS ABOUT PERSONNEL OR INDIVIDUAL STUDENTS WILL ONLY BE HEARD IN EXECUTIVE SESSION. ADDITIONALLY, OTHER TOPICS YOU WISH TO ADDRESS MAY ONLY BE APPROPRIATE FOR EXECUTIVE SESSION. IN SUCH INSTANCES, THE BOARD WILL DETERMINE IF YOUR COMMENTS ARE APPROPRIATE FOR OPEN OR EXECUTIVE SESSION AND WILL NOTIFY YOU ACCORDINGLY.

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Any complaint about the District; including instruction, discipline, District personnel policy, procedure, or curriculum; should be referred through proper administrative channels before it is presented to the Board for consideration and action. All complaints should be resolved through proper channels in the following order:

1. Teacher or staff;
2. Principal or supervisor;
3. Director or administrator;
4. Superintendent; then
5. Board of Trustees.

PUBLIC INPUT (The board values patron input. To speak at a school board meeting, patrons present to the Board Clerk or the Superintendent the Thursday before the regular scheduled board meeting the "Request to Appear" form which is available online or at the district office. The Board Chair and Superintendent review the request and based on the topic will make one of three recommendations: 1. Appearance before the board at the next regular meeting, 2. Appearance before the board in executive session, or 3. Referral to the appropriate administrator. The individual making the request will be informed of the next steps and/or when to appear.

Please also see District Policy No. 4110 Public Complaints.

Members of the public will not be recognized by the Chair as the Board conducts its official business except when the Board schedules public discussion period on a particular item. The Board will listen to the public but, at the same time, expects the public to listen and speak only when properly recognized.

At each regular and special meeting of the Board the agenda may provide time for public comment before the Board. Persons wishing to address the Board will be required to submit a "Request to Address the Board" form. Forms are available from the Board Clerk and will be available at each meeting.

Total time allotted for public comment will not exceed 3 minutes. Public participation will be limited to the time allotted on the agenda. Each speaker will be limited to 3 minutes. Public comment will be taken on matters scheduled on the agenda. Should a large number of members of the public wish to speak on the same issue or topic, members of the public are encouraged to select one or more representatives to summarize their position and will not exceed 10 minutes. Additionally, the Board Clerk will accept written comments for distribution to the Board. The Board may decline to hear repetitive comments. The Chair may also deny an individual the opportunity to address the Board if the individual has previously addressed the Board on the same subject within the past two months.

Written materials for Board Members must be submitted to the Board Clerk. The written material must include the name, address, and telephone number of the person submitting it. A copy of the materials that meet these requirements will be forwarded to Board Members if received two (2) days preceding the Board Meeting. Materials should not be sent directly to Board Members. Materials may be presented, or mailed to the Board Clerk at 406 N. Park St. Dietrich, Idaho 83324, or emailed to the Board clerk at dalonnah@dietrichschools.org

If a topic is being considered by a committee established for that purpose, the Chair may refer the public comment to that committee.

Because of the diversity of issues, members of the Board will not respond to public comment. Instead, issues may be recorded and referred to the proper staff person for follow-up. The Chair may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, obscene, repetitive, or irrelevant. The Board of Trustees as a whole shall have the final decision in determining the appropriateness of all such rulings.

Nothing in this policy shall prohibit the removal of any person who willfully disrupts a meeting to the extent that orderly conduct is seriously compromised. Defamatory or abusive remarks are always out of order. The presiding officer may terminate the speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

If a special meeting has been held to obtain public comment on a specific issue, the Chair of the Board may choose not to recognize speakers wishing to comment on the same topic at a regular meeting of the Board.

Cross Reference: 4110 Public Complaints
4120 Uniform Grievance Procedure
4320 Disruption of School Operations

Legal Reference: I.C. § 33-512 (11) Governance of Schools
I.C. § 74-206 Executive Sessions—When Authorized

Policy History

Adopted on: May 2016
Revised on: September 2022
Reviewed on:

Hiring Process and Criteria

The Board of Trustees has the legal responsibility of hiring all employees. The Board assigns to the Superintendent the process of recruiting ~~staff~~ personnel **and recommending all classified personnel for hire**. The Superintendent may involve various administrative and teaching staff as may be needed in recruiting potential personnel. All **certificated** personnel selected for employment must be recommended by the Superintendent or designee and approved by the Board. All personnel selected for employment must also go through the applicable screening process outlined in Idaho Code 33-1210.

To aid in obtaining quality staff members, the following non-exclusive list of factors will be considered, along with any other factors relevant to the position: qualifications, training, experience, personality, character, and ability to relate well with students. Every effort will be made ~~exerted~~ to maintain wide diversity in staff experience and educational preparation. However, the welfare of the children of the District will be a paramount consideration in the selection of teachers and administrators.

All applicants applying for a certificated position who are pursuing an alternate route to certification shall be considered on a case-by-case basis. They must hold or demonstrate ability to hold any state certification required for the position and demonstrate they meet the alternate route requirements.

Except where otherwise specified, this policy applies to the hiring of all certificated and classified staff members in the District except for the Superintendent. This policy shall be made available to any District employee or person seeking employment with the District.

Guidelines

1. ~~4.~~ There will be no discrimination in the hiring process. See Policy 5120.
2. If the vacant position is that of the Superintendent, the hiring process and the review of all applicants is the responsibility of the Board of Trustees.
3. Applicants for teaching and administrative positions shall provide evidence of meeting State requirements for certification as described below and sign a statement authorizing current and past school district employers, including those outside the state of Idaho, to release to the District all information relating to job performance or job related conduct, and making available to the District copies of all documents in the applicant's previous personnel files, investigative, or other files. Such statement will also release the applicant's current and past employers from any liability for providing such information and documentation. Applicants who do not sign the statement/release shall not be

considered for employment. The District will consider information received from current and past school district employers only for the purpose of evaluating applicants' qualifications for employment in the position for which they have applied ~~and no one~~. No District employees shall disclose this information to anyone, other than the applicant, who is not directly involved in the process of evaluating the applicants' qualifications for employment. Applicants may be employed on a non contracted provisional basis as allowed by law. Applicants shall not be prevented from gaining employment if current or past out-of-state employers are prevented from or refuse to cooperate with the District's request. See Forms 5100F1 and 5100F2.

3. Applicants must meet the applicable State standards for the position they are applying for. Applicants for high school and middle school teaching positions should have a major or its equivalent in the field they will be teaching. Applicants for elementary school teaching positions should have a major or its equivalent in elementary education or in their area of assignment.
4. When considering coaching assignments in secondary schools, preference for hiring will be given to qualified certificated professional employees in the school where the coaching vacancy exists. The building principal will be responsible for assuring that all qualified and interested applicants within the building have been given consideration. Giving such individuals consideration does not mean that such an individual will necessarily be retained for a coaching position. Another individual who is not a certificated employee of the building in question may receive the position.
5. As required in Idaho Code 65-505, the District will observe preference for veterans and disabled veterans when considering hiring employees to fill vacancies, selecting new employees, or implementing a reduction in force.
6. As required in Idaho Code 33-130 and 33-512(15), the District will conduct a criminal history check for applicable positions. See Policy 5110.
7. Each newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

The employment of any certified staff member is not official until the contract is approved by the Board and signed by both the Board Chair and the applicant.

To assist administrators in complying ~~compliance~~ with the above policy for the hiring of ~~professional~~ staff, the following guidelines shall be utilized when hiring **[OPTIONAL: certificated]** staff:

Preliminary Screening

For certificated and classified vacancies, at either the time the job vacancy is published, or prior to the conclusion of the application period, the school administrator will provide notice to the appropriate administrator of the desired number of qualified individuals to be included in the "screening pool". The screening pool shall be defined as the number of individuals having completed applications that may be submitted to the building or program administrator for final screening. In the event the open position is deemed by the Board to be an administrative or director position, including principal, the size of the screening pool shall be determined by the Superintendent.

¶

- ~~1. Should the building or program administrator desire to have applicants prioritized, he or she shall make such known to the appropriate administrator who will provide the prioritized list of a number consistent with the pool.~~

Screening

- The Board may direct the Superintendent to establish** a committee to assist in the final screening process for certificated **and classified** positions. This committee will act in an advisory capacity to the Superintendent and to the Board.
- The committee, upon receiving the written applications from the appropriate administrator, will review those applications for the purpose of:
 - Determining those most suited to the position;
 - Making personal telephone contact with one or more references submitted by the applicant;
 - Contacting individuals who might know the candidate, but were not listed as references, if needed; and
 - Inviting the top candidates to be interviewed for the position.
- The **Superintendent** will establish the procedures at the building or program level for interviewing the successful applicants and will have thoroughly vetted all applicants prior to committee review.
- For those applicants who have no prior public school work experience or whose out-of-state former employers will not release documentation requested pursuant to IC § 33-1210, the screening committee or administrator may engage in whatever background checks it deems appropriate, but at a minimum shall verify all prior work experience and educational achievement listed by the applicant as the committee or administrator deems appropriate, preferably by contacting the prior employers and/or educational institutions listed by the applicant, and shall communicate with every person listed as a reference by the applicant.

5. Upon determining the qualified applicant, the building administrator will submit to the Superintendent the written recommendation for the applicant to be offered the position ~~and~~ contract.

Acceptance Procedure

Once the Committee or administrator has selected the final candidate, the name will be provided to the Superintendent who will review the applicant's credentials with the building/program administrator. If the Superintendent does not concur with the committee or administrator's recommendation, they shall ask the committee for their next choice until a selection the Superintendent concurs with is found.

If the Superintendent concurs with the recommendation, the Superintendent will take the following steps.]

1. Authorize a statement of intention to employ, pending Board approval, to be made to the candidate.
2. If, at the time the statement of intention to employ is made, the District has not yet received documentation requested pursuant to IC 33-1210(3), the District may provisionally employ such applicant for a certificated position on a non-contracted basis for up to 30 days after receipt of the documentation. Within that thirty day time period, the Board may issue a written statement to the applicant identifying why a standard contract will not be issued and specifying which information justifies such decision. The Board may not identify any reason for non-issuance of a standard contract not based on the documentation received. If, within 30 days from the receipt of the information requested pursuant to IC 33-1210(3) no contract is issued or the written statement of non-employment is not provided to the applicant, the employee will be deemed to be employed pursuant to the appropriate type of a ~~Category 1~~ contract. During this provisional employment, the applicant shall be provided the same compensation and benefits as if the employee had been employed on a standard certificated contract.

If no documentation is received from out of state employers, the District may employ the applicant for the certificated position on ~~at~~ the appropriate type of standard ~~Category 1~~ contract without utilizing the provisional, non-contracted employment.

3. Upon receiving a verbal or written statement of intention to accept employment, pending Board approval, by the candidate, the Superintendent will prepare the necessary papers for recommendation to the Board of Trustees at the next regular or special Board meeting.
4. Submit to the Board of Trustees such recommendation.

Board Action on Hiring of Certificated Employees

When approving the hiring of a(n) **certificated** employee, ~~the~~ the Board of Trustees of **Dietrich School District** will:

1. Have placed before it the name of the final ~~all~~ candidate ~~names~~ for the position; and
2. Discuss hiring and, in situations wherein the individual qualifications of the applicant are discussed, go into executive session pursuant to law; and
3. Vote relating to approval or disapproval of the candidates. If members of the Board personally have knowledge not available to the building administrator and the screening committee the Board will not take action until all concerns have been reviewed by the building/program administrator.

Approval of Candidate for Certificated Position

Upon approval by the Board of Trustees, a contract, in a form approved by the State Superintendent of Public Instruction, will be sent or given to the applicant pursuant to the requirements set out in IC 33-513. The applicant must sign the contract and return it within ten days from the date the contract is delivered to them. ~~Should~~ If the person willfully refuses to acknowledge receipt of the contract or if the contract is not signed and returned to the Board in the designated period of time, the Board or designee may declare the position vacant. ~~Should~~ If the candidate is not ~~be~~ approved, or if the person willfully refuses to acknowledge receipt of the contract or if the contract is not signed and returned to the Board, the Superintendent will remand the situation to the building administrator and screening committee to provide the next applicant's name for consideration.

Any person on provisional employment pursuant to IC 33-1210(7) shall be subject to the same time limits and provisions for return of a signed contract when and if such contract shall be provided to them for signature.

Certification

To qualify for employment, each teacher, pupil service staff, or administrator must have, and maintain during the entire school year, a valid Idaho instructional/pupil service staff/administrator ~~teaching/administrative~~ certificate on file in the District Office at the beginning of the school year. If at any time the teacher/pupil service staff/administrator's certification lapses, is revoked, or suspended, the certificated employee may be subjected to action declaring a contract violation and ~~possible~~ action ~~to~~ will be taken to terminate the employment of the individual with the District.

Cross References: 5110
 5120

Criminal History/Background Checks
Equal Employment Opportunity and
Non-Discrimination

5100F1-5100F3
5740P

Hiring Process and Criteria Forms
Reduction in Force Procedures and Forms

Legal References:

IC § 33-130

Criminal History Checks for School District
Employees or Applicants for Certificates

IC § 33-512

Governance of Schools

IC § 33-513

Professional Personnel

IC § 33-1210

Information on Past Job Performance

IC § 65-501, *et seq.*

Rights and Privileges of Veterans

IC § 74-206

Executive Sessions—When Authorized

IDAPA 08.02.02.015.02

Standard Pupil Service Staff Certificate

IDAPA 21.01.06

Rules for the Enforcement of the Veteran's

Preference in Public Employment

Policy History:

Adopted on:

Revised on:

Reviewed on: