Marell’s Preparatory Academy
Grades 7-12

CHARTER PETITION

Respectfully Submitted to
Los Angeles Unified School District

September 8, 2010

“Creating a gateway to college.”
# TABLE OF CONTENTS

Letter of Intent........................................................................................................ 5
Charter Briefing Page.............................................................................................. 6
Assurances............................................................................................................ 9

## CHARTER PETITION

Introduction........................................................................................................... 10

### ELEMENT 1: THE EDUCATIONAL PROGRAM

Mission................................................................................................................. 12
Vision..................................................................................................................... 12
Goals of the Educational Program....................................................................... 12
Our Promise........................................................................................................ 14
Students to Be Served.......................................................................................... 15
Educational Philosophy....................................................................................... 17
Character Education A Historical Perspective................................................. 18
Character Education and Research................................................................. 19
What is MPA’s Role in Character Education?................................................ 23
What It Means to be An Educated Person...................................................... 27
How Learning Best Occurs.............................................................................. 28
A “Typical” Day.................................................................................................. 30
Instructional Program......................................................................................... 34
Textbooks............................................................................................................ 38
Recruitment of Teachers.................................................................................. 41
Professional Development............................................................................... 41
Implementation of Plan and Timeline........................................................... 43
School Calendar................................................................................................. 45
Bell Schedule..................................................................................................... 46
Instructional Program for Socioeconomically Disadvantaged........................ 47
Instructional Program for Gifted Students...................................................... 48
Instructional Program for Students Achieving Below Grade Level.............. 49
Instructional Program for English Language Learners.................................. 51
Special Education Programs........................................................................... 54
Scope and Sequence......................................................................................... 59
Course Transferability & College Entrance Requirements........................ 229
A-G Requirements............................................................................................ 230
High School Graduation Requirements......................................................... 231
Electives............................................................................................................ 231

### ELEMENT 2: MEASUREABLE STUDENT OUTCOMES

API and AYP Charts.......................................................................................... 235

### ELEMENT 3: MEANS TO ASSESS PUPIL PROGRESS

Testing Assurances............................................................................................. 245
State Mandated Assessments......................................................................... 245
Assessment Tools to Measure Student Progress........................................... 245
<table>
<thead>
<tr>
<th>Element</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Assessments</td>
<td>247</td>
</tr>
<tr>
<td>Assessments to Drive Instruction</td>
<td>247</td>
</tr>
<tr>
<td>Methods Consistent with Instructional Program</td>
<td>247</td>
</tr>
<tr>
<td>In-House Benchmarks</td>
<td>247</td>
</tr>
<tr>
<td>Promotional Standards</td>
<td>248</td>
</tr>
<tr>
<td>Retention</td>
<td>248</td>
</tr>
<tr>
<td>Grading Policy</td>
<td>248</td>
</tr>
<tr>
<td>Collecting, Analyzing and Reporting Data</td>
<td>249</td>
</tr>
<tr>
<td>Student Information System</td>
<td>249</td>
</tr>
</tbody>
</table>

**ELEMENT 4: GOVERNANCE**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grievance Procedures</td>
<td>250</td>
</tr>
<tr>
<td>LAUSD Charter Policy</td>
<td>251</td>
</tr>
<tr>
<td>Responding to Inquiries</td>
<td>251</td>
</tr>
<tr>
<td>Notifications</td>
<td>251</td>
</tr>
<tr>
<td>Audit and Inspection of Records</td>
<td>251</td>
</tr>
<tr>
<td>Governing Board Duties</td>
<td>251</td>
</tr>
<tr>
<td>Board Job Descriptions</td>
<td>252</td>
</tr>
<tr>
<td>Composition of Governing Board</td>
<td>254</td>
</tr>
<tr>
<td>Governing Board Members</td>
<td>255</td>
</tr>
<tr>
<td>LAUSD Representative</td>
<td>256</td>
</tr>
<tr>
<td>Selection and Recruitment of Board Members</td>
<td>256</td>
</tr>
<tr>
<td>Board Meeting Frequency and Notifications</td>
<td>257</td>
</tr>
<tr>
<td>Governing Board Decisions</td>
<td>257</td>
</tr>
<tr>
<td>Term of Office</td>
<td>257</td>
</tr>
<tr>
<td>Removal of Board Members</td>
<td>258</td>
</tr>
<tr>
<td>Evaluations</td>
<td>258</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>258</td>
</tr>
<tr>
<td>Teacher Involvement</td>
<td>259</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>259</td>
</tr>
<tr>
<td>Advisory Committee</td>
<td>259</td>
</tr>
<tr>
<td>Process for Amendments to the Charter</td>
<td>259</td>
</tr>
</tbody>
</table>

**ELEMENT 5: EMPLOYEE QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Other Compensation</td>
<td>260</td>
</tr>
<tr>
<td>Qualifications for the Principal</td>
<td>261</td>
</tr>
<tr>
<td>Qualifications for Teachers</td>
<td>261</td>
</tr>
<tr>
<td>Qualifications for Teacher Assistants</td>
<td>262</td>
</tr>
<tr>
<td>Qualifications for Clerical Personnel</td>
<td>262</td>
</tr>
<tr>
<td>Qualifications for Cafeteria Worker</td>
<td>263</td>
</tr>
<tr>
<td>Evaluations</td>
<td>263</td>
</tr>
</tbody>
</table>

**ELEMENT 6: HEALTH AND SAFETY**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance and Safety Policy</td>
<td>264</td>
</tr>
<tr>
<td>Insurance Requirements</td>
<td>265</td>
</tr>
<tr>
<td>Evidence of Insurance</td>
<td>266</td>
</tr>
<tr>
<td>Hold Harmless/Indemnification Provision</td>
<td>267</td>
</tr>
<tr>
<td>Asbestos Management</td>
<td>267</td>
</tr>
<tr>
<td>Medication in School</td>
<td>267</td>
</tr>
</tbody>
</table>
Vision and Hearing ................................................................. 267
Scoliosis Screening ............................................................... 267
Emergency Preparedness ....................................................... 267
CPR Training .......................................................................... 268
Physical Fitness Testing ......................................................... 268
Facilities ................................................................................. 268

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE... 269
ELEMENT 8: ADMISSION REQUIREMENTS .................................. 272
ELEMENT 9: ANNUAL FINANCIAL AUDITS ................................. 274
ELEMENT 10: STUDENT AND EXPULSIONS ............................... 275
ELEMENT 11: RETIREMENT PROGRAMS ..................................... 280
ELEMENT 12: ATTENDANCE ALTERNATIVES ............................ 283
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES ........................ 284
ELEMENT 14: DISPUTE RESOLUTION ........................................ 285
ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING..... 287
ELEMENT 16: CHARTER SCHOOL CLOSURE ............................. 288

Demographics Matrix ............................................................
Organizational Chart ............................................................

APPENDICES

APPENDIX A ARTICLES OF INCORPORATION
APPENDIX B BYLAWS
APPENDIX C BUDGET
APPENDIX D ORIGINAL SIGNATURES –TEACHERS
APPENDIX E RESUMES/CREDENTIALS –TEACHERS
APPENDIX F RESUMES
APPENDIX G DUE DILIGENCE QUESTIONNAIRES
APPENDIX H RESUMES/QUESTIONNAIRES BOARD MEMBERS
APPENDIX I RESOLUTION
APPENDIX J CONFLICT OF INTEREST
LOS ANGELES UNIFIED SCHOOL DISTRICT  
Charter Schools Division  

Letter of Intent to Apply for a Charter School

Name of proposed charter school________Marell’s Preparatory Academy____________________________

General location of proposed charter_____Carson California, 90746________________________________

Projected Grade Levels-Year 1 __7-8____________
Projected Grade Levels-Year 5 __7-12____________

Projected Enrollment-Year 1 ____150___________
Projected Enrollment-Year 5 ____450_______________

Lead Petitioner Information:

Name ___________Dr. Mary E. Maddox_____________________________

Address__________1655 East Abbottson St. Carson, CA. 90746______________________________________

Phone number(s)______310-667-6596_________________________________________Fax________________

E-mail address: mmaddox@ca.rr.com

Other members of the Charter Development team

_Maryetta Marks, Esq.  _Evelyn Gladney-Wright
_Trevor Rice  _Vera Lemons Clay
_Annette Waller______________________________
_Gloria Jean White______________________________

Certification:

__X__I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

__X__I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

____I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Dr. Mary Ellen Maddox

PRINT NAME  SIGNATURE  DATE
This page is to be submitted with your final charter petition. The information you supply will be incorporated into the Board Report that will be submitted to the Los Angeles Unified School District's Board of Education on your behalf.

Please address the following categories:

- **Name of Organization Applying for Charter:** Marell’s Preparatory Academy
- **Grades Served-Year 1:** 7-8; **Grades Served-Year 5:** 7-12
- **Number of Students- Year 1:** 150 / **Number of Students- Year 5:** 450
- **Location Address or Target Neighborhood:** Carson, CA
- **Facility Status/Location:** Marell’s Preparatory Academy MPA will be located in Carson, CA zip code 90746. The facility will be identified by February 2011.
- **Prop. 39 – Application Submitted?** NO
- **Does the location meet Board Policy?** (Low API, Overcrowded) YES

**Board of Directors:** We are currently recruiting two additional members for our Board. The skills that we would like for the perspective members to possess are curriculum specialists, finance, facilities, administrative and governance. Our Board will have a total of 9 members by September 2010 which will include a parent, however we will continue to recruit additional members the first year of operation until the Board reaches the maximum number of 11 members by year two of operation.

**Maryetta Marks, Esq.:** founder of the M.C. Marks Private Practice Law Offices in Los Angeles. (President)

**Trevor Rice:** Teacher/Administrator with LAUSD at various middle and high schools in the district; specializing in computer technology, math and science.

**Annette Waller:** Executive and Educational Consultant, Program Auditor and Public Agency Administrator.

**Gloria Jean White:** Retired elementary school educator for 28 years

**Evelyn Gladney Wright:** Special Education private school owner for over 25 years grades elementary through high school.

**Vera Lemons Clay:** English teacher and Professional Development Coordinator
• **Mission:** Marell’s Preparatory Academy (MPA) is dedicated to providing a college-preparatory, liberal arts education with an emphasis on character development to underserved youth through an integrated educational approach that addresses rigorous, innovative and exciting academic concepts that prepares our students to be motivated, influential leaders committed to challenging and changing their world for the better and being lifelong learners.

• **Vision:** The vision for MPA is to nurture the student in all dimensions of his/her life: moral, cognitive, emotional, imaginative, aesthetic, social and physical. This will be accomplished through a curriculum that includes exciting, rigorous, relevant content that embraces various approaches and methodologies. It emphasizes the importance of learning academic skills while at the same time responding to the changing needs in science and technology, social, personal, and citizenship areas thereby creating a “gateway to college” for all students.

• **Source/Core of Money**

  $50,000 Personal Loan to MPA

  $225,000 Revolving Loan for Charter Schools

  $600,000 Public Charter School Grant Program through the California Department of Education. Payment disbursement includes $250,000 in year one, $200,000 in year two, and $150,000 in year three. Application is filed after charter approval.

• **7 Top Leaders/Charter Development Team**

  **Maryetta Marks, Esq.:** founder of the M.C. Marks Private Practice Law Offices in Los Angeles and a District Attorney in Juvenile Court.

  **Trevor Rice:** Teacher/Administrator with LAUSD at various middle and high schools in the district; specializing in computer technology, math and science.

  **Annette Waller:** Executive and Educational Consultant, Program Auditor and Public Agency Administrator.

  **Dr. Mary Ellen Maddox:** Middle and high school teacher in history/social studies, curriculum specialists, history/social studies textbook reviewer, administrator, and college professor.

  **Gloria Jean White:** Elementary school educator for 28 years became the Dean of Discipline. CLAD credential and specializes in geography.

  **Evelyn Gladney Wright:** Special Education private school owner for over 25 years grades elementary through high school.
Vera Lemons Clay- English teacher and Professional Development Coordinator

- Has your charter applied to any other jurisdiction for approval? NO
- Are there any sister charters? NO
- What innovative elements of your charter could be considered “best practices” and replicated by other schools?

MPA is placing emphasis on college preparatory and character education. We believe along with Horace Mann that instruction can be improved in classrooms through character education. We further believe that character education is as important as academics in our school.

Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations.

Character education is a learning process that enables students and adults in a school community to understand, care about and acts on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society. MPA will implement character education as a vital part of its curriculum.

Los Angeles Unified School District – Charter Schools Division 9/09
MARELL’S PREPARATORY ACADEMY ASSURANCES

This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Marell’s Preparatory Academy located at 1655 East Abbottson St. Carson, CA 90746 is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code). [Ref. California Education Code §47605(b)(5)(O)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Will admit all students who wish to attend the school, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold as relevant to NCLB and Charter Law. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Will accept the obligation to comply with specific sections of the Education Code: Section 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.
- Will comply with all laws establishing the minimum and maximum age for public school enrollment and will not enroll pupils over 19 years of age unless continuously enrolled in a public school, the student is not over the age of 22 years and making satisfactory progress toward high school diploma requirements.
- If a pupil is expelled or leaves Marell’s Preparatory Academy without graduating or completing the school year for any reason, Marell’s Preparatory Academy will notify the superintendent of the school district of the pupil’s last known address within 30 days (if Marell’s Preparatory Academy does not use the school district’s student information system), and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(d)(3)] This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code §48200.
- Will not require any child to attend nor any employee to work at the charter school.

Authorized Representative’s Signature

---

1 In the case of any petition to establish a charter school that is approved by the State Board of Education, the charter school must be deemed the exclusive public school employer.
INTRODUCTION

This document has been prepared in compliance with the terms, conditions and requirements of A.B. 544 (California Education Code 47605) The Charter School Act. It is being submitted by Marell's Preparatory Academy (hereinafter referred to as “MPA”) in cooperation with community leaders and other concerned citizens of Carson, California. MPA will be a 7-12 middle and high school with a total enrollment of 450 students by year 2014. It addresses the establishment of Marell's Preparatory Academy as a public charter school within the Los Angeles Unified School District, hereafter referred to as LAUSD.

As a public school, MPA will be tuition free and will admit any student regardless of ethnic, socioeconomic or religious background. MPA will work in tandem with parents, community members and the Los Angeles Unified School District to realize the mission of the school. MPA shall be nonsectarian in its programs, admission policies, employment practices, and other operations, shall not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability. Admission in this charter shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian within this state.

Although the school will be open to any student, MPA will target academically underserved students in Los Angeles.

The charter petition serves as a performance-based agreement by which the sponsoring district holds the charter accountable for the instructional and operational goals of the charter. The duration of the charter petition shall be from 2011-2016.

Founders

The school’s founders currently include seven members who have planned and supported the idea of starting a charter school. The seven founding members are as follows:

MARYETTA C. MARKS, Attorney at Law
PRIVATE PRACTICE-LAW OFFICES OF M. C. MARKS: Criminal Defense Trial Attorney- Handle all criminal defense trials including, First Degree Murder trials, Third Strike felony trials, ADW cases with and without a weapon, DUI and under the influence cases and IDENTITY THEFT. Maryetta Marks is currently a District Attorney specializing in Juvenile Court.

MARY ELLEN MADDOX, ED.D, Teacher/Administrator/College Professor
Dr Maddox has been a middle and high school educator for more than 36 years with the Los Angeles Unified School District (LAUSD) – serving as a teacher, Counselor, Dean of Attendance, Dean of Discipline, Education Commission Director, Teacher Advisor, College Administrator and College Professor. Her teaching focus was in the social sciences, and she taught curriculum in the university and was a textbook reviewer. She served as professional development Chair person at her last school. Dr. Maddox was member of the No Child Left Behind (NCLB) committee and the school Assistance Intervention Team. She also served as a grant writer.

TREVOR RICE, Teacher/Sub-Administrator
Trevor Rice currently works as a Dean of Students for Wilmington Middle School for the Los Angeles Unified School District. He was a school wide technology coordinator, mentored and
co-taught with music and ESL teachers. At Curtiss Middle School, Mr. Rice conducted professional training classes in technology for departments and individual teachers who wanted to become more technology knowledgeable. He developed course curriculum and created lesson plans and learning goals to maximize students’ ability to develop basic computer skills, i.e., word processing, keyboarding, PowerPoint, Excel, Internet use, web design, and connections to other curriculum. He supported faculty technology needs, and solved hardware and software problems. He was also a math and science teacher at several other middle and high schools. He was involved with various afterschool programs to enhance students’ academic experience.

ANNETTE WALLER, Executive
Annette Waller holds an Executive position working as an educational consultant/program auditor, and public agency administrator. Over the past years Ms Waller’s duties have been to provide program management and leadership for nonprofit educational and government agencies, building relationships with educational organizations, public agencies, and the public, setting-up and implementing operating procedures and training to meet the program requirements, leading employee teams and motivating each employee to exceed performance and productivity goals, creating and administering annual budgets and effectively controlling daily operating expenditures, and cultivating a positive image and making presentations before public, private, and community groups.

GLORIA JEAN WHITE, Elementary school educator
A retired elementary school teacher with twenty-eight years of teaching experience in the Los Angeles Unified School District. Her experiences in the field of education includes teaching grades Pre-Kindergarten through eighth grade, serving as a youth counselor, youth director, seminar leader, speaker for youth and women’s groups. Vacation Bible School Coordinator – Diocese Secretary; Diocese Treasurer.

EVELYN GLADNEY WRIGHT, Educator
Mrs. Wright is a Special Education private school founder and owner of Slauson Learning Center in Los Angeles for over 25 years serving grades elementary through high school. She currently has a contract with Los Angeles Unified School District to educate the most severe Special Education students.

VERA LEMONS CLAY, English teacher and Professional Development Coordinator
Mrs. Clay is an English teacher at Curtiss Middle School in LAUSD. She conducts professional development workshops, and planned and coordinated the International Baccalaureate Programme. As a professional Development Testing Coordinator and an out-of-classroom personnel, she coordinated all aspects of on-site Professional Development inventoried, organized and prepared testing materials for school-wide State testing and performed other duties as assigned.

We believe that we have the expertise and experience needed to operate and manage a viable, exciting and successful school. The founding members are (See complete Resumes in Appendix H):
**ELEMENT 1: The Educational Program:** “A description of the educational program of the school, designed among other things, to identify those whom the school is attempting to educate, what is means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code 47605 (b)(5)(A)(i)

Within the character of the citizen lies the welfare of the nation. — Cicero

The address of the Charter School is: MPA will be located in Carson, CA zip code 90746. The facility will be identified by February 2011.
The phone number of the Charter School is: 310. 667.6596 _______________.
The contact person for the Charter School is: Dr. Mary E. Maddox _______________.

The number of rooms at the Charter School is: 6.
The grade configuration is  7-12.
The number of students in the first year will be 150.
The grade level(s) of the students the first year will be 7-8.
The opening date of the Charter School is September 1, 2011.
The admission requirements include: NONE

The operational capacity will be  450.
The instructional calendar will be: Sept 1, 2011 – June 30, 2012
The bell schedule for the Charter School will be: 8:00am-3:30pm
If space is available, traveling students will have the option to attend. YES

**Mission:** Marell’s Preparatory Academy (MPA) is dedicated to providing a college-preparatory, liberal arts education with an emphasis on character development to underserved youth through an integrated educational approach that addresses rigorous, innovative and exciting academic concepts that prepares our students to be motivated, influential leaders committed to challenging and changing their world for the better and being lifelong learners.

**Vision:** The vision for MPA is to nurture the student in all dimensions of his/her life: moral, cognitive, emotional, imaginative, aesthetic, social and physical. This will be accomplished through a curriculum that includes exciting, rigorous, relevant content that embraces various approaches and methodologies. It emphasizes the importance of learning academic skills while at the same time responding to the changing needs in science and technology, social, personal, and citizenship areas thereby creating a “gateway to college” for all students. In addition, MPA will develop independent thinkers who are committed to moral principles, and who are more likely to do the right thing even under challenging circumstances.

**GOALS OF THE EDUCATIONAL PROGRAM**

The goals for MPA will align with the ultimate aim of facilitating the development of each MPA student into an “educated person in the 21st century” and will also enable each student to become self-motivated, competent, and lifelong learners. Thus, the goals of MPA are to ensure all students will be able to demonstrate:

- Competency in all core academic content areas;
- Media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze a variety of information);
· Excellent communication and;
· Higher order, critical thinking skills, and problem solving skills;
· Initiative and self-direction in guiding his or her own life-long learning;
· A commitment to integrity, social responsibility and an understanding of the context of the world in which he or she lives;
· Strong leadership skills and team-building capacity.

The California state standards will be used as a foundation for all teaching and learning. MPA will meet or exceed statewide performance standards per the Charter School Act of 1992, section 47605 (c)(1) and are contained in the educational program in the four core areas of English/Language Arts, Math, Science, and History/Social Studies.

The following is a list of suggested goals for subject matter competencies. The list has been developed from the State Content Standards. The list details broad learning targets by content area. State Content Standards detailing specific learning targets as mandated by the State of California will be utilized by all faculty. The skills that will demonstrate appropriate grade-level (core academic) mastery are:

**English/Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills in multiple forms of expression (e.g. written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various periods and cultures.

**Math:** Students will develop their abilities to reason logically and to understand and apply mathematical processes and concepts, including those with arithmetic, algebra, geometry, and other mathematical subjects, including number systems, operations, graphing, and logic.

**Science:** Students will successfully utilize scientific inquiry to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and the earth sciences. Students are also encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical thinking and problem-solving skills. Students are encouraged to consider science as a constantly evolving cooperative venture between individuals and among members of the community, influenced by social, economic, technological, political, ethical and cultural surroundings.

**History/Social Studies:** Students will understand and apply their understanding of civics, history, geography, economics and government on local international scales, in order to serve as citizens in this world of diverse cultures. They will understand and be able to process and articulate the impact of civilization on the environment and the world.

Other areas that will demonstrate grade-level mastery are:

**Computers and Technology:** Students will demonstrate a basic understanding of fundamental computer operations and concepts. They will successfully operate a multimedia computer system with related peripheral devices. The student will use application software to accomplish a variety of learning tasks i.e. use
advanced features of word processing, desktop publishing, graphics programs and utilities in learning activities. Technology will be adapted in the various classroom instruction and students will learn how to engage in internet research to obtain information for their project presentations. Students will have the opportunity to utilize various means such as video cameras and audio recorders to disseminate valuable information they have obtained regarding the subject matter at hand. Technology is also concerned with solving problems in an effort to stimulate students’ ingenuity and to encourage them to combine intellectual talents and practical skills.

Visual and Performing Arts: Students will develop ways to creatively express themselves through various forms of the arts (e.g. music, visual/studio arts, theatre/drama, and dance). Creative expression may also be demonstrated in any of the core subjects or technology.

Life Learning Skills: Students will utilize skills, which will enable them to pursue their own path of learning throughout their adult life. They will understand their own learning style or modality and learn how to gather information and how to study accordingly. The student will understand how to capitalize on strengths and overcome weaknesses. They will learn how to acquire knowledge for personal growth, and how to make choices and set goals. Students will develop skills, which will enable them to plan, initiate, and complete a project and ability to reflect on and evaluate one’s own and other’s learning, acceptance that change is constant and the ability to meet the challenges that change always brings. Students will develop skills necessary for a healthy adult life, including job readiness and career development skills and higher education continuance skills. Students will also be able to compete with anyone in any situation.

Health Science/Physical Fitness: Students will demonstrate knowledge of pertinent issues of health, safety and the development of behaviors that are a foundation of lifelong healthy living.

Social/Interpersonal Skills: Students will demonstrate strong citizenship and leadership skills and the ability to engage in responsible and compassionate peer relationships.

OUR PROMISE

• We promise to be professional and sensitive to parents.
• We promise to love and protect children as if they were our own.
• We promise to provide a nurturing classroom environment.
• We promise to give our very best instruction each day.
• We promise to provide better opportunities for teacher and students to interact.
• We promise to provide in depth training.
• We promise to focus on each student and meet his/her learning needs.
• We promise to teach our students the expectations for responsible behavior in all school settings.
• We will encourage students to be responsible, to always try, to do their best, to cooperate with others, and to treat everyone with dignity and respect.
• We promise to view minor misbehaviors as teaching opportunities, and respond calmly
and consistently with corrections or consequences.

· We promise to communicate issues in a timely manner.
· We promise to instill and reinforce etiquette on a daily basis.
· We promise to provide an environment that fosters the professional growth of a dedicated staff so they are able to motivate every student to strive for excellence.
· We promise to emphasize the development of self-confidence and personal responsibility of each student being part of the school and community.

STUDENTS TO BE SERVED

Marell’s Preparatory Academy will serve grades 7 through 12 in the Carson area. MPA will target academically underserved and low performing students in the 90746 zip code in Carson. The first year of operation (2010) we project an enrollment of 150 students serving grades 7-8. We will add a grade level per year until we reach full capacity by the fifth year (2014-2015) serving 450 students.

STUDENT BODY BY GRADE LEVELS

Grades 7-12 will have a student/teacher ratio of 1:25

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>225</td>
<td>300</td>
<td>375</td>
<td>450</td>
</tr>
</tbody>
</table>

The Carson area is largely a multicultural residential area. According to the 2000 U.S. Census Bureau there is almost an equal percentage of each ethnic group (African American 25.4%, Asian 22.3%, Hispanic 34.9% and Whites 25.7%). The Carson community is located within the Los Angeles County Children’s Planning Council Service Planning Area (SPA 8). The educational attainment level of the parents at the children’s birth is 73.4 percent of mothers have 12 years of education and 71.5 percent of the fathers have 12 years of education.

Also, of the public school students living in the SPA 8 area who completed the 3rd grade, 31.8 percent are reading at or above the national average. And of the same public school students, 55.1 percent are completing math at or above national average in the 3rd grade. The public high school graduation rate is 77.7 percent. Of the public high school graduates only 38.4 percent took courses that qualified for UC/CSU admission. In addition, according to the LAUSD report card on student success, 3 percent of all High School English Learners are proficient or advanced in math or English. Also, 6 percent of African American students are proficient or advanced in math and 28 percent in English Language Arts.

The Carson (SPA8) area has greater educational success than other SPA’s, however, the success is still not enough to give every student in the Carson community a quality education that she/he deserves in order to be able to be competitive and successful in higher education and beyond.

There are seven public middle and high schools that surround MPA. They are Andrew Carnegie Middle School, Curtiss Middle School, Stephen White Middle School, Banning High School, Carson High School, Gardena High School, and Narbonne High School; six of the seven public middle and high schools have a statewide ranking of 1 through 3 and all six are in the second to the fifth year of Program Improvement status. This means that all six schools have consistently not met their Academic Yearly Performance (AYP) and that schools are needed in this community that will provide an academically challenging, exciting, innovative, and creative instruction to ignite the students’ love for learning. Also note that the percentage of students passing CAHSEE the first time in English and Math is extremely low. MPA has designed a program that will ensure that all students attending will leave the grade level with the required skills in reading and math at or above grade level.

### Academic Achievement Data

<table>
<thead>
<tr>
<th></th>
<th>Banning HS</th>
<th>Carson HS</th>
<th>Gardena HS</th>
<th>Narbonne HS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>API Rank</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Similar Schools Rank</strong></td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>79.4%</td>
<td>98.4%</td>
<td>79.4%</td>
<td>94.7%</td>
</tr>
<tr>
<td><strong>% of Graduates that Completed “A-G” Requirements</strong></td>
<td>27%</td>
<td>22.3%</td>
<td>10.9%</td>
<td>22.9%</td>
</tr>
<tr>
<td><strong>Program Improvement</strong></td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 5</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>CAHSEE</strong></td>
<td>33% Math</td>
<td>22% Math</td>
<td>18% Math</td>
<td>19% Math</td>
</tr>
<tr>
<td></td>
<td>13% ELA</td>
<td>13% ELA</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: Los Angeles County Children’s Planning Council Score Card
EDUCATIONAL PHILOSOPHY

The guiding philosophy of our school is that the Marell’s Preparatory Academy will incorporate college preparatory and character education in a standards-based educational program for student’s seventh through the twelfth grade. Our educational philosophy is that all students have the right to an excellent education where they can be successful in their life’s endeavors. In order to achieve our goals MPA will create a school with a culture of discipline and hard work, where academic excellence is valued and urgently pursued. We will create a school where teachers and administrators expect excellence from themselves and their students, and come ready to assist and inspire. We will create a school where students are hard working, forward-thinking, and eager to learn.

MPA students will have early exposure to college. All students will be required to take rigorous A-G college-prep courses. Every staff member will convey clear, concise, high expectations that all students will graduate prepared for college and the staff will provide the support necessary for students to meet those expectations. Each year after 2014-2015, 90-100 percent of MPA’s students who attend our high school and graduate will be admitted to two or four year colleges/universities and our graduates will thrive at their chosen post graduate learning institutions.

Marell’s Preparatory Academy strives to provide a creative, well-rounded education that is suitable for a diverse student body. We are committed to helping each student master the basic skills appropriate for that grade level while instilling a sense of personal and community responsibility. To achieve these goals, teachers must identify the strengths and weaknesses of each student entrusted to them. As staff and parents, we will work together to design and execute a clear and effective plan to assist the child. We believe that students must learn to think independently, critically and creatively while actively participating in classroom and extracurricular activities. Because students have different developmental states, learning styles, and cultural backgrounds, we as a school will work in partnership with parents to support and to enhance the education of each child. We further believe that education must be coupled with good character therefore MPA’s character education program (Character Counts) will teach the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations.

At Marell’s Preparatory Academy, our vision is to create a school that is alive. When someone steps onto the campus for the first time, they will feel the positive energy and intellectual curiosity that is the driving force of the MPA community. Teachers act as facilitators of inquiry, seeking real-world examples and unique, hands-on learning opportunities that bring the subject matter to life for their students. By creating these learning experiences, teachers give students a bigger window to see what is possible for their future. The school will be known in the community as a safe, vibrant, and intellectually challenging place to learn and grow and will be supported by high-levels of active community involvement. Students will be highly regarded as assets to the community due to their respect for those who live in their community, numerous service projects and collaborations with community partners.

MPA will encourage the participation of the entire family in the educational process and emphasize the importance of a pledge to life-long learning. With a strong commitment to providing an educational setting that will benefit children at all points of the ability spectrum, the
school will encourage cooperation and a strong sense of community while fostering respect for racial, ethnic, and economic diversity.

All students inherit the exciting opportunity as well as the great responsibility of shaping their future. MPA believes that well-educated, strong character, socially aware and personally responsible children will create a better society for us all because they will continue to be contributing, caring citizens as adults empowered to be leaders well into the next century.

The students at MPA will strive to be:

**Inquirers:** They will develop their natural curiosity. They will acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They will explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Intelligent Thinkers:** They will exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They will understand and express ideas and information confidently and creatively in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They will act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They will understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They will show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They will approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They will understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They will give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**CHARACTER EDUCATION A HISTORICAL PERSPECTIVE**

Throughout time, societies have recognized the need to educate the coming generation of adults to pass on knowledge and skills. Character education has been the shared responsibility of parents, teachers and members of the community, who come together to support positive character development.

Recorded history from long before the present era emphasizes that education must also develop character. One of the great education reformers, Horace Mann, in the 1840s, helped to improve
instruction in classrooms nationwide, advocating that character development was as important as academics in American schools. The United States Congress, recognizing the importance of this concept, authorized the Partnerships in Character Education Program in 1994. The No Child Left Behind Act of 2001 renewed and re-emphasized this tradition—and substantially expanded support for it. Indeed, one of the six goals of the Department of Education is to "promote strong character and citizenship among our nation's youth" (Strategic Plan 2002-2007). To reach this goal, the Department of Education joined with state education agencies and school districts across our country to provide vital leadership and support to implement character education.

Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations. MPA has selected the Character Counts program to implement at our school.

Character education is a learning process that enables students and adults in a school community to understand, care about and acts on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society. MPA will implement character education as a vital part of its curriculum.

CHARACTER EDUCATION AND RESEARCH

Many educators believe that implementing character education in their schools helps students develop ethically, socially, and academically. Character education is an inclusive term embracing all aspects of how schools, related social institutions and parents can support the positive character development of children and adults. Source: Education Week, Character Education. September 10, 2004

While there has been much anecdotal evidence about the effects of character education, not much in the way of scientifically based research exists. According to Stephen N. Elliott, a professor of educational psychology at the University of Wisconsin-Madison, of the few studies that have been conducted so far, a few suggest that "as you facilitate social development, you are concurrently, for many kids, advancing their academic function," Elliott suggests that social skills that are part of character education programs may be "academic enablers" (Viadero, 2003). The Collaborative for Academic, Social, and Emotional Learning recently examined 242 health, prevention, and positive-youth-development programs. Its examination resulted in the report "Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs," which reviews 80 nationally available, multiyear, sequenced programs for general education classrooms (2003). The report identifies 22 (character education) programs that are especially effective in preventing substance abuse, improving academic performance, promoting general health, or supporting other social behaviors. Source: Education Week, Character Education. September 10, 2004

South Dakota Survey Results from the South Dakota State University Study 1998-2000

The students in grades 7-12 reported improvements in the three main categories: illegal acts, rulebreaking, and behavior toward others. The drop-off in illegal acts was especially marked.
The survey asked teachers about student behavior as it relates to their own training in Character Counts and their frequency of program use. It found that teachers believed student behavior had improved in every area except adherence to school rules among grades 7-12. In addition, instructors who used it more often reported better results. Source: Education Week, Character Education. September 10, 2004

Further research reveals that the Character Counts program has made tremendous strides in the lives of the students at home, at school and in their community as shown below:

**Character Counts! reduces actual violence**

1. CC! cut violent school-related crimes in St. Johns County, Florida, by 81% over five years.
   o In next-door Flagler County — almost identical to St. Johns but without CC! — these crimes fell only 16%.
2. CC! cut the use of physical force by students in response to insults by 33% over three years in South Dakota [South Dakota State University study of up to 8,000 middle and high school students].
   o 18% of teachers saw fewer fights after one year, and 30% after three.
3. CC! reduced suspensions for fighting by about two-thirds at Glenn Westlake Middle School in Lombard, Illinois, over five years.
4. CC! cut the incidents of violence from 91 to 26 in the first 20 days of successive years at Garfield Middle School in Albuquerque. [Source: Then-principal Louis Martinez]
5. CC! cut the number of fights from 25 to 6 in four months at Bel-Air Elementary School in Albuquerque. And the number stayed low.

**Criminal acts**

1. **CC! almost eliminated recidivism at Tulare County Probation Youth Facility** in California. Just 8% of the youths in the modified “boot camp” committed crimes in post aftercare, compared to a national rate of 72% — an amazing result.
   o Only 30% of youths committed crimes in residence — less than half the national average of 64%.
2. **CC! cut crime among South Dakota middle and high school students.** Those who said they had:
   o Broken into another’s property dropped 50%.
   o Used a fake ID dropped 56%.
   o Taken something without paying dropped 46%.
   o Defaced or vandalized property dropped 46%.
   o Drunk alcoholic beverages dropped 31%.
   o Taken illegal drugs dropped 32%.
3. **CC! cut school-related crime among young people in St. Johns County, Florida:**
   o All such crimes fell 74%, while in next-door Flagler County they fell only 9%.
   o Crimes against property fell 83%, while in Flagler they fell 10%.
   o Larceny fell 89%, but in Flagler only 12%.
   o Vandalism fell 69%, while in Flagler it fell 53%.
   o Alcohol, tobacco, and other drug offenses fell 70%, while in next-door Flagler they fell 57%.
Disorderly conduct fell 89%, but in Flagler only 5%.

4. **CC! cut youth crime in the town of Lombard, Illinois.** Lombard police report that from 1997 to 2002, offenses typical of youths decreased. Crime reports of:
   - Graffiti fell from 115 to 45 (61%).
   - Curfew violation fell from 50 to 16 (68%).
   - Truancy fell from 51 to 19 (63%).
   - Marijuana use or possession from 109 to 89 (18%).
   - Illegal alcohol use or possession from 102 to 60 (41%).

5. **CC! reduced crime in the Maricopa County Juvenile Court System in Arizona.** “I was amazed. Our incidents in detention have gone down and I attribute that to the implementation of the CHARACTER COUNTS! curriculum.” — System director Cherie Townsend

**Weak links to conventional peers**

Teachers and administrators repeatedly say CC! enhances the social climate. "It's like night and day," says Linda Jones, who ran CC! in the Dallas public schools. "The whole emotional atmosphere of the building changes. It becomes a kinder, gentler place." In other words, more kids are forging better ties with each other.

1. **CC! improved students' interactions in Nebraska,** where in a 2000 survey of teachers:
   - 61 percent saw students help each other more frequently.
   - 55 percent saw fewer instances of students blaming others.
   - 50 percent saw more instances of students being truthful.
   - 85 percent saw an overall positive difference in children.

2. **CC! improved students' interaction in South Dakota.** Teachers saw the change:
   - 40% of teachers said students treated each other better after one year, and 52% said so after three
   - 34% of teachers said students helped each other more often after one year, and 51% said so after three.

And students who said they had:

- Teased someone because of race or ethnicity dropped 45%.
- Received a detention or suspension dropped 28%.

3. **CC! increased the students in extracurricular activities by 58% at Glenn Westlake Middle School** in Lombard, Illinois, over five years.
   - In addition, suspensions fell 63%, and repeat suspensions fell 53%.

4. **CC! cut suspensions 94% — from 32 to 2 — in seven years at Duranes Elementary School in Albuquerque.** "Good behavior has become the norm and misbehavior the exception," said principal Gabe Garcia. [Source: The U.S. Department of Education’s Community Update, October, 2001]

5. **CC! cut discipline referrals 75% at Easton Elementary (grades 2-5) in Easton, Maryland, over the four years.

6. **CC! slashed discipline referrals by 92 percent in two years at the Thomas J. Pappas Regional Elementary School** for children of homeless families in Phoenix.

7. **CC! cut discipline referrals 71% — from 500 to 145 — in one year at Atlantis Elementary in Cocoa, Florida.

**Ties to antisocial or delinquent peers**

The *Surgeon General’s Report* says, "Young people whose attitudes are antithetical to violence are unlikely ... to associate with peers who are delinquent or violent." Since CHARACTER COUNTS! reduces delinquency and violence, it almost certainly makes students' attitudes more antithetical to violence. Thus it reduces ties to delinquent peers.

1. **CC! increased the number of students in extracurricular activities by 58% at Glenn Westlake Middle School** in Lombard, Illinois, over five years. This fact strongly suggests greater sociality, that is, fewer ties to antisocial peers.

2. Almost all the other evidence — the drops in violence, crime and suspensions, and the improvements in helping and commitment to school — supports this factor.

**Character Counts! strengthens the protective factors against violence**

The *Surgeon General’s Report* proposes two factors that protect against violence:

- Intolerant attitude toward deviance
- Commitment to school

**Intolerance of deviance**

An intolerant attitude toward deviance means "a commitment to traditional values and norms as well as disapproval of activities that violate these norms." [*2001 Surgeon General's Report*]

This factor is the heart of CC!, and the key to its success. CHARACTER COUNTS! strongly emphasizes basic, traditional Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

1. **CC! improved all six Pillars in Louisiana students**, according to a survey of 735 teachers. The following percentages of teachers reported "some" to "very much" student improvement in:
   - Trustworthiness: 78.4%
   - Respect: 78.4%
   - Responsibility: 79.5%
   - Fairness: 77.2%
   - Caring: 81.6%
   - Citizenship: 74.7%

2. **CC! improved student behavior in all 24 categories measured — four for each Pillar of Character — in a two-year University of Virginia study.** For instance, "Set a good example for others to follow" fell under responsibility, and "Do what you say you will do" under trustworthiness.
The scientists said CC! "is making a significant impact in elementary schools in increasing behaviors that reflect positive character development."

**Commitment to school**

1. **CC! improved test scores in Atlantis Elementary in Cocoa, Florida.**
   - The percentage of students scoring level 3 or above (on an ascending 1-5 scale) on the Florida Comprehensive Assessment test rose from 45% to 78% in one year.

2. **CC! led to changes in South Dakota which demonstrate a greater commitment to school.** Student who said they had:
   - Cheated on an exam dropped 30%.
   - Missed class without a legitimate excuse dropped 39%.
   - Failed to get schoolwork done on time dropped 24%.
   - Lied to a teacher dropped 35%.

3. **CC! raised attendance from 75-80% to 95% in two years at the Thomas J. Pappas Regional Elementary School** for children of homeless families in Phoenix. This figure is remarkable, since homeless kids often have trouble getting to school.
   - "CHARACTER COUNTS! has changed the whole atmosphere of our campus," says Principal Dina Vance.

**CC! increased by 58% the number of students in extracurricular activities at Glenn Westlake Middle School** in Lombard, Illinois, over five years.  
*Source: Josephson Institute Center for Youth Ethics. Violence Prevention, Character Education, Youth and Violence Report 2010*

**WHAT IS MPA’S ROLE IN CHARACTER EDUCATION?**

Students spend much of their young lives in classrooms. This time in school is an opportunity to explain and reinforce the core values upon which character is formed.

“In school, character education must be approached comprehensively to include the emotional, intellectual and moral qualities of a person or group.” (*Elkind and Sweet*)  

Our school will offer multiple opportunities for students to learn about, discuss and enact positive social behaviors. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions.

To successfully implement character education, MPA will:

- Take a leadership role to bring the staff, parents and students together to identify and define the elements of character they want to emphasize;
- Provide training for staff on how to integrate character education into the life and culture of the school;
- Form a vital partnership with parents and the community so that students hear a consistent message about character traits essential for success in school and life; and
- Provide opportunities for school leaders, teachers, parents and community partners to model exemplary character traits and social behaviors.

*Source: Elkind, David & Sweet, Freddy, You are a Character Educator, *Today’s Schools*, September/October 2004.*
**Effective Character Education**

1. Promotes core ethical values and supportive performance values as the foundation of good character.
2. Defines “character” comprehensively to include thinking, feeling, and behavior.
3. Uses a comprehensive, intentional, and proactive approach to character development.
4. Creates a caring school community.
5. Provides students with opportunities for moral action.
6. Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strives to foster students’ self-motivation.
8. Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.
9. Fosters shared moral leadership and long range support of the character education initiative.
10. Engages families and community members as partners in the character-building effort.
11. Assesses the character of the school, the school staff’s functioning as character educators, and the extent to which student’s manifest good character.

Source: Thomas Lickona; Eric Schaps; Catherine Lewis. Eleven Principles of Effective Character Education. Character Education Partnership 2007

**What Will Character Education Look Like at MPA?**

MPA character education program, Character Counts, will involve everyone and everything in the school. We will take the holistic approach to teaching character education.

Simply put, character education (CE) is everything you do that influences the character of the kids you teach. But to put it in a more focused light, we like Dr. Thomas Lickona’s definition, that “character education is the deliberate effort to help people understand, care about, and act upon core ethical values.” Dr. Lickona asserts that “When we think about the kind of character we want for our children, it’s clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right—even in the face of pressure from without and temptation from within.” Source: Lickona, Thomas. Educating for Character

“Effective character education is not adding a program or set of programs to a school. Rather it is a transformation of the culture and life of the school.”


MPA believes that the best way to implement character education is through a holistic approach that integrates character development into every aspect of school life. This approach is also known as whole school reform. Here are some of the distinguishing features of the holistic model:

1. Everything in the school is organized around the development of relationships between and among students, staff, and community.

2. The school is a caring community of learners in which there is a palpable bond connecting the students, the staff, and the school.
• Hold class meetings in which students establish group goals, decide on rules of conduct, plan activities, and solve problems.
• Have your students collaborate on academic tasks by working in cooperative learning groups. Give them regular opportunities to plan and reflect on the ways they work together.
• Organize a Buddies program in which younger and older students get together to work one-on-one on academic tasks and other kinds of activities.
• Teach conflict resolution and other social skills so that students become skilled at resolving conflicts fairly and peacefully. These strategies help students learn to establish and maintain positive relationships with others. They also turn the school into a laboratory where students practice the kinds of roles, and cope with the kinds of challenges, they will face in later life.

3. Social and emotional learning is emphasized as much as academic learning.
4. Cooperation and collaboration among students are emphasized over competition.
5. Values such as fairness, respect, and honesty are part of everyday lessons in and out of the classroom.
6. Students are given ample opportunities to practice moral behavior through activities such as service learning. Service learning is a powerful approach to teaching in which academic goals are accomplished through community service. Service learning takes the kids well past merely performing the service—they also select it, plan it, and then reflect on their entire experience. In addition to academic content, students practice valuable practical skills like organizing, collaborating, and problem solving. And they exercise such important character virtues as showing respect, taking responsibility, empathy, cooperation, citizenship, and persistence. Service learning is, in a word, transformative.
7. Discipline and classroom management concentrate on problem-solving rather than rewards and punishments. The old model of the teacher-centered classroom is abandoned in favor of democratic classrooms where teachers and students hold class meetings to build unity, establish norms, and solve problems. “The best forms of character education also involve students in honest, thoughtful discussion and reflection regarding the moral implications of what they see around them, what they are told, and what they personally do and experience.” Source: Eric Schaps, Esther F. Schaeffer, and Sanford N. McDonnell, op.cit. It is difficult to overstate the benefits of a meaty, morally challenging classroom discussion. Properly facilitated, discussions like these develop students’ critical thinking skills, provide a group bonding experience, and engage the students in deep, meaningful reflection about the kinds of people they are and want to be.
8. Teach Values through the Curriculum “When teachers bring to the fore the character dimension of the curriculum, they enhance the relevance of subject matter to students’ natural interests and questions, and in the process, increase student engagement and achievement.” Source: Character Education Partnership

The CHARACTER COUNTS! approach to character education doesn't exclude anyone. That's why the program and materials is based on six ethical values that everyone can agree on — values that are not political, religious, or culturally biased. The Six Pillars are described below:
Trustworthiness

Be honest • Don’t deceive, cheat, or steal • Be reliable — do what you say you’ll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don’t threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

Responsibility

Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don’t take advantage of others • Don’t blame others carelessly • Treat all people fairly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

Character Education Program Evaluation

MPA will establish some means of evaluating our program so we will know whether we are achieving your goals. According to Dr. B. David Brooks, a CE consultant and former school teacher and principal, implementation of a character education program must include a pre-assessment of goals and a post-assessment of results. Such an assessment may be as rigorous as a full blown longitudinal study, or it can be as informal as counting disciplinary referrals or gathering anecdotal teacher impressions. Assessments can be designed to measure changes in the students, changes in the school climate, and/or how well the staff is implementing the program. Source: B. David Brooks and Mark E. Kann, “What Makes Character Education Programs Work?” Educational Leadership (Alexandria, VA: Association for Supervision and Curriculum Development, Nov. 1993).

The staff will determine our evaluation methods and tools at the Summer Professional Development when all staff will be trained regarding all aspects of character education.
WHAT IT MEANS TO BE AN EDUCATED PERSON

At the root of all skills needed by an educated person is literacy. Literacy is essential for learning in all other subjects. After a child learns to read, he or she then is able to read to learn, opening the door to a boundless education that continues to grow even after formal schooling ends. Literacy also includes writing – the key to communicating effectively within our democratic society.

A truly educated person is proficient in all core academic subjects. In addition to reading and writing, these include mathematics, science, and social studies. In our educational system, admittance into higher education is based largely on proficiency in these subjects—especially the subjects of reading, writing, and mathematics. Science and social studies have been proven important for building the prior knowledge necessary for the highest levels of comprehension and acquisition of new knowledge.

Yet education is not measured by knowledge alone. A fully-educated person must have developed the character traits that will allow him to achieve success in higher education and the greater society beyond. Individuals not equipped with character traits such as internal motivation, curiosity, and determination will eventually stagnate in their intellectual growth as they reach the independence of their adult lives. With these traits, students become lifelong learners beyond the years of middle and high school.

In urban centers across our country generations of children are growing up without hope of attaining the education described above. As public schools, entrusted as stewards of our children’s futures, we must afford every child, regardless of his personal background, an education that ensures excellence in literacy, broad knowledge of core academic subjects, and unequivocal strength of character.

Our goal is to provide a comprehensive educational system that affords all students the tools necessary for leadership and service throughout the 21st century. MPA will be dedicated and designed to give all students, especially pupils identified as academically low achieving, and disadvantaged youth the opportunity to use real-world situations to help them develop basic core knowledge, and creative problem-solving abilities. All students will be prepared to be responsible, self-motivated, moral individuals and will become competent, lifelong learners and contributors in their community. The key characteristics of an ‘educated person’ in the 21st century entails the individual being able to:

- Possess high-order thinking skills necessary to think independently about unfamiliar problems.
- Have a broad frame of reference in mathematics, science, history, and language arts to understand and utilize new and different information.
- Communicate clearly, to effectively transmit facts, ideas, emotions, and opinions using oral, written, and visual language.
- Have the tools to ask questions, find the appropriate answers, and develop problem-solving skills, which lead to lifelong learning.
- Be competent in computer technology.
- Understand his/her own learning style, gifts, talents and abilities, including how to capitalize on strengths and weaknesses, in order to continue learning.
- Read, infer, and interpret a variety of print material, i.e. literature, poetry,
newspapers, reference sources, texts, graphs, and applications.

- Acquire excellent skills in the art of collaboration.
- Be accountable, responsible member of his/her community.
- Be appreciative of and exposed to experiences in the arts: music, dance, all art forms, and crafts.
- Develop character traits such as love, honor, integrity and excellence.

HOW LEARNING BEST OCCURS

Students learn best when they discover the knowledge for themselves. Self directed learning is inherently more satisfying and engaging for students than just direct instruction. Students feel more self-confident and are likely to retain the information if they have discovered the knowledge themselves and their learning experiences are tied to the real-world. Students learn best in an interdisciplinary and innovative, traditional site based environment that promotes enhanced learning opportunities by providing:

**An Integrated Curriculum**

The brain thrives on connections. An integrated curriculum will assist students in making a valuable connection between different subject matter across the curriculum. Skills, values and understandings are best taught and assessed within meaningful connected contexts. (Murdoch, 1998) The integrated curriculum approach will help educate students, inspire them to think, to love learning and engage them in the learning process. Problem solving skills soar when all of their knowledge and higher level thinking from all curriculum areas are integrated.

**Curriculum is Meaningful/Relevant**

Learning best occurs when a student’s education is relevant to the real world. For example, the students understand economics by making their own currency, learn math by holding jobs, learn about business by operating a school store, and learn English by writing a business plan. The student must see a connection between what he/she is studying and its importance to real life application. The students must also see a direct relationship between each academic subject as it relates to their life experiences. Internships and mentoring opportunities will be offered to connect learning to the workplace. Coursework will encourage reflection on the internship and mentoring experiences and the relevant skills acquired for the 21st century workplace. Students will complete two Service Learning Projects by the end of their senior year.

**Small Class Size and Small School**

MPA believes that a school should be an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment, where staff, parents and students know and respect each other and each other’s similarities and differences.

**Parent/Guardian Involvement and Investment**

Research indicates that students perform better in school when parents are involved in their child’s education. Therefore, parents will be engaged in their child’s education through participating in their child’s individual performance goals, the assessment of the goals and volunteering on a monthly basis at the school. Each parent will sign a Parent Involvement Agreement that outlines what is expected of them at MPA. MPA will host a Parent Orientation every summer not only to inform and update parents on the policies of the school, but also to emphasize the desire and expectation that parents will play an active role in their child’s school experience.
MPA parents support parents and help them to be more confident. MPA will house a Parent Center where parents are welcome to come by and set up a meeting with their children’s advisors or teachers and to learn more about their child’s progress. Programs are designed to teach parents to know what graduation requirements are, understand standards based education and academic performance needs of their students and have support staff with the skills necessary to teach parents to understand documents sent home, help parents to be more confident in participating in parent conferences and meetings and be prepared with the knowledge to help their student make decisions about their schooling, graduation options and future career choices. Parents will have access to their child’s syllabi for all classes via the school’s website as well as their child’s IPP, grades and test scores.

Students and parents/guardian complete a survey/needs assessment form and identify areas of student strengths, needs and family support needs. Questions gather information related to educational planning, academic support, academic /career planning, economic education training and student/family counseling.

**Differentiated Instruction**

Differentiated instruction is an instructional concept that maximizes learning for ALL students, regardless of skill level or background. It’s based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices, cooperative learning strategies and strategies to create different learning pathways that respond to the needs of diverse learners. Teachers will be trained in “Effective Lesson Design” so that they consistently prepare lessons that differentiate instruction based on various sources of data and incorporating numerous cooperative learning strategies yielding student success.

**Intervention and Enrichment Activities**

MPA will offer an After-School Program, a Saturday Enrichment Program/No Child Left Behind Saturday School, After School Intervention Program, a summer school program, and referrals to parents for social services support. The After School Program will offer homework assistance, math and language literacy assistance, and enrichment activities. The Saturday Enrichment Program will be held in 4-6 week cycles, offering reading and math workshops, test preparation strategy workshops, Second language support for non-native speakers, music, dance, creative expression and character education. The After School Intervention Program will offer tutoring in academic subjects to students who have tested Below or Far Below Basic on the California STAR Test or who have been referred by their teacher as needing additional assistance in academic subjects. The summer school program will offer instruction in basic core classes in which students demonstrated least proficiency in the previous year and who are threatening retention.

**Technology Inclusion**

Technology will be used as a tool for teaching and learning by integrating it throughout the curriculum and instruction. Students will be expected to become computer literate and will demonstrate skills in information gathering, data acquisition, communications, research, use of software, internet and email competence, and multimedia presentations. Technology will be infused into actual core subjects and entrepreneurial projects. MPA will use engaging software programs that will allow students to go at their own pace and that will provide immediate feedback to students on their practice and formal
assessments. In addition, digital portfolios will be maintained by each student with samples of his/her work across subject areas, as an efficient and engaging means to capture authentic student achievement, as well as to reveal and enhance student’s “media literacy skills.”

**Arts Education**

Arts education is critical to the building of self-esteem, school engagement, and self-discovery. By working with both the visual and performing arts, students will make connections between the various art forms and will be encouraged to think in an interdisciplinary way. The visual and performing arts program will foster artistic expression that leads to deep involvement in the thinking process and discovery by students.

**Cooperative Classroom**

Communication and cooperation are essential to becoming a successful learner. Shared knowledge and authority, mediated learning, and heterogeneous groups of students are essential characteristics of cooperative classrooms. Teachers will provide instruction that reaches all students through their learning modalities, teach and re-teach concepts using hands-on activities. Professional development will provide teachers with cutting edge skills and strategies to assist them in closing the achievement gap.

**Extended Day and Year**

More access to effective instructional time increases learning. Students will attend MPA for an extended school day and year. School opens at 8:00 am and dismissal is at 3:30 pm. The school year will extend to 186 days, which is six days longer, than the traditional 180 day calendar.

**Partnerships and Collaboration**

MPA will develop a collaboration and partnership with high schools, colleges (academic and vocational), universities, foundations, agencies and community business owners. There will be a strong school-community linkage. MPA realizes that community involvement offers a great educational laboratory for students. Local businesses, private, civic and corporate entities will be invited to play a key role in mentoring our youth in understanding service learning concepts.

**A TYPICAL DAY**

When a visitor enters MPA, he or she sees a clean, well-kept space with examples of student work posted throughout the hallways. When the visitor enters the school he sees the word FAIRNESS at the entrance on the wall of the school in two foot letters. The principal explained that “fairness” was the Character Counts! word that the school would be discussing for the entire month of April. The teachers had been trained on how to incorporate the Character Counts curriculum into their lessons through Professional Development workshops. The teachers were instructed to use 10 minutes a few days a week at the beginning of their class period to illustrate and discuss the character word.

The visitor also noticed that every classroom has a college’s name posted above the door to represent where that classroom’s teacher attended college. College pennants, posters, and brochures are displayed on the walls. Each grade level group is identified by the year they will enter college. The visitor notices a welcoming Parents Center in the building, with resources and materials available to parents to help them to become more involved in their child’s education. The visitor is struck not only by the amount of technology in the classrooms, and also by the high caliber of teaching and the high level of student engagement.
Teachers are standing at their doors at the beginning of each period to greet their students. Students line up outside of their classrooms before entering and upon entering are able to sharpen their pencils (if needed) prior to the beginning of instruction. Each class begins with a Dispatch/Warm up. During which time, the teacher has the opportunity to take the roll and sign readmits.

The visitor goes to an **English-Language Arts 7th grade** class where the Standards, Objectives and Instructions are written on the White Board. Dispatch is the first order of the day. Students are given 5-10 minutes to complete the dispatch. Today, the dispatch asks the students to define the word dilemma and give an example from their experiences that showed how they handled their own dilemma. After which, the dispatch is briefly discussed and collected.

Class then commences with the teacher delivering guided instruction on the novel Huckleberry Finn. Students are then placed in Cooperative Learning Groups. Each member of the group has a specific task, for example – one student serves as the recorder, another student leads the group in discussion, another student checks a sign off sheet regarding whether students are wearing their school uniform and has completed the homework assignment.

These tasks are performed on a rotating basis. The students are given 10-15 minutes to discuss the assignment. The teacher instructs all groups to come together for a “share-out” time. During this time, the teacher evaluated the rightness or wrongness of the student answers, and asked them to explain their answers. And by so doing, this allowed the teacher to assess the students’ thinking processes. The teacher is utilizing every opportunity to infuse character education within the curriculum. The student’s are studying a novel, the students will scrutinize the character of the characters? In the novel Huckleberry Finn, Huck’s nagging dilemma was whether it was right or wrong to help a runaway slave escape from his “rightful owner.” The teacher asked: What kind of a person was Huck Finn? What were his strengths and weaknesses? How did Huck process his dilemma? What do you think of his choices? What things do you admire about Huck and why? What things bother you about Huck and why? What do you think you would have done if you were in his shoes? What do your responses say about you? Have you ever had to deal with a very difficult conflict in your life? This type of teaching is filled with opportunities to engage the students in thinking about character and values.

If the class reaches an impasse, the instructor intervenes to move the class forward. The teacher summarizes the lesson and reminds students of their homework. The students are given a ticket-out-the-door. Students are instructed to write on the ticket what they learned, what they did not understand and what they would like to receive more information about. The tickets are collected at the door by the teacher. These tickets are used to help the teacher plan for the next lesson.

**Social Studies/World History Class 7th Grade**
The teacher is standing at the door while the students are lined up outside of the classroom. Music from the Islamic period is softly playing. Around the room can be found art posters and drawings representing the 7th grade history/social studies curriculum such as the Roman Empire, Medieval Europe, the Byzantine Empire, the Islamic period, West Africa, China, Japan, the Maya, Aztecs and Incas are on display. Also on display is work from the Renaissance and Reformation period, and the Scientific Revolution.

Standards, Objectives and Instructions are written on the whiteboard. For the dispatch the teacher turns on the overhead projector and the students are directed to look at the picture on the
screen of a Islamic man and woman traditionally dressed, then the teacher gives students instructions to look at the way the two people are dressed and compare with Western dress. A Venn Diagram is passed out for the dispatch activity. This exercise will test their skills of observation, ability to describe in detail and understand the skill of comparison. After 10 minutes of dispatch and 7 minutes of discussion, the teacher reminds the students of their next assignment which is to develop a project that relates to their Islamic lesson i.e. (religion, politics, food clothing, ceremonies and traditions such as marriage, divorce, death and burial). This is the first of a hands-on-project. After being given a Project Information Sheet that describes the project choices and directions, the students are given the opportunity to choose who they will work with and the group then determines what they want to build or design that relates to Islam.

The teacher informed the visitor that the instructions had been sent home via a letter to the parents with guidelines about the project, research required, supplies, due dates, etc. Parents were instructed that they can assist their children. (We’ve found that parent knowledge and involvement in the project activities helps parents understand what is required of their children and helps parent and child tighten their family bond).

During class time, the students are working in groups and are deciding who is going to do what? Students agree to purchase certain supplies and bring them to school. They decide upon how much work can be completed at school, if any, and decide whose home they will work at. The students have exchanged telephone numbers, etc. Of course, the teacher has already shared information with parents during Open house and has sent a letter home and followed up with a class newsletter to ensure that parents are aware of the project. The students are encouraged to go home and share the assignment with their parents.

Meanwhile during class time, the teacher is a facilitator and is circulating throughout the classroom, while students are gathering materials to help them design the project. They know that typed statements are required to describe or identify the finished product. Students are given time to ask the teacher questions about their specific project. The teacher then answers common questions. The teacher takes the opportunity to interject another character trait which is sharing and caring. She seizes the opportunity to tell the students that the project will give them the chance to practice sharing and caring. She also tells them to write in their journals about this experience.

This project allows students to incorporate their knowledge from English, Math, Science and other subjects. Other teachers have been made aware of the project and are able to lend assistance should students request their advice or help. Students learn collaboration and independence as they work on their specific part of the project and they learn team work as they put together the different parts to build the final project.

**Math 8th Grade**

Standards, Objectives and Instructions are written on the white board. Students are working on an algebraic dispatch problem. The teacher begins class by modeling how to work the problem on the board. The teacher gives a review of mathematical terms and checks to see if students also understand the terms. The students ask questions and attempt to work the next problem on the board before working in their groups. The example of this lesson is taken from Math.com

Order of Operations
When expressions have more than one operation, we have to follow rules for the order of operations:
1. First do all operations that lie inside parentheses.
2. Next, do any work with exponents or radicals.
3. Working from left to right, do all multiplication and division.
4. Finally, working from left to right, do all addition and subtraction.

\[ 8 \times 2^2 + 7 \times (4 + 1) = \]
\[ 8 \times 2^2 + 7 \times 5 = \]
\[ 8 \times 4 + 7 \times 5 = \]
\[ 32 + 35 = 67 \]

The teacher entertains questions and gives another example as shown below.

**Example 1 - Parenthesis**

<table>
<thead>
<tr>
<th>Without Parenthesis</th>
<th>With Parenthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 7 + 3 =</td>
<td>8 - (7 + 3) =</td>
</tr>
<tr>
<td>1 + 3 =</td>
<td>8 - 10 =</td>
</tr>
<tr>
<td>4</td>
<td>-2</td>
</tr>
</tbody>
</table>

The students begin working in their assigned groups on the assigned problems. The teacher is facilitating and moving throughout the class room to lend assistance wherever it is needed. The class is given their homework assignment and allowed to work on it until the bell rings. Students are dismissed by sections and by rows.

**Physical Science 8th Grade**

Standards, Objectives and Instructions are written on the board. Students are given 5 -10 minutes to complete the dispatch which is to list as many solids, liquids, and gases that they can think of. After the dispatch is over, the teacher then begins to ask the students questions such as What is matter? He then asks the students to look at their dispatch and read off their examples of each kind of matter. The teacher writes their responses on the board under SOLIDS, LIQUIDS and GASES. The teacher does not tell the students whether their responses are right or wrong. The teacher informs the students of the Learner Outcomes and assesses student’s prior knowledge. The teacher then introduces the use of Graphic organizers and concept maps to further explain the lesson. He begins with Pre- assessment questions such as, What is Matter? What are the three common states of Matter? The teacher uses realistic examples, manipulatives, colored posters, pictures, models, charts and transparencies. The materials are shown to the students:

- Fruits, milk, water, juice, toys, flowers,
- Books, tools, baseball, basketball, clothes, balloons ,
- different shapes of beakers, cylinders, scale , ice blocks,
- hot plate.

Students look at their previous responses and are then able to place the items listed above in the chart that follows. This is science made simple.

The visitor sees students actively taking ownership of their learning, to be followed by cooperative and inquiry-based learning activities where the students use critical-thinking skills to apply the day’s lesson. For the final portion of this class, students enthusiastically get on the
computers, where they reinforce the day’s lesson at their own pace through individualized computer-based assignments, practice problems and assessments.

As the visitor flows from class to class, she sees clear, high expectations are conveyed continuously to students throughout the day. Teachers are constantly working to make their lesson plans relevant, explaining and showing students the applicability in both higher education and the workplace.

It becomes evident to any visitor that MPA is a highly personalized and supportive learning environment, where teachers and students know each other well and demonstrate respect for one another.

Overall, a visitor experiences a different kind of learning environment at MPA: one where curiosity is sparked, where all students are respected and known well by the adults in the building, where teachers are true professionals, where technology is leveraged, where character traits are encouraged and manifested and where almost any child would want to attend.

A visitor leaves MPA knowing firsthand that the students in the school will graduate “PREPARED” for college and for the 21st century workplace.

INSTRUCTIONAL PROGRAM

Marell’s Preparatory Academy’s instructional program incorporates best practices and current educational research to execute its mission. The instructional program of MPA has been designed to create an environment where the previously described vision for 21st century students and how learning occurs best will be realized.

- **Instruction is personalized to the students’ needs.**

  **Individual Progress Plan (IPP):**
  All students will have computer-based IPPs that are frequently updated based on ongoing assessments.

  **Individualized Computer-Based Instruction**
  For core subjects, students receive supplemental instruction at their own pace – such as AgileMind in Algebra.

  **Advisory**
  Every student has an advisor who is responsible for knowing that students’ performance, skills, strengths, interests, goals, challenges, etc. and who will serve as a liaison to all other teachers to ensure individual needs are met.
  Advisory will occur once a week, and the advisor will be able to communicate with advisees’ teachers via weekly grade-level meetings as well as through the online teacher portal.

  **Small Class Sizes**
  The average class size will be 25 students per class.

  **Reduced Teacher Load**
  The average teacher will see no more than 75 students per week, compared to most schools where the average teacher sees in excess of 150 students per week.

- **Lessons are relevant to the students’ lives and have real-world application.**

  **Robust Professional Development**
The importance of relevancy of material will be emphasized with accompanying strategies during PD.

**Partnerships with Industry Professionals**
Internships and mentoring opportunities will be offered to connect learning to the workplace. Coursework will encourage reflection on the internship and mentoring experiences and the relevant skills acquired for the 21st century workplace.

**Service Learning Projects**
Students will complete 2 Service Learning Projects by the end of their senior year that will be incorporated into their regular academic content courses to provide real-life experiences and connections.

- **Students have early college exposure and high expectations.**

**Collaboration with Colleges and Universities**
Every year students will visit colleges and universities and will tour the campus and sit in on classes. By exposing students to the skills and knowledge they need to succeed in college and simultaneously stressing that every MPA scholar can and will attend and graduate from college we expect to dramatically improve the educational outcomes for the students.

**Rigorous A-G Curriculum**
All students will take an A-G college-prep curriculum.

**High Expectations**
Every staff member at MPA will convey clear, high expectations that all students will graduate prepared for college and the staff will provide the support necessary for students to meet those expectations.

**Admissions to a 2 or 4-Year College or trade school upon Graduation**
MPA students who meet the MPA graduation requirements will be admitted into CSU or UC.

**College-bound culture**
MPA will establish a culture that motivates and informs students about the path to college.

- **Teachers continuously improve their craft by participating in a robust professional development program and peer collaboration.**

**University Partner**
MPA teachers will benefit from professional development and training opportunities offered by university partners.

**Master Teachers**
MPA will recruit experienced and accomplished teachers that will be charged with building a department for each content area. These “master teachers” will train newer teachers and lead demonstration classes in the future.

**Built-In Time in the Schedule for Collaboration and PD**
The schedule allows for not only common planning time and PD by content area, but also by grade level on a regular basis. This grade-level collaboration time is also an opportunity for advisors to share information with their advisees’ teachers.

- **Advanced technology is leveraged as an engaging and efficient learning tool in the classroom.**
Individualized Computer-Based Instruction
MPA will use engaging software programs that will allow students to learn at their own pace and that will provide immediate feedback to students on their practice and formal assessments.

“On Demand” Learning Opportunities
A myriad of “on-demand” learning opportunities will empower students to control the “when and where” of much of their supplemental learning. Because many lessons will be web-based, students may access adaptive learning plans at anytime.

Digital Portfolios
Digital portfolios will be maintained by each student with samples of his or her work across subject areas, as an efficient and engaging means to capture authentic student achievement, as well as to reveal and enhance student’s “media literacy skills”.

- The school attracts and retains teachers who are passionate, competent and engaging through innovative recruitment strategies and a challenging career ladder.

Private Sector Practices
MPA will use private sector practices for recruiting the best teachers who have a proven track record in raising student achievement.

Performance Rewards
MPA will reward teachers for demonstrated student progress.

Challenging Career Ladder
MPA will provide promotion opportunities for teachers to grow and progress professionally, in an effort to increase teacher retention and job satisfaction.

- There are ample opportunities for engagement by parents/guardians in their children’s learning process.

Parent Orientation
MPA will host a Parent Orientation every summer not only to inform and update parents on the policies of the school, but also to emphasize the desire and expectation that parents will play an active role in their children’s school experience at MPA.

Parent Center and Volunteer Opportunities
MPA will house a Parents Center where parents are welcome to come by and set up a meeting with their children’s advisors or teachers and to learn more about their children’s progress.

There will be a sign-up process for parent volunteer opportunities.

Website/Data Management System
Parents will have access to their children’s syllabi for all classes via the school’s website as well as their children’s IPPs and latest grades/test scores. MPA will provide after-school computer and internet access to families that do not have such internet access at their homes or workplaces.

Advisory
Student advisors are responsible as the primary liaison to their advisees’ parents/guardians, so parents/guardians will always have someone dedicated to keeping them personally as involved as possible in their children’s schooling.

- **Instruction is driven by data.**
  
  **Diagnostic Exams**
  MPA will administer diagnostic exams to all students at the beginning of the academic year to inform both class placements and necessary academic interventions or acceleration opportunities.

  **Sophisticated Data Management System**
  MPA will invest in a user-friendly data management system that will enable teachers to frequently monitor student learning and adjust instruction accordingly.

  **Robust Professional Development**
  Teachers will be trained on the importance of 1) incorporating assessments – even quick and informal ones – into all lessons and 2) providing a mix of assessment types – standardized tests, group activities, essays, etc.

  Teachers will also be taught how to use the data gathered from such assessments to inform and drive instruction.

  **Student and Parent Trainings on Data**
  MPA will host trainings in its Parent Center for parents to better understand the school’s available data online, including their children’s Individual Personal Plans (IPPs), and therefore, to better understand their children’s strengths and weaknesses in order to best support their children’s academic progress in school and at home.

  MPA will similarly train students how to analyze their own performance data and set goals accordingly. These activities will take place primarily in advisory during the development and maintenance of the students’ IPPs.

- **Character Education is an integral part of the curriculum**
  MPA’s curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college and the world. This curriculum will guide all students with the life skills necessary to create self motivated, competent, and lifelong learners. Students will learn the MPA core values through the use of developmentally appropriate texts that highlight and teach the core values. The character education/ethics program (Character Counts) is designed to infuse the life skills necessary for self-motivated, competent, and lifelong learning. As part of this program, all students will become familiar with and practice the school’s core values of trustworthiness, respect, responsibility, fairness, caring and citizenship. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student.

  Source: *Six Pillars* found in *Making Ethical Decisions*.

- **Tutoring**
  MPA will offer After school and Saturday Intervention and Enrichment for students identified through frequent assessments. Tutoring is a key component of MPA. Tutoring will take place during and after school. During enrichment/choice time in the school day, after school time, and Saturday School, students will be able to access additional tutoring with
teachers. Students who demonstrate weakness in a core content area will attend tutoring for a six-week period, until those students demonstrate on an interim assessment that they are now successfully mastering the class material. During the six-week tutoring sessions, teachers will review the content from the previous six weeks. At the end of the six-week tutoring session, students will be re-tested. If a student again scores 70 or below, he/she will attend tutoring for an additional six weeks.

**Saturday School**
Saturday School will be offered every week. Both students and parents are invited to attend. Saturday School from 9:00 am-12:00 pm. Intervention activities will be designed for students who are not successfully mastering their class work. These students will be invited by their teacher or a parent can request that they attend. Enrichment activities for students will be planned and include drama, sports, arts, music, and dance. The curriculum will be an extension of the intervention and enrichment curriculum during the week. The students who are not mastering their class work will also be encouraged to attend enrichment classes. While students attend class, parents will have access to parent workshops.

**TEXTBOOKS**

The textbooks below were selected because they provide differentiated instruction that will reach all learners such as:

- Provide activities for varying needs of individual students including special needs students.
- Leveled practice activities for students at basic, proficient and advanced levels.
- Additional activities designed to engage and challenge advanced learners.
- Provide success for English Language Learners (ELL) and students below grade level in the core subjects.
- Provide extra assistance in learning the concepts addressed in grade level standards.

In addition, the Board and principal will coordinate, select and supervise all materials, curriculum, instructional materials, and activities.
### TEXTBOOK CHART FOR 7-8 GRADE LEVELS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TEXTBOOK</th>
<th>PUBLISHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>McDougal Littell California Literature (6-8)</td>
<td>McDougall Littell</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Prentice Hall Mathematics California (6-8)</td>
<td>Pearson/Prentice Hall</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>History Alive! California Middle School Program (6-8)</td>
<td>Teachers’ Curriculum Institute</td>
</tr>
<tr>
<td>Science</td>
<td>Science Explorer: Focus on Earth, Life and Physical Science (6-8)</td>
<td>Pearson Prentice Hall</td>
</tr>
</tbody>
</table>

### MIDDLE SCHOOL SUBJECTS

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>HISTORY</td>
<td>The Medieval World and Beyond The United States Through Industrialism</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>MATH</td>
<td>Pre Algebra</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Algebra</td>
</tr>
<tr>
<td>7</td>
<td>SCIENCE</td>
<td>Life Science</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Physical Science</td>
</tr>
<tr>
<td>7-8</td>
<td>THE ARTS</td>
<td>Music, art, theatre, dance, one selected per semester</td>
</tr>
<tr>
<td>7</td>
<td>ENGLISH</td>
<td>English/Grammar</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>PE/Health</td>
<td>Physical Education, Health and Life Skills</td>
</tr>
</tbody>
</table>

**Textbooks Grades 9-12**

MPA will provide a State-Board Adopted intervention program and textbooks for all students in grades 9-12.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TITLE</th>
<th>PUBLISHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/LA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 9 AB</td>
<td>Elements of Literature</td>
<td>Holt, Rinehart and Winston</td>
</tr>
<tr>
<td>English 10 AB</td>
<td>Elements of Literature</td>
<td>Holt, Rinehart and Winston</td>
</tr>
<tr>
<td>English Literature 11-12</td>
<td>Elements of Literature Sixth Course</td>
<td>Glencoe/McGraw-Hill</td>
</tr>
<tr>
<td>Expository Composition 12</td>
<td>Writer’s Choice: Grammar and Comp Grade 12</td>
<td>McDougall Littell</td>
</tr>
<tr>
<td>Developmental Reading 9-12</td>
<td>Bridges to Literature Level 1</td>
<td>McDougall Littell</td>
</tr>
<tr>
<td>Expository Composition 9-12</td>
<td>Bridges to Literature Level 2</td>
<td>McDougall Littell</td>
</tr>
<tr>
<td>Journalism 1AB, 2AB 10-12</td>
<td>Scholastic Journalism</td>
<td>Iowa State Press</td>
</tr>
<tr>
<td>Contemporary Comp. 11</td>
<td>Writer’s Choice: Grammar and Composition</td>
<td>Glencoe/McGraw-Hill</td>
</tr>
<tr>
<td>Advanced Composition 12</td>
<td>Writing with Purpose</td>
<td>McDougall Littell</td>
</tr>
<tr>
<td>Speech Junior High AB 8-9</td>
<td>Communication an Introduction to Speech</td>
<td>Allyn Bacon (Prentice Hall)</td>
</tr>
<tr>
<td>Speech AB 10-12</td>
<td>The Basics of Speech</td>
<td>Glencoe/McGraw-Hill</td>
</tr>
<tr>
<td><strong>Mathematics 8-12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>Pre-Algebra California Edition</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>Algebra II</td>
<td>California Algebra I: Concepts, Skills and Problem Solving</td>
<td>Glencoe</td>
</tr>
<tr>
<td>Geometry</td>
<td>CORD Algebra 2: Learning in Context</td>
<td>CORD</td>
</tr>
<tr>
<td>Calculus ABC</td>
<td>California Geometry</td>
<td>Holt, Rinehart, Winston</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Calculus: A Complete Course</td>
<td>Pearson Education/ Prentice Hall</td>
</tr>
<tr>
<td></td>
<td>Precalculus with Trigonometry: Concepts and Application</td>
<td>Key Curriculum Press</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California History 10-12</td>
<td>California A History</td>
<td>Harlan Davidson, Inc.</td>
</tr>
<tr>
<td>Geography 9-12</td>
<td>Geography: Realms, Regions and Concepts 13 Ed.</td>
<td>Wiley (People’s Pub.)</td>
</tr>
<tr>
<td>Introduction to Psych. 10-12</td>
<td>Understanding Psychology</td>
<td>Glencoe/McGraw-Hill</td>
</tr>
<tr>
<td>Introduction to Sociology 11-12</td>
<td>Sociology the Study of Human Relationships</td>
<td>Holt, Rinehart, Winston</td>
</tr>
<tr>
<td>World History, Culture and Geography 10</td>
<td>World History: The Modern World</td>
<td>Pearson Education/ Prentice Hall</td>
</tr>
<tr>
<td><strong>Science 9-12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Biology 8th Ed.</td>
<td>Glencoe/McGraw-Hill</td>
</tr>
<tr>
<td>Chemistry</td>
<td>World of Chemistry</td>
<td>McDougall Littell</td>
</tr>
<tr>
<td><strong>Health 9-12</strong></td>
<td>Holt Lifetime Health</td>
<td>Holt, Rinehart, Winston</td>
</tr>
<tr>
<td><strong>Foreign Language 9-12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish I AB</td>
<td>Realidades Level I</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>Spanish 2 AB</td>
<td>Realidades Level 2</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>Spanish 3 AB</td>
<td>Realidades Level 3</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>Spanish 4 AB</td>
<td>Avance! Intermediate Spanish</td>
<td>Glencoe/McGraw-Hill</td>
</tr>
<tr>
<td>Japanese I AB</td>
<td>Adventures in Japanese Level I</td>
<td>Cheng and Tsui</td>
</tr>
</tbody>
</table>
RECRUITMENT OF TEACHERS

MPA has designed an educational program that will motivate students to learn, and explore their creativity. The faculty will emphasize a personalized approach to learning with the abilities of each student being evaluated and encouraged and the individual needs of each student being recognized and addressed, as fully as possible. MPA will provide creative, innovative and exciting teaching to eradicate the notion that school is boring, and irrelevant to their personal lives. Therefore, we are recruiting teachers who have the ability to create a learning environment that will produce a desire within each student to perform at his/her fullest potential and fulfill the mission of our school. MPA will hire a multi-diverse staff to reflect the cultural diversity of the community.

MPA’s staff recruitment will take place upon approval of our charter petition. We will recruit highly qualified teachers that are experienced and credentialed in the local newspapers, Edjoin, Craig’s List, universities (CSU, USC and UC) and the California Charter School Associations’ job hotline website and CCSA Career Fair.

PROFESSIONAL DEVELOPMENT

MPA believes that educators must be dedicated to a continuous plan of professional development that begins with their induction into the profession, and that extends through the life of their professional career in education through on-going and sustained professional development endeavors. We further believe that effective educators are life-long learners, that professional development must be an on-going process of refining skills, inquiring into practice, and developing new methods. The professional strengths and accomplishments of the school faculty at large must work to complement the learning needs and requirements of the entire student population. Professional development activities must also complement both the needs of the educator and the goals and objectives of the school. Further, these activities must focus on the conditions which affect student learning in order for teachers to develop the knowledge and expertise needed to enable students to function as independent thinkers and creative learners both in the school community and in the larger environment of society as a whole. We believe that the value of professional development are these:

- Enhances knowledge of subject content
- Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential
- Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership
- Encourages educators to develop a variety of classroom based assessment skills
- Provides for integrating new learning into the curriculum and the classroom
- Assess periodically to show its impact on teaching practice and/or student learning
- Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators
- Empowers educators to work effectively with parent and community partners.
The ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning.

**Summer Training**
After the teachers and assistants have been approved for hiring by the Board, MPA will conduct a full month of staff development during the month of August (beginning the first year of school and a two week training every year thereafter) at the start of each school year. The staff will be trained on:

- Integrating technology into the classroom
- Building the school culture
- Data-driven assessments, testing and evaluations
- Training on the school’s data management systems
- Differentiated instruction, including strategies for meeting the needs of ELL and special education students
- Textbook training by the publishers
- Classroom discipline, classroom management,
- School discipline policy, and building school culture
- Portfolios

**Weekly Professional Development**
In order to continue with professional development (PD) and to encourage grade level planning time, MPA will conduct professional development every Wednesday. The school will adhere to a half day schedule on those days. Planning is a major key to the success of MPA’s program. An Early Dismissal schedule will be in place every Wednesday to allow the grade-level and subject-level teachers to have a 3 hour block of time to plan, evaluate data for student growth and success, identify strengths and weaknesses of the students, and to determine additional focus for those students who need further intervention. Also the topics that had been discussed during the summer will be revisited as needed or as requested by the teachers i.e. SST, special education and IEP’s, Classroom Management, Technology, etc.

**Pupil Free Days**
There will be a two consecutive Pupil Free days in the month of March of each year in order for the school to attend the California Charter School Association Conference.
IMPLEMENTATION PLAN FOR INSTRUCTIONAL PROGRAM

MPA proposes to open with grades 7-8 in our first operational year (2011-2012). MPA will add one grade each year, eventually serving grades 7-12 by the 2015-2016 school year. The specific implementation plan is provided below.

IMPLEMENTATION PLAN AND TIMELINE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MONTH</th>
<th>IMPLEMENTATION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>January</td>
<td>Submit charter petition to LAUSD</td>
</tr>
</tbody>
</table>
| 2011 | February | Apply for non-profit status  
Meet with LAUSD Charter School Office for capacity interview  
Continue facility search  
Identify funding sources |
| 2011 | March | Charter petition will go before the LAUSD school Board  
Expect charter approval  
Begin to negotiate for facility  
Retain architect to draw plans for Conditional Use Permit  
Apply for Conditional Use Permit at Building and Safety  
Apply for Revolving Loan |
| 2011 | April | Begin community outreach to local elementary and middle schools  
Begin to recruit staff (teachers, TA’s, office, yard assistants, and food service)  
Actively reach out to potential students, targeting high need populations  
Prepare parent and staff handbooks  
Prepare staff employment contracts with Board approval  
Apply for Public Charter School Grant Program  
Apply for Start-Up grant from Walton foundation  
Negotiate Insurances |
| 2011 | April | Continue staff recruitment and hiring  
Begin official student recruiting  
Begin renovation of facility  
Build MPA website |
| 2011 | May | Board approves contracts from outside providers  
Complete parent and staff handbooks for Board approval  
Continue renovation of facility  
Hiring panel recommends staff to Board for approval  
Financial systems are established, including payroll, retirement, and PO/payment  
Finalize contracts of consultants for professional development |
<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 2011 | June  | Offer contracts to approved staff  
Put office personnel in place  
Negotiate healthcare benefits for staff  
Order all textbooks  
Complete hiring of all staff  
Obtain all necessary insurances  
Purchase computers, software, art supplies, furniture and equipment  
Send fundraising letters to funding sources  |
| 2011 | July  | Continue student recruitment  
Keep parents informed about the progress of the school  
Prepare for professional development  
Continue to enroll students and administer diagnostic tests  
Train administration on PowerSchool an SIS system  
Make follow-up contact with presenters and consultants for PD  
Finalize assessment tools  |
| 2011 | August | All teaching staff report for month long professional development  
Refine Scope and Sequence for each grade level  
Purchase standardized testing materials  
Train administration on Welligent Assessment management system training  
Prepare site for school opening  
Student and parent/guardian orientation  
Contract with food provider  
Hold lottery if necessary  
Conduct School Orientation Meeting  
Prep site for school opening  
Develop rubrics for portfolios and projects  |
| 2011 | September | OPEN SCHOOL  
Conduct baseline assessments for all students  
Enter data from baseline assessments into PowerSchool system  
Report 20 day attendance report  |
Marell’s Preparatory Academy
SCHOOL ACADEMIC CALENDAR

2011-2012

Professional Development
August 2-26, 2011

School Begins
September 1, 2011

Parent/Teacher Conferences
November 1-4, 2011

Veterans Day
November 11, 2011

Thanksgiving Holiday
November 24-25, 2011

Winter Recess
Dec 19 – Jan 6, 2012

Dr. Martin L. King, Jr.’s Birthday Observed
January 17, 2012

Projects Due
January 20, 2012

Parent/Teacher Conferences and Official Report Cards
January 31- Feb. 4, 2012

Second Semester Begins
February 6, 2012

Presidents’ Day
February 20, 2012

PUPIL FREE DAYS (CCSA Conference)
March—2012

Spring Recess
April 16-April 20, 2012

Parent/Teacher Conferences
April 23-27, 2012

Science Fair
May 3-4, 2012

Memorial Day Observed
May 28, 2012

Projects Due (Digital Portfolio)
June 17, 2012

Parent/Teacher Conferences and Official Report Cards
June 18-22, 2012

Last Day of Instruction
June 27, 2012

Pupil Free Days
June 28-29, 2012

Number of School Days Per Month

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAYS</th>
<th>MONTH</th>
<th>DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>21</td>
<td>February</td>
<td>19</td>
</tr>
<tr>
<td>October</td>
<td>21</td>
<td>March</td>
<td>22</td>
</tr>
<tr>
<td>November</td>
<td>18</td>
<td>April</td>
<td>16</td>
</tr>
<tr>
<td>December</td>
<td>13</td>
<td>May</td>
<td>21</td>
</tr>
<tr>
<td>January</td>
<td>15</td>
<td>June</td>
<td>20</td>
</tr>
</tbody>
</table>

TOTAL Number of School Days Per Year = 186
Marell's Preparatory Academy Grades 7-8

**BELL SCHEDULE**

<table>
<thead>
<tr>
<th>REGULAR DAY</th>
<th>SHORTENED DAY SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00-9:00</td>
</tr>
<tr>
<td>Period 1</td>
<td>8:00-8:40</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:05-10:05</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:45-9:25</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:10-10:25</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:30-9:45</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:30-11:30</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:50-10:30</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:35-12:35</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:35-11:15</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:35-1:15</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:20-12:00</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:20-12:00</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:05-12:35</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:40-1:20</td>
</tr>
<tr>
<td>Dismissal</td>
<td>2:25-3:25</td>
</tr>
<tr>
<td>Dismissal</td>
<td>2:25</td>
</tr>
</tbody>
</table>

**MON. - TUES., THURS-FRI**  **WEDNESDAY**

380 daily minutes X 148 Full Days of instruction, 56,240 instructional minutes per year.  
270 daily minutes X 38 shortened days of instruction, 10,260 instructional minutes per year.  
There will be 186 calendar days per year with a total of 66,500 minutes per year.  
MPA will offer, at minimum the number of minutes of instruction set forth in Education Code 47612.5

**Daily Bell Schedule Grades 9-12**

<table>
<thead>
<tr>
<th>REGULAR DAY</th>
<th>SHORTENED DAY SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00-9:00</td>
</tr>
<tr>
<td>Period 1</td>
<td>8:00-8:40</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:05-10:05</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:45-9:25</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:10-10:25</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:30-9:45</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:30-11:30</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:50-10:30</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:35-12:35</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:35-11:15</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:35-1:15</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:20-12:00</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:20-12:00</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:05-12:35</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:40-1:20</td>
</tr>
<tr>
<td>Period 7</td>
<td>3:30-4:30</td>
</tr>
<tr>
<td>Period 7</td>
<td>1:25-2:25</td>
</tr>
<tr>
<td>Dismissal</td>
<td>4:30</td>
</tr>
<tr>
<td>Dismissal</td>
<td>2:25</td>
</tr>
</tbody>
</table>

**MON. - TUES., THURS-FRI**  **WEDNESDAY**
INSTRUCTIONAL PROGRAM FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS

MPA realizes that most of our students will come from socioeconomically deprived circumstances and backgrounds. MPA aims to enhance the education of our students with low socio-economic status by lowering class sizes to ensure a quality education for all students. Lower class sizes will increase access to the instructors, curricular material, and enrichment opportunities and will enable students to benefit from more focused attention. We will continue to offer tutoring programs before and after school funded through Title 1 to address the academic achievement needs of our low socio-economic students. We will make every effort to provide access to social and psychological community resources for students and their families to ensure students come to school well-prepared to learn and succeed in their academic goals. Family surveys will be conducted to determine areas of greatest need for these students and their families. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we will offer channels for students, their parents and family members to gain access to community resources that can assist with their areas of greatest need including: food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

Likewise, we will continue to develop programs on site to address the psycho-social, physical and emotional needs of these students so that they can focus on their academic and educational goals and achieve them. We will provide breakfast for all of our students who qualify because we know that a good start in the morning will enable our students to focus and attend better. We will provide intervention and mentoring opportunities and flexibility for high achieving students with low-socioeconomic status who want to explore community resources and opportunities such as assisting them in enrolling in a community college or participating in job internships.

Within the first two weeks of the beginning of the school year, each student will be administered various diagnostic tests as assessment instruments, publisher assessment, teacher designed assessments for math and language arts, writing samples, and current homework to determine their academic needs and levels. The assessments will assist the staff and students in developing an Individual Progress Plan (IPP). The use of this information will assist the staff, parent and student in planning the proper path for educational success. A primary goal of MPA is to assess student strengths and weaknesses, fill in existing gaps in their skills, and provide a bridge to more challenging content with practical application. To put students on the path to educational success, the mission, vision, and instructional programs of the school are designed to provide and ensure equal access for all students particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. At its core, MPA believes in high expectations for each of its students regardless of background.

MPA has designed its program to support students from socioeconomically disadvantaged backgrounds in the following ways:

If students do show deficits in their educational experiences, MPA plans to assist the socio-economically disadvantaged students in succeeding in the following ways:

- Bring excitement and joy into learning through the infusion of the arts into the
curriculum. Arts integration has substantial effects on all students, especially the socially disadvantaged student.

- Allocate more time for the students to fill in the missing educational gaps by offering tutoring and homework support in all subject areas during the After-School Intervention Program.
- Offer literacy coaching which includes promoting reading, writing, and speaking during the After School Intervention Program.
- Students will learn to manipulate language in both oral and written forms through plays, speeches, poems, and oratorical exercises as a part of our Saturday Enrichment Program.
- Offer personal and academic counseling as needed.
- Conduct home visits to families to create supportive learning environments at home and increase literacy experiences.
- Use of technology/computer for online academic support.
- Borrowing books from the library or MPA library to ensure daily at-home reading.
- Inviting visitors and guests to share experiences and interests.
- Field trips to areas of interest that corresponds to the different areas of study.
- Frequent contact with parent/guardian to inform of academic and behavioral progress.
- Provide peer-peer tutoring.
- Targeting the personal interests of the student.
- Encourage parent involvement by utilizing them as tutors and/or in other interest areas.
- Use instructional assistants to target specific needs.
- Provide wholesome meals.

With these interventions, MPA will provide every opportunity for socio-economically disadvantaged students to advance academically and eliminate the learning gaps.

**INSTRUCTIONAL PROGRAM FOR GIFTED STUDENTS**

MPA recognizes that our students will have various levels of academic ability. Therefore, we will address the needs of the gifted and talented student, whose learning characteristics, thinking aptitudes and abilities differ significantly from those of their same-aged peers. MPA’s assessment and identification of gifted and talented students shall be based on the California standardized test scores, and the prior year’s school records. During the beginning of the school year, diagnostic tests will be administered to all students as a measure to determine if the student
is on grade level, is intellectual, has a high degree of creativity, is academic, and/or has leadership ability, and talent in the arts. Teacher recommendations, and/or other criteria that the school finds appropriate will also be utilized to assess the student.

Students are designated as being high-achieving if they meet the following criteria:
1. Performing more than one level above his/her actual grade level
2. Earning 4 on rubrics of content learning standards in core content learning standards
3. Advanced intellectual ability based on teacher observation, standardized test scores, and an intelligence test
4. High achievement based on two consecutive years of academic achievement (grades) and standardized test scores in English language arts and mathematics
5. Specific academic ability based on three consecutive years of high standardized test scores in English language arts or mathematics and a teacher recommendation.

After the data analysis, the student has been identified as gifted and/or talented, MPA shall develop differentiated learning environments in which gifted and talented students can acquire skills and understanding at advanced ideological and creative levels matching their potentials. Throughout the day, the staff will differentiate instruction based upon the individual needs of the students and will push those students who are achieving at higher levels to demonstrate a specific ability or talent, as identified through student data or evidence of student capacity. Differentiated instruction shall include complexity (making connections or seeing relationships), acceleration (advanced content through curriculum compacting), novelty (introducing new areas of study), and depth (exploring a subject in greater detail). Examples of the instructional program that may be employed with gifted and talented students include:

- Individual and group projects
- Computer adaptive software programs
- Advanced critical thinking and problem solving activities that push their thinking levels
- Discovery learning
- Providing a wide variety of materials at different levels that engage a wide variety of interests
- Mentoring lower achieving students
- Peer-peer tutoring
- Ensuring a challenging, exciting curriculum
- Broadening experience base by taking field trips

By using assessment information to monitor students’ progress teachers will be able to make necessary modifications and adjustments to best support students. In addition, teachers will work with students to develop plans to best meet the student’s individual needs, thereby cultivating their gifts, talents and passions. The staff will be trained to identify gifted and talented students and how to best support them.

INSTRUCTIONAL PROGRAM FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

At the beginning of each academic school year, MPA will administer diagnostic tests during the first two weeks of school. MPA will include California standardized test scores, the prior year’s school records, teacher recommendations, and/or other criteria that the school finds appropriate. At the beginning of the year diagnostic tests that will be administered to all students as a measure to determine if the student is on grade level, their intellectual ability, creative, academic, and/or
leadership ability and achievement, plus talent in the visual arts and performing arts.

Students are designated as being low achieving if they meet the following criteria:

1. Performing more than one level below his/her actual grade level
2. Earning below 70% in one or more core subjects and therefore in danger of failing the grade
3. Earning 2 or below on rubrics of core content learning standards
4. Not on track to make at least one grade level of growth in English Language Arts, and Mathematics

“One consideration in all interventions is increasing time on task. It is unrealistic to expect students who are one or more grade levels behind to be able to “catch up” without increasing instructional time. One of the most well-established facts about how people learn is that learning takes time. Time is needed to practice so that facts are easily remembered and procedures fluently executed. Time is also needed to integrate new learning into the student’s existing understanding.”

Source: (Guide to Mathematics Intervention Solutions: A Roadmap for Student Success)

After the data has been analyzed, the students who are performing below grade level in the core content areas will receive individual and group instruction to target their individual needs. Teachers will therefore differentiate instruction based on students’ needs, interests, readiness and learning profile. The selected textbooks have additional activities for students who are struggling and who are low achieving. Other instructional strategies for students achieving below grade level will include:

- Increased time on task, especially in math
- Individual, and small groups, targeting specific standards during regular class time
- Guided reading groups
- After-School Intervention program
- Re-teaching
- Tutoring and homework support
- Computer adaptive software programs for math and reading remediation and online core content support
- Involving parents in homework and other projects
- Using instructional assistants to target students specific needs
- Providing positive support and encouragement
- Summer School

The teachers and administration will monitor the student’s progress and work collaboratively to share best practices and ideas to support students achieving below grade level. Time will be set aside each Wednesday at Professional Development for the grade level teachers to discuss and strategize regarding the low-achieving student.

If after implementing the instructional support strategies and there is no significant growth, students achieving below grade level may be referred by the teacher or by the parent for a Student Success Team (SST) meeting. In these meetings, the classroom teacher, the parent, the Principal, and the Counselor, and any other relevant party will convene to discuss the child’s strengths and areas of concern. In this meeting interventions and actions steps will be decided upon in order to further assist this child in academic and/or behavioral growth. A follow up meeting will be scheduled to reconvene and discuss the student’s progress.

After three SST meetings, if significant progress has not been made as measured by assessments,
the student may be referred for assessment to determine if the child is eligible for special education services under the Individuals with Disabilities Education Act (IDEA) if appropriate. The school will make every effort to ensure an exhaustive list of interventions is utilized to avoid over identification of students in Special Education.

**ENGLISH LANGUAGE LEARNERS**

MPA will comply with all federal, state, and judicial mandates relative to equal access for English Learners. MPA will use an inclusion model to serve English language learners and will ensure all of the teachers are trained in the most effective English language learner strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE) and Sheltered English strategies. As a part of Professional Development teachers will understand basic constructs of bilingualism and second language development, the nature of language proficiency, the role of the first language and culture in learning, and the demands that mainstream education places on culturally diverse students. (Clair, 1993) Teachers will be trained to continually reassess what schooling means in the context of a pluralist society; the relationship between teachers and learners; and attitudes and beliefs about language, culture, and race (Clair, Adger, Short, & Millen, 1998; Gonzalez & Darling-Hammond, 1997). MPA will also employ teachers who have received CLAD (Cross-Cultural Language Acquisition Design) or BCLAD certification. MPA teachers will align their teaching to the California English Language Development standards set forth by the California Department of Education to assist in planning and assessing the progress of English Language Learners.

The instructional program will be presented in English with provisions to ensure comprehension of English learners and develop English as a second language. The instructional program will be designed to promote language acquisition, oral language development and enriched learning opportunities for all students. Furthermore, it is the intent of the MPA to provide an English immersion environment whereby students who are not currently English proficient will learn in our general education setting with the assistance of bilingual staff. The focus will always be to develop English proficiency while achieving in our academic environment. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (auditory, kinesthetic, and visual) that correspond to subject matter and grade level curriculum.

All English Learners (EL) shall participate in the core standards-based curriculum appropriate for their grade level as fully as their English language will allow. To accelerate learning English, to offer primary language support, and the mastery of the standards-based curriculum, teachers will provide special assistance to the EL student during regular classroom instruction and if needed, tutorial assistance will be provided for them outside of core class time. Students beginning ELD levels will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input. In order to enhance ELL students’ vocabulary development, teachers and the assistants will regularly work with the students in small groups.

MPA will continually explore innovative ways to implement successful practices by which bilingual students can achieve their fullest potential. English learners will receive instruction utilizing the techniques of phonics, sheltered English, cooperative learning groups and experiential activities. Teachers, aides, other students or parent volunteers will provide primary language support. MPA, wherever possible, will hire personnel and recruit bilingual community support and services to meet the primary language needs of English learners.

Curriculum will be presented to English learners at beginning ELD levels in English utilizing
Specially Designed Academic Instruction in English (SDAIE) techniques. This will include instruction utilizing sheltered English, cooperative learning groups, and small group instruction. Sheltered English includes strategies that make language comprehensible. This requires an awareness of the student’s prior knowledge and experiences, consistently building on background knowledge, using visuals, focusing on 1-2 major concepts and drawing out the main points. Small group instruction will take place during class time by the teacher or the assistants to allow opportunity for individualizing the instruction to the needs of those particular students who have additional needs.

Our hands-on curriculum will enrich all curricular areas by emphasizing four critical elements: Content, connections, comprehensibility and interaction. Instruction will be organized to assure a high frequency of interaction between students and other students, their teachers and the curriculum activities. English language methodologies, will stress the use of students background knowledge, visual perceptual skills and modeling. MPA will use proven methodologies for students who are acquiring English. Examples of instructional models that may be employed with ELL students are: cooperative learning, repetition, pre-teaching vocabulary, using pictures, books on tape, storytelling, manipulatives, songs, props, gestures, dramatizations, labeling items in classrooms in different languages, using culturally relevant materials, and relevant displays. Appropriate pacing and integration of reading, writing, speaking and listening will be applied.

Best practices and individual student progress discussions will be frequent agenda items during the school’s weekly professional development and grade level meetings. The results of these discussions and teacher input will be captured in the Individual Progress Plans (IPP) for all students, including English language learners.

**Parent Involvement and Notification**
Parents will be notified regarding their child’s English Language Development along with CELDT scores every progress report or every semester and/or as often as needed. Parents will be a participant in their child’s IPP. The school will offer literacy or EL training classes after school and on Saturdays for the parents. Our parents will also be encouraged to volunteer to participate in the school environment.

**Assessment to Identify English Language Fluency**
Parents or guardians of students enrolling in MPA will be required to complete a Home Language Survey. If a language other than English is indicated on the survey, the California English Language Development Test (CELDT), along with other placement exams, at the beginning of the school year, will be used to determine English proficiency. The results of the students’ CELDT scores will be used to determine the students’ ELD levels and to provide insight into appropriate language development supports. The 5 levels that a student may be categorized into include: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advance. The CELDT exam will be administered annually to measure student progress. If the student shows significant progress (the student must show a level 4 or better) after taking the annual CELDT exam, the student will be reclassified.

For purposes of NCLB Title 3 accountability, English Learners will meet the federal and state AMAO targets-specifically ensuring that students enrolled in the school make at least one level of growth on the CELDT annually, and the school will ensure that at least 75% of EL students enrolled will be at the Basic Level or above on the STAR tests in the core subjects.
To determine ongoing progress in English, students will be assessed with ongoing classroom assessments, focused assessments in the tutorials, the Standards Master assessments and the regular Benchmark assessments, in addition to yearly CELDT and STAR programs. In addition, MPA is in the process of researching the most effective interactive English Language Development software for English language learners for grades 7-12.

**Technology and the EL Student**
Technology/software will be used to meet the language needs of the EL students. It will be acquired to monitor, assess progress and administer instruction. Technology enhanced programs for English Language Learners work most effectively when they:

- Provide interaction, communicative activities, and real audiences.
- Utilize task-based and problem-solving activities.
- Provide ‘sheltering-techniques’- ways to make lessons easier to understand to support language and academic development.
- Are student-centered and promote student autonomy.
- Facilitate focused development of English-language skills.
- Support collaborative learning.
- Foster understanding and appreciation of the target and native cultures.
- Provide appropriate feedback and assessment.

*Source: (Butler-Pascoe, M.E. and Wiburg K.M. Technology and teaching English language learners)*
SPECIAL EDUCATION PROGRAM

Prior to Los Angeles Unified School District (“LAUSD”) Governing Board approval, [Charter School] will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and [Charter School] regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s MCD requirements.

Modified Consent Decree Requirements

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most Charter Schools are not currently utilizing the District’s current SIS, the MCD requires all Charter Schools to implement the use of ISIS once it is developed.
Professional Development
Professional development plays an essential role in successful education reform. Professional development serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving to higher standards of learning and development. One area of professional development that will be included in our training sessions is that of Special Education. Our teachers will be trained to recognize students who might fit into the 504 category. They will receive information on resources for the special needs student, inclusion resources, parent resources, activities for all children, applied behavior analysis, recognizing learning disorders and disabilities, assessments, etc. Professional Development with an emphasis in Special Education will not be overlooked.

Section 504 Plan
No otherwise qualified individual with a disability...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Section 504 of the rehabilitation act of 1973

Section 504 is a civil rights law. To meet the criteria for Section 504 protections, a child must...
- have a physical or mental impairment that substantially limits one or more major life activities;
- have a record of such impairment, or
- be regarded as having such an impairment.

Under Section 504, a plan may be developed to assist students with disabilities that require accommodations in order to access the general education program. The 504/SST team will monitor and assess both groups.

Examples of disabilities that might substantially limit a major life activity (such as: walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks) are:
- Attention Deficit Disorder
- Chronic Asthma
- Diabetes
- Severe Allergies
- Cancer
- Physical disabilities
- Temporary disabilities

MPA Section 504/SST team will conduct an evaluation to determine if the student meets the three prong criteria as disabled under federal law, by:
- determining if the student has a potentially limiting mental or physical disability
- determining if the student's disability impairs a major life activity; and
- determining if the student's physical or mental impairment substantially limits the major life activity.

Some examples of assistance that can be provided in a Section 504 plan are:
- Providing additional time for homework assignments
- Changing the way tests are given
- Seating in the front of the class
Creating a behavior support plan

Parents/Guardians rights under Section 504 of the Rehabilitation Act?
• written notification of any decisions concerning the identification, evaluation, and/or accommodations
• information needed to appeal any such decisions; and
• examination of relevant records

Search and Serve
MPA will make every effort to search, identify and serve all special education students enrolled in the school. The MPA enrollment application includes a section that parents fill out that assists in determining:
• If the child is in need of an assessment
• If the child is a receiving special outside services
• If the child has already been identified as being in need of special services
• If the child has a pre-existing or active IEP

If a parent answers yes to any of the questions in this section of the enrollment agreement, our special education program will meet with the family to review a previously existing IEP and/or discuss the child’s needs upon entering our program. If needed, a Student Study Team made up of the parent/guardian, teacher, student and administrator will come together to discuss and identify the student’s needs and develop an intervention plan to ensure the student’s academic and social success in school. Parents will be informed of their child’s right to special education and related services that are available to them at no cost.

Student Study Team
If the Individual Progress Plan is not meeting the educational needs of the child, and the teacher or teachers have met with parents and instituted classroom modifications, the child should be referred to the Student Study Team. The purpose of the Student Study Team is to bring all school wide resources to aid learning programs strategies for special needs. They then analyze the major changes regarding assessment for eligibility determination in the Individuals with Disabilities Education Improvement Act (IDEIA) passed in 2004 and the regulations implementing the law, published in August 2006. (These changes are significant and will alter the ways in which school-based teams conduct the eligibility determination process.)

All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education (FAPE). MPA will adhere to all of the special education laws.

The Student Study Team uses a systematic problem solving approach, utilizing teachers, administrators, parents, the student, counselors, psychologists, nurses, and the special education coordinator, to assist students who are not progressing at a satisfactory rate. After the Student Study Team has met, designed a strategy of intervention, and evaluated the effectiveness of the intervention, might a student be referred for a special education evaluation. However, it is the legal right of a parent to request a special education evaluation at anytime. MPA Charter and LAUSD staff may request, along with a parent, a SST to discuss concerns. Interventions will be suggested and implemented before any assessment takes place. An LAUSD designee will be involved in these types of meetings. The Special Education Process or parent requests must be granted within 15 days.

The Special Education Process:
Step 1: Referral for Assessment
Step 2: Assessment
Step 3: Development and Implementation of Individualized Education Plan (IEP)
Step 4: IEP Review

Step 1: Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. A child can be referred for assessment by the teacher, parent/guardian, or other school personnel; the parent/guardian will receive a written response from the school within thirty (30) days of the receipt of a referral for assessment. If the school determines that an assessment of a student is not appropriate, the parent will receive written notice of the decision. This notice explains the basis of the refusal and the parent’s right to request a due process hearing to contest the charter’s refusal. If MPA determines that an assessment is appropriate the parent will receive an Assessment Plan.

The parent must consent to the Assessment Plan (AP) by signing it before the assessment can take place. The parent has fifteen (15) days from the receipt of the AP to consent and sign it. If the parent does not consent to the AP, MPA will meet with, discuss and work through concerns and resolve differences.

Step 2: Assessment

Within thirty days, not counting school vacations greater than five days from the receipt of the parent’s signed AP, MPA must complete the assessment and hold an Individualized Education Program (IEP) meeting.

The Assessment Plan describes the types of assessments that may be used for determining eligibility for certain instruction and services. Assessment involves gathering information to determine the student’s disability, eligibility for services, nature and extent of required services. Assessments may include individual testing, observations, interviews as well as review of school records, reports, and work samples. Assessment guidelines include: parental consent, evaluation in all areas related to suspected disability, multiple assessments without cultural or racial or gender bias, and multidisciplinary team to include a teacher knowledgeable of the disability. Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement that may occur, and be invited, along with teachers, to conferences and meetings to develop Individual Education Programs (IEPs).

There may be some exceptions to the above policy:
If a parent/legal guardian requests a special education evaluation they have a legal right to have that request carried out within the mandated time frame. This parent or these parents should be made aware of the Student Study Team process and its benefit for their child and the benefit of exhausting available school resources. If the parent requests the special education evaluation, he or she should provide a written request to the school. A response will be sent to the parent within 15 days of the request for evaluation.

If a child appears to have a speech difficulty, he or she may be referred for a speech and language evaluation without going through the Student Study Team process.

Step 3: Development and Implementation of an Individualized Education Program (IEP)

Every child who is assessed must have an Individualized Education Program (IEP) to discuss assessment results and determine eligibility, and (if eligible) specify the instruction and services. IEP team membership includes parent/guardian, school administrator, current teacher, and other
invited persons such as those who assessed the student.

The parent is viewed as an integral member of the IEP team. If the parent cannot attend the IEP meeting, MPA will ensure the parent’s participation using other methods, such as conferencing by telephone or meeting at the parent’s home. MPA will ensure that the parent understands what is going on at the meeting. If necessary, the school will provide an interpreter if the parent has a hearing disability or is not fluent in English.

The team will discuss the assessment and consequent goals and set up an Individualized Education Program for the student. After a written IEP has been finished, it will be implemented as soon as possible. The parent can review and request revisions of the plan. The IEP will contain:

- Annual goals and short term objectives focusing on the student’s current level of performance
- The services that the student will receive
- When the services will begin, how often they will be provided, and for how long
- The instructional program(s) where these services will be delivered
- The rationale for placement decisions
- The amount of time the student will spend in general education, IEP will state why
- How the student’s progress will be measured
- Transitions goals for work-related skills
- ESL goals as necessary

When, as the result of the IEP, it is agreed that the most appropriate placement in the least restrictive is not in MPA, the parent must be in agreement with the decision. If the parent was in disagreement, we would work through this conflict since parents have the right to mandate what they want for their child. MPA and LAUSD would guide them to agree to an alternative.

**Step 4: IEP Review**

If a student is receiving special education services, an IEP meeting is held at least once a year to determine how well the IEP is meeting their needs. In addition, every three years, the student is reassessed and their IEP reviewed as part of an overall comprehensive reevaluation of the student’s progress, in accordance with the IDEA regulations. If a parent or teacher has concerns that the student’s IEP is not being met, either the parent or teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year, by sending a written request to the school. Once the request is received, MPA will hold the IEP meeting within thirty (30) days not counting school vacations greater than five (5) days. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment, which can be obtained at the school office. MPA will obtain written permission from the parent/guardian before it reassesses the student.
SCOPE AND SEQUENCE
7-12

Curriculums are and will be based on the California State Frameworks and Academic Content Standards of California Public Schools. The specific standards students are expected to master by the end of their grade levels are listed below:

GRADE 7

READING

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

Vocabulary and Concept Development
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level appropriate level material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structures, organization, and purpose.

Structural Features of Informational Materials
2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
2.2 Locate information by using a variety of consumer, workplace, and public documents.
2.3 Analyze text that uses the cause-and-effect organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text.
2.5 Understand and explain the use of a simple mechanical device by following technical directions.

Expository Critique
2.6 Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.

3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

Structural Features of Literature
3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

Narrative Analysis of Grade-Level-Appropriate Text
3.2 Identify events that advance the plot and determine how each event explains past
or present action(s) or foreshadows future action(s).
3.3 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Literary Criticism
3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

Writing
1.0 Writing Strategies
Students write clear, coherent and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal instructions, supporting evidence, and conclusions. Student’s progress through the stages of the writing process as needed.

Organization and Focus
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology
1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision
1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

Written and Oral English Language Conventions
2.0 Writing Applications (Genres and Their Characteristics)
Students write and speak with a command of English conventions appropriate to this grade level.
2.1 Write fictional or autobiographical narratives:
a. Develop a standard plot line (having a beginning, conflict, rising action,
climax, and denouement) and point of view.
b. Develop complex major and minor characters and a definite setting.
c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

2.2 Write responses to literature:
a. Develop interpretations exhibiting careful reading, understanding, and insight.
b. Organize interpretations around several clear ideas, premises, or images from the literary work.
c. Justify interpretations through sustained use of examples and textual evidence.

2.3 Write research reports:
a. Pose relevant and tightly drawn questions about the topic.
b. Convey clear and accurate perspectives on the subject.
c. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader’s Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).

2.4 Write persuasive compositions:
a. State a clear position or perspective in support of a proposition or proposal.
b. Describe the points in support of the proposition, employing well-articulated evidence.
c. Anticipate and address reader concerns and counterarguments.

2.5 Write summaries of reading materials:
a. Include the main ideas and most significant details.
b. Use the student’s own words, except for quotations.
c. Reflect underlying meaning, not just the superficial details.

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

Comprehension
1.1 Ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions.
1.2 Determine the speaker’s attitude toward the subject.
1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Organization and Delivery of Oral Communication
1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications
1.7 Provide constructive feedback to speakers concerning the coherence and logic of
a speech’s content and delivery and its overall impact upon the listener.

1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

2.0 Speaking Applications (Genres and Their Characteristics)
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g. narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and organizational and delivery strategies.

2.1 Deliver narrative presentations:
  a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
  b. Describe complex major and minor characters and a definite setting.
  c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

2.2 Deliver oral summaries of articles and books:
  a. Include the main ideas of the event or article and the most significant details.
  b. Use the student’s own words, except for material quoted from sources.
  c. Convey a comprehensive understanding of sources, not just superficial details.

2.3 Deliver research presentations:
  a. Pose relevant and concise questions about the topic.
  b. Convey clear and accurate perspectives on the subject.
  c. Include evidence generated through the formal research process (e.g., use of a card catalog, Reader’s Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries).
  d. Cite reference sources appropriately.

2.4 Deliver persuasive presentations:
  a. State a clear position or perspective in support of an argument or proposal.
  b. Describe the points in support of the argument and employ well-articulated evidence.

GRADE 8

READING

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

Vocabulary and Concept Development

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

1.3 Use word meanings within the appropriate context and show ability to verify
those meanings by definition, restatement, example, comparison, or contrast.

2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level appropriate level material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structures, organization, and purpose.

**Structural Features of Informational Materials**

2.1 Compare and contrast the features and elements of consumer materials from documents (e.g., warranties, contracts, product information, and instruction manuals).

2.2 Analyze text that uses proposition and support patterns.

**Comprehension and Analysis of Grade-Level-Appropriate Text**

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

2.5 Understand and explain the use of a complex mechanical device by following technical directions.

2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

**Expository Critique**

2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

**Structural Features of Literature**

3.1 Determine and articulate the relationship between the purposes and different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

**Narrative Analysis of Grade-Level-Appropriate Text**

3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.

3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work.

**Literary Criticism**

3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)
1.0 Writing Strategies
Students write clear, coherent and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal instructions, supporting evidence, and conclusions. Student’s progress through the stages of the writing process as needed.

Organization and Focus
1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology
1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
1.5 Achieve an effective balance between researched information and original ideas.

Evaluation and Revision
1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.0 Writing Applications (Genres and Their Characteristics)
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

2.1 Write biographies, autobiographies, short stories, or narratives:
   a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
   b. Reveal the significance of, or the writer’s attitude about, the subject.
   c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Write responses to literature:
   a. Exhibit careful reading and insight in their interpretations.
   b. Connect the student’s own responses to the writer’s techniques and to specific textual references.
   c. Draw supported inferences about the effects of a literary work on its audience.
   d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

2.3 Write research reports:
   a. Define a thesis.
   b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
   c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
   d. Organize and display information on charts, maps, and graphs.

2.4 Write persuasive compositions:
a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

2.5 Write documents related to career development, including simple business letters and job applications:
   a. Present information purposefully and succinctly and meet the needs of the intended audience.
   b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

2.6 Write technical documents:
   a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
   b. Include all the factors and variables that need to be considered.
   c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students write and speak with a command of English conventions appropriate to this grade level.

*Sentence Structure*
1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

*Grammar*
1.4 Edit written manuscripts to ensure that correct grammar is used.

*Punctuation and Capitalization*
1.5 Use correct punctuation and capitalization.

*Spelling*
1.6 Use correct spelling conventions.

Listening and Speaking

1.0 Listening and Speaking Strategies

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

*Comprehension*
1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
1.2 Paraphrase a speaker’s purpose and point of view and ask relevant questions concerning the speaker’s content, delivery, and purpose.

*Organization and Delivery of Oral Communication*
1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

1.7 Use audience feedback (e.g., verbal and nonverbal cues):
   a. Reconsider and modify the organizational structure or plan.
   b. Rearrange words and sentences to clarify the meaning.

Analysis and Evaluation of Oral and Media Communications

1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

2.0 Speaking Applications (Genres and Their Characteristics)

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

2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
   a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
   b. Reveal the significance of, and the subject’s attitude about, the incident, event, or situation.
   c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Deliver oral responses to literature:
   a. Interpret a reading and provide insight.
   b. Connect the students’ own responses to the writer’s techniques and to specific textual references.
   c. Draw supported inferences about the effects of a literary work on its audience.
   d. Support judgments through references to the text, other works, other authors, or personal knowledge.

2.3 Deliver research presentations:
   a. Define a thesis.
   b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
   c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
   d. Organize and record information on charts, maps, and graphs.
2.4 Deliver persuasive presentations:
   a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
   b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
   c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
   d. Maintain a reasonable tone.

2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

GRADE 9

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Materials
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. Comprehension and Analysis of Grade-Level-Appropriate Text
2.3 Generate relevant questions about readings on issues that can be researched.
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
2.6 Demonstrate use of sophisticated learning tools by following technical directions.
(e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

*Expository Critique*

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

**3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

*Structural Features of Literature*

3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

*Narrative Analysis of Grade-Level-Appropriate Text*

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

*Literary Criticism*

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)
Writing
1.0 Writing Strategies
Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Organization and Focus
1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).
1.8 Design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

2.0 Writing Applications (Genres and Their Characteristics)
Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

2.1 Write biographical or autobiographical narratives or short stories:
   a. Relate a sequence of events and communicate the significance of the events to the audience.
   b. Locate scenes and incidents in specific places.
   c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
   d. Pace the presentation of actions to accommodate changes in time and mood.
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:
   a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
   b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
   c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
   d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write expository compositions, including analytical essays and research reports:
   a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   b. Convey information and ideas from primary and secondary sources accurately and coherently.
   c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
   d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
   e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
   f. Use technical terms and notations accurately.

2.4 Write persuasive compositions:
   a. Structure ideas and arguments in a sustained and logical fashion.
   b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
   c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
   d. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters:
   a. Provide clear and purposeful information and address the intended audience appropriately.
   b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
   c. Highlight central ideas or images.
   d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
   a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Written and Oral English Language Conventions
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking
1.0 Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension
1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Organization and Delivery of Oral Communication
1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence,
including credibility, validity, and relevance.
1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
1.8 Produce concise notes for extemporaneous delivery.
1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications
1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).

2.0 Speaking Applications (Genres and Their Characteristics)
Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
   a. Narrate a sequence of events and communicate their significance to the audience.
   b. Locate scenes and incidents in specific places.
   c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
   d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:
   a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   b. Convey information and ideas from primary and secondary sources accurately and coherently.
   c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
   d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
   e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
   f. Use technical terms and notations accurately.
2.3  Apply appropriate interviewing techniques:
   a. Prepare and ask relevant questions.
   b. Make notes of responses.
   c. Use language that conveys maturity, sensitivity, and respect.
   d. Respond correctly and effectively to questions.
   e. Demonstrate knowledge of the subject or organization.
   f. Compile and report responses.
   g. Evaluate the effectiveness of the interview.

2.4  Deliver oral responses to literature:
   a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
   b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
   c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
   d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.5  Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
   a. Structure ideas and arguments in a coherent, logical fashion.
   b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
   c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
   d. Anticipate and address the listener's concerns and counterarguments.

2.6  Deliver descriptive presentations:
   a. Establish clearly the speaker's point of view on the subject of the presentation.
   b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
   c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

GRADE 10

English II is a rigorous course which will help to prepare students for college. This discipline addresses literacy and communications concepts as described in the California Content Standards. Tenth-grade English-Language Arts students will explore the themes of community, influence, research and conflict through extensive readings in selected literature. Students will strengthen their written and oral presentations skills. As highlighted in the California Department of Education’s Curriculum Frameworks for Ninth Grade and Tenth Grade, “the emphasis will continue to be centered on analyzing literature in greater depth, analyzing career-related and other informational discourse, completing more complex writing assignments, and giving more
extensive oral presentations.” Students will be assessed through a variety of means, including exams, essays, group work and portfolios.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Materials
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Generate relevant questions about readings on issues that can be researched.
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Expository Critique
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).
3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Literary Criticism
3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Writing
1.0 Writing Strategies
Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students will progress through the stages of the writing process as needed.

Organization and Focus
1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

**Research and Technology**
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, The Chicago Manual of Style*).
1.8 Design and publish documents by using advanced publishing software and graphic programs.

**Evaluation and Revision**
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

**2.0 Writing Applications (Genres and Their Characteristics)**
Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

2.1 Write biographical or autobiographical narratives or short stories:
   a. Relate a sequence of events and communicate the significance of the events to the audience.
   b. Locate scenes and incidents in specific places.
   c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
   d. Pace the presentation of actions to accommodate changes in time and mood.
   e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:
   a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
   b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
   c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write expository compositions, including analytical essays and research reports:
   a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   b. Convey information and ideas from primary and secondary sources accurately and coherently.
   c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
   d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
   e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
   f. Use technical terms and notations accurately.

2.4 Write persuasive compositions:
   a. Structure ideas and arguments in a sustained and logical fashion.
   b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
   c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
   d. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters:
   a. Provide clear and purposeful information and address the intended audience appropriately.
   b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
   c. Highlight central ideas or images.
   d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
   a. Report information and convey ideas logically and correctly.
   b. Offer detailed and accurate specifications.
   c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
   d. Anticipate readers' problems, mistakes, and misunderstandings.

**Written and Oral English Language Conventions**
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions.

**Grammar and Mechanics of Writing**

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

**Manuscript Form**

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

**Listening and Speaking Strategies**

1.0 Listening and Speaking

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

**Comprehension**

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

**Organization and Delivery of Oral Communication**

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
1.8 Produce concise notes for extemporaneous delivery.
1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

**Analysis and Evaluation of Oral and Media Communications**

1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
1.11 Assess how language and delivery affect the mood and tone of the oral
communication and make an impact on the audience.
1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0

1.0 Students write and speak with a command of standard English conventions.

2.1 Deliver narrative presentations:

   a. Narrate a sequence of events and communicate their significance to the audience.
   b. Locate scenes and incidents in specific places.
   c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
   d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:

   a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   b. Convey information and ideas from primary and secondary sources accurately and coherently.
   c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
   d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
   e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
   f. Use technical terms and notations accurately.

2.3 Apply appropriate interviewing techniques:

   a. Prepare and ask relevant questions.
   b. Make notes of responses.
   c. Use language that conveys maturity, sensitivity, and respect.
   d. Respond correctly and effectively to questions.
   e. Demonstrate knowledge of the subject or organization.
   f. Compile and report responses.
   g. Evaluate the effectiveness of the interview.
2.4 Deliver oral responses to literature:
a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
a. Structure ideas and arguments in a coherent, logical fashion.
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener's concerns and counterarguments.

2.6 Deliver descriptive presentations:
a. Establish clearly the speaker's point of view on the subject of the presentation.
b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

GRADE 11

English III is a rigorous college-prep course aimed to prepare students for higher education and the workplace. Students read a variety of literary works with an emphasis on American literature. They hone their analytical skills and develop a deeper understanding of academic literacy. This course addresses literacy and communications concepts as described in the California Content Standards. As highlighted in the California Department of Education’s Curriculum Frameworks for Eleventh and Twelfth Grade, “the standards for the eleventh and twelfth grades are the pinnacle of all standards for the language arts.” Students will be assessed in this course through exams, quizzes, essays and a culminating senior thesis/ project.

Reading
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development
1.1 Trace the etymology of significant terms used in political science and history.
1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

*Structural Features of Informational Materials*
2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

*Comprehension and Analysis of Grade-Level-Appropriate Text*
2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

*Expository Critique*
2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

*Structural Features of Literature*
3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

*Narrative Analysis of Grade-Level-Appropriate Text*
3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.5 Analyze recognized works of American literature representing a variety of genres and traditions:
   a. Trace the development of American literature from the colonial period forward.
   b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
   c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).

3.7 Analyze recognized works of world literature from a variety of authors:
   a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
   b. Relate literary works and authors to the major themes and issues of their eras.
   c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

**Literary Criticism**

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing**

1.0 **Writing Strategies**

   Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

**Organization and Focus**

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.
Research and Technology

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

2.1 Write fictional, autobiographical, or biographical narratives:
   a. Narrate a sequence of events and communicate their significance to the audience.
   b. Locate scenes and incidents in specific places.
   c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
   d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
   e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:
   a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
   b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
   c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
   d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
   e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:
   a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:
a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
e. Include a formal bibliography.

2.5 Write job applications and résumés:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations:
a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

Written and Oral English Language Conventions
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions.
1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
1.3 Reflect appropriate manuscript requirements in writing.
Listening and Speaking
1.0 Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
   a. Inductive and deductive reasoning
   b. Syllogisms and analogies
1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
1.8 Use effective and interesting language, including:
   a. Informal expressions for effect
   b. Standard American English for clarity
   c. Technical language for specificity
1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications
1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").
2.0 Speaking Applications (Genres and Their Characteristics)
Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver reflective presentations:
   a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
   b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
   c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

2.2 Deliver oral reports on historical investigations:
   a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
   b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
   c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
   d. Include information on all relevant perspectives and consider the validity and reliability of sources.

2.3 Deliver oral responses to literature:
   a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
   b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
   c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
   d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
   e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.4 Deliver multimedia presentations:
   a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
   b. Select an appropriate medium for each element of the presentation.
   c. Use the selected media skillfully, editing appropriately and monitoring for quality.
   d. Test the audience's response and revise the presentation accordingly.
2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

GRADE 12

“English IV is a rigorous college preparatory course designed to continue preparing students for college. Students read novels, short stories, drama, poetry, and nonfiction works and analyze literature in terms of theme, devices, and author’s point of view.” 2 Particular themes and study focus areas include world literature, expository writing, social change and public speaking. This course makes use of literature from culturally diverse authors and non-fiction sources such as periodicals, career and workplace documents and public sources. A major focus of this course is the “senior thesis”. During the course of English IV, students will produce a variety of written work, including analytical, expository, persuasive, and research essays.

This class addresses the literacy and communications concepts described in the California Content Standards. As highlighted in the California Department of Education’s Curriculum Frameworks for Eleventh and Twelfth Grade, “the standards for the eleventh and twelfth grades are the pinnacle of all standards for the language arts.”

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

1.1 Trace the etymology of significant terms used in political science and history.
1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.5 Analyze recognized works of American literature representing a variety of genres and traditions:
   a. Trace the development of American literature from the colonial period forward.
   b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
   c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).

3.7 Analyze recognized works of world literature from a variety of authors:
   a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
   b. Relate literary works and authors to the major themes and issues of their eras.
c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

**Literary Criticism**
3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)
3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing**

1.0 **Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

**Organization and Focus**
1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

**Research and Technology**
1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

**Evaluation and Revision**
1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

2.0 **Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:
2.1 Write fictional, autobiographical, or biographical narratives:
a. Narrate a sequence of events and communicate their significance to the audience.
b. Locate scenes and incidents in specific places.
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:
a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:
a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:
a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
e. Include a formal bibliography.

2.5 Write job applications and résumés:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations:
   a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

Written and Oral English Language Conventions
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions.
   1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
   1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
   1.3 Reflect appropriate manuscript requirements in writing.

Listening and Speaking

1.0 Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension
   1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
   1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
   1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication
   1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
   1.5 Distinguish between and use various forms of classical and contemporary logical
arguments, including:
  a. Inductive and deductive reasoning
  b. Syllogisms and analogies
1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
1.8 Use effective and interesting language, including:
   a. Informal expressions for effect
   b. Standard American English for clarity
   c. Technical language for specificity
1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

**Analysis and Evaluation of Oral and Media Communications**
1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast “War of the Worlds”).

**2.0 Speaking Applications (Genres and Their Characteristics)**
Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver reflective presentations:
   a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
   b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
   c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

2.2 Deliver oral reports on historical investigations:
   a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
   b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.

d. Include information on all relevant perspectives and consider the validity and reliability of sources.

2.3 Deliver oral responses to literature:

a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).

b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).

c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.

e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.4 Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

MATHEMATICS

GRADE 7

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean Theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three dimensional objects and understand how area and volume change with a change in scale. Students make conversion between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one another. They increase their facility with ration and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Number Sense
1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:
1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
1.4 Differentiate between rational and irrational numbers.
1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.
1.6 Calculate the percentage of increases and decreases of a quantity.
1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

2.0 Students use exponents, powers, and roots and use exponents in working with fractions:
2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.
2.2 Add and subtract fractions by using factoring to find common denominators.
2.3 Multiply, divide, and simplify rational numbers by using exponent rules.
2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.
2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

Algebra and Functions
1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:
1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).
1.2 Use the correct order of operations to evaluate algebraic expressions such as 3(2x + 5).
1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.
1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, and expression, constant) correctly.
1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:
2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.

2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

3.0 Students graph and interpret linear and some nonlinear functions:

3.1 Graph functions of the form \( y = nx^2 \) and \( y = nx^3 \) and use in solving problems.

3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).

3.3 Graph linear functions, noting that the vertical change (change in \( y \)-value) per unit of horizontal change (change in \( x \)-value) is always the same and know that the ratio (“rise over run”) is called the slope of a graph.

3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

4.0 Students solve simple linear equations and inequalities over the rational numbers:

4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.

4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).

1.2 Construct and read drawings and models made to scale.

1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:

2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.

2.2 Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.

2.3 Compute the length of the perimeter, the surface area of the faces, and the volume
of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.

2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or \(1 \text{ ft}^2 = 144 \text{ in}^2\), 1 cubic inch is approximately 16.38 cubic centimeters or \(1 \text{ in}^3 = 16.38 \text{ cm}^3\)).

3.0 **Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:**

3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.

3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.

3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.

3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.

3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.

3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

**Statistics, Data Analysis, and Probability**

1.0 **Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:**

1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

1.2 Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

**Mathematical Reasoning**

1.0 **Students make decisions about how to approach problems:**

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

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

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

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.

2.4 Make and test conjectures by using both inductive and deductive reasoning.

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

2.6 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.8 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

GRADE 8-12

Grades Eight through Twelve Introduction

Mathematics Content Standards

The standards for grades eight through twelve are organized differently from those for kindergarten through grade seven. In this section strands are not used for organizational purposes as they are in the elementary grades because the mathematics studied in grades eight through twelve falls naturally under discipline headings: algebra, geometry, and so forth. Many schools teach this material in traditional courses; others teach it in an integrated fashion. To allow local educational agencies and teachers flexibility in teaching the material, the standards for grades eight through twelve do not mandate that a particular discipline be initiated and completed in a single grade. The core content of these subjects must be covered; students are expected to achieve the standards however these subjects are sequenced.

Standards are provided for algebra I, geometry, algebra II, trigonometry, mathematical analysis, linear algebra, probability and statistics, Advanced Placement probability and statistics, and calculus. Many of the more advanced subjects are not taught in every middle school or high school. Moreover, schools and districts have different ways of combining the subject matter in
these various disciplines. For example, many schools combine some trigonometry, mathematical analysis, and linear algebra to form a pre calculus course. Some districts prefer offering trigonometry content with algebra II.

Table 1, "Mathematics Disciplines, by Grade Level," reflects typical grade-level groupings of these disciplines in both integrated and traditional curricula. The lightly shaded region reflects the minimum requirement for mastery by all students. The dark shaded region depicts content that is typically considered elective but that should also be mastered by students who complete the other disciplines in the lower grade levels and continue the study of mathematics.

Table 1

Mathematics Disciplines, by Grade Level

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Grade Eight</th>
<th>Grade Nine</th>
<th>Grade Ten</th>
<th>Grade Eleven</th>
<th>Grade Twelve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Geometry</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Algebra II</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Probability and Statistics</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Trigonometry</td>
<td></td>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Linear Algebra</td>
<td></td>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Mathematical Analysis</td>
<td></td>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probability and Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Many other combinations of these advanced subjects into courses are possible. What is described in this section are standards for the academic content by discipline; this document does not endorse a particular choice of structure for courses or a particular method of teaching the mathematical content.

When students delve deeply into mathematics, they gain not only conceptual understanding of mathematical principles but also knowledge of, and experience with, pure reasoning. One of the most important goals of mathematics is to teach students logical reasoning. The logical reasoning inherent in the study of mathematics allows for applications to a broad range of situations in which answers to practical problems can be found with accuracy.

By grade eight, students' mathematical sensitivity should be sharpened. Students need to start perceiving logical subtleties and appreciate the need for sound mathematical arguments before making conclusions. As students progress in the study of mathematics, they learn to distinguish between inductive and deductive reasoning; understand the meaning of logical implication; test
general assertions; realize that one counterexample is enough to show that a general assertion is false; understand conceptually that although a general assertion is true in a few cases, it is not true in all cases; distinguish between something being proven and a mere plausibility argument; and identify logical errors in chains of reasoning. Mathematical reasoning and conceptual understanding are not separate from content; they are intrinsic to the mathematical discipline students master at more advanced levels.

Algebra I
Grades Eight through Twelve - Mathematics Content Standards

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:

1.1 Students use properties of numbers to demonstrate whether assertions are true or false.

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the $x$- and $y$-intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve
multistep problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the x-intercepts.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument:

   24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

   24.2 Students identify the hypothesis and conclusion in logical deduction.

   24.3 Students use counterexamples to show that an assertion is false and recognize that
single counterexample is sufficient to refute an assertion.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.

25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.

25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

Geometry
Grades Eight through Twelve - Mathematics Content Standards

The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.

2.0 Students write geometric proofs, including proofs by contradiction.

3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

4.0 Students prove basic theorems involving congruence and similarity.

5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.

6.0 Students know and are able to use the triangle inequality theorem.

7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.

10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.

14.0 Students prove the Pythagorean theorem.

15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles.

16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.

17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.

18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, \( \tan(x) = \frac{\sin(x)}{\cos(x)} \), \( \sin(x)^2 + \cos(x)^2 = 1 \).

19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles.

21.0 Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.

22.0 Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.

Algebra II

Grades Eight through Twelve - Mathematics Content Standards

This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

1.0 Students solve equations and inequalities involving absolute value.
2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

3.0 Students are adept at operations on polynomials, including long division.

4.0 Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

5.0 Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.

6.0 Students add, subtract, multiply, and divide complex numbers.

7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.

8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

9.0 Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as \( a, b, \) and \( c \) vary in the equation \( y = a(x-b)^2 + c \).

10.0 Students graph quadratic functions and determine the maxima, minima, and zeros of the function.

11.0 Students prove simple laws of logarithms.

11.1 Students understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

11.2 Students judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.

12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.

13.0 Students use the definition of logarithms to translate between logarithms in any base.

14.0 Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.

15.0 Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.
16.0 Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.

17.0 Given a quadratic equation of the form \(ax^2 + by^2 + cx + dy + e = 0\), students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.

18.0 Students use fundamental counting principles to compute combinations and permutations.

19.0 Students use combinations and permutations to compute probabilities.

20.0 Students know the binomial theorem and use it to expand binominal expressions that are raised to positive integer powers.

21.0 Students apply the method of mathematical induction to prove general statements about the positive integers.

22.0 Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.

23.0 Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.

24.0 Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.

25.0 Students use properties from number systems to justify steps in combining and simplifying functions.

**Trigonometry**

*Grades Eight through Twelve - Mathematics Content Standards*

Trigonometry uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Facility with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study calculus, more advanced mathematics, physics and other sciences, and engineering in college.

1.0 Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians.

2.0 Students know the definition of sine and cosine as \(y\)-and \(x\)-coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.
3.0 Students know the identity $\cos^2(x) + \sin^2(x) = 1$:

3.1 Students prove that this identity is equivalent to the Pythagorean theorem (i.e., students can prove this identity by using the Pythagorean theorem and, conversely, they can prove the Pythagorean theorem as a consequence of this identity).

3.2 Students prove other trigonometric identities and simplify others by using the identity $\cos^2(x) + \sin^2(x) = 1$. For example, students use this identity to prove that $\sec^2(x) = \tan^2(x) + 1$.

4.0 Students graph functions of the form $f(t) = A \sin (Bt + C)$ or $f(t) = A \cos (Bt + C)$ and interpret $A$, $B$, and $C$ in terms of amplitude, frequency, period, and phase shift.

5.0 Students know the definitions of the tangent and cotangent functions and can graph them.

6.0 Students know the definitions of the secant and cosecant functions and can graph them.

7.0 Students know that the tangent of the angle that a line makes with the $x$-axis is equal to the slope of the line.

8.0 Students know the definitions of the inverse trigonometric functions and can graph the functions.

9.0 Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.

10.0 Students demonstrate an understanding of the addition formulas for sines and cosines and their proofs and can use those formulas to prove and/or simplify other trigonometric identities.

11.0 Students demonstrate an understanding of half-angle and double-angle formulas for sines and cosines and can use those formulas to prove and/or simplify other trigonometric identities.

12.0 Students use trigonometry to determine unknown sides or angles in right triangles.

13.0 Students know the law of sines and the law of cosines and apply those laws to solve problems.

14.0 Students determine the area of a triangle, given one angle and the two adjacent sides.

15.0 Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice versa.

16.0 Students represent equations given in rectangular coordinates in terms of polar coordinates.

17.0 Students are familiar with complex numbers. They can represent a complex number in polar form and know how to multiply complex numbers in their polar form.
18.0 Students know DeMoivre’s theorem and can give \( n \)th roots of a complex number given in polar form.

19.0 Students are adept at using trigonometry in a variety of applications and word problems.

**Mathematical Analysis**  
**Grades Eight through Twelve - Mathematics Content Standards**

This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits. Mathematical analysis is often combined with a course in trigonometry or perhaps with one in linear algebra to make a year-long precalculus course.

1.0 Students are familiar with, and can apply, polar coordinates and vectors in the plane. In particular, they can translate between polar and rectangular coordinates and can interpret polar coordinates and vectors graphically.

2.0 Students are adept at the arithmetic of complex numbers. They can use the trigonometric form of complex numbers and understand that a function of a complex variable can be viewed as a function of two real variables. They know the proof of DeMoivre's theorem.

3.0 Students can give proofs of various formulas by using the technique of mathematical induction.

4.0 Students know the statement of, and can apply, the fundamental theorem of algebra.

5.0 Students are familiar with conic sections, both analytically and geometrically:
   5.1 Students can take a quadratic equation in two variables; put it in standard form by completing the square and using rotations and translations, if necessary; determine what type of conic section the equation represents; and determine its geometric components (foci, asymptotes, and so forth).
   5.2 Students can take a geometric description of a conic section - for example, the locus of points whose sum of its distances from \((1, 0)\) and \((-1, 0)\) is 6 - and derive a quadratic equation representing it.

6.0 Students find the roots and poles of a rational function and can graph the function and locate its asymptotes.

7.0 Students demonstrate an understanding of functions and equations defined parametrically and can graph them.

8.0 Students are familiar with the notion of the limit of a sequence and the limit of a function as the independent variable approaches a number or infinity. They determine whether certain sequences converge or diverge.

**Linear Algebra**  
**Grades Eight through Twelve - Mathematics Content Standards**

The general goal in this discipline is for students to learn the techniques of matrix manipulation so that they can solve systems of linear equations in any number of variables. Linear algebra is most often combined with another subject, such as trigonometry, mathematical analysis, or
precalculus.

1.0 Students solve linear equations in any number of variables by using Gauss-Jordan elimination.
2.0 Students interpret linear systems as coefficient matrices and the Gauss-Jordan method as row operations on the coefficient matrix.
3.0 Students reduce rectangular matrices to row echelon form.
4.0 Students perform addition on matrices and vectors.
5.0 Students perform matrix multiplication and multiply vectors by matrices and by scalars.
6.0 Students demonstrate an understanding that linear systems are inconsistent (have no solutions), have exactly one solution, or have infinitely many solutions.
7.0 Students demonstrate an understanding of the geometric interpretation of vectors and vector addition (by means of parallelograms) in the plane and in three-dimensional space.
8.0 Students interpret geometrically the solution sets of systems of equations. For example, the solution set of a single linear equation in two variables is interpreted as a line in the plane, and the solution set of a two-by-two system is interpreted as the intersection of a pair of lines in the plane.
9.0 Students demonstrate an understanding of the notion of the inverse to a square matrix and apply that concept to solve systems of linear equations.
10.0 Students compute the determinants of 2 x 2 and 3 x 3 matrices and are familiar with their geometric interpretations as the area and volume of the parallelepipeds spanned by the images under the matrices of the standard basis vectors in two-dimensional and three-dimensional spaces.
11.0 Students know that a square matrix is invertible if, and only if, its determinant is nonzero. They can compute the inverse to 2 x 2 and 3 x 3 matrices using row reduction methods or Cramer's rule.
12.0 Students compute the scalar (dot) product of two vectors in n- dimensional space and know that perpendicular vectors have zero dot product.

Probability and Statistics
Grades Eight through Twelve - Mathematics Content Standards

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

1.0 Students know the definition of the notion of independent events and can use the rules for addition, multiplication, and complementation to solve for probabilities of particular events in finite sample spaces.
2.0 Students know the definition of conditional probability and use it to solve for probabilities in finite sample spaces.
3.0 Students demonstrate an understanding of the notion of discrete random variables by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses.
4.0 Students are familiar with the standard distributions (normal, binomial, and exponential) and can use them to solve for events in problems in which the distribution belongs to those families.
5.0 Students determine the mean and the standard deviation of a normally distributed random variable.
6.0 Students know the definitions of the mean, median, and mode of a distribution of data and can compute each in particular situations.
7.0 Students compute the variance and the standard deviation of a distribution of data.
8.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

Advanced Placement Probability and Statistics
Grades Eight through Twelve - Mathematics Content Standards

This discipline is a technical and in-depth extension of probability and statistics. In particular, mastery of academic content for advanced placement gives students the background to succeed in the Advanced Placement examination in the subject.

1.0 Students solve probability problems with finite sample spaces by using the rules for addition, multiplication, and complementation for probability distributions and understand the simplifications that arise with independent events.
2.0 Students know the definition of conditional probability and use it to solve for probabilities in finite sample spaces.
3.0 Students demonstrate an understanding of the notion of discrete random variables by using this concept to solve for the probabilities of outcomes, such as the probability of the occurrence of five or fewer heads in 14 coin tosses.
4.0 Students understand the notion of a continuous random variable and can interpret the probability of an outcome as the area of a region under the graph of the probability density function associated with the random variable.
5.0 Students know the definition of the mean of a discrete random variable and can determine the mean for a particular discrete random variable.
6.0 Students know the definition of the variance of a discrete random variable and can determine the variance for a particular discrete random variable.
7.0 Students demonstrate an understanding of the standard distributions (normal, binomial, and exponential) and can use the distributions to solve for events in problems in which the distribution belongs to those families.
8.0 Students determine the mean and the standard deviation of a normally distributed random variable.
9.0 Students know the central limit theorem and can use it to obtain approximations for probabilities in problems of finite sample spaces in which the probabilities are distributed binomially.
10.0 Students know the definitions of the mean, median, and mode of distribution of data and can compute each of them in particular situations.
11.0 Students compute the variance and the standard deviation of a distribution of data.
12.0 Students find the line of best fit to a given distribution of data by using least squares regression.
13.0 Students know what the correlation coefficient of two variables means and are familiar with the coefficient's properties.
14.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line graphs and bar graphs, stem-and-leaf
displays, scatterplots, and box-and-whisker plots.

15.0 Students are familiar with the notions of a statistic of a distribution of values, of the sampling distribution of a statistic, and of the variability of a statistic.

16.0 Students know basic facts concerning the relation between the mean and the standard deviation of a sampling distribution and the mean and the standard deviation of the population distribution.

17.0 Students determine confidence intervals for a simple random sample from a normal distribution of data and determine the sample size required for a desired margin of error.

18.0 Students determine the P-value for a statistic for a simple random sample from a normal distribution.

19.0 Students are familiar with the chi-square distribution and chi-square test and understand their uses.

Calculus

Grades Eight Through Twelve - Mathematics Content Standards

When taught in high school, calculus should be presented with the same level of depth and rigor as are entry-level college and university calculus courses. These standards outline a complete college curriculum in one variable calculus. Many high school programs may have insufficient time to cover all of the following content in a typical academic year. For example, some districts may treat differential equations lightly and spend substantial time on infinite sequences and series. Others may do the opposite. Consideration of the College Board syllabi for the Calculus AB and Calculus BC sections of the Advanced Placement Examination in Mathematics may be helpful in making curricular decisions. Calculus is a widely applied area of mathematics and involves a beautiful intrinsic theory. Students mastering this content will be exposed to both aspects of the subject.

1.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity:

   1.1 Students prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions.

   1.2 Students use graphical calculators to verify and estimate limits.

   1.3 Students prove and use special limits, such as the limits of \((\sin(x))/x\) and \((1-\cos(x))/x\) as \(x\) tends to 0.

2.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.

3.0 Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.

4.0 Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability:

   4.1 Students demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of the function.

   4.2 Students demonstrate an understanding of the interpretation of the derivative as
an instantaneous rate of change. Students can use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change of a function.

4.3 Students understand the relation between differentiability and continuity.

4.4 Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions.

5.0 Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.

6.0 Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.

7.0 Students compute derivatives of higher orders.

8.0 Students know and can apply Rolle's theorem, the mean value theorem, and L'Hôpital's rule.

9.0 Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.

10.0 Students know Newton's method for approximating the zeros of a function.

11.0 Students use differentiation to solve optimization (maximum-minimum problems) in a variety of pure and applied contexts.

12.0 Students use differentiation to solve related rate problems in a variety of pure and applied contexts.

13.0 Students know the definition of the definite integral by using Riemann sums. They use this definition to approximate integrals.

14.0 Students apply the definition of the integral to model problems in physics, economics, and so forth, obtaining results in terms of integrals.

15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.

16.0 Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.

17.0 Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as substitution, integration by parts, and trigonometric substitution. They can also combine these techniques when appropriate.

18.0 Students know the definitions and properties of inverse trigonometric functions and the expression of these functions as indefinite integrals.

19.0 Students compute, by hand, the integrals of rational functions by combining the techniques in standard 17.0 with the algebraic techniques of partial fractions and completing the square.

20.0 Students compute the integrals of trigonometric functions by using the techniques noted above.

21.0 Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.

22.0 Students understand improper integrals as limits of definite integrals.

23.0 Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.

24.0 Students understand and can compute the radius (interval) of the convergence of power series.
25.0 Students differentiate and integrate the terms of a power series in order to form new series from known ones.

26.0 Students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term.

27.0 Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.

**SCIENCE**

Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying. All students will be exposed to earth, life, and physical sciences in a curriculum that is based on the State Framework and State Standards. (Please refer to these documents for the specific science standards.) All students, including ELL, Gifted, and Special Education will have access to the science core curriculum, with modifications to meet their individual needs.

State Standards aligned textbooks, supplementary materials, and multimedia resources are being purchased as District and State funding becomes available. They will be utilized to teach the curriculum.

Students will work in cooperative groups, using hands-on materials to reinforce their understanding of scientific concepts. The arts will be integrated into the science curriculum as much as possible. Follow-up activities will include making graphs, charts, or drawings to show their findings.

**GRADE SEVEN**

**Focus on Life Sciences**

**Cell Biology**

1. All living organisms are composed of cells, from just one, too many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:
   a. Students know cells function similarly in all living organisms.
   b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
   c. Students know the nucleus is the repository for genetic information in plant and animal cells.
   d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
   e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
   f. Students know that as multicellular organisms develop, their cells differentiate.

**Genetics**

2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:
   a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.
c. Students know an inherited trait can be determined by one or more genes.
d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

Evolution
3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
   a. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
   b. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
   c. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
   d. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
   e. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth and Life History (Earth Sciences)
4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:
   a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
   b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
   c. Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
   d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
   e. Students know fossils provide evidence of how life and environmental conditions have changed.
   f. Students know how movements of Earth’s continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
   g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

Structure and Function in Living Systems
5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:
a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
c. Students know how bones and muscles work together to provide a structural framework for movement.
d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.
e. Students know the function of the umbilicus and placenta during pregnancy.
f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.
g. Students know how to relate the structures of the eye and ear to their functions.

**Physical Principles in Living Systems (Physical Sciences)**

6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:
   a. Students know visible light is a small band within a very broad electromagnetic spectrum.
   b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
   c. Students know light travels in straight lines if the medium it travels through does not change.
   d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
   e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
   f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.
   g. Students know the angle of reflection of a light beam is equal to the angle of incidence.
   h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
   i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
   j. Students know that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.

**Investigation and Experimentation**

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
   b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
   c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
   d. Construct scale models, maps, and appropriately labeled diagrams to communicate
scientific knowledge (e.g., motion of Earth’s plates and cell structure).
e. Communicate the steps and results from an investigation in written reports and oral presentations.

GRADE EIGHT

Physical Sciences

Motion
1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:
   a. Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.
   b. Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
   c. Students know how to solve problems involving distance, time, and average speed.
   d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object.
   e. Students know changes in velocity may be due to changes in speed, direction, or both.
   f. Students know how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

Forces
2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
   a. Students know a force has both direction and magnitude.
   b. Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
   c. Students know when the forces on an object are balanced, the motion of the object does not change.
   d. Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
   e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
   f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
   g. Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

Structure of Matter
3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:
   a. Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.
   b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
   c. Students know atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
   d. Students know the states of matter (solid, liquid, gas) depend on molecular motion.
   e. Students know that in solids the atoms are closely locked in position and can only
vibrate; in liquids the atoms and molecules are more loosely connected and can collide
with and move past one another; and in gases the atoms and molecules are free to move
independently, colliding frequently.
f. Students know how to use the periodic table to identify elements in simple compounds.

**Earth in the Solar System (Earth Sciences)**
4. The structure and composition of the universe can be learned from studying stars and galaxies
and their evolution. As a basis for understanding this concept:
   a. Students know galaxies are clusters of billions of stars and may have different shapes.
   b. Students know that the Sun is one of many stars in the Milky Way galaxy and that
      stars may differ in size, temperature, and color.
   c. Students know how to use astronomical units and light years as measures of distances
      between the Sun, stars, and Earth.
   d. Students know that stars are the source of light for all bright objects in outer space and
      that the Moon and planets shine by reflected sunlight, not by their own light.
   e. Students know the appearance, general composition, relative position and size, and
      motion of objects in the solar system, including planets, planetary satellites, comets, and
      asteroids.

**Reactions**
5. Chemical reactions are processes in which atoms are rearranged into different combinations of
molecules. As a basis for understanding this concept:
   a. Students know reactant atoms and molecules interact to form products with different
      chemical properties.
   b. Students know the idea of atoms explains the conservation of matter: In chemical
      reactions the number of atoms stays the same no matter how they are arranged, so their
      total mass stays the same.
   c. Students know chemical reactions usually liberate heat or absorb heat.
   d. Students know physical processes include freezing and boiling, in which a material
      changes form with no chemical reaction.
   e. Students know how to determine whether a solution is acidic, basic, or neutral.

**Chemistry of Living Systems (Life Sciences)**
6. Principles of chemistry underlie the functioning of biological systems. As a basis for
understanding this concept:
   a. Students know that carbon, because of its ability to combine in many ways with itself
      and other elements, has a central role in the chemistry of living organisms.
   b. Students know that living organisms are made of molecules consisting largely of
      carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
   c. Students know that living organisms have many different kinds of molecules, including
      small ones, such as water and salt, and very large ones, such as carbohydrates, fats,
      proteins, and DNA.

**Periodic Table**
7. The organization of the periodic table is based on the properties of the elements and reflects
the structure of atoms. As a basis for understanding this concept:
   a. Students know how to identify regions corresponding to metals, nonmetals, and inert
      gases.
   b. Students know each element has a specific number of protons in the nucleus (the
atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.
c. Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

Density and Buoyancy
8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:
   a. Students know density is mass per unit volume. b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
   c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
   d. Students know how to predict whether an object will float or sink.

Investigation and Experimentation
9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Plan and conduct a scientific investigation to test a hypothesis.
   b. Evaluate the accuracy and reproducibility of data.
   c. Distinguish between variable and controlled parameters in a test.
   d. Recognize the slope of the linear graph as the constant in the relationship \( y = kx \)
      and apply this principle in interpreting graphs constructed from data.
   e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
   f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure \( \times \) area, volume = area \( \times \) height).
   g. Distinguish between linear and nonlinear relationships on a graph of data.

Physics - Grades Nine through Twelve
Science Content Standards.

Standards that all students are expected to achieve in the course of their studies are unmarked.
Standards that all students should have the opportunity to learn are marked with an asterisk (*).

Motion and Forces
1. Newton's laws predict the motion of most objects. As a basis for understanding this concept:
   a. Students know how to solve problems that involve constant speed and average speed.
   b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).
   c. Students know how to apply the law \( F = ma \) to solve one-dimensional motion problems that involve constant forces (Newton's second law).
d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).

e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.

f. Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).

g. Students know circular motion requires the application of a constant force directed toward the center of the circle.

h. * Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.

i. * Students know how to solve two-dimensional trajectory problems.

j. * Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.

k. * Students know how to solve two-dimensional problems involving balanced forces (statics).

l. * Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form: \(a = \frac{v^2}{r}\).

m. * Students know how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).

**Conservation of Energy and Momentum**

2. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:

   a. Students know how to calculate kinetic energy by using the formula \(E = \frac{1}{2}mv^2\).

   b. Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) \(= mgh\) (h is the change in the elevation).

   c. Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.

   d. Students know how to calculate momentum as the product \(mv\).

   e. Students know momentum is a separately conserved quantity different from energy.

   f. Students know an unbalanced force on an object produces a change in its momentum.

   g. Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.
h. * Students know how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.

**Heat and Thermodynamics**

3. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:
   a. Students know heat flow and work are two forms of energy transfer between systems.
   b. Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.
   c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.
   d. Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.
   e. Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.
   f. * Students know the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics).
   g. * Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.

**Waves**

4. Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:
   a. Students know waves carry energy from one place to another.
   b. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).
   c. Students know how to solve problems involving wavelength, frequency, and wave speed.
   d. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.
   e. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately $3 \times 10^8$ m/s (186,000 miles/second).
   f. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.
Electric and Magnetic Phenomena

5. Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:

a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.
b. Students know how to solve problems involving Ohm's law.
c. Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula Power = I(R) (potential difference) × I (current) = I²R.
d. Students know the properties of transistors and the role of transistors in electric circuits.
e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
f. Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
g. Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.
h. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.
i. Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.
j. * Students know electric and magnetic fields contain energy and act as vector force fields.
k. * Students know the force on a charged particle in an electric field is qE, where E is the electric field at the position of the particle and q is the charge of the particle.

l. * Students know how to calculate the electric field resulting from a point charge.
m. * Students know static electric fields have as their source some arrangement of electric charges.
n. * Students know the magnitude of the force on a moving particle (with charge q) in a magnetic field is qvB sin(a), where a is the angle between v and B (v and B are the magnitudes of vectors v and B, respectively), and students use the right-hand rule to find the direction of this force.
o. * Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.

Chemistry - Grades Nine through Twelve
Science Content Standards.
Standards that all students are expected to achieve in the course of their studies are unmarked. Standards that all students should have the opportunity to learn are marked with an asterisk (*).

**Atomic and Molecular Structure**

1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:
   a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.
   b. Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.
   c. Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
   d. Students know how to use the periodic table to determine the number of electrons available for bonding.
   e. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.
   f. * Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.
   g. * Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.
   h. * Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.
   i. * Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.
   j. * Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship \( E = hv \).

**Chemical Bonds**

2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:
   a. Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
   b. Students know chemical bonds between atoms in molecules such as \( H_2 \), \( CH_4 \), \( NH_3 \), \( H_2 CCH_2 \), \( N_2 \), \( Cl_2 \), and many large biological molecules are covalent.
c. Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.

d. Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

e. Students know how to draw Lewis dot structures.

f. * Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.

h. * Students know how electronegativity and ionization energy relate to bond formation.

h. * Students know how to identify solids and liquids held together by van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/melting point temperatures.

**Conservation of Matter and Stoichiometry**

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:

- a. Students know how to describe chemical reactions by writing balanced equations.

- b. Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.

- c. Students know one mole equals $6.02 \times 10^{23}$ particles (atoms or molecules).

- d. Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.

- e. Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

- f. * Students know how to calculate percent yield in a chemical reaction.

- g. * Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.

**Gases and Their Properties**

4. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:

- a. Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.

- b. Students know the random motion of molecules explains the diffusion of gases.

- c. Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
d. Students know the values and meanings of standard temperature and pressure (STP).
e. Students know how to convert between the Celsius and Kelvin temperature scales.
f. Students know there is no temperature lower than 0 Kelvin.
g. * Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.
h. * Students know how to solve problems by using the ideal gas law in the form \( PV = nRT \).
i. * Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.

**Acids and Bases**

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions.
   As a basis for understanding this concept:
   a. Students know the observable properties of acids, bases, and salt solutions.
   b. Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
   c. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
   d. Students know how to use the pH scale to characterize acid and base solutions.
   e. * Students know the Arrhenius, Brønsted-Lowry, and Lewis acid-base definitions.
   f. * Students know how to calculate pH from the hydrogen-ion concentration.
   g. * Students know buffers stabilize pH in acid-base reactions.

**Solutions**

6. Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:
   a. Students know the definitions of solute and solvent.
   b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
   c. Students know temperature, pressure, and surface area affect the dissolving process.
   d. Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
   e. * Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.
   f. * Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.

**Chemical Thermodynamics**

7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:
   a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
d. Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.
e. * Students know how to apply Hess's law to calculate enthalpy change in a reaction.
f. * Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.

**Reaction Rates**

8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:
   a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
   b. Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
   c. Students know the role a catalyst plays in increasing the reaction rate.
   d. * Students know the definition and role of activation energy in a chemical reaction.

**Chemical Equilibrium**

9. Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:
   a. Students know how to use Le Chatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
   b. Students know equilibrium is established when forward and reverse reaction rates are equal.
   c. * Students know how to write and calculate an equilibrium constant expression for a reaction.

**Organic Chemistry and Biochemistry**

10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:
   a. Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
   b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
   c. Students know amino acids are the building blocks of proteins.
   d. * Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.
e. * Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.
f. * Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.

Nuclear Processes

11. Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:
   a. Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
   b. Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.
   c. Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
   d. Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
   e. Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.
   f. * Students know how to calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.
   g. * Students know protons and neutrons have substructures and consist of particles called quarks.

Biology/Life Sciences - Grades Nine through Twelve

Science Content Standards.

Standards that all students are expected to achieve in the course of their studies are unmarked. Standards that all students should have the opportunity to learn are marked with an asterisk (*).

Cell Biology

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism’s cells. As a basis for understanding this concept:
   a. Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
   b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
   c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
   d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

i. * Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.

j. * Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

**Genetics**

2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:

   a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

   b. Students know only certain cells in a multicellular organism undergo meiosis.

   c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.

   d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).

   e. Students know why approximately half of an individual's DNA sequence comes from each parent.

   f. Students know the role of chromosomes in determining an individual's sex.

   g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:

   a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

   b. Students know the genetic basis for Mendel's laws of segregation and independent assortment.

   c. * Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
d. * Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.

4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:
   a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
   b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
   c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
   d. Students know specialization of cells in multi cellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
   e. Students know proteins can differ from one another in the number and sequence of amino acids.
   f. * Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.

5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:
   a. Students know the general structures and functions of DNA, RNA, and protein.
   b. Students know how to apply base-pairing rules to explain precise copying of DNA during semi conservative replication and transcription of information from DNA into mRNA.
   c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
   d. * Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
   e. * Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

Ecology

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
   a. Students know bio diversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
   b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.
f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
g. * Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

**Evolution**

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:
   a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.
   b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
   c. Students know new mutations are constantly being generated in a gene pool.
   d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
   e. * Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.
   f. * Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:
   a. Students know how natural selection determines the differential survival of groups of organisms.
   b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
   c. Students know the effects of genetic drift on the diversity of organisms in a population.
   d. Students know reproductive or geographic isolation affects speciation.
   e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
   f. * Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
**Physiology**

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:
   a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
   b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
   c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
   d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
   e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
   f. * Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
   g. * Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
   h. * Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca$^{+2}$, and ATP.
   i. * Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:
   a. Students know the role of the skin in providing nonspecific defenses against infection.
   b. Students know the role of antibodies in the body's response to infection.
   c. Students know how vaccination protects an individual from infectious diseases.
   d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
   e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
f. * Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in
the immune system.

Earth Sciences - Grades Nine through Twelve
Science Content Standards.

Standards that all students are expected to achieve in the course of their studies are unmarked.
Standards that all students should have the opportunity to learn are marked with an asterisk (*).

**Earth's Place in the Universe**

1. Dynamic Earth Astronomy and planetary exploration reveal the solar system's structure,
scale, and change over time. As a basis for understanding this concept:
   a. Students know how the differences and similarities among the sun, the terrestrial
      planets, and the gas planets may have been established during the formation of the
      solar system.
   b. Students know the evidence from Earth and moon rocks indicates that the solar
      system was formed from a nebular cloud of dust and gas approximately 4.6 billion
      years ago.
   c. Students know the evidence from geological studies of Earth and other planets
      suggest that the early Earth was very different from Earth today.
   d. Students know the evidence indicating that the planets are much closer to Earth
      than the stars are.
   e. Students know the Sun is a typical star and is powered by nuclear reactions,
      primarily the fusion of hydrogen to form helium.
   f. Students know the evidence for the dramatic effects that asteroid impacts have
      had in shaping the surface of planets and their moons and in mass extinctions of
      life on Earth.
   g. * Students know the evidence for the existence of planets orbiting other stars.

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars,
galaxies, and the universe over time. As a basis for understanding this concept:
   a. Students know the solar system is located in an outer edge of the disc-shaped
      Milky Way galaxy, which spans 100,000 light years.
   b. Students know galaxies are made of billions of stars and comprise most of the
      visible mass of the universe.
   c. Students know the evidence indicating that all elements with an atomic number
      greater than that of lithium have been formed by nuclear fusion in stars.
   d. Students know that stars differ in their life cycles and that visual, radio, and X-ray
      telescopes may be used to collect data that reveal those differences.
   e. * Students know accelerators boost subatomic particles to energy levels that
      simulate conditions in the stars and in the early history of the universe before stars
      formed.
   f. * Students know the evidence indicating that the color, brightness, and evolution
      of a star are determined by a balance between gravitational collapse and nuclear
      fusion.
g. * Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.

**Processes**

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:
   a. Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
   b. Students know the principal structures that form at the three different kinds of plate boundaries.
   c. Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.
   d. Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.
   e. Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.
   f. * Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.

**Energy in the Earth System**

4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:
   a. Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.
   b. Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.
   c. Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.
   d. * Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.

5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:
   a. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.
   b. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.
   c. Students know the origin and effects of temperature inversions.
   d. Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.
e. Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.

f. * Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.

g. * Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.

6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:

   a. Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
   
   b. Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
   
   c. Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.
   
   d. * Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.

**Biogeochemical Cycles**

7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept

   a. Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.
   
   b. Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.
   
   c. Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.
   
   d. * Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.

**Structure and Composition of the Atmosphere**

8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:

   a. Students know the thermal structure and chemical composition of the atmosphere.
   
   b. Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.
   
   c. Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.
California Geology

9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:
   a. Students know the resources of major economic importance in California and their relation to California's geology.
   b. Students know the principal natural hazards in different California regions and the geologic basis of those hazards.
   c. Students know the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.
   d. * Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.

Investigation & Experimentation - Grades 9 To 12

Science Content Standards.

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:
   a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
   b. Identify and communicate sources of unavoidable experimental error.
   c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
   d. Formulate explanations by using logic and evidence.
   e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
   f. Distinguish between hypothesis and theory as scientific terms.
   g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
   h. Read and interpret topographic and geologic maps.
   i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
   j. Recognize the issues of statistical variability and the need for controlled tests.
   k. Recognize the cumulative nature of scientific evidence.
   l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
   m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of
food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

HISTORY/SOCIAL STUDIES
A full, balanced, integrated, literature-enriched history-social science curriculum will draw upon students’ experiences and incorporate goals that promote (1) knowledge and cultural understanding, (2) democratic principles and civic values, and (3) academic and social skills necessary for effective participation in diverse societies. This curriculum will be aligned with the State Framework.

The teaching of history will be integrated with the humanities and the other social sciences. Activities and lessons will be correlated with language arts, sciences, and visual and performing arts curricula.

Students in all grades will study history and social sciences through an integrated curriculum. This includes language arts (creative writing, factual reports, critical analysis); science (adaptation, survival, utilization of the environment); art (many hands-on projects, artistic rendering, 3-dimensional projects); music (cultural and ethnic aspects which are incorporated through); and math (graphs, life experiences problem-solving, time lines, measuring for cooking).

Teachers will build upon students’ curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Language Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding the democratic process.

The use of technology will be an integral component of this subject.

GRADE SEVEN
World History and Geography: Medieval and Early Modern Times
Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces
let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.

3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

3. Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.

3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.

4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.

5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.

6. Describe the development of the imperial state and the scholar-official class.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

2. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

3. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliment, development of habeas corpus, an independent judiciary in England).

4. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

5. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

6. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).

7. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

4. Describe the artistic and oral traditions and architecture in the three civilizations.

5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations’ agricultural systems.

**7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.**

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities’ importance in the spread of Renaissance ideas.

3. Understand the effects of the reopening of the ancient “Silk Road” between Europe and China, including Marco Polo’s travels and the location of his routes.

4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

**7.9 Students analyze the historical developments of the Reformation.**

1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).

2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

3. Explain Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.

4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.

5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern
periods; locate missions on a world map.

7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration.

2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).

3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

GRADE EIGHT

United States History and Geography: Growth and Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and
English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).

3. Analyze how the American Revolution affected other nations, especially France.

4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.

3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.

6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.
8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.

4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).

6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).

3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

**8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).

3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.

6. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

**8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

2. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

**8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the
National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.
1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Grades 9 through 12: Introduction
History-Social Science Content Standards.
**Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

**Chronological and Spatial Thinking**

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

**Historical Research, Evidence, and Point of View**

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

**Historical Interpretation**

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.
Grade Ten
History-Social Science Content Standards.

World History, Culture, and Geography: The Modern World
Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
   1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
   2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.
   3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
   1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
   2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
   3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
   4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
   5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

10.7 Students analyze the rise of totalitarian governments after World War I.
1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8 Students analyze the causes and consequences of World War II.
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

10.9 Students analyze the international developments in the post-World World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.


10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Grade Eleven
History-Social Science Content Standards.

United States History and Geography: Continuity and Change in the Twentieth Century
Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
   1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
   2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
   3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
   4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
   5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
   1. List the purpose and the effects of the Open Door policy.
   3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
   5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.9 Students analyze U.S. foreign policy since World War II.
1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
   o The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
   o The Truman Doctrine
   o The Berlin Blockade
   o The Korean War
   o The Bay of Pigs invasion and the Cuban Missile Crisis
   o Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
   o The Vietnam War
   o Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

11.10 Students analyze the development of federal civil rights and voting rights.
1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.

5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

4. Explain the constitutional crisis originating from the Watergate scandal.

5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Grade Twelve
History-Social Science Content Standards.

Principles of American Democracy and Economics
Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history
and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

**Principles of American Democracy**

**12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.
5. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

**12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).

3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.

4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

3. Discuss the historical role of religion and religious diversity.

4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.

2. Explain the process through which the Constitution can be amended.

3. Identify their current representatives in the legislative branch of the national government.

4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.

6. Explain the processes of selection and confirmation of Supreme Court justices.
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.

2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

3. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.


12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.

2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.

3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.

4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).

5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).

6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.

2. Identify the major responsibilities and sources of revenue for state and local governments.

3. Discuss reserved powers and concurrent powers of state governments.

4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.

6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.

7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.

2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.

2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).

3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.

4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).

5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.

6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.

7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.
1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and non monetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

12.2 Students analyze the elements of America's market economy in a global setting.
1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.
1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers’ rights.

2. Identify the factors that may cause the costs of government actions to outweigh the benefits.

3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.

4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.

2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

1. Distinguish between nominal and real data.

2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.

3. Distinguish between short-term and long-term interest rates and explain their relative significance.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.
VISUAL AND PERFORMING ARTS
The curriculum will be aligned with the Visual and Performing Arts Content Standards which details what students need to learn and be able to accomplish in the arts and the Visual and Performing Arts Framework for California Public Schools which is designed to help classroom teachers and other educators develop curriculum and instruction in the arts.

Dance Grade Seven

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills, Technical Expertise, and Dance Movements
1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.
1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.
1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements
1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.

Development of Dance Vocabulary
1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

GRADE SEVEN

Dance

Creation/Invention of Dance Movement
2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.
2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.

Application of Choreographic Principles and Processes to Creating Dance
2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.

2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).

*Communication of Meaning in Dance Through Dance Performance*

2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.

2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).

*Development of Partner and Group Skills*

2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.

3.0 **HISTORICAL AND CULTURAL CONTEXT**

*Understanding the Historical Contributions and Cultural Dimensions of Dance*

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

*Development of Dance*

3.1 Identify and perform dances from countries studied in the history–social science curriculum.

*History and Function of Dance*

3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history–social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).

*Diversity of Dance* 3.3

Explain how dance functions among people of different age groups, including their own.

**GRADE SEVEN Dance**

4.0 **AESTHETIC VALUING**

*Responding to, Analyzing, and Making Judgments About Works of Dance*

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

*Description, Analysis, and Criticism of Dance*

4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).

4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).

*Meaning and Impact of Dance*
4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered.)

4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

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

Connections and Applications Across Disciplines
5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).
5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).

Development of Life Skills and Career Competencies
5.3 Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities. 5.4 Research and compare careers in dance and dance-related fields.

Dance Grade Eight

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills, Technical Expertise, and Dance Movements
1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.
1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.
1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements
1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.
Development of Dance Vocabulary
1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Dance
Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

GRADE EIGHT

Dance Creation/Invention of Dance Movement
2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.
2.2 Expand and refine a personal repertoire of dance movement vocabulary.

Application of Choreographic Principles and Processes to Creating Dance
2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).
2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).

Communication of Meaning Through Dance Performance
2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.
2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.

Development of Partner and Group Skills
2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance
Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance
3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.

History and Function of Dance
3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).
Diversity of Dance
3.3 Describe the roles of males and females in dance in the United States during various time periods.

GRADE EIGHT Dance

AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance
4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.

Meaning and Impact of Dance
4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).
4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

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

Connections and Applications Across Disciplines
5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).
5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).

Development of Life Skills and Career Competencies
5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.

Dance Grades Nine Through Twelve– Proficient Note:
The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of dance after the student has attained the level of achievement in dance required of all students in grade eight.

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

**Development of Motor Skills, Technical Expertise, and Dance Movements**
1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).
1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.
1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).

**Comprehension and Analysis of Dance Elements**
1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.

**Development of Dance Vocabulary**
1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).

CREATIVE EXPRESSION
Creating, Performing, and Participating in Dance
Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

**Dance GRADES NINE THROUGH TWELVE–PROFICIENT**

**Creation/Invention of Dance Movement**
2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.

**Application of Choreographic Principles and Processes to Creating Dance**
2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.
2.3 Design a dance that utilizes an established dance style or genre.

**Communication of Meaning in Performance of Dance**
2.4 Perform original works that employ personal artistic intent and communicate effectively.
2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.

**Development of Partner and Group Skills**
2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).
2.7 Teach movement patterns and phrases to peers.

3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance
3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.
3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

History and Function of Dance
3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth century Italy, eighteenth-century France, the women’s suffrage movement, dance in the French courts, Chinese cultural revolution).

Diversity of Dance
3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).

GRADES NINE THROUGH TWELVE–PROFICIENT
AESTHETIC VALUING
Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance
4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).
4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).
4.3 Defend personal preferences about dance styles and choreographic forms, using criteriabased assessment.

Meaning and Impact of Dance
4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.
4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.

**CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

**Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

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

*Connections and Applications Across Disciplines*

5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.
5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.

*Development of Life Skills and Career Competencies*

5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.
5.4 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.
5.5 Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).

**Dance Grades Nine Advanced Through Twelve**

The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of dance and subsequent to the attainment of the proficient level of achievement.

**ARTISTIC PERCEPTION**

**Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

*Development of Motor Skills, Technical Expertise, and Dance Movements*

1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).
1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.
1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).

Comprehension and Analysis of Dance Elements
1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.

Development of Dance Vocabulary
1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.

GRADERS NINE THROUGH TWELVE—ADVANCED

CREATIVE EXPRESSION
Creating, Performing, and Participating in Dance
Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement
2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.

Application of Choreographic Principles and Processes to Creating Dance
2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.
2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).

Communication of Meaning in Performance of Dance
2.4 Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.

Development of Partner and Group Skills
2.5 Collaborate with peers in the development of complex choreography in diverse group-ings (e.g., all male, all female, people standing with people sitting).
2.6 Teach to peers a variety of complex movement patterns and phrases.

HISTORICAL AND CULTURAL CONTEXT
Understanding Historical Contributions and Cultural Dimensions of Dance

Students recognize dance in past and present cultures throughout the world.

Development of Dance
3.1 Identify, analyze, and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.
3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.

*History and Function of Dance*

3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.

*Diversity of Dance*

3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.

**GRADES NINE THROUGH TWELVE—ADVANCED AESTHETIC VALUING**

*Responding to, Analyzing, and Making Judgments About Works of Dance*

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

*Description, Analysis, and Criticism of Dance*

4.1 Critique dance works to improve choreographic structure and artistic presence.
4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).
4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.

*Meaning and Impact of Dance*

4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).
4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).

**CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

*Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers*

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

*Connections and Applications Across Disciplines*

5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.
5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).

_Devlopment of Life Skills and Career Competencies_

5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health.
5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.

_Music Grade Seven_

**ARTISTIC PERCEPTION**

_Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music_

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

- **Read and Notate Music**
  1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.
  1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.
  1.3 Transcribe simple aural examples into melodic notation.
  1.4 Sight-read melodies in the treble or bass clef (level of difficulty: 1 on a scale of 1–6).

- **Listen to, Analyze, and Describe Music**
  1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.
  1.6 Describe larger musical forms (e.g., canon, fugue, suite, ballet, opera, oratorio).

**CREATIVE EXPRESSION**

_Creating, Performing, and Participating in Music_

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

**GRADE SEVEN**

- **Apply Vocal or Instrumental Skills**
  2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 2 on a scale of 1–6). 2.2 Sing music written in two and three parts.
2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2 on a scale of 1–6).

*Compose, Arrange, and Improvise*

2.4 Compose short pieces in duple, triple, and mixed meters.

2.5 Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.

2.6 Improvise melodies and harmonic accompaniments.

2.7 Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.

**HISTORICAL AND CULTURAL CONTEXT**

*Understanding the Historical Contributions and Cultural Dimensions of Music*

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

*Role of Music*

3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians.

3.2 Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, South American).

*Diversity of Music*

3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.

3.4 Perform music from diverse genres and cultures.

3.5 Identify instruments from a variety of cultures visually and aurally.

3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.

**GRADE SEVEN Music**

**AESTHETIC VALUING**

*Responding to, Analyzing, and Making Judgments About Works of Music*
Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

*Analyze and Critically Assess*

4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.

4.2 Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.

*Derive Meaning*

4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

**CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

*Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers*

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

*Connections and Applications*

5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.

5.2 Identify and describe how music functions in the media and entertainment industries.

*Careers and Career-Related Skills*

5.3 Identify various careers for musicians in the entertainment industry.

*Music* Grade Eight

**ARTISTIC PERCEPTION**

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music*

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
Read and Notate Music

1.1 Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.

1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.

1.3 Transcribe aural examples into rhythmic and melodic notation.

1.4 Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1–6).

Listen to, Analyze, and Describe Music 1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.

1.6 Describe larger musical forms (e.g., symphony, tone poem).

1.7 Explain how musical elements are used to create specific music events in given aural examples.

CREATIVE EXPRESSION
Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

GRADE EIGHT
Music Apply Vocal or Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).

2.2 Sing music written in two, three, or four parts.

2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).

Compose, Arrange, and Improvise

2.4 Compose short pieces in duple, triple, mixed, and compound meters.
2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/electronic media.

2.6 Improvise melodic and rhythmic embellishments and variations in major keys.

2.7 Improvise short melodies to be performed with and without accompaniment.

**HISTORICAL AND CULTURAL CONTEXT**

**Understanding the Historical Contributions and Cultural Dimensions of Music**

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

**Role of Music**

3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.

3.2 Identify and explain the influences of various cultures on music in early United States history.

3.3 Explain how music has reflected social functions and changing ideas and values.

**Diversity of Music**

3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.

3.5 Perform music from diverse genres, cultures, and time periods.

3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

**GRADE EIGHT**

**AESTHETIC VALUING**

**Responding to, Analyzing, and Making Judgments About Works of Music**

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

**Analyze and Critically Assess**

4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.

*Derive Meaning*

4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.

4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

**CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

*Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers*

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

*Connections and Applications*

5.1 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

5.2 Describe how music is composed and adapted for use in film, video, radio, and television.

*Careers and Career-Related Skills*

5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

**Grades Nine Through Twelve– Proficient**

The proficient level of achievement for grades nine through twelve can be attained at the end of one year of high school study within the discipline of music after the student has attained the level of achievement in music required of all students in grade eight.

**ARTISTIC PERCEPTION**

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music*

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

*Read and Notate Music*
1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1–6).
1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1–6).

Listen to, Analyze, and Describe Music
1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

GRADES NINE THROUGH TWELVE–PROFICIENT

1.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Music Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal or Instrumental Skills
2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6). 2.2 Sing music written in three or four parts with and without accompaniment.
2.3 Sing in small ensembles, with one performer for each part.
2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6).
2.5 Perform on an instrument in small ensembles, with one performer for each part.

Compose, Arrange, and Improvise
2.6 Compose music, using musical elements for expressive effect.
2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.
2.9 Improvise harmonizing parts, using an appropriate style.
2.10 Improvise original melodies over given chord progressions.
HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.

3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Diversity of Music

3.3 Describe the differences between styles in traditional folk genres within the United States.

3.4 Perform music from various cultures and time periods.

3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

GRADES NINE THROUGH TWELVE–PROFICIENT Music

AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Derive Meaning

4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.

4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.
CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and
Subject Areas and to Careers

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

Connections and Applications
5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
5.2 Analyze the role and function of music in radio, television, and advertising.

Careers and Career-Related Skills
5.3 Research musical careers in radio, television, and advertising.

Grades Nine Advanced Through Twelve–
The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of music and subsequent to the attainment of the proficient level of achievement.

ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and
Skills Unique to Music
Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music
1.1 Read a full instrument or vocal score and describe how the elements of music are used.
1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1–6).
1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1–6).

Listen to,
Analyze, and Describe Music
1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.
1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

CREATIVE EXPRESSION Creating, Performing, and Participating in Music
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They
compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

**GRADES NINE THROUGH TWELVE–ADVANCED**

*Music Apply Vocal or Instrumental Skills*

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6). 2.2 Sing music written in four parts with and without accompaniment. 2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6). 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6). 2.5 Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).

*Compose, Arrange, and Improvise*

2.6 Compose music in distinct styles. 2.7 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources. 2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

**HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music**

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

*Role of Music*

3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history. 3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial). 3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.

*Diversity of Music*

3.4 Perform music from a variety of cultures and historical periods. 3.5 Compare and contrast instruments from a variety of cultures and historical periods. 3.6 Compare and contrast musical styles within various popular genres in North America and South America.
3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
3.8 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

**GRADES NINE THROUGH TWELVE–ADVANCED 4.0 AESTHETIC VALUING**

**Responding to, Analyzing, and Making Judgments About Works of Music**

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

*Analyze and Critically Assess*

1.1 Compare and contrast how a composer’s intentions result in a work of music and how that music is used.

*Derive Meaning*

4.2 Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

**CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

**Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers**

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

*Connections and Applications*

5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
5.2 Analyze the process for arranging, underscoring, and composing music for film and video productions.

*Careers and Career-Related Skills*

5.3 Identify and explain the various factors involved in pursuing careers in music.

*Theatre*

**ARTISTIC PERCEPTION**

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre
Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

**Development of the Vocabulary of Theatre**
1.1 Use the vocabulary of theatre, such as playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.

**Comprehension and Analysis of the Elements of Theatre**
1.2 Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.

**CREATIVE EXPRESSION**

**Creating, Performing, and Participating in Theatre**
Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

**Development of Theatrical Skills**
2.1 Use improvisation in rehearsal to discover character and motivation.
2.2 Maintain a rehearsal script/notebook to record directions and blocking.

**Creation/Invention in Theatre**
2.3 Create characters, environments, and actions that exhibit tension and suspense.

**GRADE SEVEN**

**1.0 HISTORICAL AND CULTURAL CONTEXT**

**Understanding the Historical Contributions and Cultural Dimensions of Theatre**
Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

**Role and Cultural Significance of Theatre**
3.1 Design and create masks, puppets, props, costumes, or sets in drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.

**History of Theatre**
3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell’arte.

**2.0 AESTHETIC VALUING**

**Responding to, Analyzing, and Critiquing Theatrical Experiences**
Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

**Critical Assessment of Theatre**
4.1 Design and apply appropriate criteria or rubrics for evaluating the puppetry, makeup, and costumes in a theatrical presentation.

*Derivation of Meaning from Works of Theatre*

4.2 Explain how cultural influences affect the content or meaning of works of theatre.

**GRADE SEVEN**

3.0 **CONNECTIONS, RELATIONSHIPS, APPLICATIONS** Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

*Connections and Applications*

5.1 Use theatrical skills to communicate concepts or ideas from other as creating a musical based on a piece of literature.

**Careers and Career-Related Skills**

5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.

1.0 **ARTISTIC PERCEPTION** Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

*Development of the Vocabulary of Theatre*

1.1 Use the vocabulary of theatre, such as *ensemble, proscenium, thrust,* and *arena staging,* to describe theatrical experiences.

*Comprehension and Analysis of the Elements of Theatre*

1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.

1.3 Analyze the use of figurative language and imagery in dramatic texts.

1.0 **CREATIVE EXPRESSION** Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

*Development of Theatrical Skills*

2.1 Create short dramatizations in selected styles of theatre, such as and musical theatre.

*Creation/Invention in Theatre*
2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

GRADE EIGHT 3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre
Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre
3.1 Describe the ways in which American history has been reflected in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical.

History of Theatre
3.2 Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).

2.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences
Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre
4.1 Develop criteria and write a formal review of a theatrical production.

Derivation of Meaning from Works of Theatre
4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.

GRADE EIGHT 3.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers
Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications
5.1 Use theatrical skills to present content or concepts in other a video on cellular mitosis.
5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.

Theatre—

**Grades Nine Through Twelve Proficient**

The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of theatre after the student has attained the level of achievement in theatre required of all students in grade eight.

1.0 **ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

*Development of the Vocabulary of Theatre*

1.1 Use the vocabulary of theatre, such as *acting values, style, genre, design,* and *theme,* to describe theatrical experiences.

*Comprehension and Analysis of the Elements of Theatre*

1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

2.0 **CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

*Development of Theatrical Skills*

2.1 Make acting choices, using script analysis, character research, reflection, through the rehearsal process.

**GRADES NINE THROUGH TWELVE—PROFICIENT**

*Theatre Creation/Invention in Theatre*

2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.
3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Identify and compare how film, theatre, television, and electronic influence values and behaviors.

3.2 Describe the ways in which playwrights reflect and influence their culture in such works as Raisin in the Sun, Antigone, and the Mahabarata.

History of Theatre

3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Compare a traditional interpretation of a play with a nontraditional defend the merits of the different interpretations.

Derivation of Meaning from Works of Theatre

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

GRADES NINE THROUGH TWELVE–PROFICIENT 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Describe how skills acquired in theatre may be applied to others.
Careers and Career-Related Skills

5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

Grades Nine Advanced Theatre Through Twelve:

The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of theatre and subsequent to the attainment of the proficient level of achievement.

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as genre, style, acting values, theme, and design, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.

1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

GRADES NINE THROUGH TWELVE—ADVANCED

Development of Theatrical Skills

2.1 Make acting choices, using script analysis, character research, reflection, create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.

Creation/Invention in Theatre

2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.
2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.

3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Research and perform monologues in various historical and cultural accurate and consistent physical mannerisms and dialect.

History of Theatre

3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.

3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov. 3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

GRADES NINE THROUGH TWELVE–ADVANCED

Theatre Critical Assessment of Theatre

4.1 Use complex evaluation criteria and terminology to compare and genres of dramatic literature.

4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.

Derivation of Meaning from Works of Theatre

4.3 Develop a thesis based on research as to why people create theatre.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers
Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

*Connections and Applications*

> 5.1 Create projects in other school courses or places of employment, and processes from the study and practice of theatre, film/video, and electronic media.

*Careers and Career-Related Skills*

> 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.

> 5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.

> 5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

*Visual Arts 1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts*

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

*Develop Perceptual Skills and Visual Arts Vocabulary*

> 1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.

> 1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

*Analyze Art Elements and Principles of Design*

> 1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).

> 1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

*2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts*

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
Skills, Processes, Materials, and Tools

2.1 Develop increasing skill in the use of at least three different

2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.

2.3 Develop skill in using mixed media while guided by a selected principle of design. 2.4 Develop skill in mixing paints and showing color relationships.

GRADE SEVEN

Communication and Expression Through Original Works of Art

2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.
2.6 Create an original work of art, using film, photography, computer graphics, or video.

2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Research and describe how art reflects cultural values in various the world.

Diversity of the Visual Arts

3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Explain the intent of a personal work of art and draw the work of a recognized artist. 4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

Make Informed Judgments
4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.

4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.

4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

GRADE SEVEN  Visual Arts

4.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications
5.1 Study the music and art of a selected historical era and that reflects that time and culture.

Visual Literacy
5.3 Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

Careers and Career-Related Skills
5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

Grade Eight  Visual Arts

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary
1.1 Use artistic terms when describing the intent and content of works of art.

Analyze Art Elements and Principles of Design
1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.
1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

**2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts**

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

*Skills, Processes, Materials, and Tools*

2.1 Demonstrate an increased knowledge of technical skills in using art media and processes (e.g., printing press, silk screening, computer graphics software).

2.2 Design and create maquettes for three-dimensional sculptures.

**GRADE EIGHT**

*Visual Arts Communication and Expression Through Original Works of Art*

2.3 Create an original work of art, using film, photography, computer graphics, or video.

2.4 Design and create an expressive figurative sculpture.

2.5 Select a medium to use to communicate a theme in a series of works of art.

2.6 Design and create both additive and subtractive sculptures.

2.7 Design a work of public art appropriate to and reflecting a location.

**3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

*Role and Development of the Visual Arts*

3.1 Examine and describe or report on the role of a work comment or protest social conditions.

3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

*Diversity of the Visual Arts*

3.3 Identify major works of art created by women and describe the impact of those works on society at that time.

3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.
4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

**Derive Meaning**

4.1 Define their own points of view and investigate the effects from cultures other than their own.

4.2 Develop a theory about the artist’s intent in a series of works of art, using reasoned statements to support personal opinions.

4.3 Construct an interpretation of a work of art based on the form and content of the work.

**Visual Arts GRADE EIGHT**

**Make Informed Judgments**

4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.

4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.

4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

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

**Connections and Applications**

5.1 Select a favorite artist and some of his or her works of art that expresses personal ideas and views about the artist.

5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

**Visual Literacy**
5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.

Careers and Career-Related Skills

5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.

Grades Nine Visual Arts Through Twelve–Proficient

The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of the visual arts after the student has attained the level of achievement in visual arts required of all students in grade eight.

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

GRADES NINE THROUGH TWELVE–PROFICIENT 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools
2.1 Solve a visual arts problem that involves the effective use of principles of design.
2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.4 Review and refine observational drawing skills.

*Communication and Expression Through Original Works of Art*
2.5 Create an expressive composition, focusing on dominance and subordination.
2.6 Create a two- or three-dimensional work of art that addresses a social issue.

**3.0 HISTORICAL AND CULTURAL CONTEXT** Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

*Role and Development of the Visual Arts*
3.1 Identify similarities and differences in the purposes of art created
3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

*Diversity of the Visual Arts*
3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
3.4 Discuss the purposes of art in selected contemporary cultures.

**GRADES NINE THROUGH TWELVE—PROFICIENT Visual Arts**

**1.0 AESTHETIC VALUING** Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

*Derive Meaning*
4.1 Articulate how personal beliefs, cultural traditions, and current social, political contexts influence the interpretation of the meaning or message in a work of art.
4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

*Make Informed Judgments*
4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

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

Connections and Applications

5.1 Design an advertising campaign for a theatre or dance production creating images that represent characters and major events in the production.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Careers and Career-Related Skills

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aestheteicin).

Grades Nine Advanced Visual Arts Through Twelve

The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of the visual arts and subsequent to the attainment of the proficient level of achievement.

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.
1.3 Analyze their works of art as to personal direction and style.

*Analyze Art Elements and Principles of Design*

1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.
1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

*Impact of Media Choice*

1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist’s style.

**GRADES NINE THROUGH TWELVE–ADVANCED Visual Arts**

2.0 **CREATIVE EXPRESSION** Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

*Skills, Processes, Materials, and Tools*

2.1 Create original works of art of increasing complexity and skill reflect their feelings and points of view.
2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
2.3 Assemble and display objects or works of art as a part of a public exhibition.

*Communicate and Express Through Original Works of Art*

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
2.5 Use innovative visual metaphors in creating works of art.
2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

3.0 **HISTORICAL AND CULTURAL CONTEXT** Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

**Role and Development of the Visual Arts**
3.1 Identify contemporary styles and discuss the diverse social, economic, developments reflected in the works of art examined.
3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

**Diversity of the Visual Arts**
3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.
3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

**Visual Arts GRADES NINE THROUGH TWELVE—ADVANCED**

**4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts**

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

**Derive Meaning**
4.1 Describe the relationship involving the art maker (artist), the making artwork (product), and the viewer.
4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.
4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

**Make Informed Judgments**
4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.
4.5 Construct a rationale for the validity of a specific work of art—artwork that falls outside their own conceptions of art.
4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

**5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications
5.1 Speculate on how advances in technology might change the definition of the visual arts.

Visual Literacy
5.2 Compare and contrast works of art, probing beyond the obvious and identifying psycho-logical content found in the symbols and images. Careers and Career-Related Skills
5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).
5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

TECHNOLOGY
Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Technology will help students acquire skills they need to survive in a complex highly technological knowledge-based economy.

MPA’s goal is to educate our students to participate fully in the new information age. To this end, we are committed to provide a learning environment that promotes logical thinking, curiosity, worldwide awareness and self-directed, independent learning. We believe that this new approach to learning is dynamic in a framework with the content free flowing and always changing. This new approach needs to begin at the earliest age so that students feel in command of this type of learning. Teachers need to be trained to use the myriad of information available on the Internet and World Wide Web to develop activities that will enrich the standard curriculum. Teachers will model information processing using the most current tools. Our goal is to achieve the effective integration of technology into instruction.

Because excelling in technology is an essential skill in today’s global society, beginning in kindergarten students will begin developing their technological skills. MPA’s technology goals include:
- PowerPoint presentations,
- Word documents,
- Typing, and other skills that will complement the core content instruction.
- Providing each classroom with at least ten multi-media computers.
- Establishing reading and math software programs in our media center.
- Providing digital cameras.
# HEALTH

## Grades 7 & 8

### Nutrition and Physical Activity

#### Standard 1: Essential Concepts

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.N</td>
<td>Describe the short- and long-term impact of nutritional choices on health.</td>
</tr>
<tr>
<td>1.2.N</td>
<td>Identify nutrients and their relationships to health.</td>
</tr>
<tr>
<td>1.3.N</td>
<td>Examine the health risks caused by food contaminants.</td>
</tr>
<tr>
<td>1.4.N</td>
<td>Describe how to keep food safe through proper food purchasing, preparation, and storage practices.</td>
</tr>
<tr>
<td>1.5.N</td>
<td>Differentiate between diets that are health-promoting and diets linked to disease.</td>
</tr>
<tr>
<td>1.6.N</td>
<td>Analyze the caloric and nutritional value of foods and beverages.</td>
</tr>
<tr>
<td>1.7.N</td>
<td>Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.</td>
</tr>
<tr>
<td>1.8.N</td>
<td>Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.</td>
</tr>
<tr>
<td>1.9.N</td>
<td>Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.</td>
</tr>
<tr>
<td>1.10.N</td>
<td>Identify the impact of nutrition on chronic disease.</td>
</tr>
<tr>
<td>1.11.N</td>
<td>Analyze the cognitive and physical benefits of eating breakfast daily.</td>
</tr>
<tr>
<td>1.12.N</td>
<td>Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.</td>
</tr>
<tr>
<td>1.13.N</td>
<td>Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.</td>
</tr>
<tr>
<td>1.14.N</td>
<td>Identify ways to increase daily physical activity.</td>
</tr>
<tr>
<td>1.15.N</td>
<td>Explain that incorporating daily moderate or vigorous physical activity into one’s life does not require a structured exercise plan or special equipment.</td>
</tr>
<tr>
<td>1.16.N</td>
<td>Differentiate between physical activity and exercise and health-related and skill-related fitness.</td>
</tr>
</tbody>
</table>

#### Standard 2: Analyzing Influences

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.N</td>
<td>Describe the influence of culture and media on body image.</td>
</tr>
<tr>
<td>2.2.N</td>
<td>Evaluate internal and external influences on food choices.</td>
</tr>
<tr>
<td>2.3.N</td>
<td>Analyze the impact of nutritional choices on future reproductive and prenatal health.</td>
</tr>
<tr>
<td>2.4.N</td>
<td>Analyze the influence of technology and media on physical activity.</td>
</tr>
</tbody>
</table>

#### Standard 3: Accessing Valid Information

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.N</td>
<td>Distinguish between valid and invalid sources of nutrition information.</td>
</tr>
<tr>
<td>3.2.N</td>
<td>Evaluate the accuracy of claims about dietary supplements and popular diets.</td>
</tr>
<tr>
<td>3.3.N</td>
<td>Describe how to access nutrition information about foods offered in restaurants in one’s community.</td>
</tr>
<tr>
<td>3.4.N</td>
<td>Identify places where youths and families can be physically active.</td>
</tr>
<tr>
<td>3.5.N</td>
<td>Identify trusted adults in one’s family, school, and community for advice and counseling regarding healthy eating and physical activity.</td>
</tr>
</tbody>
</table>
Standard 4: Interpersonal Communication

4.1.N Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.
4.2.N Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.

Standard 5: Decision Making

5.1.N Use a decision-making process to evaluate daily food intake for nutritional requirements.
5.2.N Identify recreational activities that increase physical activity.
5.3.N Contrast healthy and risky approaches to weight management.
5.4.N Analyze the physical, mental, and social benefits of physical activity.

Standard 6: Goal Setting

6.1.N Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines.
6.2.N Set a goal to increase daily physical activity.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Make healthy food choices in a variety of settings.
7.2.N Explain proper food handling safety when preparing meals and snacks.
7.3.N Assess personal physical activity levels.
7.4.N Examine ways to be physically active throughout a lifetime.

Standard 8: Health Promotion

8.2.N Support increased opportunities for physical activity at school and in the community.
8.3.N Encourage peers to eat healthy foods and to be physically active.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

1.1.G Explain physical, social, and emotional changes associated with adolescence.
1.2.G Summarize the human reproduction cycle.
1.3.G Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.
1.4.G Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.

1.5.G Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy.

1.6.G Identify the short- and long-term effects of HIV, AIDS, and other STDs.

1.7.G Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.

1.8.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

1.9.G Explain why individuals have the right to refuse sexual contact.

1.10.G Describe the emotional, psychological, and physical consequences of rape and sexual assault.

1.11.G Explain why rape and sexual assault should be reported to authorities and trusted adults.

1.12.G Describe responsible prenatal and child care, including California’s Safely Surrendered Baby Law.

1.13.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.

Standard 2: Analyzing Influences

2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.

2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

2.3.G Analyze the influence of alcohol and other drugs on sexual behaviors.

2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.

2.5.G Recognize that there are individual, family, and cultural differences in relationships.

2.6.G Explain how sexual exploitation can occur through the Internet.

Standard 3: Accessing Valid Information

3.1.G Identify trusted adults in one’s family, school, and community for advice and
counseling regarding reproductive and sexual health.

3.2.G Locate medically and scientifically accurate sources of information on reproductive health.

3.3.G Identify health care providers for reproductive and sexual health services

**Standard 4: Interpersonal Communication**

4.1.G Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.

4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.

4.3.G Use healthy and respectful ways to express friendship, attraction, and affection.

4.4.G Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.

**Standard 5: Decision Making**

5.1.G Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.

5.2.G Use a decision-making process to examine the characteristics of healthy relationships.

5.3.G Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

5.4.G Analyze the responsibilities and privileges of becoming a young adult.

5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.

5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.

5.7.G Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.

**Standard 6: Goal Setting**

6.1.G Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.

6.2.G Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.

**Standard 7: Practicing Health-Enhancing Behaviors**


7.2.G Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.

7.3.G Describe personal actions that can protect reproductive and sexual health.

**Standard 8: Health Promotion**

8.1.G Support and encourage safe, respectful, and responsible relationships.

8.2.G Promote respect for and dignity of persons living with HIV or AIDS.
Injury Prevention and Safety

Standard 1: Essential Concepts

1.1.S Describe the differences between physical, verbal, and sexual violence.
1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.
1.4.S Discuss the importance of reporting weapon possession.
1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.
1.6.S Identify trusted adults to whom school or community violence should be reported.
1.7.S Describe possible legal consequences of sexual harassment and violence.
1.8.S Describe types of sexual harassment and ways to report them.
1.9.S Describe the behavioral and environmental factors associated with major causes of death in the United States.
1.10.S Identify basic safety guidelines for emergencies and natural disasters.
1.11.S Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia.
1.12.S Explain safety hazards associated with Internet usage.
1.13.S Explain ways to prevent fires and reduce the risk of fire-related injuries.
1.14.S Explain ways to reduce the risk of injuries in and around water.
1.15.S Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities.

Standard 2: Analyzing Influences

2.1.S Analyze how the media portray fire and explosives.
2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

Standard 3: Accessing Valid Information

3.1.S Analyze sources of information regarding injury and violence prevention.
3.2.S Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.

Standard 4: Interpersonal Communication

4.1.S Report to a trusted adult situations that could lead to injury or harm.
4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
4.3.S Describe ways to manage interpersonal conflicts nonviolently.
4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
4.5.S Describe characteristics of effective communication.
4.6.S Differentiate between passive, aggressive, and assertive communication.
4.7.S Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.
Standard 5: Decision Making

5.1.S Use a decision-making process to examine risky social and dating situations.
5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
5.3.S Use a decision-making process to analyze the consequences of gang involvement.
5.4.S Evaluate why some students are bullies.
5.5.S Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

Standard 6: Goal Setting

6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
6.2.S Create a personal-safety plan.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.S Practice first aid and emergency procedures.
7.2.S Practice ways to resolve conflicts nonviolently.
7.3.S Practice the safe use of technology.

Standard 8: Health Promotion

8.1.S Support changes to promote safety in the home, at school, and in the community.
8.2.S Design a campaign for preventing violence, aggression, bullying, and harassment.
8.3.S Demonstrate the ability to influence others’ safety behaviors (e.g., wearing bicycle helmets and seat belts).

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

1.1.A Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.
1.2.A Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.
1.3.A Explain the dangers of drug dependence and addiction.
1.4.A Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders.
1.5.A Analyze the harmful effects of using diet pills without physician supervision.
1.6.A Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.
1.7.A Explain why most youths do not use alcohol, tobacco, or other drugs.
1.8.A Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs.
Standard 2: Analyzing Influences

2.1.A Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.

2.2.A Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.

2.3.A Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.

Standard 3: Accessing Valid Information

3.1.A Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.

Standard 4: Interpersonal Communication

4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

Standard 5: Decision Making

5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.

Standard 6: Goal Setting

6.1.A Develop short- and long-term goals to remain drug-free.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.A Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations.

7.2.A Practice positive alternatives to the use of alcohol, tobacco, and other drugs.

Standard 8: Health Promotion

8.1.A Participate in school and community efforts to promote a drug-free lifestyle.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).

1.2.M Identify a variety of nonviolent ways to respond when angry or upset.

1.3.M Identify qualities that contribute to a positive self-image.

1.4.M Describe how emotions change during adolescence.
1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.
1.6.M Describe the changing roles and responsibilities of adolescents as members of a family and community.
1.7.M Describe the benefits of having positive relationships with trusted adults.
1.8.M Analyze the harmful effects of using diet pills without physician supervision.
1.9.M Identify the signs of various eating disorders.
1.10.M Describe signs of depression, potential suicide, and other self-destructive behaviors.
1.11.M Describe common mental health conditions and why seeking professional help for these conditions is important.

---

**Standard 2: Analyzing Influences**

2.1.M Analyze internal and external influences on mental, emotional, and social health.
2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
2.3.M Analyze the influence of culture on family values and practices.

---

**Standard 3: Accessing Valid Information**

3.1.M Access accurate sources of information and services about mental, emotional, and social health.
3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.
3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

---

**Standard 4: Interpersonal Communication**

4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

---

**Standard 5: Decision Making**

5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
5.2.M Monitor personal stressors and assess techniques for managing them.
5.3.M Describe healthy ways to express caring, friendship, affection, and love.
5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression.
5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

---

**Standard 6: Goal Setting**

6.1.M Develop achievable goals for handling stressors in healthy ways.
Standard 7: Practicing Health-Enhancing Behaviors

7.2.M Practice respect for individual differences and diverse backgrounds.
7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
7.4.M Practice personal boundaries in a variety of situations.
7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating.

Standard 8: Health Promotion

8.1.M Promote a positive and respectful school environment.
8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.

Personal and Community Health

Standard 1: Essential Concepts

1.1.P Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination).
1.2.P Identify the importance of age-appropriate medical services.
1.3.P Identify Standard (Universal) Precautions and why they are important.  
1.4.P Examine the causes and symptoms of communicable and non-communicable diseases.
1.5.P Discuss the importance of effective personal and dental hygiene practices for preventing illness.
1.6.P Identify effective brushing and flossing techniques for oral care.
1.7.P Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities.
1.8.P Identify ways to prevent vision or hearing damage.
1.9.P Identify ways that environmental factors, including air quality, affect our health.
1.10.P Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution).
1.11.P Describe global influences on personal and community health.
1.12.P Identify ways to reduce exposure to the sun.

Standard 2: Analyzing Influences

2.1.P Analyze a variety of influences that affect personal health practices.
2.2.P Analyze how environmental pollutants, including noise pollution, affect health.
2.3.P Analyze the relationship between the health of a community and the global
environment.

2.4.P Analyze the influence of culture, media, and technology on health decisions.
2.5.P Analyze the social influences that encourage or discourage sun-safety practices.

---

**Standard 3: Accessing Valid Information**

3.1.P Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information’s validity.

3.2.P Access valid information about preventing common communicable diseases.

3.3.P Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.

3.4.P Demonstrate how to access school and community health services.

---

**Standard 4: Interpersonal Communication**

4.1.P Practice how to make a health-related consumer complaint.

4.2.P Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.

---

**Standard 5: Decision Making**

5.1.P Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.

5.2.P Apply a decision-making process when selecting health care products.

5.3.P Analyze the characteristics of informed health choices.

---

**Standard 6: Goal Setting**

6.1.P Establish goals for improving personal and community health.

6.2.P Design a plan to minimize environmental pollutants, including noise at home and in the community.

6.3.P Create a plan to incorporate adequate rest and sleep into daily routines.

---

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.P Practice and take responsibility for personal and dental hygiene practices.

7.2.P Describe situations where Standard (Universal) Precautions are appropriate.

---

**Standard 8: Health Promotion**

8.1.P Promote the importance of regular screenings and medical examinations.

8.2.P Demonstrate the ability to be a positive peer role model in the school and community.

8.3.P Demonstrate ways to accept responsibility for conserving natural resources.

---

**HIGH SCHOOL HEALTH GRADES 9-12**

Nutrition and Physical Activity
Standard 1: Essential Concepts

1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.
1.3.N Explain the importance of variety and moderation in food selection and consumption.
1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.
1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.
1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.
1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.
1.9.N Analyze the relationship between physical activity and overall health.
1.10.N Evaluate various approaches to maintaining a healthy weight.
1.11.N Identify the causes, symptoms, and harmful effects of eating disorders.
1.13.N Describe the amounts and types of physical activity recommended for teenagers’ overall health and for the maintenance of a healthy body weight.
1.15.N Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.

Standard 2: Analyzing Influences

2.1.N Evaluate internal and external influences that affect food choices.
2.2.N Assess personal barriers to healthy eating and physical activity.
2.3.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
2.4.N Analyze the impact of nutritional choices on future reproductive and prenatal health.
2.5.N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
2.6.N Analyze internal and external influences that affect physical activity.

Standard 3: Accessing Valid Information

3.1.N Access sources of accurate information about safe and healthy weight management.
3.2.N Evaluate the accuracy of claims about food and dietary supplements.
3.3.N Describe how to use nutrition information on food labels to compare products.
3.4.N Evaluate the accuracy of claims about the safety of fitness products.
3.5.N Describe community programs and services that help people gain access to affordable, healthy foods.
3.6.N Describe internal and external influences that affect physical activity.

Standard 4: Interpersonal Communication
4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.
4.2.N Practice how to refuse less-nutritious foods in social settings.

**Standard 5: Decision Making**

5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.
5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.
5.3.N Demonstrate how to use safe food handling procedures when preparing meals and snacks.

**Standard 6: Goal Setting**

6.1.N Assess one’s personal nutrition needs and physical activity level.
6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.
6.3.N Create a personal nutrition and physical activity plan based on current guidelines.

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.N Select healthy foods and beverages in a variety of settings.
7.2.N Critique one’s personal diet for overall balance of key nutrients.
7.3.N Identify strategies for eating more fruits and vegetables.
7.4.N Describe how to take more personal responsibility for eating healthy foods.
7.5.N Participate in school and community activities that promote fitness and health.

**Standard 8: Health Promotion**

8.1.N Advocate enhanced nutritional options in the school and community.
8.2.N Educate family and peers about choosing healthy foods.

**Growth, Development, and Sexual Health**

**Standard 1: Essential Concepts**

1.1.G Describe physical, social, and emotional changes associated with being a young adult.
1.2.G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.
1.5.G Summarize fertilization, fetal development, and childbirth.
1.6.G Explain responsible prenatal and perinatal care and parenting, including California’s Safely Surrendered Baby Law.
1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.
1.8.G Analyze STD rates among teens.
1.9.G Explain laws related to sexual behavior and the involvement of minors.
1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
1.12.G Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.

Standard 2: Analyzing Influences

2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

Standard 3: Accessing Valid Information

3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.
3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.
3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.
3.4.G Evaluate laws related to sexual involvement with minors.

Standard 4: Interpersonal Communication

4.1.G Analyze how interpersonal communication affects relationships.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
4.3.G Demonstrate effective communication skills within healthy dating relationships.

Standard 5: Decision Making

5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV,
other STDs, and pregnancy.

5.5.G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.

5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

**Standard 6: Goal Setting**

6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.

6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.G Describe personal actions that can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).

**Standard 8: Health Promotion**

8.1.G Encourage and support safe, respectful, and responsible relationships.

8.2.G Advocate the respect for and the dignity of persons living with HIV or AIDS

8.3.G Support others in making positive and healthful choices about sexual behavior.

**Injury Prevention and Safety**

**Standard 1: Essential Concepts**

1.1.S Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.

1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.

1.3.S Analyze emergency preparedness plans for the home, the school, and the community.

1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.

1.5.S Describe rules and laws intended to prevent injuries.

1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.

1.7.S Discuss the characteristics of gang members.

1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.

1.9.S Explain the effects of violence on individuals, families, and communities.

1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.

1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., landslides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist
attacks).
1.12.S Identify ways to prevent situations that might harm vision, hearing, or dental health.

**Standard 2: Analyzing Influences**

2.1.S Analyze internal and external influences on personal, family, and community safety.
2.2.S Analyze the influence of alcohol and other drug use on personal, family, and community safety.
2.3.S Explain how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others.
2.4.S Analyze why it is risky to belong to a gang.

**Standard 3: Accessing Valid Information**

3.1.S Analyze sources of information and services concerning safety and violence prevention.
3.2.S Analyze community resources for disaster preparedness.

**Standard 4: Interpersonal Communication**

4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.

**Standard 5: Decision Making**

5.1.S Apply a decision-making process to avoid potentially dangerous situations.
5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.
5.3.S Analyze the consequences of gang involvement for self, family, and the community.
5.4.S Analyze the consequences of violence for self, family, and the community.

**Standard 6: Goal Setting**

6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.
7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.
7.3.S Demonstrate first aid and CPR procedures.
7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.
7.5.S Assess characteristics of harmful or abusive relationships.

**Standard 8: Health Promotion**

8.1.S Identify and support changes in the home, at school, and in the community that promote safety.
8.2.S Encourage peers to use safety equipment during physical activity.
8.3.S Encourage actions to promote safe driving experiences.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.
1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
1.6.A Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.
1.7.A Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.
1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Analyzing Influences

2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
2.3.A Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.

Standard 3: Accessing Valid Information

3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.
3.2.A Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.

Standard 4: Interpersonal Communication

4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco,
and other drugs.

4.2.A Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.

**Standard 5: Decision Making**

5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.

5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.

**Standard 6: Goal Setting**

6.1.A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

**Standard 8: Health Promotion**

8.1.A Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.

8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.

**Mental, Emotional, and Social Health**

**Standard 1: Essential Concepts**

1.1.M Describe the benefits of having positive relationships with trusted adults.

1.2.M Analyze the qualities of healthy peer and family relationships.

1.3.M Describe healthy ways to express caring, friendship, affection, and love.

1.4.M Describe qualities that contribute to a positive self-image.

1.5.M Describe how social environments affect health and well-being.

1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.

1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.

1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

1.9.M Classify personal stressors at home, in school, and with peers.

1.10.M Identify warning signs for suicide.

1.11.M Identify loss and grief.

**Standard 2: Analyzing Influences**
2.1.M Analyze the internal and external issues related to seeking mental health assistance.

**Standard 3: Accessing Valid Information**

3.1.M Access school and community resources to help with mental, emotional, and social health concerns.
3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.

**Standard 4: Interpersonal Communication**

4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.
4.2.M Discuss healthy ways to respond when you or someone you know is grieving.

**Standard 5: Decision Making**

5.1.M Monitor personal stressors and assess techniques for managing them.
5.2.M Compare various coping mechanisms for managing stress.
5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.

**Standard 6: Goal Setting**

6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.
6.2.M Set a goal to reduce life stressors in a health-enhancing way.

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.M Assess personal patterns of response to stress and use of resources.
7.4.M Practice respect for individual differences and diverse backgrounds.
7.5.M Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.
7.6.M Practice setting personal boundaries in a variety of situations.

**Standard 8: Health Promotion**

8.1.M Support the needs and rights of others regarding mental and social health.
8.2.M Promote a positive and respectful environment at school and in the community.
8.3.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.
### Personal and Community Health

#### Standard 1: Essential Concepts

1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).
1.2.P Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
1.3.P Identify symptoms that should prompt individuals to seek health care.
1.4.P Identify types of pathogens that cause disease.
1.5.P Investigate the causes and symptoms of communicable and non-communicable diseases.
1.6.P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.
1.7.P Identify symptoms that indicate a need for an ear, eye, or dental examination.
1.8.P Examine common types and symptoms of cancer.
1.9.P Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.
1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.
1.11.P Examine ways to prevent and manage asthma.
1.12.P Identify global environmental issues.
1.13.P Describe the impact of air and water pollution on health.
1.14.P Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).

#### Standard 2: Analyzing Influences

2.1.P Discuss influences that affect positive health practices.
2.2.P Evaluate influences on the selection of personal health care products and services.
2.3.P Analyze how environmental conditions affect personal and community health.
2.4.P Discuss ways to stay informed about environmental issues.
2.5.P Analyze the social influences that encourage or discourage sun-safety practices.
2.6.P Evaluate the benefits of informed health choices.
2.7.P Evaluate the need for rest, sleep, and exercise.

#### Standard 3: Accessing Valid Information

3.1.P Access valid information about personal health products and services available in the community.
3.2.P Access valid information about common diseases.
3.3.P Evaluate current research about the health consequences of poor environmental conditions.
3.4.P Identify government and community agencies that promote health and protect the environment.
3.5.P Assess ways to be a responsible consumer of health products and services.

#### Standard 4: Interpersonal Communication
4.1.P Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.

Standard 5: Decision Making

5.1.P Apply a decision-making process to a personal health issue or problem.
5.2.P Explain how decisions regarding health behaviors have consequences for oneself and others.
5.3.P Apply a decision-making process to a community or environmental health issue.
5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).

Standard 6: Goal Setting

6.1.P Develop a plan of preventive health management.
6.2.P Develop a plan of preventive dental health management.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.
7.2.P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.
7.3.P Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.
7.4.P Describe the steps involved in breast or testicular self-exams.

Standard 8: Health Promotion

8.1.P Support personal or consumer health issues that promote community wellness.
8.2.P Encourage societal and environmental conditions that benefit

SPANISH

Spanish I
Grade 9

Since the MPA will have a high representation of Spanish-speaking students, all students will be pre-tested before assigned Spanish I. This level is aimed at having students master a basic first level of communicative skills in all four areas of language acquisition. Language acquisition requires repetition, practice and basic vocabulary and grammatical structures.

Spanish II
Grades 10/11
All students who have satisfactory completed Spanish I will be assigned to Spanish II. These two intensive immersion courses—Spanish I and II will satisfy the two year language requirements. As in Spanish I, language acquisition requires repetition, practice and the mastery of vocabulary and grammatical structures.

**Spanish III and IV**  
**Grade 12**

For those students wishing to earn college credits and complete their program of language mastery, dual enrollment/early enrollment classes can be arranged with CSU Dominguez Hill and/or El Camino Community College; Santa Monica Community College.

**PHYSICAL EDUCATION**

MPA will comply with California Education Code Section 60800, commonly referred to as the Physical Fitness Test (PFT). While charter schools are exempt from the required hours of physical education for non-charter schools (Ed Code 47610), MPA is a strong proponent of physical education and personal fitness. Therefore, MPA will contract with a local fitness center to provide structured physical activities and exercise for students at the school site. This program will follow the California frameworks for physical education. MPA students may elect to take one physical education class for credit during their career at MPA. Optional, non-credit classes may be offered as part of an after-school program in the future.

MPA will test all 9th grade students between the assessment window of February 1 and May 31 of each school year. As is the intent of the Legislature, MPA will establish a passing rate of five out of six physical fitness tests, which include Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Strength, Upper Body Strength, and Flexibility. 9th grade students that are unable to meet the passing requirements will be tested each and every year afterwards until a passing score is achieved. Appropriate accommodations will be made for students with special needs. The Executive Director of MPA will assign a staff member to serve as the “Physical Fitness Test Coordinator.” This person will be in charge of administrating the test and documenting results.

**GRADE SEVEN**  
**Movement Concepts**

2.2 Analyze movement patterns and correct errors.
2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

**Combination of Movement Patterns and Skills**

2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.
**Students assess and maintain a level of physical fitness to improve health and performance.**

3.1 Assess one’s own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.
3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.
3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.
4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.
4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.

**GRADE SEVEN**

4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
4.6 Identify and apply the principles of overload in safe, age-appropriate activities.
4.7 Explain progression, overload, and specificity as principles of exercise.
4.8 Discuss the effect of extremity growth rates on physical fitness.

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

*Self-Responsibility*

5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
5.2 Accept responsibility for individual improvement.

*Social Interaction*

5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

*Group Dynamics*

5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
5.5 Identify the responsibilities of a leader in physical activity.
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Rhythmic Skills
1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.
1.2 Create and perform a square dance.

Combinations of Movement Patterns and Skills
1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
1.5 Demonstrate fundamental gymnastic/tumbling skills.
1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts
2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
2.2 Explain the rotation principles used in performing various manipulative skills.
2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

Combination of Movement Patterns and Skills
2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one’s own performance.
2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.

GRADE EIGHT
2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

Students assess and maintain a level of physical fitness to improve health and performance.
3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
4.2 Identify appropriate physical activities that can be performed if one’s physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
4.3 Identify ways of increasing physical activity in routine daily activities.
4.4 Identify and apply basic principles in weight/resistance training and safety practices.
4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
4.6 Explain the different types of conditioning for different physical activities.

GRADE EIGHT

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
5.2 Organize and work cooperatively with a group to achieve the goals of the group.
5.3 Identify and evaluate three preferences for lifelong physical activity and determine one’s responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.

Social Interaction
5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

Group Dynamics
5.5 Accept the roles of group members within the structure of a game or activity.
5.6 Describe leadership roles and responsibilities in the context of team games and activities.
5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

The high school course descriptions presented here communicate the essence of the high school physical education experience. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to
participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns.

High School Courses 1 and 2 provide the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities.

High School Courses 3 and 4 are electives that provide students with the opportunity to explore a variety of physical activities in search of one they can enjoy and participate in for a lifetime. Course 4 electives are designed as a continuation of Course 3 and are intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come.

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
1.12 Demonstrate independent learning of movement skills.

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
2.4 Use physical fitness test results to set and adjust goals to improve fitness.
2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
2.6 Identify the physical fitness requirements of an occupation.
2.7 Develop and implement a one-month personal physical fitness plan.
2.8 Analyze consumer physical fitness products and programs.
2.9 Explain the inherent risks associated with physical activity in extreme environments.
2.10 Identify and list available fitness resources in the community.
2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

*Self-Responsibility*

3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
3.2 Act independently of negative peer pressure during physical activity.
3.3 Identify and evaluate personal psychological responses to physical activity.
3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one’s best in physical activities.
3.5 Develop personal goals to improve one’s performance in physical activities.

*Social Interaction*

3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
3.8 Recognize the value of physical activity in understanding multiculturalism.

*Group Dynamics*

3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
3.10 Identify and utilize the potential strengths of each individual in physical activities.

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
1.3 Explain the skill-related components of balance, reaction time, agility,
coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.

1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.

1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.

1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.

1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.

1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.

1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.

1.12 Evaluate independent learning of movement skills.

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

2.1 Participate in moderate to vigorous physical activity at least four days each week.

2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.

2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

2.5 Justify the use of particular physical activities to achieve desired fitness goals.

2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.

2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.

2.8 Explain how to evaluate consumer physical fitness products and programs.

2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.

2.10 Evaluate the availability and quality of fitness resources in the community.

2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

**Students demonstrate knowledge of psychological and sociological concepts, principles, and...**
strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Participate in physical activities for personal enjoyment.
3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction
3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics
3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

Adventure/Outdoor Activities

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
1.1 Demonstrate advanced knowledge and skills in two or more adventure/outdoor activities.
1.2 Identify the characteristics and critical elements of a highly skilled performance in adventure/outdoor activities and demonstrate them.
1.3 Apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in adventure/outdoor pursuits and activities.
1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of adventure/outdoor activities.
1.5 List the safety equipment required for participation in outdoor pursuits and adventures; describe and demonstrate the use of such equipment.
1.6 Demonstrate independent learning of movement skills in adventure/outdoor activities.

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in adventure/outdoor activities that improve health-related physical fitness.
2.2 Analyze the effects of adventure/outdoor activities on a personal physical fitness program and personal levels of health-related physical fitness.
2.3 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
2.4 Explain the relationship between participation in adventure/outdoor activities and health.

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

*Self-Responsibility*

3.1 Compare and contrast the effective leadership skills used in adventure/outdoor activities and those used in other physical activities.
3.2 Develop personal goals to improve performance in adventure/outdoor activities.
3.3 Identify and analyze adventure/outdoor physical activities that enhance personal enjoyment.
3.4 Evaluate the risks and safety factors that may affect participation in adventure/outdoor activities throughout a lifetime.

*Social Interaction*

3.5 Explain how to select and modify adventure/outdoor activities to allow for participation by younger children, the elderly, and individuals with special needs.
3.6 Analyze the role of social interaction in the successful participation in and enjoyment of adventure/outdoor activities.

*Group Dynamics*

3.7 Accept and perform planned and spontaneous leadership assignments and roles in adventure/outdoor activities.
3.8 Analyze the role that cooperation and leadership play in adventure/outdoor activities.
3.9 Engage in adventure/outdoor activities both in school and outside school.

**Dance**

*Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.***

1.1 Demonstrate advanced knowledge and skills in two or more dance activities, selecting one or more from each of the following categories:

*Category 1 Category 2*

Ballet Modern
Folk Social
Jazz Square

1.2 Identify the characteristics and critical elements of a highly skilled performance in dance activities and demonstrate them.
1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.
1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of dance activities.
1.5 List the safety equipment and facilities required for participation in dance activities; describe and demonstrate the use of such equipment and facilities.
1.6 Demonstrate independent learning of movement skills in dance activities.
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
2.2 Participate in dance activities that improve or maintain personal levels of health-related physical fitness.
2.3 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health-related physical fitness.

Dance

2.4 Improve or maintain one’s physical fitness by adjusting physical activity levels according to the principles of exercise.
2.5 Explain the relationship between participation in dance activities and health.
2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.
2.7 Develop and implement a month-long personal physical fitness plan that includes dance activities.

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

3.1 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities.
3.2 Develop personal goals to improve performance in dance activities.
3.3 Identify and analyze dance activities that enhance personal enjoyment.
3.4 Evaluate the risks and safety factors that may affect participation in dance activities throughout a lifetime.

Social Interaction

3.5 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.
3.6 Analyze the role of social interaction in the successful participation in and enjoyment of dance activities.

Group Dynamics

3.7 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.
3.8 Analyze the role that cooperation and leadership play in dance activities.
3.9 Engage in dance activities both in school and outside school.

END OF SCOPE AND SEQUENCE
COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

All MPA 9-12 classes will be A-G classes and therefore transferable to other California public schools and in accordance with UC/CSU eligibility. This transferability of courses and UC/USC eligibility will be made known on all MPA recruiting materials, on the MPA website, and during Parent Orientation. In addition, all parents will be walked through their children’s class progress during their regular meetings with their child’s advisor.

MPA will seek “Initial Accreditation” from WASC in the first year of operation. MPA will submit a “Request for WASC Affiliation” and assign a point person to coordinate and submit an “Initial Visit Application/School Description” form, addressing the following five categories: 1) Organization, 2) Standards based Student Learning Curriculum, 3) Standards-based Student Learning Instruction, 4) Standards-based Student Learning Assessment and Accountability, 5) School Culture and Support for Student Personal and Academic Growth. MPA will comply with WASC standards and processes while under review.

CALIFORNIA STANDARDS ALIGNMENT A-G REQUIREMENTS

All MPA courses have been designed in alignment with the California State Standards, which can be found in the scope and sequences for each content area. MPA courses have also been designed to meet the A-G requirements, as shown here:

<table>
<thead>
<tr>
<th>Required &quot;A-G&quot; Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. History/Social Science – 2 years required</strong></td>
</tr>
<tr>
<td>Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.</td>
</tr>
</tbody>
</table>

| **B. English – 4 years required** |
| Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement. |

| **C. Mathematics – 3 years required, 4 years recommended** |
| Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses. |
D. Laboratory Science – 2 years required, 3 years recommended
Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.

E. Language Other than English AB – 2 years required, 3 years recommended
Two years of the same language (Foreign Language) other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 year required
A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

G. College-Preparatory Electives – 1 year required
One year (two semesters), in addition to those required in "a-g" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

### HIGH SCHOOL GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>ENGLISH</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>HISTORY/</th>
<th>P.E.</th>
<th>COMPUTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9A</td>
<td>English 9A</td>
<td>Algebra 1AB</td>
<td>Biology AB</td>
<td>Life Skills</td>
<td>Physical Education</td>
<td>Computer Lit (1Sem)</td>
</tr>
<tr>
<td>English 9B</td>
<td>Geometry AB</td>
<td>Integrated Science AB</td>
<td>Health</td>
<td>Performing</td>
<td>Visual</td>
<td>Performing Art+</td>
</tr>
<tr>
<td>AB 2 Year</td>
<td>1AB/Conceptual</td>
<td>PR Physics</td>
<td>Art+(1 yr.)+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1st</td>
<td>year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 10</th>
<th>ENGLISH</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>HISTORY/</th>
<th>P.E.</th>
<th>COMPUTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 10 A</td>
<td>Geometry</td>
<td>Biology/Chemistry</td>
<td>World Hist.,</td>
<td>Physical</td>
<td>Computer</td>
<td></td>
</tr>
<tr>
<td>English 10 B</td>
<td>AB</td>
<td>AB/Physics</td>
<td>Culture &amp;</td>
<td>Education</td>
<td>Lit (1Sem)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra 2AB</td>
<td>AB/Physiology</td>
<td>Geography:</td>
<td>Performing</td>
<td>Visual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Modern</td>
<td>Art+(1 yr.)+</td>
<td>Performing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>World AB</td>
<td></td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 11</th>
<th>ENGLISH</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>HISTORY/</th>
<th>P.E.</th>
<th>COMPUTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Lit or AP Eng</td>
<td>Geometry</td>
<td>Biology/Chemistry</td>
<td>U.S. History</td>
<td>Computer Lit (1Sem)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemp Comp.</td>
<td>AB</td>
<td>AB/Physics</td>
<td>&amp; Geography:</td>
<td>Applied</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra 2AB</td>
<td>AB/Physiology</td>
<td>The 20th</td>
<td>Tech Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Century AB</td>
<td>(1 yr.)+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 12</th>
<th>ENGLISH</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>HISTORY/</th>
<th>P.E.</th>
<th>COMPUTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Elective or AP Eng Lit</td>
<td>Principles of</td>
<td></td>
<td></td>
<td>Computer Lit (1Sem)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Democracy,</td>
<td></td>
<td></td>
<td>Applied</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td></td>
<td></td>
<td>Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(1 yr.)+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

230 units, Algebra, and passing the CAHSEE are needed to graduate from high school. UC/CSU requirements must have at least 2 years of the same foreign language.

Credit may only be earned in classes not previously passed. Credit is not given if classes
are taken to raise a grade from a “D” or above. Repeat classes do not replace previously earned grades; therefore, all grades are averaged for determination of GPA. A maximum of ten (10) credits may be earned for School Service toward graduation. Students are to be enrolled in no more than one school service course per semester. Grade promotion will be determined by credits earned and proficiency of grade level English courses as follows:

Grade 9 to Grade 10 ……………..55 credits
Grade 10 to Grade 11…………….. 110 credits
Grade 11 to Grade 12…………….. 170 credits

Graduation A-G Requirements and Course Sequences At a Glance

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>40</td>
</tr>
<tr>
<td>COLLEGE PREPARATORY MATH</td>
<td>20</td>
</tr>
<tr>
<td>LABORATORY SCIENCE</td>
<td>20</td>
</tr>
<tr>
<td>Biological Science AB</td>
<td>10</td>
</tr>
<tr>
<td>Physical Science AB</td>
<td>10</td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td>30</td>
</tr>
<tr>
<td>World History AB</td>
<td>10</td>
</tr>
<tr>
<td>US History AB</td>
<td>10</td>
</tr>
<tr>
<td>Economics/Government</td>
<td>10</td>
</tr>
<tr>
<td>VISUAL PERFORMING ARTS AB</td>
<td>10</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE AB</td>
<td>20</td>
</tr>
<tr>
<td>TECHNICAL ARTS</td>
<td>10</td>
</tr>
<tr>
<td>HEALTH</td>
<td>5</td>
</tr>
<tr>
<td>LIFE SKILLS or LOCAL OPTION</td>
<td>5</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>20</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL GRADUATION CREDITS</td>
<td>230</td>
</tr>
</tbody>
</table>

GRADES 9-12

ELECTIVES and “A-G” ELECTIVES GRADES 9-12

MPA will offer exciting electives for our students where they can become well rounded students.

Business
- Introduction to Entrepreneurship
- Business Management
- Personal Finance

Fine Arts
- Art (drawing, painting, calligraphy)
- Music
- Choir
- Photography
- Theatre/Acting

Health
- Nutrition Science
- Health Science

Humanities
- American Literature
- Speech
- Debate
- Foreign Languages (Spanish, Mandarin Chinese and Japanese)
- Creative Writing
· Journalism
· Sociology or Psychology
· Ethics
· Criminal Justice

Life Skills
· Foundations for Living
· Life Management
· Consumer Math
· Budgeting

Mathematics
· Trigonometry
· Linear Algebra
· Mathematical Analysis
· Advanced Placement Probability Statistics
· Calculus

Physical Education
· Weights
· Dance

Technology
· Computer Literacy
· Computer Graphics
· Web Design
· Computer Programming
· Typing/Keyboarding
ELEMENT 2. Measurable Student Outcomes: “The measurable pupil outcomes identified for use by the charter school, ‘Pupil outcome,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”

Education Code 47605 (b)(5)(B)

...nothing is of more importance for the public wealth, than to form and train up youth in wisdom and virtue. — Benjamin Franklin

The targets outlined below are consistent with NCLB’s mission of ensuring that all students are being adequately served, and as such are in compliance with the federal law. MPA intends to have its students meet or exceed NCLB’s standards, as reported in achievement measures consistent with the California Standards Test and other statewide assessment tools. Assessments will measure the extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as in the goals. The school’s goals and targets may be adjusted if the state’s goals and targets are adjusted. Each year, MPA will use data from standardized tests to ensure accountability for the teachers, the grade levels, the administration, and the staff overall, as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of the school’s program.

No Child Left Behind sets the Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) each year until 2013-2014 when the AYP AMO is 100% of students will score Proficient or Advanced in ELA and Mathematics. The ultimate goal of MAP is for all students to master California content standards and score Proficient or Advanced on the CST in English-Language Arts (ELA) and Mathematics. MAP will seek to build students’ mastery every year, move students to higher performance band levels and increase the percentage of students scoring Proficient or Advanced. Below are incremental goals building to the overall goal of all students scoring Proficient or Advanced in ELA and Mathematics on the CST in order to prepare students to have the knowledge and skills to realize the school’s mission.

**GOAL 1:** MPA students will demonstrate a substantial level of competency in all core academic content areas.

*Students will demonstrate proficiency in English reading and writing.*

*Measures:* In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among MPA students on the CST will average 5 percentiles per year until the average percentile score reaches 75 by year 2014.

*Students will demonstrate proficiency in skills and content knowledge in mathematics.*

*Measures:* In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among MPA students on the CST will average 5 percentiles per year until the average percentile score reaches 75 by year 2014.

*Students will demonstrate proficiency in skills and content knowledge in science.*

*Measures:* In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among MPA students on the CST will average 5 percentiles per year until the average percentile score reaches 75 by year 2014.

*Students will demonstrate proficiency in skills and content knowledge in social studies.*

*Measure:* 75% of all students on each grade level will score 80% or higher overall on History-Social Science standards assessments, such as quizzes, end of the unit assessments, quarterly assessments.
and the end of the year assessments.

*English Language Learners will progress academically in the school.*
*Measure:* At least 75% of English Language Learners will increase by at least one ELD level as demonstrated by CELDT scores, redesignation data, and teacher assessments.

*Students will demonstrate overall academic knowledge by passing the CAHSEE*
*Measure:* At least 90% of the students will pass the CAHSEE by the end of senior year. At least 80% of transfer students will pass the CAHSEE by the end of their senior year.

*Eligible students will graduate from high school*
*Measure:* At least 90% of students continuously enrolled since 9th grade will graduate at the end of four years from MPA. At least 80% of transfer students will graduate by the end of their senior year.

*Grade 7 students will increase their score on Writing Test*
*Measure:* 75% of 7th grade students will score a 6 or higher on the California Writing Standards Test.

*Students will demonstrate mastery of Algebra I*
*Measure:* 80% of students will master Algebra I in order to ensure their success in advanced math courses.

*Students grades 7 and 9 will demonstrate success on the Physical Fitness Test*
*Measure:* 90% of MPA students will meet 5 out of 6 components on the PFT.

*Students will be technology proficient*
All MPA students will maintain a digital portfolio that must be deemed satisfactory with a grade of “C” or better.

**GOAL 2:** MPA students will demonstrate media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze a variety of information).

**GOAL 3:** MPA students will demonstrate excellent communication and higher order, critical thinking skills.

**GOAL 4:** MPA students will demonstrate initiative and self-direction in guiding their own life-long learning.

**GOAL 5:** MPA students will demonstrate a commitment to integrity, social responsibility and an understanding of the context of the world in which they live.

**GOAL 6:** MPA students will demonstrate strong leadership skills and team-building capacity.

**Timeline for Assessment of Pupil Outcomes**
Prior to the start of the school year, we will conduct a diagnostic assessment of each student using age and grade appropriate standardized assessment tools. The results from such diagnostics will allow us to have a clear picture of current student mastery, and inform student academic action plans and overall grade curriculum. These diagnostics will also allow a benchmark against which all future academic growth can be measured.

For all grades we will administer the state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to the Education Code.
60602.5. The California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in the spring of each year to measure annual progress in meeting AYP goals.

**School Accountability Plan**
The Board will approve a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The school accountability plan will also take into account No Child Left Behind accountability standards. The Board will work closely with the Principal to ensure that students are making progress toward all goals and will hold the Principal accountable for student achievement.

The Principal, and teachers will select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-proven best practices as the basis for changes in the school’s educational program. We may modify academic outcome goals annually based on changes to State and/or Federal accountability goals. Such changes will be approved by the Schools’ Board. All stakeholders will be notified of accountability measures and performance through newsletters, the school website, and Annual Report.

(API, AYP, CST, Additional Indicators, CAHSEE, and Graduation Rate)

**GOAL I:** MPA students will demonstrate a substantial level of competency in all core academic content areas.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA API will meet or exceed the average API of Similar Schools.</td>
<td>API</td>
<td>Each year in August/September</td>
<td>School Accountability Report Card (SARC), annual performance report to LAUSD</td>
</tr>
<tr>
<td>MPA will meet or exceed a Base API of 650 in its first year. In the subsequent years, MPA will meet growth targets set by CDE until an API of 800 is reached.</td>
<td>API</td>
<td>Each year in August/September</td>
<td>SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>MPA will meet AYP measures required by NCLB.</td>
<td>AYP</td>
<td>Each year in August / September</td>
<td>CDE, SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Metric</td>
<td>Reporting Method</td>
<td>Reporting Frequency</td>
<td>Data Source</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>At least 90% of the students will pass the CAHSEE by the end of senior year. At least 80% of transfer students will pass the CAHSEE by the end of their senior year.</td>
<td>CAHSEE</td>
<td>Each year beginning June 2015</td>
<td>CDE, SARC, annual performance report to LAUSD, school’s assessment management system</td>
</tr>
<tr>
<td>At least 90% of students graduate at the end of four years from MPA. At least 90% of transfer students will graduate by the end of their senior year.</td>
<td>Graduation Rate</td>
<td>Each year beginning June 2015</td>
<td>CBEDs, SARC, annual performance report to LAUSD, school’s assessment management system</td>
</tr>
<tr>
<td>All MPA students will show consistent progress on in-house benchmarks or else participate in interventions until such progress is achieved.</td>
<td>In-house benchmarks</td>
<td>At least monthly</td>
<td>school’s assessment management system</td>
</tr>
<tr>
<td>MPA will have 75% of students score at Proficient and above in Math, Language Arts, Science and Social Studies on the STAR by the end of 11th grade.</td>
<td>STAR CST for English, Math, Science and History</td>
<td>Each year in August / September</td>
<td>CBEDs, SARC, annual performance report to LAUSD, school’s assessment management system</td>
</tr>
<tr>
<td>At least 75% of English Learners will progress by a minimum of one level overall on the CELDT per year.</td>
<td>CELDT</td>
<td>Each year in February</td>
<td>CBEDs, SARC, annual performance report to LAUSD, school’s assessment management system</td>
</tr>
<tr>
<td>Special education-designated students will make progress toward the learning goals as outlined in their Individualized Education Plans.</td>
<td>IEP</td>
<td>IEP Goals Annually per the IEP schedule</td>
<td>CBEDs, SARC, annual performance report to LAUSD, school’s assessment management system</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>90% of MPA graduates will be accepted into a 2 or 4-year college or university.</td>
<td>College admissions data</td>
<td>Every June starting 2015</td>
<td>SARC, school’s data management system</td>
</tr>
<tr>
<td>75% of students will make progress towards mastering the California Standards for Math in grades 7-12</td>
<td>Real-Time Informal Assessments: Individualized student response systems and adaptive testing software</td>
<td>School Data Management System</td>
<td>School Data Management System</td>
</tr>
<tr>
<td></td>
<td>Traditional Classroom Assessments: Teacher made quizzes, essays, projects and presentations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exams/Summative Assessments: Common standards-based summative assessment.</td>
<td>End of Each Term</td>
<td>School Data Management System</td>
</tr>
<tr>
<td>In addition: At least 80% of students will demonstrate mastery in Algebra I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
75% of students will make progress towards mastering the California Standards for Social Studies in grades 7-11.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Classroom Assessments: Teacher made quizzes, essays, projects and presentations.</td>
<td>Some Weekly, Some Monthly</td>
<td>School Data Management System</td>
</tr>
<tr>
<td>Formal Interim Assessments: Common standards-based formative assessments, aligned to curriculum.</td>
<td>Quarterly</td>
<td>School Data Management System</td>
</tr>
<tr>
<td>Final Exams/ Summative Assessments: Common standards-based summative assessment.</td>
<td>End of Each Term</td>
<td>School Data Management System</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Frequency</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Real-Time Informal Assessments</td>
<td>Individualized student response systems and adaptive testing software</td>
<td>Some Daily, Some Weekly</td>
</tr>
<tr>
<td>Traditional Classroom Assessments</td>
<td>Teacher made quizzes, essays, projects and presentations.</td>
<td>Some Weekly, Some Monthly</td>
</tr>
<tr>
<td>Formal Interim Assessments</td>
<td>Common standards-based formative assessments, aligned to curriculum.</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Final Exams/Summative Assessments</td>
<td>Common standards-based summative assessment.</td>
<td>End of Each Term</td>
</tr>
</tbody>
</table>

75% of students will make progress toward mastering the California Standards for English in grades 7-12.
75% students will make progress toward mastering the California Standards for Science in grades 7-12.

**Real-Time Informal Assessments:** Individualized student response systems and adaptive testing software.

**Traditional Classroom Assessments:** Teacher made quizzes, essays, projects and presentations.

**Formal Interim Assessments:** Common standards-based formative assessments, aligned to curriculum.

**Final Exams/Summative Assessments:** Common standards-based summative assessment.

Some Daily, Some Weekly

Some Weekly, Some Monthly

Quarterly

End of Each Term

School Data Management System

School Data Management System

School Data Management System

School Data Management System

---

**GOAL 2:** MPA students will demonstrate media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze a variety of information).

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA students (7-9) will demonstrate technology competency after in-class computer training. MPA students (10-12) will pass a course in the field of the media arts with a “C” or better before the end of their senior year.</td>
<td>Technology competence determined by grade-level teachers. Media Arts Course Grade of C or better</td>
<td>By the Winter Holiday By the end of senior year</td>
<td>Teacher, school’s assessment management system</td>
</tr>
</tbody>
</table>
All MPA students will successfully earn the required academic credit units and pass the California High School Exit Exam.

All MPA students will maintain a digital portfolio that must be deemed satisfactory to graduate.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA students will deliver a satisfactory portfolio presentation.</td>
<td>Digital Portfolio</td>
<td>Yearly</td>
<td>Teachers, advisors, school’s assessment management system</td>
</tr>
<tr>
<td>Students wishing to attain a Diploma must deliver a satisfactory portfolio presentation, including a Q and A session, in order to graduate.</td>
<td>Digital Portfolio</td>
<td>By the end of senior year</td>
<td></td>
</tr>
<tr>
<td>All students will succeed in passing content-specific assessments demonstrating excellent communication and higher order, critical thinking skills.</td>
<td>Course specific formative and summative assessments (such as a persuasive essay for an English class)</td>
<td>Ongoing and at least once a semester</td>
<td>Teachers, advisors, school’s assessment management system</td>
</tr>
</tbody>
</table>

**GOAL 3:** MPA students will demonstrate excellent communication and higher order, critical thinking skills.
**GOAL 4:** MPA students will demonstrate initiative and self-direction in guiding their own life-long learning.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>An average of at least 95% daily attendance.</td>
<td>Attendance</td>
<td>End of each Instructional month</td>
<td>Attendance records, School’s SIS</td>
</tr>
<tr>
<td>All students will have a plan in place for entering a community or four-year college, which will be monitored regularly by the students, the students’ advisor, and the students’ parents/guardians.</td>
<td>Individualized Progress Plan</td>
<td>At least annually</td>
<td>Advisor and teachers will compile results to track, school’s assessment management system.</td>
</tr>
<tr>
<td>Graduates will be surveyed one year after graduation to ensure that they have met their goal for continuing their education. At least 90% of MPA graduates will be enrolled in a two or four-year college by September following their graduation.</td>
<td>Graduate Survey</td>
<td>Once after graduation</td>
<td>Executive director and College counselor will compile results and report to students, parents/guardians, teachers, school partners, community and annual performance report to the LAUSD.</td>
</tr>
<tr>
<td>All students continuously enrolled since 9th grade will take at least 1 college-level class while in high school. Unless indicated otherwise on a special education student’s IEP.</td>
<td>College course completion</td>
<td>Once by graduation</td>
<td>College counselor, teacher</td>
</tr>
</tbody>
</table>
**GOAL 5**: MPA students will demonstrate a commitment to integrity, social responsibility and an understanding of the context of the world in which they live.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>All MPA students wishing to attain a Diploma will satisfactorily complete 2 significant Service Learning projects before the end of their senior year.</td>
<td>Service Learning project passing grades</td>
<td>First project to be completed by the end of their junior year and the second to be completed by the end of their senior year.</td>
<td>Teachers (as projects will be incorporated into content-area classes) advisor, school’s assessment management system</td>
</tr>
</tbody>
</table>

All MPA students will create and strive towards meeting individual goals in their IPP regarding integrity, social responsibility, and an understanding of the context of the world in which they live.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPPs – evidence of self reflection and progress towards individually-created goals.</td>
<td>Ongoing informally, but formally at least once a year.</td>
<td>Advisor, IPPs</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL 6**: MPA students will demonstrate strong leadership skills and team-building capacity.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will be required to take on a &quot;Leadership Challenge&quot; by the end of their senior year at MPA, which will be customized to each student’s strengths and needs.</td>
<td>Leadership Challenge satisfactory completion</td>
<td>Once during time at MPA</td>
<td>Advisor, school’s assessment management system</td>
</tr>
</tbody>
</table>
All students will earn a certificate of “Demonstrated Leadership and Team- Building Capacity” by the end of their senior year.

Certificate awarded at teacher discretion based on student’s performance

At least once during time at MPA

Advisor, ILP, school’s assessment management system

Outcomes Related to Creating the Right Learning Conditions for Students to Be “PREPARED” for the 21st Century.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development Outcomes</strong></td>
<td>Teacher Learning Plans</td>
<td>Formally at least once a year, but informally on a regular basis</td>
<td>Principal</td>
</tr>
<tr>
<td>Teachers will:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform peer visitations at least twice a year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency with all technology tools in their classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitate model classroom lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in at least 50 hours of professional development a year.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Testing
If MPA does not test (i.e., STAR, CELDT, CAHSEE, PFT) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

State Testing Assurances
MPA will provide the Los Angeles Unified School District with student achievement data as part of its annual performance report. This report, will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above with particular emphasis on the API, AYP, CAHSEE, CELDT and graduation performance.
- An analysis of whether student performance is meeting the goals specified in the above. These data will be presented to the entire school and significant subgroups.
- The number of students taking college entrance examinations.
- Information required as part of the School Accountability Report Card.

State Mandated Assessments
MPA will administer state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to Education Code 60602.5. The data will be used as a basis for continuous student improvement.

The California Standards Test (CST) in English-Language Arts and Mathematics will be administered to students in grades seven through twelve. As the CST is based upon the California Standards, the results of this assessment are essential in monitoring the program and students’ mastery of these content standards with the target that all students will score at least at the Proficient level in each content area. The CST, a criterion based assessment, provides clear data by student, class, and grade level in which we can identify areas of strength and areas of growth. At the end of each summer when the results are returned, the team will reflect in depth on students’ scores and reflect upon ways to improve for the future, as well as recognize and celebrate areas of strength.

At least 90% of the students will pass the CAHSEE by the end of senior year. At least 80% of transfer students will pass the CAHSEE by the end of their senior year.

Assessment Tools to Measure Student Progress
Student achievement in developing grade level mastery in specific knowledge and critical thinking skills will be assessed using a variety of assessment measures. Such assessments are necessary to map school strengths and weaknesses and to hold students, parents and teachers accountable. These measurable student outcomes are based on the content of the curriculum as well as requirements specified in the California State Standards; these serve as the basis to
measure student outcome and address academic challenges for further support.

Students will be assessed regularly from the time they enter the school through twelfth grade graduation, in order for teachers and advisors to be able to monitor their progress closely. The data will be disseminated and reported to parents, teachers, and students. Parents, teachers and students will be made aware of the data to adjust the IPP, track student progress, recommend academic intervention, inform instruction, use as a basis for continuous student improvement and promote professional development on an ongoing basis.

FITNESSGRAM as the Physical Fitness Test (PFT) for students grades 7 and 9 in California public schools. The FITNESSGRAM is a comprehensive, health-related physical fitness battery. The primary goal of the FITNESSGRAM is to assist students in establishing lifetime habits of regular physical activity. The goal is for students to meet 5 out of 6 components.

The list below outlines the required tests for all students in grades 7, and 9:

- Aerobic Capacity
- Body Composition
- Abdominal/Trunk Strength
- Strength and Endurance
- Flexibility

FITNESSGRAM  

Annually

MPA will use the following tools to measure student progress.

Placement Exams: All new students will be given placement exams, including the CELDT (for English Language Learners), a diagnostic test for Math, and reading. These results will better enable the teachers to set individualized intervention programs for the students at the beginning of the year. Annually

State-Required Tests: All state required tests including CST, PFT, CAHSEE, and CELDT (for English Language Learners). Annually

Other Standardized State Tests: PSAT beginning in 10th grade and AP tests for those students enrolled in AP courses. Annually

Traditional Classroom Assessments: Quizzes, essays, projects, arts projects, and presentations. Weekly, Monthly, as Needed

Formal Interim Assessments: Common standards-based formative assessments, aligned to curriculum, for each major academic content area, classroom assignments, homework, teacher and publisher assessment materials, portfolios, projects, presentations, exhibits and tests/exams. As needed. Every core academic class will administer exams. Quarterly

Summative Assessments: Common standards-based summative assessments, aligned to curriculum, for each major academic content area. Parent Conferences conducted four times per year, Report cards issued two times per year and year-end portfolios, STAR (CAT-6 for grade 1 and CST grades 2-5). Annually

Digital Portfolio and Verbal Presentation or the Portfolio: All students will maintain a digital portfolio throughout their time at MPA where examples of their work and projects from a variety of courses will be stored to represent their achievements across content areas. The digital portfolio will include projects that demonstrate the students’ “media literacy” and use of various technology applications. The students will need to verbally present their portfolio yearly to their parents and teacher at the closing Parent/Guardian Teacher Conference. One-Time, End of Year
Service Learning Project: All students wishing to attain a Diploma will be assessed by their teachers on the satisfactory completion of two Service Learning Projects by the end of their senior year. One-

Time

Other Assessments
In addition to the aforementioned assessments, student progress will be assessed and measured continuously with other approaches such as using longitudinal, survey, and other data. For example, using more informal data, teachers will consistently monitor who is responding to questions, how students are doing on homework, student performance on class work, projects, and student participation. Teachers will maintain anecdotal notes and running records in which to organize some of these informal assessments. Teacher may also incorporate other forms of formal assessments such as quizzes to monitor student progress, writing assessments based on a prompt, portfolios, or projects. Assessment tools included in the selected instructional programs will also be utilized. The use of assessments in the selected instructional programs will be used as a tool to monitor the effectiveness of teaching and learning. The use of longitudinal, survey, and other data will also be utilized in measuring pupil progress.

To monitor students’ progress in Science and History/Social Science throughout the school year, standards based assessments will be administered. Quizzes and end of the unit assessments will be administered in the focused content area based on previously taught standards. In addition, Science and History/Social Science standards will be incorporated into quarterly assessments and end of the year assessments.

MPA assures that its students will be assessed using standardized achievement tests as required by the state of California, including CST, PFT, CAHSEE, and CELDT.

Assessment to Drive Instruction
MPA staff will take information learned from the data, and adjust their lessons accordingly, understanding which standards need to be reviewed or presented in a different way, and which standards the students have mastered. The results of the data will also enable teachers to provide students with individualized practice problems to be completed in conjunction with students’ personal progress plans. These assignments will primarily be through computerized-adaptive software programs that drill students until they have mastered a standard. Only after mastery, will the student be allowed to progress through his/her personal progress plan.

Methods Consistent with Instructional Program
MPA will utilize assessment methods that are consistent with the school’s proposed instructional program, which include a college prep curriculum and the efficient use of technology to further student achievement and inform professional development. Examples include the CSU English diagnostic test, PSAT and SAT, AP tests, adaptive computerized-testing that is consistent with curriculum materials, and real-time assessments.

In-House Benchmarks
Students will be tested in core academic subjects through “in-house benchmark assessments” quarterly. The specific nature of the assessments will vary by content area. The principal will collaborate with teachers to develop or select authentic assessments with clear rubrics to complement the student achievement reflected by standardized exams. The results of these in-house exams will drive instruction and additional testing.
PROMOTIONAL STANDARDS

Mastery of the standards for each course will be the basis for promotion. Because MPA students will spend significantly more time on task compared to their counterparts in District schools, MPA expects to see a high promotion rate than the District’s average. Teachers will assess a student’s progress on a quarterly basis in order to gauge whether the student is mastering the objectives throughout the year. The program design of MPA is to ensure that all students succeed. Extended day programs will provide teachers with the time needed to do remediation work when necessary. Students who are in jeopardy of retention may be individually counseled and given extra help in their specific areas of concern. Students who continue to struggle may be provided with tutoring from outside sources.

In addition to progress reports, in-class tests and teacher observations, students’ STAR and California Standards Test scores, and where applicable, the California English Language Development Test scores will also be taken into account for promotional purposes.

RETENTION

Students must earn 55 credits per year in order to promote to the next grade level. Students who do not meet the performance standards for advancement to the next grade or course may be retained in their current grade in accordance with their applicable promotional academic credits.

GRADING POLICY

Student grading system will be developed by the faculty of the MPA, in collaboration with the Principal and teachers and approved by the Executive Board, based on the following assumptions and guidelines:

- Grades will be seen as a formal mechanism to hold students accountable for their own learning and achievements.
- There will be 4 formal assessment and reporting periods per year.
- Students will be graded formally 4 times per year and the results will be reported to parents.

School performance will be awarded by letter grade (A, B, C, etc.) and Grade Point Averages will be set to a 4.0 scale. Any semester grade below a “C” will be considered failing, as that grade will not count toward UC/CSU admission, and therefore, the student must re-enroll in that particular course until successful completion. MPA has put in place significant support structures for students who are low-achieving and who need extra attention to succeed in their coursework.

MPA will compile and publish a School Accountability and Report Card (SARC) annually, in accordance with State and Federal regulations. The SARC will include information about the school including, but not limited to, student demographics, student achievement, human resources, facilities, program participation, finance, and instruction. MPA will follow the SARC template provided by the California Department of Education. The SARC shall be published annually, after the Executive Boards “State of...”
the School” meeting in October. The SARC will be published on the school website and will be disseminated to parents.

**Rubrics**

Rubrics will be developed to evaluate student work. Rubrics may be tailored to a particular classroom assignment or project, may be department wide for a benchmark or core assignment, or school-wide involving all teachers and students.

**COLLECTING, ANALYZING, AND REPORTING DATA**

MPA will adopt PowerSchool which has the ability to manage and track the following data: attendance, demographics, ongoing assessment, course schedules and credits, discipline, customizable reports, robust security and networking backups, student activities, data extraction, etc. MPA will adopt PowerSchool because it also enables the management and tracking of above data for improved student achievement. PowerSchool ensures that student data is accurate, manageable and easily quantifies student growth and areas needing more growth in our charter school. This SIS system will be a key component of our school’s ability to quickly and appropriately address the needs of students performing below mastery in each curricular area. This information can be easily reported to school staff, and to pupils’ parents and guardians. The data will be continuously used to monitor and improve MPA’s educational program.

Once assessment data is collected by faculty, it will be entered into the SIS and analyzed by departments during professional development time to determine areas of weakness in concept acquisition and instructional methodology. Such analysis will occur frequently throughout the semester, but at a minimum, four times following each periodic assessment. Data will be disseminated to students after each periodic assessment and it will be communicated to parents through print, email, or telephone contact. School-wide data will be uploaded onto the school website and will be assembled into a data book available to all stakeholders.

**STUDENT INFORMATION SYSTEM**

MPA has selected PowerSchool as its Student Information System. This system will provide educational data reporting, classroom management, grading, master scheduling, system analysis, teacher recommendations, family management, and student/parent access. Our SIS system (PowerSchool) will feed into the SARC and we will post SARC when the report is available.
ELEMENT 4. Governance: “The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”  
*Education Code 47605 (b)(5)(D)*

Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations.

MPA is a California non-profit corporation and our 501(c)3 status is pending. (See Articles and Bylaws in Appendix A & B).

MPA will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes i.e. the Brown Act. And any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

MPA has designed a governance structure that ensures all stakeholders (parents, students, teachers and community) will have involvement in our school.

MPA and/or its non-profit corporation will be solely responsible for the debts and obligations of the Charter School.

The LAUSD shall maintain a relationship with Marell’s Preparatory Academy through a non-voting seat on our school Board.

**Members of the Board:**
(a) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Marell’s Preparatory Academy activities in accordance with School policies.

(b) Shall serve Marell’s Preparatory Academy with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the School.

(c) Are bound by the Marell’s Preparatory Academy Code of Conduct, Conflict of Interest and Confidentiality policy statements.

(d) Shall have no direct or indirect financial interest in the assets or leases of Marell’s Preparatory Academy; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Marell’s Preparatory Academy shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

(e) Shall determine the process whereby all amendments to the charter will be approved.

**Grievance Procedure for Parents and Students**
MPA will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with
these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

MPA will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

MPA will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of gender or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**
MPA will comply with the District policy related to Charter Schools, as it may be changed from time to time.

**Responding to Inquiries**
MPA shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. MPA acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

**Notifications**
Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by MPA.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- MPA is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the MPA.

- The District is authorized to revoke this Charter for, among other reasons, the failure of MPA to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office
of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

MPA shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

**The Governing Board Duties**

Governance, policy-making authority, and fiduciary responsibility for MPA will rest with MPA’s Executive Board.

The Executive Board of Directors is fully responsible for the operation and fiscal affairs of the School. It will maintain active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

**Board Job Descriptions**

**General Responsibilities:**
Responsible for ensuring that the academic program of MPA Charter is successful, that the school's program and operation are faithful to the terms of its charter, provide for supervisory oversight, and that the school is a viable organization.

**Specific Responsibilities:**

1. **Determine the mission and purpose of MPA and keep it clearly in focus.**
   - Create and periodically review the mission statement which:
     a. Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
     b. Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.
   - Understand and support the mission statement.

2. **Select the School Leader**
   - Reach consensus on the School Leader's job description.
Undertake a careful search process to find the most qualified individual. Oversee and approve contract negotiation and renewal.

3. **Support and review the performance of the School Leader**
   - Provide frequent and constructive feedback.
   - Assist when board members overstep prerogatives or misunderstand their roles.
   - Compliment for exceptional accomplishments.
   - Provide for an annual written performance review with a process agreed upon with the School Leader well in advance.

4. **Select, Hire and Review MPA Employees**
   - Hire, promote, discipline and dismiss all employees of MPA after consideration of a recommendation by the Principal of MPA.
   - Regularly review progress of staff performance.
   - Establish payroll guidelines and additional compensation

5. **Ensure effective organizational planning**
   - Develop and monitor an operational business plan that focuses on student achievement.
   - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.

6. **Ensure adequate resources**
   - Approve fundraising targets and goals.
   - Assist in carrying out development plan.
   - Make an annual gift at a level that is personally meaningful.

7. **Manage resources effectively**
   - Approve and manage the annual budget.
   - Monitor budget implementation through monthly reports.
   - Approve accounting and personnel policies.
   - Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
   - Contract with fiscal (back-office) manager to review and monitor monthly budgets, handle monthly payroll, insurance, etc.
   - Approve annual fiscal audit and performance report.
   - Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school.
   - Approve all contractual agreements and purchases over $10,000.
   - Act as a fiscal agent. This includes the receipt of funds for the operation of MPA in accordance with its laws and the receipt of grants and donations consistent with the mission of MPA and the establishment of investment procedures.

8. **Determine, monitor and strengthen the programs and services**
   - Assure programs and services are consistent with the mission and the charter.
   - Approve measurable organizational outcomes.
   - Approve annual, attainable board and management level goals.
   - Monitor progress in achieving the outcomes and goals.
   - Assess the quality of the program and services.
Regularly review student performance.
Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
Approve the school calendar and schedule of Board meetings.

9. Enhance MPA's public standing
Serve as ambassadors, advocates and community representatives of the school.
Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
Provide for a written annual report and public presentation that details MPA’s mission, programs, financial condition, and progress made towards charter promises.
Approve goals of an annual public relations program.

10. Ensure legal and ethical integrity and maintain accountability
Establish policies to guide the school's board members and staff.
Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
Participate in the dispute resolution procedures and complaint procedures when necessary.
Adhere to the provisions of the school's bylaws and articles of incorporation.
Adhere to local, state and federal laws and regulations that apply to the school.
Ensure compliance with all federal state and local government regulations.
Approve charter amendments.
Develop, review, or revise MPA’S accountability and mission.
Execute all other responsibilities provided for in the California Corporations Code.

11. Recruit and orient new board members and assess board performance
Define board membership needs in terms of skill, experience and diversity.
Cultivate, check the credentials of and recruit prospective nominees.
Provide for new board member orientation.

Conduct an annual evaluation of the full board and individual trustees.
The Board of Directors may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

Source: 11 titles in this description come from the BoardSource “Top Ten Responsibilities of a Nonprofit Board and have been adapted to the charter school context. Thanks to the Hill View Montessori Charter School of Haverhill Massachusetts for their model.

The MPA governing board will set the terms and working conditions for all employees, will do so consistent with state and federal law, and shall be the employer (as opposed to the Los Angeles Unified School District) for collective bargaining purposes. A Personnel Handbook will be given to all personnel during the staff training and development week in August. Each new staff member will be given a handbook at the beginning of each fall semester.

Composition of the Governing Board:
MPA will seek to ensure that its board represent a broad area of expertise and cross-section of the school community and community-at-large.

The school's governing board currently includes five members they are as follows: an administrator/teachers, educator/owner and founder of a school, an attorney and a business
executive (See Appendix H for Resumes). The board is currently searching for two additional members, a curriculum specialist, and an art specialist, a parent will be added upon the schools opening, extending the Board to seven (7) members. According to the MPA Bylaws, the governing board can ultimately have up to 11 members. The school will maintain in effect general liability and board errors and omissions insurance policies.

**Governing Board Members**

**MARYETTA C. MARKS, Attorney at Law**
PRIVATE PRACTICE-LAW OFFICES OF M. C. MARKS: Criminal Defense Trial Attorney- Handle all criminal defense trials including, First Degree Murder trials, Third Strike felony trials, ADW cases with and without a weapon, DUI and under the influence cases and IDENTITY THEFT. Maryetta Marks is currently a District Attorney specializing in Juvenile Court.

**MARY ELLEN MADDOX, ED.D, Teacher/Administrator/College Professor**
Dr Maddox has been a middle and high school educator for more than 36 years with the Los Angeles Unified School District (LAUSD) – serving as a teacher, Counselor, Dean of Attendance, Dean of Discipline, Education Commission Director, Teacher Advisor, College Administrator and College Professor. Her teaching focus was in the social sciences, and she taught curriculum in the university and was a textbook reviewer. She served as professional development Chair person at her last school. Dr. Maddox was member of the No Child Left Behind (NCLB) committee and the school Assistance Intervention Team. She also served as a grant writer.

**TREVOR RICE, Teacher/Sub-Administrator**
Trevor Rice currently works as a Dean of Students for Wilmington Middle School for the Los Angeles Unified School District. He was a school wide technology coordinator, mentored and co-taught with music and ESL teachers. At Curtiss Middle School, Mr. Rice conducted professional training classes in technology for departments and individual teachers who wanted to become more technology knowledgeable. He developed course curriculum and created lesson plans and learning goals to maximize students’ ability to develop basic computer skills, i.e., word processing, keyboarding, PowerPoint, Excel, Internet use, web design, and connections to other curriculum. He supported faculty technology needs, and solved hardware and software problems. He was also a math and science teacher at several other middle and high schools. He was involved with various afterschool programs to enhance students’ academic experience.

**ANNETTE WALLER, Executive**
Annette Waller holds an Executive position working as an educational consultant/program auditor, and public agency administrator. Over the past years Ms Wallers’ duties have been to provide program management and leadership for nonprofit educational and government agencies, building relationships with educational organizations, public agencies, and the public, setting-up and implementing operating procedures and training to meet the program requirements, leading employee teams and motivating each employee to exceed performance and productivity goals, creating and administering annual budgets and effectively controlling daily operating expenditures, and cultivating a positive image and making presentations before public, private, and community groups.

**GLORIA JEAN WHITE, Elementary school educator**
A retired elementary school teacher with twenty-eight years of teaching experience in the Los Angeles Unified School District. Her experiences in the field of education includes teaching grades Pre-Kindergarten through eighth grade, serving as a youth counselor, youth director, seminar leader, speaker for youth and women’s groups. Vacation Bible School Coordinator – Diocese Secretary; Diocese Treasurer.

EVELYN GLADNEY WRIGHT, Educator
Mrs. Wright is a Special Education private school founder and owner of Slauson Learning Center in Los Angeles for over 25 years serving grades elementary through high school. She currently has a contract with Los Angeles Unified School District to educate the most severe Special Education students.

VERA LEMONS CLAY, English teacher and Professional Development Coordinator
Mrs. Clay is an English teacher at Curtiss Middle School in LAUSD. She conducts professional development workshops, and planned and coordinated the International Baccalaureate Programme. As a professional Development Testing Coordinator and an out-of-classroom personnel, she coordinated all aspects of on-site Professional Development inventoried, organized and prepared testing materials for school-wide State testing and performed other duties as assigned.

LAUSD Representative
MPA will also permit one representative of LAUSD to serve on the organization’s Executive Board, should the District choose to appoint one. This District representative will be a non-voting director who will help to facilitate communication and mutual understanding between Marell’s Preparatory Academy and LAUSD.

Selection and Recruiting Board Members
MPA’s Executive Board will work carefully to ensure that board members fully support the school’s mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

· A dedication to furthering the vision and mission of MPA;
· Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
· Ability to work within a team structure;
· Expectation that all children can and will realize high academic achievement; and
· Specific knowledge, experience, and/or interest in at least one element of governance for MPA.

The MPA Board will seek a total of 7 members. The board will represent a cross section of Los Angeles and will include persons with expertise in education, finance, facilities, governance, administration, and law.

MPA has already identified many potential new Board members who have expressed an explicit desire to serve on the Board. Board members must nominate potential new Board members to the Board Chair. Nominees will be interviewed by the entire Board before a vote is taken. Nominees must gain unanimous support from the existing Board to be offered a Board seat. New Board members will take an oath of office and agree to the provisions of the charter. This
nomination process will also be used if there is a vacancy mid-term.

**Board Meeting Frequency and Notifications**
The Executive Board will meet once a month in the school’s first year of operation. After the first year, the Executive Board will meet quarterly, at a minimum. Subcommittees will meet regularly and report to the entire Executive Board at each Board meeting. All Board meetings will be conducted in accordance with the Ralph M. Brown Act, regular meetings of the Executive Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least 72 hours before a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school, and at the nearest public library.

In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each member and to the public through the posting of an agenda.

Minutes for regular and special meetings will record all actions taken by the Board. Minutes of the previous meeting will be included in the following month’s agenda and all recorded minutes will be archived and available to the public upon request.

Approved minutes from the previous Board meeting will be available in the administrative office. The Board Secretary will be responsible for recording governing board actions.

The Board of Directors shall set aside one meeting, annually, for the purpose of organization, professional development training for the board (Including Brown Act, Conflict of Interest, etc.), appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in July of each year, at a time, date, and place as may be specified and noticed by resolution of the Executive Board.

The Executive Board will hold an annual “State of the School” meeting every October, at a time and place that is convenient for all staff, parents, and students to attend. At this meeting, the Executive Board will review its own performance and measure the school’s progress toward stated goals.

**Governing Board Decisions**
- No business shall be considered by the Board at any meeting at which a quorum is not present.
- A quorum shall consist of a majority of the sitting members.
- The board will make decisions using a majority vote (51% of the board members).
- Governing board members who were not in favor of an approved motion must fully support the organization as it carries out the majority’s decision.
- Every member has the right to participate in the discussion and every designated voting member has the right to vote on all issues before the Board or any Board Committee. A Board Member or Committee Member must abstain from any vote where there is a conflict of interest.

**Term of Office**
Officers can be elected by the MPA Board, at any time, and each officer shall hold office for two years with a renewable second term. The term of the parent representative of MPA shall be one
year. The term of office of a member elected to fill a vacancy will begin on the date of the
member’s election and continues for the balance of the unexpired term. For the first year of
operation, all the MPA Board members shall have a term of two years. At the beginning of the
second year, the Board will have staggered membership; three of the Board members will be
replaced with new members, who will serve for two years with a second term being renewable.

Removal of Board Members
The Board may remove a Member without cause as provided by the California Nonprofit Public
Benefit Corporation law. The Board may remove any Member who:

- Has failed to attend two or more of the Board’s regular scheduled meetings in any
calendar year.
- Has been declared of unsound mind by a final order of a court.
- Has been found by a final order or judgment of any court to have breached any duty.
- Imposed by the California Nonprofit Public Benefit Corporation Law: or
- For such other good causes as the Board may determine.

Evaluations
The MPA Governing Board shall develop or research an evaluation tool whereby the
principal/administrator will be evaluated by the Board. In order to evaluate the board’s
effectiveness, an evaluation tool will be researched which the board will use for
self-evaluation.

Parent Involvement
One goal of MPA is to empower parents as educational partners. Parents should feel that their
voice and participation at the school influences the development of the total school and its
components. Parents will have the opportunity to participate in a variety of meaningful ways at
the school site and their presence on campus and assisting teachers in the classroom is most
important.

In order to ensure significant parent involvement, the school shall have a Parent Association that
is open to all parents. The Parent Association will elect officers: President, Secretary and
Treasurer. The election will take place at the first parent meeting. The president will remain in
office for the entire school year.

Parents will be provided the opportunity to sign a contract stating that they will volunteer at the
school, in some capacity at least three (3) hours of service each month. MPA realizes that a
parent is not mandated to volunteer, we will however highly encourage parent volunteerism. The
aim of this requirement is to ensure that all families are informed and actively involved in the
school and to provide assistance to the school. No family shall be denied admission for failure to
comply.

Parents will be encouraged to become active in developing their child's Individual Progress Plan
and an understanding of the school's curriculum, evaluation process, and other programs.
School parent meetings will be held monthly in order to facilitate the communication goals.

Parents will be encouraged to form committees that will be involved in planning events,
fundraising, curriculum review, facilitation of parent workshops, or other areas of interest
consistent with the mission and policies of the school. They will also support the welfare of the
school community, the implementation of the instructional program, and/or activities that
enhance student achievement.

In accordance with the Education Code Section 47605 (2), MPA shall, on a regular basis, consult with parents and teachers regarding the schools educational program and student progress through meetings and informational bulletins on an ongoing basis. Parent meetings will be held a minimum of once a month. Every effort will be made to communicate with parents in their own home language.

Parents shall be informed of the progress of the student via teacher communication, quarterly parent teacher conferences, monthly progress reports, and graded report cards.

An annual survey will be distributed to parents regarding the effectiveness and satisfaction of the school, the teachers and the educational program.

**Teacher Involvement**
Teachers at MPA will be encouraged to form a “Teacher’s Committee.” This teacher’s committee is designed to be a vehicle to encourage teacher involvement, decision making and establish an open dialogue between the teachers, the principal and the Board.

Teachers will articulate their concerns on an ongoing basis regarding interdisciplinary curriculum and alignment of instruction to state district/county standards and frameworks.

Teachers will meet with the Principal on a weekly basis during the Wednesday weekly Professional Development in order to communicate teacher requests, share teacher concerns, articulate program progress and effectiveness, assess overall student progress, achievement, and needs, and to discuss concerns regarding individual student progress and needs.

The school Principal will at all times honor and respect the teachers’ voice and will welcome teacher input. Teachers will advise and support one another on an ongoing basis.

The teachers’ and staff will receive a annual performance evaluation by the principal.

**Community Involvement**
The school administrators, staff, Education Board, parents and students will continually seek community partnerships that will enhance the instructional program and support the vision and goals of MPA. Partnerships that support the arts, student achievement, and student awareness of higher education and careers will be developed on an ongoing basis.

**Advisory Committee**
The Advisory Committee will consist of parents, teachers and community. This committee (or these committees) will be in charge of providing feedback regarding staffing, equipment, extracurricular activities, before and after school programs, fundraising, school correspondence, i.e. newsletters, and website exposure, etc. The committee(s) will elect a chair, who will report to the Executive Board as needed.

**Process for Amendments to the Charter**
Amendments to the charter must be approved by a majority vote of Marell’s Preparatory Academy Board and the District’s petition amendment process. Any amendment to the bylaws of the parent nonprofit corporation that affect or impact the charter or school operations must be approved through the District’s petition amendment process.
ELEMENT 5. Employee Qualifications: “The qualifications to be met by individuals to be employed by the school.”

MPA will implement specific and continuing steps to notify applicants for admission and employment, students and parents of middle and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of gender or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

MPA will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Such documentation will be monitored by the principal of the Charter School or designee. Copies of required forms and records will be kept at the school. These teachers who hold a Single Subjects Credential or its equivalent will teach mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. Teachers will have either a clear credential or an alternate certification based on the No Child Left Behind requirements. MPA will comply with federal guidelines on the N.C.L.B. act. MPA will maintain a current copy of teacher certificates on file and ready for inspection. MPA may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies. MPA will not require that any employee must be employed by the charter school.

To recruit teachers to work at the charter school, MPA will access Craig’s List, advertise in the local newspapers and radio, contact the Los Angeles County Office of Education Teacher Recruitment office, Charter School Association, and outreach at the colleges and universities.

For the first year of operation, all staff will attend one full month of professional development during the month of August. In addition, four pupil free days have been scheduled to allow the teachers to attend two important conferences. The school will plan shortened days for weekly on-going staff development and training discussing various topics, issues and concerns.

MPA will not discriminate against any employee on the basis of affiliations, political or religious acts or opinions, race, color, gender, marital status, national origin, ancestry, disability sexual orientation, sex, age or in retaliation.

Salary and Other Compensation
MPA’s Board will set up its own salary scale that will compensate each teaching staff according to their education and experience. Salary increases will be considered according to approval of the board and available funds.
EMPLOYEE QUALIFICATIONS AND JOB DESCRIPTIONS

Qualifications of the Principal
The principal at the Charter School should possess 3 years of teaching experience, leadership abilities, budgets, facilities management and scheduling, leadership in curriculum design and implementation, and a comprehensive educational vision that is consistent with the school's mission and educational program. The principal should possess skills in overseeing, hiring, evaluating and supervising staff, data analysis, and business experience. The principal should have experience in a school serving a high-risk population, including minority children in the inner city. An administrative credential is encouraged but not required. The minimum educational requirement for the principal is a Master’s Degree.

Job Description for the Principal
- Ensure that the school community follows the policies and decisions approved by the governing board.
- Oversee the business practices of the school and attract new resources.
- Oversee the development and implementation of the curriculum and programs, as well as review individual students and overall school performance in accordance with the school’s charter and related laws and regulations, and relate information to the governing board along with recommendations for continuous improvement.
- Oversee classroom management in collaboration with the teachers to ensure appropriate and instructive student discipline is in place.
- Recruiting, verifying credentials, hiring staff and developing individual professional development plans.
- Supervise and evaluate staff.
- Assist with scheduling when necessary.
- Spend 2-3 hours per week in the classrooms.
- Keep regular and punctual attendance.
- Oversee the school-operating budget, authorize spontaneous and ongoing daily expenses as necessary and maintain robust fiscal vitality.
- Work with staff and consultants to prepare and submit an annual budget to the governing board of the school for review and approval.
- Demonstrate a thorough commitment to MPA’s philosophy and process.
- Be an active member of the Education Board.
- Facilitate communication among staff, parent, and community.

Qualifications of Teachers
The qualifications for our teachers are:
- Caring about our students;
- Familiarity with or willingness to be trained in the school's curriculum;
  A demonstrable effectiveness in teaching, preferably in an inner-city school; and
- Highly recommended
- Positive teacher evaluations.
  Holding a California Single Subjects Teaching Credential, enrolled in an Internship Program, or granted a Provisional Teaching Credential through Teacher Credentialing.
- Teachers qualified to teach must be certified CLAD, BCLAD
- NCLB Compliant
Job Description for Teachers:
- Demonstrate a commitment and understand the charter and its philosophies and practices
- Provide quality, enriched, and powerful curriculum for the students enrolled in their class.
- Provide an effective room environment, which reflects and facilitates the learning process and incorporates intrinsically motivating activities.
- Help students regulate their own behavior and develop problem-solving skills, while remaining respectful and interested in the child’s well-being, at all times.
- Provide continual assessment of student progress and maintain records, while continually evaluating class performance and modifying the environment and/or curriculum to meet the changing needs of students.
- Keep portfolios and observations on all students and fill out progress reports each semester.
- Actively strive for continuous and open communication with parents and hold parent/teacher conferences twice per year for mutual sharing on the child’s growth and progress at school and home.
- A willingness to work hard and to take responsibility and exercise leadership for the school as a whole.
- Provide opportunities for peer assistance to fellow teachers and actively participate in team meetings.
- Participating in-service staff development meetings and outside workshops to continue to grow professionally.
- Keep regular and punctual attendance.

Job Qualifications for Teacher Assistants
An Associate’s degree or completed 2 years of college (60 units) N.C.L.B. A minimum of 6 units in child development (12+ preferred) Experience or demonstrate potential in working with students.

Job Descriptions for Teacher Assistants
- Assist with instruction
- Assist classroom teacher with other classroom duties
- Participate in in-service staff development meetings

Job Qualifications of Clerical Personnel
- Advanced skills in computer and business machines operations
- Understanding and experience with scheduling
- Organizational, leadership and office management skills
- Experience in the field of education
- Experience in working with students, parents, families, and community members
- Personable

Job Descriptions for Clerical Personnel
- Assist the principal
- Perform daily accounting
- Answer telephone
- Give school tours
- Call parents back
· Keep files updated and organized
· Gather student data for funding reports and applications
· Perform compliance checks and administer first aid
· Perform daily school business
· Assist with student enrollment

**Job Qualifications for Cafeteria Worker**
· One year experience in food service industry
· High School diploma/GED equivalent

**Job Description for Cafeteria Worker**
· Prepare breakfast and lunch
· Serve food
· Collect data for reporting purposes according to the School Breakfast/Lunch program guidelines.

**Evaluations**
All staff will be evaluated by the principal annually. The evaluation will be commiserate with the job performed. The criteria for the teacher’s evaluation will be from the *California Standards for the Teaching Profession, California Department of Education.*
**ELEMENT 6. Health and Safety:** “The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in code 44237.”

Education Code 47605 (b)(5)(F)

MPA Charter School shall comply with all provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee must submit a Livescan to the California Department of Justice for the purpose of obtaining a criminal record summary. All staff shall honor the districts requirement for periodic tuberculosis tests every four years using the Manitou tuberculosis test.

Prior to commencing instruction, MPA will adopt and implement a comprehensive set of health, safety, and risk management policies that will address, at a minimum, the following:

- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, the Asbestos Hazard Emergency Response Act (AHERA), and EPA.
- A requirement that all enrolling students and staff provide records documenting immunizations, and Tuberculosis to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, preparedness and CPR, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval compliance with the Field Act, and local building codes and that it has been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237.
- Compliance with the Child Abuse and Neglect Reporting Act, California Penal Code Section 11164 Et. Seq.
- Among the many health and safety laws that need to be followed is the Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools.

- Workplace free of sexual harassment- In order to ensure a workplace free of sexual harassment, all MPA staff will be trained in the beginning of each school year on the school’s sexual harassment policies and complaint procedures.

These policies will be incorporated as appropriate and will be reviewed on an ongoing basis in the school's staff development meetings and governing board policies.
**Insurance and Safety Policy**

MPA will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies through its own insurance program or through the Los Angeles Unified School District. Specifically, petitioner will provide evidence of the following insurance coverage: Educator's Liability covering errors and omissions (General Liability $1 million), and Workers' Compensation). Petitioner will also provide comparable property insurance as specific sites are to be utilized by the Charter School.

Evidence of all insurance will be made available to the designee of the Superintendent. Insurance coverage secured by the petitioner will name LAUSD as "additional insured".

MPA will develop health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts or through those persons recommended by the Los Angeles Unified School District.

**Insurance Requirements**

No coverage shall be provided to MPA by the District under any of the District’s self-insured programs or commercial insurance policies. MPA shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect MPA from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the MPA’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. **Commercial General Liability**, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. **Commercial Auto Liability**, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per
Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

Evidence of Insurance

The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.
Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

**Asbestos Management:**
The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**Medication in School**
Marell’s Preparatory Academy will adhere to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing:**
Students will be screened for vision and hearing. MPA will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

**Scoliosis Screening:**
State law requires that *all girls in grade 7* and *all boys in grade 8* be screened for scoliosis. The screening will be conducted throughout the school year. However, the annual Scoliosis Screening Report is completed each May and submitted to the appropriate Nursing Administrator for submission to the State.
When transferring seventh grade girls and/or eighth grade boys, it is important to screen for scoliosis at that time.

**Emergency Preparedness**
MPA shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook will be put into place before school starts and shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, gang activity, and hostage situations. All MPA staff will be trained on emergency preparedness procedures.
**CPR Training**
All instructional staff and school leadership will be CPR and first aid certified.

**Physical Fitness Testing:**
The State Board of Education designated the *FITNESSGRAM* as the Physical Fitness Test (PFT) for students grades 7 and 9 in California public schools. The *FITNESSGRAM* is a comprehensive, health-related physical fitness battery. The primary goal of the *FITNESSGRAM* is to assist students in establishing lifetime habits of regular physical activity. The goal is for students to meet 5 out of 6 components.
The list below outlines the required tests for all students in grades 7, and 9:
- Aerobic Capacity
- Body Composition
- Abdominal/Trunk Strength
- Strength and Endurance
- Flexibility

**Facilities:**
MPA is in the process of identifying school facilities large enough to house the charter school. We are working with several commercial realtors to locate property in Carson California, in the 90746 zip code. The going lease rate for a commercial building is between $1.50 to $2.00 per square foot. After contacting Alan Wendell, the Charter School Division representative in Los Angeles Building and Safety Department, we were told that it will take six to nine months to obtain a Conditional Use Permit and zoning variance. MPA will begin to negotiate a sell or lease agreement after our school has been authorized. Most of the commercial buildings have ample square footage to accommodate the initial 150 students. We are making long range plans to secure a building that will allow for growth as we go towards our full capacity. MPA will follow building and Fire Marshall Codes, Certificate of Occupancy and regulations as set forth by LAUSD.

<table>
<thead>
<tr>
<th>YEAR</th>
<th># OF STUDENTS</th>
<th>CLASSROOMS</th>
<th>SQUARE FOOTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>150</td>
<td>6</td>
<td>10,500</td>
</tr>
<tr>
<td>2011-2012</td>
<td>225</td>
<td>9</td>
<td>15,750</td>
</tr>
<tr>
<td>2012-2013</td>
<td>300</td>
<td>12</td>
<td>21,000</td>
</tr>
<tr>
<td>2013-2014</td>
<td>375</td>
<td>15</td>
<td>26,250</td>
</tr>
<tr>
<td>2014-2015</td>
<td>450</td>
<td>18</td>
<td>31,500</td>
</tr>
</tbody>
</table>

*Using 70 sq. ft. per student*
ELEMENT 7. Racial and Ethnic Balance: “The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code 47605 (b)(5)(G)

In March 2010 MPA will begin to implement student recruitment strategies that include, but are not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance, among students that is reflective of Los Angeles Unified School District. An enrollment process will be established that will be scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process. A sample of recruitment activities is as follows:

- Distribute flyers to elementary and middle schools, malls, local churches, libraries, Carson Chamber of Commerce, and local businesses.
- Distribute flyers to Carnegie Middle School, Stephen White Middle School, and Curtiss Middle schools, Banning High School, Carson High School, Gardena High School and Narbonne High School. All of these schools are in PI status. Most are in PI status 2-5
- Pass out flyers in the local Malls (Carson Mall, South Bay Pavilion, Del Amo Mall, Compton Mall, and Long Beach Mall) and request that parents sign an Intent to Enroll Form.
- Place ads in the local newspapers (Sentinel and La Opinion) announcing the opening of a new charter school.
- Identify and attend local community (Carson Neighborhood Council, Community Redevelopment Agency, Neighborhood Watch) and public events to pass out flyers.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the area.
- The appropriate development of promotional and informational materials in languages other than English i.e. Spanish, to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Effort to hire employees who represent diverse backgrounds representative of the ethnic makeup of the school.
- Pupils will be considered for admission without regard to ethnicity, race, or national origin. The school will strive to achieve a racial and ethnic balance of students and staff, which reflects the community.

Targeted marketing in order to achieve racial balance will include print and electronic media, community, and regional outreach through flyers, direct presence at service group meetings within and outside the community, and direct mail where appropriate. All communication will be in English and Spanish.
Public School Choice Traveling Students
The District and Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“PSC”) placement with Charter Schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The MPA agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s PSC program. The parties agree to separately memorialize in writing any agreed-to number of PSC placements of District students at the school.

As required under NCLB, all PSC students attending MPA shall have the right to continue attending MPA until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to MPA shall end in the event the PSC student’s resident District school exits Program Improvement status.

MPA will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. MPA will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at MPA under the PSC program increases in subsequent years, MPA agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

Federal Compliance
To the extent that [Charter School] is a recipient of federal funds, including federal Title I, Part A funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. MPA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.
MPA also understands that as part of its oversight of the school, the Charter Schools Division may conduct program review of federal and state compliance issues.

**Court-ordered Integration**
The Charter School is subject to the requirements of the Crawford Court Order. The school will provide a written plan to achieve and maintain the District’s ethnic balance goal which is within a 70:30 or 30:70 ratio.
The Charter School will comply the McKinney Vento Homeless Assistance Act for homeless children.

Because MPA is a public school committed to equal opportunity, Marell’s Preparatory Academy will not charge tuition, will be nonsectarian and employ no admissions exams or special admissions requirements. MPA shall admit all pupils’ space permitting who wish to attend the school. MPA will make special effort to recruit academically low achieving, economically disadvantaged and special needs students. MPA will not require any child to attend the charter school.

Except as provided in paragraph (2) admission to a charter school shall not be determined according to the place of residence of the pupil, or his or her parent or guardian, within a state.

Admission to the Charter School shall be open to all California residents on a nondiscriminatory basis without regard to race, color, national origins, mental or physical disability, creed, sex, ethnicity, behavior, age, ancestry, religion, medical condition, sexual condition, sexual orientation and proficiency in the English language, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

MPA will ensure that students admitted have proof of all necessary immunizations as is required to be admitted to any California Public School.

**Application Process**
The application for admission process will begin the first week of April through July 15, 201. Students applying to MPA are required to complete an application and submit immunization records and previous school records (if in first grade or above). If the school records are not provided, the student will not be denied admission. A lottery, in accordance with the Education Code Section 47605(d) (2) shall be conducted if the number of students who wish to attend MPA exceeds the schools capacity or attendance, except for students of the charter school. Siblings of students already admitted into the school shall be given priority.

During the enrollment process, if student applications exceed MPA’s capacity at any grade level a public random may be held at a later specified date. Parents will be advised that a lottery must be conducted to ensure a fair and impartial enrollment process. Names and addresses, telephone numbers and email addresses of interested families who wish to attend the school are collected. Parents will be informed by August 10, 2011, approximately three weeks prior to school opening by US mail, email or phone regarding the lottery date, location and time. Via the US mail a packet will be sent that will include a lottery application form. After the lottery has been held, families whose numbers have not been selected in the lottery will be placed on an official waiting list. When space becomes available the first name from the waiting list will be contacted, via phone, letter, or email, and the process will continue, until the list is exhausted. This process will continue for each grade.

MPA will keep records on file in the office documenting the lottery process to indicate a fair and impartial procedure.
In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

MPA offers a choice for students, parents, and the community to an alternative approach to education. MPA will hold an orientation meeting for parents before the school year begins to discuss the school’s philosophy and policies to ensure their understanding of the school’s vision, curriculum program and policies. Each potential applicant and parent will be provided an opportunity to sign an agreement showing their support for and commitment to the expectations of students and parents. These expectations will be provided to each parent/guardian.

**Recruitment Efforts**

MPA will begin enrollment immediately after our charter approval. Flyers in English and Spanish will be distributed throughout the community. These flyers will include information on the instructional program, grades we will be serving and the total foreseen enrollment for the school.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>225</td>
<td>300</td>
<td>375</td>
<td>450</td>
</tr>
</tbody>
</table>
**ELEMENT 9. Financial Audits:** “The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

Education Code 47605 (b)(5)(I)

**District Oversight Costs**
The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the MPA revenue, or the District may charge for the actual costs of supervisorial oversight of MPA not to exceed 3% if MPA is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

**LAUSD Charter Policy**
“The Charter School will comply with the District policy related to charter schools, as it may be Marell’s Preparatory Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.” MPA acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

**Financial Audit Accountability and Annual Audit**
MPA’s Executive Board will form an audit committee each fiscal year to oversee the selection of an independent auditor (who will have education finance experience and will be on the approved CDE list). The auditor shall be a qualified Certified Public Accountant with experience auditing California public schools. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. It is anticipated that the annual audit will be completed within three months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Los Angeles Unified School District by December 15 after the close of the fiscal year, and to CDE/SBE. The school's audit committee will review any audit exceptions or deficiencies and report to the school's Educational Board with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. In spite of the Board’s recommendations, regarding resolution of such exceptions or deficiencies, the Board further acknowledges that any exceptions or deficiencies shall be resolved to the satisfaction of LAUSD. MPA shall follow the “generally accepted accounting principles” (GAAP)

**Fiscal**
MPA business plan will include the following:
Implement the fiscal regulations approved by the State Board of Education pursuant to the requirements of A.B. 544

Compensate the Los Angeles Unified School District for the value of any direct services requested by the Charter School and, provide, at their discretion, by the Los Angeles Unified School District (understanding that the Los Angeles Unified School District will provide the Charter School with a cost estimate for services requested and approved by the Los Angeles Unified School District.
MPA will begin the school year by creating a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable. We will give each parent a Student Handbook that outlines the need for positive behavior in the school. All parents will be encouraged to review the handbook with his/her child(ren) to ensure that they know the rules and requirements of the school. We will put forth every effort to manage the student’s negative behavior within the school. However, MPA reserves suspension and expulsion as a viable option when all else fails.

MPA will put forth every effort to involve parents, students, and teachers in designing and implementing a school wide discipline policy.

After reviewing the LAUSD’s regulations for suspension and expulsion, the Board voted to adopt these policies. These policies and procedures regarding suspension and expulsion will be periodically reviewed and modified as necessary.

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

MPA’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered.

**Special Education Discipline**

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement the 504 Plan?

**Grounds for Suspension and Expulsion**

A student may be suspended or expelled for any of the enumerated acts listed below if the act is
related to school activities or school attendance occurring at the MPA charter School or at any
other school-sponsored activity: a) while on school grounds (b) while going to or coming from
school; (c) during the lunch period, whether on or off the school campus (d) during, going to, or
coming from any school related activity. A pupil may not be suspended from school or
recommended for expulsion, unless the principal of the school in which the pupil is enrolled
determines that the pupil has committed an act as defined pursuant to any of subdivisions
inclusive. While suspension and expulsion are to be regarded as a last resort, the following
represents the grounds for such action:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force or violence upon the person of another, except in self-defense.

3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous
object, unless, in the case of possession of any object of this type, the pupil had obtained written
permission to possess the item from a certificated school employee, which is concurred in by the
principal or the designee of the principal.

4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any
controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the
Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter
2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic
beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any
person another liquid, substance, or material and represented the liquid, substance, or material as
a controlled substance, alcoholic beverage, or intoxicant.

6. Committed or attempted to commit robbery or extortion. Caused or attempted to cause
damage to school property or private property. Stolen or attempted to steal school property or
private property.

7. Possessed or used tobacco, or any products containing tobacco or nicotine products,
including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless
tobacco, snuff, and chew packets. However, this does not prohibit use or possession by a pupil of
his or her own prescription products.

8. Committed an obscene act or engaged in habitual profanity or vulgarity.

9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug,
paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors,
teachers, administrators, school officials, or other school personnel engaged in the performance
of their duties.

11. Knowingly received stolen school property or private property.

12. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of
a firearm that is so substantially similar in physical properties to an existing firearm as to lead a
reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

14. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in, or attempted to engage in, hazing as defined in Section 32050.

17. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and an abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.

18. 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

19. 48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

20. 48900.4 In addition to the grounds specified in Section 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils.

21. 48900.7. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

22. 48915. Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

23. Causing serious physical injury to another person, except in self-defense.

24. Possession of any knife or other dangerous object of no reasonable use to the pupil.

25. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
26. Robbery or extortion.

27. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

28. The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

29. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

30. Brandishing a knife at another person.

31. Unlawfully selling a controlled substance.

32. Committing or attempting to commit a sexual assault as defined in subdivision of section 48900 or committing a sexual battery as defined in subdivision of section 48900.

33. Possession of an explosive.

**Suspension Procedures**

The principal shall have the authority to suspend a student according to the following procedures:

Informal Conference: Suspension will be preceded by an informal conference by the principal or designee with the student and whenever practicable, the teacher, or school employee who witnessed the behavior(s) leading to the suspension. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. The notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such a request without delay.

Students in SPED/504: Students in Special Ed/504 can not be suspended for more than 10 days. A manifestation determination will be held to determine if the student’s disability is responsible for the behavior. SPED student’s rights will be considered as it relates to suspension and expulsion. A Special education case manager or other LAUSD personnel will be involved in the meeting to protect the rights of the student. The MOU between LAUSD and MPA will ensure that LAUSD has a representative to be a part of all disciplinary actions relating to special education students. The provisions of the MOU between LAUSD and MPA govern the application of special education services to charter school students.
Expulsion Procedures
A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The student will be suspended during the expulsion process. The hearing shall be in a timely manner, not to exceed 30 days after the Principal of designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. The hearing will be presided over by the Board or a panel appointed by the Board of the Charter School. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten days before the date of the hearing. The notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based:
  - A copy of the MPA student discipline guidelines and/or grounds for suspension and expulsion, which relate to the alleged violation;
  - The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
  - The right to inspect and obtain copies of all documents to be used at the hearing;
  - The opportunity to confront and question all witnesses who testify at the hearing;
  - The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

If student is expelled, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Record of Hearing
A record of hearing shall be made and maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

The student shall have no right of appeal from expulsion from the charter school as the charter school Board decision to expel shall be final.

Special Education Discipline Language for Charter Petitions
In the case of a special education student, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student’s misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 Plan. If it is determined that the student’s misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.
Element 11. Retirement Programs and Staff Issues: “The manner in which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

Education Code 47605 (b)(5)(K)

Staff at MPA Charter School will participate in the federal social security system or will have access to other school-sponsored retirement plans according to policies developed by the Executive Board of Directors and adopted as the school's employee policies. The School retains the option for its board to elect to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) to all eligible employees and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff.

Prior to any changes in the retirement benefit packages, MPA agrees to provide written notification to all employees. If MPA opts to participate in outside retirement benefit programs for its full-time employees, these programs will be reviewed with the staff and decided upon annually.

Benefits
All employees at MPA are at-will employees. The terms and conditions for employment at MPA will be reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by MPA. Health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with MPA.

Staff Compensation and Benefits
The Board of Directors will adopt a salary schedule policy for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Board, based on the candidate’s experience and responsibilities. The salary of the Principal will be set by the MPA Board.

The salary and benefits package for all employees will be set annually by the MPA Board.

The MPA Board shall approve a salary schedule that will reflect a cost of living, years of employment, and educational units over a five year span if funds allow.

Certificated Personnel
Teachers and administrators who hold valid California credentials and meet all eligibility requirements will be part of the State Teachers’ Retirement System (STRS). The rights and obligations under this system that apply to the teachers at non-charter schools within the District, shall apply to the eligible teachers at MPA. MPA will make contributions to these accounts at the
appropriate rate. We will forward all required data to the Los Angeles County Office of Education to facilitate their reporting on our behalf to STRS pursuant to Education Code § 47611.3. Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account.

**Classified Personnel**

For non-certificated, full-time employees, MPA does not plan to contribute to PERS; however, the school will contribute to Social Security and a 403(b) retirement account. We reserve the right to change the retirement program for classified personnel if the school administration becomes aware of a more efficient retirement program for which they qualify.

**Labor Procedures Which Will Be Applied to Employees**

MPA will not discriminate against any employee on the basis of race, ethnicity, national origin, color, age (40 and above), sex, gender, religion, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, sexual orientation, marital status or any other basis protected by federal, state, or local law or ordinance or regulation.

MPA will be a school of choice. No employee will be required by the District nor the school to work at MPA. We place high value on the quality of the teachers at our school. Therefore, we will take seriously the recruitment and hiring of our teachers. Our recruitment strategy for the lead teacher will draw upon a variety of resources. We will advertise through the Teach For America, Ed Join, Craig’s List, college career placement and alumni offices, California Charter School Association job hotline and Job Fair, word-of-mouth advertising through the teachers we know and their contacts.

The compensation that we will offer at MPA will be competitive with neighboring school districts to ensure that we are able to attract highly qualified teachers and staff who have the skills necessary to be successful with the children and families of our targeted community.

The salary and benefits package of the Principal will be set annually by the MPA Board. The salaries or wages and benefits of all other employees will be determined by the Principal within the parameters of the the annual budget approved by the MPA Board. The salary table for LAUSD teachers as negotiated by the United Teachers of Los Angeles will be used as a comparison to ensure that the teaching salaries that we offer will be competitive.

Before beginning work, all employees of MPA will undergo background checks as described in Element 5 and in Element 6 of this document. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted on an at-will basis. All employees will be subject to an annual evaluation which will become part of their employee file. The Principal will be evaluated by the Board. All teaching faculty will be evaluated by the Principal. All non-teaching staff will be evaluated by the Principal.

The length of the work day and the academic calendar, including working days and vacations for employees, will be set by the MPA Board. These working conditions will be clearly stated in the Teacher and Staff Handbook extended to all new and returning employees. MPA will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Employee Grievance Policy
It is the policy of MPA to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and eventually lead to a decay of work relationships, dissatisfaction in working conditions, and a decline in operational efficiency. MPA’s grievance policy is intended to solve problems as quickly, fairly, and informally as possible.

Complaints against another Employee:
Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with the Principal where both employees are present. The resolution of the Principal shall be considered final.

Complaints against the School or Principal:
In the event an employee believes she/he has been treated unfairly by the administration, including wrongful termination in accordance with laws applicable to at-will employment, the employee should discuss the situation with the Principal in an effort to resolve the issue. If an informal process does not resolve the issue to the employee’s satisfaction, the following formal grievance procedure should be followed:

1. The employee should submit the grievance in writing, or to the President of MPA’s Board if the complaint involves the Principal. (If complaint involves Principal, see step 3 and 4 below).
2. The Principal will respond in writing within 3 days of receiving the complaint.
3. If the complaint cannot be resolved by the Principal, or if the complaint involves the Principal, the employee may present the complaint to the President of MPA’s Board. The Board will review the complaint at the next regular board meeting. The employee and any involved parties will have the right to present their case to the Board.
4. The Board will respond in writing on behalf of the Board to the parties concerned within 5 days of rendering a decision. The decision of the Board is final. Extension of times beyond those indicated in the formal steps of the procedure outlined above may be secured through mutual written agreement of the parties involved. Failure by the school administration to comply with the time limitations shall constitute the right of the employee to proceed to the next step of the grievance procedure. There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
Pupils who choose not to attend MPA may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.

MPA will inform parents or guardians of each pupil enrolled in the charter that the pupil has no right to admission in a non charter district school as a consequence of charter school enrollment.
ELEMENT 13. Employees Rights: “A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”

Education Code 47605 (b)(5)(M)

Former LAUSD employees must consult with LAUSD to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.
The staff and governing board members of MPA agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and MPA, except any controversy or claim that is in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter agreement, except any controversy or claim that is in any way related to revocation of this Charter, must be put in writing ("Written Notification"). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School:  Marell’s Preparatory Academy  
c/o School Director                             Dr. Mary Ellen Maddox

To Director of Charter Schools:  Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

(2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties
shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

(4) If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

(5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.
ELEMENT 15. Employer Status and Collective Bargaining “A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Education Code 47605(b)(5)(O)

The Corporation shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an at-will basis.
ELEMENT 16. Procedures to be Used if the Charter School Closes: “A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code 47605 (b) (5) (P)

Revocation
The District may revoke the charter of MPA if MPA commits a breach of any terms of its charter. Further, the District may revoke the charter if MPA commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the MPA on any of the following grounds:

- MPA committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- MPA failed to meet or pursue any of the pupil outcomes identified in the charter.
- MPA failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- MPA violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify MPA in writing of the specific violation, and give the [Charter School] a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter Renewal
MPA must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

Closure Procedures
The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the Charter School close for any reason. The decision to close MPA either by the MPA governing Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non renewed by the LAUSD Board of Education; the Charter School board votes to close the school; or the Charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the MPA will be issued by MPA within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.
   a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
b. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.

2. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.

3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.

4. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by MPA by registered mail within 72 hours of the decision to Closure Action.

5. MPA shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.

6. A financial closeout audit of the Charter School will be paid for by MPA to determine the disposition of all assets and liabilities of MPA, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by MPA will be the responsibility of MPA and not LAUSD. MPA understands and acknowledges that MPA will cover the outstanding debts or liabilities of MPA. Any unused monies at the time of the audit will be returned to the appropriate funding source. MPA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.

7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the MPA Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

8. The MPA Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

9. In addition to a final audit, MPA will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

10. If MPA is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

   b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to

289
This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end MPA right to operate as a Charter School or cause MPA to cease operation. MPA and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Facilities**

<table>
<thead>
<tr>
<th>Charter Petitioner or Developer</th>
<th>Marell’s Preparatory Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Management Organization</td>
<td>if applicable</td>
</tr>
<tr>
<td>Petitioner’s Mailing Address</td>
<td>1655 E. Abbottson Street, Carson, CA 90746</td>
</tr>
<tr>
<td>Proposed Charter School Location</td>
<td>Carson. 90746 Zip Code</td>
</tr>
</tbody>
</table>

LAUSD Attendance Area: Curtiss Middle, Stephen White Middle, Banning High, Carson High School: names of District school sites near proposed location

Proposed Charter School to be located within the boundaries of LAUSD.

**Facility status**: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

**Occupancy of the Site**: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy at least 45 days prior to the date the school is scheduled to open, issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without a Certificate of Occupancy for the designated use of the facility unless an exception is made by LAUSD’s Charter Schools Division. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility at least 45 days before the school is scheduled to open or operate in the facility or facilities. Charter School shall not open in any location for which it has failed to timely provide a Certificate of Occupancy to the
District, unless otherwise discussed with and approved by the Charter Schools Division. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**If District facilities** are used during the term of this charter, the charter shall abide by and adhere to all LAUSD standards and established policies relating to Maintenance & Operations.

As a condition to the approval of the charter petition, if the charter school is using or will use any LAUSD facilities during the term of this charter petition, the charter school shall execute an agreement provided by LAUSD for the use of LAUSD facilities: (a) if the charter school is currently using LAUSD facilities, the charter school shall execute the agreement provided by LAUSD for the use of LAUSD facilities within sixty (60) days of the approval of this charter petition; or (b) if the charter school requests and will use LAUSD facilities at any time during the term of this charter petition, the charter shall execute the agreement provided by LAUSD for the use of LAUSD facilities prior to occupying or using the LAUSD facilities; and (c) if the charter school has the opportunity to continue in occupancy and use without vacating the LAUSD facilities on an annual basis, the charter school agrees it shall execute the agreement provided by LAUSD for the use of the LAUSD facilities within sixty (60) days of delivery of the agreement. In the event of any conflict between references in this charter petition to LAUSD facilities and an agreement executed by the charter school and LAUSD for the use of the LAUSD facilities by the charter school, the agreement for the use of the LAUSD facilities shall supersede.

**LAUSD OWNED PROPERTY/FACILITIES**

The following are disclosures and conditions that will apply in the event the charter school elects to use District-owned facilities at any time during the term of the proposed charter:

**Fiscally-independent Charter Schools using District Facilities**
If District facilities are used during the term of the proposed charter, the charter school shall abide by all LAUSD policies including, but not limited to, Maintenance & Operations standards.

**Pro Rata Share:** Fiscally-independent charter schools using District facilities will be charged a pro-rata share of the facilities costs as permitted by the Charter School Act of 1992. The pro-rata share will cover deferred maintenance work which will be provided subject to District-wide priorities and the availability of State funding.

**Maintenance & Operations Services:** The Charter will be required to use the following District provided services and reimburse LAUSD accordingly.
- Pest Management: Charters must utilize District pest management services on a fee-for-service basis in accordance with the Board-approved Integrated Pest Management policy. In the event the charter school shares District facilities with another user(s), the charter school shall pay its proportionate share of the cost of the pest management services.
- Utilities: Charters will be required to reimburse the District for all electricity, gas, water, sewer and related charges.
- Charters will reimburse the District for all regulatory licenses, fees and permits and the cost of any required inspections.

A charter school that is the sole occupants of District facilities may request the following Maintenance & Operations services which are provided and charged on a fee-for-service basis. In the event the charter school shares District facilities with another user(s), LAUSD will provide the following Maintenance & Operations services and may include the cost of such services in the facilities cost for the District facilities and the charter school shall pay its proportionate share of such costs:
- Routine Maintenance
- Preventive Maintenance
- Building Equipment Operations (e.g., water treatment and air filter changes)
  Exception: Charters sharing a site with a traditional District school are required to reimburse the LAUSD for services related to maintaining any shared systems (e.g., filter changes for shared air handling systems)
- Alterations and Improvements-
  All Alterations and Improvements (A&I) on District owned sites shall be approved by LAUSD prior to the start of any planning, design and construction. Charter School shall reimburse LAUSD for all expenses including but not limited to the design, review, construction and inspection of alterations or improvements. All A&I work will conform to District design guidelines and specifications, Office of Environmental Safety (OEHS) requirements and Division of State Architect (DSA), as appropriate.
- Custodial
- Gardening
- Landscaping
- Tree Trimming
- Gasoline Delivery (secondary sites only)

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

Charters using District facilities will need to ensure that the facilities have been inspected by the Asbestos Technical Unit prior to occupancy.

Maintenance and Operations reserves the right to conduct a baseline inspection when facilities are initially provided to the charter school and periodically thereafter to ensure facilities are maintained to District standards. The inspection costs will be covered under the supervisory oversight fee.
**Affiliated Charter Schools using District Facilities**

LAUSD will provide Maintenance and Operations services to affiliated charter schools at a level comparable to other LAUSD schools.

**Use Agreement:** Fiscally-independent charter schools using District facilities (occupying the entire site or sharing the site with other user(s)) shall be required to enter into a written agreement setting forth the terms, conditions and covenants for the charter school’s use of the District facilities prior to occupancy. Further, if LAUSD provides furnishings, equipment and/or other technology, Charter School shall enter into a written agreement containing the terms and conditions of its use prior to occupancy.

José J. Cole-Gutiérrez  
Director  
Innovation and Charter Schools Division
LEGAL REVIEW REQUEST FORM

DATE: November 2, 2010

TO: Devora Navera and Chichi Daniel OGC Education & Legal Services Team
Office of the General Counsel (OGC)

FROM: Renee Taylor

CHARTER SCHOOL NAME: Marell's Preparatory Academy

TASK REQUESTED (Check one or more):
- [ ] New Petition
- [ ] Renewal
- [ ] Denial/Findings of Fact
- [ ] Non Renewal/Findings of Fact
- [ ] Revocation
- [ ] Amendment
- [ ] Miscellaneous

ICSD STAFF RESPONSIBLE: t.r. Porter

CONTACT NUMBER: (213) 241-5512

LEGAL REVIEW DUE DATE:* November 16, 2010

*10-Days Minimum Review Time required by OGC

30-DAY TIMELINE: 30-Day

60-DAY TIMELINE:

DATE DUE TO BOARD: November 30, 2010

DATE ASSIGNED TO OC: November 2, 2010

ASSIGNED TO OC?

ADDITIONAL INSTRUCTIONS:
ARTICLES OF INCORPORATION

Article I
The name of this corporation is Marell’s Preparatory Academy.

Article II
A. This corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for:
   ( ) public purposes.
   ( ) charitable purposes.
   (x) public and charitable purposes

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote the Marell’s Preparatory Academy.

Article III
The name and address in the State of California of this corporation’s initial agent for services of process is:
   Name:    Dr. Mary Ellen Maddox
   Address: 1655 East Abbottson Street
   City:    Carson, State of CALIFORNIA   Zip: 90746

Article IV
A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)3 of the Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

Article V
The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)3 Internal Revenue Code.

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

Mary E. Maddox, Incorporator

NOV 6 2009
I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of ___ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 12 2009

DEBRA BOWEN
Secretary of State
EDUCATION
Single Subject Credential, Business.  February 2006.  CSU Northridge.
Associate of Arts, Associate of Science, August 1989.  Florida Junior College.

OTHER EMPLOYMENT
REAL ESTATE BROKER/OWNER: Raintree Realty, Hawthorne, CA.  
June 2009 to Present.

REAL ESTATE AGENT: George Chung Realtors, Los Angeles, CA.  
March 2006 to August 2008.

EVENT SPECIALIST: Irene Tritschler & Associates, Los Angeles, CA.  
March 1999 to August 1999.

OWNER: ESCAPE Ministries, Los Angeles, CA.  

PRODUCTION & EXECUTIVE ASSISTANT: Telescene Film Group, Los Angeles, CA.  

LEGAL ASSISTANT: Law Office of Gary A. Watson, Esq., Century City, CA.  

EXECUTIVE ASSISTANT: Telescene Film Group, Los Angeles, CA.  
September to December 1996.

LAW CLERK: Wisconsin Department of Natural Resources, Madison, WI.  
June 1995 to February 1996.

EXECUTIVE ASSISTANT: University Systems - Information Technology, Madison, WI.  
July to November 1994.

PROJECT ASSISTANT: Dean Robert Correales - University of Wisconsin Law School.  
June to August 1994.

RETAIL ASSOCIATE: University of Wisconsin Law School Bookstore, Madison, WI.  
January 1994 to January 1996.

INTERN: Suez Canal Port Authority.  Ismallia, Egypt.  

TUTOR/COUNSELOR & ADMINISTRATIVE ASSISTANT: Upward Bound.  Dekalb, IL.  
August 1990 to July 1993.

RELATED EXPERIENCE
POOL TEACHER: Wilmington Middle School.
Assisted the Technology Coordinator with the maintenance of school-wide technology; mentored, and co-taught with, the first-year music and first-year ESL teachers; covered and substituted for roll carrying teachers in all subjects.

COMPUTER LAB TEACHER, TECHNOLOGY COORDINATOR: Curtiss Middle School.
Coordinated, provided, and taught Computer Technology lessons to departments and individual teachers in Computer Lab classroom; Math/Technology Magnet. Updated, supported, and maintained all campus computers and user accounts – PC and Apple computers.

INTRODUCTION TO COMPUTERS TEACHER: Daniel Webster Middle School.
Developed course curriculum and created lesson plans and learning goals to maximize students’ ability to develop basic computer skills, i.e., word processing, keyboarding, PowerPoint, Excel, Internet use, web design, and connections to other curriculum. Supported faculty technology needs, and solved hardware and software problems.

MATHEMATICS TEACHER: Daniel Webster Middle School.
Taught eighth grade students Algebra IAB, Honors, and MESA, and Math 7 MESA. Prepared lesson plans, utilized technology, and developed individualized learning plans to communicate relevant objectives and teach State Standards. Tutored Webster students in the Extended Learning Program and lunch time sessions.

ALGEBRA TEACHER: Foshay Learning Center.
Taught eighth grade students Algebra I. Utilized various teaching methods, creative lesson plans and learning goals to communicate Algebra concepts to students. Involved with various afterschool programs to enhance students’ academic experience.

MATH/SCIENCE TEACHER: Metropolitan High School.
Taught high school students Math Investigations, Algebra I and II, and Chemistry. Utilized various teaching styles, discipline methods and communication skills to develop and implement lesson plans and learning goals for multi-level Continuation students.

ADJUNCT PROFESSOR: Vanguard University.
West Angeles Campus, Los Angeles, CA. February 1999 - April 2000.
Taught Business Law to older adults in a degree completion program. Prepared lessons, assigned homework, graded assignments, counseled students and assigned final grades to students with varying skill levels.
REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Division in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. Please attach your resume. Resume attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. Yes.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board. Dr. Mary Maddox sent me information regarding the proposed charter school and invited me to be a board member.

4. Please explain why you wish to serve on the board. I believe that I can add my wealth of knowledge and practical experience to the development and oversight of the proposed charter school.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. I have not previously served as a board member of a school district or not-for-profit corporation. Please see resume for relevant experience.

6. Please describe your understanding of the appropriate role of a public charter school board member. As a school board member, I would be responsible for the education of all students enrolled in the school, and entrusted with the obligation to see that the public monies that are given to the charter school are legally and wisely spent.

7. Please indicate specifically the knowledge and experience that you would bring to the board. I have taught in higher and secondary education for the last 11 years; I have started and managed 2 of my own businesses; I have a business degree from nationally recognized
business school, as well as a law degree from top 25 law school; and I have assisted in the management of several corporations.

8. Please provide a forecast of where you see the school in one year and then again in four years.
I foresee a diverse population (ethnically and developmentally) of at risk and advanced students whose parents share a commitment to the vision of a character-based instruction and uniquely developed curriculum to help assist in the mastery of Standards. Year one would be establishing the vision and having buy in from all stakeholders in a 7th and 8th grade charter school. Year four would include grades 9 -11, have about 500 students and the vision would be fully implemented and successful.

9. How would you handle a situation in which you believe one or more members of the school’s board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?
I would gather as many facts as possible, present the facts to the alleged self-dealer and expect that he or she would resolve the conflict voluntarily and permanently. If the actions are not immediately stopped, then I would bring the facts and allegations to the entire board for formal action to stop and possibly punish the alleged self-dealer.
Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.
I am aware that several teachers from Curtiss Middle School have been asked to be board members. I believe that I know all of them from my tenure at Curtiss Middle School.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.
I know Dr. Mary Maddox as a colleague from Curtiss Middle School.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
We do not know of anyone who plans to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.
We do not know of any educational service providers who may partner with the school.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
We do not know of any educational service providers who may contract with the school.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.
We do not know of any relative who may conduct business with the educational service providers and/or school who may conduct business with the school.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school’s board. If so, describe such potential conflicts.
I foresee no ethical or legal conflicts of interests involved with me serving as a board member.

Educational Philosophy

17. Please describe your understanding of the school’s mission and/or philosophy.
The school will focus on helping any student achieve academically and training them to be good citizens who will support and improve their communities.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.
I some familiarity with the educational program of the school.
19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?
Successful schools begin with good administrators who support educators who have high expectations for their students and teach strategically and intentionally a standards based curriculum; further, the students have a safe and nurturing environment and support caretakers who are involved in all aspects of their learning.
The board will have to be selective in their hiring, discerning in their choice of curriculum, encouraging of parental support, and wise overseers of the school’s vision and finances.

___________________________  January 2, 2010
Name (please print)                      Date

Signature

This request for information was developed by the State University of New York Charter Schools Institute
REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Division in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. Please attach your resume.
   Resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
   Yes.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
   I was invited by Dr. Mary Maddox to become a member of the board.

4. Please explain why you wish to serve on the board.
   I desire to see greater avenues of equal access available to students of diverse cultural, socio-economic and academic backgrounds in the area of public education. Serving as a board member will help to increase and widen those avenues.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
   I have not previously served on a school district board or on a not-for-profit corporation.

6. Please describe your understanding of the appropriate role of a public charter school board member.
   A public charter school board member should be a strong proponent of the charter school's educational philosophy and the governing principles which shape it; and should be responsible for overseeing the implementation of these governing principles, particularly providing a process for monitoring and evaluating academic and fiduciary accountability.

7. Please indicate specifically the knowledge and experience that you would bring to the board.
   As an educator, working within a socio-economically, culturally and academically diverse setting, I am keenly aware of the academic landscape of our public school system. I have first-hand knowledge and experience with the needs of students, the concerns of parents, the challenges of teachers and the responsibilities of site administrators. Having served as the Professional Development Specialist and Coordinator over the past year and a half, I have a
greater sensitivity to and understanding of the different stakeholders involved in the quest for academic excellence.

8. Please provide a forecast of where you see the school in one year and then again in four years.
I anticipate that year one of the school will include a strong enrollment and successful academic outcome because of the quality academic experience rendered and because of the governing processes which shall be in place. Four years later, the school should see an even greater level of enrollment and measure of academic success.

9. How would you handle a situation in which you believe one or more members of the school’s board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?
I have every confidence that members in violation of the board's established policies would be handled in accordance with the tenets thereof. As a board member, my interaction with other members should always be influenced by the high level of integrity that I personally espouse.

**Conflict of Interest**

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.
(N/A)

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.
(N/A)

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
(N/A)

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.
(N/A)

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
(N/A)

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.
(N/A)
16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school’s board. If so, describe such potential conflicts.
(N/A)

Educational Philosophy

17. Please describe your understanding of the school’s mission and/or philosophy. While the school’s mission and philosophy is yet their developmental phases, I understand that they include a commitment to academic excellence and to the development of well-rounded productive members of different communities—local, national and global.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize. As with the school’s mission and philosophy, I understand that the school’s educational program is in the process of being established with the intent to offer a cutting-edge, highly competitive academic experience for a diverse student population.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful? Active and meaningful involvement of many different stakeholders is a key component of academic success at any school. Having passionate, proven and highly qualified teachers is another key factor; knowledgeable and proactive site administrators and a strong, positive governing body are key contributors to the success of a great school.

VERA LEMONS CLAY

Name (please print)  
February 15, 2010

Signature  
Date

This request for information was developed by the State University of New York Charter Schools Institute
EDUCATION:

UNIVERSITY OF SOUTHERN CALIFORNIA  Juris Doctor Degree, June 1979

UNIVERSITY OF SOUTHERN CALIFORNIA Master of Public Administration, June 1979

POMONA COLLEGE
Bachelor of Arts, June 1976

PROFESSIONAL EXPERIENCE:

Present: PRIVATE PRACTICE-LAW OFFICES OF M. C. MARKS: Criminal Defense Trial Attorney-
Handle all criminal defense trials including, First Degree Murder trials, Third Strike felony trials, ADW cases with and without a weapon, DUI and under the influence cases and IDENTITY THEFT.

February 1999 -January 2002 ATTORNEY: LAW OFFICES OF RAMSEY AND PRICE, 660 South Figueroa Street, Suite 2100, Los Angeles, California 90017, (213) 612-0020-Criminal defense trial work, including driving under the influence cases, post conviction appeals, and juvenile matters; provide representation at administrative hearings related to license revocation.

December 1987-January 1999 ATTORNEY (Position title-Deputy Public Defender): Los Angeles County Public Defender’s Office-More than 150 trials including 40-50 jury trials. Researched legal issues pertaining to suppression of evidence, constitutionality of priors in driving under the influence cases, motions for new trials, appeals of judgment and sentencing, drafted pinpoint jury instructions. Represented clients in preliminary hearings, prepared investigation requests as well as interfaced and negotiated with judges, prosecutors, law enforcement and social agencies.

January 1987-December 1987 ATTORNEY (Position title-Staff Counsel): Department of Health Services- Advocate for Department of Health Services regarding medical providers; drafted hearing briefs, memoranda regarding administrative hearing issues and other issues regarding interpretation of administrative regulations, statutes and applicable case law; and researched issues regarding toxic waste; analyzed proposed legislation.
November 1981-January 1987  ATTORNEY (Position title-Staff Counsel): State Water Resources Control Board: Attorney represented the Board at administrative hearings regarding the issuance of water rights permits and waste discharge requirements; drafted water rights decisions; analyzed proposed legislation and regulations; appellate trial work.

EXTRACURRICULAR ACTIVITIES:

FACULTY MEMBER-National Criminal Defense College
Mercer Law School, Macon Georgia

FACULTY MEMBER-New York State Defenders Association
Troy, New York

LIFE MEMBER, National Bar Association

Certified Identity Theft Risk Management Specialist (CITRMS)

LICENSE(S): STATE BAR OF CALIFORNIA
As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Division in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. Please attach your resume.

   Resumed is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

   Yes

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

   I was invited by a colleague submit my application for consideration as a Board member.

4. Please explain why you wish to serve on the board.

   It is my belief that quality education is the foundation for a stronger and productive community.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

   I have had the honor of serving on several non-profit boards including YWCA-Sacramento Board of Directors, Mental Health Association of Sacramento, Founder's Church Board of Trustees.

6. Please describe your understanding of the appropriate role of a public charter school board member.

   The appropriate role of a public charter school board member is as follows:
   -to develop the philosophy and principles for governance;
   -to create a process for evaluating, monitoring and auditing;
   -to develop a financial and budgetary structure that includes a process for
fiscal accountability.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

I have a Master of Public Administration degree with an emphasis on juvenile justice system. A chief component of the juvenile justice system is the educational system. As an attorney I have had to evaluate educational programs for my clients in order to make sure that their educational needs are being met. There is within the criminal justice system a strongly held belief that the root cause of criminality is a lack of or break down in the educational process-illiteracy, truancy, etc. In order to place my clients in the best posture I have to explore the educational tools to which they have access with the goal of helping them improve their position and thus become contributing members of their communities.

8. Please provide a forecast of where you see the school in one year and then again in four years.

One year forecast -the school will be at about 50% capacity;
Four year forecast-the school will be at 80-100% capacity.

9. How would you handle a situation in which you believe one or more members of the school’s board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

There will be conflict of interest and other such disclosures in place. Therefore any such activity will be addressed within the bylaws and policies that govern the school.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Not applicable

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

Not applicable

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

Unknown at this time

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

Not applicable
14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

Not applicable

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Unknown at this time

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school’s board. If so, describe such potential conflicts.

At the present time I am unaware of any potential ethical or legal conflicts by serving on the school’s board.

Educational Philosophy

17. Please describe your understanding of the school’s mission and/or philosophy.

To create and foster an environment that promotes education of the total child.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

In general I am aware of the criteria for developing charter schools.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

The key characteristics of a successful school are parents, faculty, board and community all working together to enhance the educational experience and environment of the students.

MARYETTA C. MARKS
Name (please print) Signature Date

This request for information was developed by the State University of New York Charter Schools Institute
POOL TEACHER: Wilmington Middle School.
Assisted the Technology Coordinator with the maintenance of school-wide technology;
mentored, and co-taught with, the first-year music and first-year ESL teachers; covered
and substituted for roll carrying teachers in all subjects.

COMPUTER LAB TEACHER, TECHNOLOGY COORDINATOR: Curtiss Middle School.
Coordinated, provided, and taught Computer Technology lessons to departments and
individual teachers in Computer Lab classroom; Math/Technology Magnet.
Updated, supported, and maintained all campus computers and user accounts – PC
and Apple computers.

INTRODUCTION TO COMPUTERS TEACHER: Daniel Webster Middle School.
Developed course curriculum and created lesson plans and learning goals to maximize
students’ ability to develop basic computer skills, i.e., word processing, keyboarding,
PowerPoint, Excel, Internet use, web design, and connections to other curriculum.
Supported faculty technology needs, and solved hardware and software problems.

MATHEMATICS TEACHER: Daniel Webster Middle School.
Taught eighth grade students Algebra IAB, Honors, and MESA, and Math 7 MESA.
Prepared lesson plans, utilized technology, and developed individualized learning plans
to communicate relevant objectives and teach State Standards.
Tutored Webster students in the Extended Learning Program and lunch time sessions.

ALGEBRA TEACHER: Foshay Learning Center.
Taught eighth grade students Algebra I.
Utilized various teaching methods, creative lesson plans and learning goals to
communicate Algebra concepts to students.
Involved with various afterschool programs to enhance students’ academic experience.

MATH/SCIENCE TEACHER: Metropolitan High School.
Taught high school students Math Investigations, Algebra I and II, and Chemistry.
Utilized various teaching styles, discipline methods and communication skills to develop
and implement lesson plans and learning goals for multi-level Continuation students.

ADJUNCT PROFESSOR: Vanguard University.
West Angeles Campus, Los Angeles, CA. February 1999 - April 2000.
Taught Business Law to older adults in a degree completion program.
Prepared lessons, assigned homework, graded assignments, counseled students and
assigned final grades to students with varying skill levels.

EDUCATION
Single Subject Credential, Business. February 2006. CSU Northridge.
Associate of Arts, Associate of Science, August 1989. Florida Junior College.

**OTHER EMPLOYMENT**

REAL ESTATE BROKER/OWNER: Raintree Realty, Hawthorne, CA. 
June 2009 to Present.

REAL ESTATE AGENT: George Chung Realtors, Los Angeles, CA.
March 2006 to August 2008.

EVENT SPECIALIST: Irene Tritschler & Associates, Los Angeles, CA.
March 1999 to August 1999.

OWNER: ESCAPE Ministries, Los Angeles, CA.

PRODUCTION & EXECUTIVE ASSISTANT: Telescene Film Group, Los Angeles, CA.

LEGAL ASSISTANT: Law Office of Gary A. Watson, Esq., Century City, CA.

EXECUTIVE ASSISTANT: Telescene Film Group, Los Angeles, CA.
September to December 1996.

LAW CLERK: Wisconsin Department of Natural Resources, Madison, WI.
June 1995 to February 1996.

EXECUTIVE ASSISTANT: University Systems - Information Technology, Madison, WI.
July to November 1994.

PROJECT ASSISTANT: Dean Robert Correales - University of Wisconsin Law School.
June to August 1994.

RETAIL ASSOCIATE: University of Wisconsin Law School Bookstore, Madison, WI.
January 1994 to January 1996.

INTERN: Suez Canal Port Authority. Ismallia, Egypt.

TUTOR/COUNSELOR & ADMINISTRATIVE ASSISTANT: Upward Bound. Dekalb, IL.
August 1990 to July 1993.

REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS
Trevor Rice

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Division in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. Please attach your resume. Resume attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. Yes.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board. Dr. Mary Maddox sent me information regarding the proposed charter school and invited me to be a board member.

4. Please explain why you wish to serve on the board. I believe that I can add my wealth of knowledge and practical experience to the development and oversight of the proposed charter school.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. I have not previously served as a board member of a school district or not-for-profit corporation. Please see resume for relevant experience.

6. Please describe your understanding of the appropriate role of a public charter school board member. As a school board member, I would be responsible for the education of all students enrolled in the school, and entrusted with the obligation to see that the public monies that are given to the charter school are legally and wisely spent.

7. Please indicate specifically the knowledge and experience that you would bring to the board. I have taught in higher and secondary education for the last 11 years; I have started and managed 2 of my own businesses; I have a business degree from nationally recognized business school, as well as a law degree from top 25 law school; and I have assisted in the management of several corporations.

8. Please provide a forecast of where you see the school in one year and then again in four years. I foresee a diverse population (ethnically and developmentally) of at risk and advanced students
whose parents share a commitment to the vision of a character-based instruction and uniquely
developed curriculum to help assist in the mastery of Standards. Year one would be
establishing the vision and having buy in from all stakeholders in a 7th and 8th grade charter
school. Year four would include grades 9 -11, have about 500 students and the vision would be
fully implemented and successful.

9. How would you handle a situation in which you believe one or more members of the school’s
board are involved in self-dealing (working for their own benefit, or the benefit of their friends
and family)?
I would gather as many facts as possible, present the facts to the alleged self-dealer and expect
that he or she would resolve the conflict voluntarily and permanently. If the actions are not
immediately stopped, then I would bring the facts and allegations to the entire board for formal
action to stop and possibly punish the alleged self-dealer.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective
board members prior to being invited to sit on the board, please so indicate and describe the
relationship with each such other prospective board member.
I am aware that several teachers from Curtiss Middle School have been asked to be board
members. I believe that I know all of them from my tenure at Curtiss Middle School.

11. If you, your spouse or other immediate family members know any people already known to
be prospective school employees, please so indicate and describe the relationship.
I know Dr. Mary Maddox as a colleague from Curtiss Middle School.

12. If you, your spouse or other immediate family members know anyone that plans to do
business with the school, please so indicate and describe the relationship and the nature of the
potential business.
We do not know of anyone who plans to do business with the school.

13. If the school proposes to partner with an educational service provider (a management
company), please indicate if you, your spouse or other immediate family members know any
employees, owners, or agents of that provider. If your answer is yes, please indicate the
individuals you know and the nature of the relationship.
We do not know of any educational service providers who may partner with the school.

14. If the school proposes to enter into a contract with an educational service provider, please
indicate whether you, your spouse or other immediate family member have a direct or indirect
ownership, employment, contractual or management interest in the educational service
provider.
We do not know of any educational service providers who may contract with the school.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate
conducting any business with the educational service provider, the school, or both. If so, please
describe the potential relationship.
We do not know of any relative who may conduct business with the educational service
providers and/or school who may conduct business with the school.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you
serve on the school’s board. If so, describe such potential conflicts.
I foresee no ethical or legal conflicts of interests involved with me serving as a board member.

Educational Philosophy

17. Please describe your understanding of the school’s mission and/or philosophy.
The school will focus on helping any student achieve academically and training them to be good citizens who will support and improve their communities.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.
I some familiarity with the educational program of the school.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?
Successful schools begin with good administrators who support educators who have high expectations for their students and teach strategically and intentionally a standards based curriculum; further, the students have a safe and nurturing environment and support caretakers who are involved in all aspects of their learning.
The board will have to be selective in their hiring, discerning in their choice of curriculum, encouraging of parental support, and wise overseers of the school’s vision and finances.

______________________________
Trevor Rice
Name (please print)

______________________________
Signature

January 2, 2010
Date

This request for information was developed by the State University of New York Charter Schools Institute
PROFESSIONAL EDUCATION:

DOCTORAL DEGREE CANDIDATE IN PUBLIC ADMINISTRATION  
University of La Verne - La Verne, California  
(All except dissertation)

MASTERS OF SCIENCE - PUBLIC ADMINISTRATION  
University of La Verne - La Verne, California

BACHELOR OF ARTS - PAN AFRICAN STUDIES / CHILD DEVELOPMENT  
California State University, Los Angeles - Los Angeles, California

SUMMARY OF QUALIFICATIONS:

Respected, self-managed, and highly accomplished Executive with a reputation for achieving goals using strong analytical skills, excellent judgment, an attentive work style, and versatile experience working as an educational consultant/program auditor, and public agency administrator. Professional Skills Include:

- Providing program management and leadership for nonprofit educational and government agencies.
- Executing strategies to help achieve educational opportunities for underserved communities.
- Building relationships with educational organizations, public agencies, and the public.
- Driving continuous improvement across all academic content and performance standards.
- Setting-up and implementing operating procedures and training to meet the program requirements.
- Leading employee teams and motivating each employee to exceed performance and productivity goals.
- Developing strategies to improve the operations and workflow of a multi-entity organization.
- Creating and administering annual budgets and effectively controlling daily operating expenditures.
- Cultivating a positive image and making presentations before public, private, and community groups.
- Operating PCs with various word processing, spreadsheet and database applications.

PROFESSIONAL EXPERIENCE:

WE CAN FOUNDATION (West East Community Access Network) - Los Angeles, California  
(2007 - Present)

ADMINISTRATOR / EDUCATIONAL CONSULTANT  
(2007 - Present)

Serve in a dual role and trusted to perform multiple office management, educational program leadership, tutor training, and procedural development duties for a nonprofit corporation serving more than 2-million underserved students in the Los Angeles, Pasadena, and Compton Unified School Districts.

Work closely with the Executive Director, Assistant Director, and other senior executives to write procedures for educational instructors charged with tutoring a culturally diverse urban K-12 student population as part of the No Child Left Behind Program.

Establish and implement training methodologies used by as many as 1,000 federally funded tutors and help execute strategies to improve each tutor’s skills as educators of urban students.

Compile and analyze a large volume of complex educational data; audit tutor time reports, children’s learning plans, and other required administrative documents; and facilitate training sessions designed to help tutors accurately processed required forms and documents. Also responsible for developing audit procedures to meet contract needs and federal guidelines.

Promote friendly relationships with internal foundation staff at all organizational levels; represent the foundation at numerous meetings involving auditing, contract issues, and related procedures items; and serve as one of the Foundation’s primary point-of-contacts responsible for resolving contracts issues involving each of the different school districts.
Simultaneously serve as an Educational Consultant and acquired valuable teaching experience tutoring elementary through middle school students in English, Language Arts, and Math. Cultivate relationships with students and parents based on trust and open communication; establish an environment for active student learning; develop teaching materials used to make learning fun; and create lesson plans targeted to address the learning needs of each student.

Annette Waller

PROFESSIONAL EXPERIENCE:

**LOS ANGELES SUPERIOR AND MUNICIPAL COURTS - Los Angeles, California**

(1974 - Present)

**DIVISION CHIEF / ADMINISTRATOR II**

Los Angeles Superior Court - Los Angeles, California

(1994 - 2007)

- Utilized extensive public administration background to direct the Superior and Municipal Court's Temporary Judges Program, the Court Clerk's Assignment Office and the Judicial Secretaries.
- Used knowledge of the California Superior and Municipal Court’s system to assign temporary judges who presided over small claims, landlord tenants, traffic arraignment and trials, civil non-jury trials, family law, probate and juvenile delinquency and dependency cases. Also coordinated and assigned court clerks and judicial secretaries.
- Planned, coordinated and oversaw training and recognition programs for temporary judges. Conducted research, developed recommendations and prepared responses to complaints filed against temporary Superior Court Judges.
- Served as the Court’s Contract Employee Manager with direct responsibility for ensuring adequate staffing for 51 different court locations. Worked with five temporary staffing agencies to recruit, select, and place as many 50 temporary court employees each day.

**DIVISION CHIEF**

Administratively Unified Courts - Los Angeles, California

(1993 - 1994)

- Administered the Temporary Judges Program, the Court Clerk's Assignment Office, the Judicial Secretaries and Grand Jury Secretary for the unified Los Angeles Superior and Municipal Courts.
- Also oversee the combined Court's Temporary Judges Program, Court Clerk's and Judicial Secretarial coverage throughout the Superior and Municipal Court system.

**DIVISION CHIEF**

Los Angeles Municipal Court - Los Angeles, California

(1989 - 1993)

- Promoted to this position and assigned to the Court's Metropolitan Branch and Baldwin Hills Ticket Office. Responsible for branch operations and traffic ticket court and office functions.
- Managed Court operations involving traffic infractions, misdemeanors, felony arraignments and preliminary hearings. Ensured compliance with all operational policies and made decisions to improve traffic procedures for the Court.
- Administered personnel functions and supervised over 300 court employees including 25 Senior Court Managers and various Deputy Clerks, Court Clerks, and Court Secretaries.

**ASSISTANT DIVISION CHIEF**

Los Angeles Municipal Court - Los Angeles, California

(1989 - 1993)

- Provided administrative support throughout the Metropolitan Branch and the Van Nuys Branch. Developed and implemented new traffic procedures for the Court and served as the Court Representative for misdemeanor and traffic functions. Also supervised Court Managers.

**PRINCIPAL CLERK / BRANCH MANAGER**

Los Angeles Municipal Court - Los Angeles, California

(1984 - 1987)
• Assigned to the Central Arraignment Court and West Los Angeles Branch with responsibility for training, motivating and supervising all office administration and courtroom staff.

SUPERVISING DEPUTY CLERK II
Los Angeles Municipal Court - Los Angeles, California
(1982 - 1984)
• Promoted to this position and managed the daily operations of the Traffic Court's office and courtrooms. Scheduled and managed Office Supervisors and the courtroom staff.

COURT CLERK
Los Angeles Municipal Court - Los Angeles, California
(1974 - 1982)
• Served in increasingly challenging positions as a Deputy Clerk IV, Staff Assistant and Deputy Clerk I, II, and III during an eight year period assigned to the Traffic Court.

References Available Upon Request
REQUEST FOR INFORMATION FROM

PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

Annette Waller

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Division in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. Please attach your resume. Resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

   Yes

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

   I was advised by an associate of the opportunity to become a board member.

4. Please explain why you wish to serve on the board.

   I am interested in the need for quality education and intellectual development of all children.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

   I have not served on a school board but have served for a short time on nonprofit corporations and the experience was somewhat relevant, but they were focused on legal issues.

6. Please describe your understanding of the appropriate role of a public charter school board member.

   I understand the role of a board member in three elements: philosophy, process, and accountability. This means involvement in developing the philosophy and principles for governance, creating a process for evaluating, monitoring and auditing, and lastly developing a financial budgetary structure process for accountability.

7. Please indicate specifically the knowledge and experience that you would bring to the board.
I have over 20 years in public management of large operations where I was responsible for the organizational structure, budgeting, training and development of employees and ensuring the organizational policies and procedures were in compliance. I also have worked with multi personalities to achieve successful achievement of goals, development of policies and processes. I had to interface on a continuum with judicial officers, high level county and state governmental agencies and executives to achieve goals and objectives of the organizations without compromising the organization. I also have a solid educational background in public administration which has been instrumental in providing a solid foundation for my work experience. Currently, I am working as an administrator for a nonprofit in supplemental educational services which provides tutorial services for 22 school districts in the city and county of Los Angeles. This includes Los Angeles Unified School District.

8. Please provide a forecast of where you see the school in one year and then again in four years.

The first year forecast is for a successful start up with a 20 to 30 percent increase yearly which will equate to a 80 percent over the four year period.

9. How would you handle a situation in which you believe one or more members of the school’s board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

Based on the direction, policies and procedures of the charter, members who are in violations will be handle in accordance with the established policies. This includes a fair due process.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

(NA.)

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

(NA)

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

(NA)

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

(NA)

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect
ownership, employment, contractual or management interest in the educational service provider.

My current employer is an contract provider for supplemental educational services.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.
   (NA)

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.
   (NA)

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy. It is my understanding this is in the development phase and is an internal philosophy to be finalized. However, my personal philosophy is the educational platform includes components of critical thinking.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize. I am aware of the criteria for developing charter schools in general. The frameworks for the systems and structures need to be developed.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful? The key characteristics of a successful school are involvement of the board, faculty, parents and community. Develop structures to ensure the key characteristics are aligned with the school's direction and policies with checks and balances.

________________________________________________________________________

Annette Waller

Name (please print)

Annette Waller

January 9, 2010

Signature

Date

This request for information was developed by the State University of New York Charter Schools Institute
I am a retired elementary school teacher with twenty-eight years of teaching experience in the Los Angeles Unified School District. My experiences in the field of education includes teaching grades Pre-Kindergarten through eighth grade, serving as a youth counselor, youth director, seminar leader, speaker for youth and women’s groups. Vacation Bible School Coordinator – Diocese Secretary; Diocese Treasurer.

SKILLS: Microsoft Works, Multicultural Awareness, Behavior Science Training, Facilitator, Public Speaker, Secretarial Administration, Teacher Training and Typing.

EDUCATION:  
Bachelor of Arts in Geography & Elementary Education  
California State University, Los Angeles  
June 1969  
State of California  
Standard Teaching Credential (Life)

TEACHER IN-SERVICE  
CLASSES: (80 UNITS)  
Los Angeles Unified School District  
1970-1997  
Los Angeles, CA

CERTIFICATES AND CREDENTIALS:  
Cross-cultural Language Acquisition Development  
California State Department of Education  
May 1998  
Standard Teaching Credential Life - Ryan

STANDARD TEACHING CREDENTIAL SPECIALIZATION IN ELEMENTARY EDUCATION:  
February 1972

WORK EXPERIENCE:  
Los Angeles Unified School District  
Main Street Elementary School  
1981 -1998  
Los Angeles, California

- Taught multiple subject curriculum to students in grades pre-kindergarten through sixth.
- Served as a school representative and facilitator of the Master Plan Program for the district.
Served on numerous committees as a member and/or chairperson, guidance committee, Black History Month chairperson and model classroom Instructor.
Served as a master teacher and trainer for the Teach America Program in 1991.
Served as a facilitator in reading, math and science.

West Valley Center for Enriched Studies 1979-1981
Woodland Hills, CA Magnet Teacher
- Taught language arts, mathematics, social studies and Spanish I to students in grades fourth through eighth.
- Served on the language arts and foreign language committees.

Grape Street School 1979-1970
Los Angeles, California Elementary Teacher
- Facilitated the Opportunity Classroom for grades three through sixth (1975-1979)
- Taught multiple subject curriculum to students in grades first through third.
- Served as a member and/or chairperson for the reading, hospitality, carnival organizer and faculty chairperson.
- Served as a textbook coordinator.
- Served as a participant in the Open-Classroom Structure under Dr. Carrie Ayers-Haynes.
- Trained in Behavioral Science at the M. Frostic Center in Los Angeles, California.

**VOLUNTEER EXPERIENCE:**
Churches of Christ Holiness (USA) 1959 – present
Western Diocese, Los Angeles, CA
- Served as a Church School Teacher, Church Secretary, Summer Camp Director, Women’s Group President, Youth Counselor and Youth Director.
- Served as Seminar Director and Speaker.
- Vacation Bible School Coordinator
- Diocese Secretary
- Diocese Treasurer

**WATTS CHRISTIAN CENTER:** 1995-1996
Los Angeles, California
- Served as a member of the Board of Christian Education

**MASTER TEACHER – LA COUNTY SCHOOLS** 1999 – 2000
OTHER WORK EXPERIENCES INCLUDE:

L.A. COUNTY SHERIFF DEPARTMENT 1962-1967
Advanced from Clerk Typist to Senior Clerk Typist

Clerk Typist
REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

GLORIA J. WHITE

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Division in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. Please attach your resume.
   See attached resume.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
   I am over 18 years of age.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
   I was invited by Dr. Maddox to serve as a member of the board.

4. Please explain why you wish to serve on the board.
   I want to help under served youth.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
   I have never served on a school board in any district.

6. Please describe your understanding of the appropriate role of a public charter school board member.
   I believe the appropriate role is to work with other board members in making decisions about business including contracts, leases and other agreements which are desirable for MPA.

7. Please indicate specifically the knowledge and experience that you would bring to the board.
   I have served as a teacher and in various capacities in education over a 28 year period and believe that I am knowledgeable about what it takes to teach, nurture and reach students.

8. Please provide a forecast of where you see the school in one year and then again in four years.
   In one year, MPA’s enrollment will increase and in four years MPA students’ will be achieving academic success and developing strong character.

9. How would you handle a situation in which you believe one or more members of the school’s board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?
I would meet with board members and discuss the matter and make decisions based on the by-laws and the policies that govern MPA.

**Conflict of Interest**

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.
   N/A

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.
   N/A

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
   N/A

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.
   N/A

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
   N/A

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.
   N/A

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school’s board. If so, describe such potential conflicts.
   There are no conflicts of interests that I am aware of.

**Educational Philosophy**

17. Please describe your understanding of the school’s mission and/or philosophy.
   MPA will create and foster an environment that promotes education of the total child.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.
19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful? Teachers are qualified and committed to the education of students; that students take responsibility for their learning; that parents are actively involved in the education of their child (ren).

Gloria J. White

Signature

2/20/10

Date

This request for information was developed by the State University of New York Charter Schools Institute
Evelyn L. Wright  
4212 Don Ortega Place  
Los Angeles, California 90008  
(323) 296-6448

OBJECTIVE:
To contribute administrative leadership capacity to this educational program by offering extensive experience, education and ability to students and staff.

WORK EXPERIENCE
International Childrens School-Teacher 5th - 6th grade, 1979-80  
International Childrens Center-Kndg Teacher/Asst. Director, 1980-81  
Slauson Learning Center-Co Founder, Teacher/Administrator, 1981-Present

SUMMARY OF QUALIFICATIONS
Over thirty-one years experience in administration/teaching with proficiency and proven effectiveness in the following key areas:

- Establishment, organization, implementation and scheduling of all curriculum
- Recruitment and placement of faculty from initial selection through final staffing
- Management/direction of yearly budget
- Establishment and implementation of programs/areas of concentration to maximize educational productivity
- Networking with outside agencies, organizations, to assure community involvement and regulatory compliance
- Over twelve 18 years elementary/secondary teaching experience covering kindergarten through 12th grade
- Teaching knowledge includes work and supervision in all aspects of education assuring smooth and effective operations

EDUCATION
B.A. Human Development, Cal State Hayward, Hayward, Calif. 1975  
Ryan Multiple Subject Cred (Life), Cal State Hayward, Hayward, Calif. 1976  
Education Specialist Cred (Life), Cal State Los Angeles, Los Angeles, Calif. 1979

ORGANIZATIONS
National Association of University Women, Inc.-National First Vice President  
National Sorority of Phi Delta Kappa, Inc.- Delta Kappa Chapter, Immediate Past President  
League of African American Women  
National Association for the Advancement of Colored People-Life Member  
Sierra Club  
Friends of the Center

COMMUNITY ACTIVITIES
Member of City of Refuge Church  
Member of Bereavement Ministry-Minister of Music

HOBBIES
Playing the piano, singing, traveling
Evelyn L. Wright (SEE ATTACHED RESUME)

I. Institutions(s) Attended:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. Of Calif. Berkeley</td>
<td>1965-70</td>
<td></td>
</tr>
<tr>
<td>Merritt Jr. College</td>
<td>1972-73</td>
<td></td>
</tr>
<tr>
<td>Cal State University Hayward</td>
<td>1973-75</td>
<td>BA Human Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ryan Multiple Subject Cred</td>
</tr>
<tr>
<td>Cal State University Los Angeles</td>
<td>1980-82</td>
<td>Learning Handicapped</td>
</tr>
</tbody>
</table>

2. I certify that I will be over eighteen years of age by January 1 of the year in which the proposed charter school will open.

3. I became aware of this wonderful opportunity to serve by invitation from Dr. Mary Maddox, founder of Marell’s Preparatory Academy Charter School.

4. I would like to sit on the board of Marell’s Preparatory Academy Charter School to share my knowledge as an educator and administrator to benefit the many students who will enter and subsequently graduate.

5. I am Co-Founder of Slauson Learning Schools #1 and #2, Non-Public School of Special Education. I currently serve as President of the corporation and Administrator of the school.

6. A public charter school board member would be responsible for setting policy, managing the affairs of the school from hiring to terminating employees and board members. A board member would be involved with business decisions relating to investments, purchases and the day to day operation of the school.

7. I am currently a Nonpublic School Administrator. I am knowledgeable of school policies as it relates to the California Ed code, best practices in and out of the classroom, in-service training for staff, and the need for written documentation. I have had a great deal of experience dealing with conflict resolution among staff and parents.

8. I would expect to see enrollment grow to capacity within one year. A four year period of time would yield a strong public image of the school. The reputation of student test scores and character building would be such that there would be a long waiting list for entrance into Marell’s Preparatory Academy.

9. I would bring this issue to the appropriate individual/s at a time and place that would not have a negative impact on the school, but the issue could be resolved immediately. The suspicion alone demands it be looked into as discretely as possible. The possibility of a negative or embarrassing outcome can not be the overriding factor.

10. I know of no other prospective board members at this time.

11. I know of no individuals who may be prospective employees.
12. I do not have knowledge of anyone who may enter into a business relationship at this time.

13. I am not aware of any partnership with an educational service provider (management company), it’s employees or agents.

14. Neither I, my spouse, nor immediate family members have a direct or indirect ownership in any employment, contractual or management interest in any educational service provider with whom the school may contract.

15. I do not anticipate conducting any business with an educational service provider, the school or both.

16. I do not foresee any potential ethical or legal conflicts of interests should I serve on the school board.

Educational Philosophy

17. It is my understanding that Marell’s Preparatory Academy will seek to educate underserved students in the Carson area. Curriculum will be college-preparatory and liberal arts based. There will be a great emphasis on educating the whole child by building “character”. Teachers and staff will be creative and innovative with teaching strategies.

18. I am familiar with the California Frameworks as well as California Standards for these grade levels.

19. There are several key characteristics I believe to having a successful school.
   1) Principal who is firm but fair with employees and students
   2) High expectations for student learning
   3) Consistency on all levels

Evelyn L. Wright
Name (please print)

Evelyn L. Wright
February 16, 2010

Signature
Date
Objective: To utilize my personal and professional strengths to help students achieve

Strengths:
- excellent communicator
- critical thinker
- effective liason and facilitator
- reliable team player

Work Experience:
Curtiss Middle School, Carson, CA

**English Teacher**  Sept. 2002-present
- effectively plan and implement California content standards-based learning opportunities
- consistently use formal and summative assessments to evaluate student mastery of content standards
- provide culturally relevant and differentiated instruction to meet diverse student needs
- collaborate with team teachers and fellow colleagues to increase student achievement
- routinely communicate with parents to monitor academic and social progress of individual students

**Professional Development Coordinator**  Sept. 2009-present
- chair monthly Instructional Cabinet meetings
- collaborate with Administrator in charge of Professional Development
- coordinate Professional Development sessions
- collaborate with Professional Learning Environment (PLE) lead teachers
- draft and post weekly Common Planning agenda
- maintain monthly Instructional Cabinet sign-in sheet and meeting notes
- maintain weekly Common Planning sign-in sheets and meeting notes
- maintain weekly Seventh Grade Team meeting notes and attendance
- perform other duties as assigned

**International Baccalaureate Programme Coordinator**  April 2009-Dec. 2009
- co-authored and submitted part 1 of IB Application
- collaborated with partner school Coordinator
- collaborated with assigned IB Consultant
- conducted Professional Development sessions
- attended monthly Coordinator meetings
- planned school-wide implementation of the Programme
- hosted monthly Coordinator meeting on-site
- participated in Coordinator's training
- performed other duties as assigned

**Professional Development Specialist / Testing Coordinator**  Sept. 2008-June 2009
- as an out-of-classroom personnel, coordinated all aspects of on-site Professional Development
- inventoried, organized and prepared testing materials for school-wide State testing
- performed other duties as assigned

Education:
- **Master of Arts Degree in Education**  National University  June 2005
- **Bachelor of Arts Degree in English Studies**  University of the District of Columbia  May 2002

References: Available upon request
REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

Vera Lemon Clay

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Division in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. Please attach your resume.
   Resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
   Yes.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
   I was invited by Dr. Mary Maddox to become a member of the board.

4. Please explain why you wish to serve on the board.
   I desire to see greater avenues of equal access available to students of diverse cultural, socio-economic and academic backgrounds in the area of public education. Serving as a board member will help to increase and widen those avenues.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
   I have not previously served on a school district board or on a not-for-profit corporation.

6. Please describe your understanding of the appropriate role of a public charter school board member.
   A public charter school board member should be a strong proponent of the charter school's educational philosophy and the governing principles which shape it; and should be responsible for overseeing the implementation of these governing principles, particularly providing a process for monitoring and evaluating academic and fiduciary accountability.

7. Please indicate specifically the knowledge and experience that you would bring to the board.
   As an educator, working within a socio-economically, culturally and academically diverse setting, I am keenly aware of the academic landscape of our public school system. I have first-hand knowledge and experience with the needs of students, the concerns of parents, the challenges of teachers and the responsibilities of site administrators. Having served as the Professional Development Specialist and Coordinator over the past year and a half, I have a greater sensitivity to and understanding of the different stakeholders involved in the quest for academic excellence.
8. Please provide a forecast of where you see the school in one year and then again in four years. I anticipate that year one of the school will include a strong enrollment and successful academic outcome because of the quality academic experience rendered and because of the governing processes which shall be in place. Four years later, the school should see an even greater level of enrollment and measure of academic success.

9. How would you handle a situation in which you believe one or more members of the school’s board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?
   I have every confidence that members in violation of the board’s established policies would be handled in accordance with the tenets thereof. As a board member, my interaction with other members should always be influenced by the high level of integrity that I personally espouse.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.
   (N/A)

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.
   (N/A)

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.
   (N/A)

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.
   (N/A)

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.
   (N/A)

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.
   (N/A)
16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.
(N/A)

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy. While the school's mission and philosophy is yet their developmental phases, I understand that they include a commitment to academic excellence and to the development of well-rounded productive members of different communities—local, national and global.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.
As with the school's mission and philosophy, I understand that the school's educational program is in the process of being established with the intent to offer a cutting-edge, highly competitive academic experience for a diverse student population.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful? Active and meaningful involvement of many different stakeholders is a key component of academic success at any school. Having passionate, proven and highly qualified teachers is another key factor; knowledgeable and proactive site administrators and a strong, positive governing body are key contributors to the success of a great school.

VERA LEMONS CLAY

Name (please print)  
Signature  
February 15, 2010  
Date

This request for information was developed by the State University of New York Charter Schools Institute
MARELL’S PREPARATORY ACADEMY

Board Resolution Appointing a Lead petitioner,  
Financial Manager and School Principal

RESOLVED, that Dr. Mary Ellen Maddox is hereby appointed to serve as the Lead Petitioner.

RESOLVED, that Dr. Mary Ellen Maddox is hereby appointed to serve as Principal.

RESOLVED, that Linda Williams owner of LDW Consultants is hereby appointed to serve as Financial Manager.

RESOLVED, that the officers of the corporation are, and each acting alone is hereby authorized to do and perform any and all such acts including execution of any and all documents and certificates, as such officers shall deem necessary or advisable to carry out the purposes and intent of the foregoing resolutions.

Signed this ___ day, in the month of February in the year of two thousand and ten.

______________________________________________________________________________
Signature                                              Print Name                                                Date
Secretary
Marell’s Preparatory Academy
BOARD OF DIRECTORS
Los Angeles, California

BOARD RESOLUTION APPROVING BYLAWS

WHEREAS, it is deemed desirable and in the best interest of this corporation that the following actions be taken by the Directors of the corporation pursuant to this Resolution,

NOW, THEREFORE, BE IT RESOLVED, that pursuant to applicable law, the undersigned being all of the Directors of this corporation, hereby consent, approve, and adopt the Bylaws for Marell’s Preparatory Academy on this 2nd day of February, two thousand, ten.

CERTIFICATE

I, the undersigned Secretary of the Marell’s Preparatory Academy Board of Directors, do hereby certify that the above and foregoing is a true copy of a resolution adopted by the MPA Board of Directors and that same is in full force and effect.

Dated at Los Angeles, California
This __________ day of February, 2010.

________________________________________
________________ Secretary, Marell’s Preparatory Academy
BOARD OF DIRECTORS
Marell's Preparatory Academy
BOARD OF DIRECTORS
Los Angeles, California

RESOLUTION

WHEREAS, the Marell's Preparatory Academy (MPA) designates Dr. Mary Ellen Maddox as the Lead Petitioner/Principal of the MPA charter school.

WHEREAS, the Marell's Preparatory Academy designates Linda Williams as the on-site Financial Manager responsible for handling checks, cash, etc.

THEREFORE, BE IT RESOLVED, that the Marell's Preparatory Academy Board of Directors does hereby give the above persons the authority to act in their designated capacities and to take any and all actions necessary or desirable to implement, maintain, and administer their duties set forth in accordance with the Board’s intentions.

CERTIFICATE

I, the undersigned Secretary of the Marell's Preparatory Academy Board of Directors, do hereby certify that the above and foregoing is a true copy of a resolution adopted by the MPA Board of Directors and that same is in full force and effect.

Dated at Los Angeles, California
This ________ day of February, 2010

________________________
Secretary,
Marell's Preparatory Academy
BOARD OF DIRECTORS
MARELL’S PREPARATORY ACADEMY

Conflicts of Interest

14.1 Purpose
The purpose of the conflict of interest policy is to protect this tax-exempt organization’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

14.2 Definitions
1. Interested Person
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are no insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 14.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

14.3 Procedures
1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest
   a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
   b. The President of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
   c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
   d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy
   a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
   b. If, after hearing the member’s response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

14.4 Records of Proceedings
The minutes of the governing board and all committees with board delegated powers shall contain:
   a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing boards or committee’s decision as to whether a conflict of interest in fact existed.
b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

14.5 **Compensation**
No voting member of the governing board shall receive compensation of any kind.

14.6 **Annual Statements**
Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

14.7 **Periodic Reviews**
To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm’s length bargaining.
b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization’s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

14.8 **Use of Outside Experts**
When conducting the periodic reviews as provided for in Section 13.7, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.
GLORIA J. WHITE

12708 SOUTH ELVA AVENUE – L. A., CALIFORNIA 90059
(310) 715-9291

I am a retired elementary school teacher with twenty-eight years of teaching experience in the Los Angeles Unified School District. My experiences in the field of education includes teaching grades Pre-Kindergarten through eighth grade, serving as a youth counselor, youth director, seminar leader, speaker for youth and women’s groups. Vacation Bible School Coordinator – Diocese Secretary; Diocese Treasurer.

SKILLS: Microsoft Works, Multicultural Awareness, Behavior Science Training, Facilitator, Public Speaker, Secretarial Administration, Teacher Training and Typing.

EDUCATION:
Bachelor of Arts in Geography & Elementary Education
California State University, Los Angeles June 1969
State of California
Standard Teaching Credential (Life)

TEACHER IN-SERVICE
CLASSES: (80 UNITS) 1970-1997
Los Angeles Unified School District Los Angeles, CA

CERTIFICATES AND CREDENTIALS: May 1998
Cross-cultural Language Acquisition Standard Teaching Credential Life - Ryan
Development
California State Department of Education

STANDARD TEACHING CREDENTIAL SPECIALIZATION IN ELEMENTARY EDUCATION: February 1972

WORK EXPERIENCE:
Los Angeles Unified School District
Main Street Elementary School 1981 -1998
Los Angeles, California
  ❖ Taught multiple subject curriculum to students in grades pre-kindergarten through sixth.
  ❖ Served as a school representative and facilitator of the Master Plan Program for the district.
Served on numerous committees as a member and/or chairperson, guidance committee, Black History Month chairperson and model classroom Instructor.
Served as a master teacher and trainer for the Teach America Program in 1991.
Served as a facilitator in reading, math and science.

West Valley Center for Enriched Studies 1979-1981
Woodland Hills, CA Magnet Teacher
- Taught language arts, mathematics, social studies and Spanish I to students in grades fourth through eighth.
- Served on the language arts and foreign language committees.

Grape Street School 1979-1970
Los Angeles, California Elementary Teacher
- Facilitated the Opportunity Classroom for grades three through sixth (1975-1979)
- Taught multiple subject curriculum to students in grades first through third.
- Served as a member and/or chairperson for the reading, hospitality, carnival organizer and faculty chairperson.
- Served as a textbook coordinator.
- Served as a participant in the Open-Classroom Structure under Dr. Carrie Ayers-Haynes.
- Trained in Behavioral Science at the M. Frostic Center in Los Angeles, California.

VOLUNTEER EXPERIENCE:
Churches of Christ Holiness (USA) 1959 – present
Western Diocese, Los Angeles, CA
- Served as a Church School Teacher, Church Secretary, Summer Camp Director, Women’s Group President, Youth Counselor and Youth Director.
- Served as Seminar Director and Speaker.
- Vacation Bible School Coordinator
- Diocese Secretary
- Diocese Treasurer

WATTS CHRISTIAN CENTER: 1995-1996
Los Angeles, California
- Served as a member of the Board of Christian Education

MASTER TEACHER – LA COUNTY SCHOOLS 1999 – 2000
12708 SOUTH ELVA AVENUE – L. A., CALIFORNIA 90059
(310) 715-9291

OTHER WORK EXPERIENCES INCLUDE:

L A COUNTY SHERIFF DEPARTMENT 1962-1967
Advanced from Clerk Typist to Senior Clerk Typist

L A COUNTY LIBRARY 1961 – 1962
Clerk Typist
19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful? Teachers are qualified and committed to the education of students; that students take responsibility for their learning; that parents are actively involved in the education of their child (ren).

Gloria J. White
Name (please print)

Signature

2/20/10
Date

This request for information was developed by the State University of New York Charter Schools Institute
Tonia Lucas
1721 West 43rd Place
Los Angeles, CA 90062
(323) 291-7685

Objective  Seeking a teaching position or related occupation that will augment my education, years of experience, and professional skills.

Experience  August 2005-Present  Curtiss Middle School  Carson, CA
Language Arts Teacher
• Provide daily instruction to Middle School Students, Grades 6-8, in accordance with California content standards.
• Set and established grade level curriculum
• Integrated SDAIE strategies in lesson planning
• Certified GATE/Gifted English Teacher
• Tutored and modified instruction for Special Education students
• Maintained favorable relationships with administration, staff, students, and parents.

April 2004-February 2005  Blue Cross of California  Woodland Hills, CA
Senior Proposal Analyst
• Responsible for writing large group health insurance proposals
• Researched corporate policy and state legislation regulating insurance plans for employers with more than 2000 lives.
• Communicated with Management and Sales to ensure compliance
• Planned and facilitated strategy meetings

March 2000-April 2004  Blue Cross of California  Woodland Hills, CA
Group Health Underwriter
• Evaluated medical risk for employer groups with less that 50 lives
• Set benefit levels for Large Group coverage
• Modified dental, health, or life insurance plans
• Assigned rates for new business, renewals, modified plans, and benefit changes

December 1992-May 1988  Blue Cross of California  Woodland Hills, CA
Corporate Quality Review Auditor II
• Wrote Blue Cross position letters for grievances filed with the Department of Managed Care/The Department of Insurance
• Conducted internal audits to ensure quality customer service
• Advised members, physicians, and employers on benefits or claims
• Processed all claim types: Inpatient, Outpatient, Professional, Medicare, and COB
<table>
<thead>
<tr>
<th>Education</th>
<th>Year</th>
<th>Institution</th>
<th>Location</th>
<th>Degree/Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003</td>
<td>University of Redlands</td>
<td>Redlands, CA</td>
<td>Graduate Study for Master of Arts in Management</td>
</tr>
<tr>
<td></td>
<td>1987</td>
<td>California State University, Los Angeles</td>
<td>Los Angeles, CA</td>
<td>Bachelor of Arts, English</td>
</tr>
<tr>
<td></td>
<td>1985</td>
<td>Los Angeles City College</td>
<td></td>
<td>Associate of Arts, General Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Life Office Management Association (LOMA), Courses I&amp; II</td>
</tr>
<tr>
<td></td>
<td>California Basic Educational Skills Test (CBEST) 1997</td>
</tr>
<tr>
<td></td>
<td>California Single Subject Assessment for Teaching (CSET):</td>
</tr>
<tr>
<td></td>
<td>English Subtests I,II,III,IV</td>
</tr>
<tr>
<td></td>
<td>Proficient in Microsoft Word, Excel, Power Point, and Word Perfect</td>
</tr>
<tr>
<td></td>
<td>Certified in Adult/Child/Infant CPR and First Aid</td>
</tr>
<tr>
<td></td>
<td>Toast Masters Member, Club 4165</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Spanish</td>
<td></td>
</tr>
<tr>
<td>Basic American Sign Language (ASL)</td>
<td></td>
</tr>
</tbody>
</table>

| References             | Provided upon request                                                    |
## ASSUMPTION WORKSHEET

**School Name:** REPARATORY ACADEMY

Enter Data in Yellow Boxes
Automatically Generated
Please Leave White Boxes Empty

**Worksheet Contains the Following Calculators:**
1) Enrollment
2) Certificated Staff
3) Classified Staff
4) Benefits
5) Books & Supplies

### Enrollment

Enter Projected Enrollment
Enter Target ADA % Default = 95%
Enter No. of English Language Learners
Enter No. of Economically Disadvantaged (i.e. below federal poverty line)
Enter No. of Free/Reduced Lunch Students

### YEAR ONE

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>ADA %</th>
<th>ADA #</th>
<th>EL #</th>
<th>ED#</th>
<th>FRL #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-3</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 7-8</td>
<td>150</td>
<td>95%</td>
<td>142.50</td>
<td>15</td>
<td>113</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>150</td>
<td>95%</td>
<td>142.50</td>
<td>15</td>
<td>113</td>
</tr>
</tbody>
</table>

### YEAR TWO

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>ADA %</th>
<th>ADA #</th>
<th>EL #</th>
<th>ED#</th>
<th>FRL #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-3</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 7-8</td>
<td>150</td>
<td>95%</td>
<td>142.50</td>
<td>15</td>
<td>113</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>225</td>
<td>95%</td>
<td>213.75</td>
<td>23</td>
<td>169</td>
</tr>
</tbody>
</table>

### YEAR THREE

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>ADA %</th>
<th>ADA #</th>
<th>EL #</th>
<th>ED#</th>
<th>FRL #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-3</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 7-8</td>
<td>150</td>
<td>95%</td>
<td>142.50</td>
<td>15</td>
<td>113</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>150</td>
<td>95%</td>
<td>142.50</td>
<td>15</td>
<td>113</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>300</td>
<td>95%</td>
<td>285.00</td>
<td>30</td>
<td>226</td>
</tr>
</tbody>
</table>

### YEAR FOUR

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>ADA %</th>
<th>ADA #</th>
<th>EL #</th>
<th>ED#</th>
<th>FRL #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-3</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Students Per Teacher**

- **YEAR ONE:**
  - Grades K-3: 25.00
  - Grades 4-6: 25.00

- **YEAR TWO:**
  - Grades K-3: 25.00
  - Grades 4-6: 25.00

- **YEAR THREE:**
  - Grades K-3: 25.00
  - Grades 4-6: 25.00

- **YEAR FOUR:**
  - Grades K-3: 25.00
  - Grades 4-6: 25.00
<table>
<thead>
<tr>
<th>Grades</th>
<th>Enrollment</th>
<th>ADA %</th>
<th>ADA #</th>
<th>EL #</th>
<th>ED#</th>
<th>FRL #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 7-8</td>
<td>150</td>
<td>95%</td>
<td>142.50</td>
<td>15</td>
<td>113</td>
<td>113</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>225</td>
<td>95%</td>
<td>213.75</td>
<td>23</td>
<td>169</td>
<td>169</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>375</strong></td>
<td><strong>95%</strong></td>
<td><strong>356.25</strong></td>
<td><strong>38</strong></td>
<td><strong>282</strong></td>
<td><strong>282</strong></td>
</tr>
</tbody>
</table>

**YEAR FIVE**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>ADA %</th>
<th>ADA #</th>
<th>EL #</th>
<th>ED#</th>
<th>FRL #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-3</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>-</td>
<td>95%</td>
<td>0.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 7-8</td>
<td>150</td>
<td>95%</td>
<td>142.50</td>
<td>15</td>
<td>113</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>300</td>
<td>95%</td>
<td>285.00</td>
<td>30</td>
<td>225</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>450</strong></td>
<td><strong>95%</strong></td>
<td><strong>427.50</strong></td>
<td><strong>45</strong></td>
<td><strong>338</strong></td>
</tr>
</tbody>
</table>

Students Per Teacher

K - 3: 25.00
4 - 12: 25.00
## Salaries

### Certificated Staff Salaries

<table>
<thead>
<tr>
<th>Year</th>
<th># Teachers</th>
<th># Aides</th>
<th># Admin</th>
<th>COLA 1.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>6</td>
<td>0</td>
<td>1.0</td>
<td>84,000</td>
</tr>
<tr>
<td>Year Two</td>
<td>9 $44,440</td>
<td>$ -</td>
<td>1.0</td>
<td>84,440</td>
</tr>
<tr>
<td>Year Three</td>
<td>12 $44,884</td>
<td>$ -</td>
<td>1.0</td>
<td>85,688</td>
</tr>
<tr>
<td>Year Four</td>
<td>15 $45,333</td>
<td>$ -</td>
<td>1.0</td>
<td>86,545</td>
</tr>
<tr>
<td>Year Five</td>
<td>18 $45,787</td>
<td>$ -</td>
<td>1.0</td>
<td>87,411</td>
</tr>
</tbody>
</table>

### Class Size Reduction Funding

<table>
<thead>
<tr>
<th>Year</th>
<th># of Teachers</th>
<th># of Aides (Classified)</th>
<th># of Half-Day Kindergarten Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>-</td>
<td>2000</td>
<td>-</td>
</tr>
<tr>
<td>Year Two</td>
<td>-</td>
<td>2000</td>
<td>-</td>
</tr>
<tr>
<td>Year Three</td>
<td>-</td>
<td>2000</td>
<td>-</td>
</tr>
<tr>
<td>Year Four</td>
<td>-</td>
<td>2000</td>
<td>-</td>
</tr>
<tr>
<td>Year Five</td>
<td>-</td>
<td>2000</td>
<td>-</td>
</tr>
</tbody>
</table>

### Classified Staff Salaries

<table>
<thead>
<tr>
<th>Year</th>
<th># Aides</th>
<th># Support</th>
<th>Support Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>2.0 $24,000</td>
<td>3.0 $9,500</td>
<td>$28,500</td>
</tr>
<tr>
<td>Year Two</td>
<td>3.0 $24,240</td>
<td>3.0 $9,595</td>
<td>$28,785</td>
</tr>
<tr>
<td>Year Three</td>
<td>4.0 $24,482</td>
<td>3.0 $9,691</td>
<td>$29,073</td>
</tr>
<tr>
<td>Year Four</td>
<td>5.0 $24,727</td>
<td>3.0 $9,788</td>
<td>$29,364</td>
</tr>
<tr>
<td>Year Five</td>
<td>6.0 $24,974</td>
<td>3.0 $9,886</td>
<td>$29,657</td>
</tr>
</tbody>
</table>

### Administrators

<table>
<thead>
<tr>
<th>Year</th>
<th># Admin</th>
<th># Office</th>
<th>Other (e.g. IT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>-</td>
<td>1.0 $32,000</td>
<td>1.5 $18,000</td>
</tr>
<tr>
<td>Year Two</td>
<td>-</td>
<td>1.0 $32,320</td>
<td>1.5 $18,180</td>
</tr>
<tr>
<td>Year Three</td>
<td>1.0 $62,000</td>
<td>2.0 $32,643</td>
<td>2.0 $18,362</td>
</tr>
<tr>
<td>Year Four</td>
<td>1.0 $62,620</td>
<td>2.0 $32,970</td>
<td>2.0 $18,545</td>
</tr>
<tr>
<td>Year Five</td>
<td>1.0 $63,246</td>
<td>2.0 $33,299</td>
<td>2.0 $18,731</td>
</tr>
</tbody>
</table>

## Benefits

### Staff Benefits and Health Plan

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Health Plan Cost ($/Person)</th>
<th># employees</th>
<th>Health Plan Total</th>
<th>Total Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASST. PRINCIPAL
CUSTODIANS
<table>
<thead>
<tr>
<th>Year</th>
<th>Value 1</th>
<th>Value 2</th>
<th>Value 3</th>
<th>Value 4</th>
<th>Final Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>$ 58,355</td>
<td>$ 7,000</td>
<td>11</td>
<td>$ 77,000</td>
<td>$ 135,355</td>
</tr>
<tr>
<td>Year Two</td>
<td>$ 76,626</td>
<td>$ 7,000</td>
<td>15</td>
<td>$ 105,000</td>
<td>$ 181,626</td>
</tr>
<tr>
<td>Year Three</td>
<td>$ 113,279</td>
<td>$ 8,000</td>
<td>22</td>
<td>$ 176,000</td>
<td>$ 289,279</td>
</tr>
<tr>
<td>Year Four</td>
<td>$ 131,944</td>
<td>$ 8,000</td>
<td>26</td>
<td>$ 208,000</td>
<td>$ 339,944</td>
</tr>
</tbody>
</table>
### Books & Supplies (Per Student)

<table>
<thead>
<tr>
<th>Year</th>
<th>Textbooks</th>
<th>Other Books</th>
<th>Supplies</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>$250.00</td>
<td>$50.00</td>
<td>$150.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>Two</td>
<td>$250.00</td>
<td>$50.00</td>
<td>$150.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>Three</td>
<td>$250.00</td>
<td>$50.00</td>
<td>$150.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>Four</td>
<td>$250.00</td>
<td>$50.00</td>
<td>$150.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>Five</td>
<td>$250.00</td>
<td>$50.00</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
</tbody>
</table>

#### General Purpose Entitlement Block Grant

Schools often receive ADA funding from two sources: the state and the local district (also known as "in-lieu of property tax" funding). The total amount is the same regardless of the source, however the timing of the payments varies slightly. Contact your charter authorizer to find out what percentage of the general purpose entitlement they fund. If unknown, put 100% in the state portion below.

<table>
<thead>
<tr>
<th></th>
<th>% from Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Portion</td>
<td>52%</td>
</tr>
<tr>
<td>Local District</td>
<td>48%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
<tr>
<td>Total Certificated</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
</tr>
<tr>
<td>$</td>
<td>348,000</td>
</tr>
<tr>
<td>$</td>
<td>484,800</td>
</tr>
<tr>
<td>$</td>
<td>624,301</td>
</tr>
<tr>
<td>$</td>
<td>766,544</td>
</tr>
<tr>
<td>$</td>
<td>911,569</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Classified</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>135,500</td>
</tr>
<tr>
<td>$</td>
<td>161,095</td>
</tr>
<tr>
<td>$</td>
<td>294,012</td>
</tr>
<tr>
<td>$</td>
<td>318,650</td>
</tr>
<tr>
<td>$</td>
<td>346,811</td>
</tr>
</tbody>
</table>